A RESEARCH ON THE SATISFACTION FEELINGS OF TEACHER CANDIDATES

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ÖĞRETMEN ADAYLARININ MEMNUNİYET DUYGULARI ÜZERİNE BİR ARAŞTIRMA

ÖZET

Bireyin yaşam tarzını ve kalitesini etkileyecek en önemli unsurlardan olan biri meslek seçimidir. Bu araştırmanın temel problemi seçilmiş profil değişkenlerine göre öğretmen adaylarının mesleki tercihlerinden duydukları memnuniyetleri (seçilmiş memnuniyet değişkenleri) hakkında bilgi toplamaktır.

Bu araştırma verilerinin öğretmenlik mesleğini geliştirmek ve cazip hale getirmek isteyen insan kaynakları planlayıcılarına ve çalışanlarına yararlı olacağı düşünülmektedir. Veri toplama aracı olarak öğretmen adaylarının mesleki memnuniyet ölçeği ile profil değişkenleri için kapalı ve açık uçlu sorulardan oluşan anket uygulanmıştır.

Sınıf ve okul öncesi öğretmenliği bölümündeki toplam 162 kişi üzerinden toplanan verilere dayanılarak aile reisinin mesleğinin ve cinsiyetin mesleki memnuniyet açısından fark yarattığı gözlenmiştir. Okul öncesi ve sınıf öğretmenliği bölümü öğrencilerinin Marmara Üniversitesi "tercih sıralaması" ile "öğretmenlik mesleğini tercih sıralaması" arasında anlamlı ilişki bulunmuştur. Sınıf öğretmenliği bölümünde "aile reisinin meslek gruplarından" bazıları ile "elde edeceği mesleki gelirden memnuniyet" arasında ve "gelecekteki çalışma ortamından memnuniyet" arasında ilişki bulunmuştur. Okul öncesi öğretmenliği bölümünde ise "aile reisinin meslek gruplarından" bazıları ile "öğrenim gördüğü okuldan memnuniyet" arasında ilişki saptanmıştır. Bu sonuç meslekten memnuniyet konusunun öğrencinin profil değişkenleri olarak düzenlenen sosyo ekonomik ve kültürel değişkenlerden etkilendiğini düşündürmektedir.

Anahtar sözcükler: Öğretmen adaylarının mesleki memnuniyeti, mesleki memnuniyet.

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Summary

One of the main factors which affect one's life style and quality is profession selection. The main problem of this research is: to gather data about the teacher candidates' selected profession satisfaction variables (as stated by themselves) in relation to selected profile variables.

The findings of this research will be beneficial to human resource planners, to those who are working for the motivation of teachers and those who are trying to find out and develope the attractiveness criteria for a profession.

The teacher cadidate professsion satisfaction scale and a questionnaire of open and closed ended questions are used to gather data.

The research gathers data from 162 students of school and preschool teaching departments. It is observed that parents' profession and gender of students make difference on professional satisfaction.

The teacher profession selection rating of the students and the school selection (selecting Marmara University) in university entrance exam for both departments (school teaching and preschool teaching) are found correlated. For school teaching students' the expected income is correlated by some of the parent leaders' profession. On the other hand, for preschool teaching students some of the parent leader's profession is correlated by the satisfaction of the school the student is studying in

Those findings back up the perspectives of: "socio-economical and cultural variables which are taken as profile variables, affect professional choice or satisfaction."

Keywords: Teacher candidates' profession satisfaction, profession satisfaction.

Introduction

Profession selection is effected by various variables. Among those are: Near and distant environment / internal and external environment. In this profession selection process, one's infrastructure, with his/her knowledge, skills, abilities and tendencies is the influencer as well as family and friends in the near environment. What's more, chosen role models of the young generations, idols they have chosen their own expectations and protest of the present situations and other factors effect the preferences. It is difficult to measure the promotional factors in the external environment, government policies and emphasis put on by communication channels (such as media) that create attractiveness towards a profession. Among those infinite

number of effectors, "satisfaction" received from one's profession might be considered as one of the factors that would balance biological and psychological health of society.

Profession satisfaction develops mainly in three phases: (1) When the profession is selected (2) Getting ready for the profession (education and training) and (3) The probability of meeting one's expectations in future.

When one starts practicing his/her own profession. In Turkey, students are placed into the universities according to the results a central placement exam. Since the students are binded by the central placement exam the argument is that the individual has limited choices. It is of course a social issue whether to have limitless free choices in profession selection or in school selection. On one side as a base for the arguments "limited resources" versus "equal opportunities". On the other side, most of the people agree that the infrastructure of the student especially when university acceptance capacity is limited becomes important for ranking process of the candidates. In such conditions, in fact the choice is not the profession itself, but whether to receive a university diploma or not. Of course this does not mean that a majority of choices are wrong or a source of unhappiness The article Dağdağan ve Hesapçıoğlu (1997) studies university selection criteria and observes that 14% approximately of students are successful in being placed in their first three choices and this 14% does not change much between 1988-92. Although they assumed that the students place their first preferences in the first three selections. It should be questioned whether the legal ranking of the students reflect real profession selections or school selection or what the success the scores show.

In this study none of the such statistics are considered. The questions are asked to the students who are already in the university and those students are asked to state in which order they ranked the department they are in now. It is assumed that in such a questioning this sample will reflect the truth with a higher degree.

It is also true that a university diploma is an important factor for the overall satisfaction of the individual. Sometimes students who are upset about their positioning in a profession, based on the central exam, feel satisfied after studying in that school. However, low level of satisfaction degrees and the continuity and sustainability of these low levels due to the difficult life/employment conditions create more problems that the society really has to overcome: a pessimistic and unsatisfied young generation.

With this perspective, this research first looks into the satisfaction in relation both to the school and major (department) selection of a student. Secondly, the study tries to gain insights into the student's perception of satisfaction from the profession they have chosen based on selected profile variables. Therefore, it can be considered as a pilot study of the candidates of teaching.

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Importance of the Research

Our country has changed systems of teacher education throughout its history. This reality most probably changes the human resources profile. However, it was difficult for the researchers to find out profile changes to make their assumptions. In Turkey at present in the teacher training faculties the model established by Higher Education Institution (YOK) in 1997 is valid (Okçabol and others,2003).In such a model although recent management theories look for satisfaction of teachers/candidates, at present in Turkey such satisfaction research is rare or infact difficult to find related to teachers. It is believed in this study, finding out the expectations related to satisfaction for those who will be in this profession will bring great contributions. In varies researches one will find the problems of the profession (Tan, 1990), qualifications of teachers (Okçabol and others, 2003), preferences of candidates of teaching while they are choosing the profession (Köktürk and Aran, 2004), and in specific areas such as, English teachers, satisfaction factors using JDI (Köktürk, 1997). However, those who deal with the topic mostly believe that expectations related to teaching profession related and profile of candidates change continuously. This is why it is assumed that in this area a longitudinal study will be contributing.

The research by Tan (1990) categorizes the problems in three groups: (1) Candidate selection (2) Education of the candidates (3) Employment[‡]. The author emphasizes that those who were admitted to teacher training faculty as students (Marmara University) in 1988-89 placed their choices within the first three ranking orders in the central university placement exam and ratios of those students were 23% in freshman and 15% in senior years. Tan in the same research states his own opposition for the candidate teacher being placed only by their score of central university placement exam. He emphasizes child psychology and human relations courses for the candidates. He does not say teacher satisfaction should also be considered. Although in all majors, individual satisfaction is a rising value for effectiveness and efficiency. This is why this research deals with candidate teachers' satisfaction and expectations.

This research is based on an educational faculty in Istanbul, one of the three largest cities. It is expected to provide useful information in the field, with its candidate teacher profile.

This kind of research sheds some light to the importance of human resources planning as well as economic planning. The profession selection reasons of individuals is an important variable for human resource planning. This will bring "candidate profiles" into an important position in the frame of human resources

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[‡] See Ministry of Education (1982) for other examples.

planning. In this context, this research is expected to provide sample data on the subject of "workforce and targets" and teaching, which is usually said to be a profession where the workforce is mainly female. However it is proved that (Köktürk.1997, Okçabol and others, 2003) percentagewise the ratio of male population is still greater than the female population in teaching profession. Besides, some resources (Okçabol and others,2003; Köktürk and Aran, 2004) with their statistical trends open the doors for questioning if the teaching is a female profession or not. Köktürk and Aran (2004) states that: concentration is a comparative situation. When one says female population is concentrating in a profession. it might mean:

1. Increasing ratio in the total population
2. 50% or more of the population
3. Continuous increase in either numbers or in ratio etc.

Sometimes after statistical analysis it can be seen that some professions which are believed as female concentrated or simply female work/job are not really so or vice versa.. The questions here are: In the time period how many of the candidates, graduates and of the employed been female? What is the nations' rate of change and in what direction? How concentration is to be defined. and the preference factors ?

Problem

The main problem of the research is determining the level of perception of candidate teachers as to the current profession satisfaction. In addition, it was investigated whether in teaching, a profession with intense female workforce, satisfaction varies according to gender or other profile variables. With this aim, the statements of candidate teachers were used in order to determine the satisfaction received from:

- "Being a student" in the educational faculty
- "The school s/he is studying at"
- "The department s/he is in"
- "The choice of profession s/he has made"
- "The income he/she expects to make in the future "
- "The estimated profession satisfaction from the future profession environment".

Moreover, school teacher and preschool teacher department score comparisons were made. When these comparisons were being made, profile variables like

- Perception of family income,
- The features of the place lived for the longest period,

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- The major leader figure of the family,
- The profession of the family leader,
- Choice of university and department

were used and Besides it was thought that comparisons made according to :ler would help understand the candidate teacher's profile.

Sub-problems

1. For candidate teachers in the school teaching and preschool teaching departments, does the "satisfaction of being a student" change according to gender?

2. Is there a meaningful relationship between the candidate teachers' in the school teaching and preschool teaching departments of Marmara University and the teaching profession?

3. Does the "level of satisfaction received from the school" of candidate teachers in the school teaching and preschool teaching departments vary according to perception of family income, the features of the place lived for the longest period, the family leader and the profession of the family leader?

4. Does the "level of satisfaction received from the department" of candidate teachers in the school teaching and preschool teaching departments vary according to perception of family income, the features of the place lived for the longest period, the family leader and the profession of the family leader?

5. Does the "level of satisfaction received from the choice of profession" of candidate teachers in the school teaching and preschool teaching departments vary according to perception of family income, the features of the place lived for the longest period, the family leader and the profession of the family leader?

6. Does the "level of satisfaction received from the estimated future income" of candidate teachers in the school teaching and preschool teaching departments vary according to perception of family income, the features of the place lived for the longest period, the family leader and the profession of the family leader?

7. Does the "level of satisfaction received from the future job environment" of candidate teachers in the school teaching and preschool teaching departments vary according to perception of family income, the features of the place lived for the longest period, the family leader and the profession of the family leader?

Methodology

This field research considers one of the Universities (Marmara University) in Istanbul. The students of the Teacher Training Faculty in this University (Ataturk Educational Faculty) are taken as the universe of the research. The time period is 2001-2003 academic years. Since it is going to be a pilot trial for the study, the sample is chosen from two different majors: candidate preschool and school teachers who are still students in the faculty.

Onehundredsixtytwo students have been reached; 91 students from preschool teaching and 71 students from school teaching departments. Out of 71 students of school teaching 23 are male and 48 are female. For preschool teaching department there were no male students to be analyzed.

The assumption is that these two departments will give some similar and some varying results based on selected variables. It is logical, also, to assume different results from different departments as comparative studies such as science teaching candidates and foreign language candidates.

In this part of the research, profile variables will give a general profile of the candidate teacher. Next, the candidates are asked how much they are satisfied with:

- their choice of teacher training school,
- being a student in this school,
- being in their chosen department,
- choosing teaching as a profession,
- the estimated income she/he will receive, and
- the estimated future working conditions in the teaching profession.

Data Collection Tools

Two different instruments are used for data collection: (1) Teacher Candidate Profession Satisfaction Scale (6 questions) and (2) questionnaire for profile variables.

Teacher Candidate Profession Satisfaction Scale consists different items. The scale created for this research is a result of a three-step procedure. In the first part, open ended questions and depth interviews are used for highlighting the present situation and data collection. In the second step a closed questionnaire is applied to 30 students and finally the closed questionnaire with additional open ended questions are used for this study. Teacher Candidate Profession Satisfaction Scale is based on the previous two steps. The reliability and validity studies are made on 162 subjects who were preschool and school teacher candidates in Marmara University, Teacher Trainning Faculty. Subjects age range were between 18 to 22.

The Cronbach Alpha value was (.625) . The item analyses were done for construct validity. Item total, item remainder and item discriminancy values obtained for fix items of Teacher Candidate Profession Satisfaction Scale. If any one of the three analyses (Item total, item remainder and item discriminancy) gave at least 95% significancy level, it is accepted into the created scale. The meaningful results are obtained for Teacher Candidate Profession Satisfaction Scale either for item total or item remainder. Also the meaningful result is obtained with unpaired t test for discriminancy analysis between two groups. (group 1= lower than Y_{25}, group 2 = Upper than Y_{75}) .

Teacher Candidate Profession Satisfaction Scale   is a likert type scale and the choices are given at six different levels, which are: (1) Not true for me (2) Doesn't matter (3) Never (4) A little (5) Medium (6) A lot. During the statistical analysis, the cells were combined together. The 6th and 5th choices were combined together as (1); the 4th and 3rd choices were combined as (2); and the 2nd and 1st choices were combined as (3). The questionnaire consists of close and open-ended questions. Such an application gave elasticity for future longitudinal studies both for researchers and also for other users who might make references to this study.

Data analysis methodology

Answers to the sub-problems were searched using the data received from six questions of the Teacher Candidate Profession Satisfaction Scale and four questions of the profile variables questionnaire. When there were more than 30 students answering each question, the whole survey was put through a question-based analysis, not a scale analysis.

The Kruskal Wallis non-parametric statistical technique was used while analyzing the Teacher Candidate Profession Satisfaction Scale   with the profile variables data (perception of family income, the features of the place lived for the longest period, the family leader and the profession of the family leader). According to statistical experts explanation, Kruskal Wallis is a test that can be used to make a one-way variance analysis with stages to decide whether independent sampling comes from different universes (Siegel, 1977, Gravetter and Wallnau,2000:636).

For the double comparisons of variables that were found to be meaningfully related, Mann-Witney U technique was used. Mann Witney U test is a useful alternative for the parametric t-test when the researcher abstains from suggesting t-test hypothesis or when the scale of the research is weaker than the intermittent scale (Siegel, 1977; Büyüköztürk, 2002:149).This test is one of the strongest non-parametric tests. In this research, it was used to test the difference of the two variables' averages.

The Spearman Rank Order Correlation Coefficient formula was used to determine the relation between the subjects' ranking of the teaching profession and the choice of Marmara University. This coefficient is a special version of the Pearson Multiple Moments Correlation Coefficient and is used to determine the amount of relationship between the two variables when the number of subjects observed is small. When the number of students who got the same score was high, correction score was used. Correction factor is T (Tavşancıl, 2002:24; Gravetter and Wallnau,2000:545).

Findings and Conclusions

In order to find the answer to the main problem of the research, determining "the variables affecting the profession satisfaction of the candidate teachers", data related to the sub-problems were obtained.

The lowest averages of the school teaching students' received from the "profession satisfaction scale" were (X=1.17) for "satisfaction received from being a student" and (X=1.12) for "satisfaction received from the choice of profession" whereas the highest averages of both the school teaching and preschool teaching students' received from the income he/she expects to make in the future "were for (X=1.44) and (X=1.45).

According to the profile variables candidate school teachers describe their family incomes mostly as middle-income level (80.3%). In addition, a large majority of the subjects lived in the city (urban) for the longest period of time (78.9%). In most of their families, the father is the family leader (77.5%). The majority of the family leaders is "retired" (30%). (See appendix Table 1-2)[§]

Most of the candidate preschool teachers perceive their family income levels as middle-income as well (82.4%). The majority lived in the urban area for their longest period of their life (%86.8). Approximately 12% lived in rural areas. The family leaders are mostly the father (76.9%). In the preschool teaching group, the profession of family leaders are mostly craftsman (29.7%). Up to this, the preschool and school teaching groups have most similar features. It is amazing that 23.1% is left empty for this last item this of course brings various questions like : If they are without profession? What? (See appendix Table 13).

In the school teaching department, Mann Witney U test was used to determine whether there is a difference between scores of "profession satisfaction scale" based on gender. A meaningful result was obtained based on gender for "satisfaction

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[1] Please find Table 4,5,7,8,9,11 is in the text and Table 1,2,3,6,10,12,13,14 is in the appendices.

received from the choice of department".[2] (See Table 4). As said in the "importance of the research" section statisticswise it is questionable if teaching is a female profession. According to Higher Education Placement Center (OSYM) data (1997 in Okçabol and others,2003) the ratio of female applications to male applications is approximately 86%, and the percentage of female to male population of those who gained the right to register is 88%.

As in Köktürk and Aran (2004) an index (1923-24 being base) shows: graduated male population to be %56.19 and female population to be %43.81 whereas in 2000-2001, teacher of male to be %55.87 and female to be %44.13. The same index shows that in 1923-24 male teacher population started with %88.11 percent and reduced down to %55.87 in 2001-02. The female population started with %11.89 and increased to %44.13 in 2001-02. As seen, the female population in teaching haven't reached %50 yet (Capital,2003-11 in Köktürk Aran,2004). As said in the "importance of research section" these data questions whether teaching is a female concentrated profession or not based on the criteria the researchers choose.

Table 4. Mann Witney U analysis results for gender in school teaching teacher department in the Teacher Candidate Profession Satisfaction Scale

	M22	M29	M30	M31	M32	M33
Mann-Whitney U	491.000	444.000	386.000	458.000	468.000	492.000
Wilcoxon W	1437.000	1390.000	1332.000	1404.000	744.000	768.000
Z	-.068	-.812	-1.962	-.658	-.399	-.042
P	p>.05	p>.05	p<.05	p>.05	p>.05	p>.05

Abbreviations: M22: "Satisfaction received from being a student in the Educational Faculty, M29: "Satisfaction received from the school", M30: "Satisfaction received from the department", M31: "Satisfaction received from the choice of profession", M32: "Satisfaction received from the estimated income", M33: "Estimated Satisfaction received from the future profession environment"

The Spearman Rank Order Correlation Coefficient formula was used to analyze the relation between the subjects' ranking of the teaching profession and the choice of University. A meaningful relationship was found for the school teaching department at the level p<.01 and for the preschool department at the level p<.05. Therefore, it can be said that the students who choose those two departments had

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[2] Since there were no male students in preschool department profession satisfaction differences were not possible.

chosen Marmara University teaching departments willingly and according to their declared preferences.(Tablo 5)

Table 5. Spearman Rank Order Correlation Coefficient results for the subjects' ranking of the teaching profession and the choice of Marmara University of the preschool & school teaching teacher departments

Department	N	Spearman's Rho	p
School Teaching	71	.379	p<.01 sd= 69
Preschool Teaching	91	.222	p<.05 sd=89

For the school teaching department students Mann Witney U test was used to determine whether there is a significant difference between scores of "Teacher Candidate Profession Satisfaction Scale" and students perceptions of family income, the features of the place lived for the longest period, the family leader and the profession of the family leader. No significant result was obtained.

The Kruskall Wallis technique was used while analyzing the differences of attitude items for those whose parents are civil servants or craftsman. A significance was obtained between those who had retired or civil servant family leaders and the estimated profession satisfaction in the future profession environment. No significance was obtained from the Mann Witney U test, which was performed as a post hoc analysis. (Table 7)

Table 7. The Kruskall Wallis results in Teacher Candidate Profession Satisfaction Scale for the family leaders' being a civil servant or retired (The school teaching department)

	M22	M29	M30	M31	M32	M33
Chi-Square	3.015	.394	1.045	3.775	6.052	9.362
df	3	3	3	3	3	3
Asymp. Sig.	p>.05	p>.05	p>.05	p>.05	p>.05	p<.05

Abbreviations: M22: "Satisfaction received from being a student in the Educational Faculty, M29: "Satisfaction received from the school", M30: "Satisfaction received from the department", M31: "Satisfaction received from the choice of profession", M32: "Satisfaction received from the estimated income", M33: "Estimated Satisfaction received from the future profession environment".

In addition, in the Mann Witney U test there was a significant result for the civil servant parent leader group at the level p<.05 for the relationship between

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"satisfaction received by the income" and "the family leader being retired or a civil servant" whereas no significant result was found in the Kruskall Wallis test. (Tables 8)

Table 8. The Mann Witney U test results in Teacher Candidate Profession Satisfaction Scale scores for the students of school teaching, the family leaders' being retired or a civil servant

	M22	M29	M30	M31	M32	M33
Mann-Whitney U	102.000	103.000	114.500	105.000	63.500	71.000
Wilcoxon W	333.000	334.000	180.500	336.000	294.500	302.000
Z	-.711	-.598	-.059	-.530	-2.287	-2.342
Asymp. Sig. (2-tailed)	.477	.550	.953	.596	.022	.019
p	p>.05	p>.05	p>.05	p>.05	p<.05	p>.05

Abbreviations: M22: "Satisfaction received from being a student in the Educational Faculty. M29: "Satisfaction received from the school" M30: "Satisfaction received from the department" M31: "Satisfaction received from the choice of profession" M32: "Satisfaction received from the expected income" M33: "Estimated Satisfaction received from the future profession environment".

Apart from this, in the Kruskall Wallis test there was a significant result for the satisfaction from the future profession environment (at the level p<.05) and the family leaders being retired or a civil servant. (Table 7) For a post hoc analysis, Mann Witney U test was performed and a significant result was obtained for those worker family leaders (at the level p<.05) and the estimated satisfaction from future profession environment" (Table 9). No significant result was found for the other professions.

Table 9. The Kruskall Wallis results in Teacher Candidate Profession Satisfaction Scale for family leaders' being worker or retired (the school teaching department)

	M22	M29	M30	M31	M32	M33
Chi-Square	1.199	.133	.982	3.310	.585	7.469
df	2	2	2	2	2	2
p	p>.05	p>.05	p>.05	p>.05	p>.05	p<.05

Abbreviations: M22: "Satisfaction received from being a student in the Educational Faculty. M29: "Satisfaction received from the school" M30: "Satisfaction received from the department" M31: "Satisfaction received from the

choice of profession" M32: "Satisfaction received from the estimated income" M33: "Estimated Satisfaction received from the future profession environment".

In the preschool teaching department, Kruskall Wallis test is used again to make a comparison between the scores of the Teacher Candidate Profession Satisfaction Scale items and the perception of family income, the features of the place lived in for the longest period, the family leader and the profession of the family leader. No significant result was obtained.

The post hoc study with Mann Witney U test presents significance (at level p<.05) for those family leaders' as craftsman.(See appendix Table 10,11,12)

Discussion

The research is performed by collecting data from a total of 162 students, of whom 71 were studying to become school teachers and 91 to become preschool teachers. For the sub-problems of the research, comparisons are made between the six items chosen from a triple likert type scale called "profession satisfaction scale" and profile variables. The main problem of the research is determining which profile variables are related to the profession satisfaction of candidate teachers. It is expected that this research will provide useful data about teacher candidate profile after restructuring process of the Educational Faculties in teacher training. What's more the assumption that women are concentrated in teaching profession will give opportunities to test whether there are significant differences based on gender .

In addition, it will provide scientific data for European Union adjustment programs and professional human resources planning.

The greatest satisfaction comes with the candidate teachers estimated income and the least is with the department for both school and preschool teaching. (See Table 13)

When one looks at the percentages, it can be seen that the students of both school and preschool teaching departments had family leaders (mostly the fathers) who were retired or craftsmen.

The students' satisfaction from the school teaching department does not vary significantly with their gender.

As a result of the Mann Witney U test for the school teaching department, a significant result at the level p<.05 was found between "satisfaction received from the income" and "having civil servants as family leaders". For the school teaching department, there was a significant relationship at the level p<.05 between the scores of "estimated profession satisfaction from the future profession environment" and having workers as family leaders.

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As a result of the Mann Witney test for the preschool teaching department, a significant result at the level $p<.05$ was found between "satisfaction from the school" and having tradesmen as family leaders.

SUGGESTIONS

1. A research can be done to test the relationship between perception of family income and the expected future income of the teaching profession

2. It is expected that making a research which covers different variables for the profession satisfaction and profession expectations of candidate teachers and which uses a sampling that represents all of Turkey would provide useful data for increasing the quality of the teaching profession and for making economic plans.

3. Today Ministry of Education is increasing the percentage of contracted teachers in the system rather than continuous salary earners. This will create a new situation for satisfaction factors. In the coming years a new scale might be created for comparison.

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APPENDICES

Please find Table 4,5,7,8,9,11 is in the text and Table 1,2,3,6,10,12,13,14 is in the appendices.

Table 1. Descriptive values of data collecting instruments for Preschool Teaching Teacher department

	M22	M29	M30	M31	M32	M33	AGE	Gender	Fam. Inc.	Place lived	Family leader	Fam. Lea.'s profession.
N	91	91	91	91	91	91	91	91	91	91	91	91
Mean	1.1868	1.2747	1.1319	1.1209	1.4505	1.3956	19.8681	1.0000	2.1758	1.1099	1.8132	2.1099
Median	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	20.0000	1.0000	2.0000	1.0000	2.0000	3.0000
Mode	1.00	1.00	1.00	1.00	1.00	1.00	20.00	1.00	2.00	1.00	2.00	3.00
Std. Dev.	.49243	.49589	.40024	.41727	.70338	.72846	5.04030	.00000	.38278	.34803	.53566	1.50887

Abbreviations: M22: "Satisfaction received from being a student in the Educational Faculty, M29: "Satisfaction received from the school", M30: "Satisfaction received from the department", M31: "Satisfaction received from the choice of profession", M32: "Satisfaction received from the estimated income", M33: "Estimated Satisfaction received from the future profession environment", Gender (1) female, (2) Male, Fam.Inc.: Perception of Family Income, Place Lived: the place lived for the longest period.

Table 2. Descriptive values of data collecting instruments for school teaching teacher department

	M22	M29	M30	M31	M32	M33	Age	Gender	Fam. Inc.	Place Lived	Family Leader	Fam. Lea.'s Profession
N	71	71	71	71	71	71	71	71	71	71	71	71
Mean	1.1690	1.3099	1.2394	1.2958	1.4366	1.3099	18.4366	1.2535	2.1268	1.0704	1.8592	2.4789
Median	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	21.0000	1.0000	2.0000	1.0000	2.0000	3.0000
Mode	1.00	1.00	1.00	1.00	1.00	1.00	19.00	1.00	2.00	1.00	2.00	4.00
Std. Dev.	.41355	.49545	.46182	.54496	.62638	.57549	7.83350	.57863	.69549	.45744	.68234	1.74732

Abbreviations: M22: "Satisfaction received from being a student in the Educational Faculty, M29: "Satisfaction received from the school", M30: "Satisfaction received from the department", M31: "Satisfaction received from the choice of profession". M32: "Satisfaction received from the estimated income", M33: "Estimated Satisfaction received from the future profession environment", Gender (1) female (2) male, Fam. Inc.: Perception of Family Income, Place Lived: the place lived for the longest period.

Table 3. Descriptive values in Teacher Candidate Profession Satisfaction Scale (for gender) of school teaching teacher department

Items	Gender	N	Mean	Std. Deviation
Satisfaction from being a student in the educational faculty	1.00	43	1.1628	.43261
	2.00	23	1.1739	.38755
Satisfaction received from the school	1.00	43	1.3023	.46470
	2.00	23	1.3913	.58303
Satisfaction from the department	1.00	43	1.1860	.45018
	2.00	23	1.3913	.49901
Satisfaction from the choice of profession	1.00	43	1.2791	.59062
	2.00	23	1.3043	.47047
Satisfaction from the expected future income	1.00	43	1.4651	.59156
	2.00	23	1.3913	.72232
Estimated Satisfaction received from the future profession environment	1.00	43	1.3256	.60635
	2.00	23	1.2609	.54082

Abbreviations: Gender (1) female (2) male.

Table 6. Descriptive values in the Teacher Candidate Profession Satisfaction Scale for family leaders' profession of the school teaching department

FAM.REP'S PROFESSION		M22	M29	M30	M31	M32	M33
Empty	Mean	1.3125	1.3750	1.3125	1.2500	1.5000	1.3750
	N	16	16	16	16	16	16
	Std. Deviation	.47871	.50000	.47871	.44721	.73030	.50000
C. Servant	Mean	1.2727	1.3636	1.1818	1.3636	1.8182	1.4545
	N	11	11	11	11	11	11
	Std. Deviation	.46710	.50452	.40452	.50452	.60302	.52223
Worker	Mean	1.0000	1.3000	1.4000	1.5000	1.4000	1.7000
	N	10	10	10	10	10	10
	Std. Deviation	.00000	.48305	.69921	.70711	.51640	.82327
Trdsman	Mean	1.0769	1.3077	1.1538	1.0769	1.3846	1.2308
	N	13	13	13	13	13	13
	Std. Deviation	.27735	.48038	.37553	.27735	.50637	.59914
Retired	Mean	1.1429	1.2381	1.1905	1.3333	1.2381	1.0476
	N	21	21	21	21	21	21
	Std. Deviation	.47809	.53896	.40237	.65828	.62488	.38421
	Mean	1.1690	1.3099	1.2394	1.2958	1.4366	1.3099
	N	71	71	71	71	71	71
	Std. Deviation	.41355	.49545	.46182	.54496	.62638	.57549

Abbreviations: M22: "Satisfaction received from being a student in the Educational Faculty, M29: "Satisfaction received from the school", M30: "Satisfaction received

from the department", M31: "Satisfaction received from the choice of profession", M32: "Satisfaction received from the estimated income", M33: "Estimated Satisfaction received from the future profession environment".

Table 10. Descriptive values of Teacher Candidate Profession Satisfaction Scale scores for family leaders'occupation of the preschool teaching department

		M22	M29	M30	M31	M32	M33
Empty	Mean	1.1905	1.2381	1.0476	1.0000	1.4762	1.1905
	N	21	21	21	21	21	21
	Std. Deviation	.40237	.43644	.21822	.00000	.74960	.51177
C. Serv.	Mean	1.2667	1.2667	1.2000	1.0000	1.4667	1.8000
	N	15	15	15	15	15	15
	Std. Deviation	.59362	.45774	.56061	.00000	.74322	.94112
Worker	Mean	1.0000	1.2500	1.1250	1.3750	1.7500	1.2500
	N	8	8	8	8	8	8
	Std. Deviation	.00000	.46291	.35355	.74402	.88641	.70711
Craftsman	Mean	1.2963	1.4444	1.2222	1.2593	1.2963	1.3333
	N	27	27	27	27	27	27
	Std. Deviation	.66880	.64051	.50637	.59437	.54171	.67937
Retired	Mean	1.0500	1.1000	1.0500	1.0500	1.5000	1.4500
	N	20	20	20	20	20	20
	Std. Deviation	.22361	.30779	.22361	.22361	.76089	.75915
Total	Mean	1.1868	1.2747	1.1319	1.1209	1.4505	1.3956
	N	91	91	91	91	91	91
	Std. Deviation	.49243	.49589	.40024	.41727	.70338	.72846

Abbreviations: M22: "Satisfaction received from being a student in the Educational Faculty, M29: "Satisfaction received from the school", M30: "Satisfaction received from the department", M31: "Satisfaction received from the choice of profession", M32: "Satisfaction received from the estimated income", M33: "Estimated Satisfaction received from the future profession environment".

Table 12. The Mann Witney U test results in Teacher Candidate Profession Satisfaction Scale items for family leaders' being retired or a craftsman of the preschool teaching department

	M22	M29	M30	M31	M32	M33
Mann-Whitney U	232.000	195.000	233.000	232.500	238.500	249.000
Wilcoxon W	442.000	405.000	443.000	442.500	616.500	627.000
Z	-1.411	-2.123	-1.375	-1.393	-.845	-.592
p	p>.05	p<.05	p>.05	p>.05	p>.05	p>.05

Abbreviations: M22: "Satisfaction received from being a student in the Educational Faculty, M29: "Satisfaction received from the school", M30: "Satisfaction received from the department", M31: "Satisfaction received from the choice of profession", M32:"Satisfaction received from the estimated income", M33: "Estimated Satisfaction received from the future profession environment".

Table 13. Summarized values of sampling profile variables

Gender	School Teaching N	%	Preschool teaching N	%
Female	43	60.6	91	100
Male	23	32.4		
Total	71		91	
Age(average)	18.44		19.87	
Perception of family income				
Middle	49	69	75	82.4
Low	18	25.4	16	17.6
Empty	4	5.6		
Features of the place lived the longest	N	%	N	%
Urban	56	78.9	79	86.8
Rural	10	14.1	11	12.1
Empty	5	7		
Major representative figure of the family				
Other than the father	11	15.5	20	22
Father	55	77.5	70	76.9
Empty	5	7	1	1.1
Profession of the major family representative figure				
Civil servant	11	15.5	15	16.5
Worker	10	14.1	8	8.8
Craftsman	13	18.3	27	29.7
Retired	21	29.6	20	22
Empty	16	22.5	21	23.1

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Tablo 14. Summary of school and preschool teaching Teacher Candidate Profession Satisfaction Scale   average values

	School teaching Female N=43		Male N=23		Total N=71		Preschool teaching Female	
	X	S	X	S	X	S	X	S
Satisfaction from being a student in the educational faculty	1.16	0.43	1.17	0.39	1.17	0.41	1.19	0.49
Satisfaction from the school he/she is studying at	1.30	0.47	1.39	0.58	1.31	0.50	1.27	0.50
Satisfaction from the department	1.19	0.45	1.39	0.50	1.24	0.46	1.13	0.40
Satisfaction from the choice of profession	1.28	0.59	1.30	0.47	1.30	0.55	1.12	0.41
Satisfaction from the expected future income	1.47	0.59	1.39	0.72	1.44	0.63	1.45	0.70
Satisfaction from the future profession environment	1.33	0.61	1.26	0.54	1.31	0.58	1.40	0.73

Table 11. The Kruskall Wallis analyses results in Teacher Candidate Teacher Candidate Profession Satisfaction Scale   scores for family leaders' being craftsman or retired of the preschool teaching department

	M22	M29	M30	M31	M32	M33
Chi-Square	1.991	4.509	1.891	1.940	.713	.350
df	1	1	1	1	1	1
Asymp. Sig.	.158	.034	.169	.164	.398	.554

Abbreviations: M22: "Satisfaction received from being a student in the Educational Faculty. M29: "Satisfaction received from the school" M30: "Satisfaction received from the department" M31: "Satisfaction received from the choice of profession" M32: "Satisfaction received from the estimated income" M33: "Estimated   Satisfaction received from the future profession environment".

Table 12. The Mann Witney U test results in Teacher Candidate Teacher Candidate Profession Satisfaction Scale   items for family leaders' being retired or a craftsman of the preschool teaching department

	M22	M29	M30	M31	M32	M33
Mann-Whitney U	232.000	195.000	233.000	232.500	238.500	249.000
Wilcoxon W	442.000	405.000	443.000	442.500	616.500	627.000
Z	-1.411	-2.123	-1.375	-1.393	-.845	-.592
p	.158	.034	.169	.164	.398	.554

Abbreviations: M22: "Satisfaction received from being a student in the Educational Faculty. M29: "Satisfaction received from the school" M30: "Satisfaction received from the department" M31: "Satisfaction received from the choice of profession" M32: "Satisfaction received from the estimated income" M33: "Estimated Satisfaction received from the future profession environment".

Table 13. Summary of school and preschool teaching Teacher Candidate Teacher Candidate Profession Satisfaction Scale average values

| | School teaching | | | | | | Preschool teaching Female | |
| | Female N=43 | | Male N=23 | | Total N=71 | | | |
	X	S	X	S	X	S	X	S
Satisfaction from being a student in the educational faculty	1.16	0.43	1.17	0.39	1.17	0.41	1.19	0.49
Satisfaction from the school he/she is studying at	1.30	0.47	1.39	0.58	1.31	0.50	1.27	0.50
Satisfaction from the department	1.19	0.45	1.39	0.50	1.24	0.46	1.13	0.40
Satisfaction from the choice of profession	1.28	0.59	1.30	0.47	1.30	0.55	1.12	0.41
Satisfaction from the expected future income	1.47	0.59	1.39	0.72	1.44	0.63	1.45	0.70
Satisfaction from the future profession environment	1.33	0.61	1.26	0.54	1.31	0.58	1.40	0.73