CHAPTER 32

VOCATIONAL PREFERENCES OF PRE-SERVICE TEACHERS WHO GOT TRAINING FOR PEDAGOGICAL FORMATION CERTIFICATE

GÜLÇIN SARAÇOĞLU, GÜRCÜ ERDAMAR, GÜLGÜN BANGIR ALPAN, ÖZDEN DEMIRKAN AND NEVRIYE YAZÇAYIR

Introduction

Today, with the rapid growth in many aspects of life, the teacher is the key strategic component of the system that aims to raise qualified individuals who can adapt to changing process. It is observable that the criteria offered and practised for teacher training in Turkey from past to present are mostly complicated, contradictory and insufficient (Atac 2003). Therefore, all components of the teacher training system need to be questioned and improved in a continuous evaluation process.

When the historical course of teacher training in Turkey is analysed, it is seen that different practices were applied. Even though teacher training task was originally given to Education Faculties in 1982, it was restructured a number of times by the Council of Higher Education (YOK) with resolutions No. 97, 39 and 2761, about teacher training certificate programs. These restructurings caused many problems about Pedagogical Formation Certificate Program (PFSE). In the school year of 1997-1998, YOK terminated PFSE, claiming that it was not based on practice, and that it was ineligible in content and time. Besides, it resolved that the period of study had to be 3.5 + 1.5 years for students in the Faculty of Education and 4 + 1.5 years for those in the Faculty of Science and Letters (YOK 1998). Then, with the resolution taken by YOK General Assembly in 2010, a new practice was initiated. Accordingly, graduate students from a number of departments other than education, including senior students in the Faculty of Science and Letters, were given the right to apply for teaching

profession (OSYM, t.y.). YOK terminated the pedagogical formation certificate program once more on April 5 2012, but later put it into practice again.

The reasons why PFSE applicants tend to prefer teaching profession were studied many times. Among these are such examples: teaching profession has better opportunities, it has flexible working hours and long holidays, it offers opportunities for a second job, it is a profession under the assurance of the state, limited job opportunities and strict working conditions in other fields, professional prestige and respectability of being a teacher, love for children. All these factors, together with the university entrance exam scores, were stated to have a major role in candidates' preferences of teaching profession (Boz and Boz 2008, Can 2010, Ceylan and Turhan 2010, Cermik, et al. 2010, Erdemir 2010, Nayır and Taneri 2013, Ozbek, Kahyaoglu and Ozgen 2007, Ozsoy, et al. 2010, Ozturk-Akar 2014, Ovet 2006, Ozbek 2007, Polat 2014, Sarıtas and Sahin 2011, Sara and Kocabas 2012, Yolcu 2012). Such studies usually focus on attitude toward the teaching profession (Eraslan and Cakıcı 2011, Kartal and Afacan 2013, Ilgan, Sevinc and Arı 2013), levels of tendency to succeed (Izci and Koc 2012), perceptions of classroom management (Yaman 2010), opinions of pedagogic formation (Kaya et al. 2011). Although this study has some common aspects with others, it is different, in that no other studies explored the questions why candidates preferred fields other than teaching, and which one they would choose, teaching profession or others, if they had a chance. On the other hand, it is known that PFSE applicants are mostly graduates of faculty of science and letters. This study aims to scrutinize the reasons why the applicants tend to prefer teaching profession, as opposed to current shallow knowledge about the issue. This study and other similar studies will enable to define the input of the teaching profession in terms of human resources. Research questions leading this study are as follows:

1. What are the reasons for pre-service teachers' preferences to study in the faculty of science and letters instead of faculty of education?
2. If they had job opportunities in both fields, which one would they prefer?

Method

Research Model: One of the qualitative research methods, phenomenological design, was used in this study (Yıldırım and Simsek 2013). This design enabled the identification of the preferences of pre-service teachers between the faculty of education and faculty of science

and letters, and also their choice between working as a teacher or working in a field of science and letters. A questionnaire, which consisted of open-ended questions was used to reveal the opinions of pre-service teachers. With the help of these open-ended questions, perceptions, views and opinions of pre-service teachers were examined in detail.

Participants: Participants of the study consist of pre-service teachers who enrolled in PFSE coordinated by Gazi University in the academic year 2016 - 2017. Thus, a total of 514 pre-service teachers who attended the pedagogical formation program in different fields of teaching participated in the study. Voluntary participation was particularly regarded.

Table 1. Demographic features of pre-service teachers (n=514)

Demographic features		
Gender	**N**	**%**
Female	321	62,5
Male	193	37,5
Age		
21-25	223	43,4
26-30	177	32,6
31-35	93	18,8
36 and over	21	5,2
Department		
Physical Education	182	35,5
Science and Letters (Turkish Language and Literature, Biology, Philosophy, Sociology, History, Geography, Maths)	141	27,3
Tourism Management	92	17,9
Arts and Design	54	10,5
Communication	16	3,1
Management	13	2,5
Music	8	1,6
Child Development	6	1,2
Architecture	2	0,4
Educational Status		
Bachelor's Degree	382	74,3
Undergraduate Student	132	25,7
Employment Status		
Working	248	51,8
Unemployed	181	48,2

Data Collection Tool: Data of the study were collected in the first week of PFSE. In order to do this, a questionnaire was prepared by the researchers. There were two open-ended questions in the questionnaire. They were to identify the reasons for pre-service teachers' preferences of fields in the faculty of education, and faculty of science and letters. The questions also aimed to identify pre-service teachers' choices between the teaching profession and other fields, if they had job opportunities in both. In the development process of the questionnaire, three experts in educational sciences were consulted, and a pilot study was carried out with 15 pre-service teachers. After proofreading, the questionnaire was applied in the first week of October 2016. Thus, data were collected from 514 pre-service teachers who participated in the study voluntarily.

Data Analysis: Content analysis was done with the data. A code list was made before the data were analysed, then the questionnaires were analysed, one by one, by using this code list. A thematic coding was made with the code lists which were related to each other. Accordingly, findings were categorized under titles in line with research questions. At the end of the analyses, two themes were identified and the codes were collected under these themes. In order to ensure the reliability of the codes, 10 questionnaires were randomly selected and coded separately by two researchers. The reliability co-efficient was calculated as 0.84 by using the formula of Miles and Huberman (1994).

Findings

Views about vocational preferences of pre-service teachers who attended PFSE were analysed under two separate titles. Each part included tables, explanations and sample quotations.

The Reasons for Pre-service Teachers' Preferences for Faculty of Science and Letters

The reasons why pre-service teachers who attended PFSE studied in the faculty of science and letters were categorized as: opting for fields within the faculty of science and letters depending on LYS (University Entrance Exam) scores; interest in fields other than teaching; and integrating their field of study and teaching.

Table 2 shows thematic code lists and frequency of expressing opinions about pre-service teachers' reasons for studying in the faculty of science and letters.

Table 2. Pre-service Teachers' Reasons for Studying in the Faculty of Science and Letters (n=514)

Theme	Code	f
Opting for fields within the faculty of science and letters depending on LYS scores	Being accepted to the faculty of science and letters depending on LYS (university entrance exam) scores	142
	Ignoring the faculty of education because of misguidance	22
	Getting into the university through aptitude tests (arts/sports)	21
	Not opting for the faculty of education since it requires high scores from the university entrance exam.	4
Interest in the fields other than teaching	Preferring to study and progress in the fields of science and letters	91
	Wishing to have a good education in the field of study	12
	Working in the private sector	6
Integrating the field of study with teaching	Getting the pedagogical formation after a thorough education in the field of study	8
	Having the opportunity to teach with PFSE after having worked in the field of study for some time.	7
	Being able to work both as a teacher and in the field of study	3

Opting for fields within the faculty of science and letters depending on LYS scores

As for preferring faculty of science and letters depending on university exam scores, the study reveals that although many pre-service teachers who got PFSE opted for faculty of education after they took the university exam, they weren't accepted to this faculty. About this issue, the participant A91 said: "*Yes, I opted for the faculty of education, but my score was not high enough to be accepted to English Language Teaching department. Actually, 16 of my options consisted of departments in the faculty of education, yet I wasn't able to get into any of them though I longed for it.*" Another participant stated:

I always wanted to study in the faculty of education and become a teacher because I thought that both the courses of my field and those of

teaching would be integrated, which could be more effective and productive. However, my university exam score was not high enough to be accepted (29).

Some of the candidates complained that the people in their circle misguided them when choosing faculties and universities. The participant A132 supported this by saying: "I could not make it because of high expectations and misguidance of my family." Some of the pre-service teachers who got PFSE, mentioned that they preferred to study at university by taking aptitude tests depending on their interests in arts and sports. On the other hand, few participants stated that they did not opt for faculty of education since they required high scores. Regarding this, the participant A6 remarked that he/she started the conservatory when he/she was only 11 and never thought about teaching as a profession. But he/she also remarked that they liked this profession once they started to teach something in their fields. Another participant stated:

I did not include faculty of education in my options since their scores were really high. So, I opted for faculty of science and letters, thinking that I would get pedagogical formation training later.

Most participants opted for faculty of education in line with their LYS scores, or wished to do so. However, they ended up with the faculty of science and letters since their LYS scores and educational qualifications were inadequate.

Interest in fields other than teaching

As for interest in fields other than teaching, the study reveals that some of the pre-service teachers who got PFSE did not opt for faculty of education as they wanted to work and improve in their fields of study; some wanted to work in the private sector and still some others wanted to get a thorough education in their fields of study. Following are sample quotations:

"I'd really like to contribute to science as a biologist" (356).

"I did not opt for faculty of education because studying tourism management seemed to be more fun. But if I had a chance, I'd definitely choose faculty of education" (142).

"I worked in the private sector for 10 years, but now I would like to be a teacher because of the opportunities it offers" (O66).

"The reason for not opting for faculty of education was that I wanted to be an academician, but I preferred to get pedagogic formation since it is more difficult to be an academician than to be a teacher today" (O19).

As can be seen from the quotations, some of the participants were

interested in their fields of study other than teaching, but working conditions were not compatible with their interests.

Integrating the field of study with teaching

As for integrating the field and teaching, a minority of pre-service teachers remarked that they did not opt for faculty of education for reasons such as: they wanted to get pedagogical formation following the education in their fields of study, they would be able to work as a teacher with PFSE after working in their fields of study, there was the opportunity to work in their fields of study and teach at the same time. Related quotations are as follows:

"Pedagogical formation in the faculty of education is insufficient and field education is not at a high level. I preferred to study in the faculty of science and letters and wanted to get pedagogical formation later, as I believed that the education in the faculty of science and letters was much better" (254).

"I studied fashion design and faculty of education does not yet include this department. So, I wanted to study it and get pedagogical formation later" (124).

"I have been working in private sector for 14 years as a teacher. I'm getting this pedagogical formation because of the requirements of current legislation" (82).

Few candidates stated that they did not opt for faculty of education with the thought that they would integrate their fields of study and teaching in the future. It is notable that one of the candidates found the education insufficient in the faculty of education, and another candidate mentioned that the faculty he/she was interested in was closed. Still another candidate regarded PFSE as a formality.

Pre-service Teachers' Reasons and Conditions for Preferences When Given the Opportunity to Choose between Working in their Fields of Study and Working as a Teacher

Pre-service teachers who got PFSE were asked to choose between working in their fields of study and working as a teacher if they had such an opportunity. Their responses were grouped under four themes: to teach; to work in their field of study; to work in their field and as a teacher at the same time; just to have PFSE in their portfolios.

Table 3 shows themes, code lists and frequency of expressing opinions regarding pre-service teachers' preferences between working in their fields

of study and working as a teacher, when given the opportunity.

Table 3. Pre-service teachers' preferences between working in their fields of study and working as a teacher, when given the opportunity.

Theme	Code	f
Teaching	Love for the job and caring for it for the sake of society	128
	Living conditions are better and more comfortable	48
	Emotional and spiritual content the job offers	28
	More suitable for women	17
	Philanthropy	17
	Financial security	12
	Limited job opportunities in other fields of study	8
	More lively and enjoyable job	5
Working in the field of study	Love for the field and mastering it	46
	Enthusiasm to do scientific, creative works	17
Working in both fields		23
Having PFS in portfolios		201

Teaching

When pre-service teachers were asked to choose between working in their fields of study and working as a teacher if they had such an opportunity, their responses were mostly 'teaching'. The sub-codes of this theme were as follows: love for the job and caring for it for the sake of society; living conditions are better and more comfortable; emotional and spiritual content the job offers; the job being more suitable for women; philanthropy; financial security; limited job opportunities in other fields of study; the job being more lively and enjoyable. The most frequent response among these is 'love for the job and caring for it for the sake of society'. The quotations supporting each code are as follows:

"I love teaching and I quit my job as a reporter in order to be a teacher. I think I will be happier when I become a teacher. One of the major reasons for it is that I'll be working with innocent people" (38).

"My choice would be teaching as a profession. If we really want to turn our society into one that thinks, judges, improves, desires and hopes for the better all the time, the most important responsibility is on the

shoulders of teachers, because teachers are the building blocks of the society" (133).

"I'd opt for being a teacher since it is more advantageous in terms of living conditions" (O 1).

"Teaching profession is good in that its working conditions are fine and teachers may have more leisure time. People should not focus on one single career that does not improve their skills. Teaching is a profession that enables people to develop themselves all the time, which is an advantage" (O 88).

"The market related with my field of study was not quite what I had expected. I have been helpful neither for myself nor for other people. I think when I become a teacher, I'll be able to serve children, my country, the future and be a good, productive person. In this way, I may feel better and emotionally content" (O 129).

"To be honest, I'd opt for teaching profession if I had another chance. I think there is no other feeling more satisfactory than teaching, touching one's heart, being one's hero" (O 127).

"I work as a flight attendant. I cannot say I'm unhappy with my job in Turkish Airlines, but I want to settle down and make my childhood dream come true by becoming a teacher" (O 94).

"I'd opt for working as a teacher. It is more suitable particularly for women" (141).

"It's an ideal job for one who is a philanthropist because this job aims to raise human beings" (167).

"I'd opt for teaching because I'm a sports person and I can only do it until a certain age. But I can secure my whole life if I become a teacher" (O 133).

"I'd opt for teaching because the possibility of being fired from teaching profession is low and it is under assurance of the state" (O 202).

"I looked for a job for one and a half years consistently in order to work in my field of study. I never thought about any other options, but I didn't manage to find one" (401).

"I'd definitely prefer teaching for many reasons; you have a lively circle, your mind always remains active and tries to find solutions to problems, you have the opportunity to keep learning all through your life, and you always try to do your best for your students" (O 52).

Working in the Field of Study, Working as a Teacher, and Doing Both Jobs

When pre-service teachers who got PFSE were asked their preferences about working in their fields of study and working as a teacher if they were given the opportunity, few responses were for "working in the field of study and doing both jobs." Under the theme of "working in the field of study" are sub-codes such as 'love for the field', 'mastering the field', and 'doing scientific and creative works'. Related quotations are as follows:

"I'd prefer to work in my field of study because I'm more knowledgeable in it. I studied in my field for years and I'm experienced in it. So, I think I'll be more productive in this field than in teaching profession" (168).

"I'd like to get a master's degree in my field and do more enjoyable works" (408).

"I'd prefer both, which is my dream. I want to teach for nine months in the school year, and work as a tourist guide for three months in summer" (33).

Interestingly, the most rated theme in Table 2 is 'having PFS in the portfolio'. This theme covers the majority of responses given to the question of pre-service teachers' preferences about working in their fields of study and working as a teacher if they had the opportunity. Related quotations are as follows:

"I happened to enrol in pedagogical formation certificate training by chance since I never meant to be a teacher. But, I wanted to use this opportunity anyway" (128).

"I just want to have this certificate in my portfolio in case I need it someday" (512).

Pre-service teachers may have responded this way because they had difficulty in choosing between working in their fields of study and working as a teacher.

Discussion and Conclusion

Pre-service teachers mostly preferred faculty of education, depending on their exam scores, but they were not accepted. Some of the candidates did not opt for faculty of education because of high score requirements. Some of them were victims of misguidance or faulty preferences. Some others were directed to fields other than teaching since they were graduates of vocational, arts and sports high schools. It can be inferred from these findings that graduates of vocational, arts and sports high

schools did not have scores high enough to get into faculty of education. Similar findings were mentioned in some other studies (Polat 2014, Sarıtas and Sahin 2011, Dalgıç et al. 2012, Sahin 2011, TED 2009).

Some of the pre-service teachers who got PFSE are interested in their fields of study. They did not prefer faculty of education since they wanted to get a thorough field education, work in the field of study, improve their skills and work in private sector. However, undesired working conditions forced them to get PFSE. Polat (2014), Owen et al. (2012) conducted a research about university students' reasons for preferring their fields of study. Similarly, the reasons were as follows: interest in the field, university exam scores, compatibility of the field with personality traits, high possibility of finding a job.

A minority of students stated that they did not prefer faculty of education because they wanted to get pedagogical formation only after getting a thorough education in their fields of study, they wanted to teach with PFSE after working in their fields of study for some time, they wanted to work as a teacher and in their fields of study at the same time. It is seen that these candidates thought 'one doesn't need to study in the faculty of education in order to be a teacher, and getting PFSE will be enough to work as a teacher somehow'.

Pre-service teachers who got PFSE mostly remarked that they would become a teacher if they were given the opportunity to work in their fields and work as a teacher. As a reason, they explained that they loved teaching and cared for it for the sake of society. Many other studies support this result. Saban (2003) did research with primary school teachers and found that a majority of participants wanted to contribute to the society by working as a teacher. Cocuk et al. (2015) found in their study that pre-service teachers who got PFSE had mostly positive views toward teaching profession. Likewise, Altınkurt et al. (2014) revealed that participants who got PFSE were generally highly motivated to work as teachers.

On the other hand, pre-service teachers stated that they preferred being a teacher because it offered comfortable living conditions, it gave emotional and spiritual content, it is a suitable job for women, it is a lively and enjoyable job. Participants also mentioned that job opportunities in their fields of study were limited. Similar results can be found in Nayır and Taneri's (2013) study. In this study, pre-service teachers gave importance to the spiritual aspect of the teaching profession and explained that they preferred this job because of working conditions and opportunity to contribute to society. Akar's (2014) study, which had similar findings with this study, also revealed that Biology graduates chose to work as a teacher because of limited working opportunities and strict working conditions in

their fields. Similarly, in the study conducted by Polat (2014), Sarıtas and Sahin (2011), pre-service teachers explained that they wanted to quit their jobs because of harsh working conditions, and to work in public institutions.

Some of the candidates preferred to work in their fields and as a teacher at the same time. It is clear from their responses that they adopted their fields, but at the same time they did not want to give up teaching.

Many pre-service teachers wanted to have pedagogical formation certificate in their portfolios, which is noteworthy, in that they attempted to prepare themselves for anything in the future, and they had difficulty in choosing between working in their fields of study and becoming a teacher. It is expected that the findings of this study will contribute to discussions and research about PFSE and vocational guidance before entering university.

References

Akar, E. Ö. (2014). Fen Edebiyat Fakültesi Biyoloji Bölümü Mezunları Neden Öğretmen Olmak İstiyor? Kastamonu Eğitim Dergisi, 22(1) p. 259-272.

Altınkurt, Y., Yılmaz, K. ve Erol, E. (2014). Pedagojik Formasyon Programı Öğrencilerinin Öğretmenlik Mesleğine Yönelik Motivasyonları. Trakya Üniv. Eğitim Fakültesi Dergisi, 4(1)p. 48-62.

Ataç, E. (2003). "21. Yüzyılda Öğretmen Eğitimi: Türkiye'de Öğretmen Eğitiminin Değerlendirilmesi" konulu panelde yaptığı açılış konuşması. 18 Nisan 2003/Anadolu Üniversitesi, Eskişehir. Anadolu Üniversitesi Eğitim Fakültesi Dergisi 13(2) p. 1-31.

Boz, Y. ve Boz, N. (2008). Kimya ve Matematik Öğretmen Adaylarının Öğretmen Olma Nedenleri. Kastamonu Eğitim Derg., 16(1) 137-144.

Can, Ş. (2010). Tezsiz Yüksek Lisans Öğrencilerinin Öğretmenlik Mesleğine Yönelik Tutumları. Muğla Üniversitesi Sosyal Bilimler Enstitüsü Dergisi (İLKE), 24 p.1-28.

Ceylan, M. ve Turhan, E. (2010). Student-Teachers' Opinions About Education and Teaching Profession Example of Anadolu University. Procedia Social and Behavioural Sciences. 2p.2287-2299.

Çermik, H., Doğan, B., ve Şahin A. (2010). Sınıf Öğretmenliği Adaylarının Öğretmenlik Mesleğini Tercih Sebepleri. Pamukkale Üniversitesi Eğitim Fakültesi Dergisi, 28(2) p. 201-212.

Çocuk, H. E., Yokuş, G., ve Tanrıseven, I. (2015). Pedagojik Formasyon Öğrencilerinin Öğretmenliğe İlişkin Öz-Yeterlik ve Metaforik Algıları: Mersin Üniversitesi Örneği. Mustafa Kemal Üniversitesi Sosyal

Bilimler Enstitüsü Dergisi. 12 (32) p. 373-387.
Dalgıç G., Doyran F.ve Vatanartıran S. (2012). Ücretli Öğretmenlerin, Katıldıkları Pedagojik Formasyon Programına İlişkin Deneyimleri. Akdeniz Eğitim Araştırmaları Dergisi. 11p.39-54
Eraslan, L. ve Çakıcı, D. (2011). Pedagojik Formasyon Programı Öğrencilerinin Öğretmenlik Mesleğine Yönelik Tutumları. Kastamonu Eğitim Dergisi. 19(2) p.427-438.
Erdemir, N. (2010). Fizik Öğretmeni Adaylarının Bölümü Tercih Nedenleri ve Mekanik Konularında Akademik Başarı Düzeylerine Etkisi. Erzincan Eğitim Fakültesi Dergisi.12 (1) p.1-14
İlgan, A., Sevinç, Ö. S., Arı, E. (2013). Pedagojik Formasyon Programı Öğretmen Adaylarının Mesleki Tutum ve Çağdaş Öğretmen Algıları. Ondokuz Mayıs Üniv. Eğitim Fakültesi Dergisi, 32(2) p. 175-195.
İzci, E, Koç, S. (2012). Pedogojik formasyon eğitimi alan öğrencilerin başarı yönelim düzeylerinin incelenmesi. Dicle Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 8 p. 32-43.
Kartal, T. ve Afacan, Ö. (2013). Pedagojik Formasyon Eğitimi Alan Öğretmen Adaylarının Öğretmenlik Mesleğine İlişkin Tutumlarının İncelenmesi. Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi, 24p.76-96.
Kaya, E., Hururoğlu Y., Keser, S. ve Horoz A. (2011). Fen ve Edebiyat Fakültesi Öğrencilerine Verilen Formasyon Hakkına Eğitim Fakültesi Öğrencilerinin Bakışı. Doğu Coğrafya Dergisi, 26 p. 213-222.
Miles, M. B.ve Huberman, A. M. (1994). An Expanded Sourcebook: Qualitative Data Analysis (^{2nd} ed.). Thousand Oaks: Sage.
Nayır, K. F., Taneri, P. O. (2013). Karatekin Üniversitesi Pedagojik Formasyon Öğrencilerinin Öğretmenlik Mesleğini Seçme Nedenlerine İlişkin Görüşlerinin Cinsiyet Değişkenine Göre İncelenmesi. Çankırı Karatekin Üniv. Karatekin Edebiyat Fakültesi Dergisi, 2(2), 1 p. 1-12.
Owen, F. K., Kepir, D. D., Özdemir, S., Ulaş, Ö. ve Yılmaz, O. (2012). Üniversite Öğrencilerinin Bölüm Seçme Nedenleri. Mersin Üniversitesi Eğitim Fakültesi Dergisi, 8(3) p.135-151.
ÖSYM (t.y.). Pedagojik formasyon eğitimi sertifika programına ilişkin usul ve esaslar. http://dokuman.osym.gov.tr/pdfdokuman/20142017.08.08.
Övet O. (2006). Eğitim Fakültesi Öğrencilerinin Öğretmenlik Mesleğini Tercih Etmelerinde Etkili Olan Faktörlerin Belirlenmesi. Yayımlanmamış Yüksek Lisans Tezi. İstanbul: Yeditepe Üniversitesi Sosyal Bilimler Enstitüsü.
Özbek, R. (2007). Öğretmen Adaylarının Öğretmenlik Mesleğini Tercih Etmelerinde Kişisel, Ekonomik ve Sosyal Faktörlerin Etkililik Derecesine İlişkin Algıları. Fırat Üniversitesi Sosyal Bilimler Dergisi.

17 (1) p. 145-159
Özbek R., Kahyaoğlu M. ve Özgen N. (2007). Öğretmen Adaylarının Öğretmenlik Mesleğine Yönelik Görüşlerinin Değerlendirilmesi. Sosyal Bilimler Dergisi, IX (2) p. 221-232.
Özsoy, G.; Ozsoy, S.; Ozkara, Y.; Memiş, A. (2010). Factors Affecting Pre-Service Teachers' Choice of Teaching as A Profession. İlköğretim Online, 9(3) p. 910-921.
Öztürk-Akar, (2014). Fen Edebiyat Fakültesi Biyoloji Bölümü Mezunları Neden Öğretmen Olmak İstiyor? Kastamonu Eğitim Dergisi. 22 (1) p. 259-272
Saban, A. (2003). A Turkish Profile of Prospective Elementary School Teachers and Their Views of Teaching. Teaching and Teacher Education, 19(8) p. 829-846.
TED (2009). Öğretmen Yeterlikleri. Ankara: Türk Eğitim Derneği
Polat, S. (2014). Bir Mesleğe/İşe Sahip Olan Pedagojik Formasyon Eğitimi Sertifika Programı Öğrencilerinin Öğretmenlik Mesleğine Yönelme Nedenleri. International Journal of Human Sciences, 11(1) p. 128-144.
Sarıtaş E. ve Şahin Ü. (2011). Sosyal Alanlar Eğitimi Tezsiz Yüksek Lisans Öğrencilerinin Öğretmenlik Mesleğine İlişkin Görüşleri. e-Journal of New World Sciences Academy. 6 (1) p.1152-1165
Şahin İ. (2011). Öğretmen Adaylarının Öğretmen İstihdamı ve Mesleki Geleceklerine İlişkin Görüşleri. Kuram ve Uygulamada Eğitim Bilimleri. 11(3) p. 1167-1184.
Şara P. ve Kocabaş A. (2012). Sınıf Öğretmeni Adaylarının Sınıf Öğretmenliğini Tercih Nedenleri ve Aldıkları Eğitimle İlgili Görüşleri. Turkish International Journal of Special Education and Guidance & Counceling, 1 (2), p. 1-17.
Yaman, B. (2010). Pedagojik Formasyon Eğitimi Almamış Öğretmenlerin Sınıf Yönetimi Algıları/Aksaray İli Örneği. Elektronik Sosyal Bilimler Dergisi, 9(31) p. 53-72.
Yıldırım, A. ve Şimşek, H. (2013). Nitel Araştırma Yöntemleri. 9. Geliştirilmiş Baskı, Seçkin Yayıncılık Sanayi, A.Ş. İstanbul.
Yolcu, H. (2012). Evaluating The Demand for Entering The Pre-School Teaching Profession İn The Context of The Perception of Gender Roles.European Journal of Economic, Finance And Administrative Sciences, 55 p. 83-96.
YÖK. (1998). Cumhuriyet Döneminde Öğretmen Yetiştirmenin Tarihi Gelişimi. Eğitim Fakülteleri Öğretmen Yetiştirme Programlarının Yeniden Düzenlenmesi ile İlgili Rapor. Ankara.