The Effects Of Pedagogical Training Program On Students' Professional Attitudes And Self Efficacy Levels

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ABSTRACT
Obviously, one of the most important elements of education is teacher. The effect of the teacher is very high and the importance of professional attitudes and self-efficacy levels of teachers are improving in each day. Nowadays, pedagogic training program is going on for the students that are graduated from the other faculties than education. At the end of this certificate program, these students are being teachers. This study aims to investigate the effects of pedagogic training program on students' professional attitudes and self efficacy levels. A weak experimental design is conducted for the study. Experimental design is known as one of the quantitative research methods. The population of the study are 1037 Siirt university pedagogical training program students. This program started in July 2014 and finished in January 2015. Professional Attitude Scale (PAS) and Teacher Self-Efficacy Scale (TSS) are used as pre-test at the beginning and post-test at the end of the study. PAS is developed by Çetin (2006) and includes 35 items and TSS is developed by Çapa, Çakıroğlu and Sarıkaya (2005) and includes 24 items. At the end of the study, there is no statistically significant difference between pre-test and post test scores on participants' professional attitudes scores and its subscales love, value and appropriateness. Additionally there is a statistically significant difference on participants self-efficacy scores and its to subscales student participant and teaching strategies.

Keywords: Pedagogical Training Program, Professional Attitudes, Self Efficacy

INTRODUCTION
The world is changing and developing in many sectors so the organizations must make revisions in both their human management politicizes and their systems to adapt these developments and the changes. Educational systems and schools as part of the process of these changes and developments need to make improvements. Nowadays societies want individuals to have critical thinking, questioning, aware of personal and social responsibilities from educational systems. Obviously, one of the most important elements of educational systems are teachers. In this century, the are some changes in the structure, definition and responsibilities of teaching profession. There is a strong need to improve teachers' qualities as parallel to new educational programs to develop their questioning, critical thinking and responsibilities. A special knowledge to make a job, the concept of proficiency as described for license, the improvement of the qualities that the teachers should have must be gained by teachers (Köksal, 2008). Ministry of Education in Turkey made some training programs to improve teachers' proficiencies and attitudes. In developed countries, teaching profession is known as a career profession in the base of professional mentality. However, in Turkey, teaching profession efforts to create its own rules and proficiencies for reaching standards. Because, when a teachers' success is increased, this will automatically increase students' and educational systems' success. Sönmez (2003) determine the basic and important elements of school system in education as; student, program and teacher. When one of them is missing, he states that education and schools can not be exist.

In the related literature, generally, the expected qualities of teachers are listed as follows by (Numanoğlu ve Bayır, 2009);

Taking into account the individual differences and needs of students in teaching process,
Improving human relations and communication skills,
Encouraging students for cooperative learning and active participant,
Advising them for their spare time,
Counseling tem for environmental studies,
Using student centered approaches during lectures,
Helping students that need special education,
Planning and using appropriate techniques and strategies,

Evaluating them with appropriate methods and instruments for their cognitive, affective and psychomotor domains,

- Preparing teaching materials,
- Encouraging them for expected behaviors,
- Connecting between inter-disciplines,
- Knowing intelligent quantity types and learning styles,
- Knowing enough subject matter.

Teachers professional attitudes and self-efficacy levels become important because of these expected changes in the proficiencies of teachers. In this regard, attitudes are different than opinions, values and beliefs. Opinions are known as personal reflections to specific situations and formations. However, attitudes are more general because of the effects to broader range of events groups and groups of people (Üstüner, 2006). Recently, the increase in the number of studies related to attitudes nd self efficacy levels of teachers show us the importance of this subject. Because, higher and positive self efficacy levels and teaching profession attitudes effect students' success and motivations (Ekici, 2006).

As a result of these, researchers tried to investigate the changes on professional attitudes and self efficacy levels of the students that enrolled pedagogical training program to be a teacher. So the effect of pedagogical training program is being determined. Researchers are tried to answer the following sub-problems:

- What are the pre-test and post-test results of teaching professional attitudes scores of pedagogical training program students?
- What are the pre-test and post-test results of self-efficacy level scores of pedagogical training program students?
- Is there a significant difference between pre-test and post-test scores of teaching professional attitudes of pedagogical training program students?
- Is there a significant difference between pre-test and post-test scores of self-efficacy levels of pedagogical training program students?
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METHOD

During the study, a weak experimental study is conducted to investigate pedagogical training program students' teaching professional attitudes and self-efficacy levels. As known, in scientific methods, the precise results can be obtained by experimental studies which is a kind of quantitative studies (Büyüköztürk, 2014; Can, 2014; Corrine, 2011). Large group design is used and the same participants are examined in different conditions, before and after the treatment. To supply these, pre-tests were used before pedagogical training program and pos-tests were used at the end of the program. The program took 5 months and students got courses related to education and teaching profession. The scores of the instruments were analyzed by using a statistical program.

The study is started in July 2014 in Siirt University- Education Faculty and finished in January 2015. 1037 students that enrolled to pedagogical training program were constructed the population of this study. The population was accessible so the sample selection procedure was not applied. The study consisted of two parts. In the first part, pre-test was applied in July 2014 and in the second part post-test were applied at the end of the program. Two instruments were used to collect data from the participants. First, "Professional Attitude Scale" (PAS) is used to understand the attitudes of participants towards teaching profession. This scale is constructed by Çetin (2006) and consists of 35 items with three factors: love, appropriateness and value. Second, "Teacher Self- Efficacy Level Scale" (TSS) is used to understand participants self-efficacy levels. The scale was transformed to Turkish, reliability and validity analyzes were done by Çapa, Çakıroğlu ve Sarıkaya (2005) and consists of 24 items. TSS has three factors; student participant, teaching strategies and classroom management. Additionally, reliability analyzes were done by the researchers and found above 0.70 for both scales. Data is analyzed by using SPSS 21.0 and frequency (N), arithmetic average ($\bar{X}$), percentage (%), standard deviation (Sd) was calculated for PAS, TSS and their subscales. To see the statistical significant difference between pre-test and post-test scores of the instrument and their subscales, after looking groups homogeneity parametric statistical techniques were used. T-test analyzes were applied and looked for the difference in $p \leq .050$. The findings are presented in tables as in follows.

RESULTS

The demographic characteristics like gender, age and branches of the pre-test participants are presented in Table 1.

Pre-test results of the participants are presented in Table 1.

Table 1. Demographics Features of Pre-Test Participants

		N	%
Gender	Female	174	41,4
	Male	246	58,6
	Total	420	100,0
Age	30 and Below	28	6,7
	31-40	351	83,6
	41-50	41	9,8
	Total	420	100,0
Branch	Social Sciences	231	55,0
	Quantitative Sciences	189	45,0
	Total	420	100,0

From Table 1, the distribution of participants for gender and branches variables are seen equable. However, the students above ages 30 are seen very high (93,4%). This resulted from pedagogical training program was not started in the past and students was waiting for it for many years.

The demographic characteristics of the post-test participants in Table 2.

Table 2. Demografic Features of Post-Test Participants

		N	%
Gender	Female	118	38,2
	Male	191	61,8
	Total	309	100,0
Age	30 and Below	30	9,7
	31-40	253	81,9
	41-50	26	8,4
	Total	309	100,0
Branch	Social Sciences	187	60,5
	Quantitative Sciences	122	39,5
	Total	309	100,0

Similar to Table 1, Table 2 also shows that due to gender variable participant distribution is equable and according to gender variable again most of the participants (90,3%) are above 30 age. According to branches the number of participants (60,5%) from social sciences like history, religion, geography and literature is more than those of quantitative sciences like physics, chemistry, biology, mathematics and nursing.

Pre-test and post-test PAS scores of the participants are presented in Table 3.

Table 3. Pre-test and Post-test Scores of Professional Attitude Scale

		Pre-test		Post-test	
		$\bar{X}$	Sd	$\bar{X}$	Sd
Professional Attitudes	Love	2,96	1,20	3,00	1,20
	Value	1,58	0,87	1,65	0,92
	Appropriateness	3,76	1,27	3,74	1,25
	Total	2,77	1,11	2,80	1,12

According to Table 3, in general there is no significant changes in the participants professional attitude scores (pre-test= 2,77 – post-test= 2,80 change= +0,03),in subscales, the most increase is seen in value subscale (pre-test = 1,58 – post-test = 1,65 change +0,07) and this change is not so big to say there is a strong difference between beginning and end of the program. As a result, when we look at the arithmetic averages and the standard deviations, we can conclude that there is no strong effect of pedagogical training program on students' professional attitudes.

Pre-test and post-test TSS scores of the participants are presented in Table 4.

Table 4. Pre-test and Post-test Scores of Teachers' Self-Efficacy Scale

		Pre-test		Post-test	
		$\bar{X}$	S.s.	$\bar{X}$	S.s.
Self-Efficacy	Student Participant	3,83	0,81	3,90	0,80
	Teaching Strategies	3,87	0,80	3,94	0,83
	Classroom Management	3,71	0,91	3,79	0,93
	Total	3,80	0,84	3,88	0,85

According to Table 4, it is obviously seen that, there is a positive effect of pedagogical training program on participants' self-efficacy levels and its subscales. The reason of that difference may caused from two important properties of pedagogical training program. Firstly, the education taken with pedagogical training program inform the participants about the requirements and the responsibilities of teachers. Secondly, participants' self confidence levels are increasing with the program and they are starting to think that they can make teaching well. Unforgettable thing from the results that the increase in self-efficacy levels is not too much.

T-test results of the professional attitude scores of participants are presented in Table 5.

Table 5. T-test Results for Professional Attitude Scores Between Pre-est and Post-test

		N	$\bar{X}$	S.s.	p
Love	Pre test	420	3,00	0,36	.942
	post test	309	3,00	0,49	
Value	pre test	420	1,65	0,64	.166
	post test	309	1,59	0,56	
Appropriateness	pre test	420	3,74	0,87	.758
	post test	309	3,76	0,81	
Total	pre test	420	2,80	0,29	.582
	post test	309	2,78	0,35	

Note: * There is a significant difference on $p \leq .050$.

Table 5 is constructed to understand whether there is a significant difference between pre-test and post-test scores of professional attitudes scale. According to Table 5, it is seen that there is no significant difference on participants' professional attitudes in general and in subscales. Because p value is bigger than .050. So, we can say that pedagogical training program do not effect participants' professional attitudes significantly.

T-test results of the teachers self efficacy scores of participants are presented in Table 6.

Table 6. T-test Results for Professional Attitude Scores Between Pre-test and Post-test

		N	$\bar{X}$	S.s.	p
Student Participant	pre test	420	3,83	0,48	**.016***
	post test	309	3,93	0,60	
Teaching Strategies	pre test	420	3,87	0,51	**.047***
	post test	309	3,95	0,55	
Classroom Management	pre test	420	3,71	0,60	.058
	post test	309	3,79	0,56	
Total	pre test	420	3,81	0,47	**.015***
	post test	309	3,90	0,47	

Note: * There is a significant difference on $p \leq .050$.

Table 6 is constructed to see whether there is a significant difference or not between pre-test and post-test scores of the participants on teachers self-efficacy levels scale. It is seen that there is significant difference on total scores of self-efficacy levels and it two subscales student participant and teaching strategies because of $p \leq .050$. In the other subscale, classroom management, there is no significant difference is found because of $p \geq .050$. Participants' self-efficacy levels in general and in two subscales, student participant and teaching strategies, are changed significantly. The reason of this result may caused from increase in the education levels of the participants with pedagogical training program supply an increase in the self- efficacy levels of them.

CONCLUSION AND SUGGESTIONS

During this study, the effects of pedagogical training program on students' professional attitudes and self efficacy levels are tried to be investigated by using one group pre-test and post-test design. There were no control group for the study so this study can be categorized as a weak experimental study. The findings of the study show that there is no obvious change in participants' professional attitudes at end of pedagogic training program. When we look at the subscales of professional attitude scores; in love and value subscales there is slight increases and in appropriateness subscale there is a small decrease. According to these findings, pedagogical training program does not positively contribute participants' adaptations to teaching profession and love to this job. On the other hand, it may be said, this program negatively affects the participants. The reason of that may be the requirements and the responsibilities of teaching profession like improving yourselves with new techniques, methods, technologies, studying hard with newly changed subject matter of the subject area and adapting teaching profession with new and changeable conditions. However, the participants think that these requirements are not so important for teaching profession. Because the participants enrolled to pedagogical training program think that teaching profession is a relaxed, have more spare times and holidays, and a job guaranteed by public . In value subscale of professional attitude scale, although there is a slight change in positive direction, the quantity of this change is very small and we could not make a comment. As a conclusion, the engrossing point in terms of program and students is that teaching profession is not sufficiently understood by future teachers participated in pedagogical training program.

The other dimension of the study is self-efficacy levels of the participants. As a result of this dimension, there is a small increase in total and subscales of self-efficacy levels. This result may be concluded as pedagogical training program slightly develop students' self-efficacy levels and its subscales student participant, teaching strategies and classroom management. Pre-test and post-test scores are also analyzed to understand whether there is a significant difference or not between beginning and end of the program. T-test is used in statistical package program. As a result of these, there is no significant difference seen in professional attitudes and its subscales while there is a significant difference seen on self-efficacy levels and its two subscales ; student participant and teaching strategies. Additionally, no significant difference were seen on classroom management subscale of self -efficacy levels. This study showed us the pedagogical training program does not heavily effect students' professional attitudes, but this program effect students' self-efficacy levels. The reason of that difference may be caused from the participants' thought about teaching profession as a job that may economically facilitates their lives and their learning in pedagogical training program effect their self-confidence.

At the end of the study, following suggestions can be done for the future studies related to pedagogical training program, professional attitudes and self-efficacy levels:

- This study can be repeated and compared with the other universities' pedagogical training programs and students.
- This study can be redesigned with the aim of comparison between pedagogical training program and education faculty program students.
- A qualitative research ban be conducted with pedagogical training program students to check and deeply understand these quantitive results.

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