

# **Attitudes of Teacher Candidates Towards Professional Development Courses**

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## ABSTRACT

Oskamp, S. (1991) explains that the cause of a person's behavior toward another person or an object could be regarded as attitude. Attitudes have usually been considered as either mental readiness or implicit predispositions applying some general and constant effect on a quite large class of evaluative answers (Rossner, 1988). Morgan, King, Weisz & Schopler (1986) suggest that one of the main human behaviors is attitudes and the importance of attitudes is because of the thought of guiding behaviors. They add that individuals' attitudes have vital effects in their likes, dislikes and behaviors, for behavior, attitudes may have significant results.

Zimbardo, Ebbesen & Maslach (1977) mention that satisfactions and dissatisfactions, likes and dislikes comprise of attitudes. Teachers' attitudes towards a profession is a vital factor influencing his/her success and effectiveness towards a profession (Güneyli & Aslan, 2009). One of the most important factors relates to students' knowledge, skills and attitudes towards teaching profession is professional development courses (Yüksel, 2009).

The aim of this study is to investigate the attitudes of the students studying at the Faculty of Education towards professional development courses through Attitude Inventory and Needs Scale. The population consist 491 students studying at the Faculty of Education in Eastern Mediterranean University. In order to fulfill this aim, the following questions will be discussed:

1. How are the attitudes of students at Faculty of Education towards professional development courses?

2. Do the attitudes of the students towards professional development courses significantly vary according to their grades (i.e. 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> year)?
3. Do the attitudes of the students towards professional development courses significantly vary according to their departments?
4. Is there a significant relation between the attitudes of the students towards professional development courses and the way of choosing their departments?
5. Is there a significant relation between the students' overall CGPA and their attitudes towards professional development courses?
6. Is there a significant relation between the students' attitudes towards professional development courses and their viewpoints about the need of the professional development courses for their teaching careers?

The results revealed that almost half of the teachers candidates have negative attitudes, and almost half of them have positive attitudes. According to the results, while the percentages of negative attitudes decreases year by year, the percentages of positive attitudes increases year by year. Also, students of Turkish Language Teaching, English Language Teaching, Primary Mathematics Teaching, and Social Science Teaching have positive attitudes towards professional development courses. Computer and Instructional Technology Teaching Education students and Music Teaching students have negative attitudes towards professional development courses. The students who chose their programs willingly have more positive attitudes than the others. there is no significant relation in students' attitudes towards professional development courses and their CGPA. Students gave high points for professional development courses in Needs Scale.

**Keywords:** Students' attitudes, professional development courses.

## ÖZ

Tutum, kişinin bir başka kişiye ya da bir objeye karşı olan davranışın sebebidir (Oskamp, 1991). Tutumlar genellikle değerlendirilebilir cevaplara uygulanan bazı genel ve geçici etkilere ruhsal hazır bulunuşluk, üstü kapalı eğilimler olarak addedilir (Rossner, 1988). Ana davranışlardan biri tutumlardır ve tutumlar davranışları yönlendirdiği için önemlidir. Tutumlar, hoşlantıların, hoşnutsuzluğun ve davranışların üzerinde önemli bir etkisi vardır ve davranışlar için tutumların kaydadeğer sonuçları vardır (Morgan, King, Weisz & Schopler, 1986).

Öğretmenlerin mesleğine karşı olan tutumları başarısını ve verimliliğini etkileyen önemli bir faktördür (Güneyli & Aslan, 2009). Öğrencilerin öğretmenlik mesleğine karşı bilgisine, becerilerine ve tutumlarına bağlı olan en önemli faktörlerden biri öğretmenlik meslek bilgisi dersleridir (Yüksel, 2009).

Bu araştırmanın amacı eğitim fakültesi öğrencilerinin öğretmenlik meslek bilgisi derslerine karşı olan tutumlarını Tutum Ölçeği ve Gereklilik Skalası ile ölçmektir. Çalışmanın örneklemini Doğu Akdeniz Üniversitesi, Eğitim Fakültesi'nde okuyan 491 öğrenci oluşturmaktadır. Araştırmanın amacını yerine getirmek için aşağıdaki sorular tartışılmıştır:

1. Eğitim fakültesi öğrencilerinin öğretmenlik meslek bilgisi derslerine karşı olan genel tutumları nelerdir?
2. Öğrencilerin sınıflarıyla öğretmenlik meslek bilgisi derslerine yönelik tutumları arasında anlamlı bir ilişki var mıdır?

3. Öğrencilerin bölümleriyle öğretmenlik meslek bilgisi derslerine yönelik tutumları arasında anlamlı bir ilişki var mıdır?
4. Öğrencilerin bölümlerini isteyerek ya da istemeyerek seçmeleriyle öğretmenlik meslek bilgisi derslerine yönelik tutumları arasında anlamlı bir ilişki var mıdır?
5. Öğrencilerin genel not ortalamalarıyla öğretmenlik meslek bilgisi derslerine yönelik tutumları arasında anlamlı bir ilişki var mıdır?
6. Öğrencilerin öğretmenlik meslek bilgisi derslerine verdikleri gereklilik puanları nasıldır?

Sonuçlar, öğrencilerin genel olarak yaklaşık olarak yarısının öğretmenlik meslek bilgisi derslerine yönelik olumsuz tutumlara sahip olduğunu, yaklaşık olarak diğer yarısının ise olumlu tutumlara sahip olduğunu vurgulamaktadır. Yüzdelerik sonuçlarına göre, öğrencilerin yıl geçtikçe tutumları olumlu yönde ilerlemektedir. Türkçe öğretmenliği, İngilizce öğretmenliği, Sosyal Bilgiler öğretmenliği, İlköğretim Matematik öğretmenliği öğrencileri öğretmenlik meslek bilgisi derslerine yönelik olumlu tutumlara sahipken, Bilgisayar ve Öğretim Teknolojileri öğretmenliği ve Müzik öğretmenliği öğrencileri öğretmenlik meslek bilgisi derslerine yönelik olumsuz yönde tutumlara sahiptir. Bölümlerini isteyerek seçen öğrencilerin tutumları, istemeyerek seçen öğrencilerin tutumlarından daha olumludur. Öğrencilerin genel not ortalamalarıyla öğretmenlik meslek bilgisi derslerine yönelik tutumları arasında anlamlı bir fark bulunamamıştır. Öğrenciler Gereklilik Skalasında,

öğretmenlik meslek bilgisi dersleri için mesleki kariyerlerinde gerekli olmaları bakımından yüksek puanlar vermişlerdir.

**Anahtar Sözcükler:** Öğrencilerin tutumları, öğretmenlik meslek bilgisi dersleri

*To my precious parents...*



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# Chapter 1

## INTRODUCTION

Zimbardo, Ebbesen & Maslach (1977) mention that satisfactions and dissatisfactions, likes and dislikes comprise of attitudes. Teachers' attitudes towards a profession is a vital factor influencing his/her success and effectiveness towards a profession (Güneyli & Aslan, 2009). One of the most important factors related to students' knowledge, skills and attitudes towards teaching profession is professional development courses (Yüksel, 2009).

This chapter presents the background of the study, statement of the problem, research questions, significance and limitations of the study.

### **1.1 Background of the Study**

Oskamp (1991) explains that the cause of a person's behavior toward another person or an object could be regarded as attitude. He gives the example "She has a very good attitude toward her work." By this example, he explains the common usage of attitude concept.

"Attitudes are very important in their own right, regardless of their relation to a person's behavior. Your attitudes toward various individuals, institutions, and social issues (e.g., a political party, the church, capital punishment, the President of the United States) reflect the way you perceive the world around you, and they are worth studying for their own sake." (Oskamp, S. 1991, p. 3).

Attitudes have usually been considered as either mental readiness or implicit predispositions applying some general and constant effect on a quite large class



of evaluative answers (Rossner, 1988). Morgan, King, Weisz & Schopler (1986) suggest that one of the main human behaviors is attitudes and the importance of attitudes is because of the thought of guiding behaviors. They add that individuals' attitudes have vital effects in their likes, dislikes and behaviors, for behavior, attitudes may have significant results.

According to Kavcar (1999) a qualified teacher should be sufficient enough in having general knowledge, subject knowledge and teaching profession knowledge. Subject knowledge cannot be taught without knowing the subject; teaching profession knowledge cannot be taught by any person who knows the subject. Professional development courses should be included in teacher training programs to maintain awareness for teacher candidates about how to teach to whom to teach, why to teach, where to teach (Çetin, 2009). Tufan and Güdek (2008) stated that not only field knowledge, but also values and behaviors that teachers have are vital since behaviors and attitudes affect their students and the teaching practice.

According to Yüksel (2009), except the point of views about the need of professional development courses for teachers, there are significant differences between students' departments and their point of views about professional development courses for teachers, and in our research, the relationship between students' departments and their attitudes towards professional development courses for teachers will be explored.

Anderson, Bangozzi, & Burnkrant (as cited in Yüksel, 2004) indicate that in

individuals learning, attitudes are important in cognitive, emotional and affective dimensions. However, Ataunal & Hacıoğlu (as cited in Yüksel, 2004) mention that in the current education system, although the emotional dimensions such as attitudes, interest, and desire have importance, they are generally ignored while teacher candidates are being chosen to the programs. However, for good and qualified teachers, good and qualified candidates are needed (Kavcar, 2002).

Kavcar (2002) claims that teacher candidates should be prominent, should know they would become teachers while entering universities, should have a long preparation period and should have a teacher spirit. He indicates that being a teacher is not a profession for the ones who doesn't want to become a teacher, who haven't taken any professional development courses, or who have only commercial aims for getting a teaching certificate. Kavcar (1999) adds that teacher candidates should be enthusiastic.

It is argued that academic success is related to various direct and indirect factors; and that one of the factors could be handled as emotional dispositions. Therefore, it can be considered that emotional dispositions such as attitudes, self-efficacy, motivation, anxiety, etc., affect factors primarily in students' willingness and interests towards courses and this might be assumed as an important effect in students' performances and academic success (Kan & Akbaş, 2005). It is believed that perceptions about success (and approval) lead students to have more positive attitudes; perceptions about failure (and rejection) lead students to have more negative attitudes (Bloom, 1995).

The correlation between emotional aspects that are related to courses and success could change both from one course to another one and from one level to another one and also to some extent from one country to another one (Bloom, 1995). Hence, in our research, it is asked that whether there is a significant relation between success and attitudes.

Yüksel (2009) indicates that there are some opinions claiming that professional development courses for teachers are not given effectively, they are unnecessary, they should be abandoned, etc. Those ideas negatively affect both instructors' and students' professional development.

## **1.2 Problem Statement**

Most of the studies available for this study were conducted to explore students' attitudes towards teaching profession in general or towards a single course. These studies are: The relation between the (class teacher) students' attitudes towards teaching profession and the level of teaching competency with reference to various variables (Dabat, 2010); Middle school students' attitudes toward physical education (Subramaniam & Silverman, 2007); Students profile based on attitude towards statistics (Judi, Sahari, Mohamed & Wook, 2010); Teacher candidates' attitudes towards teaching profession in terms of several variables (Özder, Konedralı, & Zeki, 2010); The effect of Pedagogy program on students' attitudes towards teaching profession (Yüksel, 2004); Freshman and senior pre-service Mathematics teachers' attitudes toward teaching profession (Köğçe, Aydın, & Yıldız, 2010); Evaluation of Turkish prospective teachers' attitudes towards teaching profession (Güneyli & Aslan, 2009); Pre-service teachers' attitudes towards teaching profession in elementary education (Taşkın &

Hacıömeroğlu, 2010); Education faculty students' attitudes toward teaching occupation (Pehlivan, 1994); Educational Sciences students' attitudes towards professional development courses (Çetin, 2009); Evaluation of teacher candidates' attitudes towards professional development courses and their learning styles (Ekici, 2008); Teacher candidates' attitudes towards teaching certificate courses (Erden, 1995); Evaluation of Pre-Service Music Teachers' Attitudes towards Piano Classes (Çevik & Güven, 2011); Elementary school teacher candidates' attitudes towards science teaching in terms of some variables (Genç, Deniz & Demirkaya, 2010). According to the literature reviewed, it is not possible to remark on how the attitudes of the students studying at the Faculty of Education towards professional development courses are in Northern Cyprus. Thus, this study aims to investigate attitudes of students study at the Faculty of Education towards professional development courses in terms of their years of the study, programs, the way of choosing their programs, overall CGPA and their viewpoints about the need of the professional development courses.

### **1. 3 Research Questions**

To achieve the aim of this research, the following questions are formulated:

1. How are the attitudes of the students study at the Faculty of Education towards professional development courses?
2. Do the attitudes of the students towards professional development courses significantly vary according to their grades (i.e. 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> year)?
3. Do the attitudes of the students towards professional development courses significantly vary according to their departments?
4. Is there a significant relation between the attitudes of the students towards professional development courses and the way of choosing their departments?

5. Is there a significant relation between the students' overall CGPA and their attitudes towards professional development courses?

6. Is there a significant relation between the students' attitudes towards professional development courses and their viewpoints about the need of the professional development courses for their teaching careers?

### **1. 4 Significance of the Study**

A variety of studies concerning attitudes have been conducted all around the world. However, as it is mentioned above, studies exploring students' attitudes towards professional development courses have not considered whether attitudes in this respect change as students move to higher grades (Köğçe, Aydın, & Yıldız, 2010). Generally, the reviewed literature shows that students' attitudes towards teaching profession and senior students' attitudes towards professional development courses for teachers have been studied. According to Yüksel (2009) last year students are preferred for those studies since they have taken all the field courses and professional development courses. However, in order to see whether there is a significant difference about the attitudes of students towards professional development courses between all class levels, further studies need to be done. Therefore, this research is an attempt to explore these issues.

Also, this study might provide further evidence to other researchers interested in this topic.

### **1.2 Limitations of the Study**

This study is limited to a single higher institution, Eastern Mediterranean University. Therefore, generalization of findings to cover all education faculties

is not possible yet. The present study will suffice to draw conclusions derived from the sample as it is.

## Chapter 2

### LITERATURE REVIEW

In this chapter, related literature is summarized. Definitions of attitude, basic components of attitude, background of teacher training in Turkey, and related studies in attitudes towards professional development courses for teachers are reviewed, respectively.

#### **2.1 Definition of Attitude**

Oskamp (1991) states that attitudes could be defined with kinds of words, various tones, and several intensity degrees. In this part, various explanations of attitude in literature will be indicated.

Pehlivan (1994) declares that attitudes are the learned tendencies towards certain objects, situations, institutions or other people. Individual's attitudes towards the material to be learned, towards a teacher, and subject field affect school success.

How much we like or dislike numerous objects are the simple expressions of attitudes. Our evaluations and preferences toward different kinds of attitude objects are represented by attitudes. Terms such as liking-disliking, pro-anti, favoring-not favoring, and positive-negative define evaluations, which are the feeling tones of attitude objects. They are information based. For example, the death penalty supporters usually consider it as dissuasion to crime and only a punishment. However, the ones opposing death penalty usually consider it as a

barbarian habit that doesn't discourage crime. We cannot know all the existing information of any specific attitude object. Our attitudes are permanently susceptible to alteration. Life has full of occasions for our attitudes to alter. Advertisements purposed to raise our availability towards numerous products, new information about the others that we regularly get, upcoming election time, the information about political candidates are bombarded us. Attitudes are assumed to guide behavior and this is one of the reasons that they are vital. (Morgan, King, Weisz & Schopler, 1986)

“An attitude is a hypothetical construct that represents an individual's degree of like or dislike for something. Attitudes are generally positive or negative views of a person, place, thing, or event— this is often referred to as the attitude object. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes toward the item in question. Attitudes are judgments. Most attitudes are the result of either direct experience or observational learning from the environment.” (Wikipedia, n.d.)

Attitudes comprise of satisfactions and dissatisfaction. The core of our likes or dislikes for some people, groups, circumstances, objects, and moral ideas are attitudes. Attitudes are constant, ‘learned predispositions’ instead of inborn. Therefore, although attitudes are not temporary, they are available to alter (Zimbardo, Ebbesen & Maslach, 1977).

Oskamp (1991) claims that since attitudes cannot be monitored directly unlike habits or other responses, they are described as comprising a readiness for a reaction. He adds that because an attitude could cause a variety of actions, attitude is the constancy of a person's behavior.



## **2.2 Basic Components of Attitude**

Tri-componential viewpoint holds attitude as a sole entity with three aspects or components; Cognitive component, Affective (Emotional) component and Behavioral component (Oskamp, 1991).

### **2.2.1. Cognitive Component**

Education and school learning is established through certain pre-learning that is the dominant way of cognitive quality. Cognitive feature as knowledge, skill, and adequacy is a need to learn the target subject. Cognitive feature is also a product of interests and attitudes towards target subject, school and learning in school (Bloom, 1995). The cognitive component of attitude comprises the ideas and beliefs that the attitude-holder has about attitude object (Oskamp, 1991). Zimbardo, Ebbesen & Maslach (1977) claim that individual's beliefs about, or factual knowledge of, an object or a person has been theorized as the cognitive component.

### **2.2.2 Affective (Emotional) Component**

The affective (emotional) component mentions the feelings and emotions that a person has towards an object (Oskamp, 1991). Zimbardo, Ebbesen & Maslach (1977) mention that individual's evaluation and liking of, or emotional reaction toward an object or a person is formed in the affective component

The correlation between affective features and success related to a course changes from one course to another, from one level to another, and to some extent, from one country to another. There is a relation between affective features of a course and success (Bloom, 1995).

Bloom (1995) states that affective features related to a course can be defined as subjective resulting from individual's likes, desires, opinions, attitudes and longings. Also, affective features related to a course can be defined as behavioral. In case of leaving a person alone, his/her attempt to learn that course willingly or not is related to behavior. Affective features are the whole characteristics that are composed of individual's supposed attitudes, interests that establish the resource of efforts in this process and beliefs and reliance in the success in this process, while s/he is entering a learning process (Bloom, 1995).

### **2.2.3 Behavioral Component**

The behavioral component of attitude is composed of a person's action tendencies towards an object (Oskamp, 1991). A person's obvious behavior directed toward an object or a person is included in behavioral component (Zimbardo, Ebbesen & Maslach, 1977).

## **2.3 Background of Teacher Training in Turkey**

Bloom (1995) indicates that education is the process that creates permanent changes on person's behaviors to a certain extend by his/her own lifestyle to the desired direction.

Teacher education is a multifunctional subject. Teacher is the most important component of education system. In Turkey, in Republican Period, until 1982, basic institutions that are training branch teachers were teacher training institutions, higher teacher training schools and universities. Only universities have been training branch teachers since 1982. In 1997, education faculties have been restructured by YÖK (The Council of Higher Education) (Kavcar, 2002).

The profession of a teacher is a special master of profession and it has been decided that each teacher candidate should study in higher education. Related to teacher training programs, it was mentioned that those programs should include general knowledge, special field education and pedagogical profession courses called professional development courses for teachers (Yüksel, 2009).

One of the hardest and significant factors in administering programs that have success and effectiveness for teachers' preparation is to create criteria having clarity for selecting teacher candidates (Rossner, 1988). However, in Turkey and in Turkish Republic of Northern Cyprus (TRNC), students are not chosen for teacher training programs, but they choose those programs according to their university entrance exam results (ÖSYS) Student Selection and Placement Exam.

Teaching is a profession in which vital learning occurs on the job (McLaughlin, Pfeifer, Swanson-Owens and Yee, n.d.). Jackson (1968) claims that the prerequisite for teachers is formal training in pedagogy. Formal instruction in pedagogy is constrained to students' training to become elementary or secondary school teachers. Those students take professional development courses in their related fields. They are educated, related to their academic departments, about how they teach the topic which they are specializing.

Teacher training is a matter that has multi dimensions and scope. In this teacher training notion, there are elected teacher candidates, pre-service education and internship program and observation-evaluation tasks (Kavcar, 2002).

Qualified teachers makes education qualified as the most important component of the education system is teacher. Therefore, it can be said, “A school is as good as its teachers.” (Kavcar, 1999).

A teacher should have two main characteristics: professional and personal. Professional features are general culture, field knowledge, and professional knowledge of teaching. A person’s tendency to the profession and his/her being a role model as a teacher are personal traits (Kavcar, 2002).

Giving professional development courses for teachers effectively and efficiently is vital. Because of this, students’ attitudes towards professional development courses for teachers is a prerequisite. However, there isn’t any encountered research about students’ attitudes towards professional development courses for teachers (Yüksel, 2009).

Kavcar (2002) claims that for the sake of the country’s future, we should put emphasis on teachers and teaching profession since qualified teachers make qualified education and teaching. Thus, teachers should be trained with special teaching methods and professional development courses for teaching should be prioritized. Yüksel (2009) indicates that a teacher candidate who hasn’t taken any professional development courses for teachers undoubtedly has difficulties in the process of teaching field knowledge. He adds that the important point is to give professional development courses for teachers effectively and efficiently in order to make students gain teaching knowledge and skills and make them gain positive attitudes towards their profession for working willingly and enthusiastically.

## **2.4 Related Studies in Attitudes toward Professional Development**

### **Courses for Teachers**

The studies are generally conducted about students' attitudes towards various courses, or teacher candidates' attitudes towards teaching profession. For example, in a research concerning attitudes of middle school students towards physical education in terms of genders and grades conducted by Subramaniam & Silverman (2007) with 995 middle school students, the results showed that students' attitudes towards physical education are high in terms of genders. Students study in eight grade scored significantly lower than the ones study in seventh grade.

In another research concerning teaching competency of students study in Class Teacher Education related to their attitudes towards the teaching profession conducted by Dabat (2010) with 122 students, the results revealed that positive attitudes towards teaching profession regards to the total and not vary in terms of the variables, gender and age and the impact of the students' attitudes towards teaching competency was positive and vary regarding to the variables.

Furthermore, in a study concerning the distinguished trait of students having a positive or negative attitude towards statistics and different demographic profiles, which was conducted by Judi, Sahari, Mohamed & Wook (2010) with 180 students in a statistics course, the results revealed that attitude components distinguish students into three groups: positive, neutral, and negative attitudes towards statistics but demographic factors do not contribute to the profile of the students.

Moreover, there is a research about the attitudes of the students studying at Educational Sciences towards their programs carried out by Pehlivan (1994) with 246 students studying at the Department of Educational Sciences. The findings of the study reveal that there isn't a statistically significant difference between freshman and senior of both Educational Programs and Teaching Program and Measuring and Evaluations in Education Program. However, there is a statistically significance difference between first and fourth grades of Psychological Services in Education Program and for all sub-scales. Also, there is a statistically significant difference between freshman and senior year students studying at Education Management, Investigating, Planning and Economy Program related to attitudes towards the courses sub-scale.

In a research about teacher candidates' attitudes towards professional development courses which was conducted by Erden (1995) with 174 students studying in History, Turkish Language and Literature at the Science Education Department of the Educational Faculty, the results indicated that attitudes of the students didn't alter in terms of gender, educational level of their parents but their attitudes were affected by becoming teacher desires and their subject fields.

In another research related to non-thesis master's program students' attitudes towards the teaching profession which was carried out by Yüksel (2004) with 103 non-thesis master's program students, the results showed that while entering non-thesis master's program, students' attitudes towards teaching profession is very

high and this program doesn't have a significant effect on students' attitudes towards teaching profession.

Another research related to teacher candidates' attitudes towards professional development courses for teachers was the evaluation of teacher candidates' attitudes towards professional development courses for teachers and their learning modalities carried out by Ekici (2008) with 420 teacher candidates studying in the Technical Education Faculty. The findings of the study showed that teacher candidates' attitudes towards professional development courses for teachers were high and they mostly preferred to use of visual, auditory and individualistic learning modalities. As a result, it is critical that while arranging educational activities, teacher candidates' attitudes and learning modalities should be taken into consideration in order to train qualified teachers.

One of the rare studies related to education faculty students' attitudes towards professional development courses for teachers was conducted by Çetin (2009) with 150 last year students studying at several departments of Commerce and Tourism Education Faculty. The results of this study revealed that students' attitudes towards professional development courses for teachers are partly positive and attitude scores show differences in variables.

Furthermore, in a research related to prospective teachers' attitudes towards teaching profession which was carried out by Güneyli & Aslan (2009) with 117 students studying in Turkish Language Teaching, the results declared that no

significant difference was found in terms of class level and socio-economic level. They chose teaching as they love the profession.

In addition, in a research about prospective primary school teachers' attitudes towards science teaching lesson which was carried out by Genç, Deniz & Demirkaya (2010) with 140 students studying in Primary School Teaching, the findings showed that prospective teachers' attitudes towards science teaching lesson doesn't have a significant difference in terms of their gender, high school type, in the high school field they graduated.

Likewise, in a study related to pre-service mathematics teachers' attitudes toward teaching profession which was conducted by Köğce, Aydın & Yıldız (2010) with 212 pre-service teachers (141 freshmen, 71 seniors) studying in the Faculty of Education, the results indicated that the attitudes of freshmen and seniors towards teaching profession were statistically and significantly different in terms of the variable about attitude difference according to year. The study resulted that seniors have more positive attitudes towards teaching profession than freshmen. According to this result, it was concluded that pre-service teachers gain positive attitudes towards teaching profession when they take more courses.

Additionally, in a study relating to pre-service teachers' attitudes towards teaching profession, which was conducted by Taşkın & Hacıömeroğlu (2010) with 223 last year students studying at Elementary Education, the findings indicated that there were significant differences in terms of students' attitudes towards teaching profession and their programs. The results showed that



professional development courses positively affect pre-service teachers' attitudes towards teaching profession.

Besides, in a study concerning the evaluation of pre-service music teachers' attitudes towards piano classes conducted by Çevik & Güven (2011) with 93 students studying in Fine Arts Education Department, the results indicated that students' attitudes towards piano classes are weak. According to these findings, there is a significant difference between students' attitudes towards Piano classes and their genders, whether they have taken private Piano courses before or not, and whether they fail or succeed in Piano class. Also, there isn't any significant difference between students' attitudes towards Piano classes and class levels and age variables.

In addition, in a study concerning teacher candidates' attitudes towards teaching profession conducted by Özder, Konedralı & Zeki (2010) with 208 teacher candidates, the results revealed that teacher candidates' attitude scores towards teaching profession are high. However, there isn't a significant relation in these scores and academic success scores. There isn't significant correlation in teacher candidates' attitudes toward teaching profession in terms of gender and class variables, but there is a significant correlation in terms of program and reasons of choosing teaching profession.

As it is mentioned, in literature, there are studies in terms of attitudes of students towards a single course, teaching profession or other programs. This study will investigate attitudes of students in terms of professional development course.

## Chapter 3

### METHODOLOGY

The aim of this study is to investigate the attitude of the students towards Professional Development Courses at the Faculty of Education. In this regard, an inventory including attitude statements about professional development courses and a scale about the need of those courses for the students' future teaching careers were used.

In this chapter, the research design, population and sampling, instrumentation, data collection procedures, the method and the techniques will be explained.

#### **3.1 Research Design**

Descriptive research design was used in this study. Descriptive research tries to describe and explain facts and problems (Yüksel, 2004). “Descriptive research describes what is, describing, recording, analyzing, and interpreting conditions that exist. It involves some type of comparison or contrast and attempts to discover relationships between existing non-manipulated variables (Best & Kahn, 1986, p.23).”

#### **3.2 Population and Sampling**

Table 1 and Table 2 show the participants' number in terms of their departments and grades. Since the questionnaires were applied to the participants in the last two weeks of the term, the existing students in the chosen programs filled in questionnaires. In order to choose participants, convenience sampling method

was used. A group of individuals who conveniently are available for study is a convenience sample (Frenkel & Wallen, 2005).

Ekici (2008) mentions that Attitude Inventory towards the Professional Development Courses can be used for each year of the study of students. Students who are freshmen, sophomores, juniors and seniors studying in the Faculty of Education, Eastern Mediterranean University, TRNC were taken as the population of the study and using convenience sampling, the sample of the study was selected as described in Table 1 and Table 2.

Table 1: Percentages of students according to their program types

Program	N	Percentages %
Turkish Language Teaching	115	23.4
English Language Teaching	88	17.9
Computer and Instructional Technology	74	15.1
Teacher Education		
Music Teacher Education	98	20.0
Primary School Mathematics Teacher	45	9.2
Education		
Social Science Teacher Education	71	14.5
Total	491	100.0

Table 2: Percentages of students according to their class levels

Class Levels	N	Percentages %
1 <sup>st</sup> year students (freshmen)	71	14.5
2 <sup>nd</sup> year students (sophomores)	113	23.0
3 <sup>rd</sup> year students (juniors)	174	35.4
4 <sup>th</sup> year students (seniors)	133	27.1
Total	491	100.0

### 3.3 Instrumentation

A variety of sophisticated quantifying and scaling methods for attitudes have been developed by attitude measures (Oskamp, 1991). In this study, two instruments were used so as to gather the data. First one is Attitude Inventory (see Appendix A), prepared by Assoc. Prof. Dr. Gülay Ekici (Ekici, 2008). Also, Needs Scale (see Appendix B) about the need of the Professional Development Courses for students' teaching careers was devised to support the inventory.

Oscamp (1991) claims that questionnaires as close-ended questions are objective in a relative manner. Besides, he adds that the most widespread attitude measurement is to combine some items on the same topic in order to form a scale and to calculate just one score for all the participants.

The inventory used for this study (Ekici, 2008) contains a set of positive and negative statements concerning positive and negative attitudes towards Professional Development Courses for Teachers. In the inventory, there are seven positive, three negative statements.

In this present research, the inventory includes 10 statements on a 5-point Likert scale ranging from “Strongly Disagree, Disagree, No Option, Agree, Strongly Agree”. “Likert’s method was the first approach which measured the *extent* or *intensity* of the respondent’s agreement with each item, rather than simply obtaining a ‘yes-no’ response.” Oskamp (1991, p. 54).

The validity of the study was conducted by calculating the Cronbach Alfa coefficient of the inventory and the coefficient of the single factorial inventory with 10 items was calculated as 0.80 (Ekici, 2008).

The highest and the lowest scores that could be obtained from the inventory are 50 to 0. Selecting ‘No Option’ is ‘0’ point. The highest and the lowest scores that could be acquired from the scale are 77 to 11.

In Needs Scale, 11 Professional Development Courses for Teachers were written from the negative statement to the positive one. Each factor ascends one by one. That is, the first one (1 point) is the most negative, and the last one (7 point) is the most positive one. That is, 7-point scale called ‘Semantic Differential’ was used.

“Semantic differential is a type of a rating scale designed to measure the connotative meaning of objects, events, and concepts. The connotations are used to derive the attitude towards the given object, event or concept. Charles E. Osgood's Semantic differential was designed to measure the connotative meaning of concepts. The respondent is asked to choose where his or her position lies, on a scale between two bipolar adjectives (for example: "Adequate-Inadequate", "Good-Evil" or "Valuable-Worthless"). Semantic differentials can be used to describe not only persons, but also the connotative meaning of abstract concepts. The semantic differential is today one of the most widely used scales used in the measurement of attitudes. One of the reasons is the versatility of the items. The bipolar adjective pairs can be used for a wide variety of subjects.” (Wikipedia, n.d.).

Oskamp (1991) indicates that the Semantic Differential doesn't comprise opinion statements about the attitude object, unlike the other main attitude scaling methods. This measurement uses 7-point scales with two opposite adjectives.

### **3.4 Data Collection**

Data were gathered from 6 different education faculty programs in the spring semester of 2010-2011 school year. The researcher requested for permission from the Dean of the Faculty to apply Attitude Inventory towards Professional Development Courses for Teachers and the scale before collecting data.

First, the researcher informed the students about the inventory and the aim of the study, and tried to clarify any ambiguities about the response format. Then, the first inventory was distributed. After collecting them, the scale was distributed in order not to get students affected negatively or positively by the inventory. And then, the researcher had two sets of surveys completed by education faculty students.

The time taken for the participants to respond the inventory and the scale was 15 minutes. 515 instruments were handed out during the study. However, 491 of them were returned (95.34%). Data collection procedure took two weeks to be completed in May 2011.

### **3.5 Analyses of Data**

Responses of the students were converted to quantitative data by giving each item a numeric value. That is to say, the researcher first coded the inventory items

having positive meanings as Strongly Disagree 1 point, Disagree 2 points, No Option 0 points, Agree 4 points, Strongly Agree 5 points. Secondly, the items having negative meanings were coded as Strongly Disagree 5 points, Disagree 4 points, No Option 0 points, Agree 2 points, Strongly Agree 1 point. Then, numeric codes were given to demographical information of the participants. And then, all the data were transferred into SPSS 15.0 (Statistical Package for the Social Sciences) to be analyzed.

The transferred data were analyzed according to the research questions. Each participant's attitude scores were separately computed. Responses to items were summed up and missing data were eliminated.

Hence, this study is based on quantitative analysis. The basic feature of this approach is observing cases from viewpoints of people in a study (Atkinson & Bouma, 1995). It is a numerical method that explains objects or characters observations (Best & Kahn, 1986 p.145).

## Chapter 4

### RESULTS

This chapter presents the results of the statistical analysis and their interpretations to find answers for each research questions. The results and their interpretations are given in the order of the six research questions.

#### 4.1 Students' Attitudes towards Professional Development

##### Courses in General

In the first research question, education faculty students' attitudes towards professional development courses in general were investigated. In this respect, raw scores were converted into z scores. The results are given in Table 3.

Table 3: Students' Attitudes towards Professional Development Courses in General

	Very Negative	Negative	Neutral	Positive	Very Positive	Total
N	76	165	11	155	84	491
%	15.47	33.6	2.24	31.56	17.20	100

In Table 3, there are percentages of each options starting from very negative, to very positive. According to the percentages, it is indicated that %15,47 of the students have very negative attitudes towards professional development courses, % 33,6 of the students have negative attitudes towards professional development courses, %2.24 of the students are neutral towards professional development



courses, %31.56 of the students have positive attitudes towards professional development courses, %17.20 of the students have very positive attitudes towards professional development courses.

#### **4.2 Students’ Attitudes towards Professional Development Courses for Teachers and Their Class Levels**

In the second research question, the difference in students’ attitudes towards professional development courses and their class levels was found out. In this respect, One-way ANOVA was conducted to calculate the participants’ attitudes scores according to their class levels. Then, the frequency, the means, the standard deviations of the students’ attitudes towards professional development courses for teachers and their class levels were calculated. The results are given in Table 4.

Table 4: Students’ attitude scores according to their class levels

	N	Mean	SD	<i>df</i>	F	<i>p</i>
Freshman	71	26.01	9.67			
Sophomore	113	27.87	12.02			
Junior	174	30.06	10.62	3	5.05	0.002
Senior	133	31.75	11.82			
Total	491	29.43	11.30			

P < 0.05

According to Table 4, freshmen have (Mean: 26.01, SD: 9.67), sophomores have (Mean: 27.87, SD: 9.67), Juniors have (Mean: 30.06, SD: 10.62), and seniors have (Mean: 31.75, SD: 11:82) and ANOVA test is significant  $F(3,487)=5.05$ ,

$p=0.002 < 0.01$ . The results indicated that there was a significant difference in students' attitudes with respect to their year of the study.

To examine the differences between the responses of the class levels, a Post hoc-LSD test was conducted since according to the ANOVA results, there is a significant difference between the class levels. The results are given in Table 5.

Table 5: LSD test results for differences in attitudes of students towards professional development courses and their class levels

Class Level	Class Level	Mean Difference	Std. Error	p
1	2	-2.2706	1.22851	.065
	3	<b>-2.7904</b>	1.14240	.015
	4	<b>-4.0050</b>	1.19233	.001
2	1	2.2706	1.22851	.065
	3	.5198	.98009	.596
	4	-1.7344	1.03786	.095
3	1	<b>2.7904</b>	1.14240	.015
	2	.5198	.98009	.596
	4	-1.2145	.93434	.194
4	1	<b>4.0050</b>	1.19233	.001
	2	1.7344	1.03786	.095
	3	1.2145	.93434	.194

$P < 0.05$  Significant differences are presented in bold face

Based on the results of Post hoc-LSD analysis, there is a significant difference between the responses of the students study in freshman and sophomore (Mean

Difference= -4.00,  $p= .001$ ). Also, there is a significant difference between the responses of the students study in freshman and junior (Mean Difference= 2.790,  $p= .015$ ). On the contrary, the responses of the students study in freshman are not significantly different from the responses of the students study in sophomore (Mean Difference= -2.2706,  $p= 0.65$ ). Also, the responses of the students study in sophomore are not significantly different from the responses of the students study in junior and senior (Mean Differences= -.5198, -1.7344). The responses of the students study in junior also are not significantly different from the responses of the students study in senior (Mean Difference= -1.2145).

Furthermore, in order to investigate whether the frequency distribution between grades according to attitude z scores is significantly different or not, chi-square independence test was performed. The distribution of these cells is significantly different. The results are in Table 6.

Table 6: Frequency distribution of dimensions of students' attitudes in terms of their grades

	Very negative	Negative	Neutral	Positive	Very Positive	Total
Freshmen	13	32	3	17	6	71
%	18.31	45.07	4.23	23.94	8.45	100
Sophomore	23	38	0	34	18	113
%	20.35	33.63	-	30.09	15.93	100
Junior	21	58	5	62	28	174
%	12.07	33.33	2.87	35.63	16.09	100
Senior	19	37	3	42	32	133
%	14.29	27.82	2.26	31.58	24.06	100
Total	76	165	11	155	84	491
%	15.48	33.60	2.24	31.57	17.11	100

$$df = 12 \quad \chi^2 = 21.091 \quad p < 0.05$$

According to the results, freshman has 18.31% very negative, 45.07% negative, 4.23% neutral, 23.94% positive, 8.45% very positive attitudes towards professional development courses. Sophomore has 20.35% very negative, 33.63% negative, 30.09% positive, 15.83% very positive attitudes towards professional development courses. Junior has 12.07% very negative, 33.33% negative, 2.87% neutral, 35.63% positive, 16.09% very positive attitudes towards professional development courses. Senior has 14.29% very negative, 27.82% negative, 2.26% neutral, 31.58% positive, 24.06% very positive attitudes towards professional development courses. Chi-square results are significant,  $\chi^2(12)=21.091$ .

The percentages of the options very negative and negative; very positive and positive were combined. The results are in Figure 1.

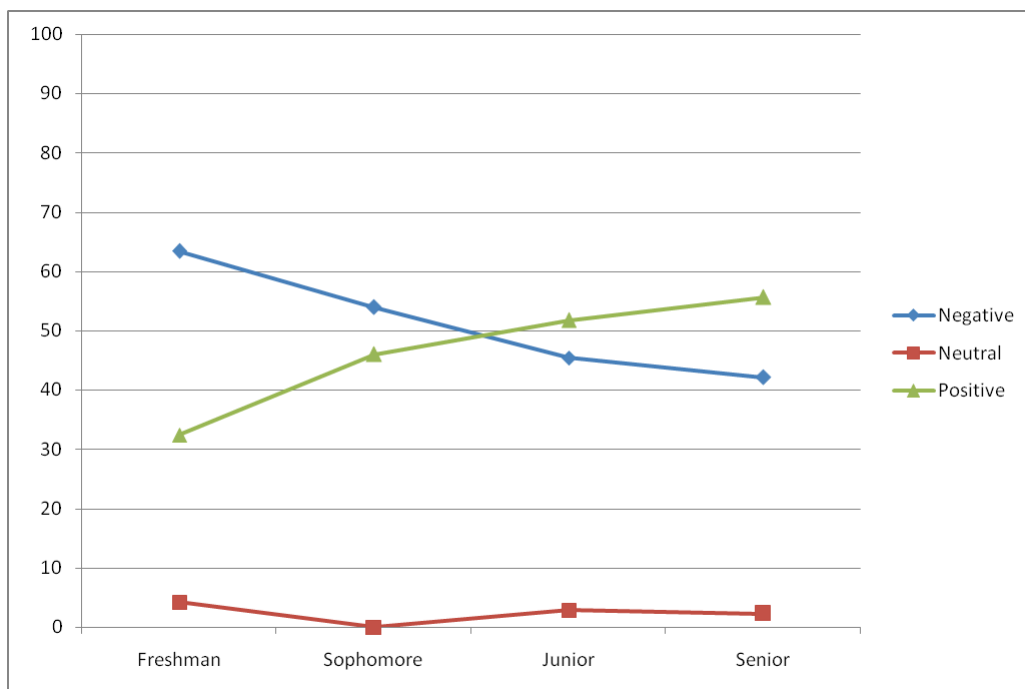


Figure 1: Percent distribution of attitude scores in relation to grade differences

According to Figure 1, while negative attitudes decreases year by year, positive attitudes increases year by year.

### 4.3 Students' Attitudes towards Professional Development

#### Courses and Their Departments

In the third research question, whether there were any differences between students' attitudes towards professional development courses according to their departments were investigated. For this purpose, one-way ANOVA was implemented to specify the differences. The results are given in Table 7.

Table 7: Students' attitude scores according to their programs

	N	Mean	SD	<i>df</i>	F	<i>p</i>
Turkish Language Teaching	115	31.48	10.696			
English Language Teaching	88	32.20	10.706			
Computer and Instructional Technology Teaching Educ.	74	25.53	12.036	5	5.85	.000
Social Science Teaching	98	29.81	11.893			
Music Teaching	45	24.13	9.846			
Primary Mathematics Teaching	71	29.56	10.352			
Total	491	29.43	11.307			

P < 0.05

The results revealed that Turkish Language Students have (Mean: 31.48, SD:

10.696), English Language Teaching students have (Mean: 32.20, SD: 10.706), Computer and Instructional Technology Teaching Education students have (Mean: 25.53, SD: 12.036), Social Science Teaching (Mean: 29.81, SD: 11.893), Music Teaching students have (Mean: 24.13, SD: 9.846), Primary Mathematics Teaching students have Mean: 29.56, SD: 10.352). The results are very significant  $F(5,485)= 6.85, p=.000p < 0.01$ .

To examine the differences between the responses of the programs, a Post hoc-LSD test was conducted since according to the ANOVA results, there is a significant difference between the class levels. The results are given in Table 8.

Table 8: LSD test results for differences in attitudes of students towards professional development courses and their programs

Program	Program	Mean Difference	Std. Error	p
TLT	ELT	-.9572	1.12581	.396
	CITE	<b>3.6303</b>	1.18460	.002
	SST	.4781	1.09278	.662
	MT	<b>6.0976</b>	1.39769	.000
	PMT	.6002	1.19973	.617
ELT	TLT	.9572	1.12581	.396
	CITE	<b>4.5875</b>	1.25373	.000
	SST	1.4353	1.16737	.219
	MT	7.0548	1.45675	.000
	PMT	1.5575	1.26804	.220

Table 8: LSD test results for differences in attitudes of students towards professional development courses and their programs (Cont.)

Program	Program	Mean Difference	Std. Error	p
CITE	TLT	<b>-3.6303</b>	1.18460	.002
	ELT	<b>-4.5875</b>	1.25373	.000
	SST	<b>-3.1522</b>	1.22417	.010
	MT	2.4673	1.50265	.101
	PMT	<b>-3.0301</b>	1.32052	.022
SST	TLT	-.4781	1.09278	.662
	ELT	-1.4353	1.16737	.219
	CITE	<b>3.1522</b>	1.22417	.010
	MT	<b>5.6195</b>	1.43138	.000
	PMT	.1222	1.23882	.921
MT	TLT	<b>-6.0976</b>	1.39769	.000
	ELT	<b>-7.0548</b>	1.45675	.000
	CITE	-2.4673	1.50265	.101
	SST	<b>-5.6195</b>	1.43138	.000
	PMT	<b>-5.4973</b>	1.51460	.000
PMT	TLT	-.6002	1.19973	.617
	ELT	-1.5575	1.26804	.220
	CITE	<b>3.0301</b>	1.32052	.022
	SST	-.1222	1.23882	.921
	MT	<b>5.4973</b>	1.51460	.000

P < 0.05    Significant differences are presented in bold face

Based on the results of Post hoc-LSD analysis, there is a significant difference between the responses of the students study in Turkish Language Teaching (TLT) and Computer and Instructional Technology Teacher Education (CITE) (Mean Difference= 3.6303). Also, there is a significant difference between the responses of the students study in Turkish Language Teaching (TLT) and Music Teaching (MT) (Mean Difference= 6.0976).

There is a significant difference between the responses of the students study in English Language Teaching (ELT) and Computer and Instructional Technology Teacher Education (CITE) (Mean Difference= 4.5875). There is also a significant difference between the responses of the students study in English Language Teaching (ELT) and Music Teaching (MT) (Mean Difference= 7.0548).

In addition, there is a significant difference between the responses of the students study in Computer and Instructional Technology Teacher Education (CITE) and Social Science Teaching (SST) (Mean Difference= 3.1522). There is a significant difference between the responses of the students study in Computer and Instructional Technology Teacher Education (CITE) and Primary Mathematics Teaching (PMT) (Mean Difference= 3.0301).

Furthermore, there is a significant difference between the responses of the students study in Primary Mathematics Teaching (PMT) and Music Teaching (MT) (Mean Difference= 5.4973). Also, there is a significant difference between the responses of the students study in Social Science Teaching (SST) and Music Teaching (MT) (Mean Difference= 5.6195).



On the contrary, the responses of the students study in Turkish Language Teaching (TLT) are not significantly different from the responses of the students study in English Language Teaching (ELT), Social Science Teaching (SST) and Primary Mathematics Teaching (PMT) (Mean Differences= -.9572, .4781, .6002).

Also, the responses of the students study in English Language Teaching (ELT) are not significantly different from the responses of the students study in Social Science Teaching (SST) and Primary Mathematics Teaching (PMT) (Mean Differences= 1.4353, 1.5575).

The responses of the students study in Computer and Instructional Technology Teacher Education (CITE) also are not significantly different from the responses of the students study in Music Teaching (MT) (Mean Difference= 2.4673).

Also, the responses of the students study in Social Science Teaching (SST) are not significantly different from the responses of the students study in Primary Mathematics Teaching (PMT) (Mean Difference= .1222).

In order to investigate whether the frequency distribution between programs according to attitude z scores is significantly different or not, chi-square independence test is performed according to the percentages. The distribution of these cells is significantly different. The results are in Table 9.

Table 9: Frequency distribution of students' in relation to their attitudes according to their departments

	Turkish Lang. Teach.	English Lang. Teach.	Computer and Instructional Technology Teacher Educ.	Social Science Teaching	Music Teaching	Primary Mathematics Teaching
Very Negative	10	9	19	15	13	10
%	8.69	10.23	25.68	15.31	28.89	14.08
Negative	41	23	30	31	19	21
%	35.65	26.14	40.54	31.63	42.22	29.58
Neutral	1	3	0	2	3	2
%	0.86	3.41	0.00	2.04	6.67	2.82
Positive	39	34	12	31	8	31
%	33.91	38.64	16.22	31.63	17.78	43.66
Very Positive	24	19	13	19	2	7
%	20.86	21.59	17.57	19.39	4.44	9.86
Total	115	88	74	98	45	71
%	15.48	33.60	2.24	31.57	17.11	100

$$df = 20 \quad \chi^2 = 48.416 \quad p < 0.05$$

These results revealed that Turkish Language Students have 8.69% very negative, 35.65% negative, 0.86% neutral, 33.91% positive, 20.86% very positive attitudes towards professional development courses. English Language Teaching students have 10.23% very negative, 26.14% negative, 3.41% neutral, 38.64% positive, 21.59% very positive attitudes towards professional development courses. Computer and Instructional Technology Teaching Education students have

25.68% very negative, 40.54% negative, 16.22% positive, 17.57% very positive attitudes towards professional development courses. Social Science Teaching have 15.31% very negative, 31.63% negative, 2.04% neutral, 31.63% positive, 19.39% very positive attitudes towards professional development courses. Music Teaching students have 28.8%9 very negative, 42.22% negative, 6.67% neutral, 17.78% positive, 4.44% very positive attitudes towards professional development courses. Primary Mathematics Teaching students have 14.08% very negative, 29.58% negative, 2.82% neutral, 43.66% positive, 9.86% very positive attitudes towards professional development courses. Chi-square 48.416 and the results are significant  $p < 0.05$ .

The percentages of the options very negative and negative; very positive and positive were combined. The results are in Figure 2.

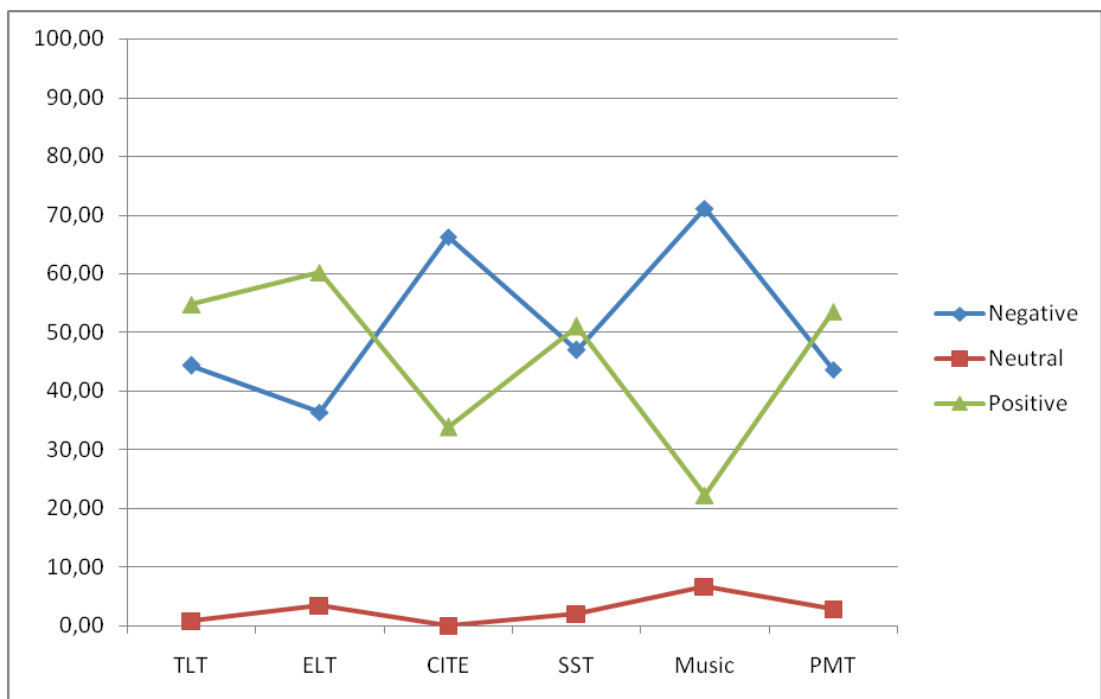


Figure 2: Percent distribution of attitude scores in relation to programs

According to Figure 2, Turkish Language Teaching students, English Language Teaching students and Primary Mathematics Teaching students have positive attitudes towards professional development courses. Social Science Teaching students have partly positive attitudes towards professional development courses. Computer and Instructional Technology Teaching Education students and Music Teaching students have negative attitudes.

#### **4.4 Differences between Students' Attitude Scores and Their Choices of Their Programs in Terms of Willingness or Unwillingness**

In the fourth research question, whether there were any differences between students' attitudes towards professional development courses according to their choices of their programs willingly or unwillingly was investigated. For this purpose, independent samples t-test was implemented to specify the differences. The results are given in Table 10.

Table 10: Independent samples t-test for differences between the way of choosing students' departments and their attitude scores

	Levene's Test		<i>df</i>	t-test	
	F	Sig		t	<i>p</i>
Way of choosing	.009	<b>.924</b>	489	5.419	.000

P < 0.05    Significant differences are presented in bold face

Levene's Test for Equality of Variance indicates that variances of the attitudes of group of students formed with respect to for the way of choosing their departments can be assumed equal ( $p = .924 > .05$ ). According to the results of independent samples t-test, there is a significant difference between students'

attitudes with respect to the way of choosing their departments ( $p = .000$ ).

#### 4.5 Relationship between Students' Attitude Scores and Their CGPA

In the fifth research question, whether there were any relations between students' attitudes towards professional development courses and their CGPA was investigated. For this purpose, correlation was implemented to specify the relationships.

According to the results of Pearson correlation analysis ( $r = .103$ ,  $p = .23 > .05$ ), there is no significant relationship between CGPA and attitude scores.

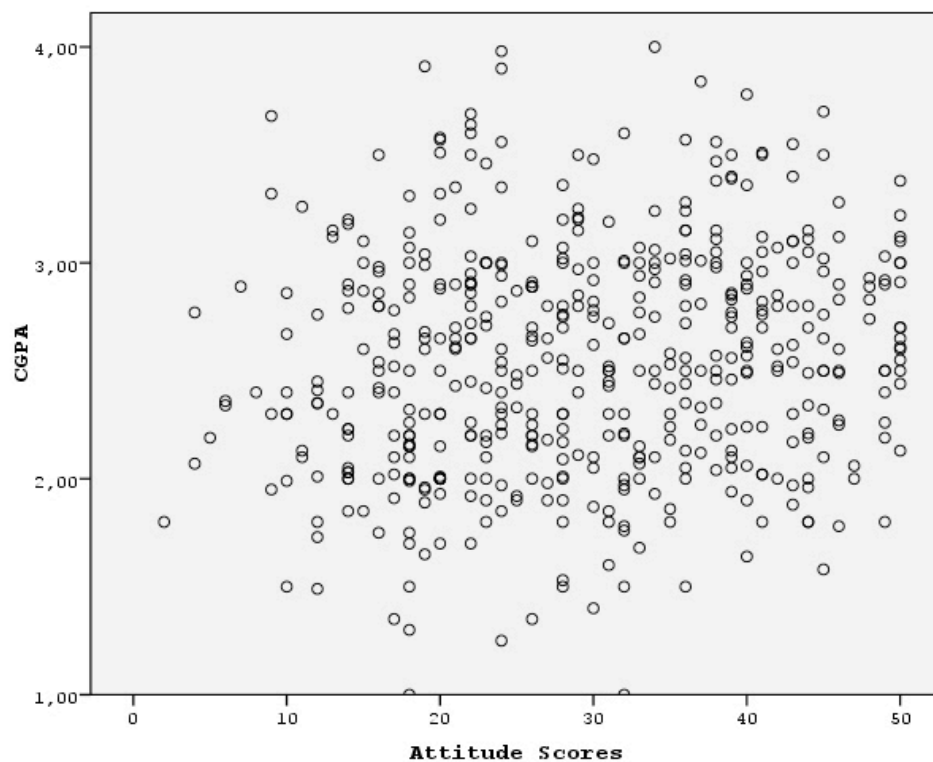


Figure 3: The difference between attitude scores and CGPA

This can also be seen from the scattered plot in Figure 3.

#### 4.6 Students' Ranking for the Professional Development Courses

In the last research question, students' ranking for the professional development courses were investigated on a seven-point differential scale (Needs Scale). For this purpose, the frequency distributions were found out. The results are in Figure 4a to 4k.

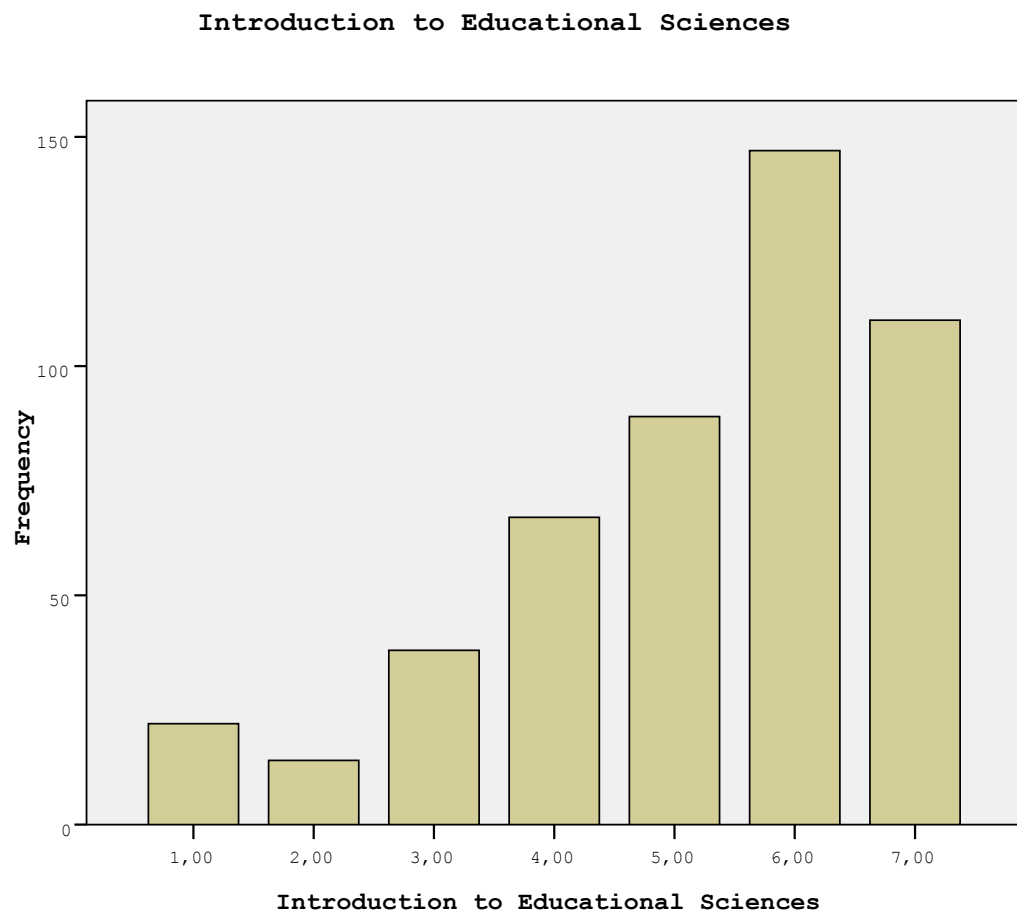


Figure 4a: Frequency distribution of students' ranking for the Introduction to Educational Sciences course on a seven-point semantic differential scale

As it can be seen from Figure 4a, students gave higher points for the Introduction to Educational Sciences course in favor the usefulness for their teaching careers (1=This course will never be useful for my teaching career; 7= This course will

be extremely useful for my teaching career.)

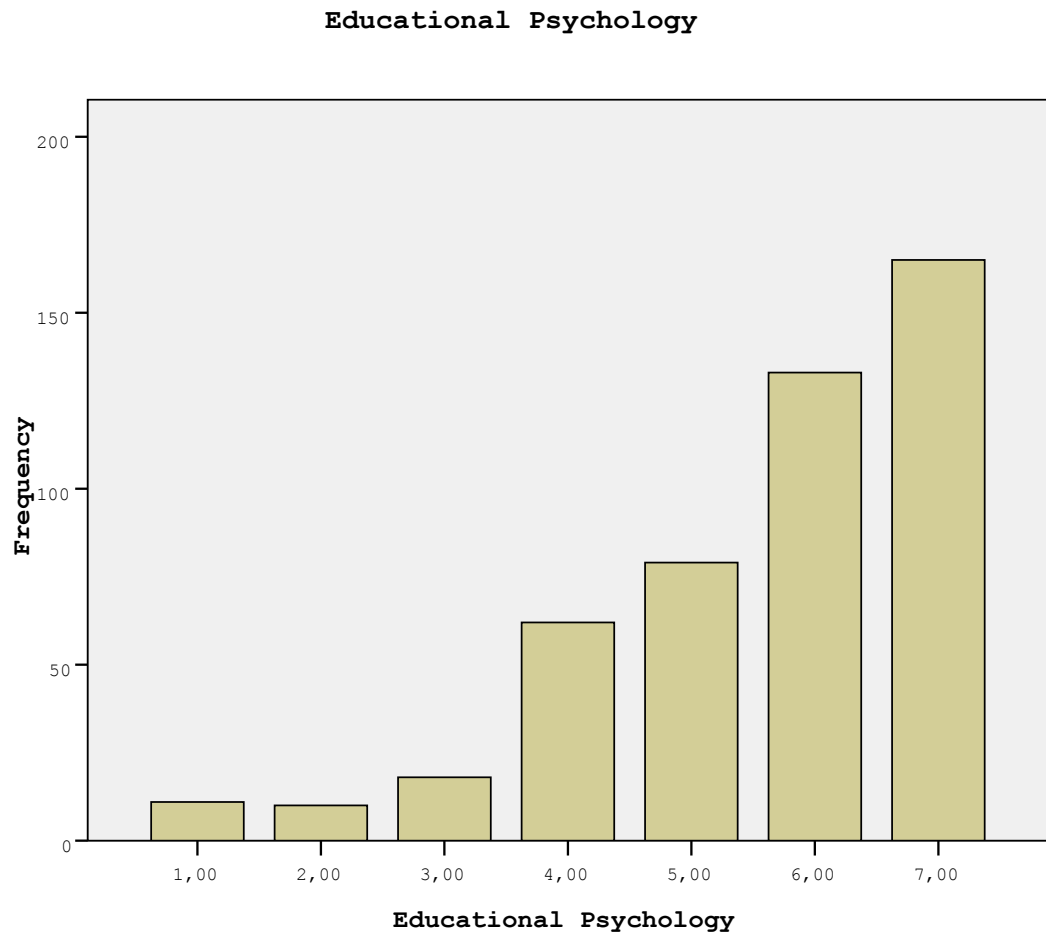


Figure 4b: Frequency distribution of students' ranking for the Introduction to Educational Psychology course on a seven-point semantic differential scale

As it can be seen from Figure 4b, students gave higher points for the Educational Psychology course in favor the extreme usefulness for their teaching careers (1=This course will never be useful for my teaching career; 7= This course will be extremely useful for my teaching career).

### Principles and Methods of Instruction

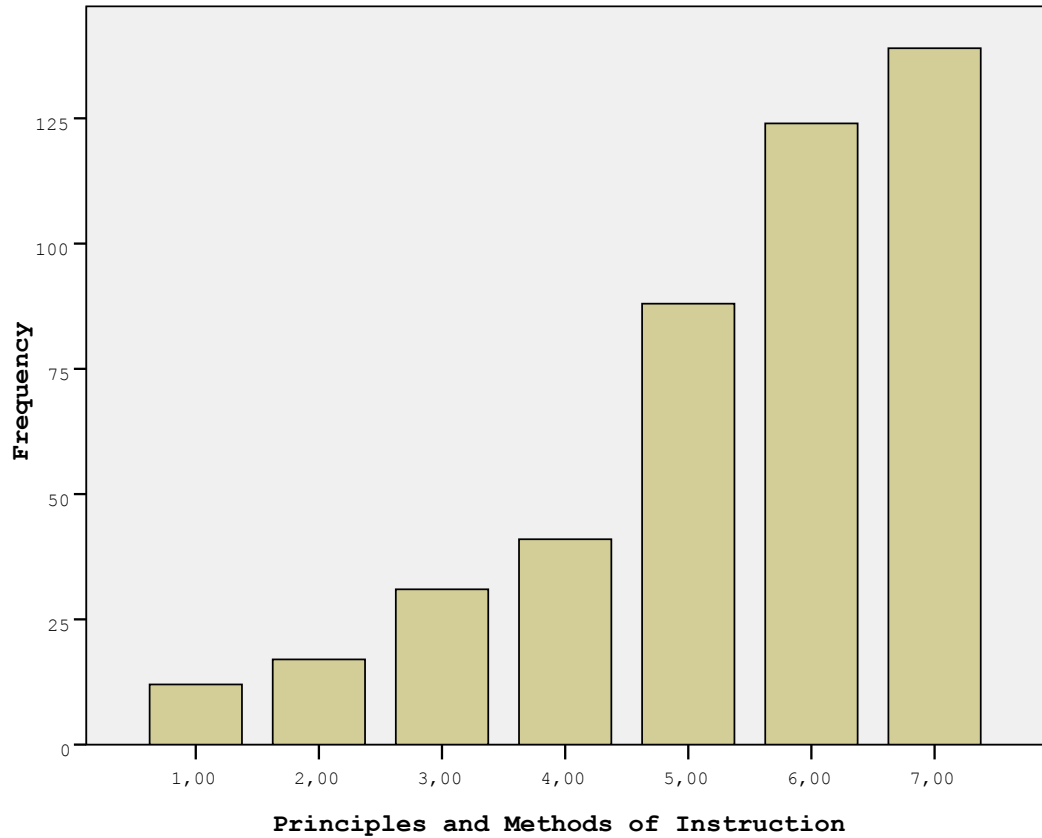


Figure 4c: Frequency distribution of students' ranking for the Principles and Methods of Instruction course on a seven-point semantic differential scale

As it can be seen from Figure 4c, students gave higher points for the Principles and Methods of Instruction course in favor the extreme usefulness for their teaching careers (1= This course will never be useful for my teaching career; 7= This course will be extremely useful for my teaching career.)



### Instructional Technology and Materials Design

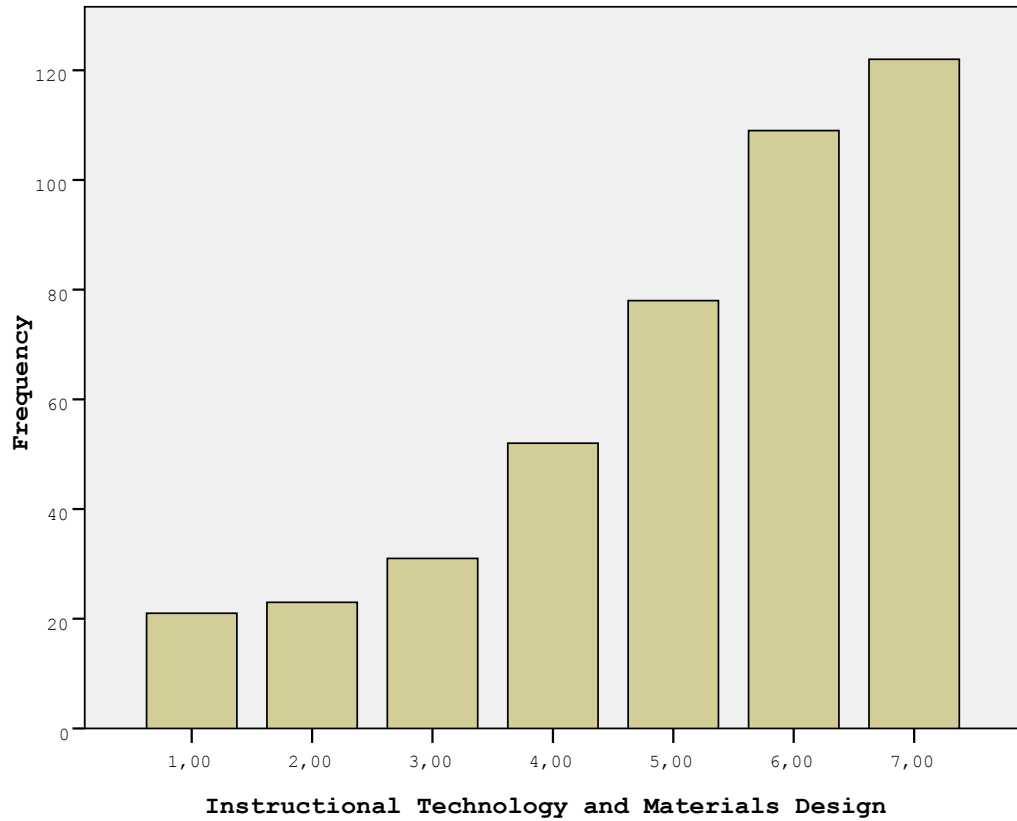


Figure 4d: Frequency distribution of students' ranking for the Instructional Technology and Materials Design course on a seven-point semantic differential scale

As it can be seen from Figure 4d, students gave high points for the Instructional Technology and Materials Design course in favor the extreme usefulness for their teaching careers (1=This course will never be useful for my teaching career; 7= This course will be extremely useful for my teaching career.).

### Special Teaching Methods

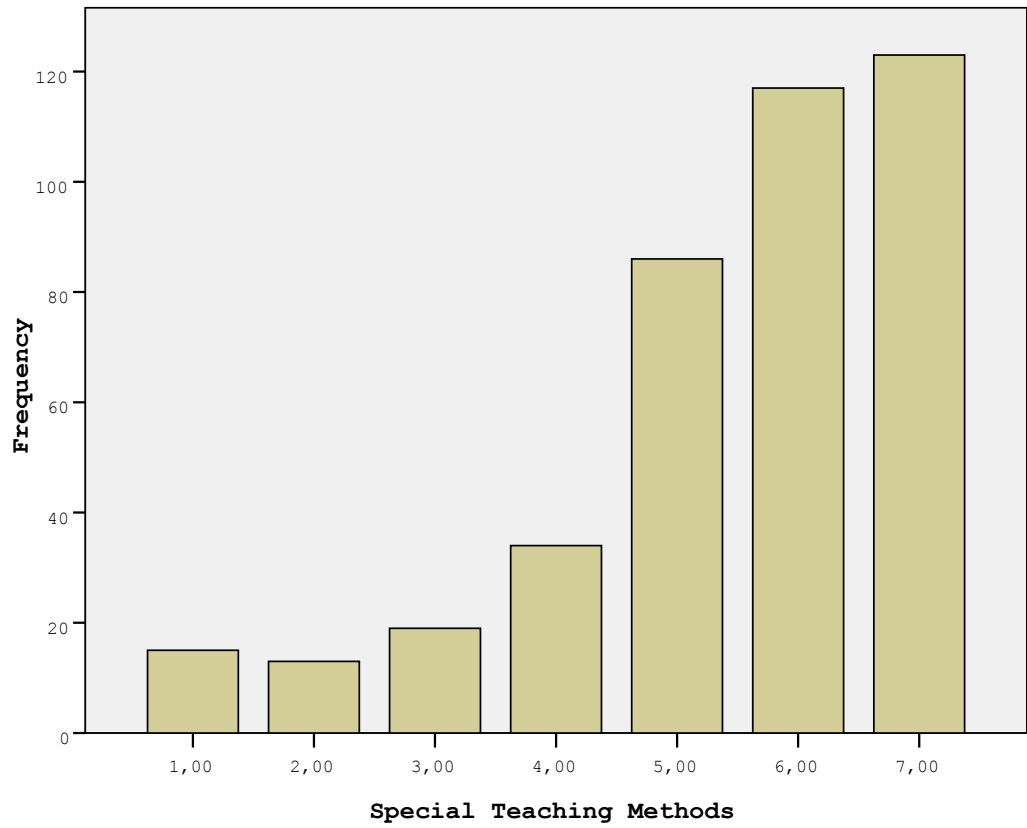


Figure 4e: Frequency distribution of students' ranking for the Special Teaching Methods course on a seven-point semantic differential scale

As it can be seen from Figure 4e, students gave high points for the Special Teaching Methods course in favor the extreme usefulness for their teaching careers (1=This course will never be useful for my teaching career; 7= This course will be extremely useful for my teaching career.).

### Classroom Management

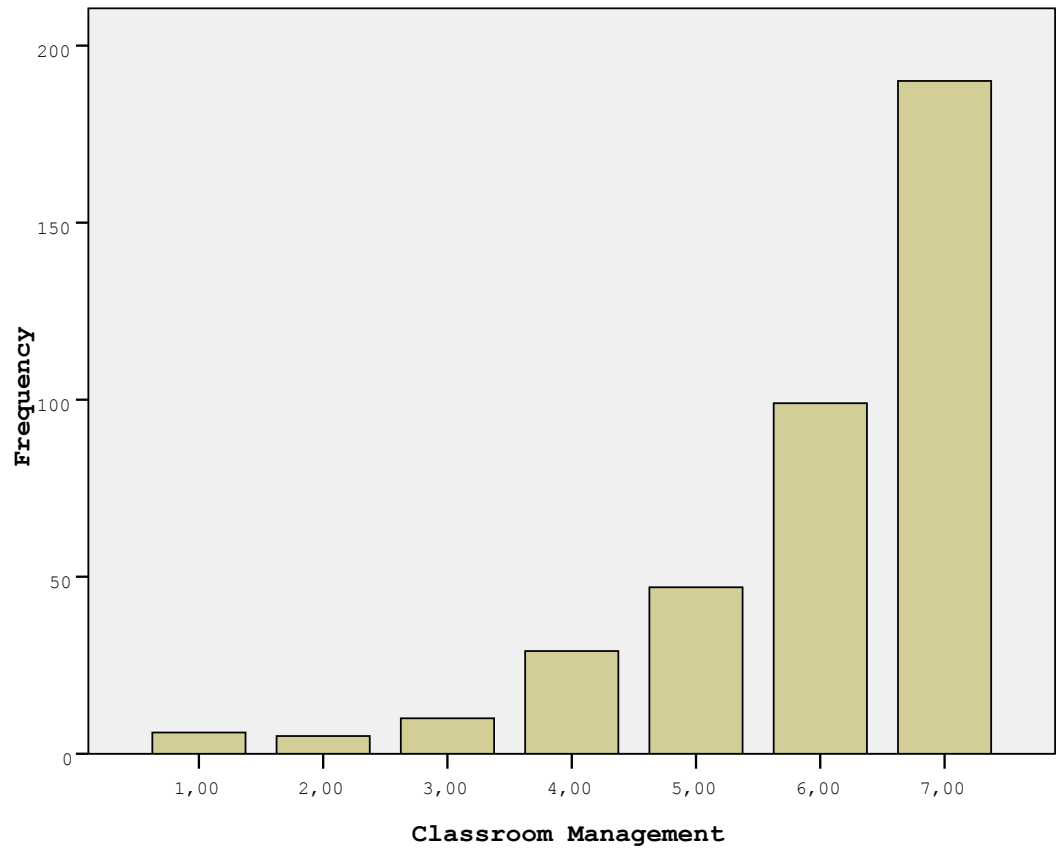


Figure 4f: Frequency distribution of students' ranking for the Special Teaching Methods course on a seven-point semantic differential scale

As it can be seen from Figure 4e, most of the students gave the highest points for the Classroom Management course in favor the extreme usefulness for their teaching careers (1=This course will never be useful for my teaching career; 7= This course will be extremely useful for my teaching career.).

### Measurement and Evaluation

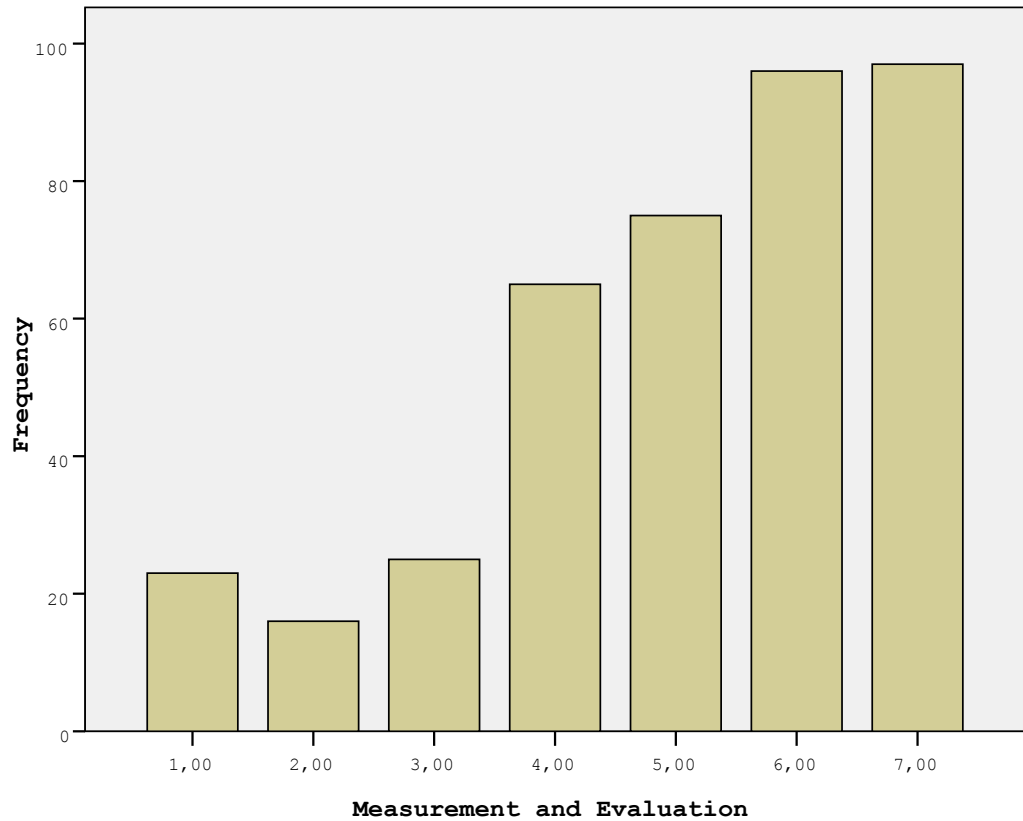


Figure 4g: Frequency distribution of students' ranking for the Measurement and Evaluation course on a seven-point semantic differential scale

As it can be seen from Figure 4g, while many of students mainly gave higher points for the Measurement and Evaluation course in favor the extreme usefulness for their teaching careers, some of them gave points above the average (1=This course will never be useful for my teaching career; 7= This course will be extremely useful for my teaching career.).

### School Experience

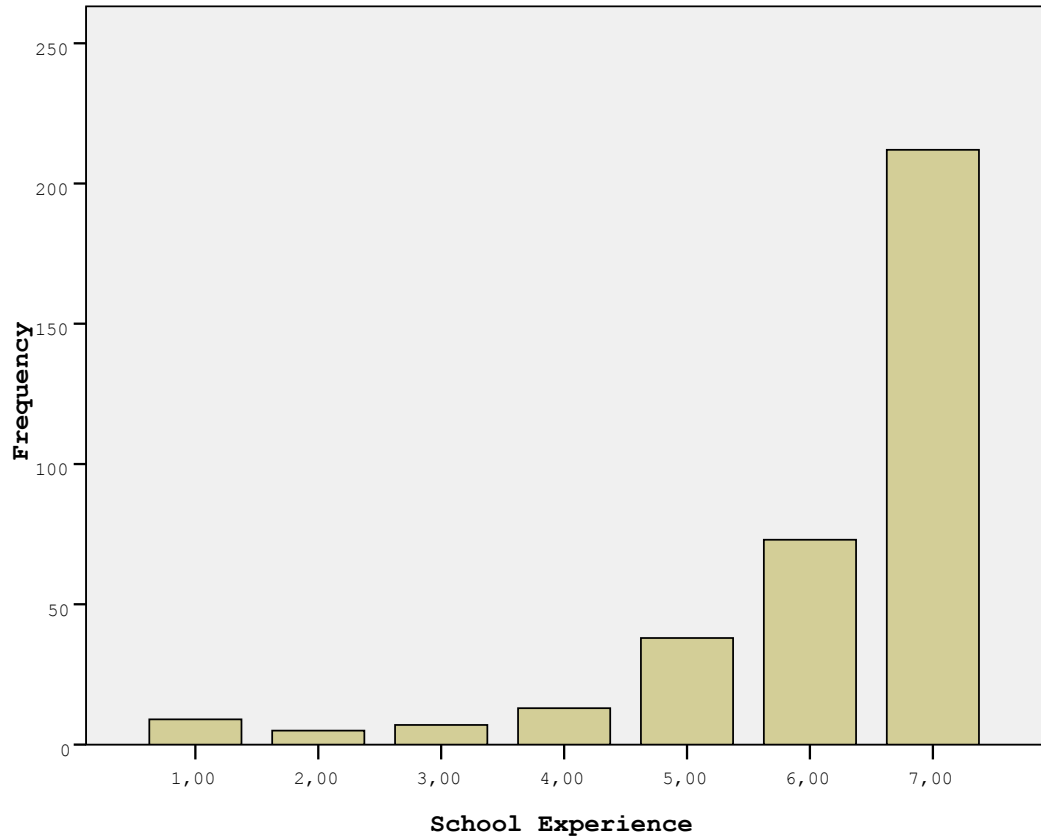


Figure 4h: Frequency distribution of students' ranking for the School Experience course on a seven-point semantic differential scale

As it can be seen from Figure 4h, most of the students gave the highest points for the School Experience course in favor the extreme usefulness for their teaching careers (1=This course will never be useful for my teaching career; 7= This course will be extremely useful for my teaching career.)

### Counselling

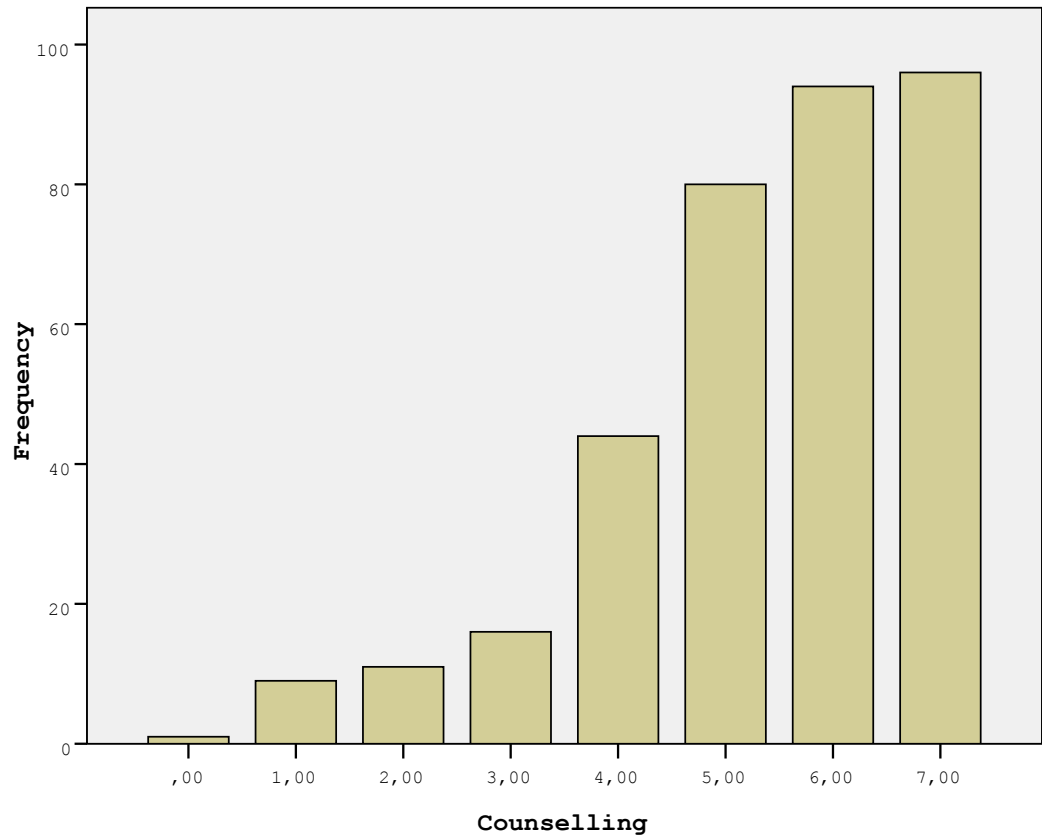


Figure 4i: Frequency distribution of students' ranking for the Counseling course on a seven-point semantic differential scale

As it can be seen from Figure 4i, while many of students mainly gave higher points for the Counseling course in favor the extreme usefulness for their teaching careers, some of them gave points above the average (1=This course will never be useful for my teaching career; 7= This course will be extremely useful for my teaching career.).

### Turkish Education System and School Administration

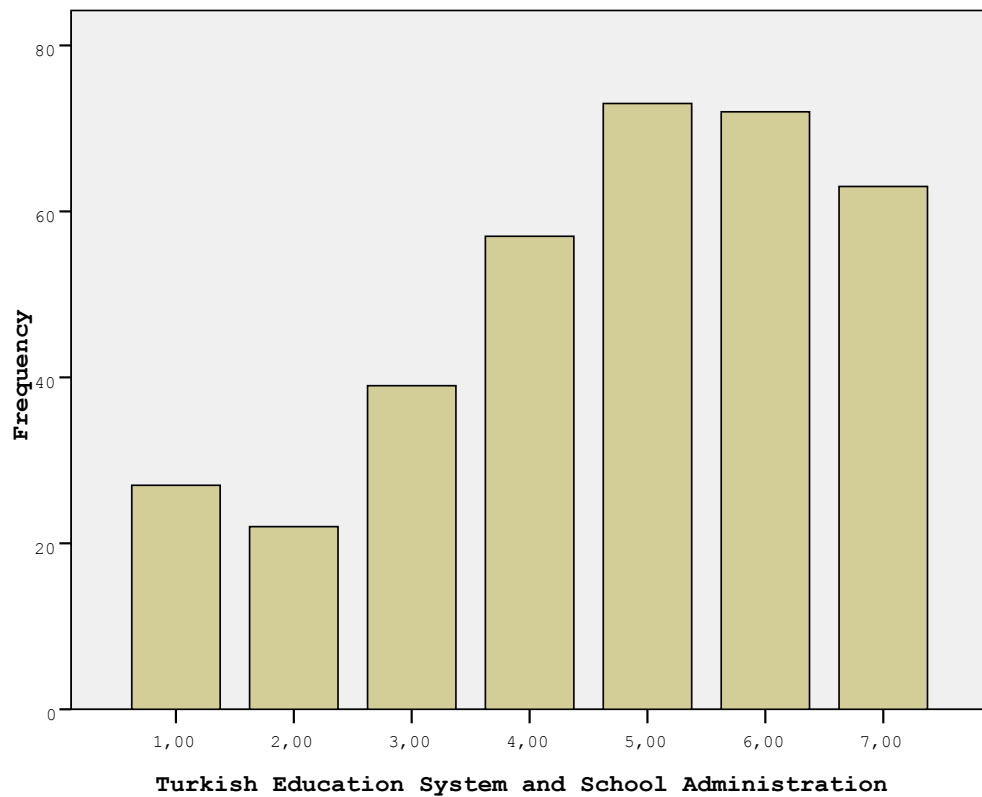


Figure 4j: Frequency distribution of students' ranking for the Turkish Education System and School Administration course on a seven-point semantic differential scale

As it can be seen from Figure 4j, although some of the students gave lower points to the Turkish Education System and School Administration course, most of them gave higher points in favor the usefulness for their teaching careers (1=This course will never be useful for my teaching career; 7= This course will be extremely useful for my teaching career.).

### Teaching Practice

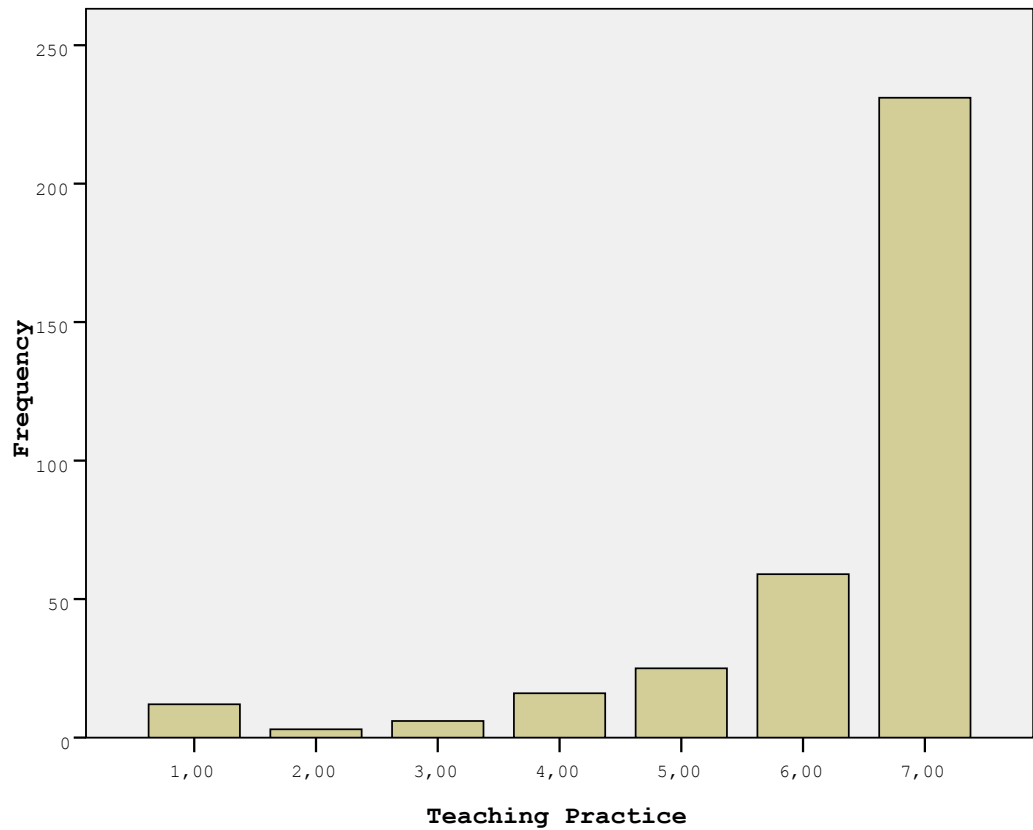


Figure 4k: Frequency distribution of student's ranking for the Teaching Practice course on a seven-point semantic differential scale

As it can be seen from Figure 4k, most of the students gave the highest points for the Teaching Practice course in favor the extreme usefulness for their teaching careers (1=This course will never be useful for my teaching career; 7= This course will be extremely useful for my teaching career.).



## **Chapter 5**

# **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

In this chapter, results of the study are discussed and recommendations are provided.

### **5.1 Summary of the Study**

The main purpose of this study was to investigate teacher candidates' attitudes towards professional development courses. Attitude Scale (Ekici, 2008) and Needs Scale were used to gather the data. The study took place with 491 students studying in six programs, which were Turkish Language Teaching, English Language Teaching, Computer and Instruction Technology Teacher Education, Social Science Teaching, Music Teaching, and Primary Mathematics Teaching in the Faculty of Education, Eastern Mediterranean University.

### **5.2 Discussion and Conclusion**

The first aim of this study was to investigate the teacher candidates' attitudes towards professional development courses in general. For this purpose, raw scores were converted into z scores. It was indicated that almost half of the teacher candidates have negative attitudes towards professional development courses and almost half of them have positive attitudes. Likewise, when literature was reviewed, the findings of literature revealed that students' attitudes towards professional development courses for teachers are partially positive and attitude

scores show differences in variables such as students' gender, perception of success, finding professional development courses important or not (Çetin, 2009). However, in the study by Ekici, (2008) it was found that teacher candidates' attitudes towards professional development courses were high. The difference is possibly because of the dissimilar variables in the studies. As subjects in the present study were drawn from all grades, it is possible that this factor influenced students' responses.

The second purpose of this research was to investigate teacher candidates' attitudes towards professional development courses in relation to their grade differences. In this respect, One-way ANOVA was conducted to calculate the participants' attitude scores according to their class levels. Then, in order to investigate whether the frequency distribution between grades according to attitude z scores is significantly different or not, chi-square independence test was performed according to the frequency distribution in each group. According to the results, while the frequency distribution of negative attitudes decrease year by year, the frequency distribution of positive attitudes increase year by year. Likewise, Köğçe, Aydın & Yıldız (2010) reported that seniors have more positive attitudes towards teaching profession than freshmen. According to this result, it was concluded that pre-service teachers gain positive attitudes towards teaching profession when they take more courses. While our findings support Köğçe, Aydın & Yıldız (2010), in this respect, there are some conflicting findings (Özder, Konedralı & Zeki, 2010). They argue that the study failed to demonstrate a significant correlation between teacher candidates' attitudes toward teaching profession and their grades. These conflicting observations may once again show

how difficult it is to reach a consensus when attitudes towards professional courses are in question.

The third aim of this study was to investigate the teacher candidates' attitudes towards professional development courses in relation to their subject fields. In this respect, One-way ANOVA was conducted to calculate the participants' attitudes scores according to their field subjects. Then, in order to investigate whether the frequency distribution between grades according to attitude z scores is significantly different or not, chi-square independence test was performed. According to the results, Turkish Language Teaching students, English Language Teaching students and Primary Mathematics Teaching students indicated positive attitudes towards professional development courses. Social Science Teaching students have partly positive attitudes towards professional development courses. On the other hand, Computer and Instructional Technology Teaching Education students and Music Teaching students indicated negative attitudes. These findings suggest that there are differences between students' attitude scores and their field subjects. These results support the findings in literature which state that there is a significant correlation in teacher candidates' attitude scores towards teaching profession in terms of their field subjects (Özder, Konedralı & Zeki, 2010; Taşkın & Hacıömeroğlu, 2010; Erden, 1995).

One other aim of this study was to investigate whether there were any difference between students' attitudes towards professional development courses and their choices of their programs willingly or unwillingly. For this purpose, one-way ANOVA was implemented to specify the differences. The results revealed that

there were students who chose their programs willingly more than the ones who chose their programs unwillingly. The students who chose their programs willingly have more positive attitudes towards professional development courses than the others. These findings imply that many of the students want to become teachers and this may be the reason why they indicate positive attitudes. On the other hand, the ones who chose their programs unwillingly have negative attitudes since they don't want to become teachers. In this respect, our findings support the findings of the study conducted by Özder, Konedraı & Zeki (2010). Hence, willingness might be a contributing factor towards developing a positive attitude towards professional development courses in the curriculum.

The present study also aimed to investigate whether there were any difference between students' attitudes towards professional development courses and their CGPA scores. For this purpose, correlation was implemented to specify the differences. However, the study failed to demonstrate such a relationship. Similarly, Özder, Konedraı & Zeki (2010) found that there isn't a significant relation in attitude scores and academic success scores. These findings indicate that there may be differences between students' attitudes towards professional development courses and their academic achievements. In other words, high attitude scores may not refer to high grades and low attitudes might not refer to high attitudes scores.

The last aim of this study was to investigate whether there is a significant relation between students' attitudes towards professional development courses and their viewpoints about the need of the professional development courses for their

teaching careers. For this aim, frequency distributions were found out. The results revealed that students gave higher points for Introduction to Educational Sciences, Educational Psychology, Principles and Methods of Instruction, Instructional Technology and Materials Design, Special Teaching Methods, Classroom Management, Measurement and Evaluation, School Experience, Counseling, Teaching Practice courses in favor the usefulness for their teaching careers. Some students gave lower points but most of them gave higher points for Turkish Education System and School Administration course. Although the attitudes scores are partially high, participants gave high ranks for the needs scale for almost every professional development courses. These findings indicate that teacher candidates' responses to Introduction to Educational Sciences is high. That is, for students it can be important to gain positive attitudes starting from the first professional development course. Also, their ranks in Educational Psychology, Principles and Methods of Instruction, Instructional Technology and Materials Design, Measurement and Evaluation, Counseling are high. Hence, these findings imply that there is a need for this course for students' teaching careers. On the other hand, high ranks of Special Teaching Methods, Classroom Management, and School Experience and Teaching Practice courses indicate that they are the most needed courses for education faculty students' teaching careers. However, negative responses in relation to Turkish Education System and School Management course may indicate that participants do not consider this course important as much as the others. Figures 4a-k demonstrate why course-by-course analysis is important. Some courses show a right-hand skewness indicating higher important rates (e.g. Figure 4k – Teaching Practice). On the other hand, some courses do not show a similar tendency and show a somewhat even distribution

(e.g. Figure 4j – Turkish Education System and School Administration). Even though competence in Teaching Practice may require how the particular education system works, the students seem to fail to see the relevance between these two courses. These two figures alone might be an indicator that students cannot transfer information among different courses.

### **5.3 Recommendations**

According to the results of this study, future studies can be conducted in order to get more detailed results by using qualitative methods. The quantitative methods: such as, an attitude inventory and needs scale which were applied in this study may not be sufficient. Therefore, interviews with teacher candidates might be beneficial to get more comprehensive information. Especially, the items of needs scale could be asked one by one by asking the reasons. Also, this study can be used as a reference for further studies.

Moreover, in order to generalize more, number of participants can be increased in further studies although the number of participants used in this study was much more than the other studies.

Furthermore, in this study, seven teaching programs - Turkish Language Teaching, English Language Teaching, Computer and Instructional Technology Teacher Education, Music Teacher Education, Primary School Mathematics Teacher Education, Social Science Teacher Education programs - were included. Other teaching programs at the Faculty can be investigated in further studies.

In addition, teacher factors are vital in student attitudes. The reason why a student indicates negative attitudes may be as a result of a teacher. A student's antipathy towards a teacher, or a teacher's antipathy towards a student may indicate negative attitudes of the students. In the present study, there aren't any items about the role of the teacher. As a result, for further studies, the role of the teacher may be added to obtain more detailed information.

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## **APPENDICES**

## APPENDIX C

Rumuz:

### Öğretmenlik Meslek Bilgisi Derslerinin Geneline Yönelik Tutum Ölçeği

#### Açıklama

Değerli Öğrenciler;

Programımızda yer alan Eğitim Bilimine Giriş, Eğitim Psikolojisi, Öğretim İlke ve Yöntemleri, Öğretim Teknolojileri ve Materyal Tasarımı, Özel Öğretim Yöntemleri, Sınıf Yönetimi, Ölçme ve Değerlendirme, Okul Deneyimi, Rehberlik, Türk Eğitim Sistemi ve Okul Yönetimi, Öğretmenlik Uygulaması dersleri "Öğretmenlik Meslek Bilgisi Dersleri (Professional Development Courses for Teachers" olarak adlandırılmaktadır. Bu çalışmanın amacı, Doğu Akdeniz Üniversitesi, Eğitim Fakültesi öğrencilerinin Öğretmenlik Meslek Bilgisi Derslerine yönelik tutumlarını belirlemektir. Lütfen ölçekteki maddeler için bir "X" işareti koyunuz. Bu çalışmaya katkıda bulunmanız için her bir soruyu samimiyetle yanıtlamanız beklenmektedir. Vereceğiniz bilgiler kesinlikle gizli tutulacak ve kendi çalışmamla sınırlı kalacaktır. Şimdiden değerli katkılarınız için teşekkür ederim.

Araştırma Görevlisi Gülşah İbrık

Doğu Akdeniz Üniversitesi  
Eğitim Fakültesi  
Eğitim Bilimleri  
Yüksek Lisans Öğrencisi

**Bölüm:**

**Sınıf:**

**CGPA:**

**Bölümünüzü isteyerek mi yoksa istemeyerek mi seçtiniz?** İsteyerek  İstemeyerek

(Lütfen birini işaretleyiniz)

**Lütfen aşağıdaki derslerden almış olduğunuz derslerin yanına bir "X" işareti koyunuz.**

- Eğitim Bilimine Giriş
- Eğitim Psikolojisi
- Öğretim İlke ve Yöntemleri
- Öğretim Teknolojileri ve Materyal Tasarımı
- Özel Öğretim Yöntemleri
- Sınıf Yönetimi
- Ölçme ve Değerlendirme
- Okul Deneyimi
- Rehberlik
- Türk Eğitim Sistemi ve Okul Yönetimi
- Öğretmenlik Uygulaması



**Lütfen aşağıdaki ifadelere hangi derecede katıldığınızı işaretleyiniz.**

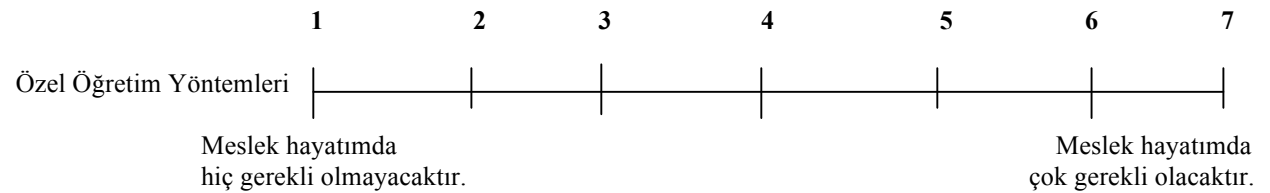
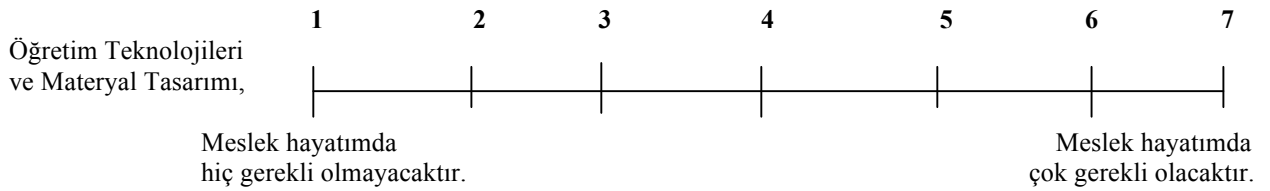
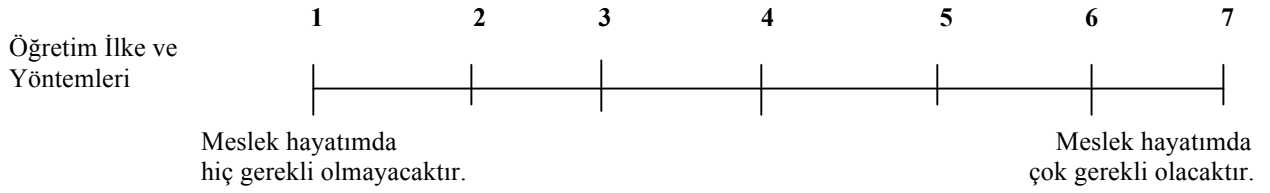
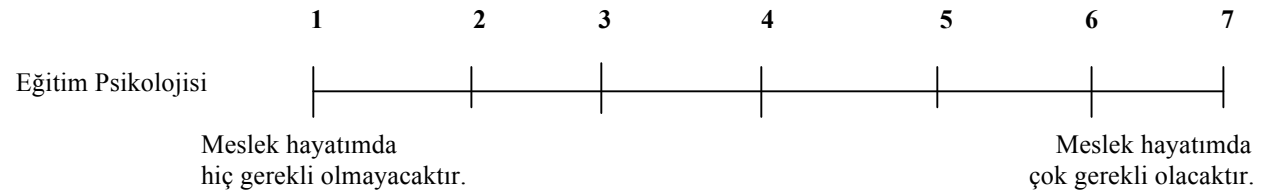
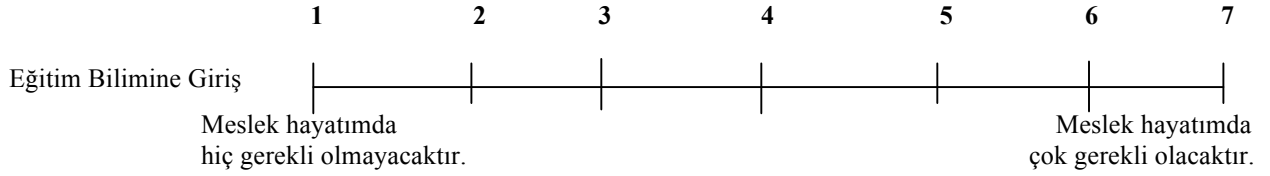
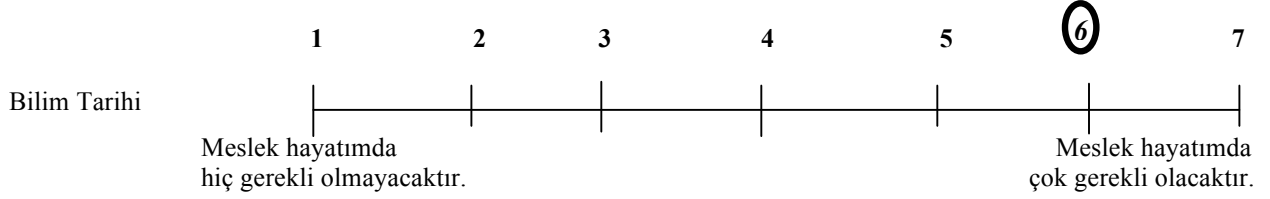
	Asla Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
1. Öğretmenlik Meslek Bilgisi dersleri zevk aldığım derslerdir.					
2. Öğretmenlik Meslek Bilgisi derslerine çalışırken çok sıkılırım.					
3. Öğretmenlik Meslek Bilgisi derslerine diğer derslere göre daha az önem veririm.					
4. Öğretmenlik Meslek Bilgisi dersleri çok eğlenceli derslerdir.					
5. Öğretmenlik Meslek Bilgisi dersleri beni tedirgin eder.					
6. Öğretmenlik Meslek Bilgisi derslerine ayrılan ders saatlerinin arttırılmasını isterim.					
7. Öğretmenlik Meslek Bilgisi derslerindeki konular çok ilgimi çeker.					
8. Öğretmenlik Meslek Bilgisi dersleri çok sevdiğim derslerdir.					
9. Öğretmenlik Meslek Bilgisi dersleri seçmeli dersler bile olsa yine seçerim.					
10. Öğretmenlik Meslek Bilgisi derslerini çalışırken kendimi çok çaresiz hissedirim.					

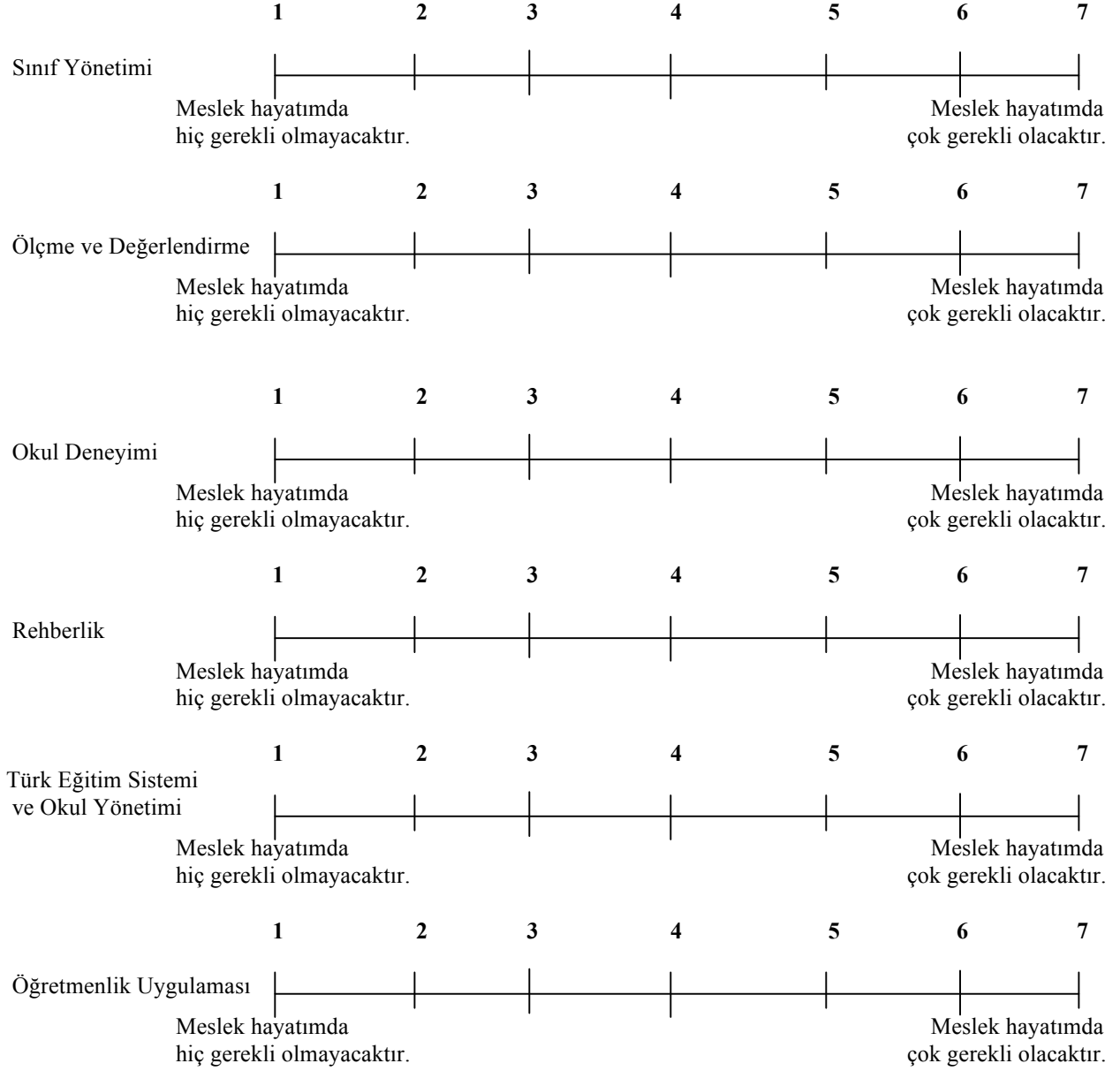
## APPENDIX D

Rumuz:

Aşağıdaki listede, almış olduğunuz Öğretmenlik Meslek Bilgisi derslerinin her birisi için yanındaki skala üzerinde bir puan veriniz. Lütfen örnekte olduğu gibi rakamlardan birini daire içine almız.

### ÖRNEK:





## APPENDIX C

Rumuz:

### Öğretmenlik Meslek Bilgisi Derslerinin Geneline Yönelik Tutum Ölçeği

#### Açıklama

Değerli Öğrenciler;

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Araştırma Görevlisi Gülşah İbrık

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**Bölüm:**

**Sınıf:**

**CGPA:**

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- Türk Eğitim Sistemi ve Okul Yönetimi
- Öğretmenlik Uygulaması

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## APPENDIX D

Rumuz:

Aşağıdaki listede, almış olduğunuz Öğretmenlik Meslek Bilgisi derslerinin her birisi için yanındaki skala üzerinde bir puan veriniz. Lütfen örnekte olduğu gibi rakamlardan birini daire içine almız.

### ÖRNEK:

