

## Investigation the Relationship between High School Students the Value Preferences and Attitudes towards Teaching Profession

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**Abstract:** Values have a motivating structure that leads people to do a job. Values, in fact, represent people's goals and goals while revealing the gaze of life on the one hand. It is a job that is expected to have values such as social status, self-esteem, success, self-direction and others, besides knowledge of teaching profession, knowledge of field education and general culture. They must be aware of their cognitive, psychological and social characteristics in order to be aware of their values and, depending on them, shape their lives. For this reason, students should be aware of what values they have and should be encouraged to develop positive attitudes about the teaching profession by recognizing themselves. The aim of the research, they have the value of students studying in schools in Turkey constitute the discovery of the relationship between attitudes towards the teaching profession. The data of the study were collected using the Schwartz value preferences scale and profession of teaching attitude scale. Relational survey model was used in the study. As a result of the research, it was determined that male students' attitudes towards the teaching profession were higher than female students and it was determined that female students significantly differed in terms of success, hedonism, stimulation, self-direction, universality, benevolence and harmony dimensions from male students. It has also been determined that there is a negative, meaningful, and weak relationship between value preferences and attitudes towards teaching profession.

**Keywords:** Schwartz value, Teaching profession, High school students

### Introduction

Values are the concepts that guide the behavior patterns of individuals, enable us to evaluate people and incidents, and explain the behaviors and evaluations of individuals. Human values, according to their significance levels, are defined as the objectives serving a person's or a group's life as guiding principles (Rokeach, 1973; Schwartz, 1992). Value is something desired, cared, and needed. Conceptually, it defines "what needs to be" (Bolay, 2007) and it is expressed with the words good, beautiful, and true as value terms usually (Alavi & Rahimpour, 2010). Among the prominent features of values, having a structure that explains both positive and negative behaviors of the individual (Feather, 2002), there exist having a structure that affects what is important and unimportant in people's daily lives (Schwartz, 1992), basing all the attitudes adopted against every situation in each step of a person's life on a value. By the help of the values determining objectives and perspective on life, affecting decisions taken, reflecting beliefs and creating principles (Aktepe & Yel, 2009), individuals make choices and decisions in many ways (Güngör, 1998). Value, in this context, is a matter of preference. Individuals compare things to something else, that is, they express preference (Bacanlı & Dombaycı 2012). As the hierarchy of values changes in people's life cycles and the emphasis placed on something increases in time, the emphasis placed on others decreases. In this cycle, new beliefs and behaviors are acquired with general changes. New achievements gained with this change in the hierarchy of values do not only reflect the social experiences of people during the periods when people step from young ages to old ages, but also give new roles and responsibilities to people at the same time, and provide them with the development of their needs and new priorities as for how to cope with changing situations. Also, values play an important role in influencing people's behaviors and attitudes, determining and forming behaviors and attitudes (Dilmaç, Deniz &

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Deniz 2009). In order to make values meaningful, the individual needs to have certain principles and values relating to life. The objective of values is to help us to comprehend who we are, why we are doing what we do, and what we want to do. Hence, the values also adopted in choice of profession have the characteristics of guiding individuals to the professions they will choose. In the general sense, professions come into existence out of work share and a collaboration of conducting the services in society. It is surely beyond doubt that all professions are important and their members provide a service in society. The profession of teaching is also among the most prized and cared professions in the world. Therefore, the profession of teaching should be considered to be a profession that requires working, sensitivity and responsibility at the highest level. Briefly, executives of this profession play an important part in professionally providing society's need to be trained. Thus, the values that individuals have ensure the evaluation of creating ideas relating to the qualities that teachers should have, and the position of teaching profession in society, and at the same time the perceptions towards their profession of teaching from their perspectives.

This research, from this point of view, is a work executed in order to identify the influence of the values that high school students have on the attitudes towards choosing the profession of teaching.

## Method

Relational search model was used in the study. This research model makes it possible to examine the relationship between two or more variables (Fraenkel, Wallen & Hyun, 2012). In this study, the relationship between value preferences and attitudes towards teaching profession changed according to class and gender variables and the relationship between competence and attitude was examined.

## Sampling

The universe of the study consisted of high school students studying in Turkey. The sample of the study was determined by simple unselected sampling. Sampling. It consists of 685 high school students. 51% of the sample group is female, 49% is male high school student.

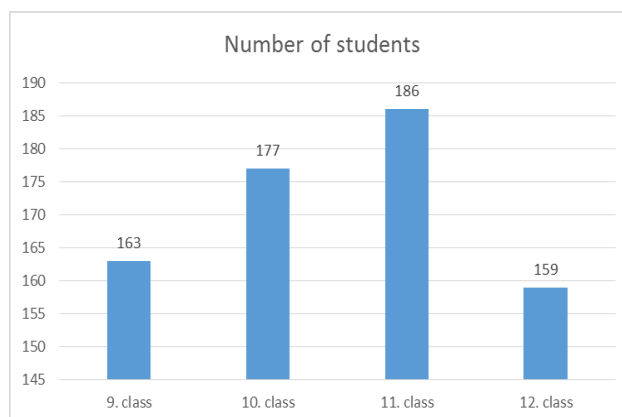


Figure 1. Distribution of Sample Groups by Classes

## Data Collection Tools

In the research, Schwartz value scale and attitude scale toward teaching profession were used as data collection tools.

### *Schwartz Value Scale*

The Schwartz value scale consists of 57 values. Values are evaluated with scoring between 1 and 7 according to the precepts individuals have in terms of being a principle. The scale consists of 10 sub-dimensions. These sub-dimensions are; power, success, hedonism, stimulation, self-control, universality, benevolence, traditionalism, harmony, security. The Turkish version of the scale varies between Cronbach alpha reliability coefficient of

0.51-0.77, measured by Kuşdil and Kağıtçıbaşı (2000). The Cronbach alpha reliability coefficient obtained from the sample data was 0.97 and the subscales were .74, .84, .67, .73, .84, .90, .89, .79, .77, .85.

*The attitudes towards teaching profession scale*

Another measurement tool used in the research is "Attitude towards Teaching Profession Scale" developed by Çetin (2006). The scale is a 5-point likert type measuring instrument consisting of "Love", "Value" and "Compliance" factors. The internal consistency coefficient of the measuring tool is .95. The values obtained in subscales of the scale are: .95, .81, .76. The Cronbach alpha reliability coefficient obtained from the sample data was .94, and the subscales were .78, .73, .73 respectively.

**Data Analysis**

Analysis of the data obtained from the study was carried out using the SPSS 15 packet program. Descriptive statistics were performed primarily when analysis of data from scales was performed. Thus, the values of the sample group and attitudes towards the teaching profession were determined. The t-test was used to examine whether the attitude scores for the value preferences and the teaching profession varied with gender.

**Findings**

Descriptive statistics regarding the averages of the scales carried out within the scope of the analysis on value preferences of high school students have been summarized in Table 1.

Table 1. Descriptive statistics of the scales

Scale	X	SD
<i>Schwartz Value Preferences</i>		
Power	5.52	1.19
Success	5.78	1.12
Hedonism	5.76	1.17
Stimulation	5.64	1.26
Self-control	5.92	1.15
Universality	5.90	1.12
Benevolence	5.84	1.08
Traditionalism	5.57	1.65
Harmony	5.79	1.13
Security	5.85	1.09
<i>Attitudes towards teaching profession</i>		
Love	2.82	.63
Value	3.36	.97
Compliance	2.98	.94

When the table is investigated, the low-value dimensions of high school students at the individual level are as follows: self-direction, universality, security, benevolence, harmony, success, hedonism, stimulation, and traditionalism. It appears that student's place importance on self-direction and universality at most. Self-direction is related to the belief that individual himself or herself is important; whereas, universality is concerned with equal opportunity for everyone, a world away from war and conflicts, and being in harmony with the world and nature.

The change of value preferences of students according to gender, independent variable t-test results are summarized in Table 2.

Table 2. t-test results of value preferences by gender

Schwartz Value Preferences		N	X	SD	df	t	p
Power	Female	348	5.59	1.20	683	1.302	.193
	Male	337	5.47	1.18			
Success	Female	348	5.88	1.03	683	2.383	.017*
	Male	337	5.67	1.19			
Hedonism	Female	348	5.87	1.07	683	2.629	.009*
	Male	337	5.64	1.26			
Stimulation	Female	348	5.74	1.24	683	2.107	.035*
	Male	337	5.53	1.27			
Self-control	Female	348	6.00	1.11	683	1.969	.049*
	Male	337	5.83	1.19			
Universality	Female	348	6.02	1.03	683	2.731	.006*
	Male	337	5.79	1.19			
Benevolence	Female	348	5.92	1.05	683	1.985	.048*
	Male	337	5.76	1.11			
Traditionalism	Female	348	5.66	1.15	683	1.953	.051
	Male	337	5.48	1.18			
Harmony	Female	348	5.88	1.12	683	2.005	.045*
	Male	337	5.70	1.15			
Compliance	Female	348	5.92	1.02	683	1.768	.077
	Male	337	5.78	1.15			

When the table is analyzed, it is seen that women's Schwartz value preference scores are higher than men's. In the extent of success, hedonism, stimulation, self-direction, universality, benevolence and harmony, the difference between the average scores of women and men is statistically substantive ( $p < 0.05$ ).

The change of the attitude towards teaching profession according to gender, independent variable t-test results are summarized in Table 3.

Table 3. T-test results of attitudes towards teaching profession by gender

		N	X	sd	df	t	p
Attitudes towards teaching profession	Female	348	2.95	.54	683	-.912	.362
	Male	337	2.98	.47			

When the table is examined, the difference related to the average scores towards the profession teaching according to gender variable is not substantive ( $t = -0.912$ ,  $p > 0.05$ ).

The impact of gender on the scores obtained from love, value, and compliance sub-dimensions of the attitude scale towards the teaching profession is situated in the table.

Table 4. T-test results of sub-dimensions of attitudes towards teaching profession by gender

Attitudes towards teaching profession		N	X	sd	df	t	p
Love	Female	348	2.79	.66	683	-.736	.463
	Male	337	2.83	.59			
Value	Female	348	3.37	.95	683	.414	.679
	Male	337	3.33	.99			
Compliance	Female	348	2.92	.93	683	-1.994	.047*
	Male	337	3.06	.94			

When the table is assessed, it appears that men have higher harmony scores than women, and the difference between their average scores is statistically substantive.

A correlation analysis has been executed in order to examine the relationship the value preferences of students and their attitude levels towards the profession of teaching. According to the results of the analysis, it has been identified that there is a negative, meaningful, and weak relationship between the value of hedonism and the attitude of harmony ( $r: -0.078$ ).

## **Results and Discussion**

In this research, the values of which high school students think that they are important for themselves and the values they really place importance on have been enquired, and their attitude levels towards the profession of teaching, which needs special knowledge, skill and interest, have been analyzed, and the impact of sex on these variables has been evaluated, and the connections between these two variables have been investigated.

When results of the findings acquired at the end of this research are analyzed, the value dimensions of high school students progress as self-direction, universality, security, benevolence, harmony, success, hedonism, stimulation, and traditionalism according to the order of importance. It stands out that students place the most importance on self-direction, which is related to the idea that students see themselves valuable, and universality, which is concerned with a world away from war and conflicts and being in harmony with the world and nature. It has been determined that the attitude levels of students towards the profession of teaching is positive and at medium level. As a result of analyzing the value preferences of high school students, a meaningful difference has been identified in favor of women. This difference has appeared in the value dimensions of success, hedonism, stimulation, self-direction, universality, benevolence, and harmony. Result of the research share similarities with other research results (Yılmaz, 2009; Gümüş, 2009; Sarıcı Bulut, 2012). At the result of analyzing the attitude towards the profession of teaching according to sex variable, a substantive difference has not been encountered. Results show that successful outcomes have been obtained from the applications of values education in Turkey, values education has a statistically meaningful influence on the positive attitudes wished for students to gain, and this influence is perfect in high school and middle school, and at medium level in primary school (Tulunay Ateş, 2017). Values that create our basic human features are the source of power that enables us to get in the act in order to cope with problems encountered during in the routine flow of our lives.

It is a crystal-clear fact that a society's future is formed through the success of individuals who have adopted values and use these values with the competencies that they have. Therefore, our education system should act in order to make moral decisions which are suitable for every single member of it and provide the proficiency of exhibiting them in their behaviors. Education system is not only a structure that provides academically successful and certain sets of information, skill, and behaviors. Raising individuals that have adopted core values should be the basic responsibility of teachers since effective teachers have the feature of influencing values, habits, and behaviors of the rising generation. From this aspect, the profession of teaching takes on a vital task for protecting values, conveying them, and according them to today's conditions. Provided that awareness of high school students are heightened in relation to the importance of teaching profession and the impact of the process of creating value systems, it will be possible for them develop positive attitudes towards this profession. In order to protect the values that students have and make them suitable for changing situations of the day without suffering moral erosion, important missions fall to program development experts. It will be possible for high school students to create their value systems appropriately and increase the importance and value that they attach to the profession of learning with the animation of the values that will be gained by students through course schedules during the teaching-learning process are taken together with the values of their own, the low-values they are in relation with, and other core values.

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