

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

By

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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*

1. Introduction

In today's societies, information dominates all areas. We experience rapid changes both in science and in technology. Along with these developments, the need for individuals equipped with the necessary intellectual knowledge and skills increases. The importance of education in training qualified man force has been recognized more, especially in the last quarter of this century. However, the science world also supports the view that a development process which includes economic growth, social change and democratic acts is an educational problem (Saracaloğlu, 1992). The aim of education is to equip individuals with qualities required by the era by shaping them in such a way that they are adaptable to their current society and the modern world. In this sense, one of the vital components for education to achieve its goal are the teachers because they are the ones who are affected by research studies, who implement educational policies based on research results and who are in the position of affecting education policies (Varış, 1973). Thus, teacher characteristics have a direct effect on the quality and nature of education. Goodson and Hargreaves (2005) characterize the profession of teaching as one of the main professions responsible for the training of manpower as required by today's information society. As such, the teaching profession, teacher training and teacher training methods and their qualities are being questioned in many countries. Moreover, teacher training is considered as one of the main issues in almost all educational systems.

Education is defined as a profession which requires not only social, cultural, economical, scientific and technological dimensions but also professional knowledge and skills in terms of professional formation (Hacıoğlu and Alkan, 1997). The profession of teaching also necessitates cognitive field competencies, such as knowledge and skill, along with affective competencies, such as attitude and behavior. For teacher candidates, acquiring value and attitude is as important as knowledge itself because studies have

shown that students are affected by the attitude and behavior of their teachers. Especially, teachers' attitudes towards students and school activities have a great impact on students' learning and personality (Küçükahmet, 2003).

There are a lot of definitions in the literature on attitude which affects individual's perceptions, behaviour and which is a core concept in social psychology. Smith (1968, cited in Kağıtçıbaşı, 2008) defines attitude as the tendency that formulates an individual's thoughts, emotions and behaviour towards a psychological object in a systematic and organized way. While Schwarz (2007) defines attitude as evaluative judgements when needed rather than permanent personal tendencies, Bohner and Wanke (2002) see attitude as the central component of human individualism. Papanastasiou (2002) on the other hand, states that attitude is the emotional tendency of the individual towards objects, people, places, events and thoughts. Bohner and Dickel (2011) define attitude as the evaluation of thought components, highlighting that thought components include everything that the human mind can store and remember, such as objects, people, groups and thoughts. It is suggested that attitude has three sources; namely, cognitive (beliefs), emotional (feelings) and behavioural (present actions) (Rosenberg and Hovland, 1960). According to this, the cognitive component in the formation of attitude refers to the awareness and perception of the existence of an object or an event. The emotional component is the feeling of anger or sympathy towards an event. The behavioral component refers to the effort and the action towards behaviour. Bandura (1982) states that beliefs play a significant role in the formation of attitudes; thus, are closely related to behaviour.

Similar to attitude is self-efficacy, which is another determining factor for behaviour (Maddux, Norton, and Stoltenberg, 1986). Ormrod (2006) defines self-efficacy as the measurement of individuals' skills to reach their targets and accomplish given tasks. The concept of self-efficacy plays an important role in Bandura's (1977) Social Learning Theory, in which personality development is based on observations social experience. Bandura (1977, 1986, 1995, 1997) defines self-efficacy belief as the individual's belief about their own capacity of organizing necessary actions and successfully realizing those to perform a required task. Self-efficacy is of significant importance for individuals when they approach targets, tasks and challenges (Luszczynska and Schwarzer, 2005). Bandura (1986, 1994, 1997) mentions four informative sources which are effective in the development of self-efficacy belief: These are:

- Complete and true experience consisting of all experiences such as success and failure (mastery experience),
- Indirect experience based on observing and witnessing other's lives (vicarious experience),
- Verbal and social persuasion received from family, friends, colleagues and advisors (verbal and social persuasions),
- Affective and physiological states that contain physiological and emotional reactions such as anxiety and fear (Woolfolk-Hoy, 2000).

Teacher self-efficacy is one of the fundamental variables that researchers and academicians consider in their studies. In a study conducted by a company in the US in 1976, teacher self-efficacy was found to be one of the factors that had an impact on student success (Armor et al., 1976 cited in Woolfolk Hoy and Spero, 2005). Tschannen-Moran and Woolfolk-Hoy, (2001), Armor et al. (1976) and Bandura (1977) define teacher self-efficacy as the teachers' judgements regarding the extent to which they possess the capacity to affect student production, including those students who are challenging and have low motivation.

Woolfolk-Hoy and Spero (2005) claim that teachers' self-efficacy beliefs have an impact on teachers' degree of professional targets and the targets to best for future. Moreover, it is pointed out that teachers with high degree of self-efficacy beliefs are more eager to learn about innovative teaching approaches and strategies, use techniques that promote learner autonomy, and develop a better self-perception in students regarding their academic achievements (Ross, 1994, 1998 cited in Woolfolk-Hoy and Spero, 2005). Along with these, teacher self-efficacy seems to correlate with many things such as student success

(Caprara et al., 2006; Ertmer, 2005; Goddard et al., 2000; Guo et al., 2010, Roberts, Henson, Tharp and Morena, 2001; Tschannen- Moran and Johnson, 2011), with teachers' adapting new teaching methodologies, techniques and programs (Allinder, 1994; Lee et al., 2013,) and with teacher motivation and performance (Caprara et al., 2006; Colodarci, 1992; Khurshid et al., 2012; Tschannen-Moran and Woolfolk Hoy, 2001; Tschannen-Moran, Woolfolk Hoy, and Hoy, 1998; Woolfolk and Hoy, 1990).

Besides attitude and self-efficacy belief, vocational self-esteem is another factor affecting teachers' success and effectiveness in their profession. Arıcak (1999) defines vocational self-esteem as the individual's value judgement regarding their profession. Vocational self-esteem expresses how important and valuable individuals' perceive their profession (Arıcak and Dilmaç, 2003). Vocational self-esteem is the degree to which the individual is satisfied and proud of the notions, definitions and ideas s/he has associated themselves professionally, which is to a great extent affected by the attitudes of their close environment and the society at large (Arıcak, 1999; Baloğlu et al., 2006). Dilmaç et al. (2009) point out that while a profession that is in accordance with the self of the person strengthens self-esteem, a profession that clashes with the self, causes problems for the individual. Similarly, individuals who pursue a profession that is in accordance with their self-esteem are expected to be more productive and successful whereas the ones who work in professions that clash with their self-esteem are likely to experience dissatisfaction and conflict (Super and Bohn, 1970).

In studies done on teachers' and teacher candidates' vocational self-esteem, usually attitude towards the profession has also been examined (Dilmaç et al., 2009; Sayın, 2005; Aslan and Köksal Akyol, 2006) with special emphasis on department, gender, age, grade and reasons for choosing the profession.

When the functions of education are considered, teachers are expected to play a role in contemporary developments related to their field and the experience they have in their fields. This view is also supported by European Union Teacher Training Report, which lists the following characteristics as being essential for professional teachers:

- (1) Being equipped with knowledge related to the results of research on teaching, learning,
- (2) Having rich experience related to effective teaching, learning and study processes,
- (3) Being autonomous, efficient, having a critical perspective about students, intellectual,
- (4) Assuming responsibility in autonomous organizations related to the profession of teaching,
- (5) Adopting professional ethics (Kavak, Aydın and Akbaba Altun, 2007).

In this respect, teacher training systems need to be renewing themselves continuously by basing improvement on research done in this field. However, conducting research is as equally important as the continuity and entirety of the process. Moreover, it is essential that all variables related to various teacher training programs and all candidate teachers are taken into consideration when conducting research. A review of the literature shows that many studies have been conducted with teacher candidates enrolled at pedagogical formation programs and educational faculties that examine variables such as academic success, attitude towards the teaching profession, and self-efficacy beliefs; and suggestions on program development have been made. However, there is a need for studies that look into teacher candidates' attitude towards the teaching profession, self-efficacy beliefs and vocational self-esteem together, comparing the teacher candidates undergoing pedagogic formation training and the ones enrolled at educational faculties. Gök (2003) points out that identifying teacher attitudes towards the profession is one of the main areas of research in teacher education programmes. He further states that discussions of deliberate and scientific measurement of teacher attitudes towards the teaching profession will lead to the identification of weaknesses, and thus the improvement of these programmes. Obviously, like teacher candidates' attitudes, identifying their self-efficacy beliefs and vocational self-esteem also provides crucial data in terms of assessing program effectiveness. Consequently, this study aims at identifying attitudes towards the teaching profession, self-efficacy beliefs and vocational self-esteem of teacher candidates enrolled at pedagogic formation programs and education faculties. In accordance with this aim, the following research questions are asked:

- (1) Is there a meaningful difference in teacher candidates' attitudes towards the teaching profession, self-efficacy beliefs and vocational self-esteem based on gender?
- (2) Is there a meaningful difference between teacher candidates enrolled at pedagogic formation programme and the ones enrolled at education faculty in terms of their attitudes towards the teaching profession, self-efficacy beliefs and vocational self-esteem?
- (3) Is there a meaningful relationship between teacher candidates' attitudes towards the teaching profession and their self-efficacy beliefs?
- (4) Is there a meaningful relationship between teacher candidates' attitudes towards the teaching profession and their vocational self-esteem?
- (5) Is there a meaningful relationship between teacher candidates' self-efficacy beliefs and their vocational self-esteem?

2. Methodology

Research Design

In order to determine teacher candidates' attitudes towards teaching, self-efficacy beliefs and vocational self-esteem, a research design based on surveying was used (Karasar, 2005). To identify whether there is a correlation between teacher candidates' attitudes towards the teaching profession and self-efficacy levels; their attitudes towards the teaching profession and vocational self-esteem; and their self-efficacy beliefs and vocational self-esteem the rational screening model was used. In cases of correlation, the direction of the cause for change was determined (Karasar, 2009).

Participants

The participants of the study consist of a total of 265 teacher candidates who are enrolled either at Mersin University, Education Faculty (2011-2012 Academic Year, 4th grade) or pedagogic formation programme. 172 (64.9%) of the participants are enrolled at Education Faculty, whereas 93 (35.1%) are enrolled in the pedagogic formation programme. In terms of gender, 168 (63.4%) are female while 97 (36.6%) are male (Table-1).

Gender	Faculty of Education		Pedagogic Formation		Total	
	f	%	f	%	f	%
Female	105	39,6	63	23,8	168	63,4
Male	67	25,3	30	11,3	97	36,6
Total	172	64,9	93	35,1	265	100

Data Collection Instruments

“Attitude Scale Related to Teaching Profession” developed by Aşkar and Erden (1986), “Teaching Self-efficacy Scale” developed by Kan (2007) and “Vocational Self-esteem Scale” developed by Arıçak (1999) were used as the data collection instruments in this study.

Attitude Scale Related to Teaching Profession

The scale developed by Aşkar and Erden (1986) has a C_{α} reliability of .80, and a test-retest reliability of .82. The Attitude Scale Related to Teaching Profession consists of a total of 10 items, 6 of which are positive and 4 negative. The scale is based on 5 point-likert type. On the scale, the highest score possible is 40, whereas the lowest score is 0. Scores lower than 20 refer to negative attitudes of students regarding the teaching profession, whereas scores higher than 20 refer to a positive attitude.

Teaching Self-efficacy Scale

The scale developed by Kan (2007) is one factorial consisting of two components. 11 items are related to educational planning and evaluation while the other ten are related to knowing the students and providing counseling. The Cronbach's alpha reliability for the whole scale is 0,95, test-retest reliability is 0,86. The highest and lowest scores possible are 2100 and 0, respectively.

Vocational Self-esteem Scale

The scale developed by Arıca (1999) has a Cronbach's alpha reliability of .93 (n=152), and test-retest of reliability of .90. The vocational Self-esteem Scale consists of 14 positive and 16 negative items. It is a five-point likert-type scale. The highest and lowest scores possible on the scale are 150 and 0, respectively.

Procedure

The data was collected by the researchers at Mersin University, Education Faculty. During the data collection procedure, students were provided with the necessary environment and given sufficient time. The procedure was followed under classroom conditions and with groups of students.

Data Analysis

Within the research scope of the study, to answer the research questions, SPSS (Statistical Packet for Social Sciences) was used for the statistical analysis of the data collected through questionnaires; and (f) frequency and (%) percentages were used to describe the demographic data. While analyzing data for the sub-questions, T-test was used when there was equal distribution of the sample, and Mann Whitney-U test for cases where there was no equal distribution. To identify the degree of relationship between teacher candidates' attitude towards the teaching profession, their self-efficacy beliefs and vocational self-esteem, correlation analysis was used.

3. Results

The first research question of the study was "Is there a meaningful difference in teacher candidates' attitudes towards the teaching profession, self-efficacy beliefs and vocational self-esteem based on gender? To answer the first question, teacher candidates' scores on attitude, self-efficacy beliefs and vocational self-esteem were tested with Mann Whitney-U test (Table-2).

Table 2. Mann Whitney-U test results showing whether teacher candidates' attitudes towards the teaching profession, professional self-efficacy and vocational self-esteem differ based on gender

	Gender	n	Rank Avr.	Rank Total	U	p
Attitude towards the Teaching Profession	Male	97	112,49	10912	6159	,001
	Female	168	144,84	24333		
Self-efficacy Belief	Male	97	125,42	12165,5	7412,5	,221
	Female	168	137,38	23079,5		
Vocational Self-Esteem	Male	97	116,76	11326	6573	,009
	Female	168	142,38	23919		

There is a significant difference between teacher candidates' attitude towards the profession in terms of their gender (U=6159, $p < .05$) (Table 2). Female teacher candidates' rank order average (144,84) is higher than the rank order average of the male candidates (112,49). In terms of self-efficacy beliefs, no meaningful difference was observed between male and female teacher candidates' rank order averages (U=7412,5, $p > 0.05$). Regarding vocational self-esteem, Table 2 shows that there is a difference between teacher candidates in terms of gender (U=6573, $p < .05$). Female teacher candidates' rank order average (142,38) is found to be higher than the rank order average of the male candidates (116,76).

The second research question was “Is there a meaningful difference between teacher candidates enrolled at pedagogic formation programme and the ones enrolled at education faculty in terms of their attitudes towards the teaching profession, self-efficacy beliefs and vocational self-esteem? To find out whether teacher candidates’ attitudes towards the teaching profession and their self-efficacy belief differ based on the programme they are enrolled at, Mann Whitney-U test was used; to see the difference in vocational self-efficacy, T-test was used (Tables 3 and 4).

Table 3. Mann Whitney-U Test Results Regarding Teacher Candidates’ Attitudes towards the Teaching Profession and Self-efficacy Beliefs Based on the Programme they are Enrolled at

	Programme	n	Rank Avr.	Rank Total	U	p
Attitude towards the Teaching Profession	Education Faculty	172	134,95	23211,5	7662,5	,558
	Ped. Form.Prog.	93	129,39	12033,5		
Self-efficacy Belief	Education Faculty	172	119,97	119,97	5757	,000
	Ped. Form.Prog.	93	157,10	157,10		

Table 4. T-test Results Regarding Teacher Candidates’ Vocational Self-esteem based on the programme they are enrolled at

	Programme	n	X	ss	sd	t	p
Vocational Self-esteem	Education Faculty	172	113,10	21,64	263	,486	,627
	Ped. Form.Prog.	93	114,39	18,57			

Teacher candidates’ rank order averages on attitudes towards the teaching profession do not show any significant differences in terms of the programme they are enrolled at ($U=7662,5$, $p>0.05$) (Table 3). However, in terms of teacher candidates’ self-efficacy beliefs, the ones enrolled at pedagogic formation programme have a higher rank order average ($U=6159$, $p<.05$). This shows that the self-efficacy beliefs of teacher candidates enrolled at pedagogic formation programme have a higher self-efficacy belief than the ones enrolled at education faculty.

There is no significant difference in teacher candidates’ rank order averages on vocational self-esteem based on the programme they are enrolled at ($t(263)=,486$ $p>0.05$) (Table 4).

The third research question was “Is there a meaningful difference between teacher candidates’ attitudes towards the teaching profession and their self-efficacy beliefs?” To answer the third research question, teacher candidates’ scores on attitudes towards the teaching profession and self-efficacy beliefs were compared using the Spearman Correlation Coefficient analysis (Table 5).

Table 5. Spearman Correlation Coefficient based on Teacher Candidates’ Scores on Attitudes towards Teaching and Self-efficacy Beliefs

	r	p
Attitude towards the Teaching Profession	,172	,005
Self-efficacy Belief		

There is a statistically significant relationship between teacher candidates’ scores on their attitudes towards the teaching profession and their scores on self-efficacy beliefs ($p<0.01$) (Table 5). However, when the coefficient of determination r^2 is considered, it can be said that only 2% of the variation in the attitude towards the teaching profession results from self-efficacy belief.

The fourth research question was “Is there a meaningful relationship between teacher candidates’ attitudes towards the teaching profession and their vocational self-esteem?” To answer the fourth research

question, teacher candidates' scores on attitudes towards the teaching profession and vocational self-esteem were compared using the Spearman Correlation Coefficient analysis (Table 6).

Table 6. Spearman Correlation Coefficient based on Teacher Candidates' Scores on Attitudes towards Teaching and Vocational Self-esteem		
	r	p
Attitude towards the Teaching Profession	,291	,000
Vocational Self-esteem		

There is a statistically significant relationship between teacher candidates' scores on attitude towards the teaching profession and the scores on vocational self-esteem ($p < 0.01$) (Table 6). However, when the coefficient of determination r^2 is considered, it can be said that only 8% of the variation in the attitude towards the teaching profession results from vocational self-esteem.

The fifth research question was "Is there a meaningful relationship between teacher candidates' self-efficacy beliefs and their vocational self-esteem?" To answer the fifth research question, teacher candidates' scores on self-efficacy beliefs and vocational self-esteem were compared using the Spearman Correlation Coefficient analysis (Table 7).

Table 7. Spearman Correlation Coefficient based on Teacher Candidates' Scores on Self-efficacy Beliefs and Vocational Self-esteem		
	r	p
Self-efficacy Belief	,488	,000
Vocational Self-esteem		

There is a statistically meaningful relationship between teacher candidates' scores on self-efficacy beliefs and vocational self-esteem ($p < 0.01$) (Table-7). When the coefficient of determination r^2 is considered, it can be said that 23% of the variation in the self-efficacy belief results from vocational self-esteem.

4. Discussion

The aim of this study was to determine the attitudes towards the teaching profession, the self-efficacy beliefs and vocational self-esteem of teacher candidates enrolled at education faculties and pedagogic formation programmes by considering gender and their programmes as the main variables. It further examined the relationship between the attitudes towards the teaching profession, self-efficacy beliefs and vocational self-esteem. Below, the findings are discussed based on the order of the research questions given.

The findings of the study suggest that there is a difference between male and female teacher candidates in terms of their attitudes towards the teaching profession and vocational self-esteem. Based on teacher candidates' score rank order averages related to their attitudes towards the teaching profession, it can be said that female teacher candidates have a more positive attitude towards the teaching profession than male candidates. This finding is also supported by the studies done by Çakır (2005), Çapri and Çelikkaleli (2008) and Terzi and Tezci (2007). Based on teacher candidates' score rank order averages related to vocational self-esteem, it can be suggested that female candidates' vocational self-esteem is higher than male teacher candidates. This finding is in accordance with the findings of Ünal and Şimşek (2008). The results suggest that while gender is influential in teacher candidates' attitudes towards the profession and vocational self-esteem, they also show parallelism in terms of the social perception about teaching as a profession. In our society, the common view is that the profession of teaching is more convenient for women because of its working conditions. In this study, no meaningful difference has been observed between male and female teacher candidates in terms of self-efficacy beliefs. When the literature on gender and teacher candidates' self-efficacy is reviewed, it is possible to come across studies that both

support this finding and contradict with this finding. For example, Çapri and Çelikkaleli (2008) found that female teacher candidates' self-efficacy beliefs were higher than male candidates' self-efficacy levels. Demirtaş, Cömert and Özel (2011); however, found male teacher candidates' self-efficacy beliefs to be higher. On the other hand, the studies conducted by Çakır (2005) and Şahin Taşkın and Hacıömerlioğlu (2010) suggest that there is no meaningful difference between male and female teacher candidates' self-efficacy levels; thus, gender has no impact on self-efficacy perception. The ultimate qualifications that the education process aims at are determined irrespective of any discrimination and the wanted outcome is that all students develop these qualifications in a similar way. During the teacher training process, differences such as gender, subject area and training type should not influence the ultimate qualifications, and teacher candidates are expected to graduate with similar qualifications. The findings of this study are in accordance with this expectation as teacher candidates have not shown any differences based on their gender in terms of their perceptions of self-efficacy.

There is no significant difference in teacher candidates' attitudes towards the teaching profession and vocational self-esteem based on the subject programme they are enrolled at. This result shows that subject knowledge courses, whether taken in 4 years or one year, does not have an impact on teacher candidates' attitude towards the profession or vocational self-esteem.

Self-efficacy beliefs of teacher candidates enrolled at pedagogic formation programme differ significantly from the self-efficacy beliefs of teacher candidates enrolled at education faculty. All students or graduates, irrespective of their faculties or departments, can apply to pedagogic formation certificate programmes as long as they meet the necessary requirements. Candidates enrolled at pedagogic formation certificate programmes complete the required vocational knowledge courses in teaching within a year, and do not have as many chances to do classroom observations or practice as do teacher candidates enrolled at education faculties. Teacher candidates enrolled at education faculties have the opportunity to learn more about their field by taking applied courses in teaching, taking other courses and assuming responsibility for learning tasks throughout their four-year faculty education. This may result in teacher candidates enrolled at education faculties to be more aware of the qualities and competencies needed to be a teacher than candidates enrolled at pedagogic formation programmes. This can be the reason why teacher candidates enrolled at pedagogic formation certificate programme have a higher self-efficacy level than the teacher candidates enrolled at education faculty.

The findings of the research refer to a positive correlation between teacher candidates' scores on their attitudes towards the teaching profession and scores on self-efficacy beliefs; scores on attitudes towards the teaching profession and scores on vocational self-esteem; and scores on self-efficacy beliefs and scores on vocational self-esteem. This shows that scores on attitudes towards the teaching profession, scores on self-efficacy and scores on vocational self-esteem, altogether lead to a change. In the literature, there are studies which agree with this finding. For example, while Dılmaç, Çıkılı, Işık and Sungur (2009) found a positive relationship between vocational self-esteem and attitude towards the teaching profession, Girgin et al. (2010) found positive and meaningful relationships between teacher candidates' scores on vocational self-esteem and scores on attitude towards the profession, and between the scores on self-efficacy beliefs and scores on attitude towards the teaching profession.

The study examined the attitudes towards the teaching profession, self-efficacy beliefs and vocational self-esteem of teacher candidates enrolled at education faculty grade 4 and pedagogical formation programme with respect to the variables of gender and the programme they are enrolled at. Moreover, the study also tried to demonstrate the relationship between teacher candidates' attitude towards the teaching profession, their self-efficacy beliefs and vocational self-esteem by investigating teacher candidates' attitude towards the teaching profession in relation to self-efficacy belief and vocational self-esteem; teacher candidates' self-efficacy belief in relation to attitude and vocational self-esteem; and teacher candidates' vocational self-esteem in relation to attitude and self-efficacy belief. When conducting descriptive studies on attitude towards the teaching profession, self-efficacy belief and vocational self-

esteem that compare teacher candidates enrolled at education faculties with the ones enrolled at pedagogic formation programmes, other variables such as type of high school, reason for choosing the profession, grade or academic success can be accounted for in future research. In addition, educational programmes for teacher candidates should be designed or revised in such a way that they promote attitude towards the teaching profession, self-efficacy belief and vocational self-esteem of teacher candidates.

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