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SOSYAL BİLGİLER ÖĞRETMEN ADAYLARININ ÖĞRETMENLİK MESLEĞİNE YÖNELİK TUTUMLARININ BAZI DEĞİŞKENLER AÇISINDAN İNCELENMESİ¹

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Öz

Bu araştırmanın amacı; 2013-2014 eğitim öğretim yılında Kazım Karabekir Eğitim Fakültesi Sosyal Bilgiler Eğitimi Anabilim Dalında öğrenim gören öğretmen adaylarının öğretmenlik mesleğine ilişkin tutumlarını cinsiyet, mezun olunan lise türü, anne-baba eğitim düzeyi, sınıf düzeyi, öğretmenlik mesleğini seçme nedeni, ailede öğretmen bulunup bulunmama durumu ve aile gelir düzeyi gibi değişkenler açısından tespit etmektir. Araştırma, betimsel tarama modeli ile yürütülmüştür. Çalışmada 175 erkek, 125 kadın öğretmen adayına Özgür (1994) tarafından geliştirilen ve 33 maddeden oluşan tutum ölçeği uygulanmıştır. Elde edilen veriler SPSS 18.00 istatistik paket programına girilerek analiz edilmiştir. Araştırmaya katılan öğretmen adaylarının demografik özelliklere göre dağılımları ve tutum ölçeğindeki maddelere verdikleri yanıtların analizinde frekans ve yüzde, mesleğe yönelik tutumlarının cinsiyet değişkenine göre farklılaşp farklılaşmadığını tespit etmek için t testi, ailede öğretmen bulunup bulunmama durumuna göre farklılaşp farklılaşmadığını tespit etmek için Tek Yönlü Varyans Analizi, en son mezun olunan okul türü, anne-baba eğitim durumu, ailenin aylık geliri ve öğretmenlik mesleğini tercih etme nedenlerine göre Kruskal Wallis H testi ve değişkenler arasındaki farkın kaynağını belirlemek amacıyla da Dunnet T 3 Post Hoc testi kullanılmıştır. Araştırmada sosyal bilgiler öğretmen adaylarının mesleğe yönelik tutumları cinsiyet değişkenine göre kadınlar lehine daha yüksek çıkmıştır. Sosyal bilgiler öğretmen adaylarının mesleğe yönelik tutumlarının sınıf düzeyi, en son mezun olunan okul türü, ailede öğretmenlik mesleğini yapan birinin bulunup bulunmama durumu ve anne-baba eğitim düzeyi değişkenlerine göre farklılaşmadığı sonucuna ulaşılmıştır. Öğretmenlik mesleğini tercih etme nedenine göre "Öğretmenlik Mesleğini Çok Seviyorum" yanıtını veren öğretmen adaylarının tutumlarının daha yüksek olduğu tespit edilmiştir.

Anahtar kelimeler: Sosyal bilgiler, öğretmen adayı, öğretmenlik mesleği, tutum

¹ This study was obtained from the thesis titled 366630 numbered Social studies teacher candidates' attitudes towards teaching profession in terms of some variables (Erzurum sample).

EXAMINING SOME VARIABLES OF THE ATTITUDE OF SOCIAL STUDIES TEACHER CANDIDATES TOWARDS THE TEACHING PROFESSION²

ABSTRACT

The purpose of the research is to determine the attitudes of prospective teachers studying in the Department of Social Studies Education in Kazım Karabekir Faculty of Education in 2013-2014 academic year towards the teaching profession considering some variable such as gender, type of high school type they graduated from, parent's education level, class level, the reasons for choosing teaching as a profession, whether or not there is a teacher in the family, and family income. The research was carried out with descriptive scanning model. In this study, an attitude scale consisting of 33 items and developed by Özgür (1994) was applied to 175 male and 125 female teacher candidates. The data obtained were analysed by using the SPSS 18.00 statistical package program. Frequency and percentages were used to analyse the distribution of the pre-service teachers according to the demographic characteristics and their responses to the items in the attitude scale and t-test was used to determine whether or not their attitudes towards the profession differed according to the gender variable. One-Way Variance Analysis was administered to determine whether their responses differed if there is a teacher in the family. Kruskal Wallis H test was utilized considering the school they last graduated from, parent's educational background, family's monthly income, and their reasons for choosing teaching as a profession and Dunnet T 3 Post Hoc test was used to determine the source of differences between the variables. In the research, the attitudes of social studies teacher candidates towards the profession were higher in favour of girls considering gender. It was concluded that the social studies teacher candidate's attitudes towards the profession did not differ according to the class level, the type of school they last graduated from, the presence of anyone who works as a teacher, and parents' educational background. It was determined that the attitudes of teachers who responded that "I love teaching as a profession" were higher considering their reasons for choosing the teaching profession

Keywords: Social studies, teacher candidate, teaching profession, attitude

² This study was obtained from the thesis titled 366630 numbered Social studies teacher candidates' attitudes towards teaching profession in terms of some variables (Erzurum sample).

INTRODUCTION

Human beings in the historical process knew how to generate the knowledge, skills, methods and tools needed to meet their basic needs such as shelter, protection and food, and to improve their living conditions and thus they transferred their gains in these areas to future generations through family and environment-based education. These teaching-learning activities, the structure of the society, and the elements in this structure have evolved within the framework of lifestyles and production and consumption activities and reached today. With the emergence of formal education institutions called school, the training of young generations was assigned mostly to these institutions and teachers who are all experts in their fields. Considering the history of education, it is seen that teaching-learning activities, the physical environment where the education is given, the equipment and tools, methods, techniques, and strategies used replaced one of the educational understanding and approaches. However, it cannot be said that any tool has been developed to replace the teacher.

Although teaching as a field of occupation dates to the ancient times, it is almost new to be considered as a profession. Today, many people still believe that people who are capable of knowledge and skills in certain fields can become teachers. However, with the acceptance of education as a discipline, knowledge of teaching profession, in other words pedagogical formation education, started to be important and it was revealed that people should have basic competencies specific to the field for teaching profession (Erden, 1998).

Scientific and technological developments in the world have provided permanent and enabling opportunities to people who receive education and thus maintained the role of the teacher as a particularly important basic element in the educational process. All the opportunities offered by the age only provide the anticipated contributions with the existence of teachers and thus they are beneficial. Undoubtedly, the teacher's content knowledge, professional competence, personality, and attitudes towards the profession are of great importance in ensuring this efficiency (Alim and Bekdemir, 2006).

While the concept of attitude was defined as "the central part of human individuality" by Bohner and Wanke (2002), Alport (1935) described it as "a state of being readiness to engage in a mental and neural behaviour that creates a leading or effective power over the reactions and situations that the individual will show against all objects". Fishbein and Ajzen (1975) defined attitude as "a tendency to show learned, consistent, positive or negative reactions towards an object". Baron and Byrne (1977) defined it as "highly organized long-term tendencies of emotions, beliefs and behaviours".

The most important element in an education system is the teacher, and no training model can provide a better service than the quality of the staff who will implement that model. The quality of a school is related to the quality of the teachers in the school. In order to be successful in teaching profession, it is necessary to be patient, devoted and challenging to solve the problems encountered. Performing this profession fondly and willingly is especially important in terms of increasing professional success. Thus, individuals' positive attitudes

towards teaching profession are closely related to their success. Teachers must be qualified in content knowledge and have pedagogical formation knowledge to be successful. In addition, they must motivate the students to learn and internalize this profession. Success in teaching profession will be inevitable if these qualities are strengthened with experience after these qualities are attained (Kavcar, 1999). It is also an inevitable fact that an individual's attitude towards his job while performing a profession may affect the result of that job and an individual who does not do his profession fondly will not be successful in that profession (Senemoğlu, 2001).

Attitudes, one of the strongest determinants of professional behaviour, also reflect teachers' perceptions towards the profession. Teachers' learning experiences during their student years form the basis of their understanding of the profession. Therefore, it is extremely important to organize individuals' experiences during their student years in a way that will enable them to have positive attitudes towards their future profession (Alım and Bekdemir, 2006). If the teacher candidates are trained with positive attitudes towards the teaching profession that they will do during their school years, they will behave more positively towards their students, think creatively with an inquisitive attitude, digest innovations and then easily transfer them to the learning environment when they start their profession. Teachers who have a positive attitude towards the teaching profession can easily motivate their students, behave sincerely, are not excessively strict, know how to manage their time effectively, and they can better assume the duties, responsibilities, and roles of a teacher by doing their profession fondly and willingly (Çeliköz & Çetin, 2004).

When the literature is examined, there are many studies on the attitudes of teacher candidates towards the teaching profession. These studies; age, gender, grade level, branch, high school type, family education level, etc. It varies according to the results of the researches, the data collection tool, the sample and the statistical procedures. When the researches are examined, the attitudes of teacher candidates towards the teaching profession are generally positive and high. These aforementioned studies (Yaylak, 2019; Ocak and Demirdelen, 2008; Can, 2010; Uğurlu and Polat, 2011; Erdoğan and Güneş, 2012; Arslan, 2013; Dönmez and Uslu, 2013; Kocaarslan, 2014; Serin, Güneş and Değirmenci, 2015; Tuncer, 2016; Dalkıran and Yıldız, 2016; Keskin, 2017; Sönmez, Işık and Sulak, 2017; Gündüz and Kumcagiz, 2018; Dikmen and Tuncer, 2018). The most studied variable in attitude studies towards the teaching profession was gender. According to the gender variable; (Başbay, Ünver, & Bümen, 2009; Bulut, 2009; Özder, Konedralı & Zeki, 2010; Özkan, 2012; Parlar & Cansoy, 2016; Kesen & Polat, 2014; Akbaba, 2013; Engin & Koç, 2014; Tuncer & Dikmen, 2018; Keskin, 2017; Uyanık, 2017; Tüfekçi & Kocabatmaz, 2015; Sönmez, Işık & Sulak, 2017) etc. research can be given as an example. The attitudes of female teacher candidates towards the teaching profession are higher than male teacher candidates; (Bozdoğan, Aydın and Yıldırım, 2007; Kocaarslan, 2014; Akkaya, 2009; Aydın and Sağlam, 2012; Atmaca, 2015; Tuncer, 2016; Dalkıran and Yıldız, 2016; Uğurlu and Polat, 2011; Erdoğan and Güneş, 2012; Tümkaya, 2011) there are many studies. As seen in the above studies, teacher candidates the studies that can be reached regarding their attitudes towards their profession are generally related to the teaching profession. It is understood that he focuses on the factors affecting his profession. Literature related to the field the

attitudes of social studies teacher candidates towards the teaching profession No direct study has been found in this regard. In addition, social studies it is striking that there are very few studies involving teacher candidates). Therefore, this the attitudes of social studies teacher candidates towards the teaching profession. It is believed that it will contribute to the elimination of the deficiency in this field by determining.

The general purpose of this research is to determine social studies teacher candidates' attitudes towards the teaching profession in terms of variables such as gender, the type of high school they graduated from, parents' educational background, the grade level, the reason for choosing teaching profession, the presence of a teacher in the family and the monthly income level of the family. The question "Do social studies teacher candidates' attitudes towards teaching profession differ according to various variables? Constitutes the main problem of this research. Based on the problem statement of the research, the study sought to answer the following research questions:

1. Do social studies teacher candidates' attitudes towards the teaching profession differ according to gender?
2. Do the attitudes of social studies teacher candidates towards the teaching profession differ according to the grade level?
3. Do social studies teacher candidates' attitudes towards the teaching profession differ according to the type of high school they graduated from?
4. Do social studies teacher candidates' attitudes towards the teaching profession differ according to whether there is a teacher in the family or not?
5. Do social studies teacher candidates' attitudes towards the teaching profession differ according to their parents' education levels?
6. Do the attitudes of social studies teacher candidates towards the teaching profession differ according to the income level of the family?
7. Do social studies teacher candidates' attitudes towards the teaching profession differ according to their reasons for choosing the teaching profession?

METHOD

The method of this research is a survey model. The survey model is the scanning arrangements made on the whole population or sampling of individual units from a population to make a general judgment about the population (Karasar, 1991). This method is used in studies conducted to determine the current situation (Çepni, 2007). Survey research is an advantageous research model as it presents a lot of information obtained from a sample of many individuals to researchers (Büyükoztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2019). Other advantages of the studies carried out with this model are the ability to examine the relationships between the variables and to describe the relationships between the properties of the universe (Gay, Mills, and Airasian, 2006).

The study group of the research consists of 300 teacher candidates studying at different grade levels in Atatürk University Kazım Karabekir Education Faculty in 2013-2014 spring semester. The teacher candidates in the study group were determined via convenience sampling. Convenient sampling; It is a method of selecting the sample from units that are accessible and easy to apply due to the limitations in terms of time, money and labor (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2019).

Information about the demographic characteristics of the teacher candidates in the study group was presented in Table 1.

Table 1. Information about the Demographic Characteristics of the Teacher Candidates Participating in the Study

		f	%	
Gender	Female	125	41,7	
	Male	175	58,3	
Grade	1 st grade	60	20,0	
	2 nd grade	59	19,7	
	3 rd grade	95	31,7	
	4 th grade	86	28,7	
The type of high school graduated from	Highschool	254	84,7	
	Foreign language intensive high school (super high school)	11	3,7	
	Vocational high school	17	5,7	
	Social sciences high school	2	,7	
	Anatolian Teaching high school	11	3,7	
	Fine-arts high school	1	,3	
Whether or not there is a teacher in the family	Open high school	4	1,3	
	No teachers in the family	124	41,3	
	Close relatives (mother, father, sibling)	62	20,7	
	Distant acquaintance (apart from mother, father, siblings)	114	38,0	
	Mother's educational background	Elementary school	175	58,3
		Secondary school	31	10,3
High school		24	8,0	
University		8	2,7	
Received no formal education		62	20,7	
Father's educational background	Elementary school	122	40,7	
	Secondary school	64	21,3	
	High school	64	21,3	
	University	30	10,0	
	Received no formal education	20	6,7	
Family's monthly income	Minimum wage	79	26,3	
	Minimum wage-1200 TL	73	24,3	
	1201- 1800 TL	72	24,0	
	1801- 3600 TL	55	18,3	
	3601 and above	21	7,0	
The reasons for choosing teaching as a profession	Love teaching	207	69,0	
	Family pressure	21	7,9	
	More job opportunities	12	4,0	
	Not being able to get a place at any department	56	18,7	
	Others	4	1,3	

When Table 1 is examined, out of 300 pre-service teachers who participated in the study, the following are revealed: 58.3% were men and 41.7% were women, 20% were in the first grade, 19.7% were in the second grade, 31.7% were in the third grade and 28.7% were in the fourth grade. 84.7 % of them graduated from high

school, 3.7% finished foreign language intensive high school (Super High School), 5.7% graduated from vocational high school, 7% graduated from social sciences high school, 3.7% Anatolian Teaching high school, 3% graduated from Arts High School and 1.3% of them graduated from Open High School.

41.3% of the teacher candidates' family, there is no teacher in their families, 20.7% have close acquaintances (mother, father, siblings) who teach in their families, and 38% have a distant acquaintance who teaches in their families (except for mother, father, and sibling).

It is found that 58.33% of the teacher candidates' mothers are graduates of elementary school, 10.3% of them are secondary school graduates, 8% of them are high school graduates, 2.7% of them are university graduates, and 20.7% of them do not have any formal education.

It is observed that 40.7% of the teacher candidates' fathers are graduates of elementary school, 21.3% of them are secondary school graduates, 21.3% of them are graduates of high school and 10% of them are university graduates, and 6.7% of them do not have any formal education.

It is revealed that the monthly income of 26.3% of the teacher candidates' families is between the minimum wage, 24.3% of them is between the minimum wage and 1200 TL, 24% of them is between 1201-1800 TL, 18.3% of them is between 1801-3600 TL and 7% of them have a monthly income between 3601 TL and above.

The teacher candidates stated the following reasons for choosing the teaching profession. 69% of prospective teachers liked the teaching profession very much, 7% of them chose the profession because of family pressure, 4% of them preferred because it is a profession with a lot of job opportunities, 18.7% of them chose because of fear of not being able to get a place at any university and 1.3% of them had other reasons.

The attitude scale towards teaching profession developed by Özgür (1994) was used in the study in order to determine the attitudes of Social Studies teacher candidates towards profession. This scale consists of 33 items. 20 of these items are positive and 13 of them are negative. These are answered in five categories. The rating scales of these categories in numbers is as follows: strongly agree: five, agree 4, neutral 3, disagree 2, strongly disagree 1. These number values are accepted exactly for positive expressions, but for negative expressions these values are reversed. The internal reliability coefficient of this scale was found to be 0.63 (Özgür, 1994).

The data collection tool was administered to 300 Social Studies Teacher candidates studying at different grade levels at Atatürk University KKEF Social Studies Education Department in the spring term of the 2013-2014 academic years with the permission of the relevant institutions. The attitude scale forms were distributed to the prospective teachers by the researcher personally and the required time was given to them to answer them. Forms were again collected by the researcher. Incomplete or incorrectly filled forms were not evaluated.

SPSS 18.00 statistical package program was used to analyse the data and six different statistical analyses were carried out. Frequency and percentages were used to analyse the distribution of the pre-service teachers

according to the demographic characteristics and their responses to the items in the attitude scale and t-test was used to determine whether their attitudes towards the profession differed according to the gender variable. One-Way Variance Analysis was administered to determine whether their responses differed considering the presence of a teacher in the family. Kruskal Wallis H test was utilized considering the school they last graduated from, parents' educational background, family's monthly income, and their reasons for choosing teaching as a profession and Dunnett T 3 Post Hoc test was used to determine the source of differences between the variables.

This article was approved ethically and scientifically by the Educational Sciences Unit Ethics Committee of the Social and Human Sciences Ethics Committee of Atatürk University.

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FINDINGS

Findings from this study are presented in tables below.

Findings of the First Research Question

Table 2. Findings Related to the Teacher Candidates' Attitudes towards Teaching Profession in Terms of Gender

Gender	N	X	S.s	Test
Female	125	4,04	,474	T= 3,408
Male	175	3,83	,588	

*p=, 001

When Table 2 is examined, it is seen that the teacher candidates' attitudes towards teaching profession are statistically significant at a significance level of $p < 0.05$ in favour of women.

Findings of the Second Research Question

Table 3. Findings Related to the Teacher Candidates' Attitudes towards Teaching Profession in Terms of Grade Levels

Grade	N	X	S.s	Test
1 st grade	60	3,78	,649	F= 1,630
2 nd grade	59	3,96	,497	
3 rd grade	95	3,94	,506	
4 th grade	86	3,95	,562	

*p=, 182

When Table 3 is examined, it is found that there is not a significant difference related to teachers' attitudes towards teaching profession regarding grade levels.

Findings of the Third Research Question

Table 4. Findings Related to the Teacher Candidates' Attitudes towards Teaching Profession in Terms of the School They Last Graduated From

Types of schools	N	X	S.s	Test
General High school	254	3,91	,573	KW= ,773
Foreign language intensive high school (super high school)	11	3,95	,331	
Vocational high school	17	4,06	,474	
Social sciences high school	2	3,94	,600	
Anatolian Teaching high school	11	3,94	,277	
Fine-arts high school	1	3,82		
Open high school	4	3,70	,809	

*p=, 942

When Table 4 is examined, it is found that there is not a significant difference in terms of teachers' attitudes towards teaching profession regarding the types of schools.

Findings of the Fourth Research Question

Table 5. Findings Related to the Teacher Candidates' Attitudes towards Teaching Profession in Terms of the Presence of Family Members Working as a Teacher

Whether or not there is a teacher in the family	N	X	S.s	Test
No teachers in the family	124	3,83	,596	F= 2,737
	62	3,92	,539	
Close relatives (mother, father, sibling)	114	4,00	,508	
Distant acquaintances	124	3,83	,596	
(except for mother, father, sibling)	62	3,92	,539	

*p= 0, 66

When Table 5 is examined, it is found that there is not a significant difference in terms of teachers' attitudes towards teaching profession regarding the presence of family members working as a teacher.

Findings of the Fifth Research Question

Table 6. Findings Related to the Teacher Candidates' Attitudes towards Teaching Profession in Terms of the Mother's Educational Background

Mother's Educational Background	N	X	S.s	Test
Elementary school	175	3,95	,507	KW=7,273
Secondary school	31	3,87	,557	
High school	24	3,94	,541	
University	8	3,58	,707	
Received no formal education	62	3,88	,653	

*p=, 122

When Table 6 is examined, it is found that there is not a significant difference in terms of teachers' attitudes towards teaching profession regarding mother's educational background.

Table 7. Findings Related to the Teacher Candidates' Attitudes towards Teaching Profession in Terms of the Father's Educational Background

<i>Father's Educational Background</i>	<i>N</i>	<i>X</i>	<i>S.s</i>	<i>Test</i>
Elementary school	122	4,01	,526	KW=8,037
Secondary school	64	3,82	,561	
High school	64	3,90	,563	
University	30	3,89	,535	
Received no formal education	20	3,72	,633	

*p=, 090

When Table 7 is examined, it is found that there is not a significant difference in terms of teachers' attitudes towards teaching profession regarding father's educational background.

Findings of the Sixth Research Question

Table 8. Findings Related to the Teacher Candidates' Attitudes towards Teaching Profession in Terms of the Family's Monthly Income

<i>Family's Monthly Income</i>	<i>N</i>	<i>X</i>	<i>S.s</i>	<i>Test</i>
Minimum wage	79	3,88	,603	KW=5,295
Minimum wage-1200 TL	73	4,00	,454	
1201- 1800 TL	72	4,02	,560	
1801- 3600 TL	55	3,83	,525	
3601 and above	21	3,64	,621	

*p=, 258

When Table 8 is examined, it is found that the teachers' attitudes towards teaching profession is statistically significant at a significance level of $p < 0.05$ in terms of family's monthly income.

Findings of the Seventh Research Question

Table 9. Findings Related to the Teacher Candidates' Attitudes towards Teaching Profession in Terms of the Reasons for Choosing Teaching Profession

<i>The reasons for choosing teaching as a profession</i>	<i>N</i>	<i>X</i>	<i>S.s</i>	<i>Test</i>
1.Love teaching	207	4,08	,458	KW=52,411 1>2,4
2.Family pressure	21	3,37	,753	
3.More job opportunities	12	3,68	,528	
4. Not being able to get a place at any department	56	3,60	,490	
5. Others	4	3,20	,327	

*p=, 000

When Table 8 is examined, it is found that the teachers' attitudes towards teaching profession is statistically significant at a significance level of $p < 0.05$ in terms of their reasons for choosing teaching profession.

When the tables are examined, it is seen that the participant teacher candidates' attitudes towards teaching profession are statistically significant at a significance level of $p < 0.05$ regarding gender, the reasons for choosing teaching profession and family's monthly income of the family but considering the grade level, the type of school they last graduated from, the person who worked as a teacher in the family, and mother and father's educational background, it is found that their attitudes towards teaching profession are statistically insignificant at a significance level of $p > 0.05$.

These findings show that there is a significant difference among the teacher candidates participating in the study in terms of their attitudes towards teaching profession considering their gender, the reasons for choosing teaching profession and the family's monthly income of the family; on the other hand, considering the grade level, the schools they last graduated from, mother and father's educational background, there is no difference between them in terms of their attitudes towards teaching profession.

When the tables are continued to be examined, it is seen that the arithmetic mean of the female teacher candidates' attitudes towards teaching profession is 4.40 and it is higher than the arithmetic mean of men that is 3.83. As a result, it can be said that female teacher candidates have better attitudes towards teaching profession than male teacher candidates.

Dunnet T3 and Post Hoc tests were administered in order to understand what differences existed between the reasons for choosing teaching profession. As seen in the table, it can be said that the teacher candidates who answered, "I love teaching profession very much" had better attitudes towards teaching profession than the teacher candidates who answered "I chose this profession under family pressure" and "Fear of not being able to get a place in any university".

DISCUSSION AND RESULT

The teacher candidates' attitudes towards the profession are particularly important in terms of improving teachers' behaviours towards students and students' personality traits through communication established with students in the classroom environment in the teaching process. Because of this, teachers are expected to form positive attitudes towards the profession. It is especially important to determine the attitude developed towards teaching profession before starting the profession and even at the beginning of the undergraduate teaching education because students who are influenced by these teachers' attitudes may have chosen teaching as their profession. Thus, the first research conducted on teacher attitudes in our country was on the attitudes of teachers working in teacher training institutions (Küçükahmet, 1976).

The reason why attitudes are important in education is that behaviours, which can bring out their effects are important. Students are also affected by the positive attitudes exhibited by the teacher and thus making them successful in that lesson taught with positive attitudes. Therefore, the prospective teachers' attitudes towards the profession are important, as they will become one of the teaching staff in the future (Günayar & Demir, 2004).

The following results were obtained in the study, which aimed at examining social studies teacher candidates' attitudes towards teaching profession in terms of various variables:

Social studies teacher candidates' attitudes towards the profession differ significantly in favour of the female teacher candidates according to gender. While the average attitude of female teacher candidates towards the profession is 4.04, the average attitude of male teacher candidates towards the profession is 3.83. While this finding contradicts with Özder, Konedralı ve Zeki, (2010); Çapa and Çil, (2000); Bademcioğlu, Karataş, and Alıcı,

(2014) and Gürbüztürk (2004), it shows parallelism with the results of studies carried out by Terzi and Tezci, (2007); Ekici, (2014); Gökçe and Sezer, (2012).

There was no significant difference between social studies teacher candidates' attitudes towards the profession according to their grade level. The studies carried out by Baki and Kahveci (2017) and Özkan and Kınay (2015) support this finding of the research. However, it was concluded that there was a statistically significant difference between the class variable and the attitude towards the profession in the studies carried out by Bulut and Rises (2006); Anchor and Freckle (2000), and Demircioğlu and Özdemir (2014).

There was no significant difference in social studies teacher candidates' attitudes towards the profession according to the type of high school they graduated from. In the research conducted by Çelenk (1988), the attitudes of teacher candidates who graduated from teaching high school were higher towards the profession. In addition, Akkaya (2009) revealed significant differences between the types of high schools the teacher candidates graduated from and their professional attitudes in the study carried out about "Examining the attitudes of teacher candidates towards teaching profession according to some variables". In Deryan's (2008) study called "Attitudes of chemistry teacher candidates towards teaching profession", significant differences were revealed between the teacher candidates' attitudes towards the profession and the types of school they graduated from.

There were no significant differences between social studies teacher candidates' attitudes towards the profession depending on whether there is a teacher in the family or not. This finding is consistent with the findings obtained by Çelenk (1988).

There was no significant difference between social studies teacher candidates' attitudes towards teaching profession according to the variable of parents' educational background.

Significant differences emerged between social studies teacher candidates' attitudes towards the profession according to the monthly income of the family. While the attitudes of the children coming from families with a minimum wage (X: 3.88), between a minimum wage and 1200 TL (X: 4.00) and having an income between 1201 and 1800 TL (X: 4.02) are higher towards teaching profession, the attitudes of the children from families with an income of 1800- 3600 TL (3.83) and 3061 TL and above (3.64) towards teaching profession are lower.

Considering the social studies teacher candidates' attitudes towards the profession based on their preference for teaching profession, it was found that those spouses of teacher candidates who said, "I love teaching profession" were higher than those who responded, "I chose this profession due to family pressure" and "I chose because I was afraid of not being able to get a place at a university". As social studies teacher candidates' reasons for choosing the profession was the option, I love teaching profession very much, this shows that it is an important development in terms of the fact that teaching profession is a profession that is loved and thus chosen. Therefore, the positive or negative attitudes developed by the teacher candidates towards the teaching profession are reflected on their behaviours especially in the classroom throughout their professional

processes and thus they contribute significantly to the personality traits of the students, the quality of the communication with the students and the effective learning.

SUGGESTIONS

The following suggestions were made considering the research findings.

1. It was found that female teacher candidates' attitudes towards the profession were more positive than male teacher candidates. In this case, measures should be taken by determining the reasons for the negative attitudes of male teacher candidates towards the profession.
2. It was determined in the study that considering the teacher candidates' monthly family income between a minimum wage-1800 TL, their attitudes towards the profession are higher than those with family income between 1800-3600 TL and above. The reasons for the low attitudes of high-income family children towards the teaching profession can be a new research topic.
3. It is suggested that researchers should determine and study the relationship between the teacher candidates' choice of profession, types of high schools they graduated from, family's income and educational background and attitude towards the profession as a new research topic.

Ethics Text

"In this article, journal writing rules, publication principles, research and publication ethics rules, journal ethics rules have been followed. Responsibility for any violations that may arise regarding the article belongs to the author(s).

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