

The Relationship Between The Attitudes of Teaching Profession, Life Satisfaction, Possible Selves and The Emotional States of Pre-Service Teachers

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Abstract

In this study, the relationship between pre-service teachers' attitudes towards the teaching profession, their life satisfaction, possible selves and emotional states were examined. This study, in which the quantitative research approach was adopted, was carried out with the relational survey model and was realized with the participation of 685 pre-service teachers. Data were collected in the 2021-2022 Academic Year. Personal information form, "Attitude Scale Towards Teaching Profession", "Life Satisfaction Scale", "Pre-service teachers' Possible Self Scale" and "Emotional State Scale" were used as data collection tools. As a result of the analyses, it was seen that there was a positive and significant relationship between the attitudes of pre-service teachers towards the profession and their life satisfaction, expected possible teacher selves and emotional states. Accordingly, the more the teaching profession is loved and the more it satisfies the teacher, the more it can improve the quality of life in a positive way. In addition, a negative relationship was found between the pre-service teachers' life satisfaction and feared potential teacher selves, and a positive relationship was found between their life satisfaction and emotional states. This result suggests that there is a link between pre-service teachers' overall life satisfaction and their concerns about future teacher roles and responsibilities. Another result of this study is that there is a positive relationship between the pre-service teachers' emotional states and their expected potential teacher selves, and a negative significant relationship between their emotional states and feared possible teacher selves. This result means that pre-service teachers' feared potential teacher self-perceptions may become stronger when they evaluate themselves negatively, have concerns about their professional future, or have negative emotional experiences. According to the results of this study, it is understood that pre-service teachers' attitudes towards the profession are related to both their self-esteem as a teacher and their perception of professionalism.

Keywords: Attitude towards teaching profession, life satisfaction, possible self, emotional states.

Introduction

Attitude is a concept that describes the way of looking at life. It is the way people choose to see and react to events, situations, other people, and themselves. Attitude refers to people's permanent positive or negative cognitive evaluations, feelings, and action tendencies towards an object or idea. People have an attitude about almost every field and concept such as religion, politics, clothing, music, food. Many definitions of attitude have been made in the literature and it has been emphasized that the determinant of experiences is attitude. Cüceloğlu (2012) defined attitude as a set of organized feelings and beliefs towards a person, "object or situation. Turgut (1992) defined attitude as the integration of thought, emotion and behavior. According to Tezbaşaran (1997), attitude is the tendency of a person to exhibit positive or negative behavior or react towards other groups of people, objects or events. Kağıtçıbaşı (1988) also underlined that attitudes are tendencies that are not observed but are assumed to cause some observable behaviors. The characteristic features of the attitude, which can be considered as a mixture of beliefs and feelings that people have about situations, certain ideas or other people, can be listed as follows (Tavşancıl, 2010).

- It is acquired later through experiences.
- It lasts for a certain time.
- It provides regularity in the relations between the individual and the object.

- It is gradually shaped in the learning process and helps the individual to perceive the environment.
- It is binding in the human-object relationship. As a result of the attitude developed towards an object, the person cannot look at that object impartially.
- Positive or negative attitude towards an object emerges as a result of comparison with another object.
- It is not the way of reaction, but the way of showing the reaction.
- It can lead to positive or negative behaviors.

Attitudes are perceptions, internal tendencies and orientations that direct people's lives. It can be said that the factors that greatly affect the decisions and behaviors of individuals are attitudes. While success can be achieved more easily in subjects with a positive attitude, the probability of success decreases in subjects with a negative attitude. Considering those attitudes direct thoughts and behaviors, it is understood that it is important to develop a positive attitude in order to be successful in any subject (Uçal-Canakay, 2006).

It is a widely accepted idea that the most important element of education, which is the social institution that will shape society and the future, is teachers. In order for the countries to achieve their goals and to increase the welfare level of the people, the education service must be of high quality. Quality education largely depends on teachers. The teacher is the determinant and directive of the education system in achieving its goals. For this reason, teachers are accepted as the most important and effective element of education (Demirtaş et al., 2011). Teachers are people who have the knowledge and skills required by the age, social consciousness, keep up with change, perform their profession faithfully, and carry out activities related to the process of initiating, directing, facilitating and realizing the learning of individuals in line with a certain purpose (Mills, 1978; Üstüner, 2006; Yokuş, 2015). Teaching is a profession of self-sacrifice that has the responsibility to develop both the individual and the society. For the development of individuals and societies, teachers should be successful in their profession. Success in the teaching profession is related to affective characteristics as well as competencies and skills (Oral, 2004). Bloom (1979) states that there is evidence showing that there is a significant relationship between affective characteristics and achievement, and that affective characteristics have a significant effect on achievement. Tekin (1996) also stated that learning in the affective field is used as a tool for the realization of learning in the cognitive field. One of the characteristics considered in the context of affective characteristics is attitudes (Oral, 2004). It can be said that the attitude towards a profession is the interest that a person shows in his profession with his feelings and behaviors. Attitude towards the teaching profession can be defined as the individual's thoughts about the teaching profession, his feelings towards it, and his performance while working (Camadan & Duysak, 2010). Based on this definition, it can be stated that the attitude of the teacher towards the teaching profession is the strongest determinant of his behavior in his profession (Can, 1987). Teachers' attitudes towards their profession are of great importance in fulfilling the requirements of the profession (Durmuşoğlu et al., 2009). A positive attitude towards the teaching profession has a constructive effect on all factors related to teachers (Can, 2010). In this respect, knowing the attitudes of teachers towards their profession will contribute to predicting their success and satisfaction in teaching (Erkuş et al., 2000).

Teachers' attitudes towards their profession should be such that they love what they do, know that it is important, and open themselves to innovations (Baron & Byrne, 1979). In order to successfully fulfill the teaching profession, which requires patience, dedication and constant work, it is necessary to do this profession lovingly and willingly, that is, to have a positive attitude towards the profession (Çapa & Çil, 2000). A positive teacher attitude is the key to success and can help create a student-friendly environment in the classroom (Mahony, 2016; Srilatha, 2017). The attitude of the teacher affects the quality of the studies and teaching (Bhargava & Pathy, 2014). It is possible to state that teacher attitude is also effective on student success. The positive relationship that Mathai (1992) found between attitudes towards the teaching profession and success in teaching can be presented as a justification for this claim. Teachers who have a positive attitude towards their profession enjoy their profession and can better take on the duties, responsibilities and roles of the profession (Çeliköz & Çetin, 2004).

Teachers should be trained as individuals with positive attitudes towards the profession in order to perform their profession more effectively and successfully (Durmuşoğlu et al., 2009; Johnson & Howell, 2005; Srilatha, 2017). In other words, teachers should gain a positive attitude towards the profession while they are still candidates for this profession. If pre-service teachers can be trained with positive attitudes towards their profession, they will fulfill their duties fully when they become teachers, exhibit more positive behaviors towards students, become researchers, think creatively and easily transfer innovations to the learning environment (Çeliköz & Çetin, 2004). Changes in teacher training policies and practices and the working conditions of the teaching profession make researchers to determine the attitudes of pre-service teachers towards the teaching profession important (Üstüner, 2006). Based on these claims, it can be stated that there is a need for studies that will contribute to determining the attitudes of pre-service teachers towards the profession and developing positive attitudes.

It is possible to say that the attitudes of pre-service teachers towards the teaching profession can be affected by many factors and may show a significant relationship with many factors, because the said attitude is generally related to the commitment to the profession, the awareness that the profession is necessary and important, and the belief in continuous development, which can be claimed to be influenced by many factors (Temizkan , 2008). On the other hand, the professional attitudes of pre-service teachers can affect them in many ways. It is thought that life satisfaction, possible self and emotional state are among the variables that may be related to the attitudes of pre-service teachers towards their profession. For this reason, in this study, it was aimed to examine the relationships between pre-service teachers' attitudes towards the teaching profession, their life satisfaction, possible selves and emotional states. Below;

- the relationship between pre-service teachers' life satisfaction and their attitudes towards the teaching profession
 - the relationship between pre-service teachers' possible selves and their attitudes towards the teaching profession
 - the relationship between pre-service teachers' emotional states and their attitudes towards the teaching profession
- presented in a theoretical framework

The relationship between pre-service teachers' life satisfaction and attitudes towards teaching profession

One of the basic concepts of positive psychology, which includes concepts such as “happiness, positive affect and satisfaction with life”, is subjective well-being. Subjective well-being means that the individual evaluates his own life and reaches a subjective judgment (Myers & Diener, 1995). This personal judgment about life includes three dimensions as “positive affect, negative affect and life satisfaction”. (Andrews & Whitney, 1976; Diener, 1984). Positive affect includes emotions such as joy and fun, while negative affect includes emotions such as pain, anger and grief. Life satisfaction, on the other hand, reflects the individual's evaluations of their living spaces (Myers & Diener, 1995). As a result of an individual's evaluation of his/her life according to his/her own criteria, the individual's satisfaction with his/her life, more positive affect and less negative affect indicates a high level of subjective well-being. The affective dimension of subjective well-being consists of “positive and negative affect” and the cognitive dimension is “life satisfaction” (Diener, 2009). According to Diener (1999), life satisfaction is the emotion that a person feels as a result of his evaluations based on these subjective criteria. Life satisfaction is a person's liking and approval of the life he/she lives and being generally satisfied with his/her life according to the criteria he/she chooses (Özer & Karabulut, 2003; Haybron, 2007; Çevik & Korkmaz, 2014).

Life satisfaction refers to a cognitive/judgmental process and is defined as the general evaluation of individuals' quality of life according to the criteria they choose (Shin & Johnson, 1978; Diener et al., 1985; Diener & Suh, 1997). The judgmental process of satisfaction is based on the individual's comparison of his/her conditions with appropriate standards. Life satisfaction refers to the mood that emerges as a result of comparing people's expectations about life with the real situation (Özer & Karabulut, 2003).

Higher positive evaluations of the individual's life than negative evaluations indicate that the quality of life is also higher (Myers & Diener, 1995). Appleton and Song (2008) suggest that there are six different components of life satisfaction. These components can be listed as "income level of the person", "occupation and social status", "opportunities and social mobility", "welfare conditions", "current state policy" and "environment, family and social relations". Considering that individuals' attitudes towards their profession are a very important dimension of their profession, it is understood that the variable in question may have a strong relationship with life satisfaction.

Diener (1984) states that life satisfaction is a dynamic structure that can change according to one's current living conditions and personal standards. The main factors affecting life satisfaction are “freedom, democracy, being open-minded, being active, political stability, feeling in control of one's own life, being physically and mentally sound, being married, having good relations with family and friends, doing sports, living in a safe area, wide social circle, positive individual identity” (Khakoo, 2004 & Dockery, 2004 cited by Özdevecioğlu & Aktaş, 2007). Considering the fact that the attitude is acquired through experiences, shaped gradually during the learning process, and helps the individual to perceive the environment (Tavşanlı, 2010), it can be claimed that these listed factors may also affect teachers' attitudes towards their profession. Based on this claim, it can be argued that a relationship can be established between the attitude towards the teaching profession and life satisfaction in this respect.

The relationship between pre-service teachers' possible selves and their attitudes towards teaching profession

According to the Possible Selves Theory, possible selves are self-knowledge that individuals develop about the future by considering their existing potentials (Markus & Nurius, 1986). This self-knowledge is about how individuals think about their own potential and future. Possible selves, which can also be defined as "future-oriented self-perceptions", are the cognitive reflections of the individual's goals, hopes, fears, and perceived threats (Markus & Nurius, 1986). The pioneers of the theory, Markus and Nurius (1986), talk about three different possible types of self. These are expressed as expected self, hoped-for self and feared self. The expected self is the self that the individual thinks he can realistically achieve. The hoped-for self is the desired possible future and may be far from reality. The feared self is the self that the individual fears to happen in the future. Therefore, possible selves reflect the individual's positive and negative subjective representations of the future. Besides being markers for future behaviors, possible selves also provide an opportunity to evaluate and comment on the current appearance of the self (Markus & Nurius, 1986). Possible selves form the basis of identity searches by enabling individuals to reflect on who they are and who they will be (Dunkel & Anthis, 2001). The importance of their possible selves for individuals is influenced by the context they are in. For example, publishing in a peer-reviewed journal will be much more important for an assistant professor preparing for the associate professorship exam than for a retired professor (Rossiter, 2007a). The more valuable a possible self is to the individual, the more effective it is on the individual's behavior (Leondari, 2007).

Possible selves theory is thought to provide a conceptual perspective to teacher identity research. Possible selves Theory can contribute to the establishment of the link between identity and emotions in teacher identity research by focusing on expected, hoped and feared selves for the future. Possible Self Theory also focuses on the relationship between identity and agency, as it claims that individuals engage in self-regulating behaviors in order to realize their positive possible selves and avoid their negative possible selves (Hamman et al., 2010). Agency, which means that teachers should be active in their professional development processes, is an important element of professional identity (Beijaard et al., 2004).

In terms of improving teacher education, pre-service teachers' possible selves can be used as a functional tool to determine the effects of teacher education programs. In particular, determining the possible selves of pre-service teachers who will start their profession is considered important in terms of examining the results of teacher education programs by revealing the expectations and concerns of pre-service teachers (Hamman et al., 2012). According to Hamman et al. (2010), Possible Self Theory, in terms of focusing on future selves, provides a suitable theoretical framework for examining the professional identity development of pre-service teachers who are in the last stage of teacher education and who have teaching practice experience, which is the most important stage of transition from student to teacher. Pre-service teachers who will just start their profession will develop many positive possible selves such as effective teaching, establishing good relations with students and colleagues, and successful classroom management in the near future, as well as negative potential selves such as being a burnt out, apathetic and unemotional teacher (Hamman & Wood-Harp, 2007).

Social contexts play a very important role in the formation of possible selves. An individual's past successes or failures, value judgments and ideals are effective in structuring their possible selves. All these factors are social constructs. For this reason, it is inevitable that sociocultural characteristics such as gender, cultural and ethnic identities will have an impact on the individual's possible selves (Oyserman & Fryberg, 2006). Rossiter (2007b) stated that social roles, contextual signs, self-efficacy levels and accessibility of role models also affect individuals' possible selves. In the light of this information, it is possible to say that the attitudes that are gained through experiences and that help individuals perceive their environment (Tavşancıl, 2010) may also have a relationship with individuals' possible selves. Therefore, it will be important to examine the relationship between pre-service teachers' possible self-perceptions and their attitudes towards the teaching profession.

Even if it is a possibility, the possible self-perception is decisive in making the present behavior and choices of the person. Positive possible selves can increase current performance by providing motivation to the individual, while negative selves can act as a barrier and reduce performance (Feldman, 1998; Brewer & Crano, 1994). From this point of view, it is thought that there is a relationship between pre-service teachers' possible self-perceptions and their attitudes towards the teaching profession.

The relationship between pre-service teachers' emotional states and their attitudes towards teaching profession

Emotion, in its most general form, is intense feelings directed against someone or something (Çakar & Arbak, 2004). The individual gives emotional reactions to himself and other people, objects or events due to stimuli from his inner and outer environment, in other words, emotions occur (Çoruk, 2012; Kervancı, 2008). It is argued that there are six basic emotions: happiness, sadness, anger, fear, surprise and disgust.

Based on the fact that emotions emerge as a result of a reaction, the evolutionary perspective and psychophysiological studies accept that emotions are functional (Tooby & Cosmides, 1990).

The most frequently used concepts about emotions are affect, mood and emotion. Affect is the most general term referring to a subjective emotional state that includes long-term states such as joy and depression, as well as more specific ones such as happiness and anger (Frijda, 1993). Mood and emotion are more commonly seen as subtypes of affect. Emotions are directed towards a certain stimulus, person, object or event. An example is being angry at the concert due to traffic jams (Frijda, 1993). The mood, on the other hand, does not arise for anything, it is a general state and is usually "pervasive" or "global" (Morris, 1992). For example, a person in an angry mood is not necessarily angry at an event, but may be irritable in general (Parrott, 2001). The mood tends to be persistent and pervasive, even of very low intensity (Frijda, 1993; Levenson et al., 1990; Roseman et al., 1994; Scherer et al., 1986). Emotional state is a concept that applies to everyone and always exists. In a broad sense, it can be defined as the emotional background and emotional color of our behavior (Davidson, 1994). Mood states are referred to as longer-lasting but milder affective states compared to intense and short-term emotions (Wessman & Ricks, 1966).

Teachers, who will enable children and young people to develop emotionally, should be in a position to perform the profession with their pedagogical and field knowledge and skills, as well as their emotional characteristics (Miller, 2012; Sezer, 2016). Moreover, since the human element is more prominent in educational organizations, the intensity and impact of emotions is felt even more (Bakioğlu, 2014; Çoruk, 2012; Eren, 2001). Teachers' emotional capital is seen as a phenomenon that creates a continuous impact through the interaction environment in schools (Kervancı, 2008; Töremen & Çankaya, 2008). Teachers have positive feelings on the basis of positive relationships (Demir, 2013). According to Evertson and Emmer (2013), an interaction based on mutual love and respect at school and in the classroom requires the emotional maturity of the teacher. Emotional maturity of the teacher will positively affect the quality of learning, in other words, the quality of education.

According to Akçay and Çoruk (2012), an individual's emotional state is reflected in his behavior and affects his colleagues, performance and organizational results. Based on this claim, it is possible to say that emotional state will also reflect on attitudes. Considering that attitude is defined as a set of organized feelings and beliefs towards a person, object or situation, and a person's tendency to behave or react positively or negatively towards other groups of people, things or events, it is once again considered that the relationship of attitude with mood may come to mind (Cüceloğlu, 2012, Tezbaşaran, 1997). Based on these possibilities, it is assumed that a significant relationship can be determined between the emotional states of pre-service teachers and their attitudes towards their profession.

Purpose and importance of the research

In order for pre-service teachers to do their jobs more effectively and successfully, they should be trained as individuals who are equipped with professional field knowledge and professional formation and have positive attitudes towards the profession (Durmuşoğlu et al., 2009). A positive attitude towards the teaching profession has a constructive effect on all factors related to teachers (Can, 2010). Changes in teacher training policies and practices and the working conditions of the teaching profession make researches to determine the attitudes of pre-service teachers towards the teaching profession important (Üstüner, 2006). Based on these claims, it can be stated that there is a need for studies that will contribute to determining the attitudes of pre-service teachers towards the profession and developing positive attitudes. In this study, it was aimed to examine the relationships between pre-service teachers' attitudes towards the teaching profession, their life satisfaction, possible selves and emotional states. Considering this aim, it is understood that the study is important for both practitioners (school administrators and teachers) and education system administrators, education policy makers and administrators.

Depending on the purpose of the research, the following hypotheses were developed:

H1: There are significant and positive relationships between pre-service teachers' attitudes towards the teaching profession, their life satisfaction, possible selves and emotional states.

H2: Pre-service teachers' life satisfaction positively predicts their attitudes towards the teaching profession at a significant level.

H3: Pre-service teachers' possible selves positively predicts their attitudes towards the teaching profession at a significant level.

H4: Pre-service teachers' emotional states positively predicts their attitudes towards the teaching profession at a significant level.

If the hypotheses presented above are confirmed, it can be claimed that pre-service teachers with higher levels of life satisfaction, possible self-perceptions and emotional states will have a higher level of positive attitude towards the teaching profession. It is possible to say that pre-service teachers who have a more

positive attitude towards their profession will perform their duties with higher performance and self-sacrifice when they start their profession. These teachers will be able to develop their students more and the possibility of reaching the educational goals of the schools where they work will increase. It is thought that this situation will increase the quality of education and training in schools. Quality education and training in schools will reflect positively on the education system and thus the quality of the education system will increase. On the other hand, if positive correlations are determined between pre-service teachers' attitudes towards the teaching profession and their life satisfaction, emotional states and possible selves, it will be possible to claim that: Pre-service teachers who have a positive attitude towards the teaching profession have higher life satisfaction, better possible self-perceptions, and better emotional states.

In the current literature, there are studies on pre-service teachers' attitudes towards the profession, their life satisfaction, possible selves and emotional states (Baykara-Pehlivan, 2008; Başbay et al., 2009; Çapri & Çelikkaleli, 2008; Çetinkaya, 2009; Çiğdem & Memiş, 2011; Demirtaş et al., 2011; Duman et al., 2020; Güneyli & Aslan, 2009; Önen & Ulusoy, 2012; Özder et al., 2010; Özkan, 2012; Üstüner et al., 2009; Sawyer & Kaufman, 2004). In these studies, these variables were discussed in terms of certain demographic characteristics or the relationship of these variables with different variables. However, no research has been found that deals with the relationships between pre-service teachers' attitudes towards the teaching profession, their life satisfaction, possible selves and emotional states. This feature makes the study important for researchers.

Method

Quantitative research approach was adopted and the relational survey model (Fraenkel et al., 2012) was used in this study, in which the relationship between pre-service teachers' attitudes towards the teaching profession, their life satisfaction, possible selves, and emotional states.

Universe and sample

The sample of the study consists of 685 pre-service teachers (Female: 455; Male: 230) studying at various universities in Turkey in the spring semester of the 2021-2022 Academic Year. In the selection of relevant universities, an easily accessible sampling method was used because it is fast and practical (Patton, 2005). Accordingly, within the scope of the research, three state universities located in different cities of Türkiye were included in the sample. Purposive sampling method was used in the selection of candidates studying at these universities (Bernard, 2002). The criterion taken into account when applying for purposive sampling is that the participating students must be senior students at the faculty of education. Because of these characteristics, they were called pre-service teachers. Information about the participants is presented in Table 1. As seen in Table 1, 66.4% of the participants are female and 33.6% are male.

Table 1. Distributions of the sample's demographic information

Variables		<i>n</i>	%
Gender	Male	230	33.6
	Female	455	66.4

Data collection and analysis

After obtaining the necessary permissions from the universities in the sample, data was collected from the senior students of the faculty of education, determined by purposive sampling method, in the spring semester of the 2021-2022 Academic Year, with the aforementioned scales transferred to Google Forms. The data collection tool was presented as a printout to students who did not have the opportunity to fill out the scales via Google Form, and some data was obtained in this way. The data collection process started in March of the spring semester of the 2021-2022 Academic Year and ended in May.

Four different measurement tools were used in the data collection process of this study. The first of these is the "Attitude Scale towards Teaching Profession" with 12 items and a single factor, which was developed by Kahramanoğlu et al. (2018) and has a Cronbach Alpha internal consistency coefficient of .85. The second is the "Satisfaction with Life Scale" with five items and a single factor, which was developed by Diener, Emmons, Larsen, and Griffin (1985), adapted into Turkish by Dağlı and Baysal (2016) and has a Cronbach Alpha internal consistency coefficient of .88. Another measurement tool is the "Candidate Teachers' Possible Self Scale" developed by Hamman, Wang and Burley (2013) and adapted into Turkish by Tatlı-Dalioğlu and Adıgüzel (2015). This scale consists of two separate nine-item subscales, namely the "Expected Possible Teacher Self Scale" with two factors and the "Feared Possible Teacher Self Scale" with three factors. The

“Expected Possible Teacher Self Scale” consists of two factors, “Learning to Teach” and “Professionalism”, with Cronbach Alpha internal consistency coefficients of .68 and .79, respectively. The “Feared Probable Teacher Self Scale” consists of three factorial structures: “Inadequate Classroom Management”, “Being an Uninterested Teacher” and “Uncreative Teaching”, with reliability of .81, .76 and .86, respectively. Finally, the 19-item “Emotional State Scale”, originally developed by Akdoğan (2016) to determine the frequency of experiencing 54 different emotions, but converted into a two-factor structure by making factor and item analyses by Yıldırım and Tabak (2019), was used.

During the analysis of the data, firstly, the data obtained from 685 pre-service teachers were transferred to the SPSS 23 program, and first of all, for data cleaning, outliers for each item were calculated using the “Outliers” tab and z score values. As a result of the examinations, it was seen that there was no outlier value. When the z scores were analysed, it was seen that there were 60 data greater than 3.29 or less than -3.29, and these data were excluded from the analysis process (Tabachnick & Fidell, 2007). Normality analysis was continued on 625 data and histogram, box, normal probability graphs were examined and extreme values were deleted. The normality of the distribution of the scales was examined with descriptive methods on the remaining 604 data, and it was observed that the statistical values such as arithmetic mean, mode, and median of the distribution were close to each other and the skewness/kurtosis coefficients remained between -2 and +2 values (George & Mallery, 2010). When the Kolmogorov-Smirnov test results were examined for the normality of the distribution, although $p < .05$, when the descriptive and graphical results were also evaluated, it was concluded that the distribution in this study was normal.

In order to test measurement tools with CFA, Ullman (2001) emphasizes the necessity of testing missing values, outliers, normality and multicollinearity assumptions. In this regard, firstly, the missing values in the data set were examined through the frequency table. When each observed variable was examined, no missing values were found in the data set. After examining the missing values, it was calculated whether the sample size was sufficient for CFA. CFA is sensitive to sample size because it is based on covariances, parameter estimates, and chi-square statistics of the model (Ullman, 2001). 685 teacher candidates participated in this study. When the number of correlations between variables and factors observed for each measurement tool is examined, it is seen that 12 and 0 for ATTP, respectively; 5 and 0 for SWL; 9 and 3 for EPTS; 9 and 6 for FPTS; For ES, it was found to be 19 and 3. Considering the factor load, covariance error and inter-factor correlation numbers of the measurement tools, the free parameter estimation for each measurement tool is 24 for ATTP, respectively; 10 for SWL; 21 for EPTS; 24 for FPTS; For ES, it was found to be 41. Jöreskog and Sörbom (1996) and Kline (2005) recommend at least ten participants for each parameter. When the free parameters in this study are examined, 685 participants indicate a sufficient sample for CFA. On the other hand, De Winter et al. In the study conducted by (2009), CFA generally requires sample sizes of at least 200, 250 and 500 people or the number of variables. It has been stated that 3, 6, 20 times as many people should be reached. In this case, it turns out that the number of participants in the study is again sufficient. Another assumption that needs to be tested in order to perform CFA is univariate and multivariate outliers. In order to investigate univariate outliers, the z value for each observed variable must be between +3.29 and -3.29 (Tabachnick and Fidell, 2001), and this was taken into consideration in this study. On the other hand, as a result of the analysis, it was seen that the distribution of the data was normal. Finally, the multicollinearity assumption was tested and it was seen that there was no multicollinearity between the variables. As a result of all tested assumptions, the data set was made ready for CFA. After testing assumptions, confirmatory factor analysis (CFA) was performed using the LISREL 8.80 package program to verify the construct validity of the four scales used in this study. Suggested modifications were made for the scales with low fit indices, and the CFA results before and after the modification of the four scales are presented in detail in Table 2.

Table 2. DFA results for scales

	ATTP			EPTS			SWL		
	BM	AM	Fit	BM	AM	Fit	BM	AM	Fit
X^2/df	21.26	2.08	-/PF	7.70	3.23	-/PF	1.18	-	PF
RMSEA	.18	.04	-/PF	.11	.06	-/AC	.01	-	PF
S-RMR	.11	.04	-/PF	.05	.02	AC/PF	.01	-	PF
CFI	.72	.98	-/PF	.96	.99	PF/PF	1.00	-	PF
	FPTS			ES					
	BM	AM	Fit	BM	AM	Fit			
X^2/df	11.39	4.99	-/AC	5.68	1.61	-/M			
RMSEA	.13	.08	-/AC	.08	.04	AC/PF			
S-RMR	.04	.03	PF/PF	.07	.05	AC/PF			
CFI	.97	.99	PF/PF	.94	.98	AC/PF			

BM: Before modification, AM: After modification PF: Perfect fit AC: Acceptable fit; ATTP: Attitude towards Teaching Profession; SWL: Satisfaction with Life; EPTS: Expected Possible Teacher Self; FPTS: Feared Possible Teacher Self; ES: Emotional State

In the study conducted by Bollen (1989), it was emphasized that the χ^2/df value obtained by dividing the χ^2 value by the degrees of freedom should be below 2, 3 or 5. Schermelleh-Engel & Moosbrugger interpreted CFI (Comparative Fit Index) values greater than .95, and SRMR (Standardized Root Mean Square Residual) and RMSEA (Root Mean Square Error of Approximation) values less than .05 as perfect fit indicators. He stated that the CFI value was between .90 and .95, and the SRMR and RMSEA values between .05 and .10 as acceptable fit values. It has been stated that there is no need to use and report other indices (Brown, 2006; Kline, 2005). Accordingly, when Table 2 is examined, it was seen that the CFA fit indices were within the desired ranges after the modification of the scales used in this study. In addition, the Cronbach Alpha internal consistency coefficients for the scales and their factors were calculated in this study (Table 3), and the obtained values were found to be reliable (Sumintono & Widhiarso, 2015; Yockey, 2016).

Table 3. Reliability results regarding the scales and their factors

	ATTP	SWL	CTPS					ES	
			EPTS			FPTS		$\alpha = .710$	
			LT	P	ICM	BUT	UT	P+	N-
Cronbach Alfa (α)	.796	.845	.800	.868	.882	.874	.924	.803	.893

ATTP: Attitude Towards Teaching Profession; SWL: Satisfaction With Life; CTPS: Candidate Teachers Possible Self; EPTS: Expected Possible Teacher Self; LT: Learning to Teach; P: Professionalism; FPTS: Feared Possible Teacher Self; ICM: Inadequate Classroom Management; BUT: Being Uninterested Teacher; UT: Uncreative Teaching; ES: Emotional State; P+: Positive; N-: Negative

After the validity and reliability analyses, the relationship between pre-service teachers' attitudes towards the teaching profession, their life satisfaction, possible selves, and emotional states were examined with Pearson Correlation, and whether they predicted each other was analysed with simple and multiple regression analyses. The regression model is $y = \beta x + e$, where y: dependent variable, x: independent variable; B: represents the regression coefficients to be estimated, e: represents the error in the model. The obtained correlation coefficient (r) is very weak if $r < .20$, weak if $.20 < r < .40$, moderate if $.40 < r < .60$, high if $.60 < r < .80$, and $r > .80$ shows that there is a very high level of relationship (Evans, 1996).

Findings

In this section, first of all, the relationship between pre-service teachers' attitudes towards the teaching profession, their life satisfaction, possible selves and emotional states were examined with the Pearson Correlation test and the findings are presented in Table 4.

Table 4. The relationship between the attitudes of the candidates towards the teaching profession, their life satisfaction, possible selves and emotional states

	ATTP	SWL	EPTS	LT	P	FPTS	ICM	BUT	UT	ES	P+	N-
ATTP	1	,158*	,436*	,379*	,420*	,026	,014	,051	,009	,107*	,259*	-,054
SWL		1	,075	,067	,070	,120*	,102*	,131*	,097*	-,124*	,466*	-,428*
EPTS			1	,921*	,909*	-,016	-,034	-,014	,005	,122*	,206*	-,013
LT				1	,676*	-,004	-,020	,002	,008	,117*	,175*	,006
P					1	-,026	-,043	-,029	,001	,106*	,203*	-,031
FPTS						1	,941*	,827*	,935*	-,087*	,095*	-,152*
ICM							1	,648*	,874*	-,090*	,075	-,139*
BUT								1	,635*	-,084*	,084*	-,142*
UT									1	-,061	,100*	-,131*
ES										1	,332*	,763*
P+											1	-,335*
N-												1

r = Pearson correlation coefficient; ** $p < .01$; ATTP: Attitude towards Teaching Profession; SWL: Satisfaction with Life; CTPS: Candidate Teachers Possible Self; EPTS: Expected Possible Teacher Self; LT: Learning to Teach; P: Professionalism; FPTS: Feared Possible Teacher Self; ICM: Inadequate Classroom Management; BUT: Being Uninterested Teacher; UT: Uncreative Teaching; ES: Emotional State; P+: Positive; N-: Negative

When Table 4 is examined, the following findings are reached:

- A positive, but very weak, significant relationship was found between the attitude towards the

teaching profession and life satisfaction ($r=.158$).

- A positive, but very weak, significant relationship was found between the attitude towards the teaching profession and the mood ($r=.107$).
- A positive, weakly significant relationship was found between the attitude towards the teaching profession and the learning to teach ($r=.379$) dimension of the expected possible teacher selves subscale.
- A positive, weakly significant relationship was found between the attitude towards the teaching profession and the positive mood ($r=.259$) dimension of the emotional state scale.
- A moderately significant positive relationship was found between the attitude towards the teaching profession and the expected possible teacher selves subscale ($r=.436$).
- A moderately significant positive relationship was found between the attitude towards the teaching profession and the professionalism ($r=.420$) dimension of the expected possible teacher selves subscale.
- A positive, but very weak, significant relationship was found between life satisfaction and feared possible teacher selves subscale ($r=.120$).
- A positive but very weak significant relationship was found between life satisfaction and the dimensions of inadequate classroom management ($r=.102$), "being an uninterested teacher ($r=.131$) and uncreative teaching ($r=.097$) of the feared possible teacher selves subscale.
- A very weak and negative significant relationship was found between life satisfaction and emotional state ($r=-.124$).
- A moderately significant positive relationship was found between life satisfaction and positive mood ($r=.466$), and a moderately negative correlation between life satisfaction and negative mood ($r=-.428$).
- A very weak and positive significant relationship was found between expected possible teacher selves and professionalism and emotional state ($r=.122$; $r=.106$).
- A positive but weakly significant relationship was found between expected possible teacher selves and professionalism and positive mood ($r=.206$; $r=.203$).
- A weak and positive significant relationship was found between the learning to teach sub-dimension of expected prospective teacher selves and the emotional state scale ($r=.117$) and the positive mood dimension of this scale ($r=.175$).
- A negative significant relationship was found between feared possible teacher selves and being an uninterested teacher and the emotional state scale ($r=-.087$; $r=-.084$) and the negative mood dimension of this scale ($r=-.152$; $r=.142$).
- A very weak and positive significant relationship was found between the feared possible teacher selves and the sub-dimension of being an uninterested teacher and the positive mood dimension ($r=.095$; $r=.084$).
- A very weak and negative significant relationship was found between the inadequate classroom management sub-dimension of the feared possible selves scale and the mood scale ($r=-.090$) and the negative mood dimension ($r=-.139$) of this scale.
- A positive significant relationship was found between the uncreative teaching dimension of the feared possible selves scale and positive mood ($r=.100$), and a very weak and negative correlation with negative mood ($r=.131$).

According to Table 4, a statistically significant relationship was found between pre-service teachers' attitudes towards the teaching profession and their life satisfaction, expected possible teacher selves and dimensions, emotional states and positive mood dimensions. On the other hand, except for the relationship between the scales and their sub-dimensions (e.g., between EPTS and LT or P), no significant relationship was found between other variables. For this reason, simple linear regression analysis was performed to understand whether these variables significantly predicted the attitude towards the teaching profession. The obtained findings are presented in Table 5 in detail.

Table 5. Simple linear regression analysis results regarding whether the pre-service teachers' life satisfaction, possible selves and emotional states predict their attitudes towards the teaching profession

	B	Standard Error	r	r ²	Standardized β	t	F	p
SWL	.089	.023	.158	.02	.158	3.929	15.439	.000
EPTS	.435	.037	.436	.19	.436	11.881	141.157	.000
LT	.372	.037	.379	.14	.379	10.063	101.256	.000
P	.354	.031	.420	.18	.420	11.353	128.891	.000
ES	.103	.039	.107	.01	.107	2.645	6.995	.000

P+	.162	.025	.259	.07	.259	6.584	43.344	.000
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SWL: Satisfaction With Life; EPTS: Expected Possible Teacher Self; LT: Learning to Teach; P: Professionalism; ES: Emotional State; P+: Positive

When Table 5 is examined, it is seen that the results of analysis of variance are significant ($p < .05$). According to the results of analysis of variance, it was determined that the relationship between pre-service teachers' life satisfaction, expected possible teacher selves and dimensions, emotional states and positive mood dimensions and their attitudes towards the teaching profession was linear, and that these variables predicted pre-service teachers' attitudes towards the profession in a significant way. It was determined that 2% ($F_{SWL} = 15.439$) of the pre-service teachers' attitudes towards the teaching profession were explained by their life satisfaction, 19% ($F_{EPTS} = 141.157$) by their expected potential teacher selves, and 1% ($F_{ES} = 6.995$) by their emotional state. When examined separately in terms of dimensions, learning to teach dimension of expected potential teacher self explains the attitude towards the teaching profession by 14% ($F_{LT} = 101.256$) and the dimension of professionalism by 18% ($F_P = 128.891$). The positive mood dimension explains the attitude towards the teaching profession by 7% ($F_{P+} = 43.344$).

Conclusion and Discussion

In this study, it was aimed to examine the relationships between pre-service teachers' attitudes towards the teaching profession, their life satisfaction, possible selves and emotional states. Considering this aim, it is understood that the study is important for both practitioners (school administrators and teachers) and education system administrators, education policy makers and administrators.

In this study, it was observed that there was a positive but very weak relationship between pre-service teachers' attitudes towards the profession and their life satisfaction and mood. Similarly, in the studies in the literature, it was stated that as the life satisfaction levels of pre-service teachers increase, their attitudes towards the teaching profession increase positively (Recepoğlu, 2013; Şahin et al., 2009). As a matter of fact, studies (Murgaš et al., 2022; Schmitz, 2016) show that the more a job is loved and the more satisfied it is, the more the perception of quality of life improves. In addition, it has been determined that negative attitudes can lead to negative emotional states and increase negative emotional experiences such as stress, fatigue, and burnout (Brown & Cregan, 2008).

According to another result, there is a positive, though weak, relationship between the attitudes of the candidates towards the profession and the learning to teach dimension of the expected possible teacher self-subscale and the positive mood dimension of the mood scale. Positive factors such as increased motivation, success and self-esteem, pleasure and satisfaction, communication with the social environment, and overcoming difficulties positively affect individuals' mood and learning experiences (Kuzu & Çalışkan, 2018; Yılmaz & Çavaş, 2007). In this study, a moderately significant positive correlation was also found between the attitudes of the candidates towards the teaching profession and both the expected possible teacher self-esteem subscale and the professionalism dimension of this scale. This result shows that pre-service teachers' attitudes towards the profession are related to both their self-esteem as a teacher and their perception of professionalism. Such relationships identified are important in terms of showing how pre-service teachers' attitudes towards the teaching profession overlap their professional identity and their future teaching role. A positive teaching attitude can often help trainees develop a more positive teacher self and better shape their professionalism.

In this study, a positive, but very weak, significant relationship was found between pre-service teachers' life satisfaction and feared potential teacher selves. This finding, which is interesting in terms of understanding the psychological state and professional perceptions of pre-service teachers, may indicate that there is a connection between pre-service teachers' general life satisfaction and their concerns about future teacher roles and responsibilities. Understanding how a prospective teacher's life satisfaction relates to his or her professional identity and self-esteem means valuable information that is valuable to the education system and teacher training programs. If there is a weak positive relationship between life satisfaction and feared potential teacher selves, pre-service teachers' anxiety about their future teaching roles may be lower as their general happiness and satisfaction increase (Diener & Seligman, 2004; Keldal, 2015). This situation can be considered as valuable clues in terms of supporting the professional development of pre-service teachers and increasing their motivation. On the other hand, a positive but very weak correlation was found between the life satisfaction of the candidates and the sub-dimensions of the feared potential teacher self, such as "inadequate classroom management", "being an uninterested teacher" and "uncreative teaching". In this context, when pre-service teachers' general life satisfaction decreases, their classroom management skills may also weaken or their interest in students may decrease. Similarly,

pre-service teachers with low life satisfaction may lose their motivation to use creative teaching methods (Selçuk & Güner, 2000; Vatansever-Bayraktar, 2015).

As another result, a negative and very weak significant relationship was found between the life satisfaction of pre-service teachers and their mood, while a moderately significant relationship was found between life satisfaction and positive mood in the positive direction, and between life satisfaction and negative mood dimension in the negative direction. This shows that there is a connection between the general happiness levels of the candidates and their emotional experiences. It may mean that individuals have difficulty in coping with factors such as professional stress, difficulties, expectations or pressures, or that these factors negatively affect candidates' life satisfaction. As a matter of fact, when pre-service teachers have positive experiences with their profession, they generally tend to have a higher level of life satisfaction. For example, factors such as students' success, positive classroom experiences, and good relationships with colleagues can increase their positive mood, resulting in higher life satisfaction (Tait et al., 1989; Özdemir, 2015). Negative emotional experiences such as stress, burnout, and anxiety experienced by pre-service teachers can negatively affect life satisfaction (Koşucu et al., 2017; Gürel & Altunoğlu, 2016). Factors such as occupational problems, student problems or workload can increase negative emotional experiences and decrease life satisfaction (Çelik, 2016; Kanbur, 2018). Professional experiences and general life satisfaction of a pre-service teacher can also be affected by their emotional state (Çakıcı et al., 2013; Kanbur, 2018). For example, a negative mood such as stress or burnout may decrease the general life satisfaction of the pre-service teacher, while a positive mood such as being motivated or feeling happy may increase life satisfaction. In addition, in this study, a positive relationship was observed between both the expected possible teacher selves sub-scale and the professionalism sub-dimension and mood. The expected prospective teacher self and professionalism reflect the candidates' self-esteem and professional confidence. Candidates who feel confident and professionally valuable are more likely to experience a positive mood. If the candidates approach the teaching profession with a positive motivation, this usually brings a positive mood. A positive attitude towards the profession can show that candidates have hope and excitement for the professional future. This may reflect the close relationship between candidates' professional identity development, professional values and self-esteem, and emotional experiences. It can also help pre-service teachers build a positive professional future and establish a more positive relationship with their profession.

According to another result reached at the end of the research, there was a negative relationship between the feared possible teacher selves subscale and the negative mood dimension, and a positive and very weak relationship between the feared possible teacher selves and positive mood dimension. This result indicates that when pre-service teachers evaluate themselves negatively, worry about their professional future, or have negative emotional experiences, their feared potential teacher selves may become more prominent. In other words, as the level of negative mood increases, pre-service teachers' anxiety about their professional future may also increase (Derebaşı, 1996; Vidinlioğlu, 2010). When pre-service teachers experience positive emotional states, they may feel better and their worries about their future teaching role may decrease. A negative and very weak correlation was found between the "inadequate classroom management" sub-dimension of the feared possible selves scale and the negative mood dimension. The thought of encountering classroom management difficulties can negatively affect their self-confidence and emotional state (Karakelle & Canpolat, 2010). When the feared possible selves scale was examined in terms of the "non-creative teaching" dimension, a very weak and significant relationship was found with positive mood in the positive direction, and with negative mood in the negative direction. As a matter of fact, a positive mood generally affects teaching processes and interaction with students in a positive way. As the negative emotional states of pre-service teachers increase, it can be seen that they display uncreative teaching methods more clearly. Negative mood can lead to a lack of self-confidence and motivation and lead to less investment in teaching strategies.

Recommendations and Limitations

Based on the results of this study, practitioners and researchers are advised to pay attention to the following points:

- Considering that life satisfaction has a positive effect on the attitude towards the teaching profession, life satisfaction perceptions should be developed in order to improve pre-service teachers' attitudes towards the profession.
- Considering that possible self-perception has a positive effect on the attitude towards the teaching profession, possible self-perceptions should be developed in order to improve pre-service teachers' attitudes towards the profession.

- Considering that emotional state has a positive effect on the attitude towards the teaching profession, mood perceptions should be developed in order to improve pre-service teachers' attitudes towards the profession.
- Correlational studies can be conducted to examine the effects of variables other than the variables discussed in this study on pre-service teachers' attitudes towards the profession.
- The same research can be repeated with different measurement tools with proven validity and reliability.
- In this study, data were collected from 685 teachers. The same study can be repeated by analysing the data collected from more teachers.
- The findings obtained from this study are based on the perceptions of pre-service teachers. For this reason, future research can be applied to evaluate the situation of pre-service teachers regarding the variables emphasized in this study from a different perspective (for example, according to the views of instructors and peers).

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