

An Investigation of Non-Thesis Master's Program Geography Teacher Candidates' Attitudes Towards Teaching Profession Regarding Several Socio-Cultural Features

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The purpose of this study is to examine the attitudes of non-thesis master's degree program: geography teacher candidates towards teaching profession regarding several socio-cultural features. The study was conducted in different universities with 218 geography teacher candidates enrolled in the geography education non-thesis master's degree program. The study was made by survey model. Data were collected by the "Attitude Scales Towards Teaching Profession" developed by Çetin (2006) and "Personal Information Form" developed by the authors. Data were analyzed by *t*-test, ANOVA (the one-way analysis of variance) (F) and LSD (least significant difference) techniques. The results are given as follows: (1) The average of candidates' attitude grades are in favor of female candidates; (2) There is no difference between whether candidates work at a job; (3) According to variables of the types of high school graduated, educational level of the parents, occupations, income level and living place, there is no difference in candidates' attitudes scores; and (4) Candidates' enrolled in the geography education non-thesis master's degree program reason of preference influence on attitudes to teaching profession.

Keywords: geography, attitude, teaching occupation, socio-cultural, student

Introduction

Today, one of the basic requirements of existing as an individual or a society is to be able to develop adopting to the rapid changes in all fields all over the world. The pathway to this development is the education of the individual and the society in accordance with today's conditions. The education process of the individual starts with the birth. In this process, lots of information, skills, attitudes and values will be internalized. Some of these internalizations will be realized through the own lives of the individuals and the support of another person or persons is necessary for the realization of some other internalizations. The said other person may be the parents, friends, media, environment or teachers. If the internalization takes place in accordance with pre-determined purposes in order to create the required attitudes of the individual, this is called teaching. The places where teaching takes place in a planned and programmed form are schools (Eskicumalı, 2002, p. 8).

The planned, controlled organized teaching activities in the schools are called education (Erden, 1998, p. 20). The specialized persons who carry out the teaching activities in formal education institutions are called teachers

(Eskicumalı, 2002, p. 8). In Article 43 of the Basic Code of National Education No. 1739, teaching is defined as a specifically specialized profession carrying the education, teaching and the related management duties of the state. Teaching will be defined as a vocational activity in professional status, requiring an academic study and formation based on specialized knowledge and skills in its field, with social, cultural, economical, scientific and technologic dimensions, related with the sector of education by Hacıoğlu and Alkan (1997, p. 24).

The teachers who perform the geography courses that are included in the curriculum of the secondary education are called geography student teachers. Today in Turkey, geography student teachers will be educated with the Program of Faculty of Education of five years and the non-thesis master's degree program of one year in which the graduates of Faculty of Arts and Sciences participate. In the program of the Faculty of Education, there are two different applications being "3.5 + 1.5" years and five years. The students attending the program of geography students program of five years in the Faculty of Education also attend the teacher formation courses besides the courses starting in the first class. The students attending the program of "3.5 + 1.5" years in the Faculty of Education attend the courses of the Faculty of Arts and Sciences during the first 3.5 years and the teacher formation courses of the Faculty of Education during the last 1.5 years.

The graduates of the Faculty of Arts and Sciences attend the courses of teacher formation knowledge for a short period term of one year and have the right to act as geography students teachers after the graduation from the program. As the first application in the non-thesis master's degree programs, of which the application started in the academic year of 1998-1999, was carried out in three terms, this has been decreased to two terms in the academic year of 2008-2009. There have been critics that the non-thesis master's degree programs will not be able to develop the love and spirit as well as the feeling of service related with the profession (Kavcar, 2002). The facts that the students receive the courses of geography student teacher formation during the first two terms, that they make applications in the schools and that they participate in the KPSS examinations for the teachers at the end of the same year, have caused great difficulties with regard to the application of the program. The High Education Institution has announced that the non-thesis master's degree programs have been ended as of the end of the academic year 2009-2010, and a new system will be applied for the students attending the Faculty of Arts and Sciences to become teachers.

The formation of a sound society is only possible with the orderly and regularly maintenance of the education system in accordance with the requirements of the era. An education system can only be successful, if qualified teachers take place in the system (Çeliköz & Çetin, 2004). The different dimensions of the characteristics that a qualified teacher has to have, have been tried to be demonstrated in various studies (Küçükahmet, 1999; Özdemir & Yalın, 1999). These studies emphasize that one of the significant factors that secure the success in the teaching profession is the attitudes towards the teaching profession.

The teaching profession requires capacities related with general culture, field knowledge and pedagogical formation (Eskicumalı, 2002, p. 12). The accumulated knowledge of the individuals who will act as teachers in the field of their teaching, is not alone sufficient (Hoşgürür & Kılıç ve Dünder, 2002). Because a teacher does not only give knowledge and skills; at the same time, the teacher will assist the individual to gain attitudes in certain issues, interpret the knowledge neutrally, and use it during the process of self-realization (Dalgan, 1998, p. 42).

The basic element which can secure that the education in the school changes the behavior of the individual in the required direction, is the teacher. The teacher has influence on the students with his/her enthusiasm, personality, behavior, knowledge and determines if the students gain on positive or negative behavior. The characteristics which the teacher is supposed to have during this process include general culture, field

knowledge and knowledge of teaching profession. However, the sensual reactions of the teacher, especially the attitudes of the teacher that are developed with regard to the profession are significant besides the said capacities (N. Semerci & C. Semerci, 2004). Because the attitude of an individual with regard to the profession is the leading factor effecting the professional success of the individual (Gürbüz & Kışoğlu, 2007).

Attitude will be defined as:

Attitude is a mental and nervous state of preparation that is formed as result of the life and experiences having a directive or dynamic effect on the behavior of the individual against all objects and situations with which the individual has contact. (as cited in Allport, 1935; Freedman, Sears, & Carlsmith, 1989, p. 276)

On the other hand, Tezbaşaran (1997) defined attitude as "A learned trend of positive or negative reaction against certain objects, situations, institutions, concepts or other individuals".

An attitude influences the thoughts, feelings and behavior of an individual through adapting them to each other (Baykara Pehlivan, 2008). The positive attitude that a teacher candidate has towards the teaching profession will affect the behavior to be demonstrated at the beginning of the profession as well as the consistency of the feelings and all characteristics related with the teaching profession in a positive way. Varış (1973) related the required success of an education system with the cognitive, sensual and motional qualifications of the teachers who are a significant part of the system. Because the students will be effected mostly by the approach and the way of interpretation of the events by the teacher rather than the subject being explained by the teacher. Therefore, the ideal attitudes, emotional reactions, various habits and the approach towards the students of the teacher are significant at a great extend (as cited in Şenel, 1999).

In Turkey, it is possible to find studies in the literature related with the determination of the attitudes of the teacher candidates towards the profession in various teaching profession areas (Baykara Pehlivan, 2008; Hoşgürür, Kılıç, & Dündar, 2002; Derman, Özkan, Gödek Altuk, & Mülazımoğlu, 2008; Köğce, Aydın, & Yıldız, 2009). It is also possible to find studies in the literature that were made to determine the attitudes of the students of non-thesis master's degree program towards the teaching profession (Yüksel, 2004; Çakır, Kan, & Sümbül, 2006; Gürbüz & Kışoğlu, 2007). But the geography teacher candidates of non-thesis master's degree program were not included in these studies.

The attitude developed towards a profession is the most significant determinative factor for the success of the individual in the related profession. Therefore, it is important to know that the attitudes of the persons, who will carry out the teaching profession that requires patience and sacrifice, towards the teaching profession. The purpose of this study is to determine the attitudes of the geography teacher candidates attending the non-thesis master's degree program depending on some socio-cultural characteristics. Answers to the following standing questions were searched in accordance with this general purpose.

Of the geography teacher candidates attending the non-thesis master's degree program:

(1) What are their attitudes towards the teaching profession?

(2) Are there any differences between the attitudes towards the teaching profession depending on gender, being employed in any profession, educational status of the parents, profession of the parents, monthly income of the family, settlement unit of the family, the reason of preferring geography and geography students teaching?

Method

Study Model

This study has been carried out with general scanning method. General scanning methods are arrangements of scanning on a group, sample or sampling of the cosmos consisting of many elements generally or a part thereof, in order to reach a judgment about the cosmos (Karasar, 2008, p. 79).

Cosmos and Sampling

The cosmos of the study are the geography teacher candidates attending the non-thesis master's degree program of the social sciences/educational sciences institutes, education of social fields, geography teaching of the universities. As the sampling, totally 218 students were taken, who were in the class on the day of application and enrolled in the geography students teaching non-thesis master's degree program during the academic year 2009-2010 of Afyon Kocatepe University, Atatürk University, Çanakkale 18 Mart University, Marmara University, Selçuk University and Uşak University. The distribution of the geography teacher candidates in accordance with the universities and the gender variable are given in Table 1.

Table 1

Distribution of the Geography Teacher Candidates Teaching in Accordance With the Universities and the Gender Variable Who Are Included in the Sampling

		University						Total
		Atatürk	Selçuk	Çanakkale 18 Mart	Uşak	Afyon Kocatepe	Marmara	
Female	<i>n</i>	18	15	14	18	19	18	102
	%	8.3	6.9	6.4	8.3	8.7	46.2	46.8
Male	<i>n</i>	24	23	17	19	12	21	116
	%	11	10.6	7.8	8.7	5.5	9.6	53.2
Total	<i>n</i>	42	38	31	37	31	39	218
	%	19.3	17.4	14.2	17	14.2	17.9	100

Data Collection Instrument

In the study, a questionnaire form consisting of two sections has been used in order to determine the attitudes of the candidate teachers towards the teaching profession. In the first section of the questionnaire form, the "Personal Information Form" developed by the researchers has been used, in order to determine the socio-cultural characteristics of the geography teacher candidates. In this form, questions with the purpose of determining the genders, educational status of the parents, profession of the parents, monthly income of the family, settlement unit of the family, the state of employment in any profession, the reason of preferring geography and geography students teaching, were included. In the second section of the questionnaire form, the "Teaching Profession Attitude Scale" developed by Çetin (2006) has been used. The scale, of which the reliability coefficient is 0.95 (Cronbach Alpha), consists of the sub-dimensions of love, value and harmony. There are totally 35 attitude statements in the scale, 20 of which are positive and 15 are negative. These articles have been scaled in five categories as "I agree definitely", "I agree", "I cannot decide", "I do not agree" and "I do not agree definitely".

Analysis of Data

SPSS 13.0 program has been used for data analysis. In the analysis related with the socio-cultural

characteristics of the geography teacher candidates, frequency distribution has been used. The frequency distribution shows the data in figures and percent in order to describe the characteristics of the distribution of the values or points related with one or more variables (Büyüköztürk, 2007, p. 21).

For the positive articles included in the scale related with the distribution of the attitudes of the geography teacher candidates towards the teaching profession, the answers were graded as "I agree definitely", 5; "I agree", 4; "I cannot decide", 3; "I do not agree", 2; and "I do not agree definitely", 1. For the negative articles, the grading was adversely ("I agree definitely", 1; "I do not agree definitely", 5). The attitude points of each participant were determined totally and in relation with the sub-dimensions.

In the analysis of the data that were obtained with the application of attitude scale, t-test of un-related (independent) samplings were used in order to determine if the attitudes of the geography teacher candidates towards the teaching profession differ according to their genders, their states of employment in any profession. Variance analysis (*F*-test) with one factor (direction) was used in order to determine if the attitudes differ according to the educational status of the parents, profession of the parents, monthly income of the family, settlement unit of the family, the reason of preferring geography and geography teaching. For unrelated sampling, *t*-test will be used in order to test if the differences between the averages of two un-related samplings are meaningful; and variance analysis will be used in order to test if the differences between the averages of two un-related or more samplings are meaningfully different from zero (Büyüköztürk, 2007, pp. 40-47).

Findings

Findings Related With the Social-Cultural Characteristics of Geography Teacher Candidates of Non-Thesis Master's Degree Program

The distribution of the geography teacher candidates in accordance with the educational status of the parents is given in Table 2.

Table 2

Distribution of the Geography Teacher Candidates in Accordance With the Educational Status of the Parents

Educational status	Mother		Father	
	<i>n</i>	%	<i>n</i>	%
Unalphabet yazmaz	39	17.9	7	3.2
Alphabet	33	15.1	12	5.5
Primary school	126	57.8	148	67.9
Secondary school	16	7.3	39	17.9
University	4	1.8	12	5.5
Total	218	100	218	100

In Table 2, it can be seen that the educational level of the mothers (57.8%) and fathers (67.9%) of the geography teacher candidates is primary school level. In the second rank, alphabet for mothers with 17.9% and secondary school level for fathers can be seen. With regard to the educational level of the mothers, we can see in the third rank the group of which the mother is an alphabet and with regard to the educational level of the fathers, we can see in the third rank alphabet father with 5.5% and the group that are university graduates.

The distribution of the geography teacher candidates in accordance to the professions of the mothers and fathers is given in Table 3.

Table 3

Distribution of the Geography Teacher Candidates in Accordance to the Professions of the Mothers and Fathers

Profession	Mother		Father	
	<i>n</i>	%	<i>n</i>	%
Housewife	204	93.6		
Civil servant	2	0.9	18	8.3
Worker	3	1.4	23	10.6
Teacher	1	0.5	5	2.3
Farmer			33	15.1
Tradesman	1	0.5	12	5.5
Retired	6	2.8	92	42.2
Jobless			3	1.4
Freelance			19	8.7
Deceased			9	4.1
Others	1	0.5	4	1.8
Total	218	100	218	100

Accordingly, 93.6% of the geography teacher candidates have stated that their mothers are housewives. With regard to the profession of the fathers, the greatest group is with 42.2%, of which the fathers are retired. In the second rank, we see farmers (15.1%) and in the third rank we see the group of which the fathers are workers (10.6%).

The distribution of the geography teacher candidates in accordance with the monthly income status of the families is given in Table 4.

Table 4

Distribution of the Geography Teacher Candidates in Accordance With the Monthly Income Status of the Families

Monthly income	<i>n</i>	%
Below 500	34	15.6
501-1,000	94	43.1
1,001-1,500	57	26.1
1,501-2,000	23	10.6
Over 2,001	10	4.6
Total	218	100

According to Table 4, the monthly income of more than the half of the parents of the geography teacher candidates (58.7%) is 1,000 TL (Turkish Lira) or under. The rate of the geography teacher candidates of which the families have an income of 2,001 TL or over is only 4.6%. Twenty-six point one percent of the families have an income between 1,001-1,500 TL, 10.6% of the families have an income of 1,501-2,000 TL.

The distribution of the geography teacher candidates in accordance with the settlement units of the families is given in Table 5.

When we examine Table 5, we see that most of the geography teacher candidates live in districts (31.7%), cities (24.3%) and great cities (21.6%). The rate of the geography teacher candidates who live in villages is 13.8%, and who live in towns is 8.7%.

Table 5

Distribution of the Geography Teacher Candidates in Accordance With the Settlement Units of the Families

Settlement unit	<i>n</i>	%
Village	30	13.8
Town	19	8.7
District	69	31.7
City	53	24.3
Great city	47	21.6
Total	218	100

The distribution of the geography teacher candidates in accordance with the graduated type of lyceum is given in Table 6.

Table 6

Distribution of the Geography Teacher Candidates in Accordance With the Graduated Type of Lyceum

Graduated type of lyceum	<i>n</i>	%
General lyceum	191	87.6
Lyceum weighted with foreign language	7	3.2
Anadolu lyceum	7	3.2
Vocational lyceum	2	0.9
Lyceum with multi-program	6	2.8
Other	5	2.3
Total	218	100

In Table 6, it can be seen that 87.6% of the geography teacher candidates enrolled in the non-thesis master’s degree program are graduates of general lyceums. There are seven (3.2%) geography teacher candidates who are graduates of lyceums weighted with foreign language and Anadolu lyceums respectively. Graduates of lyceums with multi-programs follow them with 2.3% and of vocational lyceums with 0.9%.

The distribution of the geography teacher candidates in accordance with their employment or non-employment is given in Table 7.

Table 7

Distribution of the Geography Teacher Candidates in Accordance With Their Employment or Non-Employment

	Employed		Non-employed	
	<i>n</i>	%	<i>n</i>	%
Employed in sector	41	18.8	177	81.2
Geography teacher in private sector	33	15.1		
Employed in the field excluding teaching	2	0.9		
Another job outside of field	6	2.8		

In Table 7, it can be seen that 18.8% of the geography teacher candidates who have participated in the study are attending the non-thesis master’s degree program and are employed at the same time. Fifteen point one percent of the candidates who stated that they worked in any job as geography teachers in private sector and 2.8% in another job outside of the field; two geography teachers stated that they worked in jobs outside of the field.

The distribution of the geography teacher candidates in accordance with the reason of their preference of geography as they were enrolled in the university is given in Table 8.

Table 8

Distribution of the Geography Teacher Candidates in Accordance With the Reason of Their Preference of Geography

Reasons for preference of geography	<i>n</i>	%
Interest in geography	81	37.2
Wish to be a geographic	12	5.5
Wish to be a geography teacher	37	17
The fact that ÖSYS points were sufficient for this branch	80	36.7
Wish of the family	2	0.9
The thought that there might be alternative job possibilities	3	1.4
Others	3	1.4
Total	218	100

As it can be seen in Table 8, the interest for geography is in the first rank with 37.2% among the reasons of preference of geography of the geography teacher candidates during enrollment in the university. In the second rank is the fact that the ÖSYS (Student Selection and Placement Examination) points were sufficient for this branch with 36.7%. The rate of the candidates who chose the geography department because they wished to be geography teachers is 17%.

The distribution of the geography teacher candidates in accordance with the reasons of their preference to be a geography teacher as they were enrolled in the university is given in Table 9.

Table 9

Distribution of the Geography Teacher Candidates in Accordance With the Reason of Their Preference to Be a Geography Teacher

Reason of preference to a geography teacher	<i>n</i>	%
Interest in geography	125	57.3
Interest in teaching	51	23.4
Wish of the family	5	2.3
Easiness to find a job	12	5.5
Liking to teach	7	3.2
Not able to find another job in the field	13	6
Others	5	2.3
Total	218	100

Fifty-seven point three percent of the geography candidates participating in the study stated that their interest in geography was effective in their choosing the geography teaching. The rate of the candidates who wanted to be geography teachers due to the interest in teaching was 23.4%. Six percent of the geography teacher candidates stated that they preferred to be geography teachers since they found no other job.

Findings Related With the Attitudes of the Geography Teacher Candidates in the Non-Thesis Master's Degree Program Towards the Teaching Profession

The point averages of the geography teacher candidates in the non-thesis masters degree program towards the teaching profession are given in Table 10.

Table 10
Point Averages of the Geography Teacher Candidates Towards the Teaching Profession

	N	Minimum		Maximum		\bar{X}	Ss
		Possible	Received	Possible	Received		
Love	218	22	47	110	108	87.89	13.06
Value	218	8	21	40	38	33.23	3.09
Harmony	218	5	7	25	25	19.94	3.72
Total	218	35	90	175	168	141.06	17.47

In Table 10, it can be seen that the average attitude points of the geography teacher candidates towards the teaching profession \bar{X} is 141.06, considering that the highest possible point is 175, we can say that this point is high. It can also be seen that the point averages related with the sub-dimensions of the scale, namely, love, value and harmony, are very close to the possible highest points. Accordingly, it is possible to say that the attitudes of the geography teacher candidates towards the teaching profession are relatively high.

The *t*-test results of the attitude point averages of the geography teacher candidates towards the teaching profession in accordance with the gender are given in Table 11.

Table 11
T-Test Related With the Differences Between the Attitude Point Averages of the Geography Teacher Candidates Towards the Teaching Profession in Accordance With the Variable Gender

	Gender	N	\bar{X}	SD	df	t	P
Love	Female	102	91.33	12.43	216	3.75	0.00
	Male	116	84.87	12.89			
Value	Female	102	34.16	2.37	216	4.34	0.00
	Male	116	32.41	3.41			
Harmony	Female	102	20.55	3.08	216	2.32	0.02
	Male	116	19.39	4.14			
Total	Female	102	146.05	15.91	216	4.09	0.00
	Male	116	136.68	17.67			

The attitudes of the geography teachers towards the teaching profession differ meaningfully in accordance with the gender ($t_{(216)} = 4.09, P < 0.05$). The attitudes of the female geography teacher candidates towards the teaching profession ($\bar{X} = 146.05$) is more positive in comparison to the male geography teacher candidates ($\bar{X} = 136.68$). Also in the love, value and harmony sub-dimensions of the attitudes towards the teaching profession, the attitude point averages of the female geography teachers are higher than those of the male candidates. In other words, we can say that the gender is a factor for the attitudes of the geography teacher candidates towards the teaching profession.

The results of the *F*-test related with the differences between the attitude point averages of the geography

teacher candidates towards the teaching profession in accordance with the educational status of the parents are given in Table 12.

Table 12

F-Test Related With the Differences Between the Attitude Point Averages of the Geography Teacher Candidates Towards the Teaching Profession in Accordance With the Educational Status of the Parents

Source of the change	Mother					Father				
	Total squares	df	Mean squares	F	P	Total squares	df	Mean squares	F	P
Groups	128.80	4	282,020	0.922	0.45	1,109.49	4	277.37	0.906	0.46
Groups internal	65,175.15	213	305.98			65,194.47	213	306.07		

According to Table 12, the *F*-value that was determined through the testing of the differences between the attitude point averages of the geography teacher candidates according to the profession of the mothers (0.922) is not meaningful at the $P > 0.05$ level. Similarly, the *F*-value that was determined through the testing of the difference between the attitude point averages of the geography teacher candidates according to the profession of the fathers (0.906) is also not meaningful at the $P > 0.05$ level. According to these results, it can be said that the educational status of the parents of geography teacher candidates is not effective on the formation of their attitudes towards the teaching profession.

The results of the *F*-test related with the differences between the attitude point averages of the geography teacher candidates towards the teaching profession in accordance with the professions of the parents are given in Table 13.

Table 13

F-Test Related With the Differences Between the Attitude Point Averages of the Geography Teacher Candidates Towards the Teaching Profession in Accordance With the Professions of the Parents

Source of the change	Mother					Father				
	Total squares	df	Mean squares	F	P	Total squares	df	Mean squares	F	P
Groups	63,863.89	6	406.67	1.344	0.23	62,223.10	9	453.42	1.516	0.14
Groups internal	66,303.96	211	302.67			66,303.96	208	299.15		

According to Table 13, the *F*-value determined through the testing of the differences between the attitude point averages of the geography teacher candidates according to the profession of the mothers (1.344) is not meaningful at the $P > 0.05$ level. Similarly, the *F*-value determined through the testing of the differences between the attitude point averages of the geography teacher candidates according to the profession of the fathers (1.516) is also not meaningful at the $P > 0.05$ level. According to these results, it can be said that the professions of the parents of geography teacher candidates are not effective on the formation of their attitudes towards the teaching profession.

The results of the *F*-test related with the differences between the attitude point averages of the geography teacher candidates towards the teaching profession in accordance with the monthly income of the parents are given in Table 14.

Table 14

F-Test Related With the Differences Between the Attitude Point Averages of the Geography Teacher Candidates Towards the Teaching Profession in Accordance With the Monthly Income of the Parents

Source of the change	Total squares	df	Mean squares	F	P
Between groups	1,348.55	4	337.143	1.106	0.355
Groups Internal	64,955.494	213	304.955		

According to Table 14, the *F*-value determined through the testing of the differences between the attitude point averages of the geography teacher candidates according to monthly income of the parents (1.106) is not meaningful at the $P > 0.05$ level. In other words, it can be said that the monthly income of the parents of geography teacher candidates is not effective on the formation of their attitudes towards the teaching profession.

The results of the *F*-test related with the difference between the attitude point averages of the geography teacher candidates towards the teaching profession in accordance with the settlement unit of the parents are given in Table 15.

Table 15

F-Test Related With the Differences Between the Attitude Point Averages of the Geography Teacher Candidates Towards the Teaching Profession in Accordance With the Settlement Unit of the Parents

Source of the change	Total squares	df	Mean squares	F	P
Between groups	799.300	4	199.825	0.650	0.628
Groups internal	65, 504.668	213	307.534		

According to Table 15, the *F*-value determined through the testing of the differences between the attitude point averages of the geography teacher candidates according to monthly income of the parents (0.650) is not meaningful at the $P > 0.05$ level. In other words, it can be said that the settlement unit of the parents of geography teacher candidates is not effective on the formation of their attitudes towards the teaching profession.

The results of the *F*-test related with the difference between the attitudes point averages of the geography teacher candidates towards the teaching profession in accordance with the type of graduated school are given in Table 16.

Table 16

F-Test Related With the Difference Between the Attitude Point Averages of the Geography Teacher Candidates Towards the Teaching Profession in Accordance With the Type of Graduated School

Source of the change	Total squares	df	Mean squares	F	P
Between groups	613.637	5	122.727	0.396	0.851
Groups internal	65, 690.331	212	309.860		

According to Table 16, the *F*-value determined through the testing of the difference between the attitude point averages of the geography teacher candidates according to monthly income of the parents (0.396) is not meaningful at the $P > 0.05$ level. In other words, it can be said that the type of graduated school of geography teacher candidates is not effective on the formation of their attitude towards the teaching profession.

The results of the *t*-test related with attitude point averages of the geography teacher candidates towards the teaching profession in accordance with the employment in any type of job or non-employment are given in Table 17.

Table 17
T-Test Related With the Difference Between Attitude Point Averages of the Geography Teacher Candidates Towards the Teaching Profession in Accordance With the Employment in Any Type of Job or Non-Employment

	Job	N	\bar{X}	SD	df	t	P
Attitude	Non-employed	177	141.14	17.93	216	0.127	0.899
	Employed	41	140.75	15.54			

The attitudes of the geography teacher attitudes towards the teaching profession do not differ meaningfully in accordance with the employment or non-employment ($t_{(216)} = 0.127, P < 0.05$). In other words, we can say that the employment or non-employment is not a factor for the attitudes of the geography teacher candidates towards the teaching profession.

The results of the *F*-test related with the differences between the attitude point averages of the geography teacher candidates towards the teaching profession in accordance with the reason of preference of geography are given in Table 18.

Table 18
F-Test Related With the Difference Between the Attitude Point Averages of the Geography Teacher Candidates Towards the Teaching Profession in Accordance With the Reason of Preference of Geography

Source of the change	Total squares	df	Mean squares	F	P
Between groups	6,276.697	6	1,046.116	3.677	0.002
Groups Internal	60,027.271	211	284.489		

According to Table 18, the *F*-value determined through the testing of the differences between the attitude point averages of the geography teacher candidates according to the reason of preference of geography (3.677) is meaningful at the $P < 0.05$ level. LSD test was applied in order to determine between which groups (reasons of preference of geography) the difference is. According to the obtained findings, it has been understood that it is not to the benefit of the wish of the parents between the options the wish of the parents with ($\bar{x} = 100$), the interest in geography ($\bar{x} = 143.23$), wish to be a geographic ($\bar{x} = 139.08$), wish to be a geography teacher ($\bar{x} = 143.91$), ÖSS points ($\bar{x} = 138.91$) and others ($\bar{x} = 158$). Another difference is, it has been understood that it is not to the benefit of the thought that there may be alternative job possibilities between the options there may be alternative job possibilities with ($\bar{x} = 123.33$), the interest in geography, the wish to be a geography teacher and other options. According to these results, we can say that the preference of geography is a factor for the formation of the attitude of the geography teacher candidates towards the teaching profession.

The results of the *F*-test related with the difference between the attitude point averages of the geography teacher candidates towards the teaching profession in accordance with the reason of preference to be geography teacher are given in Table 19.

Table 19
F-Test Related With the Difference Between the Attitude Point Averages of the Geography Teacher Candidates Towards the Teaching Profession in Accordance With the Reason of Preference to Be Geography Teacher

Source of the change	Total squares	df	Mean squares	F	P
Between groups	13,510.016	6	2,251.669	8.999	0.000
Groups Internal	52,793.952	211	250.208		

According to Table 19, the F -value that was determined through the testing of the differences between the attitude point averages of the geography teacher candidates according to the reasons of preference of geography (8.999) is meaningful at the $P < 0.01$ level. LSD test was applied in order to determine between which groups (reasons of preference of being geography teacher) the difference is. According to the obtained findings, it has been understood that it is not to the benefit of the wish of the parents between the options the wish of the parents ($\bar{x} = 113$), the interest in geography ($\bar{x} = 142.23$), interest in teaching ($\bar{x} = 148.72$), liking to teach ($\bar{x} = 148.57$), and others ($\bar{x} = 121.84$). It has been seen that it is not to the benefit of not being able to find any job in the field between the options not being able to find any job in the field with ($\bar{x} = 121.84$), interest in geography, interest in teaching and liking to teach; not to the benefit of easiness to find a job between the options the benefit of easiness to find a job, interest in geography and interest in teaching; to the benefit of interest in teaching between the options interest in teaching and interest in geography. According to these results, we can say that the preference of being geography teachers is a factor for the formation of the attitudes of the geography teacher candidates towards the teaching profession.

Result and Discussion

The findings that were obtained through the analysis of the data collected for this study with the purpose of examining the attitudes of non-thesis master's degree program geography teacher candidates towards teaching profession regarding several socio-cultural features, have been interpreted and the following results were achieved.

The number of the male candidates among the geography teacher candidates is higher than the female candidates. Similar findings are in question in the studies conducted in relation with geography teacher candidates or teachers (Özey, 1998; Alım & Bekdemir, 2006; Sezer, 2009; Aladağ, 2003). In other words, the rate of the male candidates is higher among those who prefer the geography departments of the universities.

The educational level of most of the parents of the geography teacher candidates is primary school. But the rate of the analphabet mothers is so high that it cannot be ignored. If we consider that the rate of the analphabets in the Turkish population is 7.67% according to the ADNKS (Address Based Population Registration System) data, this result is more considerable.

Most of the mothers of the geography teacher candidates are housewives. The greatest group stated that the fathers are retired. This is followed respectively by farmer, worker, freelance and civil servant. The distribution of the geography teachers according to the profession of the parents is similar in the study of Aladağ (2003).

More than a half of the geography teacher candidates are children of families with a monthly income below 1,000 TL. The rate of the geography teacher candidates of which the families have a monthly income over 2,000 TL is only 4.6%. If we consider that the hunger limit of a family with four persons in our country is almost 1,000 TL and the poverty limit is extremely above 2,000 TL (<http://www.turkis.org.tr>, 2010), we can say that the geography teacher candidates consist of the children of families with lower income levels. Generally, the teaching profession is chosen by the children of families of which the income level is low or medium. It can be said that seeing a higher possibility of being employed as state personnel after completing the university education is the basic factor in this issue.

The geography teacher candidates are mainly children of families who live in districts, cities and great cities (77.6%). In accordance with the data of December 31, 2009, 75.5% of the Turkish population lives in the centers of cities and districts, and 24.5% live in towns and villages (Tuik, 2010). In this regard, it can be said

that there is a similarity between the distribution of the geography teacher candidates participating in the study and the settlement unit of the families.

The rate of the candidates coming from any other type of lyceum except the general lyceums to the Geography Department of the Faculty of Arts and Sciences is only 12.3% due to non-thesis masters' degree program. In other words, it can be said that the geography programs of the universities will be more preferred by the graduates of general lyceums. It is a fact that the points of the Faculties of Arts and Sciences among the faculties with integrated education in high education are low with regard to the employment difficulties after graduation. In Turkey, the graduates of Science Lyceums, Anadolu Teacher Lyceum and Anadolu Lyceum obtain higher points respectively during the placement in the universities after the secondary school. General lyceums are the schools in which the students will be enrolled, who are not able to be placed in the above mentioned types of lyceums in accordance with the system of transferring to the secondary education after primary education with examination. The result is that the successful students of the general lyceums are able to be placed mainly in the Faculties of Arts and Sciences.

Forty-one of the 218 geography teacher candidates of non-thesis master's degree program participating in the study stated that they worked also in another job, 33 of them were employed as geography teachers in the private sector, 6 of them worked outside of field and 2 of them worked in fields outside of teaching field.

It is possible to say that the attitude of the geography teacher candidates participating in the study towards the teaching profession is relatively high. This result is also valid for the love, value and harmony sub-dimensions of the attitude. This state can be interpreted in such a way that the geography teacher candidates have one of the most significant conditions that is necessary for the productivity in the execution phase of the profession.

The attitude point of the female geography teacher candidates is higher than those of the male candidates. In the study conducted by Alim and Bekdemir (2006), the gender has not been determined as a factor in the attitudes of the geography teacher candidates towards the teaching profession. But there are findings in some studies (Sözer, 1996; Kaya & Büyükkasap, 2005; Baykara Pehlivan, 2008; Köğçe, Aydın, & Yıldız, 2009) related with the attitudes of teacher candidates in different fields, that the gender is a factor. The opinion that the teaching profession is more appropriate for females in our country due to the economical and social conditions of today is very common. At the same time, the fact that the employment areas where females can be employed are limited, may have caused the female geography teacher candidates to develop more positive attitudes towards the profession.

For the attitudes of the geography teacher candidates, the educational status of the parents, profession of the parents, monthly income of the family, settlement unit of the family, type of graduated lyceum are no factors. Findings which state that the above mentioned socio-cultural characteristics are effective or not on the attitudes of the geography teacher candidates towards the profession are in question. For example, the differentiation between the attitude points in accordance with the educational status of the father was determined in the study conducted by Baykara Pehlivan (2008) among class teacher candidates and at the same time, it was determined that the educational status of the mother, profession of the parents and the economical status of the families are not effective on the attitude towards the profession. Although the type of graduated lyceum has not been determined as a factor of the attitude in study that was made by Üstün (2007) among teachers of different branches, the type of lyceum has been determined as a factor in a similar study conducted by Derman et al. (2008) among chemistry teachers. In the same study, a finding is in question that the

educational level of the parents is not effective on the attitude towards the teaching profession.

One of the most important factors in the selection of the profession is the wishes and dreams of the individual (Temel, 2006). Therefore, the reasons of preference of geography and teaching of the geography teacher candidates are quite important. The interest in geography is in the first rank among the reasons of preference of geography of the geography teacher candidates. However, the fact that 36.7% of the participants indicate that the reason of preference is the insufficiency of the ÖSS points for the related program, is an issue to be considered. In the study conducted by Özey (1998, p. 222) in the academic year of 1997-1998, it has been stated that 72% of the students being educated in the Geography Departments and Major Geography Education programs were placed in the related units with their own wishes and 28% were placed due to preference mistakes.

More than a half of the geography teacher candidates have stated that the reason for preferring to be a geography teacher is their interest in geography. The candidates stating that the reason of preferring to be a geography teacher is their interest in teaching are in the second rank and not being able to find a job in the field is in the third rank.

It has been determined that the reasons of preference of the geography teacher candidates for geography and geography teacher cause differentiations in their attitudes towards teaching. The attitude point averages of the candidates, who stated that the reason of their preference for geography and geography teachers is the wishes to be a teacher or the interest in teaching, are the highest. The results of the studies of Gürbüz and Kışoğlu (2007) as well as Yumuşak et al. (2006) support the said finding.

The following recommendations can be made according to the results of this study:

(1) Arrangements must be made which secure that each individual can choose a profession in accordance with his/her wishes in order to raise happy individuals; or more applications must take place during the education related with the profession which have the purpose that the individual likes the profession and creates positive attitudes;

(2) During the acceptance of the graduates of the Geography Department of the Faculties of Arts and Sciences to the non-thesis master's degree program, more attention must be paid to the selection of those who like the teaching profession and who want to carry out this profession.

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