

Formation of University students' interest in the teaching profession

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Abstract

Professional interest can be effective in many areas such as completing the education during university education, effective in the decision to change the field of study, effective in terms of satisfaction with the learning process, and academic success. The aim of this study is to determine the interests of teacher candidates studying at the faculty of education towards the teaching profession. In the research, qualitative research method was used. The study group of the research consists of 250 teacher candidates studying at the education faculties of two different universities in the 2020-2021 academic year. Semi-structured interview forms prepared by the researchers were used as data collection tool. The reason for choosing the qualitative data method is to learn the views of the students in detail. Future generations are the work of teachers. And whether they can do this job in the best way is related to professional interest. If we look at the general result obtained from this research, trainings can be given to increase the attitudes and interests of teacher candidates

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towards this profession. It can be said that both the answers they gave in the choice of profession and their knowledge about the profession were quite negative.

Keywords: University, education, teacher candidate, interest, professional knowledge

1. Introduction

Attitude, which is a system of thought, a judgment that determines the actions of individuals, is not considered behavior according to sociologists. Attitude, which is also defined as the psychological readiness to perform a behavior, can also be defined as the structure that performs an action with this readiness. When the research is researched, the response consciousness, the structure that affects the choice, the current reactive tendencies, the creation of an environment conducive to decision-making, the tendency of feelings and thoughts, emotional readiness, the internal tendencies that govern the behavior are investigated. , mental evaluations, assumptions made to shape behavior, meaning of relationship, new behavior arising from experience. They tried to explain the relationship with many definitions and expressions such as analytical estimation (Aksoy, 2010; Kağıtçıbaşı, 2006; Göksu, 2007; Yaylak, 2019; Arkonaç, 2005).

The teaching profession is one of the basic building blocks of society. The importance of teachers in the life of the nation is undeniable. The task of the educator influences the minds of the youth of the future, shaping them in various ways. The future of a nation is built through the educational process. A nation trying to do this must do so with the help of talented teachers in order to stay on the path of progress. The nation cannot afford to leave its future in the hands of incompetent teachers. In the words of Lau, Singh, & Hwa, (2009), "the world of tomorrow will emerge from today's schools." Thus, teachers will be seen as the architects of the nation. Also, teachers play an important role in serving society. It is preparing to transfer socialization to the social life of the individual, the culture and values of the society, which ensures peace and social peace in the society through education.

Qualified training of teacher candidates who have just started teaching is very important in terms of the quality and quality of education in society. The quality of opportunities offered to prospective teachers may prevent them from achieving adequate success in their profession. For this reason, while raising teacher candidates, their motivation for the teaching profession is an important issue that should be emphasized (Tosuntaş, 2020). Educators who strive for success, show effective and productive work, find their profession interesting, are satisfied with doing this job, and have the desire to learn and teach, should be interested in the same group, be interested in the same group, and see the value and status of the same profession high before starting to work. the time. It increases their desires, energizes them to meet their needs, helps to resolve conflicts and increases their motivation towards the teaching profession (Koçyiğit, Erdem, & Eğinir, 2020; Özdemir, & Orhan, 2019).

The traditional understanding in teacher education is to emphasize the training dimension of teacher education and to emphasize the importance of professional development. However, according to the constructivist view, which is described as today's education view, in teacher education; Professional development is part of the teacher's own teaching environment and practice. A constructive teacher creates a context for students to encounter activities that facilitate learning

(Alkan, 2018). When considered in the long term, qualified teacher training programs are the only factor that will ensure the development of a state. By equipping the teachers, who are the cornerstone of education, with qualified features, it will be ensured that the students who will build the future are qualified. Thus, education will have a structure that constantly renews itself and develops itself.

In the training process for beginning teachers, educational goals and clear expectations, that is, core competencies are expected (Schepens, Aelterman, & Vlerick, 2009). Descriptions of these qualifications or teaching standards. It is represented as a profession based on a certain liberating, student-centered education vision. Looking at the last years, it has been determined that five pedagogical traditions are effective for the teaching profession. These existing teacher education programs (Feiman-Nemser, 2003; Zeichner & Liston, 2013): academic, practical, technological, personal and the critical/social reconstructionist tradition. Each tradition reflects a set of ideas about tradition goals of teacher education and ways to achieve these goals. Based on their reviews, Wideen, Mayer-Smith, and Moon (1998) argue that most teacher educators still. Hold on to positivism, also called the academic tradition. implicit theory. Britzman (2012) defines the basis of this tradition as follows: Teacher education institutions provide knowledge through various, often fragmented courses (Britzman, 2012). While schools provide the environment in which teacher candidates are expected to apply, those theories. Student teachers need to integrate them all on their own. A lot traditionally structured teacher training programs have been found to be very ineffective in preparing prospective teachers for the teaching profession. This effectiveness has been described as a pedagogical problem and failure to integrate theory. learns (in teacher training institutions) practically (what is going on and experiences in practice) (Britzman, 2012).

Preparing future teachers studying in education faculties for the teaching profession is not only focus on changing behavior, competencies or beliefs, but also consider the identity of future teachers and, at a deeper level, their mission as a teacher. Dilt (1990) referred to similar levels of change with the following questions: where am I? I (environment), what I do (behavior), what I can do (abilities or competencies), where I believe (beliefs), who I am (identity) and what I want (mission). The main idea behind the onion model is the internal and external levels of change. mutually affect each other (Schepens, Aelterman, & Vlerick, 2009; Korthagen 2004). In the onion model, concepts. As they are a part of the centre, the identity and mission of the teacher come to the fore onion. Increasingly, these concepts, especially the professional identity of teachers, attracted renewed attention from those who participated in teacher training.

As Imig and Imig (2007) have stated, commissions and working groups in all countries are trying to explore different ways to better train teachers. Three broad categories have been identified in determining teachers' abilities over time. These include: (1) knowledge (subject and pedagogical knowledge, curriculum, politics, etc.), (2) craft skills (planning, organizing, using learning materials, disciplining children, etc.) and (3) beliefs, attitudes, and values (McDiarmid & Clevenger-Bright, 2008). According to Goodwin and Oiler (2008, p. 470), teacher training programs: It consists of 4 parts: (1) General and content knowledge, (2) Fundamentals of education, (3) Professional knowledge and methods, and (4) Scope. According to Feiman-Nemser (2008), learning to learn can be seen in 4 ways. These; learn to think like a teacher, learn to know like a teacher, learn to feel like a teacher, and learn to act like a teacher.

1.1. Purpose of the research

Teacher candidates studying at the faculty of education were asked to determine their interests in the profession. Within the scope of this general purpose, answers were sought for the following sub-objectives.

1. What is the reason for students studying in education faculties to choose the profession?
2. What are the characteristics that teachers should have?
3. Do you consider yourself suitable for the teaching profession?

1.2. The Importance of Research

Interest in the profession and success in business life during university education and after graduation significantly affect the level of satisfaction. For this reason, it is very important to determine the level of interest of the students studying in this department towards teaching, which is considered as a sacred profession. If the level of interest of future teacher candidates towards the profession is determined, it is important to determine how successful and happy they will be in their future professional life.

2. Methods

A case study pattern, one of the qualitative research approaches, was used to determine the interests of future teacher candidates towards the profession. The case study is an exploratory, descriptive research method. It is used in real life to examine the situation in a real environment (Ferdosipour & Mirzaei, 2021). For this purpose, single case holistic design, which is one of the case study designs, is applied to test a theory or concept, investigate a unique case, or explore issues that have not been researched or adequately researched before. (Cope, 2015).

2.1. Population and Sample

The research universe was examined in universities 1. and 2. the class consists of students. Purposeful sampling methods, in which the researcher selects knowledgeable people to obtain data on an event or phenomenon, are determined by the criterion sampling method. ((Masduki, Fatima and Subiyanto, 2021). Criteria can be prepared by the researcher or a pre-prepared list of criteria can be used (Rice and Ezzy, 1999). The criteria determined for sampling in this study are the students of the faculty of education who participated in the research. In this context, the research sample was analyzed by the faculties of education of universities 1. and 2. 250 future teachers work in their classrooms. The demographic information of the sample is shown in Table 1.

Table 1: Demographic Characteristics of the Research Group

Variable	Specifications	N
Gender	Woman	140
	Man	110
Age		

17-20	120
21-25	130

2.2. Data Collection and Analysis

Semi-structured interviews were conducted with the sample group in order to determine the views of the education faculty students about their interest in the teaching profession. Semi-structured interview questions were prepared from the qualitative research design. In the interview forms, 2 questions were asked to the participants about their demographic information (gender, age). There are 3 open-ended questions to achieve the purpose of the research. For the validity of the open-ended questions in the interview forms, the opinions of two academicians from the fields of measurement, evaluation and statistics were taken, and the clarity of the questions was reviewed by making a preliminary application with 4 teachers. As a result of expert opinion and preliminary practice, necessary arrangements were made on the questions and the interview forms were made ready for application. The questions in the interview form are as follows:

1. What is the reason for students studying in education faculties to choose the profession?
2. What are the characteristics that teachers should have?
3. Do you consider yourself suitable for the teaching profession? In what way do you think you belong to this profession?

3. Result

3.1. Reasons why students choose the profession

Table 2. Reasons for university students to choose the profession

Theme	N
by score	80
family insistence	78
Easy job opportunity	65
Suitable for me	58

Teacher candidates were asked about their reasons for choosing the profession. Why the people who will be teachers choose this profession is related to those who are interested in the profession. However, when this finding is considered, it is seen that the pre-service teachers chose this

department because their scores were sufficient. Again, most of the students stated that they came to this department because their families had a preference. 65 students stated that they chose this department because it had easy job opportunities. 58 students stated that they chose this profession because they found it suitable for them.

“We take the exam and get placed in the university according to our exam score. The reason why I chose the teaching profession is because my score is sufficient for this department.”

“While choosing my profession, I was directed to the teaching profession, which my family calls a comfortable profession. Actually, my family's decision affected me and I came to this department.”

“If you want to be a teaching profession, you can work in the state, if you want, you can give private lessons and do your own business. That's why I chose this department.”

“I have always enjoyed teaching. I was extremely happy when I taught someone something and saw them learn. I've always liked to work harder and pass on my knowledge. For this reason, I decided that the most suitable profession for me was the teaching profession.”

3.2. Findings on the characteristics that teachers should have

Table 3. Findings of teacher candidates regarding the characteristics that teachers should have

Theme	N
Must be understanding	150
must be patient	100
should take care of his clothes	80
must be innovative	73
Must be a leader	64
Must have vision	21
must be equal	13
Must be smiling	3

Teacher candidates were asked about the characteristics that teachers should have. Teacher candidates stated that teachers should be understanding. Again, most pre-service teachers stated that teachers should be patient. Pre-service teachers who say that they should pay attention to their clothes and set an example are in the majority. There are also teacher candidates who stated that teachers should have the ability to keep up with the innovative self-improving age. Again, pre-service teachers stated that teachers should have a leader structure and that they should have a vision. They stated that in order to treat every student equally without discrimination, they should also have the characteristics of equality and fairness. There are few teacher candidates who state that they need to have a smiling face.

“A teacher must be absolutely understanding. They need to be understanding in order to communicate well with students.”

“Teacher is patience. Teachers do the teaching work. For this reason, a teacher should definitely be patient. He should take care of his attire. Again, I think teachers should be smiling. A sullen teacher will not be able to communicate effectively and will make teaching difficult.”

“The teaching process is constantly changing. The subjects are the same but the characteristics of the students are different. A teacher should be innovative by keeping up with the times. For example, we are in the age of technology. Technology-assisted teaching is new techniques and should provide teaching as such. He should be understanding and will provide teaching. Teaching takes a process and requires patience in the process. In order to achieve the desired learning expected from students, teachers must have these characteristics. ”

3.3. Do you consider yourself suitable for the teaching profession? In what way do you think you belong to this profession?

theme	N
YES	80
I believe I can	42
i love to teach	36
a lot of holidays	12
NO	52
I think I am not suitable	31

I'm thinking of changing my department	21
I'm undecided	118

Teacher candidates were asked whether they are suitable for the teaching profession. When the findings related to this question were examined, it was found that 80 pre-service teachers thought it was appropriate and 52 pre-service teachers thought it was not. 118 pre-service teachers gave an undecided answer to this question. The pre-service teachers who said yes stated that they thought this profession was right because they believed they could do this job, because they loved teaching and because they had a lot of vacation. It was found that the pre-service teachers who answered no gave the answer no because they thought that it was not appropriate. There are also teacher candidates who want to change departments. The finding that 118 teacher candidates are undecided is also quite surprising.

Examples of the opinions of the prospective teacher;

“The reason why I chose this profession was the insistence of my family, but I started to like it and I think I am suitable. I can do this job.”

“I both love to teach and when I took these vocational courses, I started to love the subjects. For this reason, my interest in the teaching profession has increased.”

“I chose this profession because of the pressure of my family. Classes are very difficult. I'm thinking of changing part. Definitely not for me.”

“I am undecided on this question. Sometimes I say I can do the teaching profession, sometimes I think I can't. I find it extremely difficult in some classes. In this case, I think I cannot do this job. But I loved some of the lessons. In this case, I think I can do it. In short, my decision is not clear yet.”

4. Discussion and Conclusion

Interest is a behavior that can occur beforehand or can occur later. It is very important to determine the interest of prospective teachers towards a sacred profession such as the teaching profession. Future generations are the work of teachers. And whether they can do this job in the best way is related to professional interest. If we look at the general result obtained from this research, trainings can be given to increase the attitudes and interests of teacher candidates towards this profession. It can be said that both the answers they gave in the choice of profession and their knowledge about the profession were quite negative.

When the results of the teacher candidates' reasons for choosing the teaching department were examined, it was concluded that most of the pre-service teachers preferred the department because their scores were sufficient. Again, it was concluded that most of the students chose this department because it was the choice of their families. Among the reasons for choosing the teaching profession, it was concluded that teacher candidates chose this profession because it offers easy job opportunities. It was concluded that a small number of teacher candidates chose this profession because they really like this profession and think they can do it. These results are quite suggestive.

The choice of profession should not be based on families or job opportunities, it should be made according to the wishes and abilities of the individual while choosing a profession.

There are certain characteristics that teachers should have. Thanks to these features, qualified teachers are formed. If we look at the results of the teacher candidates regarding this question, there are common results with other studies conducted in general. It has been concluded that teachers should be understanding, patient, careful about their clothes and be an example, innovative, keeping up with the age of self-development, having a leader structure, being egalitarian without discrimination, and smiling.

Teacher candidates were asked whether they are suitable for the teaching profession. The results of this finding are consistent with the results obtained from the other finding. Due to the fact that the prospective teachers chose the profession, the suitability for this profession revealed similar results. It has been concluded that the teacher candidates who think that they are suitable for the teaching profession believe that they can do this profession, that they like teaching and that they think that they are suitable for this profession because they spend a lot of vacations. It is very thought-provoking that there are teacher candidates who want to change departments. The reason for choosing this profession may be that they thought that they could change their department because they did not come to love the profession. It can be said that teacher candidates have this idea in the lessons they have difficulty in. In order to solve this situation, their interest in the profession can be increased by preparing educational and entertaining content related to teaching field knowledge.

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