

The Effects of the Pedagogic Formation Certificate Program on Attitudes Among Teaching Candidates Related to the Profession

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Abstract: The general aim of this research is to determine the effects of Pedagogic Formation Certificate Programs-PFCP, which was put into practice at the beginning of the academic year, 2011-2012 and is intended for educating branch teachers from secondary education, on the teaching candidates' attitudes towards the teaching profession. In this research, in the first week of the fall semester of the academic year 2011-2012, the first application was carried out on 184 teacher candidates and by applying the last application on the 143 teaching candidates who took part in the first one, the effects of PFCP on the attitudes of teaching candidates was determined. During the PFCP, while the general attitudes of teaching candidates associated with the teaching profession, in general, did not show any significant ($P < 0.05$) difference between the preliminary test and final test applications. On the basis of sub dimensions, it could be understood that there were significant differences between both the pretest and the final test applications.

Key words: Teaching candidate • Attitudes • Teacher • Pedagogic • Formation

INTRODUCTION

Educating the generations that determine the future of societies and educating the teachers that undertake these tasks and responsibilities is quite important. Thus, teaching professionals in Turkey have been subject to various tests beginning in the early Republic and different models have been put into practice. The first systematic application for the training of teachers started in the Tanzimat Period. In 1848, Darülmüallimin and in 1868 Darülmüallim-i Sibyan schools were named Male Elementary Teacher Schools and were opened in order to educate teachers for these Sibyan Schools [1, 2]. Darülmüallimin-i Aliye established schools to train teachers for secondary school level education, beginning from 1892. In the same period, the need for teachers in middle schools had been studied, which led to the Gazi Orta Muallim Mektebi, which was established in Konya in 1926 and then moved to Ankara in 1927. By closing Village Institutions, which had been established in 1942, the authorities of these institutions were transferred to the Ghazi Teacher Schools and later, in 1946, teacher training schools were established, under the name of the

Education Institution. High Teacher Schools were closed at the beginning of 1970 and the title High Teacher School was given to Education Institutions in 1978 [3, 4, 5].

Together with the establishment of YÖK (High Instruction Institution) in the year 1982, the Education Institutions were transformed into Education Faculties and operated under the framework of a University [1]. Moreover, the task of educating teachers was given science-literature and the same level faculties on the condition that they would give pedagogic formation lessons to their students, besides the education faculties. Thus, paid Pedagogic Formation Certificate Programs-PFCP in Universities are now widespread. For this reason, it is well known that the quantity issue on teacher training in Turkey has been a problem throughout the history of teacher training and to this day is still continuously in the news. To reach a solution to this problem, the application, which has been used the most, but nevertheless has received the most criticism, is the certificate program known as Pedagogic Formation Certificate Programs [7]. Within the scope of YÖK/World Bank Pre-service Teacher Education Project, it has gone on to restructure teacher education with its statutes

numbered as 97, 39, 2761 and dated 04 November 1997. Within the scope of restructuring, YÖK, has put Without thesis High Bachelor's degree Programs into practice, by devising teaching certificate programs for secondary education branch teaching, which are far from common and are insufficient from the point of both content and duration. These programs had begun in two ways which were 3,5+1,5 years for the students of the Education Faculty and, 4+1,5 years for the students of Science-Literature and the same level faculty [5, 6]. All the teaching certificate programs were closed from the beginning of the academic year 1998-1999.

In 2006, a certain number of changes have been performed in this program and it was decided to change it to two semester (4+1) by leaving lesson contents unchanged and belonging to subject programs, at the Higher Education General Committee Meeting, dated 22 May 2008 [8]. Without thesis High Bachelor's degree programs, which have been put into practice for approximately ten years in education, secondary school branch teachers were barred from the academic year 2009-2010. By removing without thesis High Bachelor's degree Programs, "Teaching Certificate Programs" which had been put forward before 1998, have been put into practice again under the name "Pedagogic Formation Certificate Programs-PFCP". The aim in all models that have been put into practice in educating Secondary education branch teachers, is to educate more qualified teachers. The academicians in school of education have severely criticized these decisions. The academicians of liberal arts faculties have not stated their ideas in scientific platforms [9, 10].

The correct attitude towards a profession is to determine how to perform well in it [11]. Put another way, the probability of being succeeding for the teachers who love their profession is much higher than in those who do not care [12]. Pedagogy includes such factors as management and assessment works, lesson plans, teaching environments, the characteristics of students, teaching methods and quality of teacher. The prospective teachers should be trained as to be equipped with competencies. Therefore, they can teach effective learning and studying behaviors to their students where they are assigned to work [13] Field information includes all the skills and knowledge that should be gained to the students [14]. Therefore, it must be put to the teaching candidates to gain the conscious that teaching requires expertise, especially in the earlier years of their career [15]. Also, Yılman [12], has defended the idea that it is

necessary to get the teaching candidates to gain an affection toward teaching at pre-school education and it is wrong to wait for this affection to take shape naturally after starting the profession. Thus, besides the importance of the models that have been put into practice in teacher educating being productive and of a high quality, it is extremely important also for the teacher candidates to attain knowledge, talents, attitudes and values related to the teaching profession.

The Aim of the Research: The general aim of this research is to determine the effect of PFCP, which has been put into practice since the beginning of the academic year 2011-2012 and is intended for educating branch teachers for secondary education, on the teacher candidates' attitudes toward the teaching profession. In the study, the answers to the following questions were sought:

- Have the attitudes of teaching candidates relating to the teaching profession shown significant differences between the pretest and final test applications?
- Have the attitudes of teaching candidates relating to the teaching profession shown significant differences between to their personal attributes at pretest and final test applications?

MATERIALS AND METHODS

Scope and Sampling: 250 teaching candidates who had graduated from various faculties of different Universities and who had participated in PFCP which has been initiated by the Harran University Continuous Education Center in the academic year 2011-2012, constituted the scope of the research. 250 measuring tools at pretest, in the first week of the first (fall) semester in academic year 2011-2012, were put into place for all 250 teaching candidates who registered to the PFCP and 184 measuring tools were put into place to teaching candidates who took the pretest as a final test in the last week of the second (spring) semester in the academic year 2011-2012. 184 of the pretest application and 143 volunteer teachers for the final test took part.

Data Collection Tool: In this research, as a tool for data collection, the "Teaching Profession Attitude Scale-(TPAS)" was developed by the researcher. In the first phase of the the scale, the students who were

registered onto the PFCP, were expected to write both their positive and negative opinions related to the teaching profession and then a list was produced. In the second phase, attitude expressions were researched within the literature. In final phase, both lists were combined and the first draft of the measuring tool was produced. Thus, the first proto-type scale was constructed from 42 items. The scale which is in type of quinary Likert, has been applied to a volunteer teacher candidate group of 184 person who registered to PFCP, in order for validity and reliability study. The choices and the limits related to choices in the scale have been ordered and graded as: 5 for "I am taking part completely", 4 for "I am taking part fairly", 3 for "I am taking part partially", 2 for "I am taking part slightly" and 1 for the "I am taking part never".

Developing The Scale: With the aim of providing the structure validity of the TPAS, the Exploratory Factor Analysis used. First of all, the scale was used for the purpose of determining the suitability of collected data to factor analysis and in the case of the analysis, it was found that the value of KMO was 0.763, the Barlett Test was 1.911. With the result of the first analysis done, the items which did not take a load value over the acceptance level in any factor and which have load values less than 0.1 between two factors, were removed from the scale. The number of the removed items was thirteen. The analysis was repeated on 29 items which were taken into the scale and found in the work case after the first analysis. At the result of the second factor analysis, with the aim of determining whether it could be extracted or not from the correlation matrix, the coefficient of KMO of the scale and the Barlett's Sphericity test were put into practice. At the result of the performed analysis, while KMO's coefficient was calculated as 0.838, it was also determined that the value of the Bartlett's Sphericity is $\chi^2=2.214$, $p<.01$. Because of the significant value of Bartlett's Sphericity being less than 0.05, this showed that the factor could be extracted from the correlation matrix [16].

For the purpose of determining whether or not the obtained 29 result items of performed second factor analysis related to TPAS, can be separated into significant factors independent of each other, be rotated about basic axes and the analysis of the basis components was performed. It was determined there were four factors at the result of the varimax rotated operations.

As for the numbers of the gathering articles in these factors are concerned, they are 11 in the first factor, 9 in the second factor, 4 in the third factor and, 5 in the fourth. These determined factors have been named by paying attention to the most used concepts related to attitudes in the area of literature. Within this context, the titles were given: "affection" for the first factor, "value" for the second factor, "concordance" for the third factor and, "confidence" for the fourth.

Following the result of the performed rotation operation for the purpose of determining the basis components analysis of the factors, the factor loads of the fundamental articles, which took place on the scale, were calculated. Thus, while the factor load values before the rotation of the articles that formed the scale, change between the 0.377 and 0.737, it was seen that factor load values after rotation change between 0.409 and 0.773. Following the result of the analysis, 29 items which were thought to have satisfied the conditions to a sufficient level, have been taken into scale and 13 inoperative items were removed. The reliability of the scores which were obtained by putting the scale into practice, were calculated by the Cronbach Alpha reliability coefficient. According to this, in the reliability calculations which were carried out, related to scale; as a whole scale, its Cronbach Alpha reliability coefficient was determined as 0.860. The reliability coefficients related to the sub dimensions of the scale were calculated as 0.716 for the "Affection" sub dimension, 0.760 for the "Value" sub dimension, 0.710 for "Concordance" sub dimension and 0.700 for "Confidence" sub dimension.

Kaiser's reasoning related to what is necessary to take factors when their eigenvalues are greater than 1.00, into account, has been considered in the determining factors which a formed the scale sub dimension and in the development of TPAS [16]. Within this context, it was clearly seen that scale articles were gathered under the four factors when their eigen values were greater than 1, in the results of the second factor analysis. The eigen value of the first one from the factors that formed the sub dimension of the scale was determined as 8.20, the eigen value of the second as 4.35, the eigen value of the third as 2.90 and the eigen value of the fourth as 1.85. These four factors which took place in TPAS, explained 57.70% of the total variance. The first factor of the scale explained the variance in the ratio 17.45%, the second in 36.15%, the third in 45.10% and the fourth in 57.70%.

Analysis of the Collected Data: With the aim of determining the suitability of a normal distribution among the groups of collected data, the Kolmogorov-Smirnov test was carried for both applications one by one. According to this, while the pretest Kolmogorov-Smirnov value was determined as 1.223, the final test Kolmogorov-Smirnov value was determined as 1.272. Because these calculated values in both applications were greater than the Table's values, it was accepted that the data showed a normal distribution.

RESULTS AND DISCUSSION

The numerical results of the obtained findings based on both pre and final test results of the effect of PFCP on attitudes related to the teaching profession of teacher candidates, are given in Table 1.

In Table 1, the t-test has been into practice separately in sub dimensions and into the whole attitude test, in order to determine whether there is a significant differences between the application of the pre and final test results, intended for determining the effect of PFCP on the attitudes associated with the teaching candidates. According to this, there is not a significant difference according to the performed t-test results intended for determining whether there exist any difference or not, between pre and final test applications which were carried out to the whole attitude test $t(325) = -1.093, P > 0.05$. In the same way, no significant difference was found between the pre and final test applications in the result of the t-test which was performed on the scale's sub dimensions "Affection" $t(325) = .237, P > 0.05$ and, "Value" $t(325) = 1.253, P > 0.05$. However, a significant difference between both the pre and final test applications was revealed according to t-test results which were performed in the scale's sub dimensions "Concordance" $t(325) = -2.461, P < 0.05$ and, "Confidence" $t(325) = -3.290, P < 0.05$. According to these results, it can be said that yearlong PFCP, in general, has not affected in significant level on attitudes, related to teaching profession of teacher candidates, however, the score values of final test are higher than pre test score values. It can be said that PFCP, has not affected in significant level on attitudes associated with teaching profession of teacher candidates, at sub dimensions "Affection" and "Value" of the scale of attitude. On the other hand, it has been seen that PFCP, has affected the attitudes in significant level, associated with teaching profession of teacher candidates at sub dimensions "Concordance" and "Confidence" of

the scale of attitude. As a result, it can be said that the education of yearlong teaching profession knowledge in the scope of PFCP, has affected in important degree to attitudes on topic "Confidence" to profession and "Concordance" to teaching profession of teacher candidates. The findings, whether pretest or final test applications showed significant difference or not, according to reasons why teaching is the preferred profession for the candidates have been given in Table 2.

There has been no difference found in preferred teaching between both the performed pretest and final test results, associated with the effect of PFCP to the attitudes of teaching candidates, directed towards the teaching profession. Because of pretest $f(7.951)$ and the final test $f(4.422)$ values, which were obtained as a results of ANOVA that have been performed with the aim of determining whether the attitudes of teaching candidates associated with the teaching profession, have shown significant difference or not, according to their reasons to prefer teaching, are greater than t table values and have been found significant at the level 0.05. Pre test [$f(181) = 7.951, P < 0.05$] and final test [$f(140) = 4.422, P < 0.05$]. According to this, it can be said that the reasons of teacher candidates to prefer teaching, have affected their attitudes associated with teaching profession in significant level. It has been determined that according to Sheff test which has been performed in order to determine the source of difference that has come out, in both applications, the difference has originated from the difference of attitude between those who prefer teaching willingly and those who prefer it because there is job possibility. In both applications of the attitude test associated with teaching profession, the attitudes of teacher candidates associated with teaching profession, who said that I had preferred teaching profession willingly, have been determined more affirmative. The findings related to whether pretest and final test applications showed significant difference or not according to the number of the digests followed by each teaching candidate, are given in Table 3.

As seen in Table 3, because the pretest $f(2.951)$ value, which was obtained from the results of ANOVA used to determine whether the pretest and final test results aimed at bringing to light the attitudes of teaching candidates associated with the profession, have shown any significant difference, or not, according to the number of digests that were followed up, is greater than values of Table f. A significant difference was found in the significance of level 0.05 [$f(183) = 2.951, P < 0.05$].

Table 1: t-Test results of pre and final test applications of the attitudes of teaching candidates.

| Sub-dimensions | Test | N | M | SD | df | t | p |
|----------------|------------|-----|------|------|-----|--------|------|
| Love | Pre- test | 184 | 3.00 | .40 | 325 | .237 | .127 |
| | Final test | 143 | 2.93 | .41 | | | |
| Value | Pre- test | 184 | 4.14 | .47 | 325 | 1.253 | .211 |
| | Final test | 143 | 4.07 | .44 | | | |
| Harmony | Pre- test | 184 | 2.16 | .60 | 325 | -2.461 | .014 |
| | Final test | 143 | 2.31 | .48 | | | |
| Confidence | Pre- test | 184 | 4.08 | .78 | 325 | -3.290 | .001 |
| | Final test | 143 | 4.43 | 1.12 | | | |
| Total | Pre- test | 184 | 3.42 | .31 | 325 | -1.093 | .275 |
| | Final test | 143 | 3.46 | .36 | | | |

Table 2: Pre and final test ANOVA results of teacher candidates' attitudes according to their reasons for their preference

| Test | Reasons to prefer the school teaching | N | M | SD | The source of the variance | Sum of Squares | df | Mean Square | F | P | Difference Scheffe |
|------------|---------------------------------------|-----|------|-----|----------------------------|----------------|-----|-------------|-------|------|--------------------|
| Pre- | 1. I want to | 139 | 3.47 | .29 | 1.418 | 2 | | | | | |
| | 2. For job opportunities | 25 | 3.21 | .34 | Between Groups | 16.136 | 181 | .709 | 7.951 | .000 | 1-2 |
| | 3. In my family wants to | 20 | 3.40 | .30 | Within Groups | 17.554 | 183 | .089 | | | |
| | Total | 184 | 3.42 | .31 | Total | | | | | | |
| Final test | 1. I want to | 100 | 3.52 | .32 | | .992 | 2 | | | | |
| | 2. For job opportunities | 24 | 3.30 | .42 | Between Groups | 15.700 | 140 | .496 | 4.422 | .014 | 1-2 |
| | 3. In my family wants to | 19 | 3.46 | .28 | Within Groups | 16.692 | 142 | .112 | | | |
| | Total | 143 | 3.48 | .34 | Total | | | | | | |

Table 3: Pre and final test ANOVA results of the attitudes of teaching candidates according to the number of digests that are completed.

| Test | Number of the digests | N | M | SD | Variance Source | Sum of Squares | df | Mean Square | F | P | Difference Scheffe |
|------------|-----------------------|-----|------|-----|-----------------|----------------|-----|-------------|-------|------|--------------------|
| Pre-test | 1. 0 | 89 | 3.39 | .29 | Between | | | | | | |
| | 2. 1 | 48 | 3.38 | .36 | Groups | .823 | 3 | .274 | 2.951 | .034 | 3-1 |
| | 3. 2 | 31 | 3.51 | .23 | Within | 16.731 | 180 | .093 | | | |
| | 4. 3 | 16 | 3.58 | .31 | Groups | 17.554 | 183 | | | | |
| | Total | 184 | 3.42 | .31 | Total | | | | | | |
| Final Test | 1. 0 | 53 | 3.42 | .28 | Between | | | | | | |
| | 2. 1 | 58 | 3.48 | .43 | Groups | .327 | 3 | .109 | .927 | .430 | |
| | 3. 2 | 23 | 3.55 | .22 | Within | 16.364 | 139 | .118 | | | |
| | 4. 3 | 9 | 3.53 | .30 | Groups | 16.692 | 142 | | | | |
| | Total | 143 | 3.48 | .34 | Total | | | | | | |

Table 4: Pre and final tests of ANOVA results of the attitudes of teaching candidates, according to their Internet usage

| Test | Purpose of using internet | N | M | SD | Variance Source | Sum of Squares | df | Mean Square | F | P |
|------------|---------------------------|-----|------|-----|-----------------|----------------|-----|-------------|-------|------|
| Pre-test | • Research | 74 | 3.42 | .32 | Between | | | | | |
| | • Knowledge acquisition | 60 | 3.48 | .29 | Groups Within | .457 | 3 | .152 | 1.604 | .190 |
| | • Communication | 20 | 3.34 | .30 | Groups | 17.097 | 180 | .095 | | |
| | • Fun | 30 | 3.37 | .33 | | 17.554 | 183 | | | |
| | Total | 184 | 3.42 | .31 | Total | | | | | |
| Final-test | • Research | 49 | 3.55 | .35 | Between | | | | | |
| | • Knowledge acquisition | 41 | 3.39 | .37 | Groups Within | .794 | 3 | .265 | 2.313 | .079 |
| | • Communication | 27 | 3.53 | .29 | Groups | 15.898 | 139 | .114 | | |
| | • Fun | 26 | 3.40 | .31 | | 16.692 | 142 | | | |
| | Total | 143 | 3.48 | .34 | Total | | | | | |

This difference in the aforementioned attitudes towards the determined that it originated from the attitude difference between teaching candidates who had followed up two digests and those who had not. According to this, it can be said that attitudes in the case of those who followed up the two digests in the occupational material, were more positive than those who had not. Because the final test $f(.927)$ value was less than the values of Table

f , there was no meaning found in the the significance level [$f(142) = .927, P>0.05$]. It has been found difference between the pre test and final test results that have been performed associated with the effect of PFCP to attitudes of teacher candidates, directed towards teaching profession, according to the number of the digests which have been followed up. In final test, the disappearance of the significant difference which has come up in pre test

Table 5: Pre and final test ANOVA results of attitudes of teachers according to the number of books read monthly.

| Test | Number of book | N | M | SD | Variance Source | Sum of Squares | df | Mean Square | F | P | Difference Scheffe |
|------------|----------------|-----|------|-----|-----------------|----------------|-----|-------------|-------|------|--------------------|
| Pre-test | 1.0 | 22 | 3.38 | .24 | | | | | | | |
| | 2. 1 | 63 | 3.32 | .30 | Between | 1.767 | 4 | .442 | 5.008 | .001 | |
| | 3. 2 | 61 | 3.45 | .32 | Groups | 15.787 | 179 | .088 | | | 5-1 |
| | 4. 3 | 21 | 3.52 | .32 | Within | 17.554 | 183 | | | | |
| | 5. 4 | 17 | 3.64 | .20 | Groups | | | | | | |
| Total | | 184 | 3.42 | .31 | Total | | | | | | |
| Final Test | 1.0 | 12 | 3.50 | .26 | | | | | | | |
| | 2. 1 | 59 | 3.46 | .41 | Between | .078 | 4 | .020 | .163 | .957 | |
| | 3. 2 | 47 | 3.46 | .31 | Groups | 16.613 | 138 | .120 | | | |
| | 4. 3 | 13 | 3.53 | .25 | Within | 16.692 | 142 | | | | |
| | 5. 4 | 12 | 3.50 | .26 | Groups | | | | | | |
| Total | | 143 | 3.48 | .34 | Total | | | | | | |

application, yearlong PFSP has shown that it has affirmative affected to attitudes of teacher candidates associated with teaching profession. Whether or not the findings related to the pretest and the final test applications show a significant difference or not, according to the internet usage of the teaching candidates, is given in Table 4.

In Table 4, no difference was found between the pretest and final test aimed at determining the effect of PFCP on the attitudes of teaching candidates towards the profession. Because of pre test $f(1,604)$ and final test $f(2,313)$ values that are obtained at the result of ANOVA which were performed with the aim to determine whether the aforesaid attitudes of teaching candidates associated with teaching profession, have shown significant difference or not, according to the internet usage aim, are less than the values of Table f, they were not found significant, with a level 0.05. Pre test [$f(181) = 1,604$, $P > 0.05$] and final test [$f(140) = 2,313$, $P > 0.05$]. In general, it is possible to say that PFCP, has not affected in important degree at the internet usage aim, to the attitudes of teacher candidates associated with teaching profession. The findings, related to whether the pretest and final test applications showed any significant difference according to the the number of books teaching candidates read are given in Table 5.

As seen in Table 5, the pretest and final test results aimed at determining the attitudes of teaching candidates towards the profession showed a difference in regard to the number of books read monthly. Because of pre test $f(5.008)$ value, which has been obtained in the result of ANOVA, that has been performed with the aim of determining whether the attitudes of teaching candidates towards the profession, have shown significant difference or not according to the number of the books which have been read monthly, is greater than the values of f Table, has been found significant in significance level 0.05.

[$f(183) = 5.008$, $P < 0.05$]. It has been determined that this difference, in the attitudes of teaching candidates related to the teaching profession originated from the attitude difference between teaching candidates who read four books in a month and those who have not read any books. According to ANOVA results which were done on the final test data, because the final test $f(.163)$ value, is less than the values of Table f, it was not found to be serious at a significance level 0.05 [$f(142) = .163$, $P > 0.05$]. Consequently, since this difference in pre test application, have not been seen at final test application, it can be accepted that it is the result of the positive effect PFCP, to the attitudes of teacher candidates related to teaching profession.

CONCLUSIONS AND RECOMMENDATIONS

In the process of PFCP, while the attitudes of teaching candidates towards the profession in general did not show any significant difference between the pretest and the final test. There were significant differences between the pretest and the final test application at the sub dimensions base. It was determined that PFSP has an affect on the attitudes of teaching candidates towards the teaching profession, in the sub dimensions “concordance” and “confidence”. On the other hand, between the pretest and the final test applications of the sub dimensions “affection” and “value”, there was no significant difference. This result, at the end of PFCP, shows that the attitudes of teaching candidates towards their confidence directed at the profession and their concordance towards the profession has undertaken an affirmative change in significance level.

The results relating to whether the effect of PFSP on the attitudes of teaching candidates towards the teaching profession, show significant differences, or not, according to personal character of teacher candidates. It was found

that between the pretest and final test applications related to the effect of PFCP on the attitudes of teaching candidates towards profession, have not shown significant difference according to their reasons to prefer teaching and their aims to use internet. However, while the branches of teaching candidates and their aims to use internet, did not have an affect on the significant level in both applications in their attitudes towards the profession, it was determined that the reasons for the teaching candidates choosing the profession, had affected in significant level in both application to their attitudes related to their teaching profession. On the other hand, it was established that between the pretest and final test applications, related to the effect of PFCP on the attitudes of teaching candidates towards the profession, have shown difference at significant level, according to the number of books which the teaching candidates read monthly and the number of occupational digests which they had followed up. While the attitudes of teaching candidates relating to the teaching profession, has shown significant difference in pre application according to the number of the occupational digests which they have followed up and the number of books which they have read monthly. This difference in the final application according to both variables, disappeared. It can be said that with regard to these attitudes, PFCP is effective in the level that will remove the difference originated from the number of the books which they have read monthly and, the number of the digests which they have followed up.

The findings that are obtained in this research, mirrors that in similar studies. The study of Güven [17], determined that there were a significant incremental change of perception of the teaching candidates at the sub competence fields in developing and guidance, planning the teaching and determining the process of learning-teaching, at the end of the without Thesis High Bachelor's degree Program. While Sarı [18], has investigated the effect of secondary education branch teaching without thesis high bachelor's degree program-WTHBDP to views related to the Program and the Teaching Profession, it has been determined that the thoughts of teaching candidates are that teaching is a profession and it requires a serious commitment and that they perform willingly and positively at the beginning and at the end of the program in general, but the views of some teaching candidates change to a negative direction at the end of the program. In the study of Bulut [19], it was determined that the teaching candidates have affirmative attitudes towards the teaching profession. Eraslan and Çakıcı [20], in their study they made,

determined that the students with no education faculty in their University preferences, have negative attitudes towards the teaching profession have been low. In the studies of Başbay *et al.* [21], they have stated that the attitudes of the teaching candidates who take part in secondary education branch teaching without a thesis high bachelor's degree program, have been quite positive. In the studies of Çakır *et al.* [22], it was determined that WTHBDP, is more effective than the program of teaching professional knowledge, from the point of developing a positive attitude directed towards the teaching profession. Yüksel [23] stated that all participants agree in their own research that the main function of liberal arts faculties is to prepare scientists. However, professors argued that liberal arts faculties need to prepare teachers for high schools since all of the graduates cannot be scientists. Yaman [24] determined that pedagogical formation program obtained were evaluated in sample applications in class, obtaining information about class management, the effects of teacher properties on class management, which disruptive student behaviors teacher encounters, methods and approaches used widely, inform about demographic characteristics groups.

Proposals: The arranged PFCP, intensified the confidence levels for the teaching profession and concordance to it by the teaching candidates and had a significant effect on their attitudes towards this subject. It is known that if the teaching candidates attitude towards the profession is positive there will be an increase in their success in the profession. In PFSPs, it is necessary to get the teaching candidates to aquire positive attitudes and values, as well as the knowledge, skill and behavioural patterns relating to the profession.

When the number of the occupational digests which the teaching candidates followed up and the number of the books which they have read, increased. It was seen that their attitudes towards the profession are positive. According to this, in PFCPs, it is the teaching candidates' responsibility to read books and keep abreast of all occupational digest.

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