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Research Article

Validity and Reliability Study of the Teacher Value Scale

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Abstract

We should include achievements related to the affective fields in teacher education and we should provide to gain them to the people. Societies have given value to educators. If the source and content of these values are determined, some problems in teacher training and employment can be solved. We can increase the quality of education by solving some problems of the teacher. What is the level of validity and reliability of the given value scale to the teacher? The researcher uses scanning model of quantitative research method. Cronbach Alpha coefficient is .961 for eleven articles. We checked a sample size of the questionnaire with exploratory factor analysis. Kaiser Meyer- Olkin test value of sample size is .885. We determined the meaningfulness of Bartlett's test of Sphericity in the second step. 6663.000 value is greater than the value read from the table. We did factor analysis after these conditions satisfied. We can collect variables from one dimension according to the results. This explains. 83,975 of the total variance. The first value is considered as the factor to the difference in the first value is wide. We extracted no variables due to the collected data from one factor. We finalized the teacher value scale.

Keywords

Teacher value scale • Validity • Reliability

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Scale development in education can be an important activity. There are many variables to measure. One of these variables is the value. The teacher is included in the mainstream cultural values in our education system, because the administration of the Republic of Turkey, connected the development of the country, to the level of contemporary civilizations to education. The most important element in this task is teachers. Atatürk supported this judgment with his maxim "Teachers, the next generation will be your creation".

At the same time, the teacher may be the person who transfers the dominant cultural values of society to new generations. In this context, teacher should be nurtured with these cultural values (Akyüz, 2014). Teacher should apply them in his life and defend them at the same time. A teacher with these qualities can be adopted by society and valued. Society may respect the teaching that advocates, applies and shows values also adopted by society.

Every country has the human power it needs. Teacher is the person who educates the need for human power in schools both in terms of quality and quantity. If the teacher fulfills this task, it may be easier for the country to develop and solve the problems. This situation can also increase the respect given to the teacher (Çiğ, 1996). As a matter of fact, according to Otto von Bismarck, the German union is the primary school teacher who founded the German union. When it is asked to Japanese generals who defeated Russians that how they managed to do it, he explained effects of teachers on this by saying "A Japanese soldier fulfills the task, even at the expense of death. This soul is given to him by the teachers". As a matter of fact, Atatürk supported this judgment by saying "Those who save nations are only and only teachers" (Alacapınar, 2018).

Education can be handled as a process of acquiring the official ideology of a state of person. The teacher is the one who is trying to make it happen and assigned to the state (Aytaç, 1972). The state has to protect it by law. In our culture there are aphorisms such as "the rose ends where the teacher hits" and "the teacher cannot be hit". While there were three things everyone gets up and greets in Turkish culture. These are "president, teacher, flag and funeral". A student who met the teacher, stopped, tidy his clothes and greets her. This tradition lasted a long time (Kirby, 1962).

A teacher equipped with consistent behaviors and values can be an example to society and people. If society and people consult teachers to solve the problems and he solves problems with things he did and offered, they may be the loved, sought and requested by society (Ministry of Education [MEB], 2002) Thus, innovations for the benefit of the society can ensure that the individual and society can easily adopt science and art, philosophical products and develop the country. Teachers who were raised and educated in the village institute's had these characteristics (Özkucur, 1985).

Economic income may be one of the important factors that increase reputation in the society. At the first years of the Republic, the State's reason for paying a full salary to the teachers, can be caused by the value he was given and expectations on him. At the same time the teacher can teach the mother tongue, history, other cultural values to the new generations and let them gain the love for nation, country, nature (Kaya, 1996).

These ethical values are related to the affective field. The belief in ethical values can affect a person being happy and successful. It has been revealed through researches that there is a meaningful relationship between affective field and achievement (Alacapınar, 1994; Bloom, 1976; Sönmez, 1987). Achievements related to the affective field can be included in the educations about teacher education. This field can be gained by the people.

It can be said that a society has a meaningful relation between the value it gives to its teacher and its state, its country, unity, cultural heritage and its existence.

Objective of the Study

In every society there is value given to teachers. If the sources and values of these values are determined, some problems in teacher training and employment can be solved. In the Turkish society, if the resources and level of teachers are determined, scientific proposals can be made to make them more consistent. Thus, some problems of the teacher, which is an important variable of the education system, can be solved; The quality of education can be increased.

Problem Statement

Teaching value scale reliability and validity is at what level?

Sub Problems

1. Validity of the teaching value scale is at what level?
2. The reliability of the teaching value scale is at what level?

Literature

Neither local nor foreign scale was found regarding the value given to the teacher. Many attitudes and interest measures have been developed in this regard against the teaching profession. Some of these are presented below.

This article focuses on the development and use of the attitude scale on a sample of fourteen on the development and use of the attitude scale on a sample of fourteen Greek English language teachers whose classroom practices had also been observed. The advantages and disadvantages of using attitude scales to investigate teachers' attitudes are then discussed ([Karavas-Doukas, 1996](#)).

[Çapa and Çil \(2000\)](#) examined the different aspects of the attitudes of the teacher candidates towards the teaching profession. This study was carried out in 1998 spring semester with the participation of 340 students in METU Faculty of Education. There was a meaningful difference between the male and female students according to their subordinates' liking, respect, self confidence levels of attitude scores towards teaching profession of teacher candidates. In addition, attitude scores are also significant by class level. But attitude scores are not significant according to preference order in OSYS.

A survey questionnaire containing this new scale to measure attitudes (TATS) and an established scale to measure personal values (the Schwartz value survey)was distributed to a sample of 65 experienced teachers and 82 trainee-teachers in Singapore. The TATS scale was found to possess internal reliability. Exploratory factor analysis revealed that it possessed a clear factor structure. In addition, the conservative-autocratic attitude of TATS was ([Aik-kwang Ng, 2002](#)).

The attitude scale for teacher education developed by Üstün is a one dimensional likert type attitude scale. 449 students were enrolled in eleven different teaching programs. Reliability coefficient of the scale, 72; validity was 89 ([Üstüner, 2006](#)).

Çapri and Çelikkaleli (2008) examined teacher candidates attitudes and professional competence beliefs regarding teaching according to gender, program and faculties. As a result of the findings obtained from the research; it has been found that gender has a significant effect on the attitudes of the teacher candidates on teaching and that the program and the faculty variables have no significant effect. On the proficiency beliefs of the teacher candidates, gender, program and faculty variables were found to have significant effects.

In Baykara-Pehlivan's (2008) research, socio-cultural characteristics of the prospective teachers and their attitudes towards the teaching profession were tried to determine whether these attitudes differ according to their socio-cultural characteristics. According to the results of the study, while the attitude points of the candidates showed a significant difference in favor of the female candidates, no difference was found according to the preference order. While there was no significant difference in the average of attitude scores according to the education level of the mother, it was understood that in the case of the education of the father, the difference was between the literate and the illiterate, the illiterate between the primary school, middle school, high school and university graduates. When the candidates 'parents' professions and income levels of their families were examined, there was no difference in attitude scores .

Çiçek-Sağlam (2008) determined the attitudes of the music teacher department students towards the teaching profession. Statistical analyzes revealed that the attitudes of the music teachers to the teaching profession differed significantly according to the gender, the continuing class level and the choice of the profession. In general, female students' attitudes toward the teaching profession were found to be more positive than male students. As we move towards the upper classes, the positive attitude towards the teaching profession has been reached. It has been seen that those who prefer to love their profession have a more positive attitude towards teaching.

In Demirtaş, Cömert and Özer (2011) 's research, it was aimed to investigate teacher candidates 'self-efficacy beliefs and their attitudes towards teaching profession in terms of some variables and to determine the relationship between teacher candidates' self-efficacy beliefs and attitudes towards teaching profession. As a result of the research, it was determined that self-efficacy perceptions of teacher candidates significantly differed according to sex and education program variables, but their attitudes towards the profession did not significantly differ according to research variables. Moreover, it was determined that there is only a low level of correlation between positive self-efficacy perceptions and attitudes towards the profession.

This paper presents a factor reliability and validity study on an attitude scale. After expert content validation, an attitude scale regarding the use of ICT in teaching was applied to a representative sample of teachers at the University of Salamanca (N=2329; n=161). Individual analysis of items was made based on the results obtained. Then a reliability test (Cronbach's alpha) was carried out to show the internal consistency of the survey. Finally, exploratory and confirmatory factor analysis was applied to prove its structural soundness and unifactoriality. The final result is a Likert-type scale made up of 15 items. In conclusion, this paper aims to provide the scientific community with a tool of adequate psychometric properties which gives added pedagogical value to the introduction of ICT in university teaching (Hernández-Ramos, Martínez-Abad, García Peñalvo, Herrera García y, & Rodríguez-Conde, 2012).

The scale consists of 22 items with ten positive and 12 negative items. Reliability of the scale (.69) was established using split half method. Content validity and criterion related validity was also established.

Concurrent validity was found to be (.84). For scoring, the pattern suggested by Likert was followed. Norms and interpretation of the scale was also established. Findings show that majority (62.03%) of secondary school teachers have neutral attitude towards teaching profession. The possible reasons for the findings and suggestions for improvements were made (Renthlei & Malsawmi, 2015).

Information about teaching value is usually found in the history of education. No specific research has been found on this subject. In this context, indirect historical researches have been applied and the qualifications that have to be found in teachers have been taken into consideration (MEB, 2002).

The teaching profession has been accepted as a divine profession in most cultures since the Sumerians. The proverb "If God came down to earth, he would choose teaching" supports this fact. The first teachers were found in the palaces and the temples during the reign of Gods Kings and served them. At the same time he was one of them (Çiğ, 1996). This understanding is widespread in other western cultures (Aytaç, 1972).

In Turkish culture, teaching is accepted as a very important profession. In Turkish mythologies, tales and Dede Korkut stories, wise men have always come to the fore. They were given great importance and respect. In Islam, respect for the wise men is the order of the prophet. Hz. "I was sent as a teacher.

Request information from the cradle to the grave. Get to know the science, even in China. The virtue of science is superior to the virtue of worship. Scholars are superior to the blood of martyrs. "As stated in the hadiths of science and scholars, hodja, the teacher has given great importance (Kaplan, 2013).

In all Turkish States, the great rulers, scholars, teachers have known the value. "Burini is our treasure" for the Ruler of Ghazna said, and he has always respected him. The Seljuk rulers used Ata Beys in the education of princes, and assigned the most valuable people to the education of princes.

This tradition continued in the Ottomans. During the foundation and ascension periods, the sultans invited the most valuable scholars, teachers to the palace and they consulted them. Fatih 's teachers Ak Şemseddin, Molla Gurani, Ali Kuşçu have received great respect (Akyüz, 2014).

In the first years of the Republic, Mustafa Kemal Atatürk gave great importance to teaching. The existence of the State was given to teachers as a duty. "Please note that even the president comes after the teacher in the classroom. Those who save the nations are alone and only teachers. The level of civilization of society is measured by the value it gives to the teacher. We need two armies to bring our country to the real goal, to real happiness:

One is the army of soldiers who saved our homeland, the other is the army of lore (science, culture) that needs the future of our nation. Unless a nation has an army of education, the owner of the battlefield, how much shines on the battlefield, victory, the victory will give the results, but the army of the lore. A nation who has no teacher, no educator, has not yet gained the ability to take the name of a nation. Education is a nation, free, independent, glorious, as a high community; or the nation leaves in bondage and misery.

Teachers! The Republic wants you free from the idea, free from the conscience, free from your wisdom. "He emphasized the importance of the teaching profession to the state and the nation with his aphorisms. He continued this situation not only by his words but also with his practices. Year 1923, salary of the deputies are disputed in Parliamentary. The Government of Gumushane:

Minister: Pasha, what about the salaries of the deputies of this period? Shall we raise? Ed.

Atatürk: How much is the salary of teachers? Do not let the salaries of the deputies exceed the salaries of the teachers. He gives an answer. Today, teachers do not get along and do a second job. The value given to the society decreases (Sönmez, 2017).

Students can also determine the value given to the teacher. In his research, it can be said that the analogies and thoughts of the elementary school students about teachers are positively changed, but they do not change according to gender (Alacapınar, 2011).

University students have used the expressions, the interest of the student to leave for his own interests, bizarre people, the person who sleeps at night between the stack of books, do everything, do nothing, torpedo come kusuz kusuz megaloman, hard work brain poor, poor people waiting for the increase of salary, Cübbeli Ahmet hodja, the Chinese torturer, prepared for life, teaching, transferring, teaching a profession, guiding, guiding, consulting, expert, specialized, career person, who have been trained in the field (Alacapınar, 2015).

There was no significant relationship between the age of the teachers, their seniority, the educational institution they finished, the time they spent in education, their gender, the salary they received, the institution they worked, their marital status and student achievement (Bloom, 1976). However, it has been shown in some studies that the financial support and help given to the teacher and school significantly increased the student achievement (Lavy, 2002).

She goes in and out of the class on time. He stands on your word. She doesn't insult, disdain, humiliates or resents her. He's keeping me up in class. It attracts our attention and attention. It implements various learning-teaching methods (station, case, discussion etc.). He's teaching his logic, trying to teach. It sets rules and doesn't compromise. Authoritarian. They also like their serious mek attitude and behavior (Alacapınar, 2016). Such behavior can create positive and desirable emotions in the student (Arthaud-Day, Rode, Mooney, & Near, 2005).

It has been revealed in many studies that the students' success and accessibility have been increased by means of rotation, correction, reinforcement and student attendance (Bloom, 1976; Senemoğlu, 1987; Sönmez, 2012; Yıldırım, 1985). It can also be said that such stimulants affect the affective field of the student. As a matter of fact, the students said, that you give us reinforcement, rewarding and encouraging. You show the mistakes we made in our writings. You are correcting. You're letting us ask questions. You are conducting positive behavioral interventions (Bradshaw, Mitchell, & Leaf, 2010).

You let us do what we learned, show us in class. When you do wrong, you can fix it right away and do it again. It teaches the practical and practical knowledge and skills. You apply and demonstrate our teaching principles and rules (Alacapınar, 2016). They supported this principle with their words.

These positive relationships can affect the student's motivation and feeling good (Petegem, Aelterman, Hilde, & Rosssel, 2008). It can contribute to the positive development of the personality. This can increase his success. Some researches show that the classroom climate and the teacher's use of effective learning-teaching processes in the classroom environment have a positive relationship between student achievement (Opdenakker & Van Damme, 2000).

The student may not show respect to the teacher, the teacher who doesn't say what they are saying and what they do not. A loved and loved faculty member can be effective in gaining both desired behaviors and taking samples and models. On the other hand, students may have undesirable behaviors in the classroom environment. These may adversely affect the educational environment (Balay & Sağlam, 2008). It should be able to use many strategies used to control them and to make the educational environment functional when the teacher is in place and time. This may be among the desired teacher behavior (Girman, Anılan, Şentürk, & Öztürk, 2006; Sarıtaş, 2006).

Alacapınar (2011), what do the elementary students and teachers in this level compare with and what cultural characteristics do they express their feelings and thoughts about their teachers? Are these comparisons and features significantly changing according to class and gender? In this study, the focus group interview of quantitative and qualitative research method was used. Students are generally taught to the students such as angels, sages, flowers, parents, etc. they are similar to positive objects.

Which emotional reactions cause the students to exhibit in the educational environment? What is the positive and negative behavior of the faculty member according to the students? What are the positive and negative feelings that occur in students? Questions were sought (Alacapınar, 2012).

In this study, the focus group interview of the quantitative and qualitative research method was used. At the end of the semester, after the completion of the exams, the grades are announced to the students of the faculty of education. How did the attitudes and behaviors of the faculty member create feelings for you?

The following questions were asked: What behaviors of the lecturer did you like? What behavior did you like the faculty member? Why is that? What feelings did they make? What behavior did you like? Why is that? What feelings did this make for you? ” students were asked questions under these topics.

Teachers' behaviors that are found and modeled correctly are to give value to students, to get their opinions, not to be angry with their answers, not to be ridiculed, to give everyone the right to speak, to use different learning and teaching methods and techniques in the classroom. In addition to these behaviors, stopping in your words, listening to the ones who object to the writing, showing them the papers, making them correct, correcting them, analyzing and distributing the homework, coming to class on time, being friendly but distant and consistent with them, being serious and getting in and out of the class, identify the rules from the beginning with the students and never compromise on this.

Behaviors that they do not like and upset themselves are behaving differently to people, not understanding the lesson sometimes, lack of examples, not easy exams. The students usually emphasize that they will take the model of the teacher, they will be like him, they like him very much and he likes it very much (Alacapınar, 2012).

Alacapınar made a research in 2016. Desired and undesirable teacher behaviors can affect the cognitive, affective, psychomotor and intuitive behaviors of the students. If teacher behaviors affecting access are identified, learning-teaching environment can be more efficient. Students gaining consistent and positive affective characteristics can cause them to have a healthy psychological structure and to take the example of the faculty member and learn the desired behaviors more easily (Alacapınar, 2016).

The present study seeks answers to the questions “According to university students how frequently faculty members display the behaviour envisaged in the course plan” and “What are the opinions and values of students in this regard?” The study used the questionnaire technique of quantitative research and the technique of soliciting written opinion of qualitative research. Descriptive data analysis was conducted on qualitative data. A significant majority of students want faculty members to display affection in education environments. A faculty member is expected, in this context, not to despise, degrade and insult students; not to take sides, to behave fair, act in a disciplined and serious manner; to give feedback, reinforcement and hints; and to engage in efforts in class environments to actively involve students. Meanwhile, it is proven by many studies that feedback, correction, reinforcement and student participation enhances student performance and achievement. It can also be said that stimulants of this kind influence the affective domain of students. As a result, the student may develop positive and desired feelings. There is significant relationship between performance and student’s affective entry characteristics (Bloom,1976) which is shown by many studies (Alacapınar, 2011; Alacapınar, 2012; Sönmez, 2012). If student likes his/her teacher and the course he/she may adopt desired behaviour more easily. Children and young people may take persons they like as their models. Adopting models is important in teaching professional as well. A student may want to behave like a teacher he/she appreciates and likes. As a matter of fact, studies confirm that students like correct and ethical teacher behaviour and have dislike for unethical and inconsistent patterns of behaviour (Şahin & Arslan, 2014).

Method

The screening model of quantitative research methods were used in this study.

Data Collection Process

Prior to this domestic and foreign sources and researches on the basis of teaching are read and necessary notes were taken. This advantage of the teaching education and notes from the instructor's views on the basic and essential features of teaching is determined reflection of their education. This determination on the legitimacy of the teaching of the seven faculty members who were employed at the university is checked by having two views from each of them in 3 months time. Pearson Product Moment correlation coefficient technique is used to check that if there is a significant correlation between these views were tested by the. After this step, basic and essential characteristics of the teaching are determined. indicator chart (table of specifications) was prepared after this operation. Teaching’s observed, measured properties (behavior) are determined. Pearson Product Moment correlation coefficient is tested for views of seven experts for relationship between their 2 views which are taken 3 months apart (Sönmez & Alacapınar, 2016).

The measure on behavior related to the value of teaching in the indicator chart (table of specifications) prepared before thirty questions, which were presented to the expert. Experts from the feedback received as a result of this thirty questions are reduced to twenty questions at first, then fifteen and thirteen later on but they make sure that there's a problem with each specification of teaching.

Data Analysis

A total of 302 students were determined with stratified sampling, whom 151 were undergraduates studying in education faculties in Turkey and 151 who did not choose teaching profession and receiving training courses in the faculties of engineering, health and law. The students were given a questionnaire measuring 11 questions.

The data were collected. Reliability was calculated on the data and then factor analysis was performed. A Kaiser-Meyer-Olkin (KMO) analysis was conducted to determine the sample size for this. The Bartlett's test was used to determine factorability capacity. Then, using the varimax rotation technique, it was determined how much of the basic components and variance were explained. According to the results of this analysis, the scale was given the final shape.

Findings

Expert Opinions Regarding the Quality of Teachers and Scope

Expert Opinion on the Fundamental Properties of teaching and Scope of Validity Of teaching about the appropriateness of responses about the fundamental features of teaching from the seven faculty members at the university two views has been taken with three months time between. Pearson Product Moment Correlation technique is used to test if there is a significant relationship between these opinions. Results are presented in Table 1.

Table 1

Pearson Product Moment Correlation Coefficient for Expert Opinion Regarding the Use the Presence

	First application	The second application
First application Pearson Correlation	1	.84**
Sig. (2-tailed)		.000
N	7	7
Second application Pearson Correlation	.84**	1
Sig. (2-tailed)	.000	
N	7	7

Pearson Moments correlation coefficient between views on the fundamentals of the essence of teaching multiplication of seven experts based on these findings is .84. This coefficient suggests that there is a significant positive for high levels at .001 level. Based on this data it can be said that over the properties determined on the essence of teaching are conformable. This relationship may be a testament to the validity of the measurement tool's scope.

Reliability of Measurement Tool

The reliability of the measurement instrument with about 302 students is calculated by Cronbach's Alpha and findings are presented in Table 2.

Tablo 2

Findings Related to Reliability Assessment Tool

Cronbach Alpha	Number of Items
.961	11

According to Table 2, data obtained which consists of thirteen substances and applied to 302 students is analyzed by were analyzed by Cronbach's Alpha. Cronbach's alpha coefficients were .961 for thirteen substances. The reliability of the test, in accordance with these findings, can be said as very high.

Exploratory Factor Analysis

Adequacy of the sample size is done by exploratory factor analysis and findings are presented in Table 3.

Tablo 3

Exploratory factor analysis KMO and Bartlett's Test Results

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.885
	Approx. Chi-Square	6663.000
Bartlett's Test of Sphericity	df	55
	Sig.	.000

Sample size before measuring tool according to the findings in Table 3 were polled by exploratory factor analysis. The value obtained by the Kaiser Meyer- Olkin test for sample size is .885. This value may indicate that the sample size was very good. In this condition the sample size is suitable for the factor analysis. The first condition was provided. After this, at the second step, it determined that if there is a significant value of Bartlett's test of Sphericity. In the above data, this condition was fulfilled; because this value of 6663,000 is greater than the one in the table. Factor analysis was performed after these two conditions are met.

Factor Analysis

Data on the variance ratio with the description of each variable is a common factor presented in Table 4.

Tablo 4

Total Variance Explained

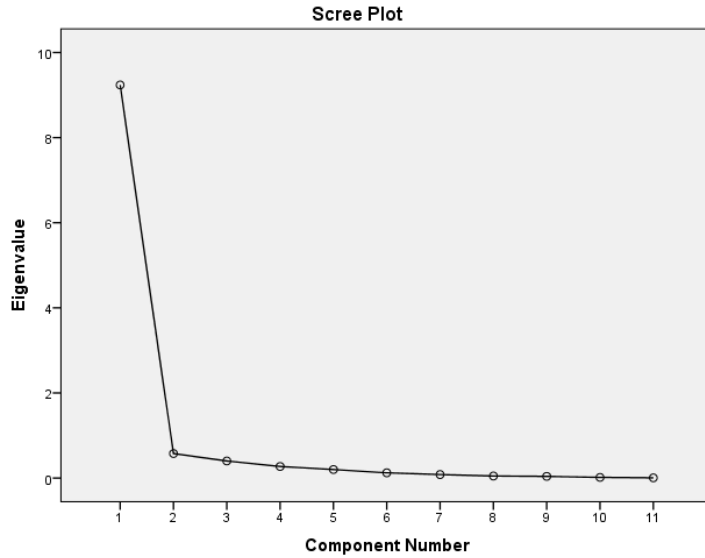
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.237	83.975	83.975	9.237	83.975	83.975
2	.577	5.243	89.218			
3	.401	3.644	92.862			
4	.272	2.475	95.337			
5	.201	1.823	97.160			
6	.123	1.114	98.275			
7	.082	.743	99.018			
8	.048	.439	99.457			
9	.040	.360	99.817			
10	.015	.136	99.953			
11	.005	.047	100.000			

While determining the scale the determined factor number, the self value of a lower dimension in factor analysis must be at least one or higher and accounts for 5% of the variance of the least explanation. The first variable to the value of the total size of the table is 9,237 and explains at least 83,975. However, the value of the other variables were less than one so factor should be examined. In this case variables can be grouped into a single dimension; because of the total variance being worked on this scale is disclosed as 83,975 of it. Total variance of a scale should generally be above 75%. According to some, it is enough to be accepted for 52% (Henson & Roberts, 2006). Variance explained by scale must be greater than variance it can not explain is accepted as a basic principle. Therefore it is expected to show a specially high.

Total Variance Explained scale development by looking at the table may not reach a healthy decision. Therefore, the scale factor structure was examined and Screen Plot (Figure 1). chart is discussed. It viewed the size of the difference between the table points. The above factor, the biggest difference at the first point, while

others are small and very close together. Because of the large difference in the first value, first value was considered as factor. The difference between the others because it is small and close to each other, they were not a factor.

Figure 1. Scree Plot



After this process, the load factor of the substance and the distribution substances in factors was examined. Component Matrix table were addressed to it. This table is presented below.

Tablo 5

Component Matrix

	Component
	1
VAR00001	.925
VAR00002	.912
VAR00003	-.818
VAR00004	.877
VAR00005	.879
VAR00006	-.884
VAR00007	-.958
VAR00008	.976
VAR00009	-.935
VAR00010	.955
VAR00011	.950

In the Component matrix table, the item factor loads for each item are shown. Variables were collected under one factor, so they were not examined whether they were connected or not. The factor load of any variable was not subtracted because it was not lower than .30. These 11 items were taken exactly and scaled.

Items 3, 6, 7 and 9 are the control questions. They are therefore negative. In this context, there is no need for rotation process, so the Pattern Matrix Table is not done. According to this, the Teacher's Value Scale can consist of eleven items.

Discussion

It is the aim of this research to determine the value of teaching by the people scientifically and to present it to the users by preparing a measuring instrument with high reliability and validity that the researchers can use. The necessary procedures for this have been scientifically determined. Then, according to this process, necessary work was done.

While preparing the scale, basic sources about the value given to the teaching profession were read. The basic characteristics of these values were determined and opinions from seven experts were obtained. The relationship between the views of the experts was calculated by the Pearson Moments Multiplication Correlation Coefficient. This relationship was .84. The extent of coverage of the measuring tool being higher than .80, can be regarded as a desired basic feature in general. Based on these findings, it can be said that the coverage of the measurement tool is high.

A total of 302 students were determined with stratified sampling, whom 151 were undergraduates studying in education faculties in Turkey and 151 who did not choose teaching profession and receiving training courses in the faculties of engineering, health and law. The students were given a questionnaire measuring 11 questions. The data were collected. Reliability was calculated on the data and then factor analysis was performed. A Kaiser-Meyer-Olkin (KMO) analysis was conducted to determine the sample size for this. The Bartlett's test was used to determine factorability capacity. Then, using the verimax rotation technique, it was determined how much of the basic components and variance were explained. According to the results of this analysis, the scale was given the final shape.

Reliability is also an important basic feature of measurement tools. For this, the indication chart was set. At first thirty questions are prepared to measure four basic attributes (social, economic, legal and educational) related with the given value to teacher in indication chart. The questions were presented to experts. Attention was paid to have a question with every attribute of the teaching value. Fifteen questions, agreed on by the experts were identified to measure the basic qualities, and these were given to 302 students. Material analysis was performed on these data. Of these fifteen items, eleven items measuring each object were taken and put in the final test. The reliability of this eleven-item test was calculated with Cronbach Alpha. This value was .961.

After all these operations, factor analysis was done. For this, first Kaiser Meyer-Olkin analysis was conducted to determine if the sample size was sufficient. At the end of this analysis, there was an association of .885. This value can show a high correlation. In the second step, it was determined whether the value of Barlett's Test of Sphericity was meaningful. Without these two analyzes, you can not go to factor analysis. This value was found to be 6663,0. Factor analysis was performed after these two conditions were satisfied.

According to the results of factor analysis, variables can be collected in one dimension. The total variance of the scale being studied on one dimension. 83,975. This can be regarded as an adequate value. Looking at the Total Variance Explained table, it may not be possible to achieve a healthy decision without developing the scale. Therefore the factor structure of the scale has been studied. The Scree Plot graph was discussed. Since the difference in the first value is large, the first value is considered as the factor. No variables were extracted because the data were collected in one factor. The scale was taken exactly the same.

The scale should be applied to different schools, teachers and students and validity and reliability should be tested every year. Thus, a more valid and reliable scale can be reached. Moreover, if a parallel measuring instrument is prepared and applied, more valid and reliable results can be obtained than the measurements.

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