

AN ANALYSIS OF THE FACTORS MOTIVATING TEACHERS AND TEACHER CANDIDATES TO CHOOSE EARLY CHILDHOOD EDUCATION DEPARTMENT AS THEIR SECOND CAREER¹**Ali ÜNİŞEN***Assoc. Prof. Dr., Adıyaman University, aunisen@adiyaman.edu.tr
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ORCID: 000-0002-6135-9477**Received: 21.05.2019 Accepted: 11.10.2019***ABSTRACT**

The present qualitative research aims to reveal the motives and expectations of teacher candidates, graduated from or dropped out of an associate or graduate degree, in either early childhood education intending to pursue elementary or preschool teaching as their second career. The participants consisted of 20 voluntary candidates (17 female and 3 male) enrolled either programs in 2017-2018 academic year. The questionnaire with 12 open-end questions required participants to self-report on their main reasons to choose their new programs and their expectations from the programs. Relevant personal profile data such as gender, age, educational background were also collected. The data were content-analyzed. Participants in primary education program mostly have dropped out of schools of economics and administrative sciences and faculties of science and letters, while the participants attending preschool teaching program have graduated from faculties of science and letters and education faculties. The participants in both groups declare that they have preferred their current programs for their interest in teaching and higher opportunity of employment. They think that the reasons why they decided to attend their present programs are still prevailing, and even the conditions forced them to switch to teaching change, they would not return to their previous education or benefit from its attainments. As for their previous educational experiences, they report their tertiary education programs have facilitated or contributed to comprehend certain courses more easily, and some other higher educational experiences. The reactions that the participants had while deciding to choose their new teaching program are noted mainly positive for primary education program but unfavorable for preschool education program. They state that they would prefer a teaching education program and a field appealing to their interest if they had a chance to start their tertiary education all over again. Following discussing the results certain suggestions were developed.

Keywords: Second career teachers, primary teaching, preschool teaching, motives in career choice.

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INTRODUCTION

The profession of teaching has the highest overall public employment rate in Turkey, which varies by the specific subject taught. Due to the differences in this employment rate, relative to their individual potentials for employment, teacher education programs such as primary school education, preschool education, and religious culture/ ethics education draw a strong interest. Scorned in the mass media (Richardson & Watt, 2007; Polat & Ünişen, 2016) and having a lower social status compared to other professions (Dolton, Marcenaro, De Vries, & She, 2018) an increasing number of people are observed to turn to the teaching profession in Turkey. The reasons for this increasing interest in the profession can be classified into three main categories: (1) altruistic reasons such as performing some important and worthy work in terms of serving the community, contributing to the success of children and contributing to the progress of society; (2) intrinsic reasons such as the desire to teach children, sharing knowledge and experience; and (3) extrinsic reasons such as long holidays, good income and status (Kyriacou & Coulthard, 2000).

Özbek (2007) concluded that the participants, who were preservice teachers enrolled in various departments of a faculty of education, turned to the teaching profession for personal reasons rather than economic and social reasons. Saban (2003) found that women think that the teaching profession is more appropriate to their personalities, and that they choose the profession for more altruistically influenced internal motivators than men. In their study conducted with mathematics teacher candidates, Tataroğlu, Özgen and Alkan (2011) found that the participants had to choose the profession due to their interest and love for the field, their viewing teaching as a suitable profession for them, or due to having failed to get admission to a better program.

In their study conducted with 298 undergraduate students in the UK, Kyriacou and Coulthard (2000) formed three groups as “those who absolutely think of teaching as a profession”, “those who absolutely do not think of teaching as a profession” and “those who are undecided about teaching as a profession” and found that all these three groups reported that the most important factor in choosing a profession as a career is that it “must be something that is performed with love.” When the scores were ranked from the most positive to the least, as the participants’ ratings got closer to the “I absolutely do not think of it” they were found to seek more of the “I will take on responsibility, contribute to society, be active” characteristics, which revealed a contradiction.

Auyeung and Sands (1997), who focused on Hong Kong and Taiwan in their research, found that the interaction between parents, friends, teachers, and those majoring in education, respectively, influenced students’ choice of the teaching profession, while Australian students considered their abilities in choosing this profession.

In another study conducted in Asia, Yong (1995) investigated the reasons for trainee teachers’ choice of profession, and according to their results obtained from the open-ended measurement tool, “not having a better option” was the top reason reported, while others were guided by internal reasons such as the desire to become a teacher and the likelihood of rising in the academia, and altruistic reasons like being fond of working

with children, which shows that teaching is a profession chosen mostly for external reasons. This study indicates that the teaching profession, which requires devotion, is carried out with the ever-present possibility of quitting.

The international literature is rich in studies performed with participants from other professions (Tigchelaar, Brouwer, & Vermunt, 2010; Watt & Richardson, 2008; Watt, Richardson, & Richardson, 2007; Williams, 2010).

In their study on a sample group that aimed to transfer from another profession to teaching, Zuzovsky and Smadar (2014) found that altruistic factors predominate in the orientation to the profession, followed by internal and external factors. In the same study, participants stated that teaching is a rational and technical profession that enables reflective practices and that good teaching is a profession that is a blend of the right personality traits, positive human relations, and professional performance. In a study conducted with participants from another profession who were aiming to transfer into teaching, Chambers (2002) found that these teachers are both altruistic and choose the profession based on perceived individual interests such as individual development, creativity and job security.

Identifying the factors that lead individuals to quit their jobs and choose to teach will shed light on whether these individuals will remain in the profession as well (Castro & Bauml, 2009). In addition, such research will contribute to the prevention of wasting resources and time by underlining the importance of proper career guidance in opting for the profession of teaching.

As the new century offers individuals numerous opportunities to change their profession, the concept of building, developing and switching a career has now been completely transformed. Teaching plays both the role of resource and target in changing professions. Switching to teaching as the second profession continues to be the subject of numerous studies in the international literature. In the course of professional career change, there are individuals coming from outside of the discipline by taking advantage of the opportunities of teacher formation programs, while there is also a horizontal movement between the subjects within the discipline. Teaching is among the professions with the highest employment prospects in Turkey, which varies based on specific subject matters. Due to the higher employment rates they offer, the primary school education, preschool education and religious culture/ethics education teacher programs receive a greater demand. However, the situation of those licensed by a teaching program but have remained unemployed and those who are attending a second teaching program even though they work as teachers cannot be justified for the same reason mentioned above.

According to the Varkey GEMS Foundation data, Turkey is ranked third in the world in terms of the teaching profession prestige and reputation (2013 Global Teacher Status Index, 2013). Job security, social status, expectation of a better income compared to many other professions, weakening or loss of the affective ties to the current work are among the most common reasons reported for choosing the teaching profession (Khapova, Arthur, Wilderom, & Svensson, 2007; Lent & Lopez, 1996; Lovett, 2007). However, very scant

national literature is available in this field, and the international literature focuses only on the educational processes and orientation of outsiders joining the teaching profession. Besides, no study on horizontal mobility in the teaching profession could be identified. Therefore, the present study is expected to contribute to the literature in both of these aspects.

This study aims to reveal the expectations and program choice reasons of both in-service teachers, who have already received a teaching license, and unemployed teacher candidates as students enrolled in an Early Childhood Education program of a faculty of education as their second program.

METHOD

Research design

This is a qualitative research study with a descriptive design. It aimed to determine the main motives leading them to choose their new programs. The participants of the study were 20 volunteer students some of whom were previously licensed by a teaching program but not employed as teachers, and some of whom were enrolled in the Adiyaman University Faculty of Education Early Childhood Education Preschool and Primary School Education Programs, who were determined through purposeful sampling. The data were collected by using the 12-item open-ended form titled "Interview Form for the Reasons and Expectations for the Second Program" created by the researchers. After analyzing the answers given for the questions in the data collection tool, the participants' responses were tabulated and interpreted by frequencies under the respective themes.

Table 1: Demographic Characteristics of the Study Group

Participants	Current Teaching Program	
	Primary School Education	Preschool Education
	f	f
Age	22	4
	23	3
	24	1
	25	1
	26	1
	27	1
	28	2
	29	2
	30	1
	35	1
Gender	Female	9
	Male	1
Program Uncompleted	Female	7
	Male	1
Program Completed	Female	2
	Male	2

As shown in Table 1, the age distribution of the 20 Early Childhood Education students in our study group is as follows: f=4 in the primary school education program in the age group of 22, f=3 in the primary school education program and f=1 in the preschool education program in the age group of 23, f=1 in the preschool education program and f=1 in the primary school education program in the age group of 24, f=1 in the preschool education program and f=1 in the primary school education program in the age group of 25, f=1 in the preschool education program and f=1 in the primary school education program in the age group of 26, f=1 in the preschool education program and f=1 in the primary school education program in the age group of 27, f=2 in preschool education program in the age group of 28, f=2 in preschool education program in the age group of 29, f=2 in preschool education program in the age group of 30, and f=1 in the primary school education program in the age group of 35. According to the gender variable, there are nine females and one male in the primary school education program, and eight females and two males in the preschool education program. Seven females and one male in the primary school education program, and two females in the preschool education program had dropped out of an associate degree and/or undergraduate program before the current program. Two females in the primary school education program, and six females and two males in the preschool education program had already completed an associate and/or undergraduate program before the current program. Of the participants in our study group, the majority of primary school education students (f=8) had dropped out of an associate degree and/or bachelor's degree program, while the majority of preschool education students (f=8) had completed an associate degree and/or bachelor's degree program.

Data collection and analysis

For the collection in this qualitative study aiming to identify the reasons and expectations regarding their selection of their current program in the Department of Early Childhood Education as reported by students who are certified as teachers and currently working as teachers, and by those who are unemployed but already graduates of a teaching program and attending their second undergraduate program in the faculty of education, a structured interview form with open-ended questions was used. After identifying the teacher candidates studying in the Department of Early Childhood Education towards their second career, two volunteering participants were interviewed, followed by an analysis of the data obtained from them. After reviewing the literature and obtaining expert opinions, the researchers developed the items on the "My reasons and expectations for the second program" interview form. Particular attention was paid to make the questions in the as clear and comprehensible to the participants as possible. After the pilot study with four pre-service teachers in the study group, the interview form consisting of 12 questions was standardized into the "Interview Form for the Reasons and Expectations for the Second Program." This form was distributed to all of the voluntary participants studying in the Department of Early Childhood Education as their second career. The forms were completed by the participants within a period of 35-40 minutes. The form required participants to self-report on their main reasons for choosing their new programs. Relevant personal profile data such as gender, age, educational background were also collected.

The interview forms were transcribed and analyzed through the descriptive / thematic analysis technique. The participants' opinions, thematized in line with the questions in the data collection tool, fall into the following four categories:

a) opinions of the participants who have completed an undergraduate teaching program and are not employed regarding their new program, b) opinions of the participants who have completed an undergraduate teaching program and are currently working as teachers regarding their new program, c) opinions of the participants who have completed an undergraduate non-teaching related program and have been employed in a government institution regarding the teaching program, and d) opinions of the participants who have completed an undergraduate non-teaching related program but not have been employed in a government institution who are studying in the teaching program as their second program regarding the teaching program

Validity and reliability

In this qualitative research, the researchers did their best to perform an objective observation of the research phenomenon in line with the purpose of the study. All of the researchers are also instructors that teach the Early Childhood Education courses taken by the participants. According to Yıldırım and Şimşek (2013), the familiarity of the researchers with the subject area, the ability to collect in-depth data through face-to-face interviews, having a deep understanding of the research phenomenon, and the ability to collect information are the factors that strengthen validity. Furthermore, as questionnaires guarantee the anonymity and non-traceability to certain extent, participants are encouraged to give "true" answers rather than socially desirables ones (Cohen, Manion, & Morrison, 2018).

Randomly selected three forms were chosen, analyzed and coded under items of the questionnaire, which were determined as themes by authors. The codes were reviewed to eliminate redundancy and overlap by each author. Thus, no codes of surprising and unusual were left (Creswell & Creswell, 2019). At the end of the pilot coding, the codes were compared and the inter-rater reliability was found 87%. Two follow up interviews were conducted with two participants (one from pre-school, one from primary education program) and provided an opportunity to comment on the finding (Creswell, 2009). Member checking procedure confirmed the accuracy of findings and descriptions.

FINDINGS (RESULTS)

The theme and sub-themes were created based on the results obtained in the dimensions of the dropped-out program, the reason for choosing the current program, opinions about the current teaching program, problems encountered in the current teaching program, return status if the conditions of the dropped-out program improve, the conditions underlying the decision to drop out of a previous program re-emerging in the current program, the contribution of the dropped-out program to the current program, the response of the social

network when a decision was made to drop out of a program, views on the future of the current teaching program, the top program choice if studying for the first time.

Table 2: Early Childhood Education Teacher Candidates' Program Dropout and Completion Frequencies

	Theme	Sub-theme	Current Teaching Program	
			Primary School Education	Preschool Education
	Faculty	Program	f	f
Program Dropped out	Theology Faculty		1	
		Finance	1	
	Faculty of Economics and Administrative Sciences	Political Science and Public Administration	1	
		Business Management	1	
		Social Studies Education	1	1
	School of Health	Pathology *		1
	Faculty of Arts and Sciences	Sociology	3	
		Turkish language and literature		4
		History		1
		Mathematics		1
Sociology			1	
Faculty of Education		Informatics Education *		1
		Science Education		1
Faculty of Economics and Administrative Sciences		1		
	Faculty of Management	Business Management	1	

* Graduate of Health School Pathology Program

As shown in Table 2, before beginning to study in the current teaching program, the primary school teacher candidates dropped out from the Faculty of Economics and Administrative Sciences (f=3), Faculty of Arts and Sciences (f=3), and Faculty of Theology (f=1) at the highest rate while the preschool teacher candidates dropped out from the Faculty of Education (f=1) and School of Health (f=1) at the highest rate. The highest number of programs completed by the primary school teacher candidates before the current program was the Faculty of Economics and Administrative Sciences (f=2), while those completed by the preschool teacher candidates were Faculty of Arts and Sciences (f=7) and Faculty of Education (f=2). One of the preservice teachers in the preschool education program is both an associate degree dropout and an undergraduate degree holder.

Table 3: Distribution of the Reasons to Choose the Current Teaching Programs Reported by the Preservice Teachers in Department of Early Childhood Education

Theme	Sub-theme	Current Teaching Program		
		Primary School Education	Preschool Education	
		f	f	
Reason for Choosing the Current Program	Employment opportunity	High appointment quota for teachers	4	8
		The Possibility of preschool education being made mandatory		1
		I love Primary School Education	2	
	Interest	I love Preschool Education		2
		I love children	1	5
		This is my childhood dream	1	
	Education	I love the education sector	1	
		Educating children		2
		Becoming a teacher	1	2
		It fits my character	1	
		Becoming a primary school teacher	1	
		My family wish	1	
		I want to have a different work experience	1	
Other	My previous program left much to be desired	1		
	Having no rote memorization in the Primary School Education program	1		

As can be seen in Table 3, the reason for the teacher candidates in the Department of Early Childhood Education for choosing the current teaching program is as follows: for those selecting the primary school education; interest (f=5), love for the primary school education (f=2), employment opportunity (f=4), high appointment quota for teachers (f=4), education (f=3) and other (f=3). For those choosing to major in the preschool education program, these reasons are the employment opportunity (f=9), high appointment quota for teachers (f=8), interest (f=7), love for children (f=5), love for preschool education (f=2), and under the education (f=4) theme, educating children, and becoming a teacher.

Table 4: Distribution of the Continuing Validity of the Reason to Study in the Current Teaching Program Reported by the Preservice Teachers in the Department of Early Childhood Education

		Current Teaching Program	
		Primary School Education f	Preschool Education f
Is the Reason for Studying in the Current Teaching Program Still Valid?	Yes	10	9
	No response		1

According to Table 4, whether the reason for the teacher candidates in the Early Childhood Education program for studying in the current teaching program was still valid was reported, from the highest to the least frequency, as yes (f=10) by the primary school education program students and yes (f=9) and no response (f=1) by those in the preschool education program.

Table 5: Distribution of the Participant Opinions about the Current Teaching Program

			Current Teaching Program		
			Primary School Education f	Preschool Education f	
Opinions about the Current Teaching Program	Employment opportunity	Has a good potential for employment	1		
		It fits my character	2	2	
		Spending time with children is nice		3	
	Interest	Preschool education is important	My childhood dream		3
			I wish I had come to this program sooner		1
			It makes me happy	1	
		Interest	Transferring my knowledge	1	
			Raising individuals	1	
			Raising good individuals for the society	1	
			We learn sacrificing	1	
			I think I will self-realize	1	
			I love the teaching profession	1	1
		I love Primary	1		

School Education	
Primary School Education must be done willingly	1
Primary School Education must be done with love	1
Preschool Education is fun	4
Preschool Education practices are permanent	1
It is a job that requires patience	1
We need more knowledgeable individuals	1
We need skilled individuals with better qualifications	1
The courses are very demanding	1
The courses require active participation	1
Primary School Education Program is good	1
Some courses in the Primary School Education Program will be useless in real life	1

According to Table 5, from the most reported to the least, the Early Childhood Education teacher candidates' opinions on the current teaching program are as follows: for the primary school education program, under the interest theme (f=12), "it is a profession that fits me" (f=2) was reported; and for the preschool education program, under the interest theme (f=11), "spending time with children is nice" (f=3), "preschool education is important" (f=3), "it fits my character" (f=2), and under the program theme (f=6), "preschool education is fun" (f=4) were reported as the opinions.

Table 6: Distribution of the Participant Opinions of the Preservice Teachers in the Department of Early Childhood Education about the Problems Encountered in the Current Teaching Program

	Theme	Sub-theme	Current Teaching Program	
			Primary School Education	Preschool Education
			f	f
Problems Encountered in the Current Teaching Program	Program	Formation courses are not accepted in course adjustments		4
		Adjustment Process	4	3
		Some instructors' negative attitudes towards students studying in their second university		3
		Being together with younger classmates		1
		Preparing materials		1
		Teaching according to individual differences of children	1	
		Too many courses	1	
		The courses require active participation	1	
		Course scheduling conflicts	2	
		Easier than other programs	1	
		No	2	1
		Mandatory Attendance		1
		II. Midterm	1	
		Number of assignments	1	1
		Preschool Education is inadequate		1
		Program courses are intensive	1	
		Program courses are tiring	1	
Mandatory Attendance for the program courses	1	1		
Yes		1		

According to Table 6, the views expressed by the Early Childhood Education Department teacher candidates about the problems they have encountered in the current teaching program are listed for the primary school education program, under the "program" theme (f=17) as "adjustment process" (f=4), "course scheduling conflicts" (f=2), and "No" (f=2). For the preschool education program, under the "program" theme (f=18) they can be listed as "Formation courses are not accepted in course adjustments" (f=4), "adjustment process" (f=3), and "Some instructors' negative attitudes towards students studying in their second university" (f=3).

Table 7: Distribution of the Participant Opinions Regarding the Possibility of Returning to the Previous Program If the Conditions Leading to Dropping out are Remedied

	Theme	Sub-theme	Current Teaching Program	
			Primary School Education	Preschool Education
			f	f
Possibility of Returning to the Previous Program If the Conditions for Dropping out Improve	No	I will not return to my previous program	5	4
		I did not like it	1	
		My previous program was very boring	1	
		It was not the profession I wanted	1	
	Yes	I will return to my previous program	2	
		I may return to it		1
	Undecided	I am undecided		5

According to Table 7, the Early Childhood Education Department teacher candidates' opinions on the likelihood of returning to their previous program if the conditions causing their drop out are resolved are, for the primary school education program, under the theme "No" (f=8), "I will not return to my previous program" (f=5), and under the "Yes" theme f=2), "I will return to my previous program" (f=2); and for the candidates in the preschool education program, under the "Undecided" theme (f=5), "I am undecided" (f=5), and under the "No" theme (f=4), "I will not return to my previous program" (f=4). As was shown on Table 2, eight preservice teachers in the preschool education program graduated from an associate/undergraduate program, while two teacher candidates dropped out an associate/undergraduate program.

Table 8: Distribution of the Participant Opinions Regarding the Possibility of Returning to the Previous Program If the Conditions Leading to Dropping out of a Previous Program Re-emerge in the Current Program

	Theme	Sub-theme	Current Teaching Program	
			Primary School Education	Preschool Education
			f	f
If the conditions leading to dropping out of a previous program re-emerge in	I will continue the current program	Yes	7	7
		I will study to pass the KPSS test to be able to get appointed as a teacher		1
		I will try working in the private sector		1

the current program	I will try to solve the problems	1	
	I will try other ways to get appointed	1	
	I will not quit but take my time to assess the situation	1	
	We need to bear with the consequences of our choices	1	
	The previous department was not a good fit for me	1	
	But if I were in the first year, I would quit	1	
	I will enroll at another program		3
I will quit the current program	I will put an end to being a student		1
	I will assess the current situation and decide accordingly	1	
Other			

According to Table 8, regarding the possibility of returning to their previous programs if the conditions causing them to leave that program emerge again in the current program, the teacher candidates in the Early Childhood Education Department expressed the following opinions, from the most to the least frequently: the primary school education program students said “Yes” (f=7) under the “I will continue the current program” theme (f=13), and said that “I will assess the current situation and decide accordingly” (f=1) under the “Other” theme (f=1). The teacher candidates in the preschool education program said “Yes” (f=7) related to the “I will continue the current program” theme (f=9), and said that they “will enroll at another program” (f=3), and they “will put an end to being a student” (f=1) concerning the “I will quit the current program (f=4) theme.

Table 9: Distribution of the Participant Opinions Regarding the Contribution of the Previous Programs They Dropped out and/or Completed to the Current Teaching Program

Theme	Sub-theme	Current Teaching Program		
		Primary School Education	Preschool Education	
		f	f	
Contribution of the Dropped out/Completed Program to the Current Program	Yes	7	7	
	Positive	It helped me understand some classes better	5	4
		Teaching Experience		1
		Critical Thinking Skill		1
		Quick Thinking		1
		Problem-Solving Skill		1
	Negative	Course Presentations		1
		I was exempt from many courses	1	
		University Experience	1	2
		No		1

According to Table 9, regarding the contribution of their previous programs they dropped out and/or completed to their current teaching program, the teacher candidates in the Early Childhood Education Department expressed the following opinions, from the most to the least frequently: The candidates in the primary school education program mostly said “Yes” (f=7) and some reported that “It helped them understand some classes better” (f=5) under the “Positive” theme (f=14). Those studying in the preschool education program mostly said “Yes” (f=7) and some reported, “It helped them understand some classes better” (f=4), and gaining “university experience” (f=2) under the “Positive” theme (f=18), but one participant gave a negative answer to this question by saying “No” (f=1).

Table 10: Distribution of the Participant Opinions Regarding the Reaction of Their Social Network When They Decided to Drop out and/or Begin a New Program

		Current Teaching Program		
		Primary School Education	Preschool Education	
	Theme	Sub-theme	f	
The Reaction of the Social Network upon the Decision to Drop out of a Program	Positive	They supported me	7	3
		They partially supported me		1
	Negative	They did not support me	2	8
		No answer		1

According to Table 10, regarding the reaction of their social network when they decided to drop out or begin a new program, the teacher candidates in the Early Childhood Education Department gave the following opinions, from the most to the least frequently: those in the primary school education program said that “They supported me” (f=7) under the “Positive” theme (f=7), and said “They did not support me” (f=2) under the “Negative” theme (f=2) theme, with one no answer (f=1). On the other hand, the teacher candidates in the preschool education program said that “They supported me” (f=3), and “They partially supported me” (f=1) under the “Positive” theme (f=4), and “They did not support me” (f=8) and “No response” (f=3) under the “Negative” theme (f=11). As was indicated earlier in Table 2, eight of the preservice teachers currently studying in the preschool education program are graduates of an associate/undergraduate program. Taking into account these preservice teachers’ ages, their social circles may have been mostly negative about this career switch since completing a new program would take a very long time.

Table 11: Distribution of the Participant Opinions about the Future of the Current Teaching Program

Theme	Sub-theme	Current Teaching Program			
		Primary School Education	Preschool Education		
		f	f		
Opinions about the Future of the Current Program	Employment opportunity	It has good prospects of appointment	4	4	
		There will be a need for it at a moderate level	1		
		It has a promising future	4	14	
		Teaching will be by contract in the future	1		
	Teaching Profession	I do not have any positive opinions	1		
		The most important teaching step	1		
		I will be a happy teacher	1		
		I will raise happy individuals	1		
		Other	I am undecided	1	

According to Table 11, regarding the future of their current teaching program, the teacher candidates in the Early Childhood Education Department expressed the following opinions, from the most to the least frequently: the candidates in the primary school education program reported that the program “has good prospects of appointment” (f=4) and “it has a promising future” (f=4) under the theme of “employment opportunity” (f=11), while those in the preschool education program reported that “It has a promising future” (f=14) and “It has good prospects of appointment” (f=4) under the “employment opportunity” theme (f=18).

Table 12: Distribution of the Early Childhood Education Department Teacher Candidates’ Opinions about Their Top Choice If They Chose a University Program for the First Time

Theme	Sub-theme	Current Teaching Program		
		Primary School Education	Preschool Education	
		f	f	
The Program You Would Choose If You Chose a University Program for the First Time	Teaching	I would choose a Teaching Program	4	2
		I would choose the Primary School Education Program	1	
		I would choose the Preschool Education Program		3
	Research	I would do some research on the programs offered	4	3

	I would choose the programs I am interested in	3	1
	I would not choose this university	2	
Interest	I would prefer the health programs	1	
	I would choose the Psychology Program		1
	I would not choose the previous program		1
Employment opportunity	Depending on the job prospects	1	1

According to Table 12, listed from the most frequent to the least, the opinions of the teacher candidates in the Early Childhood Department program on which program they would choose if they were to choose a university program for the first time are the following: The candidates in the primary school education program said that they “would choose the programs they are interested in” (f=3) and they “would not choose this university” (f=2) under the theme of “interest” (f=6); said that they “would choose a Teaching Program” (f=4) under the “teaching” theme (f=5), and that they “would do some research on the programs offered” (f=4) under the “research” theme (f=4), while those in the preschool education program said that they “would choose the Preschool Education Program” (f=3) and “would choose a Teaching Program” (f=2) under the “teaching” theme (f=5), and that they “would do a research on the programs offered” (f=3) under the “research” theme (f=3), followed by their wish to “choose the programs (they are) interested in,” to “choose the Psychology Program,” and not “to choose the previous program” under the “interest” theme (f=3).

Table 13: Distribution of the Early Childhood Education Teacher Candidates’ Top Choices If They Were to Choose a Teaching Program for the First Time

		Current Teaching Program		
		Primary School Education	Preschool Education	
		f	f	
The Teaching Program You Would Choose If You Chose a Teaching Program for the First Time	Teaching	Primary School Education	5	1
		Preschool Education	1	5
		Physical Education		1
		Literature Education	1	
		English Education	1	
		Special Education		1
Other	Other	Primary School Mathematics Education		1
		Psychological Counseling and Guidance	2	1

As can be seen in Table 13, listed from the most frequent to the least, the programs the participants would choose if they were to choose a teaching program for the first time are the following: for those studying in the primary school education program, under the “teaching” theme (f=8), the top choice is the “Primary School Education” program (f=5), and under the “Other” theme (f=2), it is the “Psychological Counseling and Guidance” program. For those studying in the preschool education program, the choice with the highest frequency is the “Preschool Education” (f=5), under the theme of “teaching” (f=9).

CONCLUSION and DISCUSSION

Many studies reveal that the number of people desisting their current careers and seeking jobs as teachers has increased especially in western countries and America, which suffer teacher shortage currently or are likely to experience it in immediate future (Peter D. Hart Research Associates Inc., 2010). Besides choosing teaching as the first career (Tamir, 2014), switching career to teaching has been encouraged for many years (Haselkorn & Hammerness, 2008; Peter D. Hart Research Associates, 2008; Peter D. Hart Research Associates Inc., 2010). This is not the case for Turkey; a high number of surplus employees has existed for some decades. However, as the teaching, especially preschool and primary education, offers a higher chance of employment at public school than any other profession, many people attend education faculties for a teaching license, and quite a few choose teacher training programs either they graduate from a program or desist it. The present study reveals the reasons, motivations inducing them to do so, their views about teaching and how they will react to probable challenges they may face.

Majority of the 20 participants attending preschool or primary teaching programs of basic education with an associate or graduate degree or dropped out of either consists of 25-30 (f=9) and 22-23 (f=8) years of age, which is far below the mean age of career changers in western countries (Castro & Bauml, 2009; Chambers, 2002; Powers, 2002), and parallel to Asian countries (Chong & Goh, 2007).

Of the participants attending primary teaching program, female candidates have higher percentage of dropping out of tertiary education program (f=7) and as well, they have higher percentage of graduating from a graduate degree (f=6). To conclude, female second career teachers (f=16) have either graduated from or dropped out of an associate or graduate degree to pursue a career in teaching far more than have the male candidates. Not only women switch to teaching career at a higher percentage than the men do, they also prefer teaching as their first career and pursue it at a higher rate (Brindley, Parker, Brindley, & Parker, 2010; Bursal, 2016; Çetinkaya, 2009; Gökçe & Sezer, 2012; Yong, 1995).

Of the participants currently attending primary teaching program, mostly have dropped out of schools of economics and administrative sciences (f=3) and faculties of science and letters (f=3), while those who are attending preschool teaching program have graduated from faculties of science and letters (f=7) and education faculties (f=2). One of the participants in preschool teaching program has both a graduate degree and dropped out of and associate program. Excluding two participants with education faculty graduate degree, the similar

variety of educational history is supported by national and international relevant literature; Koç's (2019) reports 12 different desisted professions by his 16 participants; 136 participants in Robertson's (2014) study are former-military members; Berger & D'Ascoli (2012) have clustered their 483 participants under 18 categories; each of the nine participants in Castro & Bauml's (2009) study has different previous career.

The participants in primary teaching and preschool teaching both declared that they have preferred their current program for their interest in teaching and higher opportunity of employment that the programs offer (f=9 and f=4 respectively). Offering an employment opportunity and passion / interest in teaching are cited in some other studies as well; they are ranked second and sixth respectively among the 10 reasons to choose teaching as a second career in Chong & Goh's studies (2007); ranked second and fourth out of 6 reasons in Zuzovsky and Smadar's study (2014).

The participants think that the reasons for which they have either left or graduated a program and started at education faculty are still prevailing, and even the conditions forced them to switch to teaching change, they would not take advantage of that improvement (f=12). Moreover, most of them do not think of dropping out of their current programs even they suffer the same problems as their first tertiary education has. These results are in line with Zuzovsky and Smadar's (2014) results; they have as well found that the percentage of those who are confident in their second career choice is rather high (76%), and only 8% of them declare that they may not pursue a teaching career.

Most reported problems by Second career teacher candidates in post transition procedures and process are reported as adaptation to a new environment and content, overlapping of courses (as they take courses from various classes and grades), unrecognition of pedagogical formation program attainment in adaptation process, unpleasant attitudes of some instructors towards the freshmen with a previous tertiary experience. None of these problems prevail in Western countries, on the contrary, second career teachers and teacher candidates are welcomed and encouraged particularly in the countries experiencing teacher shortage; their prior educational attainments are recognized; they enjoy specially tailored training programs; their prior experiences, the kinds of skills and abilities they bring to teaching are appraised (Haselkorn & Hammerness, 2008; Peter D. Hart Research Associates, 2008; Peter D. Hart Research Associates Inc., 2010).

The participant attending basic education programs report that their tertiary education programs have either facilitated or contributed to comprehend certain courses more easily, and some other higher education experiences. Unlike the findings in international literature (Chambers, 2002; Cuddapah & Stanford, 2015; Tigchelaar et al., 2010) career changers of this study have not reported any significant contribution of their previous experiences, educational history regarding professional domains of teaching career, rather mentioned how their previous educational attainments facilitated their new training process and procedures.

The reactions that the participants had while deciding to choose a teaching program were noted mainly positive for primary education program (f=7) while they were unfavorable for preschool education program

(f=11). This may be due to the fact that the participants attending preschool education program have previously graduated a graduate degree (f=11), and the duration that the new program they will attend takes a long time.

Their views about the future of their current program reflect their expectations such as sustaining employment opportunity (f=29) and a promising future (f=18), both of which imply financial worries.

They stated they would prefer a teaching education program and a field appealing to their interest if they had a chance to start their tertiary education all over again, citing their remorse. And if they had to choose a teaching program, primary teaching program would rank first. This results contradict with the relevant literature; Murat, Ünişen and Kanadlı (2010) have found that a great majority of freshmen in primary teaching cite if they had high points enough to enroll a more socially prestigious and economically rewarding program, they would not think of teacher training programs at all. However, despite its low income and social status, teaching career is relatively highly respected in Turkey, ranking third in the world (Dolton et al., 2018).

This research reveals that the main reasons that the teacher candidates either graduating from or dropping out of an associate program or graduate degree program change to teaching career are employment opportunity and the high quota offered for state employment and some other intrinsic and extrinsic motives. These motives are partly akin to the relevant literature on second career teachers and first career teacher candidates (Şerbănescu & Popescu, 2014; Shih, 2016; Ünişen & Polat, 2016). They also state to have not an intention to leave the current program as well if the similar conditions emerge. This finding is more obvious for female candidates. Beside the references above mentioned, the percentage of the female in the present study affirms that fact.

Interest in teaching careers among the adults with associate or graduate degrees or dropouts of a program other than teaching has always been high in Turkey. Candidates with graduate degree have an alternative licensure chance; they can enroll in pedagogical formation program delivered by education faculties, which usually takes two terms. Through the program, they are licensed as in-field-teachers at secondary and high schools. The other candidates have to receive a-four-year regular teacher training education (Ünişen & Polat, 2016). Especially dropouts pose the problem of waste of time and social resources in the process of career change for a country like Turkey, which has a relatively young population and cannot employ all of its qualified citizens. As a result, career consultancy services need to be given to high school students before transition to tertiary education.

SUGGESTIONS

Social capital is much more significant than any other material resources. Its productivity depends on making use of it in the most suitable position and at its earliest stage as possible. The first step to be taken to prevent wasting that resource, which is partly rooted in planning, might be career counselling at the earliest and best

age of schooling, which seems to be the last class of high school, before transition to the higher education. As for the teacher training context, when the candidates dropping out of education faculties and attending pre-school or primary school programs taken into account, the training system seems to need being revised. That revision might be in the form of providing all teacher candidates with the same program during the first or two years of training and giving them the chance to choose the program they desire for the following two or three years.

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TEMEL EĞİTİM PROGRAMINI İKİNCİ ÖĞRETMENLİK OLARAK TERCİH EDEN ÖĞRETMEN ADAYLARINI YENİ PROGRAMINA YÖNLENDİREN NEDNELERİN İNCELENMESİ

GENİŞLETİLMİŞ ÖZET

Öğretmenlik Türkiye’de genel olarak devlet tarafından istihdam oranının en yüksek olduğu meslekler arasındadır. Bu oran branşlar temelinde ise farklılık göstermektedir. Başta bu istihdam oranındaki farklılıktan dolayı öğretmenlik programları sınıf eğitimi, okulöncesi eğitimi ve din kültürü ve ahlak bilgisi eğitimi alanlarında olduğu gibi pozitif ilişkiyi göstermektedir. Kitle iletişim araçlarında küçümsenen (Ricardson ve Watt, 2007; Polat ve Ünişen, 2016), sosyal statü açısından diğer mesleklerle kıyaslandığında düşük rağbet gören (Dolton, Marcenaro, De Vries, & She, 2018) öğretmenlik mesleğine her geçen gün ülkemizde daha fazla bireyin yöneldiği görülmektedir. Mesleğe yönelimdeki sebepler başlıca üç kategoriye girmektedir. Bunlar; (1) topluma hizmet açısından yapılmaya değer ve önemli bir iş, çocukların başarısında pay sahibi olma ve toplumun ilerlemesine katkıda bulunma gibi özgeci sebepler; (2) çocuklara öğretme isteği, bilgi ve tecrübesini paylaşmak gibi içsel sebepler ve (3) uzun tatilleri, geliri ve statüsü gibi dışsal sebeplerdir (Kyriacou ve Coulthard, 2000).

Kariyer edinme, geliştirme ve değiştirme anlayışı yeni yüzyılda değişmiş; bireyler mesleğini değiştirmek için çok sayıda fırsat ve imkânı kavuşmuştur. Öğretmenlik, meslek değişiminde kaynak rolü de oynamakta, hedef rolü de oynamaktadır. İkinci meslek olarak öğretmenliğe yönelim uluslararası literatürde çok sayıda araştırmaya konu olmuş ve olmaya devam etmektedir. Meslek değişiminde dışarıdan, formasyon programlarının imkanlarından istifade edilerek öğretmenlik mesleğine yönelen bireyler olduğu gibi, branşlar arası değişimle yatay bir hareketlilik söz konusudur. Öğretmenlik Türkiye’de genel olarak devlet tarafından istihdam oranının en yüksek olduğu meslekler arasındadır. Bu oran branşlar temelinde ise farklılık göstermektedir. Başta bu istihdam oranındaki farklılıktan dolayı öğretmenlik programları sınıf eğitimi, okulöncesi eğitimi ve din kültürü ve ahlak bilgisi eğitimi alanlarında olduğu gibi pozitif ilişkiyi göstermektedir. Ancak, bir öğretmenlik programından lisans alıp istihdam edilmeyenlerle beraber öğretmen olarak çalıştıkları halde ikinci bir öğretmenlik programına devam eden bireylerin durumu yukarıda belirtilen sebeple gerekçelendirilemez.

Varkey GEMS Foundation verilerine göre Türkiye, öğretmenlik mesleğinin saygınlığı ve itibarı açısından dünyada üçüncü sıradadır (2013 Global Teacher Status Index, 2013). İş güvencesi, sosyal statü, pek çok diğer mesleğe kıyasla daha iyi bir gelir beklentisi, halen yapılan işle duyuşsal bağların zayıflaması veya kopması bilinen en yaygın öğretmenliğe yönelim sebepleri arasında sayılmaktadır (Khapova, Arthur, Wilderom ve Svensson, 2007; Lent ve Lopez, 1996; Lovett, 2007). Ancak ulusal literatür bu alanda zengin değilken uluslararası literatürde ise öğretmenlik mesleğine dışarıdan yönelenlerin eğitim süreçleri ve oryantasyonları üzerine odaklı olup öğretmenlik mesleğinde yatay hareketlilikle ilgili çalışmaya rastlanmamıştır. Çalışma her iki düzeyde literatüre katkı sağlayacaktır.

Bu çalışma, daha önce bir öğretmenlik programı lisansı almış hâlihazırda öğretmen olarak çalışanlarla birlikte çalışmayan öğretmen adaylarından ikinci program olarak temel eğitim programlarından herhangi birine devam eden eğitim fakültesi öğrencilerinin, programı tercih nedenleri ve beklentilerini betimlemeyi amaçlamaktadır.

Yöntem

Araştırmanın Modeli

Çalışma betimsel modelde nitel bir araştırmadır. Araştırmanın katılımcılarını, kasıtlı örnekleme belirlenmiş, Adıyaman Üniversitesi Eğitim Fakültesi Temel Eğitim Okulöncesi ve Sınıf Eğitimi Programlarına devam eden daha önce bir öğretmenlik programından lisans almış hâlihazırda çalışan veya henüz öğretmen olarak yerleştirilmemiş toplam 20 gönüllü öğrenci oluşturmaktadır. Çalışmanın verileri araştırmacılar tarafından hazırlanmış 12 soruluk “İkinci programa yönelim sebepleri ve beklentilerim” adlı açık uçlu form ile toplanmıştır. Bulgular, veri toplama aracındaki soruların cevaplanması ile oluşan doküman analiz edilerek, katılımcıların cevapları, ilgili temaları altında frekanslarla tablolaştırılarak yorumlanmıştır.

Çalışma Grubu

Çalışma grubunu Adıyaman Üniversitesi Eğitim Fakültesi Temel Eğitim Bölümü Okul Öncesi ve Sınıf Eğitimi programlarında şu anda eğitim gören ancak bir önlisans/lisans programını bırakan ve/veya bitiren öğretmen, öğretmen adaylarından gönüllülük esası ile ulaşılabilen 20 öğretmen adayından oluşmaktadır.

Verilerin Toplanması ve Analizi

Bir öğretmenlik programı lisansı almış hâlihazırda öğretmen olarak çalışanlarla birlikte çalışmayan öğretmen adaylarından ikinci program olarak Temel eğitim programlarından herhangi birine devam eden Eğitim Fakültesi öğrencilerinin, programı tercih nedenleri ve beklentilerini betimlemek amacıyla yapılan bu nitel çalışmanın verileri açık uçlu 12 sorudan oluşan İkinci Programa Yönelim Sebepleri ve Beklentilerim Görüşme Formu ile elde edilmiştir. İkinci programa yönelim sebepleri ve beklentilerim Görüşme formları bilgisayar ortamına aktarıldıktan sonra içerik analizi tekniği ile dökümü yapılmıştır. Veri toplama aracındaki sorular altında temalandırılan katılımcı görüşleri a) bir öğretmenlik lisans programını bitirip istihdam edilmemiş öğretmen adaylarının yeni programlarıyla ilgili görüşleri, b) bir öğretmenlik lisans programını bitirmiş ve hâlihazırda öğretmen olarak çalışan katılımcıların yeni programlarıyla ilgili görüşleri, c) öğretmenlik dışında bir lisans programını bitirmiş ve herhangi bir şekilde devlet kurumlarında istihdam edilmiş katılımcıların öğretmenlik programıyla ilgili görüşleri ve d) öğretmenlik lisans programları dışında herhangi bir lisans programını bitirdiği halde herhangi bir şekilde devlet kurumlarında istihdam edilmemiş ve ikinci bir program olarak öğretmenlik programı okuyan öğretmen adaylarının görüşleri olarak analiz edilmiştir.

Geçerlilik ve Güvenirlilik

Nitel araştırma desenli bu çalışmada araştırmacılar, araştırmanın amacına bağlı olarak çalıştığı olguyu tarafsız olarak gözleyerek ortaya koymaya çalışmıştır. Araştırmacıların tamamı Temel Eğitim bölümünde katılımcıların program derslerine girmektedirler. Yıldırım ve Şimşek (2013)'e göre araştırmacıların konu alanına yakın olması, yüz yüze görüşmeler yoluyla derinlemesine veri toplama imkânı, araştırma olgusuna girebilme ve bilgi toplama olanağı geçerliliği sağlayan faktörlerdir. Araştırmanın güvenilirliğini sağlamak için; veri toplama aracının geliştirilmesi, verilerin toplanması, analizi ve bulguların ortaya konuluşu ayrıntılı olarak raporlandırılmıştır.

Tartışma, Sonuç ve Öneriler

Temel eğitim bölümüne devam eden öğretmen adaylarının daha önce bıraktıkları program İktisadi İdari Bilimler Fakültesine, bitirdikleri programlar ise Fen –Edebiyat Fakültesine aittir. Daha önce bir programı bırakan veya mezun olan öğretmen adayları çoğunlukla okul öncesi eğitimi programını tercih etmişlerdir. Katılımcılar; hâlihazırdaki lisans programlarını tercih etme nedenlerini çoğunlukla iş imkânı olduğunu ve programların iş imkânı geleceklerinin devam ettiğini belirtmişlerdir. Katılımcılar lisan programlarına devam etme nedenlerinin hala sürdüğünü belirtmişlerdir. Katılımcılar bıraktıkları programlardaki koşullar düzelse bile çoğunlukla programa geri dönmeyeceklerini, bir programı bırakma koşulları mevcut lisans programlarında da çıkarsa çoğunlukla mevcut programı bırakmayacaklarını belirtmişlerdir. Katılımcılar mevcut devam ettikleri lisans programları hakkında çoğunlukla ilgi, iş imkânı ve program temalarında olumlu görüş ve devam etikleri programların iş imkânlarının gelecekte de süreceğini ortaya koymuşlardır. Katılımcılar daha önce bıraktıkları ya da bitirdikleri programların mevcut devam ettikleri lisans programlarına çoğunlukla olumlu katkı sağladıklarını ancak çoğunlukla mevcut programların içerikleri ile ilgili sorunlarla karşılaştıklarını ortaya koymuşlardır. Katılımcılar daha önceki bir programı bırakmalarında çevrenin tepkisini çoğunlukla olumsuz olduğunu, ilk defa bir program tercihinde bulunma durumunda çoğunlukla sınıf eğitimi ve okul önce eğitimini tercih edeceklerini ortaya koymuşlardır.