



Exploring Pre-Service Teachers' Professional Perceptions Through Media

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Abstract

This study aims to explore the professional perceptions of senior pre-service science teachers through news on the teaching profession. Participants in this phenomenological study were selected using convenience and criterion sampling methods. In the data collection process, participants were first asked to select professional news that caught their attention in the media; then, their feelings and thoughts regarding the news that attracted the most attention were identified. The findings reveal that participants mostly interested in news themed around career planning, performance, violence, economic conditions and educational practices. Participants evaluated 68% of the news they shared as negative. It was found that participants experienced emotions such as sadness, anger, fear and surprise in response to news about appointment quotas, the interview process, the National Education Academy, violence against teachers and insufficient salaries. In contrast, they exhibited positive emotions such as joy, confidence and hope in response to news presenting teachers' success stories. In conclusion, this study revealed that the professional perceptions of pre-service teachers became visible in line with their evaluations of news related to teaching. The findings of the study highlight the importance of improving educational policies and employment processes related to the teaching profession.

Keywords: Professional perceptions, Media, Pre-service science teachers, Phenomenology

Highlights

- Pre-service teachers follow issues related to the teaching profession through media.
- Evaluations of news reflect their professional perceptions.
- Evaluations of news highlighting teacher success and societal benefits indicate their positive professional perceptions.
- Evaluations of news on teacher policies and working conditions reflect their negative professional perceptions.

1. Introduction

Professional perception is a multidimensional construct encompassing individuals' cognitive evaluations of a profession, their affective orientations and the meanings they attribute to it (Aldemir, 2018). This construct is shaped by several dimensions, including the social value and prestige of the profession, affective orientations toward the profession, cognitive evaluations, commitment and intention to remain in the profession and self-efficacy perceptions. These dimensions are thought to provide a basic framework for understanding how pre-service teachers position the teaching profession.

The social value and prestige of the profession is one of the determining dimensions of professional perception. Professional prestige is related to the respectability and status of the profession in society and the social/material gains that the profession provides to the individual (Hoyle, 2001; Ünsal, 2018). Another dimension affecting professional perception is the individual's affective orientation toward the profession. This orientation plays an important role in the formation of perceptions regarding the profession with the individual's beliefs, attitudes, and level of motivation (Pickens, 2005). In addition, another dimension of professional perception is the individual's cognitive evaluations of the profession. These evaluations include individual judgments regarding job security, economic return (Özyürek & Kılıç-Atıcı, 2002), the status of the profession and its suitability to the requirements of the age (Kuzgun, 2000, as cited in Aldemir, 2018). Furthermore, the individual's willingness to continue the profession and commitment to the profession is also a dimension that constitutes professional perception, because it is known that positive perceptions regarding the profession increase the intention to continue the profession (Avcı et al., 2017). Finally, self-efficacy perception stands out as a complementary dimension of professional perception. Bandura (1977) defines self-efficacy perception as the individual's belief in their ability to successfully perform the tasks required by the profession. It is known that as individuals' self-efficacy perceptions increase, their perceptions of professional competence also increase (Taşdan, 2012).

Policies that directly shape the position of the profession and current social/economic developments in society are also important determinants in the formation of perception regarding the profession. It is thought that developments related to educational policies and social conditions in Türkiye are reflected in pre-service teachers' evaluations of the teaching profession. In our country, uncertainties in teacher employment policies, inadequate quotas, perceived fairness of interview exams, and debates about the Teaching Profession Law directly affect pre-service teachers' expectations regarding the future of the profession (Aksoy & Taşkın, 2023; Can, 2019; Koşar et al., 2018). Studies show that policy decisions regarding education can increase pre-service teachers' anxiety toward the teaching profession and weaken their commitment and intention to remain in the profession (Gerçek, 2018; Keçeci, 2021). The increase in incidents of violence against teachers also emerges as a factor that negatively affects professional perceptions by feeding concerns about the safety of the profession (Bulut & Gürkan, 2022; Doğan & Uçar, 2024). In addition, it is stated that perceptions regarding the adequacy of teachers' salaries determine evaluations of the social value of the profession (Durdukoca, 2019; Stromquist, 2018). However, projects aimed at increasing quality in education, policies that support teachers' professional development, and social initiatives aimed at strengthening the prestige of the profession emerge as factors that support positive perceptions of the profession. For example, the development of in-service training programs aimed at teachers' professional development, the implementation of innovative pedagogical practices (Keçeci et al., 2023), and promotion of teachers' success in the public sphere can contribute to the formation of positive perception regarding the profession (Bayar & Bayar, 2022; Köktaş & Ağalday, 2023). These findings show that pre-service teachers' cognitive evaluations and affective reactions regarding the teaching profession cannot be considered independently of the educational policy atmosphere of the country and current social developments.

It is thought that pre-service teachers follow educational policies and current developments regarding the teaching profession through media. Media enables individuals to follow the agenda, be informed about innovations, and develop opinions regarding social issues (Cereci, 2013). These news items not only convey information to individuals but also affect their learning processes and contribute to the internalization of knowledge by carrying all kinds of produced messages into their daily lives. Thus, it contributes to making individuals' feelings, thoughts, and expectations visible (Arslan, 2011). Several theoretical perspectives explain how individuals' professional perceptions are shaped by media. McCombs and Shaw's (1972) agenda-setting theory explains how media directs the attention of audiences by prioritizing certain issues. Pre-service teachers form their evaluations regarding the teaching profession by interpreting the news on the agenda in line with their own interests, experiences, and values. For example, issues frequently highlighted in media about the teaching profession may shape the areas pre-service teachers prioritize. Hall's (1997) representation theory represents professions through social meanings and symbols. When teacher awards, exemplary practices, or news about social contributions are highlighted in media, pre-service teachers may perceive the teaching profession as prestigious and valuable. When bureaucratic problems, incidents of violence, or low salaries are emphasized, a negative perception may occur. However, pre-service teachers' own experiences and values play a determining role in their interpretation of these contents.

The literature includes studies examining media news on school administrators and teachers (Alhamdan et al., 2014; Altun & Kirit, 2005; Güngör & Saltürk, 2021; Kahveci & Paksoy, 2019; Kuru-Çetin & Demirkasımoğlu, 2015; Uygun, 2012) as well as studies evaluating the reflections of this news on teachers (Bayar & Bayar, 2022). Altun and Kirit (2005) stated that school administrators were most frequently featured in the media on legal issues, violence, economics, dress code, and praise, and that they are generally portrayed with a negative image. Kuru-Çetin and Demirkasımoğlu (2015) examined the reflection of teachers' and school administrators' ethical and unethical behaviours in the media and reported that unethical behaviours (e.g., physical/psychological violence) appeared in the media more frequently than ethical behaviours (e.g., efforts to improve school facilities). Uygun (2012) examined the problems of teachers presented in the media, Güngör and Saltürk (2021) analysed news about teachers in the print media, Kahveci and Paksoy (2019) revealed teacher representations in the news texts of national newspapers and Alhamdan et al. (2014) compared the media representations of teachers across five countries. Bayar and Bayar (2022) approached the issue from a different perspective and examined the reflections of this news on teachers' professional happiness, revealing that such news mostly have negative effects on teachers. No study has been found that determines pre-service teachers' professional perceptions through identifying their feelings and thoughts regarding professional news.

Revealing pre-service teachers' cognitive evaluations and affective orientations toward the profession is of central importance for understanding their professional perceptions. However, these feelings and thoughts are often not directly observable. They are expressed through events, experiences or external stimuli encountered in everyday life. Therefore, there is a need for stimuli that can reflect pre-service teachers' feelings and thoughts. At this point, professional news in the media is thought to serve as a reflective medium that helps make pre-service teachers' professional perceptions visible. The representations and frames provided by the media may contribute to a deeper understanding of pre-service teachers' perceptions of the profession.

1.1. Purpose and Research Questions

The purpose of this study is to reveal the professional perceptions of senior pre-service science teachers based on their feelings and thoughts about the teaching profession. In this context, media news was used as a tool reflecting pre-service teachers' professional perceptions. The evaluations made by the participants based on the content of the news they selected clearly reveal their cognitive evaluations and affective orientations toward the profession, thereby enabling

their professional perceptions to be examined through a phenomenological approach. Accordingly, this study seeks to answer the following research question: “What are pre-service teachers’ perceptions of the teaching profession?” To examine this research question in depth, the following sub-questions are addressed:

Pre-service teachers,

1. Which types of news related to the teaching profession do they attend to?
2. How do they evaluate this news (positively or negatively)?
3. What feelings and thoughts do they reflect in the news concerning the appointment process?
4. What feelings and thoughts do they reflect in the news concerning the Teaching Profession Law?
5. What feelings and thoughts do they reflect in the news concerning teachers’ success stories?
6. What feelings and thoughts do they reflect in the news concerning violence against teachers?
7. What feelings and thoughts do they reflect in the news concerning teachers’ salaries?

2. Method

The study was designed as a phenomenological study, which is a qualitative research design. Phenomenological studies typically focus on phenomena that individuals are aware of or have experienced but do not have an in-depth understanding of. These phenomena may include concepts, perceptions and events encountered in everyday life (Yıldırım & Şimşek, 2018). The phenomenon examined in this study is pre-service teachers’ perceptions of the teaching profession. Participants’ cognitive evaluations and affective orientations regarding the news reveal their professional perceptions.

2.1. Participants

The participants were selected using convenience sampling and criterion sampling, which are among purposive sampling methods. In convenience sampling a group that is close at hand and easily accessible is selected, whereas in criterion sampling selection is based on predetermined criteria (Yıldırım & Şimşek, 2018). This study was conducted with senior pre-service science teachers. Acat et al. (2005) reported that pre-service teachers’ professional perceptions become stronger at the final-year level as professional courses intensify and teaching practice experiences increase. As pre-service teachers at the graduation stage are at a critical point in their career planning, it is assumed that they closely follow media news related to their profession. Therefore, senior pre-service teachers who are in the transition process to the teaching profession were selected as the criterion in this study.

As the data were collected in two stages, the number of participants was 28 in the first stage and 24 in the second stage. Four participants (PST17, PST18, PST20 and PST21) who took part in the first stage did not participate in the second stage for various reasons. Of the participants, 83% were female and 17% were male and their ages ranged from 20 to 23.

2.2. Data Collection Tools

The data of the study were collected using two forms developed by the researchers. The first is the “Teaching News – Selection and Impact Form” (TN-SIF), which was developed to identify the professional news in the media that attract pre-service teachers’ attention. The second is the “Teaching News – Emotion and Thought Identification Form” (TN-ETIF), which was developed to determine pre-service teachers’ feelings and thoughts regarding the news they selected. The TN-SIF was prepared digitally via Google Forms and participants were asked to share links to at least three (and at most five) news related to the teaching profession that affected them and to evaluate the impact of this news.

The TN-ETIF was designed to determine participants’ feelings and thoughts regarding five news from the most

frequently shared categories in the TN-SIF (teacher appointment process, Teaching Profession Law, success stories, violence, and teachers' salaries). Due to the limited number of contents meeting the criterion of $f > 10$ at the coding level and the general nature of the themes in terms of news selection, the news was selected based on categories to ensure both diversity and coherence of meaning. As there were current developments related to the news in the categories during the three-month period between the first and second phases of the study, the news included in the TN-ETIF were selected by the researchers from among up-to-date contents in line with the themes identified based on the participants' selections. The TN-ETIF includes one closed-ended and two open-ended questions that determine participants' feelings and thoughts regarding each news. The titles and links of the news in the categories included in the TN-ETIF are presented in Table 1.

Category	News Title	News Link
Teacher Appointment Process	Preference schedule announced for appointment of 20,000 teachers by the Ministry of National Education!	https://www.hurriyet.com.tr/bilgi/galeri-sozlesmeli-ogretmenlik-atama-tercih-tarihi-2024-meb-sozlesmeli-ogretmenlik-atama-tercihleri-ne-zaman-nasil-yapilacak-meb-20-bin-ogretmen-42571662/1 (Accessed on May 12, 2025)
Teaching Profession Law	Articles and content of the teaching profession law!	https://www.hurriyet.com.tr/bilgi/galeri-omk-resmi-gazetede-yayinlandi-mi-yururluge-girdi-mi-ogretmenlik-meslek-kanunu-maddeleri-ve-icerigi-42565525 (Accessed on May 12, 2025)
Success Stories	Nurten teacher, who inspires the world with her projects, has published a book!	https://www.dha.com.tr/gundem/projeleriyle-dunyaya-ilham-veren-nurten-ogretmen-kitap-cikartti-2515892 (Accessed on May 12, 2025)
Violence	Teacher attacked with a hole punch in Kastamonu: Five stitches to the head!	https://www.ntv.com.tr/galeri/turkiye/kastamonuda-ogretmene-delgecli-saldiri-basina-5-dikisatildi,S957qf0dW0KQPIRIsBMNTw (Accessed on May 12, 2025)
Teachers' Salaries	What will be the salaries of expert and contracted teachers in the new year?	https://bigpara.hurriyet.com.tr/ekonomi-haberleri/galeri-sozlesmeli-ogretmen-maasi-ne-kadar-2024-yeni-yilda-uzman-ve-sozlesmeli-ogretmen-maasi-kac-tl-olacak-iste-guncel-ogretmen-maasi_ID1602477/1 (Accessed on May 12, 2025)

Table 1: Titles and Links of the News Categories Included in the Teaching News – Emotion and Thought Identification Form (TN-ETIF)

2.3. Data Collection Process

The first phase of the study was conducted online, as it coincided with the pre-service teachers' summer break. The TN-SIF was shared in an online messaging group that included the participants, and they were given seven days to select and submit the news. The aim of this phase was to enable participants to freely share news on the teaching profession that were present in their own agendas and to establish a participant-based pool of categories. The second phase was conducted face-to-face following the start of the fall semester. Data were collected in a classroom at a time mutually agreed upon with the participants. Participants responded to the news included in the TN-ETIF and the questions designed to determine their feelings and thoughts regarding this news in approximately 90 minutes. This phase enabled the presentation of up-to-date news representing the categories identified in the first phase in a controlled setting and allowed for an in-depth examination of pre-service teachers' cognitive evaluations and affective orientations to this news.

2.4. Data Analysis

The data were analysed using content analysis. In content analysis concepts, themes and relationships that explain the data are identified. During the analysis process, concepts form themes and themes, in turn, make phenomena understandable and interpretable (Yıldırım & Şimşek, 2018). Participants shared 117 news in the TN-SIF. After excluding invalid links and duplicate content, 100 distinct news were obtained. The researchers analysed the data independently and first coded the shared news based on their content. They discussed the codes and reached a consensus to establish the final list of codes. Subsequently, the codes were grouped into categories based on their conceptual similarities and organized under themes. Various sources (e.g., Turkish Language Association Dictionaries, Official Gazette) were consulted in naming the categories and themes. A frequency analysis was conducted on participants' evaluations of these news (positively/negatively).

Participants' feelings regarding each news were analysed separately. In analysing the closed-ended question in the TN-ETIF, the eight basic emotions defined in Plutchik's (2001) model (joy, trust, anticipation, anger, disgust, fear, sadness and surprise) were taken as the basis. This model was preferred because it encompasses the positive and negative emotions most experienced by individuals and provides a systematic framework for data analysis. As this study was conducted in the field of education, the analysis was limited to basic (primary) emotions; no analysis was carried out regarding secondary or tertiary emotions or variations in the intensity of primary emotions. However, within the scope of the analysis, it was found that some participants expressed emotions different from the eight basic emotions (e.g., hope, hopelessness, inadequacy, disappointment, pride, anxiety, and pessimism). To analyse these emotions, relevant literature (Plutchik, 1980, 2001; TenHouten, 2017; Semeraro et al., 2021) was reviewed, and these emotions were mapped onto the eight basic emotions. For example, a participant's expression of hope—stating that there would be openness to change in the future and that the value given to teachers would be recognized—regarding some news on the Teaching Profession Law was coded under the basic emotion of “anticipation.” In contrast, another participant's expression of hopelessness regarding the same news—due to uncertainty about whether they would be appointed even if they gained admission to the academy—was coded under the basic emotion of “fear.” The two open-ended questions in the TN-ETIF were also analysed independently by the researchers and code lists and categories were developed based on participants' responses. To ensure the confidentiality of the data, participants' names were not shared with anyone other than the researchers and pre-service teachers' statements were reported using codes (e.g., PST1–PST28).

2.5. Validity and Reliability

To enhance the credibility of the study, the clarity of the instruments and the adequacy of the implementation duration were evaluated. For this purpose, both student and expert opinions were sought. The students indicated that the questions in the instruments were clear and understandable and that the duration of the implementation was sufficient. A science education expert indicated that the selected news was consistent with the target categories and that the level of clarity of the questions was sufficient. After the data analysis, inter-coder agreement was calculated using Miles and Huberman's (1994) reliability formula. An agreement rate of 82% was achieved between the researchers for the news in the TN-SIF. Following the calculation of the agreement percentage, the researchers met to compare the differently coded segments and reached full consensus. Subsequently, the coding of the news in the TN-ETIF was also carried out independently. The inter-coder agreement percentages for the findings obtained from the two open-ended questions in the TN-ETIF are presented in Table 2. After calculating the agreement percentages presented in Table 2, the researchers compared the differently coded data and reached full consensus.

News Category	News Title	Questions	Agreement Percentages (%)
Teacher Appointment Process	Preference schedule announced for the appointment of 20,000 teachers by the Ministry of National Education!	Feelings	.77
		Thoughts	.73
Teaching Profession Law	Articles and content of the teaching profession law!	Feelings	.80
		Thoughts	.78
Success Stories	Nurten teacher, who inspires the world with her projects, has published a book!	Feelings	.87
		Thoughts	.89
Violence	Teacher attacked with a hole punch in Kastamonu: Five stitches to the head!	Feelings	.89
		Thoughts	.87
Teachers' Salaries	What will be the salaries of expert and contracted teachers in the new year?	Feelings	.90
		Thoughts	.87

Table 2: Inter-Coder Agreement Percentages by News Titles

To ensure the transferability of the study, the participant selection, data collection and analysis process were described in detail. In this way, the findings of the study were made comparable and assessable in similar contexts. In addition, participants' statements were supported with direct quotations. To enhance the accuracy of the study, the researchers conducted the coding independently and the relationship between the codes and themes was verified by experts. After the completion of the data analysis, two science education experts and a doctoral student who is a physics teacher examined the consistency of the codes, categories, and themes with sample participant statements and confirmed the appropriateness of the structures. Furthermore, participants' voluntary participation in the study, conducting the implementation at a time and place of their own choosing and the absence of grade-related concerns enabled the data to be collected in a natural and non-intrusive manner and supported objectivity.

3. Results

3.1. News Affecting Pre-Service Teachers

When the news that attracted pre-service teachers' attention toward the teaching profession were analysed, the results presented in Table 3 were obtained.

Themes	Categories	Codes	Sample News Links
C a r e e r planning (f = 57)	Appointment process (f = 37)	Appointment quotas (f = 30)	https://www.milligazete.com.tr/amp/haber/19595887/atama-bekleyen-ogretmenler-husrana-ugradi-bu-yil-personel-alimi-olmayacak (Accessed on May 12, 2025)
		Interview process (f = 7)	https://www.odatv.com/guncel/ogretmen-atamaları-mahkeme-yolunda-davalik-mulakat-120043662 (Accessed on May 12, 2025)
	Teaching Profession Law (f = 20)	Scope of the law proposal (f = 14)	https://www.haberler.com/guncel/ogretmenlik-meslegi-kanun-teklifi-gorusemeleri-ekim-ayina-ertelendi-17527151-haberi/#google_vignette (Accessed on May 12, 2025)
		National Education Academy (f = 6)	https://www.yirmidort.tv/egitim/mufredattan-sonra-ogretmenlik-kanunu-da-degisiyor-akademi-mezunu-ogretmenler-gelior-175367 (Accessed on May 12, 2025)
Performance (f = 19)	Success stories (f = 18)	Personal / social success (f = 9)	https://www.dha.com.tr/amp/gundem/ogrencisinin-hayatini-kurtaran-levent-ogretmen-heimlich-manevrasini-2-ay-once-ogrenmis-2432877 (Accessed on July 18, 2025)
		Professional success (f = 9)	https://haberglobal.com.tr/gundem/erzurumlu-tuba-ogretmen-dunyanin-en-iyi-50-ogretmeni-arasina-girdi-hayallerimden-vazgecmeyecegim-294692 (Accessed on May 12, 2025)
	Punishment (f = 1)	Investigation (f = 1)	https://www.ogretmenmeb.com/meb-haber/ders-programina-surekli-itiraz-eden-ogretmenlere-sorusturma-acilabilecek-h9196 (Accessed on July 18, 2025)
Violence (f = 17)	Aggression and self- harm (f = 17)	Violence against teachers (f = 11)	https://www.hurriyet.com.tr/gundem/istanbulda-lisede-dehset-okul-mudurunu-vurup-video-paylasti-izleyenler-dondu-kaldi-42457311 (Accessed on July 18, 2025)
		Violence against students (f = 3)	https://www.yenicaggazetesi.com.tr/konyadaki-ogretmen-cift-8-ogrenciye-iskence-ve-cinsel-istismardan-yargilanacak-bunlar-nasil-ogretmen-501836h.htm (Accessed on May 12, 2025)
		Suicide (f = 3)	https://www.gazikent27.com/haber/atanamayan-ogretmen-arife-gunu-intihar-etti-14373.html#google_vignette (Accessed on July 18, 2025)

Themes	Categories	Codes	Sample News Links
E c o n o m i c conditions (f = 15)	Teachers' salaries (f = 12)	Public school teachers (f = 7)	https://www.cnnturk.com/ekonomi/ogretmen-maasi-2024-ne-kadar-oldu-emekli-ogretmen-uzman-ogretmen-basogretmen-maasi-hesaplama-2075590 (Accessed on May 12, 2025)
		Private school teachers (f = 3)	https://www.milliyet.com.tr/egitim/haksiz-rekabet-ortadan-kaldirilmali-7137303 (Accessed on May 12, 2025)
		Substitute teachers (f = 2)	https://www.meb.gov.tr/ders-ucreti-karsiliginda-calisan-ogretmenlerin-ucretlerine-yuzde-25-artis/haber/31524/tr (Accessed on May 12, 2025)
	Social opportunities (f = 2)	Teachers' guesthouse fees (f = 2)	https://www.mebhaberler.com/tum-meb-calisanlari-ogretmenevlerinde-yuzde-50-indirimli-konaklayabilecek/3023/ (Accessed on May 12, 2025)
	Austerity measures (f = 1)	Education budget constraints (f = 1)	https://www.memurlar.net/haber/1103524/meb-de-tasarruf-tedbirlerini-acikladi.html (Accessed on May 12, 2025)
E d u c a t i o n a l practices (f = 7)	Basic education (f = 2)	Teacher / class selection (f = 2)	https://www.haberturk.com/antalya-haberleri/109025308-ilkokula-baslayanlar-artik-ogretmen-secemeyecek (Accessed on May 12, 2025)
		Pedagogical formation (f = 1)	https://www.hurriyet.com.tr/bilgi/formasyon-kalkti-mi-devam-ediyor-mu-egitim-fakultesinde-formasyon-var-mi-yokten-formasyon-icin-kritik-karar-42493198 (Accessed on May 12, 2025)
	In-service training (f = 4)	Expert/Head teacher status (f = 3)	https://www.memurlar.net/haber/1028442/ozel-okullarda-gorev-yapanlar-uzman-ve-basogretmenlige-nasil-basvuru-yapacak.html (Accessed on May 12, 2025)
		Vocational education (f = 1)	https://www.mebpersonelleri.com.tr/ogretmen/ogretmenlere-yeni-bir-donem-uzaktan-egitim-duyurusu-h1621.html#google_vignette (Accessed on May 12, 2025)

Table 3: News Attracting Pre-Service Teachers' Attention to the Teaching Profession

When Table 3 is examined, it is seen that the themes of the news that attract pre-service teachers' attention toward the teaching profession are, respectively, career planning, performance, violence, economic conditions, and educational practices. Among these, the theme of career planning (f = 57) ranks first among the news that attract participants' attention. It is observed that pre-service teachers who shared news related to the decrease in appointment quotas (f = 30) also frequently shared news regarding uncertainties in the interview process. Another prominent category under the career planning theme is news related to the Teaching Profession Law (f = 20), which has attracted considerable attention in the public agenda. In addition, news related to performance (f = 19), violence (f = 17), and economic conditions (f = 15) attracted the attention of participants at nearly similar rates. Although these themes are not as intense as the career planning theme, they still hold an important place in pre-service teachers' agenda. Within these themes, the categories of success stories (f = 18), aggression and self-harm (f = 17), and teachers' salaries (f = 12) stand out. It is also seen that incidents of violence against teachers (f = 11) attract the attention of pre-service teachers. In addition, news related to educational practices attracts less attention from participants. Participants evaluations of the news they shared are presented in Table 4.

Evaluation	Frequency (f)	Percentage (%)
Positive	37	.32
Negative	78	.68
Total	115	.100

Table 4: Participants' Evaluations of News in the Media

When the results in Table 4 are examined, it is seen that participants evaluated the types of news that attracted their attention largely as negative (68%). However, they evaluated 32% of the news they shared as positive.

3.2. Pre-Service Teachers' Feelings and Thoughts Toward News in the Media

Under this heading, pre-service teachers' feelings and thoughts regarding the news in the TN-ETIF are presented sequentially based on the news categories.

3.2.1. Feelings and Thoughts on News in the Appointment Process Category

Participants' feelings regarding news on teacher appointments are mostly negative, and the results obtained are presented in Table 5.

Categories	Codes	Sample Statements
Sadness (f = 23)	Inadequate quotas (f = 20)	"Becoming a teacher is what I want most in life, but 305 appointment quotas is a very low number." (PST13)
	Out-of-field substitute teaching (f = 2)	"There is a shortage of teachers in schools, yet people who did not study science teaching work as substitute teachers." (PST4)
	Loss of prestige in the field of science education (f = 1)	"I felt sad thinking that science, which has an important place on the path to becoming modern, is given little importance." (PST24)
Anger (f = 15)	Inadequate quotas (f = 7)	"My chances of being appointed have decreased significantly in order to practice the profession I started studying with great enthusiasm, and this has created anger toward the system within me." (PST14)
	Interview process (f = 4)	"The fact that interviews have such a strong influence made me angry because I do not trust the interview process." (PST9)
	Loss of professional value (f = 3)	"I think that the teaching profession is highly undervalued." (PST8)
	Austerity measures (f = 1)	"It is unfair that austerity measures are implemented only in this field." (PST3)
Surprise (f = 8)	Inadequate quotas (f = 8)	"When 20 thousand teachers are appointed, it surprised me that such a small quota is allocated to the science branch." (PST28)
Fear (f = 7)	Non-appointment (f = 7)	"I was overwhelmed by the fear that my efforts would go to waste. I felt afraid of failing." (PST25)
Disgust (f = 1)	Inadequate quotas (f = 1)	"Since the quotas have decreased, the probability of being appointed is low; therefore, I developed a sense of disgust toward the profession and the future." (PST20)
Expectation (f = 1)	Appointment (f = 1)	"When I saw the title '20 thousand,' I felt a sense of expectation because I have expectations about being appointed." (PST22)

Table 5: Participants' Emotional Reactions to News on Teacher Appointments and Their Reasons

According to the results in Table 5, the most dominant emotions experienced by participants regarding news on "teacher appointments" are sadness and anger. It is observed that they experience these negative emotions (sadness, anger, surprise, and disgust) due to inadequate quotas. Participants who fear non-appointment (f = 7) become angry as they believe that the interview process is not objective (f = 4). In addition, one participant stated that they have

expectations regarding being appointed. The participants' thoughts regarding the news on "teacher appointments" are presented in Table 6.

Categories	Codes	Sample Statements
Appointment (f = 24)	Difficulty in appointment (f = 24)	"I thought that my chances of being appointed have decreased even further due to the declining number of quotas, and that perhaps there may be no recruitment at all until I graduate." (PST9)
Professional orientation (f = 6)	Considering alternatives (private schools, graduate education, private tutoring centers) (f = 3)	"...now I have had to consider alternatives other than being appointed or teaching. Unfortunately, it is unfair to young people." (PST12)
	Questioning career choice (f = 2)	"I wondered what it would have been like if I had chosen a different profession." (PST26)
	Giving up the profession (f = 1)	"Because of the appointments, I will not practice the profession because I do not have the time to wait to be appointed. I have a life that I need to sustain." (PST6)
Policy implementations (f = 4)	Systemic uncertainty (f = 4)	"I think they could have foreseen that the number of appointments for 2024 would be this low and acted accordingly. They could have adjusted the quotas accordingly. It should not be this difficult to make predictions about five years ahead." (PST12)
Ethical issues (f = 3)	Unfairness (f = 3)	"...even if I get a high score in the KPSS session, my hope has decreased due to the unfairness in the interviews." (PST9)
Loss of professional value (f = 2)	Loss of prestige in the field of science education (f = 2)	"My field is needed in every aspect of life, but it is very disappointing to make such an important field so undervalued. I hope it will receive the value it deserves as soon as possible." (PST18)

Table 6: Participants' Thoughts on News on Teacher Appointments

According to the results in Table 6, participants think that appointment has become more difficult and that they need to make great efforts to be appointed. In addition, participants who expressed their thoughts regarding their professional orientation stated that they may turn to alternative institutions where they can practice the profession without taking the exam (f = 3) or give up the teaching profession in order to start their lives as soon as possible (f = 1). Frequent changes in policy implementations lead to the development of negative thoughts (f = 4) among participants. It is understood that participants who believe that the interview process is unfair (f = 3) think that the practices aimed at reducing the appointment quotas allocated to the science field cause a loss of professional value (f = 2).

3.2.2. Feelings and Thoughts Regarding News in the Teaching Profession Law Category

Pre-service teachers' feelings regarding the news on the Teaching Profession Law are mostly negative, and results are presented in Table 7.

Categories	Codes	Sample Statements
Anger (f = 25)	Evaluation of the education received as inadequate (f = 19)	"I am angry because while we receive the necessary courses and training in the faculty of education for four years, why is there a 'Teaching Academy'?" (PST27)
	Systemic uncertainty (f = 1)	"I am angry because we are faced with an increasingly absurd system every day." (PST3)
	Financial conditions (f = 3)	"I felt anger because salaries in academia are low." (PST2)
	Loss of job security (f = 2)	"...and after working here, not being permanently appointed and remaining as a contracted teacher also made me angry." (PST28)

Categories	Codes	Sample Statements
Sadness (f = 12)	Evaluation of the education received as inadequate (f = 10)	<i>"I feel sad because it makes me think that my efforts are in vain."</i> (PST1)
	Appointment problem (f = 1)	<i>"Because my dreams will not come true."</i> (PST12)
	Loss of professional value (f = 1)	<i>"In our country, the value given to teaching has been gradually decreasing in recent years."</i> (PST22)
Fear (f = 9)	Loss of job security (f = 4)	<i>"Fear, because conditions in academia and contracted teaching are very poor."</i> (PST8)
	Systemic uncertainty (f = 3)	<i>"It caused fear because an unprecedented practice is leading us into uncertainty. It created fear and anxiety about what we will experience."</i> (PST14)
	Accreditation problem (f = 1)	<i>"I am concerned about whether the education we receive in faculties of education has any equivalence abroad."</i> (PST12)
	Unfairness (f = 1)	<i>"I have doubts about the reliability of the academies, whether favoritism will occur or not. I do not think that academies in all cities will be the same."</i> (PST9)
Surprise (f = 6)	Evaluation of the education received as inadequate (f = 4)	<i>"I was surprised by the establishment of the academy because I received education for four years. The need for additional training surprised me."</i> (PST23)
	Systemic uncertainty (f = 2)	<i>"I was surprised because I keep wondering what might happen."</i> (PST3)
Disgust (f = 2)	Strict conditions (f = 2)	<i>"There are so many absurd rules and details that they make people feel disgusted with both studying teaching and practicing this profession. I am fed up and disgusted."</i> (PST8)
Expectation (f = 3)	Improvement of teachers' rights (f = 2)	<i>"I have expectations that teachers' rights will improve ..."</i> (PST24)
	Increase in safety measures (f = 1)	<i>"The increase in teachers' safety gives me confidence."</i> (PST26)

Table 7: Participants' Emotional Reactions to News on the Teaching Profession Law and Their Reasons

According to the results in Table 7, participants generally evaluated the news on the "Teaching Profession Law" negative emotions. Participants experienced anger (f = 1), fear (f = 3), and surprise (f = 2) due to the evaluation of their undergraduate education as inadequate (f = 33) and policy-related uncertainties. Participants fear that they will lose their job security with the restructuring of the National Education Academies (f = 4), and they feel angry (f = 2) about being appointed as contracted teachers after graduating from the academy. It was observed that some participants developed expectations based on the statements in the news regarding the improvement of teachers' rights (f = 2) and the increase in safety measures (f = 1), and that their hope toward the profession has not completely disappeared. The participants' thoughts regarding the news on the "Teaching Profession Law" are presented in Table 8.

Categories	Codes	Sample Statements
Loss (f = 25)	Loss of effort (f = 9)	<i>"I thought that the efforts of all faculty members and students in the faculty of education are considered worthless and unqualified."</i> (PST25)
	Waste of time (f = 8)	<i>"A waste of time. Because we already receive sufficient education. However, this law prolongs our transition period into the profession."</i> (PST13)
	Loss of professional self-confidence (f = 4)	<i>"If I become a teacher, I can live a good life, but can I become a teacher? Can I continue this path? I do not know."</i> (PST5)
	Loss of professional value (f = 4)	<i>"The fact that the salary I will receive is so low, and that I will have to go through so much training despite being a university graduate, made me think that the teaching profession is becoming devalued."</i> (PST28)

Categories	Codes	Sample Statements
Difficulty (f = 12)	Difficulty in appointment (f = 8)	"...and it made me think about how difficult it is to become a teacher." (PST26)
	Challenging systemic conditions (f = 2)	"I think it is absurd that in contracted teaching, one cannot be appointed to another place for three years." (PST6)
	Financial hardship (f = 2)	"...moreover, a salary of 23 thousand TL is very low..." (PST23)
Improvement efforts (f = 3)	Improvement of faculties of education (f = 2)	"...instead of establishing such a system, improvements could have been made in faculties of education." (PST9)
	Raising the threshold for entering the teaching profession (f = 1)	"They could have increased the threshold for entering the teaching profession instead of establishing an academy." (PST12)
Professional orientation (f = 3)	Considering alternatives (abroad) (f = 3)	"It feels as if there is an extra effort to prevent people from choosing the teaching profession; it makes one think about leaving everything behind." (PST16)
Experience (f = 1)	Development in the field (f = 1)	"...starting with contracted teaching may be appropriate because everyone who begins the profession experiences a period of inexperience." (PST8)

Table 8: Participants' Thoughts on News on the Teaching Profession Law

According to the results in Table 8, participants think that with the adoption of the Teaching Profession Law, the efforts they have made and the time they have spent so far have been wasted (f = 17). In addition, they think that they will experience difficulties due to appointment, the strict conditions of the system, and financial concerns (f = 12). The idea of working abroad reflects pre-service teachers' tendency to leave the country and indicates a decrease in their commitment to the profession (f = 3). Participants offer suggestions such as improving faculties of education instead of establishing the National Education Academy and increasing the threshold for entering the teaching profession to enhance candidate quality (f = 3). Only one participant approached this news positively and stated that the National Education Academy would provide opportunities for professional development in the field for candidate teachers.

3.2.3. Feelings and Thoughts Regarding News in the Success Stories Category

Pre-service teachers' feelings regarding the news about the teacher who inspires the world are predominantly positive, and the results are presented in Table 9.

Categories	Codes	Sample Statements
Joy (f = 51)	International success (f = 21)	"...her worldwide success and the recognition of this success with an award made me very happy." (PST10)
	Female teacher success (f = 10)	"...it felt good that she achieved this as a woman." (PST4)
	National success (f = 9)	"The success of a Turkish teacher made me happy ..." (PST16)
	Role model (f = 8)	"...When I hear such news, I feel very happy. Because in the future, I can also become a teacher like her, receive awards, and contribute to the country. These thoughts encourage me and make me happy." (PST19)
	Professional dedication (f = 5)	"...seeing a teacher who is so devoted to her profession made me happy." (PST28)
	Young teacher success (f = 1)	"Her being young made me happy." (PST26)
Confidence (f = 5)	Self-confidence (f = 3)	"...and this news increased my self-confidence." (PST24)
	Education of future generations (f = 2)	"Knowing that there are such determined and successful teachers created a sense of confidence about the future for me." (PST25)
Expectation (f = 6)	Qualified teacher (f = 6)	"My wish is that teachers like Nurten Teacher increase in number and contribute to the future of new generations." (PST27)

Categories	Codes	Sample Statements
Surprise (f = 1)	National success (f = 1)	<i>"I feel surprised that such a success has emerged from our country."</i> (PST15)
Anger (f = 1)	Lack of recognition in our country (f = 1)	<i>"I felt angry because Nurten Teacher is not given this value in Turkey but is only appreciated after receiving an award abroad."</i> (PST12)

Table 9: Participants' Emotional Reactions to News on Teachers Who Inspire the World and Their Reasons

According to the results in Table 9, most participants responded to teacher success stories positive emotions and reflected a hopeful perspective toward the profession. It was determined that participants mostly experienced feelings of joy in response to this news (f = 51). The success of a globally successful teacher (f = 21), a female teacher (f = 10), a Turkish teacher (f = 9), a young teacher (f = 1), and a teacher devoted to the profession (f = 5) made them happy. Such teachers, who can serve as role models (f = 8), please them. In addition, participants stated that this news increased their confidence (f = 5) in themselves and in the idea that future generations will receive a good education. Only one participant approached this news with a negative emotion and expressed anger, stating that such success are not valued in our country. The participants' thoughts regarding the news on "teachers who inspire the world" are presented in Table 10.

Categories	Codes	Sample Statements
Professional orientation (f = 16)	Professional awareness (f = 9)	<i>"Recently, since the focus has mostly been on issues such as appointments related to the teaching profession, we have not been given the opportunity to think about the true purpose and goals of the profession. Thanks to this news, it feels good to experience these."</i> (PST1)
	Professional commitment (f = 5)	<i>"Seeing and reading such positive things instead of constantly encountering negative news has increased my love for my profession."</i> (PST14)
	Giving up the profession (f = 2)	<i>"...however, I still do not want to practice this profession due to other reasons."</i> (PST6)
Individual goal (f = 9)	Role model (f = 9)	<i>"If I am appointed, I will perform my profession in the best way possible, and I will strive to receive awards, touch students' lives, and leave positive marks on their lives."</i> (PST8)

Table 10: Participants' Thoughts on News on Teachers Who Inspire the World

According to the results in Table 10, this news made participants' current professional orientations (f = 16) and their thoughts regarding their individual goals (f = 9) visible. They reviewed the aims and objectives of the teaching profession and expressed their commitment to the profession. Their adoption of the teacher as a role model (f = 9) is an important result indicating that the preservice teachers aim for similar success and develop their professional vision. However, some participants (f = 2) reflected their negative professional perceptions by expressing their reluctance to pursue the profession.

3.2.4. Feelings and Thoughts Regarding News in the Violence Category

Pre-service teachers' feelings regarding the news on violence are predominantly negative, and the results are presented in Table 11.

Categories	Codes	Sample Statements
Fear (f = 17)	Exposure to violence (f = 16)	<i>"...I was afraid that I might also be subjected to violence in the future. If even a male teacher cannot protect himself, how will I, as a woman, protect myself?"</i> (PST10)
	Inability to practice effective teaching (f = 1)	<i>"I am afraid because the possibility of not being able to treat my students fairly in such a situation is frightening."</i> (PST1)

Categories	Codes	Sample Statements
Sadness (f = 12)	Loss of professional value (f = 7)	"It made me sad that even such a sacred profession is treated in this way." (PST9)
	Loss of social values (f = 5)	"I felt sad for our country. These incidents happen not only to teachers but also to healthcare workers. We are experiencing social decay." (PST22)
Anger (f = 11)	Loss of professional value (f = 7)	"The devaluation of such a valuable profession as teaching in this way made me angry." (PST27)
	Loss of human values (f = 2)	"This brutal and immoral attack against a person made me angry." (PST25)
	Lack of preventive sanctions (f = 2)	"My anger stems from knowing that there will be no sanction against the attacker." (PST28)
Surprise (f = 3)	Loss of professional value (f = 3)	"Teaching is a sacred profession, and teachers are individuals who shape a child's future. The fact that parents or others display such behavior made me feel this way." (PST11)
Expectation (f = 1)	Existence of preventive sanctions (f = 1)	"This situation created an expectation that measures should be taken against such incidents." (PST12)

Table 11: Participants' Emotional Reactions to News on Violence and Their Reasons

According to the results in Table 11, participants perceive violence not only as a physical but also as an ethical and professional threat. Participants were largely afraid (f = 17) of this news, as they think that they themselves may also be exposed to violence one day (f = 16). They experience sadness (f = 12), anger (f = 9), and surprise (f = 3) regarding the loss of professional value and the weakening of social values. Participants feel anger due to the lack of preventive sanctions (f = 2) and have expectations regarding the implementation of such measures (f = 1). The participants' thoughts regarding the news on "violence" are presented in Table 12.

Categories	Codes	Sample Statements
Professional orientation (f = 22)	Professional insensitivity (f = 14)	"It made me lose interest in the profession, distanced me from it, and created prejudice. It caused me to develop a negative attitude." (PST14)
	Loss of professional value (f = 8)	"There is no respect left for the teaching profession. However, teaching is a very sacred and valuable profession, yet it has been greatly devalued." (PST6)
Combating violence (f = 13)	Existence of preventive sanctions (f = 9)	"I think it should be punished with a serious penalty under the Constitution." (PST5)
	Stance against violence (f = 4)	"Violence should not be applied not only to teachers but to anyone who is trying to perform their job in the best way. Because human health and safety are more important than anything." (PST27)
Individual-society interaction (f = 5)	Raising social awareness (f = 4)	"...this can happen to all teachers, so we should raise conscious individuals." (PST4)
	Psychological impact (f = 1)	"This situation also affects the psychology of students who witness it." (PST13)

Table 12: Participants' Thoughts on News on Violence

According to the results presented in Table 12, participants' solution-oriented perceptions stand out. After reading this news, they largely stated that they became insensitive toward their profession (f = 14). They expressed that these incidents devalue their profession (f = 8), which in turn causes them to lose interest in it. In addition, participants think that in order to combat violence (f = 13), there should be preventive sanctions (f = 9) and a stance against violence should be adopted (f = 4). They also stated that society should be made more aware (f = 4) by increasing individual-society interaction (f = 5), and that they themselves also have responsibility in the solution.

3.2.5. Feelings and Thoughts Regarding News in the Teachers' Salaries Category

Pre-service teachers' feelings regarding the news on teachers' salaries are predominantly negative, and the results are presented in Table 13.

Categories	Codes	Sample Statements
Sadness (f = 20)	Failure to meet living standards (f = 11)	"I do not think it is sufficient, especially for teachers living in large cities." (PST27)
	Lack of compensation for effort (f = 9)	"It made me sad that such salaries are deemed appropriate while performing such a difficult profession. Studying, being appointed, and practicing it are all very difficult, so this salary is not enough." (PST14)
Anger (f = 6)	Failure to meet living standards (f = 3)	"I felt anger because the minimum wage is below the poverty threshold. The poverty line is around 70 thousand TL, while a teacher's salary is around 47 thousand TL. Unfortunately, even a public servant in Turkey is poor." (PST12)
	Lack of compensation for effort (f = 3)	"I felt anger because working with children is very exhausting and requires effort. The effort deserves more in return." (PST8)
Expectation (f = 3)	Improved salary (f = 3)	"My expectation is that higher salaries should be given because the value of money is decreasing with inflation, and living is becoming more difficult." (PST5)
Fear (f = 2)	Failure to meet living standards (f = 2)	"I felt fear because even the hunger threshold is known, and I think teachers should receive higher salaries." (PST11)
Disgust (f = 2)	Loss of professional value (f = 2)	"The devaluation of teachers disgusted me." (PST15)
Surprise (f = 1)	Failure to meet living standards (f = 1)	"I felt surprised because even though the hunger threshold is around 20 thousand TL these days, I will have difficulty meeting my needs such as nutrition, housing, and healthcare." (PST7)
Joy (f = 1)	Improved salary (f = 1)	"An increase in salary is, of course, pleasing and good news ... " (PST26)

Table 13: Participants' Emotional Reactions to News on Teachers' Salaries and Their Reasons

According to the results in Table 13, participants perceive the news on salaries as an indication that the economic and social value of the teaching profession is not sufficiently appreciated. Participants stated that they largely experienced sadness (f = 20) and anger (f = 6) regarding this news. The reason for their sadness is that the determined salary level does not meet living standards (f = 14) and does not compensate for the effort given (f = 12). The reason for experiencing fear (f = 2) and surprise (f = 1) is also that teachers' salaries do not meet living standards. In addition, some participants have expectations (f = 3) that salaries will be improved. Only one participant expressed joy due to the increase in teachers' salaries reported in the news. The participants' thoughts regarding the news on "salaries" are presented in Table 14.

Categories	Codes	Sample Statements
Economic concerns (f = 26)	Financial hardship (f = 12)	"...It is impossible to make a living with this amount of money in this economy. What are we expected to do? Should we work a second job in the evenings just to make ends meet?" (PST8)
	Loss of professional value (f = 9)	"Receiving a salary below the value that my profession deserves made me think that teachers' rights are being violated." (PST25)
	Decline in professional performance (f = 5)	"...I believe that when teachers are financially comfortable, they can perform better." (PST2)

Categories	Codes	Sample Statements
Professional orientation (f = 10)	Leaving the profession (f = 7)	<i>"I am studying science teaching; however, I plan to work as a DJ. DJs earn an average of 180,000–200,000 TL per month. Therefore, I am changing my profession."</i> (PST6)
	Professional commitment (f = 3)	<i>"Despite everything, I will continue to pursue my profession."</i> (PST24)

Table 14: Participants' Views on the News on Salaries

According to the results in Table 14, participants believe that teachers' salaries are insufficient for making a living and state that economic factors (f = 26) negatively affect both personal well-being and the professional value and performance of teachers. The pre-service teachers believe that when teachers' welfare levels are improved, they will be more successful in their profession (f = 5). In addition, economic conditions lead them to question their professional orientation (f = 10) and consider leaving the profession (f = 7). It is also observed that a small number of participants (f = 3) maintain their commitment to the profession and intend to continue despite unfavourable conditions.

4. Discussion, Conclusion and Recommendations

In this study, senior pre-service teachers' professional perceptions of the teaching profession were determined through news related to the profession in the media. It was found that news related to their careers attracted the most attention from pre-service teachers. Pre-service teachers were found to closely follow news on the appointment process (e.g. low quotas, interview exams) and the Teaching Profession Law. In addition, news on teacher success stories, violence against teachers and teachers' salaries were identified as other important themes that attracted the attention of pre-service teachers. In Uygun's (2012) study examining teacher-related problems in the media, it is stated that economic and legal issues related to the teaching profession (e.g. appointments, interviews) are widely represented in the media. Within the framework of agenda-setting theory (McCombs & Shaw, 1972), it is an expected that news prioritized in the media attracts the attention of pre-service teachers.

Another result of the study is that pre-service teachers generally evaluated news related to the teaching profession negatively, which is an expected outcome given the topics and content of the news that attracted their attention. Pre-service teachers evaluate negatively news related to the decrease in appointment numbers, new practices in the appointment system (e.g., the National Education Academy), violence, and insufficient salary regulations. Bayar and Bayar (2022) also state that teachers are mostly negatively affected by news related to their profession in the media. Another striking result is that pre-service teachers intensively follow positive news, such as teacher success stories, indicating that they attach importance to positive developments related to the teaching profession. In the TEDMEM (n.d.) report, it is stated that professional prestige and being valued affect teachers' professional well-being. News that highlights the value and prestige of the teaching profession has made pre-service teachers' positive feelings and thoughts visible.

Pre-service teachers' affective orientations and cognitive evaluations were examined based on news. It was found that pre-service teachers generally experienced feelings of sadness, anger, surprise and fear in response to news on teacher appointments. Pre-service teachers mostly experience these feelings due to the inadequate appointment quotas and the devaluation of the teaching profession. In addition, they believe that they may no longer be appointed, that significant effort is required to secure appointment, and that policy implementations are unplanned and lack merit; therefore, they question their choice of the teaching profession. Kızıkan et al. (2025) state that students question their career choices due to the low number of appointments, the difficulty of the conditions, the availability of alternative professions with easier and greater employment opportunities, and the demanding content of the science teaching undergraduate program. These results indicate that pre-service teachers develop negative professional perceptions due

to the uncertainties in policies regarding the appointment process and current implementations. In Demirbaş (2022), it is emphasized that teachers waiting for appointment experience psychological difficulties such as anxiety, reluctance, and feelings of worthlessness. This result shows that pre-service teachers' cognitive evaluations regarding the teaching profession (e.g. job security, future expectations), their affective orientations, and their perceptions of the social value and prestige of the teaching profession are negatively affected by the uncertainties related to the appointment process. In addition, it reveals that these factors weaken pre-service teachers' commitment to and intention to continue in the teaching profession.

It was found that a large proportion of pre-service teachers focused on the content of the Teaching Profession Law news related to the teacher academy. Pre-service teachers stated that they generally experienced feelings of anger, sadness, fear, and surprise regarding this news, as they perceived their prior education to be insufficient, viewed additional training as a significant burden, considered the system to be uncertain, and were concerned about the possibility of failure due to strict conditions of the academy. In addition, they reported experiencing a loss of professional value, time, effort, and self-confidence. They emphasized that starting the teaching profession has become a highly challenging process. These results indicate that, due to the regulations introduced within the scope of the Teaching Profession Law and the teacher academy, pre-service teachers perceive the teaching profession as a demanding, uncertain, and devalued career. Similarly, Demirbaş (2022) revealed that teachers waiting for appointment, although initially feeling willing and motivated to invest effort, eventually experience disappointment, acceptance, withdrawal, desensitization, and normalization over time. This result, in parallel with the present study, shows that the increasingly complex and prolonged appointment process reduces pre-service teachers' motivation. It can be argued that the regulations introduced within the scope of the Teaching Profession Law negatively affect pre-service teachers' self-efficacy perceptions.

It was observed that pre-service teachers largely experienced feelings of joy in response to news on teacher success. In particular, the global success of a young Turkish woman made them feel very happy and proud. Pre-service teachers are inspired by successful teachers and regard them as role models. In addition, they stated that this situation increased their awareness regarding the teaching profession and encouraged them to set personal goals. These results show that examples of teacher success increase pre-service teachers' commitment to and intention to continue in the teaching profession. Pre-service teachers' tendency to take successful teachers as role models is grounded in the observational learning principle of social learning theory (Bandura, 1977). The appreciation and internalization of the teacher in this news reveal pre-service teachers' professional perceptions. At the same time, when this result is interpreted within the framework of representation theory (Hall, 1997), such news makes the prestige and status of the teaching profession visible and foster pre-service teachers' positive feelings and thoughts toward the profession.

Pre-service teachers experienced feelings of fear, sadness, and anger in response to news on violence. They expressed concern that they might also be exposed to similar violence. Similarly, teachers who participated in the study of Delibaş et al. (2023) stated that their professional prestige in society is low and that society should show respect to teachers. In addition, participants in this study expressed that they became alienated from and distanced themselves from the teaching profession in response to incidents of violence. They think that incidents of violence will not decrease unless deterrent measures are implemented and social awareness is increased. Güngör and Saltürk (2021) stated that the most frequently reported topics related to the teaching profession in the written media include violence, abuse, harassment, and neglect. These results show that pre-service teachers' professional perceptions of the teaching profession are shaped by the sense of insecurity and worthlessness created by violence against teachers. Such news leads pre-service teachers to question their intention to continue in the teaching profession and reveals their negative perceptions in the context of the insecurity it creates.

Regarding news on teachers' salaries, pre-service teachers largely experience feelings of sadness. They expressed feelings of anger, stating that they would not be able to maintain their living standards with current salaries and that this situation harms the prestige of the teaching profession. They also stated that, if salaries remain at this level, they may consider leaving the teaching profession. Similarly, Vail (2024) reported that the 2023 Phi Delta Kappa survey revealed that the teaching profession is perceived by the public as a low-paid, stressful, and less respected profession. It is also emphasized that this perception reduces the demand for teaching programs. Delibaş et al. (2023) suggested that policymakers should take steps to improve economic conditions to strengthen teachers' professional image. These results indicate that pre-service teachers' negative perceptions of the teaching profession are shaped by financial concerns and feelings of devaluation arising from low salaries and inadequate economic conditions.

This study reveals that pre-service teachers' professional perceptions of the teaching profession are shaped not by a single dimension but by the interaction of cognitive evaluations, affective orientations, perceptions of the profession's social value and prestige, commitment to and intention to continue the teaching profession, and self-efficacy. The feelings and thoughts expressed by pre-service teachers through the news they selected have made visible how their perceptions of the profession are constructed within the context of educational policies and current social conditions. It can be stated that science pre-service teachers follow developments related to the teaching profession through media and generally develop negative cognitive evaluations and affective orientations toward policy implementations and current developments. It is observed that young individuals who have not yet entered the teaching profession feel hopeless, pessimistic, and uncertain about the future; they experience high levels of anxiety and unhappiness due to their inability to foresee it. Issues such as appointment quotas, teacher academies, incidents of violence, and salary regulations weaken senior pre-service science teachers' commitment to the teaching profession and negatively affect their professional perceptions. On the other hand, positive news such as teacher success significantly excites pre-service teachers, encourages them to develop individual goals, and increases their commitment to and intention to continue in the teaching profession. In this context, it is evident that pre-service teachers place importance on highlighting the social value and prestige of the teaching profession, ensuring that profession-related practices are implemented in a planned, consistent, and reliable manner, and maintaining the profession under conditions of both material and moral well-being. In conclusion, the study reveals that perceptions of the teaching profession are not static but are context-sensitive and dynamic, highlighting the importance of developing consistent, predictable, and reliable policies to support pre-service teachers' professional perceptions.

Based on the results of the study, the following recommendations are proposed:

1. It was determined that pre-service teachers follow policy implementations and current developments related to their profession through the media; therefore, it is recommended that news related to the teaching profession be featured more frequently in the media.
2. Pre-service teachers are negatively affected by issues such as appointment quotas, the National Education Academy, interview exams, low salaries, and violence, and which adversely impact their professional perceptions. Therefore, it is recommended that reform initiatives aimed at strengthening their professional perceptions be implemented and that relevant policy decisions be enacted.
3. Positive news, such as teacher success stories, increase pre-service teachers' commitment to the teaching profession; therefore, to strengthen their professional perceptions, it is recommended that teacher success be highlighted and that news emphasizing the social value and prestige of the teaching profession be more frequently included in the media.

4. In future studies, experimental research using positive media news i can be conducted to enhance pre-service teachers' professional perceptions.

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