

Attitudes Regarding the Teaching Profession, Professional Efficacy Beliefs and Vocational Self-esteem of Teacher Candidates Enrolled at Education Faculties and Pedagogic Formation Programmes

By

Eylem Yalçın Incik and Figen Kiliç

Department of Educational Sciences, Faculty of Education
Mersin University, Mersin, Turkey

Abstract

This study aims at investigating the attitudes regarding the teaching profession, Professional efficacy beliefs and vocational self-esteem of teacher candidates enrolled at education faculties and pedagogic formation programmes with respect to their gender and their subject area. The results suggest that while there is a meaningful difference in attitudes regarding the teaching profession and vocational self-esteem of teacher candidates in favour of female participants, no difference is observed regarding self-efficacy beliefs. Findings also reveal that academic programs do not have a significant effect on candidate teachers' attitudes towards teaching and vocational self-esteem. In terms of teacher candidates' self-efficacy levels, a significant difference is found in favour of candidates enrolled in the pedagogic formation programme. Meaningful positive relationships are also observed between teacher candidates' scores on attitudes regarding the teaching profession and scores on professional efficacy beliefs; between scores on attitudes regarding the teaching profession and scores on vocational self-esteem; and between scores on self-efficacy beliefs and scores on vocational self-esteem.

Keywords: *teaching profession, vocational self-esteem, self-efficacy belief, attitude regarding the teaching profession*