The Scale of Predisposition to the Teaching Profession Based on Adjectives: Validity-Reliability Study

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Teaching is a very important profession that touches the lives of all students, and therefore all people, and shapes their behaviors at every stage of life and at all levels of education, both inside and outside the school. However, especially in Turkey and in the Turkish education system, not enough care is taken in the selection of both the teachers who undertake such an important task and the prospective teachers who are placed in education faculties for pre-service training, and merit, ability and aptitude for the profession are largely ignored. Both YGS, which selects and places candidates, and KPSS, which is the basis for teacher appointments, are based on the measurement of only certain cognitive behaviors. Attitude, interest, ability, skill, talent, aptitude, understanding, predisposition, etc., which constitute the essence of the teaching profession and make its performance successful, are not taken into account. This situation causes individuals who are unqualified, incompetent, incompetent, who do not like people, who do not find their profession valuable, to unconsciously turn to the teaching profession and cause state resources and efforts to be wasted and wasted. The result of this is an undeveloped society with low national income that is not equipped with the desired behaviors. Therefore, the main purpose of this research is to prepare a valid and reliable measurement tool based on adjectives to determine the predisposition of individuals to the teaching profession, and in this way, to contribute both to the conscious choice of individuals to the teaching profession and to the authority to make purchases from the right sources. The study population of the research consisted of 467 faculty members with a doctorate degree or higher in the field of educational sciences working in a total of 115 universities in Turkey, including state and foundation universities that train teachers. While content, face and construct validity (EFA and CFA) were examined in the context of validity study, Cronbach alpha and Spearman Brown internal consistency calculations were made in the context of reliability study. The measurement tool, which was designed with 63 adjective expressions in the first stage, was finalized as 15 adjective expressions with a single factor as a result of the analyzes, and the model created was tested with CFA and it was confirmed that it showed good fit indices. The Cronbach's Alpha reliability coefficient was found to be 0.98 and the Split Test reliability coefficient was 0.97. The results of the study show that the scale is appropriate, valid and reliable for use in determining the predisposition of individuals to the teaching profession. It is recommended to be used by all stakeholders of education (individuals, counselors, schools, faculties, institutions/MEB, YÖK, etc.) when necessary.

Keywords: Teaching, predisposition, scale development, teacher adjectives

INTRODUCTION

It is a fact accepted by all that teaching is one of the most important professions in the world. The reason for this is undoubtedly that the teaching profession has a determining feature in the lives of individuals and the future of society (Aydın, 2017). It can be said that the most basic duty of a teacher is to guide and organize the learning environment; in other words, teaching. A teacher is engaged in creating permanent behavioral changes in learners. Regardless of their branch, they do this via the knowledge, emotions and skills they have. While each teacher provides students with knowledge and skills in different subjects in line with their branch, they also try to raise them as kind and good people. From the moment they start their profession until the moment they retire, teachers can affect and change thousands of students, even more in some branches. When the potential to "affect" people's lives is accepted as one of the most basic characteristics of the teaching profession, it can be said that another characteristic is "being affected".

The teacher's ability to be a good influencer, that is, to be able to touch, change, shape and direct each student towards the good and right, primarily depends on him being a good influencer, that is, a person who reads, researches, learns, renews himself, develops himself, is self-controlled and has high-level attitudes in this direction, in short, being a good "learner". The teacher's ability to be influenced constitutes his openness to influence before he starts to practice his profession. How teachers can properly do the most basic duty of teaching, how they can touch individuals and turn them into individuals who are beneficial to society and humanity, is primarily related to his own "capacity to be influenced". In other words, being a good learner requires having a solid infrastructure in terms of knowledge, skills and attitudes such as consenting to learning, being open to change and development, etc. Therefore, it is a necessity to effectively evaluate the capacities of teacher candidates, to select the appropriate ones and to carry out the process of training a good teacher with great care. In short, the notion of teaching or pedagogical formation that teachers receive, although not perceived sufficiently by some societies or individuals, is of vital importance. Therefore, the teaching profession; cognitive, affective and skill aspects should be well analyzed and understood, and pre-service training programs of teachers should be organized in line with the importance it deserves. Since, in terms of the "affected" aspect, teacher candidates are expected to have certain views, information, ideas, thoughts, philosophies, interpretations, predictions, perceptions, meanings, feelings, interests, attitudes,

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values, beliefs, behaviors, actions, gestures-mimics, skills and habits in line with the necessary prerequisites for a good teacher to fulfill this duty. The fact that the teacher candidate is equipped with these characteristics before the service, in other words, being well affected, also determines his level of influence, in other words, his ability to teach.

In order to train a well-equipped and impressive teachers, it is vital that the pre-service education is given with a holistic approach and should not be ignored. The feelings, emotions, values, attitudes, beliefs of the teacher candidates, especially when they are in a position of "being affected" must be focused on a "TEACHER" who can make effective impacts on their students. However, research on this subject shows that teachers are mostly far from this focus when they are in an influential position. In addition, research shows that candidates who are in a position of being affected by the theoretical information given, the practices implemented, and without being subject to a meticulous selection process are also far from this focus in the affective context (Bloomfield, 2010; Sancak-Aydın & Çilsalar-Sagnak, 2020; Kaldi & Xafakos, 2017).

The issue of teacher training is one that should never be taken lightly by those who aspire to be a developed country and a respected society. Today, technological transformation, culture wars, environmental change, shifting migration flows and increasing student diversity are just some of the factors that have led to the need to critically revisit the problematic of "how best to develop teachers?" (Czerniawski et al. 2023). The 21st century requires knowledge, skills, habits and attitudes that go beyond classical teaching skills in order to educate students equipped with the skills required by the 21st century. Modern education, contemporary understanding places progressive educational philosophy and constructivist educational approach at the center of educational systems. These philosophies and approaches argue that learning is an active process and that students should access knowledge through their own experiences and understandings. They emphasize individual differences and the structuring of knowledge according to these differences, cooperation in learning and learning together, critical thinking and solving the problems they face creatively, using technology, and being flexible to adapt to changing needs and technologies. Therefore, the individuals who will teach students with these qualities should be teachers who put students at the center, guide them according to their individual differences, keep interest and curiosity alive, motivate students, encourage them to research, are aware of their responsibilities, are open-minded, prioritize each student and give feedback, and can use technology. When the educational philosophy, approaches and teacher training policies of developed countries such as Finland, Singapore, South Korea, the USA, Canada, the UK, Japan, Australia and the Netherlands, which are considered the best in the world in teacher training education, are examined, the sensitivities on this issue stand out. In these countries, which hold the teaching profession in high esteem, the pre-service and in-service training of teachers, as well as the entry requirements for the profession, are carried out with great care.

In the Japanese Education System, whose primary goal is to raise good people (Önen et al., 2023), those who want to become teachers must first pass a two-stage selection exam before starting pre-service education. In addition to the university entrance exam (Daigaku Nyūshi Sentā Shiken) (Ergun, 2013), which measures students' general knowledge and is conducted centrally at the national level, there is usually a rigorous interview-based selection exam conducted by the university itself, which measures the level of knowledge in the relevant field and the candidate's suitability for the program (NCEE, 2024). Teachers who complete the teacher education program are subject to a recruitment exam by the Provincial Education Boards in certain provinces in order to start working in public schools. This exam, which is applied differently according to the level of the school, aims to evaluate teacher candidates as a whole in terms of their skills, abilities and competencies. The evaluation method is a combination of various selection methods such as written exam, practical exam (physical education, music, fine arts, crafts, foreign language performance), interview (individual/group), essay/thesis exam, microteaching and classroom activities, lesson plan preparation, role-playing teaching of school experiences and proficiency tests. If the exam is successful, the validity period of the certificate obtained is 10 years. Japanese teachers must update themselves in skills and practices to renew their teaching certificates every 10 years. This includes attending at least 30 hours of formal professional development (Mete, 2013; NCEE, 2024a; Numano, 2010).

In Finland, which stands out with its success in the PISA exams and its teacher training system, the teaching profession is a respected and popular profession that is preferred more than the medical profession. Since 1979, it has been mandatory for those who want to become teachers to complete the teaching program and

also to obtain a master's degree (Kyttälä et al. 2022; Gísladóttir & Jóhannsdóttir, 2010). In order to become a teacher, it is first necessary to take the high school graduation exam (Matriculation), which is a difficult exam. Candidates are expected to have the highest scores and hold excellent interpersonal skills. In the two-stage selection process for primary school teacher education, candidates are first evaluated based on their high school graduation exam results, high school diplomas and documents related to their achievements outside of school. In the second stage, a written exam is given on pedagogical knowledge and candidates are made to take part in a number of activities and their social interaction and communication skills are observed. Then, the best candidates are interviewed and can start the tough teacher training program (Sahlberg, 2010; Silander & Valijarvi, 2013; Reimer & Dorf, 2014). The percentage of those who pass this rigorous selection process, which evaluates academic study skills and career aptitude, is not high. In many teaching programs, acceptance rates are below 20%. The average age of first-year students is 24, as students often apply to the most competitive university programs more than once before being accepted (ENCEE, 2024b; Finland Toolbox, 2024).

Singapore, which had a poor population that was mostly illiterate until 1965, is now an island country with living standards equal to those of developed industrial countries, also has a remarkable teacher training system. Singapore accepts students to teacher training programs each year according to the country's needs and provides them with a scholarship equivalent to 60% of the salary of a newly appointed teacher throughout their education. Approximately one in eight applicants is accepted. These individuals must first take the AO-Level and A-Level exams during the application process. These national exams, which are aimed at universities, are interconnected and challenging exams that measure students' knowledge and skills. Students are expected to have at least 2 A-Level / H2 Level and 2 AO-Level / H1 Level passing grades. During the application process for the teaching program, characteristics such as social and communication skills, general knowledge, proficiency in English, etc. are taken into consideration. In the evaluations that include difficult panel interviews focused on the values, skills and knowledge that make up a good teacher, it is observed whether the candidates have the competence and belief to make a difference. Before being accepted to either the postgraduate diploma in education (PGDE) or undergraduate diploma in education (DipEd) program, it is necessary to fulfill the mandatory contract teaching duty. This duty, which is carried out under the guidance of senior teachers, confirms the interest of those who are new to the program in teaching and evaluates their suitability for the profession. Those who successfully complete this duty can start the challenging training program run by the National Institute of Education (NIE). (Akyol & Yeşilbaş-Özenç, 2021; Ministry of Education Singapore [MOE], 2024; NCEE, 2024c; Teo & Khoh, 2015).

In England, which adopts a practice-based teaching approach in its teacher training system, students must first take the General Certificate of Secondary Education (GCSE) exam for secondary school graduation. Those who will choose teaching are expected to score at least C (or 4). This score is an important step in maintaining quality in the education system and ensuring that teacher candidates have a strong knowledge of basic subjects. Students then take the Certificate of Education at Advanced Level (GCE, A-Level) exam for higher education and complete their undergraduate education appropriate for the teaching branch they want. After completing their undergraduate education, candidates usually apply to PGCE- (Postgraduate Certificate in Education) or other alternative teaching programs. During the application process, candidates are asked to provide a motivation letter explaining why they chose the teaching profession, how they are suitable for the profession and their educational goals, and a reference letter, usually taken from an academic or expert reference, indicating their character and suitability for teaching. In addition, it is an important criterion for candidates to have worked or observed in a school in order to have a realistic understanding of the profession. Individual interviews and/or group work to evaluate candidates' commitment to the profession, personal characteristics and communication skills, and group interviews to observe their interactions with other candidates are part of the process in some schools and programs. Candidates' physical and mental health and criminal status are also decisive in the admission process (Korucuk, 2019).

When the student admission processes for undergraduate teaching programs in the USA are examined, it is observed that practices vary by state. However, the main criteria for applications are; a score from one of the standard exams for university (Scholastic Attitude Test, [SAT] or American College Test [ACT]), high school GPA (provided that it is in the 25th percentile), and interview exam results. In addition to these, there are criteria such as a reference letter, speaking test, personality test, and physical health report in teacher

recruitment processes in the USA (Külekçi and Bulut, 2010; Turan, Asal-Özkan, and Şahin, 2023). In South Korea, in addition to the College Scholastic Ability Test (CSAT) held centrally and the high school achievement score, candidates must meet other exams and entrance requirements determined by the university they apply to for the teaching program. These are certificates from various courses, reference letters, conditions such as portfolio and participation in extracurricular activities, and interviews that test aptitude for teaching (Aras and Sözen, 2012; Turan, Asal-Özkan and Şahin, 2023).

When the practices in teacher training and the alternative methods used in the candidate acceptance process in these considerable, developed countries are examined in general, it is understood that they are similar to each other and that they carry out these studies fairly and meticulously. In these countries, before admission to teaching programs, a central exam is carried out to determine secondary school success and academic competence, and in addition to this, applications are carried out to determine whether the candidates are suitable for the profession (observation, interview, test, evidence document, etc.). Suitability for the profession is the sum of the knowledge, skills, attitudes and personal characteristics required to fulfill the teaching duty effectively and successfully. Suitability for the profession includes both professional competencies and personal qualities. Personal characteristics that facilitate the acquisition of professional competencies constitute professional predisposition. Predisposition for the teaching profession is the state in which an individual naturally has the qualities and skills suitable for the teaching profession. These can be innate or acquired and changed through experience. The level of a person's abilities in internalizing the teaching profession, being successful in it and adapting to the requirements of the profession shows how much the person is suitable for the job. Those who are inclined to the profession enjoy learning and teaching, are deeply interested and passionate about their profession, act with a sense of responsibility, are more resilient in coping with the difficulties of the profession and are willing to continue their profession. Therefore, those who can love this profession and perform it in the best way should be given the opportunity and chance to become teachers and be given the necessary guidance.

According to the Guidance principle, one of the Fundamental Principles of Turkish National Education included in the National Education Fundamental Law (Article 6); "Individuals are trained by being directed to various programs or schools in accordance with and to the extent of their interests, talents and abilities during their education." Accordingly, students should be directed to the right source and professional areas through various guidance services and exams starting from preschool. In terms of the teaching profession, determining the extent to which students are prone to this profession by taking into account their current characteristics and improvable aspects and channeling them correctly is a duty and success parameter of the Turkish National Education system.

The success of education is undoubtedly directly related to the well-educated teachers (Bilgin, Aykaç, & Kabaran, 2014). Therefore, determining the potential of students for teaching and investing in the right candidates also has an important part in success. This will not only ensure that teachers are happier and more harmonious in their professional lives, but will also prevent waste of time and resources. There are many methods such as interviews, observations, psychological tests, health reports, and portfolios that can be used to determine the right candidate. These are relatively laborious selection methods that can be used when the number of applicants is low and are more suitable for subjective evaluations. One of the most practical ways to determine candidates who are prone to the profession is through scales. In this study, a scale is being developed to make students aware of their interests and desires and to determine whether they are prone to the teaching profession. Today, in many countries and especially in Turkey, in the process of orientation to the teaching profession and teacher training, there is no selection/elimination process to determine the aptitude for the profession and also, since there is no measurement tool in the literature that is both very comprehensive and very short, concise and based on practical adjectives, it is thought that this study can produce a practical solution on this issue, especially in pre-service, and contribute to the world literature.

It is thought that this scale will contribute to the use of individual students who are generally included in education systems and will include teaching in their professional preferences at the Higher Education Transition Exam (HETE-(YGS), guidance teachers who are in the position of providing professional guidance in high school, teacher candidates who had the opportunity to study at the faculty of education but do not know whether they are suitable for it or not. Graduate-candidate teachers who want to turn to teaching by taking pedagogical formation outside the faculty of education or who have graduated from the faculty of

education and want to decide on being appointed to teaching at the Public Personnel Selection Exam (PPSE/ KPSS) stage, and teachers who are currently teaching and are trying to understand how much they need to improve themselves in which aspects. Considering that it has a feedback-providing quality and is suitable for institutional use (OSYM, MEB, YÖK, etc.) in terms of correct choices/preferences/decisions, it is very important to prepare a valid and reliable measurement tool to determine the predisposition to the profession in order to make the education system and the teaching profession efficient. Therefore, in this study, the question of "How valid and reliable is the adjective-based teaching aptitude scale prepared to determine how much teachers and candidate teachers or those who consider becoming teachers are inclined to the teaching profession?" was taken as the main problem. In line with this problem, the following sub-questions were sought to be answered.

Sub-problems

1. Findings Regarding the Validity of the Scale

     1.1. Scope

     1.2. Face

     1.3. Structure

     1.3.1 Exploratory Factor Analysis

     1.3.2 Confirmatory Factor Analysis

2. Findings Regarding the Reliability of the Scale

METHOD

In this section, general information about the research method, namely the population-sample, data collection tool and its development, and analysis and interpretation of the data is given.

Population and Sample

The population of this research consists of faculty members working in the education faculties of private and state universities in Türkiye. The main reason why the population was determined as faculty members is that they have dedicated a large part of their profession to the subject of training candidate teachers during both pre-service and in-service training processes. It is thought that teachers are quite experienced in terms of both their shortcomings and indispensable characteristics. The courses they teach, the education they receive, and the studies they carry out are largely about training teachers. However, in order to further guarantee their competence in this regard, it was determined as a criterion that the faculty members determined as the population have a doctorate in education and teach classes as faculty members. Since the faculty members in the sample must be competent and experienced enough to determine the basic indicators of aptitude for the teaching profession among many characteristics. When the population of the research is evaluated in terms of these characteristics, it is seen that according to the 2024 Council of Higher Education (YÖK) statistical data, a total of Dr. Lecturer in all departments of Education and Educational Sciences in faculties of Education and Educational Sciences of private and state universities in Türkiye. There are 1567 faculty members with the title of Member and above (YÖK, 2024). Since the population does not constitute a very large mass, a separate sample determination method was not used and the research was conducted on all faculty members in the study population. However, out of 1495 faculty members who could be reached by e-mail, 467 faculty members who gave feedback to the researchers, participated in the study voluntarily and filled out the data collection tool completely and they constitute the sample of the research. Christensen, Johnson, and Turner (2015) define the process of randomly selecting people who volunteered to participate in the study and were easily accessible, as the "convenience sampling" method was used. In this context, considering the 95% confidence level and 5% margin of error, the number of samples that can represent the population is calculated as 309 (Calculator, 2024). As a result, some demographic characteristics of a total of 467 faculty members who work in the education departments of education faculties, work in different regions, provinces and districts, have different departments, seniority and education levels and who volunteered to participate in the research in accordance with the distribution in the study population are given in Table 1.

Table 1. Demographic Information on the Study Group

Gender	f	%
Male	229	49,0
Female	238	51,0
Total	467	100,0
Title	**f**	**%**
Prof. Dr.	46	9,9
Assoc. Dr.	114	24,4
Dr.	307	65,7
Total	467	100,0
University	**f**	**%**
Government	387	83,0
Foundation	79	17,0
Total	467	100,0

Data Collection Tool

In the development phase of the measurement tool, which was created based on adjectives and designed to determine the aptitude for the teaching profession, the literature was initially scanned and scales, teacher behaviors and competence areas that could be related to the subject of the research were examined. The basic characteristics of successful teachers, affective-based character traits, basic characteristics that could be prerequisites that require a long time to gain and have a high multiplier effect were tried to be determined. In line with these determined characteristics, a pool of 63 adjectives containing the basic characteristics for the teaching profession was initially created. Later, considering both the overlapping characteristics and the level of importance, 10 adjectives were eliminated by the researchers and the pool was reduced to 53 adjective expressions. These adjectives were presented to the opinions of 9 educational scientists who are associate professors and professors who are experts in their fields. They were asked to score the adjectives that they considered indispensable, that is, important, that had a high multiplier effect, that were most frequently needed throughout the teaching profession, that were not overlapping and that could be considered as indicators of aptitude. In terms of these criteria, 30 adjectives that constitute the highest arithmetic mean and have the highest Content Validity Ratio (CVR) were selected as a result of the evaluations of 9 experts. Then, it was converted into a Likert-type scale rated between 1-7 and made ready for application for validity and reliability studies within the scope of the research in order to reduce it to 15 adjectives to be used as indicators of aptitude for the teaching profession.

Data and Collection

The data collection tool was applied to a total of 9 educational scientists for content and face validity, and to 467 educational scientists faculty members from 115 universities for construct validity and reliability. While expert opinions were obtained through both face-to-face interviews and e-mail, a digital application process was carried out via Google form and social media network for construct validity and reliability. While expert opinions were carried out in a period of approximately 1 month, delivering the data to 1467 faculty members in the target audience via social media network for statistical analysis included a 5-day process. During this period, it was observed that the number of those who clicked on the scale and checked it out was approximately 1224, and there were 467 faculty members who filled out the data collection tool both voluntarily and by taking the time to fill it out completely and correctly. The data collection process was completed in a period of approximately 3 months. Although it was based on volunteering, 4 e-mail repetitions were made during this period in order to increase the number of participants. Since it is an online form, clicking and opening the measurement tool, reading the instructions, reviewing the questions and filling them in takes an average of 9 minutes according to website statistics.

Ethics

In order to avoid any ethical problems in the research, all participants were given written information and assurance that participation was voluntary, that they could stop working at any time, that the data would not

be shared with third parties and that it would only be used for scientific purposes. No pressure was placed on the participants during the study process and no biased questions were asked. The research was conducted in accordance with the permission received from University 2021-2022 academic year Research and Publication Ethics Board with the decision numbered 2022.05 dated 05.02.2022.

Analysis and Interpretation of Data

The data were analyzed with the help of SPSS and Lisrel package programs. The collected data were first transferred to the SPSS program and the Kaiser-Meyer-Olkin (KMO= 0.97) and Bartlett sphericity tests were applied to determine the suitability of the preliminary trial data for factor analysis and the adequacy of the sample. It was concluded that the obtained chi-square ($x2$ =10053.955) value was suitable for factor analysis ($p<0.05$) and the sample was sufficient (Pallant, 2001).

In the validity-reliability study, the scope validity, face validity and construct validity of the scale were examined. While scope and face validity were determined in line with expert opinions, construct validity was tested with both Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). Principal Component Analysis and Orthogonal rotation method were used for EFA. For CFA, in addition to Chi square (x 2), different goodness of fit indices (RMSEA, SRMR, CFI, IFI, GFI and AGFI) were examined. In the reliability analysis, test half and Cronbach Alpha internal consistency coefficients were calculated. In addition, arithmetic mean, standard deviation and total-item correlations were examined. Since the data collection tool was a 7-point Likert-type scale, interval values were taken as follows in order to interpret the data:

(1) 1.00-1.86   (2) 1.87–2.72   (3) 2.73–2.58   (4) 3.59 – 4.44   (5) 4.45–5.30   (6) 5.31 – 6.13   (7) 6.14–7.00

FINDINGS

Findings regarding the validity and reliability of the scale are given respectively.

1. Findings regarding the validity of the scale

1.1. Content validity

In order to obtain objective results in the calculations to be made for the determination of content validity, the quality and number of experts (between 5-40) are of great importance (Lawshe, 1975). In this study, 53 adjective expressions prepared by the researchers within the scope of the adjective-based scale development study were evaluated in terms of content validity using the Lawshe technique and with the contributions of 9 experts. The Content Validity Rate was calculated according to the formula (KGO) = Nu / (N/2) – 1 (Lawshe, 1975). Nu shows the total number of experts (9) who found the item "Appropriate" and N shows the total number of experts who gave their opinions on the item.

According to the formula, if the CVR ratio has a value of 0 (zero) or negative (less than zero), it means that the item has "no content validity". The items in this case are directly eliminated (Lawshe, 1975; cited in Yeşilyurt and Çapraz, 2018). Since no item with a CVR value of 0 or negative was encountered in this study, no item was directly removed. Since 23 of the 53 items in the scale had a minimum value of 0.5 and above, they were eliminated by ranking them from the highest to the lowest. According to the expert evaluation results, it was decided that the 30 adjectives with the highest CVR value would be included in the scale. The Scale Scope Validity Index (CVI) for the total of the scale items was found to be 0.88.

1.2 Face validity

In the context of the face validity of the scale, the opinions of 1 Turkish language expert, 1 English language expert, 1 research methodologist, 1 educational technologies expert, 1 information technologies teacher and 3 educational scientists were used. The adjectives that may be indicators of aptitude for the teaching profession and the "Google forms" format prepared for the purpose of online application, which includes these adjectives, were evaluated in terms of language, method, scientificness, accuracy, understandability and screen appearance to determine whether it contained any errors. In other words, it was tried to understand whether the purpose to be measured "appeared" to be measured. The final form was given by taking into account the small suggestions brought by some experts, and a consensus was obtained from 100% of all experts in terms of face validity. As a result of the arrangements made in line with the feedback from the experts, it

was decided that face validity was achieved, and the plot application phase was started as a single dimension and 30 adjective pairs.

1.3. Construct validity

Since the measurement tool was not an existing measurement tool and was being developed for the first time, Exploratory Factor Analysis (EFA) was first performed to determine the construct validity of the scale and to reveal the dimension and factor structure of the items in the scale. In order to understand to what extent the scale was suitable for factor analysis, Kaiser-Meyer-Olkin (KMO) coefficient and Barlett test calculations were performed. As a result of the KMO and Barlett tests performed in Table 1, the measurement value of Kaiser-Meyer-Olkin Sampling Adequacy being ".97" shows that the sample size is quite sufficient. The fact that the chi-square (x2=10053.955) value obtained as a result of the Bartlett sphericity test was found to be significant at the level of 0.001 also supports this situation (p<.01). According to the two findings, it was determined that the data were suitable for factor analysis.

Table 1. Kaiser Meyer-Olkin and Bartlett's Sphericity Test Results

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		,97
Bartlett's Test of Sphericity	Approx. Chi-Square	10053,955
	df	105
	p	,000

Principal Components Analysis and Orthogonal Rotation (Varimax) were used as methods to determine the factor structure and dimensions of the scale. According to the results obtained, it was observed that the scale was gathered under a single factor with eigenvalues above 1.00. The eigenvalue of this factor was 12.08 and its contribution to the total variance was 80.38% (Table 2). The elements with eigenvalues below 1.00 were not evaluated as sub-factors, and their contributions to the variance were not interpreted as significant contributions. The fact that a single factor explained 80.0% of the total variance of the scale was accepted as evidence that this scale was single-factored, and the single factor was evaluated as an important and sufficient factor.

Table 2. Sub-Dimensions of The Scale and the Total Variance Rates They Explain

Component	Eigenvalues	Contribution to variance	Explained Variance
1	12,058	80,384	80,384
2	,602	4,011	
3	,441	2,943	
4	,280	1,869	
5	,222	1,479	
6	,207	1,383	
7	,191	1,270	
8	,183	1,222	
9	,167	1,113	
10	,143	,951	
11	,137	,915	
12	,119	,791	

After the exploratory factor analysis conducted to examine the factor structure formed by the scores obtained based on the opinions of the teaching staff, CFA (confirmatory factor analysis) was applied to the data obtained from the applications on 467 educational scientists through the LISREL 8.51 program in order to confirm the accuracy of this structure of the measurement tool consisting of a single factor and 15 adjective expressions. Thus, the factorial validity of the scale, in other words, its construct validity, was tried to be determined by conducting two different factor analyses.

Table 3. Results of Exploratory Factor Analysis After Varimax

Variables / Adjectives / Items	Extraction
PASSIONT (Passion For Teaching)	,94
PREDICAT (Predicator)	,93
EMPATHIC (Empathic)	,92
FAIR (Fair)	,92
CARING (Caring)	,91
DESIREL (Desire to Learning)	,90
FLEXIBLE (Flexible)	,90
OPENMIND (Open-Mindedness)	,90
SENSITIV (Sensitive)	,89
PATIENT (Patient)	,88
HUMANITAR (Humanitarian)	,88
HONEST (Honest)	,88
RESPECTI (Respectful)	,88
WITTY (Witty)	,88
RESPONSI (Responsible)	,84
TOTAL VARIANCE EXPLAINED	80.38

At this stage, in order to test the model that aims to measure educators' predisposition to the teaching profession in a single factor, it was tried to determine how much the latent variable called the upper-level latent variable (Yatkinl) explained the 15 observed variables called the factor. The model was confirmed as 15 items as a result of the CFA. The Model and Standardized Analysis Values related to the Predisposition Scale are given in Figure 1, and the Standardized t-Values are given in Figure 2.
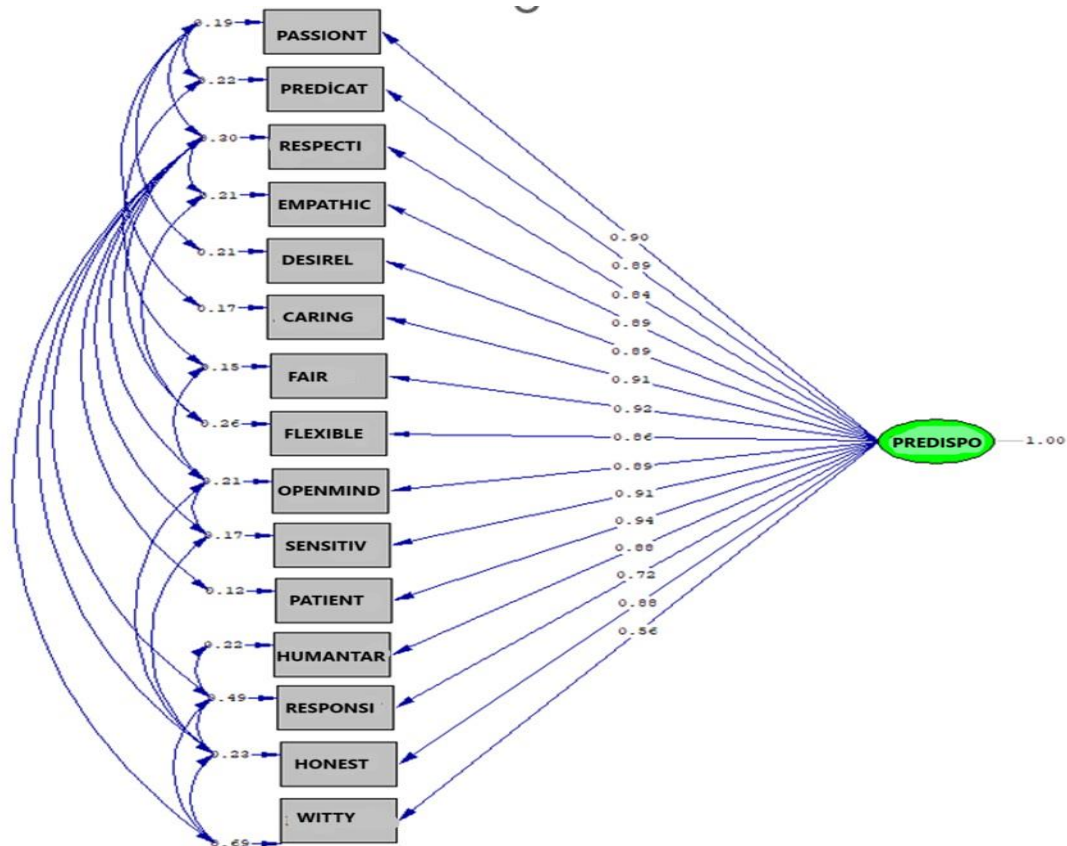
Chi-Square=239.29, df=85, P-value=0.00000, RMSEA=0.057

Figure 1. Values of Standardized Solutions for Predisposition Scale for Teaching Profession

As can be understood from the model and standardized analysis values in Figure 1, the latent variable PREDISPO indicates the relationship between the observed variables and corresponds to the factor loadings in the exploratory factor analysis. The value of the WITTY variable, which is the lowest representative of the PREDISPO latent variable in Figure 1, is 0.58, while the PATIENT variable, which is the highest representative, is 0.94. It is understood that all of these observed values regarding the latent variable are essential. It can be said that as the values of the observed variables approach 1.00, the power of representation or the level of importance of the latent variable also increases. The double-sided arrows on the left of the model in Figure 1 indicate the covariance definitions between the errors of the observed variables. As a result of the CFA, twenty-three mutual relationships were found between the error variances of the observed variables. It shows that the relationship between the adjective expressions of the observed variables is also related to the variances that these variables cannot explain. According to the views of educational scientists, since the observed variables are important indicators of aptitude for the teaching profession, the structure is single-factored, and they also work without any problems in exploratory factor analysis, it was concluded that there would be no harm in adding the relationships between the observed error variances to the model without omitting any item (adjective indicator).

Chi-Square=239.29, df=85, P-value=0.00000, RMSEA=0.057

Figure 2. T-values of Standardized Solutions for Predisposition Scale for Teaching Profession

The t-values in Figure 2 are important parameters that express the relationship between the latent variable and the observed variables. When the t-values in the model are examined, it can be said that the latent variable PREDISPO presents a significant relationship with the observed variables. The t-values in Figure 2 vary between 18.27 (RESPONSI) and 34.72 (PREDICAT). The significance level is generally taken as 0.05 in social sciences and is discarded when the t-value is lower than 1.96. In this respect, it can be said that there is no item that needs to be discarded since all of the observed variables related to the latent variable in the model are higher than 1.96, and the 15 adjectives given are important indicators of aptitude for the teaching profession. However, considering the results of the standardized analysis and unstandardized t-values, making a comment that the model and the scale items form a single structure will not produce a healthy result on its own. Therefore, additional evidence is also needed. Table 4 provides the Fit Indices for the Model's Path Diagram as additional evidence.

Table 4. Goodness of Fit Index Results of the CFA Model

Single Factor Model	239.29	85	0.86	0.92	0.97	0.97	0.98	0.057

Goodness of fit indices are important parameters used to determine the fit or incompatibility of a model with the data. In the study, the goodness of fit indices calculated for the model's fit to the data; Chi-Square (x2), RMSEA (Root Mean Square Error of Approximation), CFI (Comparative Fit Index), NFI (Normed Fit Index), NNFI (Non-Normed Fit Index) GFI (Goodness of Fit Index) and AGFI (Adjusted Goodness of Fit Index) values were examined.

According to the CFA results, $\chi2=239.29$ (sd = 85, p>.05) and $\chi2$ / sd value is 2.81. This ratio obtained by dividing the Chi-square Value by the Degree of Freedom is less than 2.00 and indicates a high level of good fit, while a value greater than 5.00 indicates the need for development in the model (Kline, 2005). The value of 2.81 obtained in this study shows that there is an acceptable fit between the single-factor structure of the "PREDISPO" latent variable and the data collected with 15 items. However, due to the sensitivity of the chi-square value to sampling and various limitations, other fit indices should also be examined in terms of model fit. When other fit indices were examined in the analysis, it was determined that RMSEA was 0.057, GFI was 0.92, and AGFI was 0.86. The RMSEA value between 0.00 and 0.08 is an indicator of reasonable fit, while 0.06 is accepted as the cut-off point (Brown, 2006). GFI and AGFI values range from 0.00 to 1.00, with 0.00 indicating no fit and 1.00 indicating excellent fit (Schermelleh-Engel, Moosbrugger, & Müller, 2003). These values being equal to or greater than 0.90 indicate good fit (Jöreskog & Sörbom, 1993). It can be said that the values obtained in the study being equal to and close to the above-mentioned cut-off points indicate good fit between the structure of the model and the data. Based on this, it can be said that the single-factor structure consisting of 15 indicators (observed variables) in order to determine the predisposition of educators to teaching is theoretically supported, that is, it is suitable for measuring the purpose it is intended to measure.

Based on the results of both [exploratory (EFA) and confirmatory (CFA) factor analysis], it can be said that the data collection tool has a single-factor structure consisting of a total of 15 adjective/trait-based Likert-type questions aimed at determining "Teaching Aptitude".

2. Findings Regarding the Reliability of the Scale

In order to determine the reliability of the scale, the internal consistency coefficients of the items were calculated. Cronbach alpha and one-way variance analysis were used as methods to determine internal consistency. The reliability study for the measurement tool was conducted by examining the Arithmetic Mean, Standard Deviation, Total Item Correlations and Cronbach's Alpha values when the Item was Deleted and is given in Table 5.

Table 5. Arithmetic Mean, Standard Deviation, Total Item Correlations and Cronbach's Alpha Values and Spearman Brown Reliability Results When The Item as Deleted For The Scale Items

Adjectives / Items	X	ss	r(jx)	Cronbach's Alpha If Item Deleted	Reliability	
					Spearman's (rho)	Cronbach's Alpha
PASSION for TEACHING	6,20	1,55	,90	,98		
PREDICATOR	6,09	1,59	,90	,98		
RESPONSIBLE	5,98	1,62	,87	,98		
WITTY	5,99	1,60	,86	,98		
RESPECTFUL	5,70	1,59	,81	,98		
EMPATHIC	5,93	1,53	,89	,98		
DESIRE to LEARNING	6,11	1,53	,88	,98		
CARING	6,09	1,54	,91	,98	0,97	0,98
FAIR	6,17	1,51	,92	,98		
FLEXIBLE	5,89	1,57	,86	,98		
OPEN-MINDEDNESS	6,08	1,49	,86	,98		
SENSITIVE	6,13	1,48	,89	,98		
PATIENT	6,10	1,50	,91	,98		
HUMANITARIAN	5,90	1,59	,87	,98		
HONEST	5,90	1,50	,86	,98		

When Table 5 is examined, it is seen that the arithmetic means of the items vary between 5.70 and 6.20, the standard deviations are between 1.48 and 1.62, the item total correlation values vary between 0.81 and 0.92, and there is no item that would increase the Cronbach Alpha Reliability value above 0.98 if deleted. According to the results of the reliability analysis, the split-half reliability of the test, which tests the consistency between the two halves of the measurement tool, was found to be 0.97. Similarly, the Cronbach Alpha Reliability result for the calculation of consistency based on the correlation between the items was calculated as 0.98. This situation was interpreted as an indication that the scale reliability was "quite high" (Nunnally, 1978).

Table 6. Independent T-Test Results to Determine the Effect of Gender on the Views of Teacher Training Faculty Members on the Adjectives Forming the Teaching Aptitude Scale

Adjectives / Items	Gender	N	$\bar{x}$	ss	t	P	Significant Difference
FAIR	Male	228	6,29	1,41	1,322	0,187	-
	Female	238	6,11	1,66			
HONEST	Male	228	6,18	1,51	1,076	0,1586	-
	Female	238	6,02	1,67			
CARING	Male	228	5,71	1,56	0,030	0,976	-
	Female	238	5,70	1,62			
SENSITIVE	Male	228	5,93	1,48	0,052	0,939	-
	Female	238	5,93	1,59			
PATIENT	Male	228	6,22	1,40	1,460	0,145	-
	Female	238	6,01	1,65			
RESPECTFUL	Male	228	6,15	1,39	0,905	0,366	-
	Female	238	6,03	1,67			
EMPATHIC	Male	228	5,85	1,50	0,505	0,614	-
	Female	238	5,92	1,64			
PASSION for TEACHING	Male	228	6,07	1,45	0,131	0,896	-
	Female	238	6,09	1,53			
DESIRE to LEARNING	Male	228	6,17	1,35	0,543	0,547	-
	Female	238	6,10	1,60			
RESPONSIBLE	Male	228	6,18	1,35	1,209	0,227	-
	Female	238	6,02	1,62			
HUMANITARIAN	Male	228	5,93	1,46	0,408	0,684	-
	Female	238	5,87	1,71			
FLEXIBLE	Male	228	5,25	1,54	0,953	0,341	-
	Female	238	5,38	1,55			
OPEN-MINDEDNESS	Male	228	5,93	1,39	0,372	0,710	-
	Female	238	5,88	1,60			
PREDICATOR	Male	228	5,07	1,70	1,537	0,125	-
	Female	238	4,82	1,70			
WITTY	Male	228	5,03	1,49	1,484	0,139	-
	Female	238	4,82	1,64			

As can be understood from Table 6, whether the academicians whose opinions were taken are male or female does not change their perspectives on the adjectives that are indicators of their aptitude for the teaching profession. In other words, the gender variable does not affect the opinions of the academicians. This is an expected situation because teaching is a professional profession. The work, duties, roles and practices that teachers do are specific and defined. Therefore, it is thought that the perspectives of the academicians who are specialized in teacher training, whose job and duty is to train teachers and who work in this direction may be shaped not by their genders.

Table 7. Results of One-Way Analysis of Variance to Determine the Effect of Titles on The Views of Teacher Training Faculty Members on The Adjectives Forming the Teaching Aptitude Scale

Adjectives / Items	Title	N	$\bar{x}$	ss	F	P	Significant Difference
FAIR	Prof. Dr.	46	6,41	1,34	,552	,576	-
	Assoc. Prof. Dr.	114	6,13	1,62			
	Dr.	306	6,19	1,55			
HONEST	Prof. Dr.	46	6,35	1,34	,652	,521	-
	Assoc. Prof. Dr.	114	6,05	1,63			
	Dr.	306	6,07	1,61			
CARING	Prof. Dr.	46	5,93	1,51	,538	,584	-
	Assoc. Prof. Dr.	114	5,68	1,56			
	Dr.	306	5,68	1,61			
SENSITIVE	Prof. Dr.	46	6,13	1,31	,519	,596	-
	Assoc. Prof. Dr.	114	5,96	1,58			
	Dr.	306	5,89	1,55			
PATIENT	Prof. Dr.	46	6,57	,93	2,239	,108	-
	Assoc. Prof. Dr.	114	6,09	1,66			
	Dr.	306	6,06	1,55			
RESPECTFUL	Prof. Dr.	46	6,24	1,42	,290	,748	-
	Assoc. Prof. Dr.	114	6,04	1,65			
	Dr.	306	6,08	1,51			
EMPATHIC	Prof. Dr.	46	6,02	1,58	,316	,729	-
	Assoc. Prof. Dr.	114	5,94	1,54			
	Dr.	306	5,85	1,58			
PASSIOON for TEACHING	Prof. Dr.	46	6,24	1,20	,393	,676	-
	Assoc. Prof. Dr.	114	6,01	1,59			
	Dr.	306	6,08	1,49			
DESIRE to LEARNING	Prof. Dr.	46	6,39	,93	,875	,418	-
	Assoc. Prof. Dr.	114	6,16	1,59			
	Dr.	306	6,08	1,51			
RESPONSIBLE	Prof. Dr.	46	6,43	,98	1,422	,242	-
	Assoc. Prof. Dr.	114	6,12	1,57			
	Dr.	306	6,04	1,53			
HUMANITARIAN	Prof. Dr.	46	6,15	1,44	,747	,474	-
	Assoc. Prof. Dr.	114	5,93	1,65			
	Dr.	306	5,85	1,59			
FLEXIBLE	Prof. Dr.	46	5,57	1,47	1,296	,275	-
	Assoc. Prof. Dr.	114	5,15	1,57			
	Dr.	306	5,34	1,55			
OPEN-MINDEDNESS	Prof. Dr.	46	6,33	1,03	2,047	,130	-
	Assoc. Prof. Dr.	114	5,87	1,54			
	Dr.	306	5,85	1,53			
PREDICATOR	Prof. Dr.	46	5,04	1,76	,093	,911	-
	Assoc. Prof. Dr.	114	4,92	1,69			
	Dr.	306	4,93	1,70			
WITTY	Prof. Dr.	46	5,24	1,39	1,535	,217	-
	Assoc. Prof. Dr.	114	5,01	1,45			
	Dr.	306	4,84	1,63			

As seen in Table 7, the views of faculty members with different titles do not change their perspectives on the adjectives that are indicators of their aptitude for the teaching profession. In other words, the title variable does not affect the views of faculty members. This situation can again be attributed to the fact that the teaching profession is a concept that the work, duties, roles and practices are factually specific and defined.

RESULT and DISCUSSION

In this study, a valid and reliable scale based on adjectives was developed in order to contribute to the selection and orientation of candidates who are prone to the teaching profession in order to form the basis of a good teacher training system. The scale, called the Scale of Aptitude for Teaching, is based on data collected from 467 faculty members working in the field of educational sciences at 115 universities. Within the scope of the validity study of the scale, scope, face and structural validity were examined. The exploratory and confirmatory factor analyses were conducted within the framework of structural validity. Within the scope of the reliability studies of the scale, both Cronbach alpha (α) and split-half reliability coefficients were calculated. The measurement tool, which started to be designed with 63 adjective expressions, took its final form as a single-factor 15 adjective expressions (Fair, Honest, Compassionate, Sensitive, Patient, Respectful, Empathetic, Passion for Teaching, Desire to Learn, Responsibility, Humanitarian, Flexible, Open-Minded, Orator, Witty) as a result of the analyses performed, and the created model was tested with CFA and it was confirmed that it showed good fit indices.

It is thought that the measurement tool consisting of 15 adjective expressions with a single factor developed may be suitable for alternative use for different situations and purposes. In this direction, an attempt was made to create 3 different usage areas for 3 adjective groups consisting of 5, 10 and 15 adjectives. The first 5 adjectives (fair, passion for teaching, empathic, orator, compassionate) can be considered as a group of adjectives that students can use when they need to make a self-assessment in order not to make a wrong decision while making their choices about the university, course etc. These 5 adjectives can produce a practical solution when a quick determination is needed. Another use can be considered as indispensable adjectives that parents, school psychological counselors or course teachers can use as a basis in guiding students. The 10-adjective group formed with the addition of the second 5 group adjectives (desire to learn, flexible, open-minded, sensitive and patient) can be used in studies as a practical-short scale. Finally, the 15 adjective group formed by adding the third 5 adjectives (humane, honest, respectful, humorous and responsible) can be used in scientific studies as the main scale containing the basic indicators of aptitude for the teaching profession.

In many studies on teacher characteristics, it is observed that these characteristics are frequently emphasized, although they are not pointed out at the same time (Gallavan, Peace, & Thomason, 2009; Mızrak-Karcı, 2016; Şanal & Güçlü, 2005; Taşkaya, 2012; Üstüner, Abdurrezzak, & Yıldızbaş, 2021; Yörük & Tezcan, 2009). While there are dozens of adjectives/characteristics indicating a predisposition to the teaching profession, one of the first five adjective groups of 15 adjectives that stand out as the basic indicator in this research is being fair. It is an important and indispensable virtue in the teaching profession, as in all professions (Ubuz & Sarı, 2009; Yörük & Tezcan, 2009). Teaching is a profession based on interaction with the group, and the teacher is with the student group in the classroom and with stakeholders such as colleagues, parents, etc. outside the classroom (Lutovac and Körkkö, 2024). An unfair teacher cannot show the necessary interest and attention to their students and cannot provide equality. In the national education laws of all countries; "generality and equality" and "equality of opportunity and possibility" are accepted as the basic principles. In line with these principles, when looking at the classroom and out-of-class environments, the teacher must treat everyone equally regardless of language, race, gender, disability, socio-economic status and religion. A fair teacher ensures that their students have the opportunity to learn under equal conditions, helps each student develop their potential to the highest level, offers learning opportunities and facilities that will appeal to each student. Thus, while increasing the academic success of their students, they also create a positive learning environment and classroom culture. A reliable environment where everyone expresses their ideas and thoughts without fear and hesitation is the guarantee of success. Being fair is actually directly or indirectly related to many behavioral groups or sub-teacher characteristics specific to teachers. In line with this characteristic, teachers are expected to treat their students objectively, exhibit a democratic attitude, be inclusive, act principled and be reliable. When a teacher candidate with a developed sense of justice is determined to be predisposed to the profession and receives a qualified pre-service teacher training, a teacher with principled, objective, inclusive, democratic and reliable characteristics is acquired. On the other hand,

since a fair teacher will be a role model for both his/her students and society with his/her behaviors, it will also be possible for the whole society to be fair and for the sense of justice to spread to social layers through these teachers.

The second basic adjective in terms of disposition is passion for teaching. Passion for teaching is defined by loyalty, hope, care, and enthusiasm, which are the basic characteristics of effective teaching. These teachers, who are deeply determined to achieve the educational goals they desire, are stable, enthusiastic, and emotionally energetic in their work with their students (Day, 2004). Teachers with a passion for teaching have a sincere interest and motivation in transferring knowledge and skills to students (Veyseller, 2020). This passion is the source of endless energy for the teacher. These teachers also care about their own learning and development process. They follow current developments in their field, evaluate professional development opportunities, and constantly try to renew themselves. In this way, they can provide better education to students by developing their professional skills. Teachers who do not have a passion for teaching do not do additional research, ignore students' questions, do not try innovations, and are distant from new materials, methods, and approaches. A teacher with a passion for teaching enjoys teaching students new things and observing their development. Since they constantly take into account the individual needs and learning styles of students, they do not sacrifice any student and can go back to the beginning again and again to eliminate the learning deficiencies/meet the demands of students at different levels. On the other hand, students who see the teacher's passion for teaching also develop a desire to learn. Teacher's enthusiasm and effort motivate the student and increase their active participation and success.

The third basic adjective that indicates a tendency towards the teaching profession is Being empathetic. It is an indispensable feature for getting along well with students and for establishing a healthy collaboration with parents (Peck, Maude, & Brotherson, 2015; Stojiljkovic, Djigic, & Zlatkovic, 2012). A student who feels that s/he is understood correctly by his/her teacher feels valued and supported. S/he can express his/her opinions more comfortably and freely, and can ask his/her teacher questions without hesitation (Demirhan, Şahin, & Şahin, 2023). Listening to students, trying to understand them, and guiding them based on experiences are the most basic characteristics of this profession. An empathetic teacher tries to understand the problems that students go through, can even predict them in advance and help them find solutions. Empathetic teachers know the individual needs of their students better in line with the student-centered approach they adopt and can offer them appropriate learning experiences. Students, on the other hand, are more willing and motivated to learn when they feel supported.

The fourth basic adjective that indicates a tendency for the teaching profession is Oratory. In short, oratory, which means the art of strong and impressive speech (Demir, 2021), is used for someone who can speak properly, clearly and effectively in front of a group and has superior oratory skills. The language, tone of voice, speaking style and body language used by the teacher in his oratory have a direct impact on the group he addresses (Gün, 2022). A teacher with oratory skills has a strong diction and the ability to express himself clearly and understandably. He is quite successful in establishing effective communication, convincing and motivating the audience. Thanks to his oratory skills, teachers can increase students' desire to learn and ensure better understanding, and can give the message he wants to give to his students in his lessons enthusiastically and effectively. These teachers are quite good at performing many pedagogical skills that can make teaching effective, such as attracting students' attention, maintaining their interest, ensuring their participation, giving feedback on their behavior, and giving tips to ensure better understanding. It can be said that the oratorical feature is also effective in the teacher's provision of classroom discipline. The effective and determined communication of the teacher can deepen the students' love and respect for the teacher. This helps the teacher manage the classroom and therefore increase the quality of teaching.

The fifth basic attribute that indicates aptitude for the teaching profession is Compassion. It is the ability to have the motivation to prevent distress and help others. It requires understanding the emotional state of people and empathizing with them (Samaritans Cymru, 2024). Compassion primarily creates a sense of security. When students feel safe in their environment, a sense of belonging develops (Maslow & Lewis, 1987). A compassionate teacher can improve their students' perceptions of their environment and relationships and make them feel valued, cared for and strong (Gracia, 2018; Samaritans Cymru, 2024). Compassionate teachers are patient and sensitive towards their students. They can understand their students' emotional states and look at them from their perspective. They are patient with the difficulties students encounter, giving them the

opportunity and time to correct their mistakes. They show an encouraging and motivating approach without judging them when they fail. This attitude of the teacher is very effective in maintaining discipline in the classroom and encouraging positive behaviors. Being a compassionate teacher is directly related to love, mercy and understanding towards students. Being compassionate has an important place in the essence of the student-centered approach. A compassionate teacher tries to listen to the student, understand, get to know them, and guide them according to their individual needs and differences. The compassion of a teacher has the power to change a student's life.

The sixth basic adjective that indicates a tendency towards the teaching profession is the Desire to Learn. It is the desire of individuals to constantly acquire knowledge, develop their skills and advance themselves personally or professionally. A person with a high desire to learn is also highly motivated, curious and open to innovations and development. In addition to the responsibility of teachers to train individuals who implement innovations and to produce innovations themselves; It is important for teachers' desire to learn to be sustainable in terms of integrating innovations into their lives and both facilitating their own lives and being a model for their environment. Teachers who keep the desire to learn alive can make the lesson more effective and fun by using innovative and creative methods to attract students' attention. While constantly improving themselves, they also provide more effective and up-to-date education by integrating new information and techniques into the classroom environment. This increases student success and the quality of education. The sense of professional satisfaction that occurs as a result of the teacher's self-refreshment by focusing on their development supports their long-term career success. Teachers need to be equipped against the reforms of our age, be able to update themselves and adapt to all innovations (Saylık and Tuaç, 2021).

The seventh basic adjective that indicates a tendency towards the teaching profession is Flexibility. It is the ability of a person to adapt to the difficulties and different situations they encounter (Çelik-Sezer, 2022). Teachers need to be flexible and able to adapt to unexpected situations due to the constant change in their work (Lutovac and Körkkö, 2024). This feature, which mostly expresses mental flexibility, includes a number of skills such as being open to learning, accepting new information, correcting mistakes, finding different solutions to problems, being enterprising, and changing learning methods (Diamond, 2012; Güneş, 2018). A flexible teacher can produce creative, effective, and fast solutions when faced with unexpected changes, problems, and difficulties. They are always open to trying new approaches and techniques in education. They are prepared for changing conditions, new information and technologies or technological disruptions, curriculum changes, etc. and can prevent interruption of education. In addition, unlike many professions, teachers are expected to adapt to environmental conditions and the groups they interact within the environment (colleagues, parents, etc.) due to their constant change of location and school. The necessity of living together with different groups in terms of their place of duty (village, town, city, etc.), climate-geography (continental climate, mountain, plain, etc.), cultural characteristics (peasant, urban, Circassian, Laz, Kurdish, Alevis, Sunnis, etc.), socio-economic level, etc. (rich-poor, educated, uneducated, etc.) requires teachers to be flexible (Çeliköz, 2006). Flexible teachers can easily include students with different learning characteristics and cultural backgrounds in the schools or classes they are newly assigned to, develop methods suitable for the needs of the students, and diversify teaching when necessary. They have an inclusive, multicultural approach that embraces everyone. They can communicate effectively with students and parents, and work harmoniously even with colleagues and educational communities they do not know.

The eighth basic attribute that indicates aptitude for the teaching profession is Open-mindedness. Being open-minded means that an individual does not see new and different ideas as a threat, is tolerant of different views, and is willing to accept and evaluate alternative solutions. Open-minded teachers review their current beliefs when faced with a new situation and accept that they may have made a mistake. They are always ready to listen to the different views of their students or colleagues; they do not hesitate to change their ideas and teaching styles under different conditions (Tezgiden-Cakcak, 2016). They do not hesitate to question their own ideas and encourage their students to think critically. Being able to share their views with their students easily strengthens the communication between them. In the communication process, they encourage respect for different views, a discussion environment and dialogue in the classroom. Thus, they help create an inclusive and supportive atmosphere in the classroom. An open-minded teacher stands out as an educator who inspires and motivates students and contributes to their individual development.

The ninth basic adjective that indicates aptitude for the teaching profession is Being sensitive. It is a person's awareness and understanding of the feelings, thoughts, needs and situations of the people around them. A sensitive person has the ability to understand the direct and indirect messages and feelings of others, whether verbal or non-verbal, and to respond to them appropriately. Sensitive teachers can be easily influenced by those around them (Yüksel, 2001). These teachers listen to their students carefully, are willing and patient in understanding their problems and needs. They are masters in recognizing and managing both their own feelings and the emotional states of their students. In this way, they not only understand what their students are feeling, but also respect their current emotional states and can provide appropriate support. Thanks to their advanced empathy skills, they establish a strong bond with their students, can develop a deeper understanding by looking from their perspective and make them feel understood. Sensitive teachers can establish trusting and supportive relationships with their students and provide a more positive and peaceful learning environment in the classroom. Such an environment can encourage students to listen to the teacher more, pay attention to him/her more, and be more respectful, while also encouraging them to express themselves and be more active in the learning process.

The tenth basic attribute that is a sign of aptitude for the teaching profession is Patience. It is one of the most important values attributed to humans, is the tendency to wait calmly in the face of disappointment, difficulty or pain. It can be exhibited in ordinary, momentary events that develop during the day or in long-term situations. Patience acts as a buffer against negative emotions in stressful situations, allowing students to cope with disappointments in a more harmonious way and facilitating positive interpersonal interactions (Schnitker, 2012). A patient teacher has a critical role in the development of both students and the classroom environment. Regardless of the level, it is not easy for teachers to ensure that students learn at similar levels. It is an important skill to consider the learning characteristics of each student and to create a positive climate in the classroom. Patient teachers respect the differences in their students' learning styles and learning speeds. For this, they can make the learning process more effective and efficient by explaining it over and over again without getting tired or by giving them enough time and opportunities to understand and repeat themselves. Patient teachers see students' failures or mistakes as part of the learning process. Instead of expecting immediate results regarding students' development, they focus on supporting students' development in the long term. These teachers, who are successful in anger and stress management, can evaluate the situation without rushing and react calmly when faced with stressful and difficult situations. They experience less conflict in their communication with students and parents and thus provide better cooperation. It can be said that being patient is an important factor that increases success and professional satisfaction in the teaching profession.

The eleventh basic adjective that is a sign of aptitude for the teaching profession is Philanthropy. According to the Turkish Language Association (2024), it is defined as "Thoughts, views, etc. that aim to treat people humanely and do good." When the concept is expanded a little more, it can be defined as being loving towards everyone without discrimination/judgement, trying to understand people and striving for their well-being, regardless of their language, religion, sect, nationality, age, status, etc. For a philanthropist, people are valuable, superior, and honorable (Çalışkan-Akçetin, 2018). Students, who are the focus of the teaching profession and the reason for its existence, are the most sacred and special ones for teachers. A philanthropic teacher works voluntarily so that their students can have better conditions. These teachers value their students, can easily empathize with them, and are aware of their needs. They accept differences in students as a value. They are sincere, heartfelt, and cheerful in their relationships with them. They highlight their positive aspects and do not neglect to praise. This humane attitude and behavior of teachers facilitates them to establish strong and positive relationships with students and to create a classroom climate based on trust. In addition, teachers who are role models with this characteristic encourage students to adopt values such as empathy, tolerance and cooperation. This characteristic is important in terms of developing social solidarity, peace and mutual respect in the long term. It is not possible for a teacher who does not love people and students to have high professional motivation and be successful.

The twelfth basic attribute that is a sign of aptitude for the teaching profession is Honesty. It is a universal moral value accepted in every period and society. According to Erdem (2022), honesty is choosing what is right, tending towards the right behaviors, and being one in essence and word. Honesty is the basis of many characters and behaviors that make an individual virtuous and increase their respect in society. The way to be

a happy, successful and secure society is through being honest. There should be a kind of education at school that teaches how to be honest for a healthy society (Işık, 2010). To adopt honesty as a supreme value, first of all, teachers, who are the architects of this society, should be true in essence and word, stay away from lies and hypocrisy, do their jobs fairly and be advocates of honesty. In this direction, teachers are expected to establish trust-based communications with their students, colleagues, parents (even with themselves) and trust. In addition, they should treat everyone equally and fairly, avoid favoritism, evaluate their students objectively, keep their promises, fulfill the responsibilities of their actions and decisions, be a reliable guide for the academic and personal development of their students, and support their moral development. Teachers should not forget that they play an important role in the character development of students, both in the short and long term, especially with their behaviors in the context of honesty. They should not forget that the essence of being human can be preserved through honesty. This feature, which is expected to be possessed by teachers at the stage of entering the profession, is of great importance in order for them to be individuals of high character.

The thirteenth basic attribute that is a sign of aptitude for the teaching profession is to be Respectful. It is an indispensable quality for the teaching profession as the basis of mutual understanding, empathy and tolerance. A respectful teacher is expected to establish communication with his/her students, colleagues and parents based on respect and trust. Undoubtedly, everyone's values, beliefs, expectations, tastes, lifestyles, abilities, needs, etc. are different. A respectful teacher accepts the dignity and potential of students, values their feelings and thoughts, despite these differences (Çelik & Şahin, 2023; Meador, 2019; O'Grady, Hinchion & Mannix McNamara, 2011). S/he gives his/her students the opportunity to express themselves, listens to them actively without dismissing them, tries to understand them and encourages their participation. S/he uses a gentle and polite style both verbally and with body language during communication. S/he is aware that harsh and hurtful behaviors will never be a solution and absolutely stays away from any behavior that includes violence. These teachers evaluate students holistically, accept them as they are, value all students without ranking them in order of superiority and make them feel this. Respectful teachers are also meticulous about determining students' personal boundaries and protecting their privacy. In cases where students are embarrassed or in a difficult situation due to their mistakes, shortcomings, unusual behaviors, etc., they take on a savior and protective role. A respectful teacher can create a comfortable and peaceful learning environment by using positive discipline methods instead of punishment while establishing authority in the classroom. Based on the view that respect for others is guided by the respect we have for ourselves (O'Grady et al., 2011), it can be said that teacher candidates should first respect themselves.

The fourteenth basic adjective that is a sign of aptitude for the teaching profession is Humorousness. Humor is one of the most powerful tools that makes the educational process more enjoyable, encourages and motivates students for learning activities, and helps to establish a strong bond with students (Conte, 2021; Jeder, 2015; Kakhramonova, 2020)). A humorous teacher usually has a cheerful, likeable, and positive personality. These teachers can easily manage difficult situations and stressful moments with a humorous approach. This kind of approach makes significant contributions to ensure student participation, improve relationships, reduce stress and tension in the classroom, facilitate learning and remember, develop creativity, and make the teaching process productive and interesting. Humor has the power to transmit positive energy when used wisely. A more harmonious, friendly and enjoyable atmosphere is created in a school with humorous teachers (Aboudan, 2009; Astapchuk et al., 2021; De La Rosa, 2005; Duffy & Jones, 1995; Edwards, 2018; Jeder, 2015). A humorous teaching process gives the student confidence, comfort, helpfulness and a positive perspective on life. (Jeder, 2015). A humorous narration attracts the attention of each student and allows everyone to share a moment together (Conte, 2021). For the teacher, being able to attract everyone's attention at the same time is a skill. Teachers who can get down to their students' level with their humor can see the world through their eyes, understand them better and meet their needs. Students, on the other hand, like and trust a humorous and energetic teacher more and establish a strong emotional bond. This plays an important role in successful classroom management and an effective teaching process.

The fifteenth and last basic adjective that is a sign of aptitude for the teaching profession is Responsibility. Responsibility in the teaching profession refers to an internal obligation to produce or prevent certain results required by this profession and a commitment to produce the expected results. Teachers are expected to be aware of their responsibilities in line with their sense of responsibility (Yazıcı & Ozan, 2024; Bhowmik, Saikia

& Mazumdar, 2021; Lauermann & Karabenick, 2011). Although students are at the center of the area of responsibility, teachers also have responsibilities towards students' parents, school administration, colleagues, society, families and themselves (Fischman, DiBara & Gardner, 2006). This sense of responsibility primarily provides motivation to work hard and provide high-quality education to students (Lauermann, 2014). Responsible teachers are planned and organized. They get prepared for each lesson and manage the process as planned. They do not see their duty as just teaching in the classroom and increasing academic success. In addition, they are sensitive and willing to meet the needs of their students by closely following their emotional, physical, social and moral development. They make sure that the environments where students are located are healthy, safe and clean both physically and psychologically. Responsible teachers make extra efforts to ensure that students reach their potential and provide feedback. They also try to constantly improve themselves by taking into account the feedback they receive. These behaviors are very effective in making teachers respected and reliable. Responsibility requires value-laden choices, which are at the heart of ethical behavior (Aydın, 2017). Responsible teachers, therefore, always prioritize ethical and conscientious values in their professions.

To summarize, it is important to determine how much teachers are prone to this profession in order to perform it in the best way possible, and there are various methods for this. The Teacher Propensity Scale obtained in the study offers a practical solution for those who want to become teachers and those who are directing them to the profession to make the right decision. The 15 adjectives that the scale focuses on are directly or indirectly related to many skills, character traits and behavioral patterns that are indicators of propensity for the profession. The existence and level of the adjectives put forward by the scale will facilitate making the right choices before making a professional decision. Therefore, countries like Turkey that use centralized exams to select prospective teachers can add 15 scenario/problem-based test questions to their exams to determine the presence of 15 adjectives in students. Each question should be aimed at determining whether or not they carry an adjective (fair, flexible, compassionate, etc.). When they choose the teaching profession, how many of these questions they do, that is, how many of these qualities they carry, should be evaluated together with other exam information. In countries where there are faculties that select prospective teachers through individual exams rather than centralized exams, or faculties/universities that use their own exams in addition to centralized exams, these characteristics can be used as direct criteria for selection.

However, it should also be taken into account that these qualities, which are a sign of predisposition to the profession, can be developed in the process. Through continuous exposure to real teaching scenarios and the guidance of experienced mentors, student teachers can gain a better command of their professional abilities and develop a sense of confidence (Dreer-Goethe, 2024). In this case, these characteristics of student teachers, which are open to development, should be developed through pre-service teacher training programs and transformed into competencies before appointment. In other words, in order to avoid wasting resources, the right candidates should be selected (predisposed ones), then a pre-service education based on the teacher qualities envisaged by the progressive philosophy and constructivist approaches should be provided, and they should be assigned to the teaching profession after they are made to have teaching skills (competence) (leader, guide, entrepreneur, democrat, innovator, inspirer, encourager, etc.) through all these practices and trainings, including the candidate teaching process (As a continuation of this research, a "teacher competence scale based on adjectives" was also prepared). In conclusion, the predisposition scale developed in this study is recommended for use in scientific research and in the selection of teacher candidates, aiming to cultivate more qualified educators, foster a stronger society, and build a better future.

Limitations and Future Studies
Limitations
This study aims to fill a significant gap by developing a scale to determine predisposition to the teaching profession. However, it can be said that it has some limitations. First of all, this is a scale development study and is limited by the scale development process. Furthermore, predisposition to the profession is determined in this scale solely on the basis of adjectives. These determinations are based solely on the opinions of faculty members who are responsible for training teachers, even if they are senior and titled. When temporal limitations are added, specific recommendations for future research can be made.
Proposals for Subsequent Research

1. New predisposition scale development studies can be conducted at different time intervals, taking into account the opinions of other stakeholders in education.

2. Longitudinal studies can be conducted to examine how students are shaped by educational programs from the year they first enter the education faculty to the year they graduate, using the predisposition scale.

3. The relationships between teachers' and teacher candidates' predispositions and certain characteristics such as multiple intelligences, subject areas, and personality traits can be examined in detail using qualitative and quantitative methods.

4. Scale development studies can be conducted to create scenario-based test questions for measuring the adjectives expressing teacher candidates' predispositions included in this scale through university entrance exams.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

Ethics Approval

The study was conducted in accordance with the Declaration of Helsinki, and approved by the Social and Human Sciences Research Ethics Committee (2022.05 and 22.05.2022 of approval).

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Research and Publication Ethics Statement

The study was approved by the research team's university ethics committee of the YTU (Approval Number/ID: 2022.05 and 22.05.2022 of approval) Hereby, we as the authors consciously assure that for the manuscript the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

Contribution Rates of Authors to the Article

1st author contributed 50%, 2nd author 50%.

Both authors contributed equally to all aspects of this research. They collaboratively worked on the conceptualization and design of the study, as well as the development of its methodology. Both authors actively participated in the investigation process, including conducting experiments and collecting data, and were equally involved in data curation and formal analysis. They shared responsibilities in drafting the original manuscript, as well as reviewing and editing it for submission. Additionally, both authors contributed to the administration of the project and ensuring effective communication throughout its progress.

At the beginning of this study, we had a friend with whom we started as the third author, but who withdrew from the study before the study matured. Since she did not make any contribution to the study other than helping with data collection, her statement stating that she did not claim any rights and that she withdrew from the study voluntarily was forwarded to the editor of the journal.

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