On Determining Their Career Teenagers Perception of Teaching Profession in Turkey

Ibrahim Habaci, Ibrahim Kaya, Süleyman Sarıbas, Savas Küçük and Zeynep Habaci

Kiev National Dragomanov Pedagogical University, Ukraina
Qafqas University of Azerbaijan

Abstract: Keeping up with the continually changing world’s standards, transferring information to the following generations and socializing the individuals are all teachers’ tasks granted the society. Teacher is sometimes an educator and sometimes an idol. Throughout the history perception of teaching profession has altered and is still going on and the values dedicated to the profession sometimes went up or down; however, this profession has always deserved the value dedicated. People trust their youth to a teacher to help them care for their countries and glorify it. This challenging and much attention-requiring profession is assigned to the teacher having self-knowledge, being aware of the future and sharing what he has in his mind as skills and knowledge. For a country to have a better perception of the future, there should be more value and importance dedicated to the teaching profession. The goal of this study is to examine the perception of the teenagers as seniors of the secondary school while determining a profession in Turkey. Field search is implemented for the research and attitude scale developed by Çetin [1] was carried out to the seniors of Yamanlar Science High School and Anatolian High School for data collection.

Key words: Teaching profession • Teaching • Career teenagers

INTRODUCTION

Education, as a concept, involves the generally past experiences and specifically the bases of future experiences of the individual. Expressing individual’s attitude, behavior, thought and understanding, education can be defined as the activities helping new generation acquiring the necessary information, skills, understanding and attitudes and developing a personality while they are getting social. As a social phenomenon, surviving throughout history, education is all the activities, done regularly or not, trying to shape people in their own norms externally [2, 3].

As an outcome of cooperation resulted from the social, economic and technologic structures in the community, raising the required human power, which has an influence on educational productivity indicates that teaching profession is an undeniable part of education [4]. There is a strong correlation between the quality of the teacher and the human power the outcome, or they are even identical. To better student quality, it is the first step to be taken that teacher quality should be upgraded. To create a society having reached the level of modern communities and having guarantied its future is only possible when teachers are trained in line with the needs of the age and throughout a successful program [5]. This is also a professional role assigned to this profession which is under the responsibility of raising individuals having the capabilities of adapting themselves to the improving and changing world. Redesigning the society and raising individuals having the power and capacity to compete with others in different countries are social responsibilities assigned to the teacher.

Achievement of educational goal and efficiency of education are teacher-dependent, which means teachers, the fundamental component of the process, have an essential role in the success of education [6]. Availability of the conditions, redesigning the current system and presenting the knowledge to the new generation in the best way are under teacher’s responsibility. Fulfilling tasks like these quickly and in an functional way indicates that teachers are overloaded with too much workload and responsibilities.

Some of the tasks and responsibilities that teachers are overloaded with during educational-instructional process can be listed as follows:
Teachers have an essential role in children’s desired behavior formation. Students’ behavior formatted in accordance with educational goals enhances the quality of education. Teachers, at the same time, have a vital role in formatting children’s behavior in line with their basic needs and characteristics [7].

- As a requirement in planning, implementing and evaluating the program, educational tools having an important role fulfilling acquisitions should be selected and used appropriately and effectively, for making expected benefit of them can be achieved only when they are used in appropriate moment and way. The most essential responsibility here is assigned to teachers as the implementer and user of educational technologies [8].

- The goal of schooling is enhancing the youths adapting the environment, society and continually changing conditions, improving their skills if be needed and getting constructive and creative citizens of their country [9]. To achieve these goals, it is undeniable that teachers be responsible for constituting such a high quality education [10].

- It is essential that teachers must have professional knowledge and be knowledgeable about multi-dimensions of teaching profession, which are education, society, culture, science and technology. They should help children acquire socially approved behaviors, be a model for children and must know the right time to praise and encourage the children. As responsibility is a skill that can be learned, teachers should put children in charge of task that are appropriate to their age and capabilities and help them observe themselves throughout the process and thus should help to improve their feeling of responsibility [11, 12].

- According to Montessori, a teacher should be knowledgeable enough about human growth and development, have leadership skills so as to be model with his personality and appearance to receive respect. In order that he can provide materials and activities for them, he should support observation-dependent skills and learning and constitute the environment in a productive way [13].

- Teaching, as a job, requires professionalism; therefore, if the teacher prefers individualism for his relations with the students, instead professionalism, he won’t be successful in his job. The term, professionalism, here means not the teacher’s role that he has towards the student as their relations, but his individual behavior [14].

- The teacher creates opportunities for the students to implement their in-birth capacity to support their development. He, moreover, should be a guide for the students ready whenever they are in need of him [15].

- In addition to these all, so as to be a qualified teacher, he should be able to integrate drama in his classes, which is made benefit as a method, field, or discipline [16].

**Attitudes Towards Teaching Profession:** Attitude is defined as the sum of behaviors that a person performs in relation to a person or a case and has a correlation between positive or negative behaviors [17]. Attitude, approached as the reaction of an individual towards the events occurring in the same environment, originally refers to social attitudes. In other words, it is evaluated as a social phenomenon [18].

Occurring through the learning process, attitudes make the relation between individual and cases valid, stable and systematic. They help a person perceive and evaluate the environment and help him arrange human-case relations. Besides, attitudes at individual level may even be generalized to social level to form social attitudes. For example, some like being shy, aggressive which are mostly perceived at individual levels can be observed as social levels, which means that social norms are reflected to the person [18].

It is essential that in addition to perception of teachers and teacher candidates of the profession, their worries about the job should be discovered. Worry is the condition a person undergoes without being able to find out the reason. It occurs when a person thinks he will live possibly a danger or risk, feels irritated, tense and gloomy [19]. Similar to many human behavior, attitudes are learned as well; therefore, so as to be a productive and effective teacher, he should convert his negative attitudes in any field to positive ones [20].

Şişman [21], however, uses two different perspectives to define education, which are specific and general. According to these perspective, the cognitive, emotional and social influence sourced from the cases within the same environment with the person is defined as general, but the influence done on purpose and goal-oriented is defined as specific.

Teaching is perceived as a professionalism taking up the responsibility of contributing and educating the new generations of a nation and teachers are assigned the task to raise and educate these generations that play a vital role in country’s development [22].
Teaching profession is among the jobs resulting from social life and cooperation in it and promoting sustainability of social life. The main goal of all communities in developing and changing world is to bring up new generations having the capacity and quality to adapt to these changes. For this goal, education is an unquestionable tool and teachers are an undeniable part of it [23].

Throughout history, teaching is assessed of teachers’ job experience, belief, ordered and dignified live style. The change in expectations of society from education has led to changes in perception of this job. Thus, this job is seen as humanitarian, amusing, satisfactory, exciting and funny and teachers are seen as executers of a noble and sacred job [24].

Teacher’s personality, the community and individual’s perception of teaching, personal aptitude, whether it is his will to be a teacher and what he learns during his apprenticeship training affect his success in the profession and status in the community and society. The degree of this effect is determined by the changes occurring in teacher development programs till today. As a result, our country has experienced a lot about teaching as a job and defining and implementing the promote this job [24].

**Researches on the Perception of Teaching Profession:**

Temel [25], has examined the effects of formation program that students of science-literature faculty took on their attitudes towards teaching and he used class variable for this study. As the data collection tool, he used the scale, Attitudes towards Teaching Profession, developed by Askar and Erden. The results of the study has indicated that there is not a meaningful variation between the second year and fourth year students; however, there is a meaningful variation in their attitudes towards the profession.

Yıldırım [26] has studied on teachers’ attitudes towards the profession through their personal features. 285 teaching working in Yenimahalle, Ankara, joined the research. The research put forward that there is not a statistical variation in the their attitudes between those graduating from an undergraduate teacher training program and those graduating from any department providing training for specialization in any field but working as teachers. Although gender variable isn’t observed to have an influence, spending much time doing this job, experienced teachers are observed to have positive attitude towards their profession. In addition to that, form teachers are observed to have a more positive perception of teaching than other branch teachers. However, according to teachers, the number of students in each classroom is not stated to create negative attitude among teachers.

Kılıç [27] has studied on knowledge and attitudes of teacher candidate who would be posted to schools and form teachers. The data was gathered from four different groups of 375 students at Departments of Educational Planning and Instruction, Form Teaching, Teaching French and Teaching German in four different Faculties of Education by using the scale developed by Askar and Erden. According to the result, it is observed that students have a low level of knowledge about teaching; the grades in each department and teaching group change; students have a neutral attitude towards their profession and attitudes change from one group to the others.

Şenel [28] has studied on the effects of teaching activities during the certificate of teaching program that teacher candidates join on their attitudes towards the profession. Minnesota Attitude Scale was used with 660 students joining certificate program carried out at Department of Education of Anatolian University. The results have indicated that both primary school form teachers and branch teachers attending the program have negative attitude towards the profession and their attitude is gender-biased, which means it changes according to gender, but their field of study, graduation status and their successes in vocational information courses don’t lead to any changes in their attitudes. On the other hand, it is also concluded that educational activities carried out in the primary school teachers’ and branch teachers’ programs doesn’t lead to any changes in candidates’ attitudes towards their the profession.

Duran [29] used Teaching Profession Attitude Scale developed by Çetin in his research carried out so as to find out the attitudes of senior students of Teacher Training High School towards the profession. With the sum of 250 students, the effects of variables like gender, a teacher relative in the family, educational status of parents on their attitudes towards the profession were in focus of the study. According to result of this research done with affection, value and adaptation sub-dimensions, gender, mother’s educational status and having a teacher relative in the family don’t lead to any changes; however father’s educational status is discovered to lead to changes in attitudes. Moreover, it is also stated students whose fathers are primary school
graduates have more positive attitudes than those having fathers, high school or university graduates. Besides, those students whose fathers are high school graduates have more positive attitudes than those having father, university graduates.

Çetin [1] has identified the differences in attitudes of students who are graduates of Anatolian Teacher Training High School and High School and who study at Faculties of Education. According to result of this research, it is observed that students at Faculties of Education generally have positive attitudes; gender variable leads to differences and girls have mostly more positive attitudes than boys; students’ attitudes change with regard to the type of high school they have graduated and graduates of Anatolian Teacher Training High School have more positive attitude than graduates of the other school; students’ perception of the profession and attitudes towards it influence their preferences for determining on the type of high school and vary with regard to field of study. However, it is also observed that the grades provided by the scale about educational status of parents don’t change much.

Data Collection
Research Model: As it is a descriptive research, survey model was implemented to describe the situation. Survey models is used to describe a situation happening at present or in the past as it is or it was [30]. Description is used to enhance research and its principles is appropriate for the subject and field of study; therefore, it is preferred.

Population and Sample: This research was carried out in 2010-2011 education year and the population was Izmir city and the sample was senior students, preparing for university exam, at Yamanlar Science High School and Yamanlar Anatolian High School. The number of students involved in the research was 40 students (24 boys and 16 girls) at Yamanlar Science High School and 110 students (95 boys and 15 girls) at Yamanlar Anatolian High School. All the students Yamanlar Science High School were in math class and they took over 493 points in placement test, SBS, to enroll this school. Then, 65 of students at Yamanlar Anatolian High School were in literature class and 45 of them were in literature and math class. They took over 455 points in the same exam to enroll this school.

The reason why these schools were preferred was that there has never done any research on the attitudes of students studying at private schools towards teaching profession. It is generally observed that students graduates of private high schools don’t prefer to study teaching at universities. Therefore, this research aims to put forward these students’ perception of teaching profession and their attitudes to it.

The features and total number of students at schools where the scale was used are given above in the table. Both schools have 31 female students, which constitutes 26.66% of total number and they have 119 male students, which constitutes 73.33% of total number.

As the type of high school students graduated, 40 of the participants were graduates of Science High School, which constitutes 26.66%. Similarly, 110 of students were graduates of Anatolian High School, constituting 73.33% of total student number.

As the place of teaching that these students prefer at their placement orders in university entrance, only one student of the total, which is 0.66% of the whole, is likely to put teaching in between 1st-4th choices; only 4 students, which constitutes 2.66% of the whole, are planning to put it in between 5th - 8th choices; 21 students, constituting 14% of the total number, are planning to put it in between 9th -12th choices; 34 students, constituting 22.66% of the total number, are likely to chose teaching in between 13th-16th choices; 90 students, 60% of the total number, are likely to chose teaching in between 17th-20th choices.

The Attitudes of Seniors at Secondary School to Teaching Profession

<table>
<thead>
<tr>
<th>Attitudes to Teaching</th>
<th>Total</th>
<th>Mean</th>
<th>Min.</th>
<th>Max.</th>
<th>Total Number</th>
<th>Negative Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>150</td>
<td>89.1</td>
<td>53</td>
<td>137</td>
<td>13365</td>
<td>35</td>
<td>X&lt;=91.00</td>
</tr>
</tbody>
</table>

Total number of students participating this research was 150 and the number of items in the scale was 35. Students were asked to reply each item in the scale. Scale was graded as number (1) totally disagree, (2) disagree, (3) neutral, (4) agree and (5) totally agree. The lowest grade that a student participant took from this scale was 53; the highest grade was 137. Total grade that all students took
from the scale was 13365. Mean of the total grade was 89.1, which indicates that students have a negative attitude to teaching profession when the mean is lower than 91.00.

**Assumptions:**

- Students participating in the research replied the items in the scale, Attitudes towards Teaching Profession, sincerely and truly.
- Validity and reliability of the scale was tested beforehand.

**Limitations:**

- The population and sample of the research was limited to second half of the 2010-2011 educational period and only to perception of the students at Yamanlar Science High School and Yamanlar Anatolian High School in Karsiyaka, Izmir.
- Then, it is limited to the results gathered by the scale developed by Çetin [1]. In this scale, experts’ opinions were also included and some changes were done, but the format and content of it wasn’t altered.
- The scale used in the research is as follows:

<table>
<thead>
<tr>
<th>Statements</th>
<th>Totally disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Totally agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teaching is the most ideal job form e</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I can be a teacher for all my life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I don’t like doing task related to teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teaching is an ambition for me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>There is nothing desirable in teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I believe I will like this job more when I get more experienced in this job.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>There is nothing else that I can feel morally more satisfied than teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>None can stop me doing this job.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I think teaching is appropriate for my personality.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I have decided on this job frankly and willingly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I believe moral satisfaction will let me forget any challenge I have in this job.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I don’t like teaching profession.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I chose to be a teacher since I like teaching people.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>If I am asked to chose another job, I chose teaching without hesitation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I don’t think I will be excited about teaching and learning something new all the time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I work hard to be successful in this job in the future.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I don’t think teaching will satisfy me either morally or financially.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I believe I will do this job properly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Teaching is the last job I want to do since I got fed up with both teachers and classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Teaching requires not only knowledge but aptitude as well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Teaching is the job where people share most.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>I can think to be a teacher only if I have no more choice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>I get upset as long as I think I will be a teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>I understand how serious teaching is as I learn more about it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>I don’t think I will continue this job when I find a better job.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Teaching requires self-devotion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Teaching is an honorable job.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>I hesitate about starting such a suffering job like teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Teaching is like a cure recovering societies degenerated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Thought of continually renewing yourself lets me hesitate to think about doing this job.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Teaching is a timeworn job having no recovery.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Teaching is among jobs having a very high conscience aspect.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>I get angry with spending all my time within a classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Teaching requires too much patience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>I have a big dream of taking a passing grade in HES (YGS).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Definitions: Scale of Attitudes towards Teaching Profession; It is a tool defining the attitudes of an individual towards teaching profession [31].

Measurement Techniques: In this research, as the goal is defining attitudes of senior students of high school towards teaching profession, data collection techniques, like observation, interview, or scale, can be used. Observation and interview weren’t preferred as the number of students was too high and as the results would not be reliable and as too much time would be spent. The reason why a scale, which is also more objective, statistically more reliable and more practical in terms of time and cost, was used in this research was that it eliminates abovementioned limitations as much as possible [32].

RESULTS

- All the students Yamanlar Science High School took over 493 points in placement test, SBS, to enroll this school. Then, for Yamanlar Anatolian High School, those took over 455 points in the same exam. Depending on these exam results, it can be claimed that these students are academically successful.
- It was observed that students read and replied the items in the scale carefully.
- It can be said students within the sample have negative attitudes to the teaching profession because almost none were observed choosing teaching profession willingly.
- It is observed that those students of science-literature class have more positive attitude to teaching than those of math class and they are more willing in preferring teaching than again the same student group.
- Female students were observed to have more positive attitude to teaching that male one, because they are more willing in preferring teaching profession than male students.
- Both Science High School and Anatolian High School students are not willing to chose teaching.
- In both high schools, joining a teacher training program at university was in the last places. Among their choices about programs at universities, students generally stated that teacher training programs would be in between 17th-20th choices.
- It was observed that students of both schools have parents who have a high level of income.
- It was observed that students of both schools have parents who are highly educated and there isn’t any one among parents who is illiterate. On the other hand, the number of primary school graduates among them is very few, while most of them are university graduate.
- Though some students have relative who are teachers, they don’t take them as model, but they intend to chose different jobs.
- Though some answered the question “If you were to chose teaching, what would the reason for this be?” with answers like “Because it is an easy job. Because I like studying with children. I would be an academician if I were a teacher.”, some answered with “I would never chose teaching. Even if it were the only choice, would never be a teacher. Because it isn’t a well-paid job”.
- Students mostly stated that they would like to choice engineering, medicine, architecture, law, or sub-departments of these study fields.
- Students in math class mostly prefer medicine, engineering and architecture, while those in science-literature class prefer law, economics and international relations.
- Some students prefer to be a lawyer, judge, or a doctor as it is his father’ job. However, nobody wanted to be a teacher though there is a teacher in their families.

Suggestions: Some suggestion figured out from the research are as follows:

- Some students stated that teaching isn’t a well-paid job; therefore, the payments made to them should be balanced or bettered, facility for the houses provided them should be improved and transportation should be improved.
- Students stated that they prefer more prestigious job and academicians and language teaching are more prestigious than other branches of teaching profession. Therefore, necessary precaution so as to upgrade prestige and value given to teaching should be taken and the common understanding of “If you cannot succeed in anything, be a teacher” must be eliminated.
- Both government and public’s perception of teaching should be replaced with positive ones and the perception of that teaching is for the people who are in pursuit of self-indulgent should be altered.
• Opportunities provided to teaching should be improved and academically successful students should be guided to do this job.
• Necessary studies for the available working teacher to upgrade their professional and cultural knowledge should be carried out and they should be guided to be model for their students.
• School should have technological equipments necessary for instructing and libraries should be developed and enriched.
• Teacher is not a person who only lectures and doesn’t intervene in anything else about students or class; however, he should become a guide person actively involving any social activity, getting a charismatic person by wining students’ favor.
• Promotion opportunities are limited in teaching, which inhibits teacher candidates when choosing this job. Therefore, initiatives for providing them promotion should be initiated and they should have more opportunities for promotion. To give the right value and importance to teaching profession, seminars on its nobility and prestige should be organized.
• Another source of students’ negative attitudes towards teaching profession is that school doesn’t have the necessary equipment that teachers use to improve themselves. Therefore, in order to reverse this situation, school should be provided more opportunities, equipments and backup for teachers’ self development.
• Schools, along with their resources and equipments, should lead students to teaching with their physical conditions. Therefore, these conditions and technical equipment should be attractive for students and all resources must be used to make students like their schools and teachers.

REFERENCES