

## Examination of Profiles and Educational Beliefs of Prospective Teachers Studying in Faculty of Education

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### Abstract

The most general purpose of education is to make individuals harmonious and beneficial to society by educating and socializing them. It is undoubtedly the teacher who will do this education and socialization work. This situation makes the training and quality of the teacher important. Therefore, the examination of prospective teachers' profiles and their educational beliefs constitutes the aim of this study. This is the starting point of the research. The question "What are the profiles of the prospective teachers studying at the Faculty of Education and their views that constitute their educational beliefs?" forms the problem of the research.

Research Model; In this study, which aims to examine the profiles of prospective teachers and their educational beliefs, a screening model was used. The universe of this research is composed of prospective teachers studying in the 3rd and 4th grades of MAKÜ Faculty of Education in 2017-2018 academic year. The sample is consisted of prospective teachers randomly selected from this universe. This is "Convenience Sampling" which is also called "Incidental Sampling".

The data of the research; in this research, firstly, personal information was obtained via the personal information forms developed by the researchers. On the other hand, the data about educational beliefs of prospective teachers obtained through "Educational Beliefs Scale" developed by Yılmaz, Altinkurt and Çokluk (2011). Analysis of the data; Data was analyzed on computer program SPSS 20.0 through statistical analysis such as percentage, standard deviation, arithmetic mean, t-test and ANOVA, and then comments and discussions were made.

According to research results; there was no significant difference in the dimensions of progressivism, Reconstructionism and perennialism of prospective teachers' educational beliefs according to gender variable. However, there was a significant difference in existentialism and essentialism. When it is examined whether teacher candidates' educational beliefs differ according to the department variable they are studying, it is seen that significant differences were found in the progressivism, existentialism, Reconstructionism and essentialism dimensions.

**Keywords:** Educational beliefs, Educational Philosophy, Prospective teachers.

### 1. Introduction

Teacher is a person who carries out the teaching in professional sense at school (Erden, 2012). Generally, teachers are trained in education faculties in Turkey. Teachers guide next generation through education they receive from these faculties. Profiles of preservice teachers vary because of various reasons such as personal characteristics, culture and social relations.

Profile studies are examining the individual or element in many aspects and revealing their distinctive features (TDK, 2018). Attempt to create a teacher profile also means that all the observable common characteristics of individuals who work at a particular type and level of education are tried to fit into quantitative and statistical indicators as much as possible (Özsoy, 2004: 306, cited in Tösten, Han & Çakmak, 2018). The profiles of preservice teachers appear as a result of interaction of elements that make up the profile and this should be seen important as they will affect the teaching profession they perform in the future (Özsoy, 2004).

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According to Tösten, Han and Çakmak (2018); revealing the characteristics of teachers from various aspects will serve as a guideline in terms of meaningful interpretation and correct positioning of scientific studies as well as providing basic framework for educational studies.

In this context, it can be said that profile studies are very important in terms of revealing the various features of teachers who are a strategic part of teaching process (Tösten, Han & Çakmak, 2018). When the researches about profiles of preservice teachers are examined, it is seen that existing profiles are associated with various dimensions. Ekiz (2006) studied on student profiles and future expectations; Arslan (2007) researched the sociological profiles of students; Keskin, Koraltan and Öztürk (2010) and Kızılcıoğlu (2003) presented the existing university student profiles; Çetin (2012) examined student profiles in terms of various variables. Özsoy (2004) examined and compared the profiles of last grade students at Hacettepe, Pamukkale and Başkent Universities. In the study of Sandal and Karademir (2013), student profiles, expectations and problems were evaluated. Kırız, Demir, Aksu, Daloğlu and Yıldırım (2010) examined profiles, socio-cultural values and views on education of preservice teachers at 51 universities in Turkey by conducting a large-scale research.

The curriculum is organized according to the general philosophy adopted. However, the teachers' educational philosophies are also important who are the practitioners of the prepared curriculum. Teachers reflect the knowledge, experience, culture and educational beliefs they have acquired throughout their lives to their students. For example, a teacher with a belief in democracy will show a democratic behavior in the classroom. In practice, teachers' educational philosophies vary. In order to obtain the desired efficiency from the program, the philosophy of curriculum and the educational philosophies of teachers should be consistent (Erden, 2012). In fact, teachers' education beliefs constitute the educational philosophies they adopt.

In this context, the profiles of future teachers will affect the education they will apply. One cannot speak of a single education belief. It can be said that each teacher's philosophy of education is different. Educational philosophies provides a broad framework about course contents, schools' and teachers' duties and responsibilities (Aydın, Gilik & Güleç, 2012). Program courses, teachers' working styles and behavior patterns are shaped according to the determined education philosophy (Çoban, 2007).

In the literature, four basic philosophical trends are focused in general (Demirel, 2002; Erden, 2012; Ergün, 2014; Gutek, 1996/2014; Sönmez, 2005; Şişman, 2010; Varış, 1985). These trends can be explained briefly as follows:

**Perennialism:** Education should discipline the mind and develop the reasoning skills of individual. It should be based on universal and timeless religious and philosophical ideas. In this respect, importance is given to the education of classical works. Teachers who are experts in the field of education, the only authority, present the ideal facts to individuals. Success is evaluated with questions that control mind and reasoning power.

**Essentialism:** This trend aims at adapting the individual to society, gaining the basic cultural values, and educating them knowledgeable and skillfully. Accordingly, prevention of generation conflict and change can be achieved through the transfer of cultural heritage. Only teachers carry out teaching, and the student is in a passive situation. In essentialism, the individual has to know what has been told, and the punishment may be applied when necessary in educational environment.

**Progressivism:** The course is based on activity and it is a student-centered philosophical movement. Programmed learning is based. Goals are arranged in accordance with the interests and needs of the individual. Education is life. The teacher is a guide. Learning is through experience and all kinds of problems are brought to the educational environment. The individual is provided to make judgments from them. Information is not absolute, may change in new environments. The educational environment should be democratic.

**Reconstructionism:** According to this trend, because life is constantly changing, education should be a means of change and balance. Ensuring world peace and happiness of people, gaining love, cooperation and values are the goals of education, and scientific methods and critical thoughts are brought to the fore. Democratic understanding, reconstructed life and the belief that there is no absolute truth are dominant. It is argued that one should develop his / her hidden abilities and mind.

Teachers' understanding of education is also affected by their opinions and values. Because the teacher benefits from the philosophy of education that he adopts to determine course outcomes, to organize learning and teaching environments and to evaluate success (Doğanay & Sarı, 2003). In this case, it is possible to say that the profiles of the teachers and the educational philosophies he adopts can affect education.

### **1.1. The Aim and Importance of the Study**

The consistency between education philosophies are determined in the curriculum and the education philosophy adopted by teachers who will be implementing this program are important. Knowing the factors effecting preservice teachers to choose the teaching profession has a special importance for some of their personal characteristics and education applications. For this purpose, preservice teachers' preference order of teaching, gender, place of residence, parental education status and profession, attended high school type and the reason for choosing teaching should be known.

Also, the teachers' beliefs about education are considered important in terms of the education they will offer to their students and future of education. This is the starting point of research.

### **1.2. Research Question**

The research question is that "What are the profiles and educational beliefs of preservice teachers studying in the Faculty of Education?"

For this purpose, the following sub-problems were sought:

1. How are the profiles of preservice teachers studying at the Faculty of Education?
2. How are the preservice teachers' educational beliefs?
3. How the educational beliefs differ across various groups determined based on;
  - a) Genders,
  - b) Departments,
  - c) Type of high school they graduate and
  - d) Grades,

### **1.3. Limitations**

This research is limited to;

1. 2017-2018 academic year; Science Teaching, Turkish Language Teaching, Elementary Mathematics Teaching, Preschool Teaching, Primary School Teaching, Social Studies Teaching, Guidance and Psychological Counseling, CEIT and English Language Teaching Departments in Mehmet Akif Ersoy University (MAKU) Faculty of Education,
2. Preservice teachers studying in the 3rd and 4th grades of these departments and
3. The questions in the applied scale.

## **2. Method**

This part contains information about the model, population, sample, data collection tools, data collection and analysis.

### **2.1. Research Design**

With this research, it was aimed to determine the profiles of preservice teachers studying at faculty of education and their beliefs about education and to find out whether there was a difference between their educational beliefs according to their profiles. In this respect, is a survey research. Survey research aims to describe the past or the present situation as it is (Karasar, 2009). The survey research is used to determine the views of large communities and is based on the answers of participants to the questions. Answers are searched to questions such as what, where, when, what level and frequency (Fraenkel ve Wallen, 2006, akt. Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz & Demirel, 2014).

### **2.2. Population and Sample**

The population of this study consisted of 1449 people, 963 female and 486 male preservice teachers studying in the 3rd and 4th grades of MAKU Faculty of Education in 2017-2018 academic year. A total of 696 preservice teachers, 521 female and 175 male, were included in the study considering convenience sampling method and voluntarily participation of preservice teachers. It can be seen that convenience sampling method has the competence to represent the determined study population. According to Erkuş (2013, p.122), convenience sampling is a sample made with individuals who are easy to reach, available and willing to participate in study.

### **2.3. Data Collection Tools**

In the first part of data collection tool, a questionnaire which was formed by the researchers was used to determine the profiles of preservice teachers. In this questionnaire, there are items about gender of students, their grades, departments, type of education, type of high school, place of residence, preference order of department, reasons of preference, professions of their parents and the monthly income of their parents.

In the second part of the data collection tool, in order to determine “Educational Beliefs” of preservice teachers; “Educational Beliefs Scale” developed by Yılmaz, Altinkurt & Çokluk (2011) was used. The scale consists of 40 items in total; 13 of them are about progressivism, 7 items are about existentialism, 7 items are related with reconstructivism, 8 of them are related with perennialism, 5 items are about essentialism. The point distributions obtained by the scale of educational beliefs were continuous data and were at the level of interval scale.

#### 2.4. Data Collection

The data was gathered from teacher candidates who are currently enrolled in Burdur Mehmet Akif Ersoy University Education Faculty during 2017-2018 spring semester. “Personal Information Form” and “Educational Beliefs Scale” had been offered by the researchers and to minimize the subject loss, participants were asked to return their answers within the same day.

#### 2.5. Data Analysis

The SPSS-20 package program was used for data analysis. Firstly, the distribution of data was examined and it was seen that there are no data showing extreme values and loss data problem. Crosstable distributions that summarize frequency and percentage and profiles of related variables were given for the profiles of preservice teachers. Before looking at the differences between the scores of preservice teachers according to their profiles, normality and levene homogeneity tests were conducted to determine whether the distribution was homogenous. In order to test the assumption of normal distribution of scores related to subfactor of the data, skewness and kurtosis values were examined and it was found that these statistics varied between -1 and +1. It was observed that the distributions of the subfactors of the scale were normal and homogeneous. Furthermore, being independent of compared groups from each other, measuring dependent variables at interval or ratio scale level, and providing the assumptions of normality and homogeneity meet the parametric test assumptions. (Köklü, Büyüköztürk and Bökeoğlu, 2007, pp. 152-161). To examine the difference between educational beliefs according to two-group variables Independent Samples T- test analysis conducted. Similarly, difference between educational beliefs according to more than two group variables was examined through One-Way ANOVA (One-Way Analysis of Variance).

### 3. Findings

#### 1. How are the profiles of preservice teachers studying at the Faculty of Education?

In this research, a total of 711 preservice teachers out of 1449 preservice teachers at 3rd and 4th grades were reached in MAKU Faculty of Education and after the missing encodings were excluded, 696 data that were valid were included in the study.

**Table 1. Distribution of preservice teachers in Faculty of Education according to their gender and departments.**

Gender		Prim. Sch. Teac.	Scien. Teac.	Presch. Teac.	Turk. Lang. Teac.	Soc. Std. Teac.	Elm. Math. Teac.	Guid. Psyc. Coun.	CEIT	Eng. Lang. Teac.	TOTAL
Female	f	90	83	118	34	31	61	45	24	35	521
	%	73,18	81,38	92,91	57,63	64,58	83,56	73,78	42,85	74,47	74,85
Male	f	33	19	9	25	17	12	16	32	12	175
	%	26,82	18,62	7,09	42,37	35,41	16,44	26,22	57,15	25,53	25,15
TOTAL	f	123	102	127	59	48	73	61	56	47	696
	%	100	100	100	100	100	100	100	100	100	100

As seen in Table 1, 74.47% (521) of the preservice teachers who participated in research are female and 25.15% (175) are male. The distribution of preservice teachers according to departments is that: Preschool Teaching 92.91% (118 people) female, 7.09% (9 people) male, Elementary Mathematics Teaching 83.56% (61 people) female, 16.44% (12 people) male, Science Teaching 81.38% (83 people) female, 18.62% (19 person) male, English Language Teaching 74.47% (35 people) female, 25.53% (12 people) male, Guidance and Psychological Counseling 73.78% (45 people) female, 26.22% (16 people) male, Primary School Teaching 73.18% (90 people)

Female, 26.82% (33 people) male, Social Studies Teaching 64.58% (31 people) female, 35.41% (17 people) male, Turkish Language Teaching 57.63% (34 people) female, 18.62% (19 people) male and CEIT 42.85% female (24 people), 57.15% (56 people) male. Other departments except from CEIT have predominantly female preservice teachers.

**Table 2. Distribution of the preservice teachers in Faculty of Education according to their families' monthly income and their departments.**

Income (TL)		Prim. Sch. Teac.	Scien. Teac.	Presch. Teac.	Turk. Lang. Teac.	Soc. Std. Teac.	Elm. Math. Teac.	Guid. Psys. Coun.	CEIT	Eng. Lang. Teac.	TOTAL
0-1000	f	12	12	11	8	10	3	1	8	3	68
	%	9,75	11,76	8,66	13,56	20,83	4,10	1,63	14,28	6,38	9,77
1001-2000	f	34	36	37	26	18	13	13	18	17	212
	%	27,65	35,29	29,13	44,07	37,50	17,80	21,31	32,14	36,17	30,45
2001-3000	f	40	34	53	12	13	31	22	14	11	230
	%	32,52	33,35	41,74	20,34	27,09	42,46	36,06	25	23,40	33,04
3001-4000	f	19	10	15	2	4	14	13	8	8	93
	%	15,45	9,8	11,82	3,39	8,34	19,17	21,31	14,28	17,02	13,36
4001-5000	f	8	6	5	8	1	8	9	4	3	52
	%	6,50	5,88	3,93	13,56	2,08	10,95	14,75	7,14	6,38	7,47
5001+	f	10	4	6	3	2	4	3	4	5	41
	%	8,13	3,92	4,72	5,09	4,16	5,47	4,91	7,14	10,63	5,89
TOTAL	f	123	102	127	59	48	73	61	56	47	696
	%	100	100	100	100	100	100	100	100	100	100

In Table 2 presents the distribution of the preservice teachers according to their families' monthly income and departments they study, respectively. As seen in the table, the income range of families with the highest number of people in income distribution is 2001-3000 TL, while the income range with the minimum number of people is 5001 TL and above. Accordingly, it is seen that the income status of the preservice teachers' families is generally below 3000 TL.

**Table 3. Distribution of preservice teachers in Faculty of Education according to preference order of teaching profession and the places they live.**

Preference Order		City Centre	County	Village	TOTAL
1-3	f	199	128	70	397
	%	59,22	52,03	61,40	57,04
4-7	f	63	57	22	142
	%	18,75	23,17	19,29	20,40
8-12	f	40	33	10	83
	%	11,9	13,41	8,77	11,92
13+	f	34	28	12	74
	%	10,11	11,38	10,52	10,63
TOTAL	f	336	246	114	696
	%	100	100	100	100

Table 3 presents the distribution of preservice teachers according to preference order of teaching profession and their place of residence. It is observed that 336 of the preservice teachers (48.27%) live in city centers, 246 of them live in counties (35.34%) and 114 of them (16.37%) live in villages. The preference order of the teaching profession is in the range of 1-3 (57,04%) the most. There are few preservice teachers in the range of 13 and above with 10 people (10.63%).

**Table 4. The age groups and departments of preservice teachers who study in Faculty of Education.**

Age		Prim. Sch. Teac.	Scien. Teac.	Presch. Teac.	Turk. Lang. Teac.	Soc. Std. Teac.	Elm. Math. Teac.	Guid. Psyc. Coun.	CEIT	Eng. Lang. Teac.	TOTAL
18-20	f	16	16	24	7	7	19	12	6	3	110
	%	13	15,68	18,89	11,86	14,89	26,02	19,67	10,71	6,38	15,82
21-23	f	95	81	81	46	34	53	47	47	39	523
	%	77,23	79,41	63,77	77,96	72,34	72,60	77,04	83,92	82,97	75,25
24-26	f	12	5	10	6	5	1	1	2	2	44
	%	9,75	4,9	7,87	10,16	10,63	1,36	1,63	3,57	4,25	6,33
27-+	f	0	0	12	0	1	0	1	1	3	18
	%	0	0	9,44	0	2,12	0	1,63	1,78	6,38	2,58
TOTAL	f	123	102	127	59	47	73	61	56	47	695
	%	100	100	100	100	100	100	100	100	100	100

When the age groups and the departments of the students in Table 4 are analyzed; it was observed that the number increases between 21-23 age range with 523 (%75,25) preservice teachers. There are 110 candidates between the ages of 18-21 (15,82%), there are 44 preservice teachers (6,33%) in 24-26 age range, the number decreases gradually in the age range of 27 and above with 18 (2,58%) preservice teachers. There are no preservice teachers in the fields of Science, Primary school, Turkish Language and Elementary Mathematics teaching departments in the age range of 27 and above.

**Table 5. Mothers' education status and departments of the preservice teachers who study in Faculty of Education.**

Mother Education Status		Prim. Sch. Teac.	Scien. Teac.	Presch. Teac.	Turk. Lang. Teac.	Soc. Std. Teac.	Elm. Math. Teac.	Guid. Psyc. Coun.	CEIT	Eng. Lang. Teac.	TOTAL
Illiterate	f	9	6	9	6	4	5	3	7	1	50
	%	8,82	4,42	7,31	10,16	8,33	6,84	4,91	12,5	2,12	7,18
Primary sch.	f	71	48	68	32	26	37	25	27	17	351
	%	69,6	37,79	55,28	60,96	54,16	50,68	40,98	48,21	36,17	50,43
Secon. Sch.	f	19	25	20	12	11	6	8	9	10	120
	%	18,62	19,69	16,26	20,33	22,91	8,21	13,11	16,07	21,27	17,24
High Sch.	f	12	15	16	6	5	17	20	7	11	109
	%	11,76	11,81	13	10,16	10,41	23,28	32,78	12,5	23,4	15,66
University	f	12	8	14	3	1	8	5	6	7	64
	%	11,76	6,29	11,38	5,08	2,08	10,95	8,19	10,71	14,89	9,19
Postgraduate	f	0	0	0	0	1	0	0	0	1	2
	%	0	0	0	0	2,08	0	0	0	2,12	0,28
TOTAL	f	102	127	123	59	48	73	61	56	47	696
	%	100	100	100	100	100	100	100	100	100	100

When the mothers' education status and departments of preservice teachers in Table 5 are examined; it is seen that 351 of mothers (50,43%) are primary school graduates, 120 (17,24%) of them are secondary school graduates, 109 (15,66%) of them are high school graduates, 64 (9,19%) of them are university graduates and 50 (7,18%) of them did not have any formal education. The number of mothers who studied for a postgraduate degree are 2 (0,28%) in total. One of them is from English Language Teaching department and the other one is from Social Studies Teaching department.

**Table 6. Fathers' education status and the departments of the preservice teachers who study in Faculty of Education.**

Father Education Status		Prim. Sch. Teac.	Scien. Teac.	Presch. Teac.	Turk. Lang. Teac.	Soc. Std. Teac.	Elm. Math. Teac.	Guid. Psyc. Coun.	CEIT	Eng. Lang. Teac.	TOTAL
Illiterate	f	1	0	2	0	1	0	0	0	0	4
	%	0,81	0	1,57	0	2,08	0	0	0	0	0,57
Primary sch.	f	48	44	39	26	21	16	18	21	12	245
	%	39,02	43,13	30,7	44,06	43,74	21,91	29,5	37,5	25,53	35,2
Secon. Sch.	f	21	23	29	11	11	14	8	15	8	140
	%	17,07	22,54	22,83	18,64	22,91	19,17	13,11	26,78	17,02	20,11
High Sch.	f	31	21	30	17	7	20	17	9	13	165
	%	25,2	20,58	23,62	28,81	14,58	27,39	27,86	16,07	27,65	23,7
University	f	22	13	25	5	7	21	18	11	11	133
	%	17,88	12,74	19,68	8,67	14,58	28,76	29,5	19,64	23,4	19,1
Postgraduate	f	0	1	2	0	1	2	0	0	3	9
	%	0	0,98	1,57	0	2,08	2,73	0	0	6,38	1,29
TOTAL	f	123	102	127	59	48	73	61	56	47	696
	%	100	100	100	100	100	100	100	100	100	100

When the fathers' education status and the departments of the preservice teachers in Table 6 are examined; it is seen that 245 of fathers (%35,20) are primary school graduates, 140 (%20,11) of them are secondary school graduates, 165 (%23,7) of them are high school graduates, 133 (%19,1) of them are university graduates and 4 (%0,57) of them did not have any formal education. The fathers who studied for a postgraduate degree are 9 (%1,29) in total. Three of them are from English Language Teaching, two of them are Elementary Mathematics Teaching and one of them is from Social Studies Teaching, two of them are from Preschool Teaching, one of them from Science Teaching departments.

**Table 7. Distribution of teacher candidates in Faculty of Education according to grades and departments.**

Grade		Prim. Sch. Teac.	Scien. Teac.	Presch. Teac.	Turk. Lang. Teac.	Soc. Std. Teac.	Elm. Math. Teac.	Guid. Psyc. Coun.	CEIT	Eng. Lang. Teac.	TOTAL
3	f	73	52	71	27	22	28	30	27	25	355
	%	59,34	50,98	55,9	45,76	45,83	38,35	49,18	48,21	53,19	51
4	f	50	50	56	32	26	45	31	29	22	341
	%	40,65	49,01	44,09	54,23	54,16	61,64	50,81	51,78	46,80	48,99
TOTAL	f	123	102	127	59	48	73	61	56	47	696
	%	100	100	100	100	100	100	100	100	100	100

As it can be seen in Table 7, in the distribution of preservice teachers according to their grades and departments, it is seen that maximum participation is in the primary school teaching department with 123 people and the least participation is in English Language Teaching department with 47 people. When the grades of students who participated in study are examined, it is seen that there are 355 students (51%) from 3rd grade and 341 students (48,99%) from 4th grade.





When the distribution of preservice teachers according to their mother's and father's occupation status is considered, it is seen that mothers are housewives and the fathers are workers in general.

**Table 11. Preservice teachers' satisfaction with their departments and their departments in Faculty of Education.**

Satisfaction		Prim. Sch. Teac.	Scien. Teac.	Presch. Teac.	Turk. Lang. Teac.	Soc. Std. Teac.	Elm. Math. Teac.	Guid. Psyc. Coun.	CEIT	Eng. Lang. Teac.	TOTAL
Yes	f	109	72	110	48	30	65	57	23	39	553
	%	88,61	70,58	86,61	81,35	62,50	89,04	93,44	41,07	82,97	79,45
No	f	14	30	17	11	18	8	4	33	8	143
	%	11,38	29,41	13,38	18,64	37,5	10,95	6,55	58,92	17,02	20,54
TOTAL	f	123	102	127	59	48	73	61	56	47	696
	%	100	100	100	100	100	100	100	100	100	100

When the satisfaction levels and departments of the preservice teachers are examined in Table 11, it is seen that 553 (79.45%) are satisfied with their departments and 143 (20.54%) are not satisfied with their departments. While Psychological Counseling and Guidance (93.44%) is the most satisfied, the most unhappy department is CEIT (58.92%). The reason for this dissatisfaction is that teacher appointments vary depending on whether they are more or less. For example; as shown in Table 11, teacher appointment is limited for CEIT department that is the most dissatisfied.

**Table 12. The order of preference their departments and type of high school they graduated.**

Preference Order		Vocational High Sch.	General High Sch.	Anatolian High Sch.	Anatolian Teacher High Sch.	Science High Sch.	Other	TOTAL
1-3	f	78	82	156	66	2	13	397
	%	58,2	49,39	56,31	73,33	28,57	59,09	57,04
4-7	f	25	36	62	15	1	3	142
	%	18,65	21,68	22,38	16,66	14,28	13,63	20,4
8-12	f	16	24	33	5	0	5	83
	%	11,94	14,45	11,91	5,55	0	22,72	11,92
13+	F	15	24	26	4	4	1	74
	%	11,19	14,45	9,38	4,44	57,14	4,54	10,63
TOTAL	f	134	166	277	90	7	22	696
	%	100	100	100	100	100	100	100

In Table 12, according to order of choosing their departments and the kind of high school they graduated from, it is seen that they were graduated from Anatolian High School with the highest number of 277 candidates and 397 (57,04%) candidates in all high school types except from Science High School listed their departments between 1-3 preference order. Candidates graduated from Science High School did not write their departments in the order of 8-12, they listed them 13th rank and later. Generally, it is seen that with 74 (10.63%) people, choosing departments at 13th rank and later were less preferred.

**Table 13. The place of birth and number of siblings of preservice teachers in Faculty of Education**

Birthplace		1	2	3	4+	None	TOTAL
City Centre	f	121	84	43	33	22	303
	%	48,59	43,52	39,81	30,55	57,89	43,53
County	f	108	93	53	55	13	322
	%	43,37	48,18	49,07	50,92	34,21	46,26
Village	f	20	16	12	20	3	71
	%	8,03	8,29	11,11	18,51	7,89	10,2
TOTAL	f	249	193	108	108	38	696
	%	100	100	100	100	100	100

In Table 13, when the number of preservice teachers according to settlement of birthplaces and siblings is examined. Out of 696 participants, 44%, 46% and 10% of the participants reside in cities, counties, and villages, respectively. Distribution of the participants based on the number of siblings they have is also given in the table. Among all participants, 38, 249, 193, 108, and 108 participants had none, one, two, three, and four or more siblings, respectively.

2. What are the educational beliefs of preservice teachers who study in Faculty of Education?

**Table 14. Means of Preservice Teachers' Educational Beliefs in Faculty of Education (n = 696).**

Variables	Number of Items(k)	X	S	
			/k	S
Progressivism	13	5,631	4,33	9,89
Existentialism	7	3,093	4,41	5,62
Reconstructionism	7	2,813	4,01	5,41
Perennialism	8	3,161	3,95	6,66
Essentialism	5	1,341	2,68	5,93

As shown in Table 14, according to the scores obtained by dividing the means by the number of items, in educational beliefs, "Existentialism" (X = 4.41) has the highest average, this was followed by "Progressivism" (X = 4.33), "Reconstructionism" (X = 4.01), "Perennialism" (X = 3.95), and "Essentialism" (X = 2.68). Based on these averages, it is seen that preservice teachers' educational beliefs are at the level of "I strongly agree" in dimensions of existentialism and progressivism, "I agree" in reconstructionism dimension, "I'm neutral" in perennialism dimension, "I don't agree" in essentialism dimension.

**Table 15. Educational beliefs of preservice teachers in Faculty of Education according to the gender variable (n = 696).**

		Cinsiyet	n	X	s	s	d	S	t	p
Educational Beliefs	Progressivism	Female	215	6,61	,88	9		6	1	,
		Male	75	5,41	,89	94		,391	165	,
	Existentialism	Female	215	1,26	,56	5		6	2	,
		Male	75	9,94	,68	5	94		,718	007*
	Reconstructionism	Female	215	8,33	,53	5		6	1	,
		Male	75	7,52	,00	5	94		,706	088
	Perennialism	Female	215	1,64	,03	7		6	,	,
		Male	75	1,52	,42	5	94		203	839
	Essentialism	Female	215	2,90	,80	5		6	3	,
		Male	75	4,93	,08	6	94		,959	000*

According to Table 15, in a group of 696 women consisting of 521 female and 175 male, as a result of independent t-test, it was concluded that there wasn't a significant difference of teacher candidates' education beliefs according to gender variable in dimensions of progressivism ( $p=.165$ ,  $t=1.391$ ), reconstructionism ( $p=.088$ ,  $t=1.706$ ) and perennialism ( $p=.839$ ,  $t=.203$ ). However, there was a significant difference in the dimensions of existentialism ( $p = 007$ ,  $t = 2.718$ ) and essentialism ( $p = .000$ ,  $t = 3.959$ ).

According to this, the average of the total attitude scores of female preservice teachers in the dimension of existentialism ( $X = 31.26$ ) was significantly higher than the total attitude point average of male preservice teachers ( $X = 29.94$ ). Therefore, it can be said that female preservice teachers have more positive beliefs about existentialism than male preservice teachers. In essentialism dimension, the total score averages ( $X = 14.93$ ) of male preservice teachers differ significantly from the total attitude point average ( $X = 12.90$ ) of female preservice teachers. According to this, it is seen that male preservice teachers have more dominant beliefs about essentialist education than female preservice teachers.

**Table 16. Educational beliefs of preservice teachers who study at Faculty of Education according to department variable.**

<i>Educational Belief</i>	<i>Department</i>	<i>N</i>	<i>X</i>	<i>S</i>
<i>Progressivism</i>	Science Teaching	02	54,32	11,19
	Preschool Teaching	27	58,44	10,39
	Primary School Teaching	23	56,81	8,58
	Turkish Language Teaching	9	58,33	6,53
	Social Studies Teaching	8	52,57	14,77
	Elementary Mathematics Teaching	3	55,64	8,87
	Psychological Counseling and Guidance	1	56,70	10,50
	CEIT	6	56,19	6,62
<i>Existentialism</i>	Science Teaching	02	29,51	29,51
	Preschool Teaching	27	32,32	32,32
	Primary School Teaching	23	31,53	31,53
	Turkish Language Teaching	9	32,19	32,19
	Social Studies Teaching	8	28,17	28,17
	Elementary Mathematics Teaching	3	31,03	31,03
	Psychological Counseling and Guidance	1	31,18	31,18
	CEIT	6	30,26	30,26
<i>Reconstructionism</i>	Science Teaching	02	27,65	5,32
	Preschool Teaching	27	29,53	6,20
	Primary School Teaching	23	28,73	5,29
	Turkish Language Teaching	9	27,69	4,87
	Social Studies Teaching	8	26,56	6,85
	Elementary Mathematics Teaching	3	27,53	5,07
	Psychological Counseling and Guidance	1	27,55	4,47
	CEIT	6	28,34	4,11
<i>Perennialism</i>	Science Teaching	02	31,08	6,87
	Preschool Teaching	27	32,13	7,55
	Primary School Teaching	1	32,02	5,39

				23					
	Turkish Language Teaching			9	5	32,38		4,65	
	Social Studies Teaching			8	4	30,35		8,12	
	Elementary Mathematics Teaching			3	7	30,65		6,03	
	Psychological Counseling and Guidance			1	6	30,74		5,51	
	CEIT			6	5	33,03		4,63	
	Science Teaching			02	1	14,18		5,76	
	Preschool Teaching			27	1	13,49		7,11	
	Primary School Teaching			23	1	12,75		6,32	
<i>Essentialism</i>	Turkish Language Teaching			9	5	11,64		5,50	
	Social Studies Teaching			8	4	14,03		5,82	
	Elementary Mathematics Teaching			3	7	12,76		4,52	
	Psychological Counseling and Guidance			1	6	13,37		5,51	
	CEIT			6	5	15,70		6,05	
					6				
<b>Belief</b>	<b>Source of Variance</b>	<b>Sum of squares</b>	<b>sd</b>	<b>Mean of squares</b>			<b>Significant difference</b>		
Progressivism	Intergroups	19		24			Science-Presch, Presch-Soc. stud.		
	Intragroups	92,363	87	9,045	96,	,592			
	Total	68	95	096		009			
Existentialism	Intergroups	10		12			Science-Pres, Pres-Soc. studl. Prim.-Soc. stud. Turkish-Soc. stud		
	Intragroups	05,755	87	5,719	30,	,120			
	Total	20	95	965,208	517	000			
Reconstructionism	Intergroups	52		65,			Pres.-Soc. stud.		
	Intragroups	3,596	87	450	28,	,262			
	Total	19	95	879,818	937	022			
Perennialism	Intergroups	421,716		52,714			-		
	Intragroups	30437,765	87	44,305	1,190	302			
	Total	20	95	30859,481					
Essentialism	Intergroups	658,619		82,327			Prim.-Ceit, Turkish-Ceit		
	Intragroups	23832,448	87	34,691	2,373	016			
	Total	24491,067	95						

As shown in Table 16, in a group of 696 people with 521 female and 175 male, a one-way ANOVA test was conducted to determine whether preservice teachers' educational beliefs differed significantly according to the department variable in which they studied. There is a significant difference in the dimensions of progressivism  $F(8.687) = 2.59, p < .05$ , existentialism  $F(8.687) = 4.12, p < .05$ , reconstructionism  $F(8.687) = 2.26, p < .05$ , and essentialism  $F(8.687) = 2.37, p < .05$ . In essentialism dimension,  $F(8.687) = 2.37, p > .05$  total attitude scores did not show a significant difference. The Tukey test was used to determine the differences in the educational beliefs of the teacher candidates based on the departments they have been in. As a result of the test, in the dimension Progressivism, the students ( $X = 58.44, s = 10.39$ ) who studied preschool teaching have more positive beliefs than science teaching students ( $X = 54.32, s = 11.19$ ) and social studies teaching students ( $X = 52.57, s = 14.77$ ).

In the existentialism dimension, the students ( $X = 32.32, s = 32.32$ ) who were educated in preschool teaching have more positive beliefs than science teaching students ( $X = 29.51, s = 29.51$ ) and social studies teaching students ( $X = 28.17, s = 28.17$ ), students in elementary school teaching program ( $X = 31.53, s = 31.53$ ) have more positive beliefs than social studies teaching students ( $X = 28.17, s = 28.17$ ) and Turkish language teaching students ( $X = 32.19, s = 32.19$ ) have more positive beliefs than students of social studies teaching ( $X = 28.17, s = 28.17$ ). On the other hand, in the dimension of reconstructionism, it was found out that the students who had been educated in preschool teaching ( $X = 29.53, s = 6.20$ ) have more positive beliefs than social studies teaching students ( $X = 26.56, s = 6.85$ ). In essentialism dimension, CEIT students ( $X = 15.7, s = 6.05$ ) have more positive beliefs than students studying in primary school teaching program ( $X = 12.75, s = 6.32$ ) and students studying Turkish language teaching ( $X = 11.64, s = 5.50$ ).

**Table 17. Educational Beliefs of Preservice Teachers in Faculty of Education according to school variable they graduated.**

<i>Educational Belief</i>	<i>Department</i>	<i>N</i>	<i>X</i>	<i>S</i>
<i>Progressivism</i>	Vocational High School	1	56,	10,
		34	49	34
	General High School	1	55,	10,
		66	80	56
	Anatolian High School	2	56,	9,8
		77	27	2
	Anatolian Teacher High School	9	57,	6,3
		0	88	4
	Science High School	7	47,	18,
		2	42	47
Other	2	55,	10,	
	2	96	30	
<i>Existentialism</i>	Vocational High School	1	31,	5,8
		34	01	3
	General High School	1	30,	5,9
		66	46	0
	Anatolian High School	2	30,	5,6
		77	92	7
	Anatolian Teacher High School	9	32,	3,9
		0	02	7
	Science High School	7	27,	8,5
		2	28	3
Other	2	30,	5,8	
	2	81	9	
<i>Reconstructionism</i>	Vocational High School	1	28,	6,2
		34	27	4
	General High School	1	28,	5,4
		66	57	6
	Anatolian High School	2	27,	5,1
		77	64	8
	Anatolian Teacher High School	9	28,	4,2
		0	85	6
	Science High School	7	24,	7,0
		7	24,	7,0

			32	2
	Other	2	28,	5,7
		2	27	8
<i>Perennialism</i>	Vocational High School	1	31,	6,9
		34	74	0
	General High School	1	31,	7,9
		66	47	7
	Anatolian High School	2	31,	6,0
		77	57	7
	Anatolian Teacher High School	9	31,	5,1
	0	91	9	
	Science High School	7	27,	7,1
		2	28	5
	Other	2	32,	6,8
		2	33	0
<i>Essentialism</i>	Vocational High School	1	13,	6,3
		34	65	9
	General High School	1	12,	5,8
		66	98	9
	Anatolian High School	2	13,	5,7
		77	59	8
	Anatolian Teacher High School	9	12,	5,6
	0	77	3	
	Science High School	7	14,	6,1
		2	57	3
	Other	2	15,	6,4
		2	18	5

Belief	Source of Variance	Sum of squares	Mean of squares			Significant difference
Progressivism	Intergroups	826,275	5	165,255		
	Intragroups	67184,348	690	97,369	,697	133
	Total	68010,623	695			
Existentialism	Intergroups	238,417	5	47,683		
	Intragroups	21732,545	690	31,496	,514	183
	Total	21970,963	695			
Reconstructionism	Intergroups	249,627	5	49,925		
	Intragroups	20153,787	690	29,208	,709	130
	Total	20403,414	695			
Perennialism	Intergroups	156,346	5	31,269		
	Intragroups	30703,135	690	44,497	703	622
	Total	30859,481	695			
Essentialism	Intergroups	161,732	5	32,346		
	Intragroups	4329,336	690	260	35,	917
	Total	491,067	95			469

In Table 17, in a group of 696 people consisting of 521 female and 175 male, a one-way ANOVA test was conducted to determine whether preservice teachers' educational beliefs differed significantly by the school variable they graduated. There was no significant difference in total attitude scores in progressivism  $F(5,690)=1.697, p>.05$ , existentialism  $F(5,690)= 1.514, p>.05$ , reconstructionism  $F(5,690)= 1.709, p>.05$ , perennialism  $F(5,690)= .703, p>.05$ , essentialism  $F(5,690)=.917, p>.05$  dimensions.

**Table 18. Educational beliefs by Grade Level**

		Grade	X	ss	d	t	p	
Educational Beliefs	Progressivism	3	55	56,23	10,00	94	,213	,831
		4	41	56,39	9,79			
	Existentialism	3	55	30,87	5,89	94	,292	,770
		4	41	30,99	5,32			
	Reconstructionism	3	55	27,82	5,55	94	1,540	,124
		4	41	28,45	5,26			
	Perennialism	3	55	31,65	6,36	94	,194	,846
		4	41	31,56	6,97			
	Essentialism	3	55	13,27	5,91	94	,631	,528
		4	41	13,56	5,96			

As shown in Table 18, in a group of 696 people that consists of 355 3rd grade students and 341 4th grade students, as a result of independent t-test that was conducted to determine whether preservice teachers' educational beliefs differed significantly by their grades, it was found that there was no significant difference in progressivism ( $p=.831$ ,  $t=.213$ ), existentialism ( $p=.770$ ,  $t=.292$ ), reconstructionism ( $p=.124$ ,  $t=1.540$ ), perennialism ( $p=.846$ ,  $t=.194$ ) ve essentialism ( $p=.528$ ,  $t=.631$ ) dimensions.

#### 4. Discussion, Conclusion and Implications

The results of this research and discussions about them are as follows:

1). The majority of preservice teachers who joined the study in the Faculty of Education are females. When the branches of preservice teachers were examined, it was concluded that most of the preservice teachers were preschool teachers and majority of them were female. In the computer and instructional technologies department, which had the least number of students, preservice teachers were mostly male. In other departments, it was observed that female preservice teachers in general were predominant.

Accordingly, it was concluded that the women prefer teaching profession more and Baykara Pehlivan (2008); Cetin (2012); Erkan, Tuğrul, Üstün, Akman, Şendoğdu, Kargı, Boz and Guler (2002); Kiraz et al. (2010); Private (2006); Özsoy, Sibel Özsoy, S Özkara and Memiş, (2010); Temizyurek's (2008) researches support this result.

On the other hand, in Kızılçaoğlu's (2003) study on the profile of 765 preservice teachers in 2002-2003 academic year at Balıkesir University Necatibey Faculty of Education Social Studies Education Department, (51%) of them are male and (49%) of them are female and the rates of preferring social studies teaching are close to each other. To research of Eş (2010),% 34.7 female,% 65.3 male teachers participated. According to these results, the majority of those who choose the teaching profession are women.

2). According to distribution of the preservice teachers' families monthly income and their departments, it was seen that the income level of the families in income distribution is 2001-3000 TL, while the minimum income range is 5001 TL and above.

In the study of Çetin (2012), it was found that 42.4% of the preservice teachers' families studying in the Primary School Teaching have between 601 and 1200 TL, 43.5% of the preservice teachers' families who study in Preschool Teaching have between 601 and 1200 TL, 39.1% of preservice teachers' families in the Department of Science Teaching have 601 and 1200 TL, 49.6% of preservice teachers' families in Social Studies Teaching Department have between 601 to 1200 TL monthly income. Köksalan et al. (2010) stated that 12.5% of primary school teaching students' monthly family incomes are under the minimum wage, 37.5% of them have between the



minimum wage and 1200 TL, and 34% of them have 1201-1800 TL. 13.1% of the family incomes are between 1801 and 3600 TL and 2.9% of the family incomes are over 3601 TL. The findings obtained from the studies (Kiraz et al., 2010; Ok and Önkol, 2007; Saban, 2003) consistently show that the preservice teachers come from families belonging to the middle-lower socio-economic level. This shows that the teaching profession is preferred by the low and middle income families.

3). (a). When the mother education levels of the preservice teachers and the departments they study are examined; it is concluded that the majority of mothers are primary school graduates and minimum number of them are postgraduates.

(b). When the educational status of the teacher candidates' fathers and the departments they study are examined; the fathers are mostly primary school graduates and the minimum number of them are postgraduates.

The educational status of the parents is in parallel with the previous research conducted in our country (Erjem, 2000; Saban, 2003). In study of Ekiz (2006) the mother's education level was 61.3% for primary school, 16.7% for illiterate and secondary school, 4.7% for university and 7% for postgraduate education. The educational level of the father was determined as primary school with 46.1%, secondary school with 34.8%, university with 15.9%, illiterate with 2.9% and postgraduate education with 2%. As presented in study, the ratio of primary school graduates of the preservice teachers' families has the highest number as in other studies. From this point of view, it is seen that the majority of preservice teachers who are directed to the teaching profession have families at primary school level.

4). As a result of independent t test, there is no significant difference in the dimensions of progressivism, reconstructionism and perennialism in terms of whether there is a significant difference between the preservice teachers' educational beliefs according to gender variable. However, there is a significant difference in the dimensions of existentialism and essentialism. According to this, total attitude point averages of female teacher candidates in existentialist dimension differed significantly from the total attitude point averages of male teacher candidates. Therefore, it can be said that female teacher candidates' beliefs of existentialism are more positive than male teacher candidates. In the dimension of essentialism, the mean total score of male preservice teachers differed significantly from the total attitude point average of female teacher candidates. From this result, it can be said that male preservice teachers are more dominant than the female teacher candidates about essentialism.

In the study of Aydın et al. (2012), it is observed that the views of preservice teachers on the progressivism and reconstructionism trends are more positive than their views on the perennialism and essentialism. Duman and Ulubey (2008) stated that 66.3% of males and 74% of females adopted experimental philosophy in their work titled 'Preservice Teachers' Views about the Effects of Educational Philosophies Adopted on Level of Using Instructional Technologies and Internet', however, the total rate of males adopting the currents of perennialism, idealism and realism was 23.9% and the percentage of females was 19.3%.

5). As a result of the one-way Anova test conducted to determine whether there is a significant difference between the preservice teachers' educational beliefs according to their departments, significant differences was found in the dimension of existentialism, reconstructionism dimension and the dimension of progressivism and essentialism. There was no significant difference in total attitude scores in the dimension of essentialism. The Tukey test was used to determine the differences were between in which departments about educational beliefs of the teacher candidates. As a result of the test, it was found out that in the dimension of progressivism, students studying in preschool teaching department had more positive beliefs than science and social studies education departments. On the other hand, in the existentialism dimension, it was found out that the students who were in preschool teaching department had more positive beliefs than the students of science teaching and social studies teaching students, the students studying in primary school teaching program had a more positive belief than the social studies teaching students, students studying Turkish Language teaching program have a more positive belief than social studies teaching students. On the other hand, in the dimension of reconstructionism, it was found that the students who were educated in preschool teaching department had a more positive belief than social studies teaching students. In the dimension of essentialism, it was found that students studying CEIT program had a more positive belief than the students studying in elementary school teaching program and the students studying Turkish language teaching.

When Duman and Ulubey (2008)'s study was examined, 76.2% of the primary school teaching, 68.9% of Turkish language teaching, 70.0% of social studies teaching, 66.77% of science teaching education, 69.8% of the preschool teaching and 74.4% of English language teaching students stated that they adopted the experimentalism trend. The remaining ones were seen to adopt the trends of perennialism, existentialism, realism and idealism.

In Ekiz' s (2007) study, preservice teachers' views about perennialism in Mathematics Teaching program are more positive than preservice teachers in Turkish Language Teaching, Science Teaching, Social Studies Teaching programs. In addition, preservice teachers in Mathematics Teaching program supported the progressivism trend less than other teacher candidates. The preservice teachers in Social Studies Teaching program supported the reconstructionism trend more than the candidates in Science and Mathematics Teaching programs.

Similar findings were found in the study of Doğanay and Sarı (2003), and when the findings obtained by using the 'Philosophical preference evaluation form' were examined, it was seen that teachers mostly adopted the experimentalism philosophy. In study of Tekin and Ustun (2008), named as "Determining the philosophical preferences of Preservice Teachers in Amasya Faculty of Education about the educational process", the students in all programs joined to research supported experimentalist philosophy the most and existentialist philosophy the least. The results of these previous studies also support the results of this study.

According to these results; it can be told that preservice teachers adopted an education philosophy that open to innovation and change, student centered, allows students to direct themselves, discussing ideas freely, provide everyone to join educational life process, organizing school activities with students, and making students self-directed by using scientific methods and caring to the dynamic aspect of the individual, by participating in the group process.

6). In a group of 696 students that consists 355 3rd grade students, 341 4th grade students, the results of independent t-test conducted to determine whether teacher candidates' educational beliefs differed significantly according to the level of their grades in which they were studying showed that there was not a significant difference in the dimensions of existentialism, reconstructionism, perennialism and essentialism.

This situation does not correspond to the findings of Aydın et al. (2012). In the study of Aydın et al. (2012), the opinions of preservice teachers on the educational philosophy trends show significant differences according to their grades. The views of preservice teachers about perennialism and essentialism do not show a significant difference according to their grades. However, it is observed that the opinions of the preservice teachers about progressivism and reconstructionism in the 4th grade are more positive than the preservice teachers studying in the 3rd grade.

7). In a group of 696 people with 521 females and 175 males, as a result of the one-way Anova test, which shows whether the education beliefs differ significantly according to the school variable they graduated, there was no significant difference in the total attitude scores in dimension of progressivism, existentialism dimension, reconstructionism dimension, perennialism dimension and essentialism dimension.

In the study of Aydın et al. (2012), it was found out that preservice teachers' opinions on educational philosophy trends differed significantly according to the high school type they graduated. The opinions of preservice teachers who graduated from other high schools have more positive views about essentialism than General high school, Anatolian High School, Anatolian Teacher High School and Foreign Language Intensive High School graduates. This situation may be thought to be due to the periodic difference of the study.

Also, a task of the faculties of education is to educate teachers suitable for the system. The fact that some preservice teachers have beliefs distant from the education philosophy on which Turkish Education System is based increases the difference of teachers in schools. This situation suggests that the education given in this direction in universities is not enough. Education given at universities should be shaped in accordance with the educational philosophy of Turkish Education System. Thus, the occurrence of difference can be minimized.

As a suggestion; there is not a large number of studies regarding the profiles of teacher candidates and education beliefs. Therefore, further studies on this issue should be carried out and whether there is a difference between teacher candidates' education beliefs in their first year and the last year should be examined. Thus, it can be examined whether the education received makes a difference on the preservice teacher.

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