

The Pennsylvania State University
The Graduate School
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**INTERACTIONS AMONG PERSONALITY CONSTRUCTS AND ATTITUDES
TOWARD TEACHING IN TURKISH EARLY CHILDHOOD TEACHER
CANDIDATES**

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by
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ABSTRACT

The primary objective of this study is to examine Turkish prospective early childhood education teachers' attitudes toward the teaching profession and how those attitudes relate to their personality characteristics.

The theoretical background for this research derives from both teacher education and psychology literature. Both better understanding of prospective teachers' attitudes toward their future job and their personality characteristics are expected to contribute to current understanding of teacher education and to improve current practical applications.

One hundred and eighty prospective early childhood teachers participated in the study. Collected research data originated from the education departments of three Turkish universities located in Ankara.

The measurement of attitudes toward teaching used The Attitude Toward Teaching Scale, and for the measurement of personality characteristics, Locus of Control and Sociotropy-autonomy Scale.

The specific questions examined in this study were:

1. What relationship, if any, exists between *attitude toward teaching* and *locus of control orientations*?
2. What relationship, if any, exists between *attitude toward teaching* and *sociotropy-autonomy orientations*?
3. What relationships, if any, exist between *locus of control orientations* and *sociotropy-autonomy orientations*?

4. What relationship, if any, exists between *attitude toward teaching* and *demographic factors* that include GPA, origin, number of siblings, highest educational level of parents, time of decision regarding early childhood education as a profession, the choice ranking of early childhood education in the application list for colleges, and immediate plans upon graduation?

5. To what extent, if any, is the attitude toward teaching influenced by the locus of control orientations, the sociotropy-autonomy orientations and the demographic scale items, when they are examined simultaneously?

6. To what extent, if any, is *the attitude toward teaching* influenced by the locus of control orientations and sociotropy-autonomy orientations, when they are examined simultaneously and when *the demographic factors* are excluded from the data analysis?

The results showed that the participants had fairly high positive attitudes toward teaching. In general, the demographic characteristics were not related to these attitudes. Attitude toward teaching was negatively related to overall external locus of control. However, having greater internal locus of control orientation had no significant influence on attitude toward teaching. Except for one sub-factor, the sociotropy-autonomy scale was not related to the attitude toward teaching scale.

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Chapter I

INTRODUCTION

In this study, the relations of two personality dimensions, locus of control and sociotropy-autonomy orientations, to pre-service teachers' attitudes toward teaching are investigated. Data collection involved 180 Turkish undergraduate students majoring in early childhood education. This section includes: 1) background of the study, 2) brief descriptions of the variables, 3) selection and placement of students in higher education institutions in Turkey, 4) early childhood teacher education in Turkey, 5) purpose of the study, 6) research questions, 7) potential significance of the study, and 8) potential limitations and delimitations of the study are presented in this section.

1.1 Background

In Turkey, public expectations held for early childhood education teachers have changed in recent years. An early childhood education teacher is now considered as a significant role model, rather an adult whose responsibility is to keep youngsters safe in the absence of their parents. Oktay (2000) surveyed 114 Turkish mothers' expectations for their children in terms of benefits of early childhood education. The results showed that 89% of these mothers' number one expectation was positive contributions to personality development.

Currently, several studies and projects are ongoing to improve the quality of early childhood education in Turkey. This interest in early childhood education is a growing concern expressed not only by early childhood education departments but also by

different sectors of the society. For example, TUSIAD (Turkish Industrialists' and Businessmen's Association), in order to inform the public, published an extensive report about the current situation of early childhood education in Turkey. The report summarizes the ideas of academicians, experts, previously published reports and research. It also emphasizes the importance of early childhood education and, teacher education and selection practices as a means for improving productivity and quality of human resources of the country (TUSIAD, 2005). From the human resources management perspective, Seyfarth (2005) states that within the school system, just like other work settings, all decisions about selection, placement, development, promotion and termination of employees should be made carefully since effective personnel practices are directly related to improved student learning. Seyfarth (2005) also reports that two individual factors have been cited as associated with poor adjustment of new entrants into the teaching occupation: personality characteristics that are not suitable for teaching and uninformed attitudes toward the job.

This line of research explores the public's expectations for today's early childhood education and investigates the significance of teacher personality and attitude. The important findings, generated, have practical implications for teacher education.

Those concerns and findings should be reflected in teacher education practices through increasing teacher candidates' level of self-awareness about their personality characteristics and attitudes toward teaching.

1.2 Descriptions of the variables: Attitudes and Personality

Basically, attitudes are mental predispositions or tendencies to respond positively or negatively toward a certain thing, such as persons, events, or attitude objects. (McMillan, 2000). Attitudes relating to any aspect of work, a work setting, or people within this setting refer to as work-related attitudes (Greenberg & Baron, 1999).

Different forms of cognition including beliefs, attitudes, perceptions and images have been examined in relation to teaching and teacher education. Those differently named forms of cognition are often identical in meaning in teacher education literature (Pajares, 1992; Richardson, 2003; Tatto & Coupland, 2003). For this reason, the terms “teacher attitude” and “teacher belief” are interchangeable in the scope of this study, to encompass commonly used terms such as teachers’ perspectives, preconceptions, dispositions, prepositions, attribution, and images.

Mischel, Shoda, and Smith (2004) state that the term *personality* has several definitions, but no single one is accepted universally. However, L.A.Pervin (1996) provides a comprehensive and broadly acceptable definition of *personality* (Mischel, Shoda, & Smith, 2004).

Personality is the complex organization of cognitions, affects, and behaviors that gives direction and pattern to the person’s life. Like the body, personality consists of both structures and processes and reflects both nature and nurture. In addition, personality includes the effects of the past, including memories of the past, as well as constructions of the present and future (Pervin, 1996, p.414).

Personality impacts social interactions and plays a key role in exposing the self, choosing tactics to influence or manipulate others, selecting people and environments, and evoking emotional and behavioral responses in others (Larsen & Buss. 2005). Along

with situational factors, personality plays a role in determining behavior in work settings (Greenberg & Baron, 1999).

In this study, internal-external locus of control orientations and sociotropy-autonomy orientations are included as personality dimensions to be examined in pre-service teachers. Individuals with an internal locus of control personality trait tend to believe that an event is contingent upon their own behaviors or personal characteristics, whereas individuals with an external locus of control personality trait tend to believe that an event is beyond their control, and attribute its outcomes to chance, luck, or perhaps the control of powerful other people (Rotter, 1966). Sociotropy is characterized by being dependent on others and by concern about pleasing others (Sato & McCann, 1998), while autonomy emphasizes individuality, independence and a lack of concern with others (Sato & McCann, 1998). Within the educational literature, both attitudes toward teaching (Pigge & Marso, 1997) and personality characteristics (Feeney, Cristensen & Movarick, 1983) have been examined, especially in relation to teacher effectiveness (Feeney, Cristensen & Movarick, 1983; Feeney & Chun, 1985) and teacher training (Richardson, 2003). More detailed descriptions of the variables and related studies will be presented in Chapter 2.

1.3 Early Childhood Teacher Education in Turkey

Gursimsek (1997) states that preschool education in Turkey began in 1915, prior to the foundation of Turkish Republic in 1923. At that time, 138 teachers were teaching in kindergartens. In 1927, the first “Mother Teacher School” was opened in Ankara. This

two-year school accepted junior high school graduates and in 1931, it was transferred into “Istanbul Teacher School for Girls”, and then closed in 1933. Also in 1927, “Practical Art Schools for Girls” was established in which general knowledge and skills were taught as well as childcare and education. Responsibility of teacher education for preschool level was given to teacher education schools in 1948. With Primary Education Law #222, preschool education was included in primary education as an option and the first “Child Development and Education Department” was founded within the “Girls Vocational School” in 1961. In 1973, preschool teacher education was regulated as a two-year undergraduate degree program. Since 1991, preschool teachers are trained in four-year undergraduate programs within the “Early Childhood Teacher Education Departments” of Education Faculties (Gursimsek, 1997). Ari and Tugrul (1996) state that among early childhood education undergraduate programs, a considerable diversity exists, in terms of the curriculum implemented in teacher training programs and this lack of coordination results in inconsistencies in the application of professional standards among teachers.

Although the curricula of preschool teacher training differ across the country, the following are the common subjects in the curricula: Child Development, Child Psychology, Nutrition, Mental Health, Curriculum, Physical Education, Music and Art, Turkish, Principles of Ataturk and the History of His Reforms (Oktay & Zembat, 1994).

1.4 Selection and Placement of Students in Higher Education Institutions

The following information from the official website of *The Student Selection and Placement Center* (OSYM, 2005) provides some insight into the current student selection system of higher education institutions in Turkey.

In Turkey, the major function of higher education is to train students who have graduated from secondary education in order to meet the human resource needs of the country for highly educated individuals. Institutions of higher education are under state control and supervision, most of them being established by the state while some are managed by private foundations not as a business, but as a nonprofit public service. Today, the universities are the primary higher education institutions which consist of faculties, graduate schools, schools of higher education, conservatories, two-year vocational training schools and centers for applied work and research. Students who want to enroll in any undergraduate program of the universities must take the University Entrance Examination (ÖSS) either as a complete or partial prerequisite for placement.

Since 1999, the entrance examination system is fundamentally based on a one-stage examination, which is organized and administered by The Student Selection and Placement Center, affiliated with The Higher Education Council. The entrance examination is designed for achieving a reasonable balance between the demand for higher education which exceeds the places available in higher education institutions. In addition, this entrance exam also aims to select and place students with the highest probability of success in all the available higher education programs, taking into account their preferences, performance on the exam, and their high school grade-point averages.

The entrance exam is carried out on a year-round basis and the following factors are taken into consideration in the selection and placement of students in higher education programs:

- a) The maximum number of students to be admitted to each higher

education program,

- b) The candidates' list of rankings of higher education programs,
- c) The rank of the scores of candidates who want to enter the same higher education programs, and
- d) Special requirements of the higher education programs, if any (e.g., special talents and foreign language test results).

The entrance exam consists of two tests (verbal abilities and quantitative abilities) and approximately 90-multiple-choice items in each tests. The verbal abilities test is composed of measures the proficiency in Turkish language and the ability to reason by using social science concepts and generalizations. The quantitative abilities test assesses the ability to make use of basic mathematical concepts and rules, and ability to reason by using natural science concepts and generalizations. The total time allowed to complete these two tests is three hours.

Following the examination, the answer sheets and test booklets are collected at the Student Selection and Placement Center. The number of correct and incorrect answers in both the verbal test and the quantitative test, along with their sub tests, are read and scored optically. Subsequent to the completion of the evaluation of test results, all candidates are given information about their performances in the verbal and quantitative sections of the examination with an examination results card. Candidates with a minimum composite score of 120,000 points are allowed to select and rank a maximum of 24 choices for undergraduate education programs they would want to pursue. In the current system of placement, each candidate can be placed in one undergraduate education program only.

The final selection and placement of students in undergraduate education programs depends on:

- 1) The composite scores of the candidates,
- 2) The personal preferences they have listed, and
- 3) The quotas and prerequisites of the higher education programs.

At present, 32 universities exist which include early childhood education programs in their curriculum and instruction departments. Being accepted into an early childhood education programs does not require special talents or interviews. Candidates who want to enroll in these programs are evaluated mainly based on their equally weighted quantitative and verbal scores (OSYM, 2005).

1.5 The Purpose of the Study and Potential Significance

The major purpose of this study is to investigate Turkish pre-service early childhood teachers' attitudes toward teaching in relation to Locus of Control orientations and Sociotropy-Autonomy orientations.

This study contributes to the growing body of literature on teacher education in Turkey. The findings provide a better understanding of attitudes of Turkish pre-service teachers majoring in early childhood education toward the teaching profession and of the relationships between these attitudes and specific personality and demographic characteristics.

Teacher training and career development are among the greatest challenges concerning the quality of education in Turkey (Erkus et al. 2000). The current selection

system does not assess the attitudes or personality characteristics of applicants for enrolling in early childhood education programs. However, pre-service teachers with unfavorable attitudes toward the teaching profession may show higher dropout rates, may choose not to enter the profession upon graduation, or even if they work as teachers, they may become less satisfied with their work which, may lead to higher possibilities for abandoning the profession and also less effective teaching.

Previous research demonstrated that both attitudes toward teaching (Pigge & Marso, 1997) and personality characteristics (Feeney, Cristensen & Movarick, 1983) play a role in how the teacher behaves in the classroom. Since work-related attitudes of teachers are likely to relate to the effectiveness of the education they provide, and since teachers are understood as one of the most important role models for the child, assessment of pre-service teachers' attitudes and personality characteristics may be useful in making decisions that lead to the improvement of early childhood education programs. Review of previous research demonstrates that job attitudes and personality characteristics are among the most important factors related to teacher retention (Chapman, 1983).

Given the great influence of teachers as role models, studying personality characteristics and attitudes toward teaching in the context of early childhood teacher education is especially important. Feeney, Cristensen and Movarick (1983) stated that "young children are less experienced and more vulnerable than older children" (1999 p. 23), and early childhood educators may be the first adults in the child's life other than parents to have a close relationship (Feeney, Cristensen & Movarick, 1983). Therefore,

more attention has to be paid to those who are to serve as significant role models in classrooms.

Briefly, a careful examination of attitudes toward teaching and personality characteristics has a potential benefit for establishing educational theories and practice in terms of the effectiveness of teacher training, quality of preschool education, and personal well-being and satisfaction of the teachers.

1.6 Research Questions

The following are the research questions of the study:

1. What relationship, if any, exists between *attitude toward teaching* and *locus of control orientations*?
2. What relationship, if any, exists between *attitude toward teaching* and *sociotropy-autonomy orientations*?
3. What relationship, if any, exists between *locus of control orientations* and *sociotropy-autonomy orientations*?
4. What relationship, if any, exists between *attitude toward teaching* and items of *the demographic scale* that include GPA, gender, number of siblings, highest educational level of parents, earliness of the decision to chose early childhood education as a profession, the ranking of early childhood education in the application list for colleges, and immediate plans upon graduation?
5. To what extent, if any, is the *attitude toward teaching* influenced by *the locus of control orientations*, *the sociotropy-autonomy orientations* and *the demographic scale items*, when they are examined simultaneously?

1.7 Potential Limitations and Delimitations

The following are the delimitations of the study:

1. The participants were 180 students recruited from three Turkish universities. Therefore, the scope and generalizability of this study are limited to students who were enrolled in the early childhood education departments of these universities at the time these data were collected.
2. One difficulty with using questionnaires for assessment purposes is clearly defining what is being measured. The measurement of attitudes toward teaching, locus of control and sociotropy-autonomy concepts was limited to the instruments' validity and reliability.
3. In order to complete the instruments included in the study, the participants were asked to choose responses that were already provided. Thus, the responses were restricted by the structure of the instruments.
4. In addition to the factors listed above, participants' potential biases in their responses, such as *social desirability* (a tendency to respond to the items in a way that is deemed socially acceptable or desirable, regardless of the real thoughts or feelings of the individual), *response set* (a tendency to respond in the same way, regardless of the content of the items, e.g., always selecting the "strongly agree" category), and *faking* (deliberately providing inaccurate responses) are also present a limitation for the study (McMillan, 2000),

Chapter 2

LITERATURE REVIEW

2.1. Attitudes

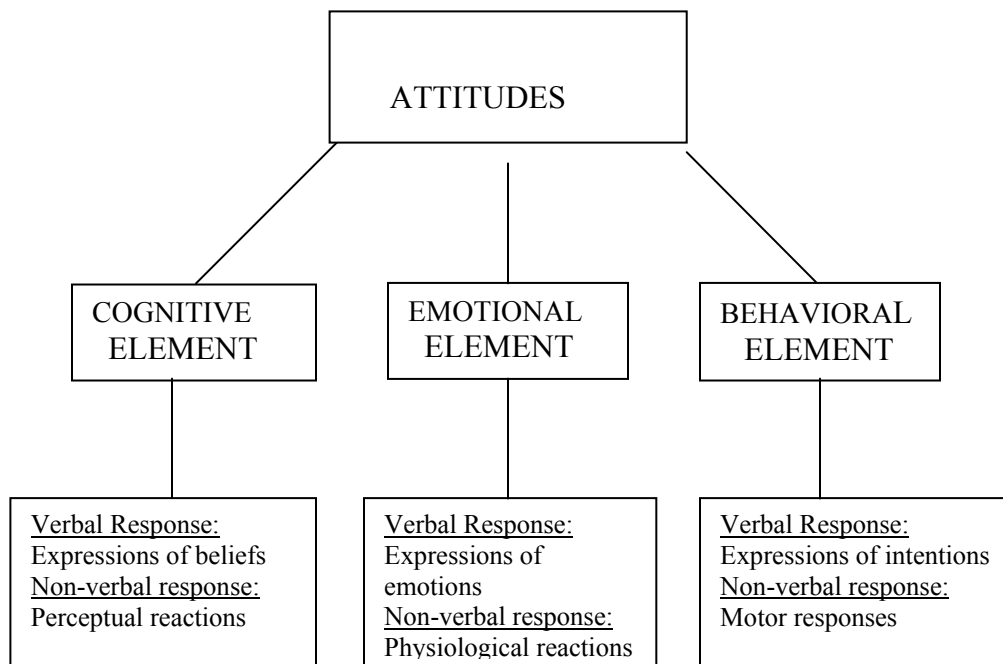
Various definitions of *attitudes* have been formulated in the literature. Common to most definitions is that attitudes reflect evaluations of objects on a dimension ranging from positive to negative (Fabrigar, McDonald & Wegener, 2005). For example, Ajzen (1993) defines attitudes as “an individual’s disposition to react with a certain degree of favorableness or unfavorableness to an object, behavior, person, institution, or event - or to any other discriminable aspect of the individuals’ world” (Ajzen, 1993, in Krebs & Schmidt, p.41).

The tripartite model of attitude proposed by Rosenberg and Hovland (1960) is generally accepted as a basis for current research on attitudes (Ajzen, 1993; Fabrigar, McDonald & Wegener, 2005). The tripartite model proposes that attitudes are comprised of three components:

1. The cognitive element, which concerns perceptions, concepts, and beliefs regarding the attitude object,
2. The emotional component, which includes feelings toward the object of the attitude (Ajzen, 1993), and refers to the liking or disliking of an attitude object (Grenberg & Baron, 1999)
3. The behavioral component, which concerns the overt actions and responses to the attitude object (Ajzen, 1993; Fabrigar, McDonald & Wegener, 2005).

(see Figure 2-1)

Figure 2-1: Components of Attitudes and Response Types



Since attitudes are hypothetical constructs and not accessible with direct observations, they must be inferred from measurable reactions to the attitude object (Ajzen, 1993). In Figure 2-1, each of the components has two types of measurable responses (verbal and non-verbal) from which attitudes can be inferred.

In the original form of the model, these three components were demonstrated as distinguishable from each other (Fabrigar, McDonald & Wegener, 2005). Later, however, the model was modified by more contemporary studies. Currently, these three components are viewed as interacting bases of attitudes, rather than their parts (Fabrigar,

MacDonald, & Wegener, 2005; Albarracin, et al., 2005). Therefore, a contemporary definition of attitude might be “a general evaluative summary of the information derived from these bases” (Fabrigar, MacDonald, & Wegener, 2005, p. 82).

Why is studying attitudes important? The main reason for interest in attitude research is its potential benefit in understanding and predicting the behavior. Research examining the relationship between attitude and behavior has three major subjects of interest (Jaccard & Blanton, 2005).

1. “Behaviors as determinants of the attitudes,
2. Behaviors as outcomes of attitudes, and,
3. Behaviors as indicators of attitudes.”

Among these three, the second subject has been the most widely studied one (Jaccard & Blanton, 2005). In fact, the attempt to connect attitudes with behaviors or situations but not only with objects has a long history. (Seaman, 1993, in Krebs & Schmidt). In this vein, many studies have been conducted to see how attitudes of employees influence their behaviors within the work settings (Greenberg & Baron, 1999). Attitudes regarding the any aspect of the work, referred to as work- related attitudes, and these work-related attitudes are associated with some important aspects of organizational behavior, such as job performance, absence from work, and voluntary turnover (Greenberg & Baron, 1999). Therefore, exploring attitudes in the context of educational environments may provide some contribution for educational research and practice.

2.2 Attitude Studies in Education

Attitudes and their work related implications have been gaining attention within the education field, too. For example, Stronge (2002) points out the importance of attitudes in the field of teaching and summarizes the relationships between teachers' attitudes and effectiveness as:

- 1) Effective teachers displays positive attitudes about life and teaching,
- 2) Effective teachers assume responsibility for themselves and hold their students responsible for the students outcomes.

Although some educators claim that “ teaching is a deeply personal act” (Tatto & Coupland, 2003, pp. 127.), Tatto and Coupland maintain that to the extent that teachers attitudes and beliefs influence their behavior, those attitudes and beliefs must not be shaped by personal preferences instead of being regulated by norms of a larger professional community (Tatto & Coupland, 2003).

2.2.1 Attitude Toward Teaching

Several studies exist concerning the attitudes of teacher candidates. In general, the attitudes of preservice teachers are examined in relation to diversity, (e.g., Cochran-Smith & Lytle, 1992; Ross & Smith, 1992; Garmon, 2004; Shippen et al., 2005; Barry & Lechner, 1995); inclusion, (e.g., Shade & Stewart, 2001; Turner, 2003); and technology, (e.g., Boone & Gabel, 1994; Roberts & Ferris, 1994; Johnson & Howell, 2005). However, very little research has been conducted with regard to preservice teachers' attitudes toward teaching or the teaching profession.

Pigge and Marso (1997) conducted a series of studies, which examine the role of teacher attitudes toward different variables, including teaching. The researchers found that whereas negative attitudes toward teaching accompanied teacher burnout, teachers' favorable attitudes toward teaching correlated with their positive classroom behaviors.

In addition, their research indicated that positive attitude toward teaching was related to a more adaptive transition from being a pre-service to being an in-service teacher. Pigge and Marso (1997) also state that discrepancies exist in research findings, regarding the durability of pre-service teachers' attitudes toward teaching in the following years, when they are in-service. While some research suggests that positive attitudes of pre-service teacher tend to increase during their student teaching (Paschal & Treavor, 1979), some cross-sectional studies with pre-service and in-service teachers show a consistency in high positive attitudes toward teaching over time (Marso & Pigge, 1994a). According to Pigge and Marso (1997), this difference in cross-sectional studies may be due to the fact that many pre-service teachers with strong negative attitudes toward their job may already have left the teaching track and are not represented in in-service samples of teachers.

In Turkey, too, little research has been done, to date, on attitudes toward teaching. Erkus (2000) measured attitudes toward teaching of college of education students, teaching certification students, and high school students. His findings indicated that college of education students had significantly more positive attitudes toward teaching, in comparison to the other two groups. Another study, which examined the attitudes toward teaching in Turkish preservice teachers, was reported by Capa and Cil

(2000). Their sample comprised 340 college of education students attending physics education, chemistry education, mathematics education, English language education, biology education and teaching technologies majors. The researchers reported finding no gender differences with respect to overall attitude toward teaching. The ranking of the program in their application form for the colleges was not related to students' attitudes toward teaching (Capa & Cil, 2000).

To conclude, little research that explores preservice teachers attitudes toward teaching has been done. A few studies dealing with Turkish college of education students' attitude toward teaching revealed that those students had positive attitudes toward teaching, regardless of gender or major.

2.2.2 Attitudes and Teacher Education

Constructivist theory suggests that learning is an active process, influenced by an individual's unique set of experiences, existing understandings, beliefs, attitudes and preconceptions (Tam, 2000). Richardson (2003) reports that current thinking about teaching and methods of conducting teacher education are strongly influenced by constructivist theory. Different forms of cognition including beliefs, attitudes, perceptions and images have been examined in relation to teaching and teacher education (Tam, 2000). Those differently named forms of cognition are often used in identical meaning in teacher education literature (Pajares, 1992; Richardson, 2003; Tatto & Coupland, 2003).

According to Callahan (1980), attention to attitudes has become a growing concern in teacher education. For example, Pajares (1992) emphasizes the importance of teacher beliefs and the fact that little research has been conducted in this area as he

invites researchers to conduct further research in order to understand more about teachers' and pre-service teachers' beliefs and attitudes (see also Lundeberg & Levin, 2003). Similarly, Richardson (1997) states that attitudes are important concepts to help both preservice and in-service teachers in understanding teachers' thought processes and classroom practices when conducting teacher education programs.

Additionally, Richardson (2003) argues that the formation of attitudes and beliefs in teachers is a part of teacher education and that instead of focusing entirely on classroom behaviors, skills or activities, the examination of cognitive processes which influence learning experiences of teacher candidates is considered as a crucial point (Richardson, 2003). However, according to Richardson, attitudes and beliefs that pre-service teachers hold about teaching and instruction are difficult to change. Further, according to Richardson, from a constructivist point of view, this situation is important because attitudes and beliefs of teacher candidates shape how they make sense of what they are studying. Therefore, within the field of teacher education, one of the main goals should be to help teacher candidates transform or expand their implicit and unexamined attitudes and beliefs about teaching through asking them to assess and identify these beliefs (Fenstermacher, 1979).

2.3. Teacher Personality and Early Childhood Education

Teacher personality is one of the important personal characteristics of teachers in terms of effectiveness (Stronge, 2002; Pigge & Marso, 1994), largely because teachers are understood to be among the most important role models for the young children throughout their socialization processes (Bandura, 1963). More recently,

Hawkes (1991) stated that the modeling of significant others is important in acquiring personality characteristics, and generally acknowledged is that, next to parents, teachers and schools are the most influential models for young children. The National Association for the Education of Young Children (NAEYC) emphasizes that:

...the early childhood setting functions as a community of learners in which all participants consider and contribute to each other's well-being and learning; a setting comprised of positive relationships, where each child is valued for his or her strengths; a learning environment enabling children to construct understanding through interactions with adults and other children; a program that protects children's psychological safety, where children feel secure, relaxed, and comfortable; and a learning environment that provides a variety of materials and opportunities for children to have first-hand, meaningful experiences (Nowak-Fabrykowski & Caldwell, 2002, pp. 22)

Since the modeling role played by teachers is vital, a careful examination and understanding of early childhood teachers' personality characteristics may provide important insight for constructing the early childhood education setting as desired by the NAEYC (see above).

Frequently, researchers in the early childhood education field have emphasized the importance of early social interactions (Lunenburg, 2000; Nowak-Fabrykowski & Caldwell, 2002). Continuously reported is that preschool experiences are designed to provide cognitive and social enrichment during early childhood development (Lunenburg, 2000) and that early childhood teachers are involved with children in order to support their learning and development in a variety of ways, such as encouraging play, responding to requests, and monitoring and managing classroom behavior (Buyse, Goldman and Skinner 2003). According to Lunenburg (2000), a well established fact is that high quality child-care in a preschool experience relates to positive functioning in the

early elementary grades, whereas low quality child-care relates to poor functioning during early childhood education as well as during later schooling.

The personality of early childhood teachers is typically examined in the context of teacher effectiveness (Feeney, Cristensen & Moravick, 1983; Feeney & Chun, 1985). Intuitively, some personality characteristics can easily be associated with a *good* early childhood educator (such as warmth, honesty, flexibility, naturalness, sensitivity); however, demonstrating how these characteristics impact the quality of a child's education is not easy.

Feeney and Chun (1985) report that the majority of the students enrolled in early childhood teacher education programs are the type of people:

- “who are oriented more to the outer world of people and things than to the inner world of ideas,
- who would rather work with known facts and rely on experience than look for possibilities and meanings,
- who base judgments more on personal values than on impersonal logic,
- who have keen interest in and sensitivity toward interpersonal relationships, and
- who like a planned and orderly way of life” (Feeney & Chun, 1985, pp. 49).

Given these personal traits, locus of control orientation of early childhood teachers might be considered as an important dimension of teachers' personal characteristics that relates to their teaching styles. However, little research exists on early childhood preservice teachers' locus of control (Raymond-Lorenz, 2000). In her study, Raymond-Lorenz examined the relationship between early childhood education

preservice teachers' locus of control, self-concept and approach to discipline in an early childhood program setting. This study indicated that those teacher candidates with an external locus of control presented more mandating approach to discipline when they are interacting with the children (Raymond-Lorenz, 2000).

2.4 Locus of Control

2.4.1 Locus of Control Construct

The initial interest in “perceived control” began with problems encountered in the field of psychotherapy. Clinical analysis of patients revealed that while some patients present improvements in their conditions as a result of new experiences throughout the therapy process, others appear to disregard new experiences by attributing them to chance or to others, but not to their own actions and characteristics. Similar therapeutic experiences have been expressed by other therapists from varying theoretical orientations and have been described by such constructs as ego strength, hopelessness and inferiority feelings. The best theoretical explanation of this phenomenological situation has been made by a social learning theorist, Julian Rotter, who introduced the *expectancy of control* construct in 1966 (Rotter, 1966).

Rotter (1966) described locus of control in the context of his social learning theory, and defined the construct as an individual's general expectancy of the outcome of an event as being within the person's control versus being beyond personal control.

Locus of control is sub-divided into two categories: external locus of control and internal locus of control. Individuals displaying internal locus of control are characterized by believing that an event is contingent upon personal behavior or individual personality

qualities. In contrast, individuals with external locus of control present a belief that the event (reward) results from outer sources such as luck, chance, or powerful others. (Rotter, 1966).

Harter (1978) states that the locus of control construct is not a domain-general construct: one's perceived control differs across domains or contexts and so it has to be assessed separately for separate domains. That is, based on reinforcement history, an individual may consider the self to be in control of some parts of life while assuming less control for other parts of life. Most of the empirical studies about perceived control have been derived from Julian Rotter's social learning theory (Lefcourt, 1982).

2.4.2 Locus of Control, Gender, and Culture

Overall, women have been found to be more externally oriented than men in the U.S. and in other countries, in terms of locus of control. For example, in a cross-cultural study including 4,599 managers and employees in business organizations from 14 countries (Belgium, Brazil, China, Bulgaria, Czechoslovakia, Hungary, India, Mexico, Netherlands, Poland, Romania, Sweden, England and Russia), the researchers found that females were more externally oriented. (Smith, Dugan & Trampenaars, 1997).

Some studies, however, contradict this general pattern. For example, Cooper, Burger and Good (1981) reported greater internality in girls in terms of academic locus of control. Cole and Cole (1977) found that Mexican and American females majoring in business administration were more internal than their male counterparts. And Dag (2002) reports no locus of control gender differences found in Turkish college students.

2.4. 3 Measurement of Locus of Control

In general, Rotter's Internal-External Locus of Control Scale is used to measure this construct (Leftcourt, 1982). This scale consists of 23 question pairs and has a forced-choice format. Internal consistency of the scale ranged from .65 to .79. (Rotter, 1966). Dag in 1991 completed the first Turkish adaptation of Rotter's Locus of Control Scale. However, Dag (2002) reports that researchers encountered some difficulties when they were applying this version of the test. First of all, the two-choice only response format of this scale was viewed as limiting by many participants. That is, participants expressed that having more than two choices in their responses to the test items, would have resulted in more accurate information. In addition, this scale has been criticized because its content does not include other important control areas, such as health. In order to eliminate these shortcomings, Dag developed a new, Likert-type locus of control scale, which includes various items from other locus of control scales. In this study, the Dag scale was used, given its wider content and its well established reliability ($\alpha = .92$) for Turkish samples (Dag, 2002).

2.4.4. Locus of Control in Education

From an educational perspective, each student should take control of and accept responsibility for both positive and negative results of their individual behaviors (Hawkes, 1991). Hawkes (1991) maintains that this educational goal perfectly matches with what Rotter refers to as internal locus of control.

According to Hawkes (1991), teacher educators should encourage both in-service and preservice teachers to become more self-directed, so that they can encourage their own students to do likewise:

Students need positive role models to provide guidance and assistance in acquiring the personality traits that will prepare and enable them to function positively and effectively in society now, and in the future. A well-recognized objective of education is preparation of students who are able to function independently and who can initiate themselves to action. Schools are acknowledged as one of the most powerful influences in the lives of young people. Those who serve within the schools are also powerful sources of influence. Educators, by the virtue of their relationships to students in the classroom, become the potentially most influential adults in students' lives, second to parents. As such, they become the role models that students will accept as patters for their own futures. One goal of the educational profession, and particularly teacher education programs, should be the preparation of teachers who are internally oriented. (Hawkes, 1991, pp.475).

Likewise, Radford, Cashion and Latchford (1993) claim, as a generally accepted fact, one of the main goals of a teacher education program is to generate reflective and decisive teachers who believe that they can control their classroom events and influence student achievement and educational applications. If teachers think that what happens in the classroom or in the school is beyond their control and believe in no casual link between their actions and student learning, they are unlikely to exert some effort in order to change things (Radford, Cashion, and Latchford, 1993).

A small number of studies have been published that deal with how teachers' locus of control influences students' locus of control and modification of teachers' own locus of control. Yet previous research indicates that locus of control is a quality that can

be modified. For example, Kaurilsky and Keislar (1983) found that students who were taught by teachers with high internal locus of control displayed significantly more gains on perceived locus of control with respect to their academic success and failure, and more positive attitudes toward learning. In their longitudinal research, Radford, Cashion and Latchford (1993) found that preservice teachers who enrolled in a college, which presents more opportunity for teaching practicum, showed a greater shift toward internality.

Additionally, Kremer and Lifmann (1982) report that being externally or internally oriented is very likely reflected in teachers' professional work. For example, an externally oriented teacher who perceives achievement to be dependent on external forces instead of one's own efforts may not present efforts targeting low achievers since the teacher think neither the self nor students have anything to do with changing the situation. Furthermore, this kind of approach may be perceived and internalized by students and influence their control perceptions (Kremer and Lifmann 1982). To test their beliefs, Kremer and Lifmann conducted a study in Israel with a sample consisting of 191 elementary school teachers. The researchers examined how teachers' locus of control relates to their attributions of responsibility to the self or others in five educational situations: solving discipline problems, students' achievements, extracurricular issues such as relations with parents, introducing new curricula the class, and changing teaching methods in the classroom. The findings indicated that for the first three situations, internally-oriented teachers differed from their externally-oriented peers by reporting that teachers' efforts and motivations are influential. However, no significant differences were found between externals and internals with respect to introducing new curricula and

changing teaching methods. The lack of relation between locus of control orientations and these two variables was accounted for by the centralized Israeli system of education, which does not allow for personal initiatives.

Locus of control in teachers has been examined in a number of studies using Rotter's Locus of Control Scale or other scales devised specifically for teachers. For example, Scheck and Rhodes (1980) studied the link between locus of control and teacher competence. Feinstein (1982) and, Bein, Anderson and Maes, (1990) examined relationship between locus of control and job satisfaction. McIntyre (1984) explored how locus of control pertains to teacher burnout. Sadowsky, Blackwell and Willard (1985) studied locus of control as it relates to preservice student teaching performance.

Scheck and Rhodes (1980) found a significant relationship between internal locus of control and teaching competence for junior high school teachers. Feinstein (1982) examined relationships between locus of control and job satisfaction in 17 high school and 33 elementary school teachers and found no relationship between the variables. On the contrary, Bein, Anderson and Maes (1990) investigated secondary school teachers' locus of control and job satisfaction in a group of 83 secondary school teachers and found that teachers with higher internal locus of control were significantly more satisfied with their jobs. McIntyre (1984) found that teacher with external locus of control reported higher degrees of emotional exhaustion and depersonalization. Sadowsky, Blackwell and Willard (1985) examined 38 preservice students' teaching performance as measured by progress reports used by the university and a locus of control scale. Internals had higher performance rates as reflected by progress reports than

their external counterparts and also internals seemed to have better preparation before entering the classroom in comparison to their external counterparts.

Personality characteristics and their relationships to work-related attitudes have also received attention in the organizational literature. For example, the concept of locus of control is found to be associated with job satisfaction, which is the most widely studied work-related attitude. In general, individuals with higher internal locus of control present higher levels of job satisfaction and organizational commitment (Martin, et al., 2005).

Locus of control is also examined within the teaching research. Pigge and Marso (1994) examined 150 preservice teachers' attitudes about teaching as a career, personality type, locus of control and anxiety about teaching. Their findings indicated no relationship between the attitude toward teaching and locus of control and, compared to participants with average and high feelings of externality, those with internal control tendencies reported less anxiety about teaching.

Additionally, Sunbul (2003) examined relationships among locus of control, burnout, and job satisfaction in 297 Turkish high school teachers. His findings indicated that internals were more satisfied with their job, and reported themselves as having less emotional exhaustion than those with external locus of control perceptions.

2.5 Sociotropy-Autonomy

One of the most important personality dimensions in psychology literature that has received a lot of attention and been examined within different cultures is relatedness and individualism (Kagitcibasi, 1996). Relatedness refers to an investment in interpersonal relationships, whereas individualism reflects a need to be active and

autonomous (McBride, Bacchiochi, & Bagby, 2005). Beck (1983) introduced another analogous personality dimension that corresponds to the relatedness-individualism dimension: sociotropy and autonomy. Sociotropy matches with the more expansive definition of relatedness (McBride, Bacchiochi, & Bagby, 2005), and is characterized by being dependent on others and concerned about pleasing others (Sato & McCann, 1998). Highly sociotropic individuals are extremely concerned with the possibility of disapproval from others. Additionally, their “sense of worth” depends on the love and acceptance they perceive from other individuals (McBride, Bacchiochi, & Bagby, 2005).

In contrast, autonomy is synonymous with the broader conceptualization of individualism (McBride, Bacchiochi, & Bagby, 2005) and emphasizes individuality, independence and control (Sato & McCann, 1998). Highly autonomous individuals are extremely concerned with the possibility of failure; their “sense of worth” depends on achievement and control (McBride, Bacchiochi, & Bagby, 2005).

The Sociotropy-Autonomy Scale was developed by Beck (1983) in order to measure this sociotropy-autonomy construct. It consists of a 30-item Sociotropy Subscale and a 30-item Autonomy Subscale. Both subscales were factor analyzed and three factors were found for the each scale: Concern about Disapproval, Concern over Separation, and Pleasing Others constitute the Sociotropy Scale. Individual Achievement, Freedom from Control by Others, and Preference for Solitude constitute the Autonomy Scale (Beck, 1983).

Gender differences are often reported with regard to Sociotropy-autonomy. Men have been found to be likely to display more autonomous personalities than women,

whereas women have been found to be more likely to present more sociotropic orientations than men (Beck, 1983).

The Sociotropy and Autonomy Scale has been translated to Turkish by Sahin et al. in 1993. For college samples, reliability for the sociotropy subscale has been measured at .83 whereas for the autonomy subscale, the reliability value was .81 (Savasir & Sahin, 1997).

Sahin, Ulusoy, and Sahin (1993) examined the sociotropy-autonomy construct in a sample of Turkish psychiatric patients and college students. Their findings regarding the student group revealed that female students scored higher on the Sociotropy dimension and its two sub-scales (concern over separation and pleasing others) than males.

Although for western cultures, these two constructs (sociotropy/relatedness and autonomy/individualism) are regarded as almost opposite ends of the spectrum, for other cultures, this situation may not be typical (Kagitcibasi, 1996). Kagitcibasi asserts that both dimensions can be observed in the same person and that relatedness and autonomy might be synthesized.

In summary, studies have demonstrated that both attitudes toward teaching (Pigge & Marso, 1997) and personality characteristics (Feeney, Cristensen & Moravick, 1983) play a role on how the teacher behaves in the classroom. Since, work-related attitudes of teachers are likely to relate effectiveness of the education they provide and teachers are served as one of the most important role models for the child, assessment of pre-service teachers' attitudes and personality characteristics has a potential benefit for informing educational theories and practices.

Chapter 3

METHODOLOGY

3.1 Introduction

The purpose of this research is to explore whether or not interrelationships exist among attitudes toward teaching, sociotropy and autonomy orientations, locus of control orientations, and selected demographic characteristics of prospective early childhood education teachers in three Turkish universities. chapter 1 describes the specific research questions. This chapter presents the description of research participants, data collection methods, and the procedures for data analysis.

3.2 Population and Sample

The study included 180 Turkish college students, all majoring in early childhood education. The scope of this study is limited to only three universities (Hacettepe University, Gazi University and Ortadogu Teknik University), located in Ankara, the capital of Turkey. These institutions were selected for this study, due to: (a) convenience of their locations for the researcher, (b) adequacy of their student populations in the numbers and the demographic cross-sectional of the students, and, (c) positive reactions and supportive attitudes of the contact persons in these universities whose approval and cooperation were crucial for the study. Furthermore, these three universities are considered to be deeply rooted and esteemed educational institutions in Turkey, especially in comparison to the more recently established institutions.

The majority (177 of 180) of test subjects are females since early childhood education is one of the female dominated professions in Turkey. Table 1 illustrates the

total and detailed numbers of junior and senior level students in the study as well as the female to male participant ratio.

Table 3-1: Numbers of Participants

Name of the Institution	Junior	Senior	Female	Male	Total
Hacettepe Universitesi	39	42	81	0	81
Gazi Universitesi	42	40	80	3	82
Ortadogu Teknik Universitesi	17	0	16	0	17
Grand Total	98	82	177	3	180

Furthermore, only students who were in attendance on the day that the instruments were distributed were included. Those students who participated, were volunteers and remained anonymous. Participants were expected to engage in approximately 60-minute sessions to complete four questionnaires, and they were not offered any incentives for participating.

3.3 Research Design and Instrumentation

This section presents brief descriptions of the instruments, procedures for data collection, and the process of data analysis.

Data collection in this research employed four instruments. They include the demographic data sheet, Attitude Toward Teaching Scale, Locus of Control Scale, and Sociotropy-Autonomy Scale. A description of the four instruments follows.

3.3.1 Attitude toward Teaching Scale

Attitude Toward Teaching Scale (ATTS) is a Likert-type response scale developed by Dr. Adnan Erkus in 2000 at Mersin University, Turkey. This scale

aims to measure the degree of positive and/or negative attitudes of the College of Education students toward the teaching profession. Cronbach alpha coefficient of the scale reliability is reportedly .99. (Erkus, 2000) (See Appendix B for the listing of scale items).

3.3.2 Locus of Control Scale

Rotter developed the original form of the Locus of Control Scale which consists of 29 forced-choice items. This scale measures individuals' beliefs about whether the individual or the environment has greater control over life circumstances. Test-retest reliability ranged from .70 to .80, and Cronbach's alpha coefficients of internal consistency ranged from .65 to .79 (Rotter, 1966).

Based on Rotter's scale, Dr. I. Dag developed the Turkish version of the Locus of Control Scale that has been used in this study. Dag reported that test-retest reliability is .88, and internal consistency coefficient alpha is .92 (Dag, 2002). (See Appendix D for the listing of scale items).

3.3.3 Sociotropy-Autonomy Scale

Beck (1983) developed the Sociotropy-Autonomy Scale. It proposes to measure individuals' tendencies for investing in positive interactions with others and being accepted by others, as opposed to the tendency for investing in individual independence, self-control and freedom of choice. (Clark et al., 1995). N.H. Sahin, M. Ulusoy, and N. Sahin provided the Turkish adaptation of the test (Sahin, Ulusoy, and Sahin, 1993). Internal consistency alpha coefficients for college student sample is reportedly .70 for the

Sociotropy subscale, and .81 for the Autonomy subscale. (See Appendix C for the listing of scale items).

3.3.4 Demographic Information Sheet

This particular research uses a unique, specifically designed demographic information sheet. The short survey gathers information of some demographic characteristics of participants such as: GPA, number of siblings, highest educational level of parents and a time frame for deciding to choose early childhood education as a profession (See Appendix A for the listing of the demographic survey).

3 .4 Procedures of Data Collection

The rationale underlying the selection of the instruments used in this study appears in Chapter 2. The following section describes the course of action followed in preparation of the data collection packet, recruitment of participants, and the administration of the instruments.

3.4.1 Preparation of the Research Packet

In Spring 2004, the researcher initiated personal e-mail communications with the developer of ATTS and the author of the reconstructed Locus of Control Scale. After being informed about the purpose and nature of the study, they granted permission to use the scales. The SAS, taken from a handbook of psychological testing and published by The Turkish Psychological Association, benefits the efforts of researchers in the field (Savasir & Sahin, 1997). The demographic information sheet, mentioned earlier, was a part of the packet.

Subsequent to the arrival of the researcher in Ankara in October 2004, reproduced instruments and each set of the scales was placed in an individual envelope along with an informed-consent form. Therefore, research packets included a demographic information sheet, the Attitude Toward Teaching Scale, the Sociotopy-Autonomy Scale, and the Locus of Control Scale, in addition to an informed-consent form. The informed-consent form complies with the guidelines of Office of the Human Subjects Committee, The Pennsylvania State University (See Appendix E).

The order of the instruments varied in the packets, with the exception of the demographic information sheet and the informed-consent form. The informed-consent form always appeared first, followed by the demographic information sheet.

3.4.2 Recruitment of Participants

In the spring of 2004, the first contacts with the heads of each early childhood education departments took place via email. These emails outlined the structure of the proposed research and asked for permission to perform the research and allow students' participation. Those emails resulted in either responses or were forwarded to appropriate faculty members who were currently teaching seniors and juniors. The replies indicated a willingness to assist in such a study and requested that the researcher should contact them again upon arrival to Ankara to discuss the research procedures in more detail. No further contacts occurred with these persons until the arrival of the researcher in Turkey.

The agenda for these appointments, included discussion of research application procedures and examination of the content of test materials. As a result, the faculty members offered two different approaches for test administration: While the faculty members of Gazi University agreed to have the instruments completed during their

teaching time, the rest agreed only to distribute test materials to students for their responds in out-of-class. The faculty members of Hacettepe University and Ortadogu Teknik University were informed in more detail about the procedure in distributing the instruments to their students. The students in both these universities had one week to complete the survey forms out-of-class. Afterward, the researcher collected the forms from the instructors.

3.4.3. Administration of the Instruments

Collection of data was in accordance with the procedures approved by the Office of the Human Subjects Committee, The Pennsylvania State University.

Administration of the instruments occurred between October 20 and November 7, 2004. Participants from Gazi University had direct contact with the researcher, where the instructors granted class time for administration of the questionnaires. After these participants received brief information about the study and the research materials. Instruction included a request for a careful reading of the informed consent form. Each participant returned the materials upon completion within 55 to 70 minutes. Students at Hacettepe University and Gazi University, where the researcher did not administer the instruments, the instructors distributed data collection packets. In every administration, after a brief explanation of the study, the students in the classes received data collection packets. The procedural instructions requested placement of their completed questionnaires in the original envelopes before returning them to the researcher or the instructors.

3.5 Process of Data Analysis

In this study the researcher used quantitative methods or approaches for the following reasons:

1. Availability of the quantitative instruments to measure the variables of the research.
2. Quantitative methods for this study were both time-efficient and cost-efficient, in other words, instruments designed for quantitative research often take less time to administer and make possible reaching more participants.
3. Correlational techniques can explore potential relationships between various variables in a more systematic and scientifically defensible way (Hite, 2001).

The researcher entered the data from the returned questionnaires into the Statistical Package of Social Sciences (SPSS) software. The SPSS software (version 13.0) analyzed and presented the data.

Along with measures of central tendency, the Pearson Product Moment Correlation Coefficient and the linear regression analysis provided the answers to the research questions. Details of the research questions, types of data, and the statistical techniques used in the data analysis appears in Chapter 4.

Chapter 4

RESULTS

4.1 Introduction

This study examines early childhood education preservice teachers' attitudes toward teaching as it pertains to their locus of control and sociotropy-autonomy orientations. This chapter presents the findings of the study. First, demographic information about the participants is presented. Then, after a brief discussion on overall attitude toward teaching scores, locus of control scores and sociotropy-autonomy scores of the participants as a group, each of the research questions is answered.

4.2 Demographic Information

The participants were 180 Turkish pre-service teachers who enrolled in early childhood education departments of three selected universities in Ankara, Turkey, and almost all of the participants are females (98.3%).

About 4/5 of the participants reported that they were living in cities, while 1/5 indicated that they were living in either towns or villages. The average number of siblings is 2.4.

In terms of parents' formal educational levels, 121 of the mothers and 79 of the fathers have less than a high school degree. The majority (72.7%) of the participants' mothers are housewives, and all of the working mothers are public sector employees. On the other hand, 7.2% of fathers are in the private sector and 24.8% of fathers are self-employed.

About 37.4% of enrollment in the early childhood education program is a result of participants' own decisions. Although 31.3% of the participants reported that their family influenced their decision to enroll in the early childhood education program, only 13.4% stated that their teachers were influential on this decision.

Thirty-five of the participants decided to be a teacher very early, when they were in elementary school, while 37 of the participants did not make this decision until receiving their university entrance examination scores. Additionally, 86 out of the 178 participants indicated that early childhood education was their number one choice in their application list for college.

The average GPA of the participants was 3.05. As for plans after graduation, more than half of the participants reported that they wanted to be an early childhood educator and/or to continue to a higher level of education. However, 30 of the participants indicated that they did not want to be an early childhood educator, to continue a higher level of education, or to open a preschool.

4.2.1 Gender, Regional Origin and Siblings

Table 4-1 documents the participants' genders, the type of regional origin where they lived before college and the number of siblings.

Table 4-1: Descriptive Statistics for Demographic Variables: Gender, Origin, and Number of Siblings

Variable	n	Percent (%)
<u>Gender</u>		
Female	177	98.3
Male	<u>3</u>	1.7
	180	
<u>Regional Origin</u>		
Village	9	5.1
Town	28	15.9
City	<u>139</u>	79.0
	176	
<u>Sibling</u>		
None	3	1.7
One	58	32.6
Two	61	34.3
Three	27	15.2
Four	12	6.7
Five	5	2.8
Six	4	2.2
Seven	4	2.2
Eight	1	0.6
Nine	1	0.6
Ten	1	0.6
Eleven	1	0.6
Twelve	<u>1</u>	0.6
	178	

The vast majority of participants are female students (98.3 percent). More than half the students (79%) reported that they were living in a city before enrolling in their current programs. Only 5.1% of the participants indicated that they were living in a village and 15.9% came from a town. The majority of the participants indicated that they had one (32.6 percent) or two siblings (34.3 percent), not including themselves. The average number of siblings is 2.4.

4.2.2 Educational Level and Occupational Categorization of the Participants' Parents

Table 4-2 documents the educational level of participants' mothers and fathers.

Table 4-2: Descriptive Statistics for Demographic Variables: Mothers' and Fathers' Education Level, and Their Occupations

Variable	n	Valid Percent (%)
<i>Mothers' Education Level</i>		
None	24	13.4
Elementary	88	49.2
Secondary	9	5.0
High School	30	16.8
College Bachelor	28	15.6
Master's Degree	0	0.0
PhD	0	0.0
	178	
<i>Fathers Education Level</i>		
None	5	2.8
Elementary	57	32.0
Secondary	17	9.5
High School	46	25.8
College Degree	48	26.9
Master's Degree	4	2.2
PhD	1	0.5
	178	
<u>Mothers' Occupation</u>		
Public Sector	28	15.5
Private Sector	0	0.0
Self-employed	0	0.0
Retired/Unspecified	21	11.6
Housewife	131	72.7
	180	
<u>Fathers' Occupation</u>		
Public Sector	76	41.9
Private Sector	13	7.2
Self-employed	44	24.8
Retired/Unspecified	47	26.1
	180	

Almost half of the participants' mothers have an elementary level education (48.9 percent). Twenty-four of the participants indicated that their mothers did not have any formal education (13.5 percent); whereas, only 15.7 percent of the mothers reportedly having a college bachelor's degree. Additionally, 9 of the students stated that their mothers have a secondary degree, and 30 of the students reported that their mothers are high school graduates (16.9 percent). Five of the students reported that their fathers have no formal education at any level. Students with secondary-school graduate fathers represented 32.2 percent, and students with high school graduate fathers represented 9.5 percent. Table 4-2 also shows that the fathers of the participants are approximately equally distributed in college bachelor's and master's level of education (26 percent and 27 percent respectively).

In terms of occupational categorizations, the majority (72.7%) of the mothers of the participants are housewives. Seventy-six, 42%, of the fathers are reported to be public workers.

4.2.3 Decision Time, Persons Who Influenced Participants to Enroll in an Early Childhood Education Program, Ranking, and GPA of the Participants

Table 4-3 presents the information of the participants' decision time to become a teacher, persons who influenced participants to enroll in early childhood education programs, ranking (choice for early childhood education in college application form), and GPA.

Table 4-3: Descriptive Statistics for Demographic Variables: Participants' Decision Time to Become a Teacher, Persons Who Influenced Them, Ranking and GPA

Variable	n	Percent (%)
<u>Decision Time</u>		
During Elementary School	35	19.6
During Secondary School	28	15.6
During High School	60	33.5
Right Before The Exam	19	10.6
After Arrival of Exam Scores	<u>37</u>	20.7
	179	
<u>Influencing Person in Decision</u>		
Nobody	67	37.4
Family	56	31.3
Friends	7	3.9
Teacher	24	13.4
Other	<u>25</u>	14.0
	179	
<u>Ranking (Choice) of ECE on Application</u>		
1	86	48.3
2-6	65	35.5
7-12	16	9.0
13-19	10	5.6
19-25	<u>1</u>	0.6
	178	
<u>GPA</u>		
1.5-2.55	21	13.2
2.56-3.30	92	57.8
3.31-4	<u>46</u>	28.9
	159	

In terms of decision time to become a teacher, 33.5 percent of the participants reported that they decided to become a teacher during their high school years. Students who decided to choose teaching as a career during their elementary school years comprise 19.6 percent of the total participants. About 15.6 percent of the students reported that they

made their decision during secondary school education. About 10.6 percent of the students indicated that they decided to become a teacher just before the university entrance exam; whereas, 20.7 percent stated that they came to a decision after receiving exam scores.

Table 4-3 reveals that either nobody influenced students' decisions to become a teacher or their families influenced them (37.4 percent and 31.3 percent respectively). About 14% of the participants marked the "*other influencers*" choice with regard to who influenced their decisions. Teachers influenced only 13.4 percent of the students in their decisions to become a teacher. A tiny fraction, only 3.9 percent, of the participants indicated that their friends had an influence on their decisions.

Almost half of the students (48.3 percent) indicated that they marked an early childhood education program as first choice in their list of program preferences for a college education. Overall, 83.8 percent of the students reported that they requested enrollment in an early childhood education program as one of their top six choices, among 25 choice options. Overall, the average of the ranking of an early childhood education program was between 3rd and 4th choice.

Participants' GPAs ranged from 1.5/4 to 3.86/4. Forty-six of the participants indicated that their GPAs were 3.31 or higher, while 21 reported that their GPAs were 2.55 or lower. The average GPA of the participants is 3.05.

4.2.4 Plans upon Graduation

Only half of the participants (50.3%) reported that they were planning to work only as an early childhood education teacher. About 59.8% of the participants reported that their plans included being an early childhood education teacher and also continuing to a

higher level of education at the same time. The percentages of the participants who checked the options “open a preschool” or “to have another job” were 35.2% and 6.7%, respectively. About 10% of the participants indicated that they had “other plans” that were not included in the questionnaire as an option. Table 4-4 summarizes immediate plans upon graduation and the percentages of the participants who checked these items as their immediate plans upon graduation.

Table 4-4: Participants’ Plans after Graduation

Post Graduation Plan Option	n	Valid Percent (%)*
To be an early childhood education teacher	90	50.3
To continue to a higher level of education	54	30.2
To be an early childhood teacher and to continue to a higher level of education	107	59.8
To open a preschool	63	35.2
To have another job	12	6.7
Other plans	18	10.1

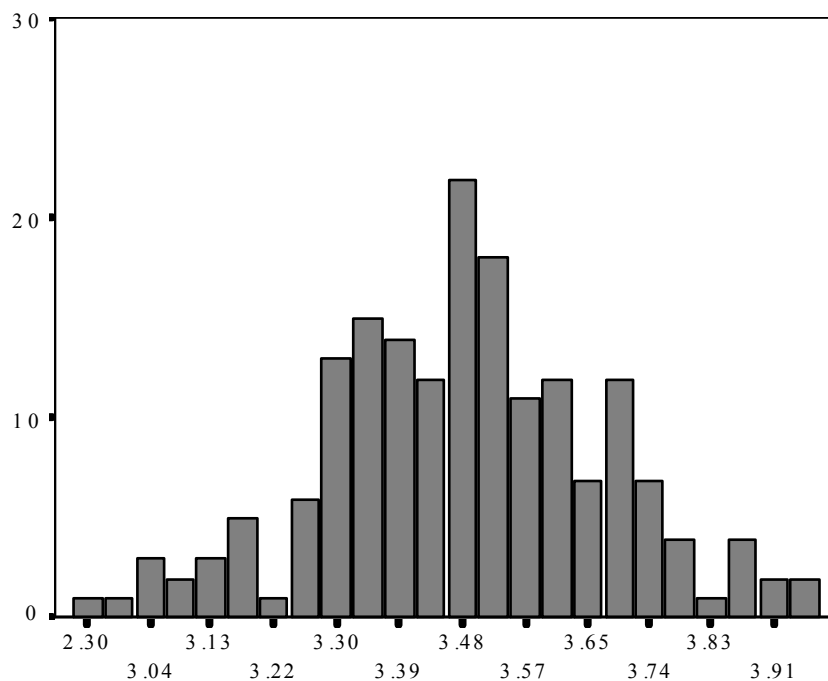
*Percent does not total 100%, because multiple choices could be selected.

4.3 Attitudes Toward Teaching, Locus of Control, and Sociotropy-Autonomy

4.3.1 Attitudes Toward Teaching

Overall, the participants presented fairly high positive attitudes toward teaching. Percentage and frequencies showed that only 1% of the participants had a lower average than 3. Almost all of the participants (99%) had an overall positive attitude about teaching. The summated item mean for the Attitude Toward Teaching Scale was 3.47 (n=178; SD=.21).

Figure 4-1 Pre-service Teachers' Attitude Toward Teaching



Mean Attitude Theoretically Ranges from Low (1) to High (4)

The scores for the attitude toward teaching scale ranged between 2.30 to 4.00 (see Figure 4-1).

Similar results were found in Erkus's study, which developed the Attitude Toward Teaching Scale. In his study, the participants were high school students, teaching certification students and college of education students who were living in Ankara, Turkey. The group mean for college of education students was 82.27 ($n=76$; $SD=13.48$). The summated item mean in his study was 3.57. Therefore, considering the results of the current study and Erkus's study, apparently attitudes of early childhood education preservice teachers in this study are very similar to those found in college of education students.

4.3.2. Locus of Control

For the Internal Locus of Control Subscale and External Locus of Control Subscale, the group means were found to be 52.66 (n=175; SD=5.57) and 74.40 (n=178; SD=11.86), respectively. The average total locus of control score is 127.06. In a comparable study, which included Turkish female and male students from a psychology department, the average total locus of control score reported was 108.76 for both males and females, and 116.24 for the female students (Dag, 2002). The Locus of Control Scale is interpreted in the direction of externality, with higher scores indicating a greater external orientation (Dag, 2002). In comparison to Dag's sample, the participants of the current study represented a higher external locus of control orientation. Table 4-5 presents the means and standard deviations for the Locus of Control Scale.

Table 4-5: Means and Standard deviations of Locus of Control Scale

Scale	n	M	SD
<i>Internal Locus of Control</i>	175	52.66	5.57
<i>External Locus of Control (Total)</i>			
Belief in Chance	178	32.39	5.74
Meaninglessness of the Effortfulness	178	20.52	5.35
Belief in Fate	178	10.81	2.70
Belief in an Unjust World	178	10.66	2.60
Total	175	127.06	17.43

The higher scores reflect belief in external locus of control and the possible scores range between 47 and 235.

4.3.3 Sociotropy Autonomy

The participants scored higher on the Autonomy Scale than the Sociotropy Scale (Table 4-6). However, in comparison with another study by Sahin, Ulusoy, and Sahin (1993), which included 189 Turkish female and male college students who were living in

Ankara, the participants of the current study scored a little higher on the Sociotropy Scale and lower on the Autonomy Scale. In Sahin, Ulusoy, and Sahin's study the mean scores for these scales were 67.66 (n=189; SD=13.16) and 79.19 (n=189; SD=11.79), respectively (Sahin, Ulusoy, and Sahin, 1993). On the other hand, when this comparison is made only with their female students' sociotropy scores ($M=69.52$; $SD=12.28$), the sociotropy scores of the current study seem no different.

Table 4-6: Means and Standard Deviations of Sociotropy- Autonomy Scale

Scale	N	M	SD
<i>Sociotropy-Total</i>	157	70.11	15.51
Concern about Disapproval	166	20.65	6.86
Concern over Separation	171	34.17	7.92
Pleasing Others	170	12.08	3.30
<i>Autonomy-Total</i>	158	74.24	15.16
Individual Achievement	167	35.02	5.82
Freedom from Control	167	29.20	6.30
Preference for Solitude	173	13.07	4.98

The highest possible score for both the Sociotropy and Autonomy subscales was 120.

4.4 Research Questions

4.4.1. Research Question #1: What relationship, if any, exists between attitude toward teaching and locus of control orientations?

To determine the relationship between attitude toward teaching and internal locus of control required a computing of Pearson Product Moment correlation. Internal locus of control was not significantly related to attitude toward teaching ($p>.05$).

To determine the relationships between attitude toward teaching and overall external locus of control, and relationship between attitude toward teaching and each sub-factor of external locus of control came from computing Pearson Product Moment

correlations. Attitude toward teaching was negatively related to overall external locus of control .

$r = -.197$ ($p < 0.01$). The first sub-factor (belief in chance) of external locus of control scale was negatively related to attitude toward teaching $r = -.241$ ($p < 0.01$). The second sub-factor (meaninglessness of the effort) also showed a negative relationship with attitude toward teaching $r = -.165$ ($p < 0.01$). The other two sub-factors, *belief in fate* and *belief in an unjust world*, had no significant relationships ($p > .05$) with attitude toward teaching.

4.4.2 Research Question #2: What relationship, if any, exists between attitude toward teaching and sociotropy-autonomy orientations?

Computed Pearson Product Moment correlations determined the relationships between attitude toward teaching and sociotropy orientation and attitude toward teaching and autonomy orientation. Attitude toward teaching was not significantly related to either of these two variables. However, when computing correlations with the sub-scales of the Sociotropy and Autonomy Scale, only attitude toward teaching was found negatively correlated with concern about disapproval subscale ($r = -.174$; $p < 0.05$). A further analysis attempted to determine if the higher scores on Sociotropy Scale and Autonomy Scale were related to attitude toward teaching scores. Again, neither high sociotropy scores ($n = 40$; $r = .183$; $p = .259$) nor high autonomy scores ($n = 35$; $r = -.063$; $p = .705$) showed a relationship to attitude toward teaching scores.

4.4.3 Research Question #3: What relationships, if any, exist between locus of control orientations and sociotropy-autonomy orientations?

To determine the relationships between locus of control and sociotropy-autonomy orientations, Pearson Product Moment Correlations were computed. Findings indicated

the existence of a positive correlation between external locus of control and sociotropy orientation $r=.508$ ($p<0.01$). Moreover, internal locus of control was negatively related to autonomy orientation $r=-.371$ ($p<0.01$). The additional significant correlations among the subscales of the Locus of Control Scale and the Sociotropy-Autonomy Scale appear in Table 4-7.

Table 4-7: Significant Intercorrelations between Locus of Control Sub-scales and Sociotropy-Autonomy Sub-scales

	ILC	ELC	BC	ME	BF	BUW
SAS-S	-.171*	.598**	.376**	.409**	.326**	.327**
CD	-.190*	.458**	.286**	.422**	.297**	.301**
CS	—	.450**	.385**	.299**	.284**	.300**
PO	—	.261**	—	.249**	.260**	—
SAS-A	-.371**	—	—	—	—	—
IA	-.276**	—	—	—	.193*	—
FC	-.342**	.229**	.163*	.189*	—	.171**
PS	-.210**	—	—	—	—	—

* $p<.05$. ** $p<.01$.

Key. ILC, Internal Locus of Control; ELC, External Locus of Control; BC, Belief in Chance; BF, Belief in Fate; BUW, Belief in an Unjust World; SAS-S, Sociotropy Scale; CD, Concern about Disapproval; CS, Concern over Separation; PO, Pleasing Others; SAS-A, Autonomy Scale; IA, Individual Achievement; FC, Freedom from Control; PC, Preference for Solitude.

4.4.4 Research Question #4: What relationship, if any, exists between attitude toward teaching and demographic factors that include GPA, origin, number of siblings, highest educational level of parents, time of decision regarding early childhood education as a profession, the choice ranking of early childhood education in the application list for colleges, and immediate plans upon graduation?

A Pearson Product Moment Correlation computation determined the relationships between attitude toward teaching and GPA. No significant relation ($p > .05$) appeared to exist between these two variables.

The relationship between the type of regional origin (where the participants were living before college) and attitudes toward teaching was examined by using point bi-serial correlation. With the regional origin coded into two levels (village and town vs. city), no significant relationship was found.

Formal education level of parents was examined using two dummy coded levels (less than or equal to a high school education and college degree or more). Mothers' level of education was not significantly related to attitudes toward teaching. On the contrary, levels of fathers' education was positively related to these attitudes. Participants with fathers beyond a high school education level had significantly more positive attitudes (point bi serial $r = .529$, $p < .05$). When mothers' education and fathers' education were combined in an index, no significant relationship appeared between this and attitudes toward teaching.

Participants were asked to specify their decision time to enroll in an early childhood education based on five different periods of time: During elementary school, during middle school, during high school, before the receiving their exam scores, and right after the receiving their exam scores. The decision time and the relationship to attitude toward teaching was examined in two levels (before high school and during or after high school). Participants who decided to enroll in an early childhood education program during high school or later had significantly higher positive attitudes toward teaching (point bi-serial $r = .278$; $n = 177$).

The category of persons who influenced the participants' decisions to become a teacher was not significantly related to their attitudes toward teaching. Additionally, participants' after graduation plans were not significantly related to their attitudes.

4.4.5 Research Question #5: To what extent, if any, is the attitude toward teaching influenced by the locus of control orientations, the sociotropy-autonomy orientations and the demographic scale items, when examined simultaneously?

A summary of multiple regression results appear in Tables 4-8 and 4-9. The initial regression analysis provided an examination of all variables entered in the regression equation, regardless of their statistical significance (Table 4-8). Possible collinearity between mother and father education level was a concern. An analysis revealed the relationship was Cramer's $V=.53$; $p<.001$. Although significant, these two variables were only moderately related and collinearity diagnostics from the regression output revealed no collinearity problem. Assumptions were met regarding linearity, homoscedasticity and normality of residuals.

Table 4-8: Summary of Regression Results with Personality Factors and Demographic Factors Entered for Full Model Explaining Attitudes Toward Teaching

Independent Variable	b	SE b	Beta	Partial	t	p
Sociotropy	.03	.30	.07	.06	.69	.49
Autonomy	.03	.04	.08	.08	.89	.37
Internality	.00	.04	.04	.04	.45	.66
Externality	.00	.00	-.24	-.20	-2.3	.21
Origin (0=All Other; 1=City)	.01	.05	.02	.02	.22	.82
Mothers' Education (0=HS or less; 1=Post HS)	.00	.06	.00	.00	.00	.99
Fathers' Education (0=HS or less; 1=Post HS)	.02	.05	-.05	-.04	-.45	.65
Decision Time (0=HS or Earlier; Before or After the Arrival of Exam)	.10	.04	.23	.23	2.7	.00
Influencer	-.02	.02	-.07	-.07	-.77	.44
Constant	3.4	.30			11.16	.00

Summary Information for the full regression model:

F = 1.72	Multiple R = .33
df= 9/128	R Square = 10%
p = .09	Adj. R Square = 4.5%

This initial regression model was significant at the .09 alpha level. Examination of the individual variables in Table 4-8 revealed only one variable (time of decision) was a statistically significant variable in the equation. Therefore, developing a reduced model used stepwise regression analysis. Table 4-9 contains those results.

Table 4-9: Summary of Stepwise Regression Results with Personality Factors and Demographic Factors Entered for Final Model Explaining Attitudes Toward Teaching

Independent Variable	b	SE b	Beta	Partial	t	p
Externality	.00	.00	-.20	-.20	-2.3	.02
Decision Time (0=HS or Earlier; Before or After the Arrival of Exam)	.10	.04	.23	.23	2.8	.00
Constant	3.6	.130			27.56	.00

Summary Information for the final regression model:

F = 6.9	Multiple R = .30
df= 2/135	R Square = 9%
p = .001	Adj. R Square = 8%

The reduced model in Table 4-9 indicates that two variables (external locus of control and time of decision) are statistically significant at the ≤ 0.5 alpha level.

Collectively, they explain approximately 9% of the variance in attitudes toward teaching.

4.4.6 Research Question #6: To what extent, if any, is the attitude toward teaching influenced by the locus of control orientations and sociotropy-autonomy orientations, when they are examined simultaneously and when the demographic factors are excluded from the data analysis?

Summarized multiple regression results appear in Tables 4-10 and 4-11. The initial regression analysis provided an examination of all variables entered in the regression equation, regardless of their statistical significance (Table 4-10).

Table 4-10: Summary of Regression Results with Personality Factors Entered for Final Model Explaining Attitudes Toward Teaching

Independent Variable	b	SE b	Beta	Partial	t	p
Sociotropy	.017	.041	.040	.034	.402	.688
Autonomy	.050	.038	.120	.112	1.30	.193
Internality	.069	.169	.038	.035	.410	.683
Externality	-.123	.052	-.236	-.199	-.236	.020
Constant	3.55	.267			13.32	0.00

Summary Information for the final regression model:

F = 1.86	Multiple R = .23
df= 4 /135	R Square = 5%
p = .12	Adj. R Square = 2%

This initial regression model was significant at the .12 alpha level. Examination of the individual variables in Table 4-10 revealed that only the external locus of control variable was a statistically significant variable in the equation. Therefore, the reduced stepwise regression model reported in Table 4-11 contains only the externality variable.

Table 4-11: Summary of Stepwise Regression Results with Personality Factors

Explaining Attitudes Toward Teaching

Independent Variable	b	SE b	Beta	Partial	t	p
Externality	-.10	.04	-.20	-.120	-.24	.018
Constant	3.74	.11			32.94	0.00

Summary Information for the final regression model:

F = 5.72	Multiple R = .20
df= 1/138	R Square = 4%
p = .018	Adj. R Square = 3.3%

The reduced model in Table 4-11 indicates that external locus of control is statistically significant at the ≤ 0.5 alpha level. External locus of control explains approximately 4% of the variance in attitudes toward teaching.

4.5 Summary of the Findings

1. Having greater internal locus of control orientation had not a significant influence on attitude toward teaching. However, attitude toward teaching was negatively related to overall external locus of control. In addition, the sub-factors *meaninglessness of the effort* and *belief in chance* showed a significantly negative relationships with attitude toward teaching.
2. In terms of sociotropy orientations and autonomy orientations, attitude toward teaching was not significantly related to either of these two variables. However, attitude toward teaching did correlate only with the *concern about disapproval* sub-scale.
3. The findings indicated that a positive correlation between external locus of control and sociotropy orientation, whereas internal locus of control was negatively related to autonomy orientation.
4. Only, external locus of control and decision time were statistically significant predictors of attitude toward teaching, when examining simultaneously locus of control orientations, the sociotropy-autonomy orientations and the demographic variables.
5. When omitting the demographic variables, the external locus of control remained as the single significant predictor of attitudes toward teaching.

Overall, participants presented a high positive attitude toward teaching. The demographic characteristics, in general, were not related to these attitudes. Father's education level was examined in two groups (lower than high school and high school and beyond) and found to be significantly related to attitudes toward teaching. Participants whose fathers had a high school or further education level was related to significantly more positive attitudes toward teaching. Additionally, participants who made their decision to become an early childhood teacher during high school, right before the arrival of university entrance examination scores or right after the arrival of university entrance examination scores, showed significantly more positive attitudes toward teaching. GPA, origin, formal education level of the mother, people who influenced participants to enroll in an early childhood education program, and plans after graduation were not significantly related to attitudes toward teaching.

The implications of the findings and recommendations for the future research will be presented in Chapter 5.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1. Purpose of the Study

The main purpose of this study was to examine Turkish early childhood education teachers' attitudes toward teaching, and their relationship to locus of control and sociotropy-autonomy orientations. The participants in this study were limited to 180 undergraduate students enrolled in early childhood education in three different universities in Ankara, Turkey.

5.2 Summary of the Findings and Conclusions

The results showed that the participants had fairly high positive attitudes toward teaching. On the other hand, despite these high positive attitudes, almost half of the participants indicated that their future plans did not include being involved with early childhood education. In general, the demographic characteristics were not significantly related to these attitudes. Attitude toward teaching was negatively related to overall external locus of control and it was not related to internal locus of control at a significant level. In relation to sub-factors, *belief in chance* and *meaninglessness of effort* also showed a negative relationship with attitude toward teaching.

Overall, attitude toward teaching is not significantly related to sociotropy-autonomy scale. However, attitude toward teaching was negatively correlated with

concern about disapproval subscale. A high positive correlation exists between the external locus of control and the sociotropy orientation. Internal locus of control is negatively related to both sociotropy and autonomy subscales. The further significant correlations among the subscales of the Locus of Control Scale and the Sociotropy-Autonomy Scale appear in Table 4-7. For convenience, Table 4-7 is repeated below:

Table 4-7: Significant Intercorrelations between Locus of Control Sub-scales and Sociotropy-Autonomy Sub-scales

	ILC	ELC	BC	ME	BF	BUW
SAS-S	-.171*	.598**	.376**	.409**	.326**	.327**
CD	-.190*	.458**	.286**	.422**	.297**	.301**
CS	—	.450**	.385**	.299**	.284**	.300**
PO	—	.261**	—	.249**	.260**	—
SAS-A	-.371**	—	—	—	—	—
IA	-.276**	—	—	—	.193*	—
FC	-.342**	.229**	.163*	.189*	—	.171**
PS	-.210**	—	—	—	—	—

*p< .05. **p< .01.

Key. ILC, Internal Locus of Control; ELC, External Locus of Control; BC, Belief in Chance; BF, Belief in Fate; BUW, Belief in an Unjust World; SAS-S, Sociotropy Scale; CD, Concern about Disapproval; CS, Concern over Separation; PO, Pleasing Others; SAS-A, Autonomy Scale; IA, Individual Achievement; FC, Freedom from Control; PC, Preference for Solitude.

5.3 Conclusions

- 1) Within its limitations, the current study supports only slightly the previous research in which locus of control is correlated with attitudes toward teaching. The findings of this study indicate that attitude toward teaching was associated with external locus of control. That is, students with more externality presented less positive attitudes

toward teaching. On the other hand, Pigge and Marso (1994) found a positive relationship between internal locus of control and attitudes toward teaching.

- 2) Except for its disapproval sub-scale, sociotropy-autonomy scale was not related to the attitude toward teaching scale. Only a weak negative correlation exists between these attitudes and the concern about disapproval sub-scale. A further analysis that correlates the highest sociotropy and the highest autonomy scores with attitude toward teaching scores did not yield a different result. That is, attitude toward teaching did not appear to be related to overall sociotropy and autonomy scores, and no significant correlation exists when attitudes toward teaching are examined only with the extreme scores of the sociotropy and autonomy scales. Since the external locus of control scale significantly relates to attitudes toward teaching, and external locus of control and sociotropy correlate, one might expect that sociotropy would relate to attitudes toward teaching. However, the current findings do not suggest such relationships, even when considering the outlier cases. Taken as a whole, attitude toward teaching may not be related to sociotropy or autonomy; however, factorial examination of attitudes toward teaching may present different results. That is, some sub-factors of the attitudes toward teaching construct might have stronger relationships with the sociatropy or autonomy constructs.
- 3) The participants who decided to enroll in an early childhood education program during high school or later had significantly higher positive attitudes toward teaching. In contrast, Pigge and Marso's study (1994) indicated that preservice teachers who had decided to become a teacher before high school had more positive attitudes toward teaching compared to those who had decided during high school or

later. The participants of this study, who made their decisions earlier, might hold greater expectations for teacher education that they developed over time, and the teacher education program in which they enrolled might have failed to fulfill these high expectations, leading to less positive attitudes.

- 4) This research study is unique in that it correlates the Locus of Control Scale to the Sociotropy-Autonomy Scale. A series of high correlations were found between these scales, and between their subscales. In the literature review, no study correlated these two scales. Subsequently, author of the Sociotropy-Autonomy Scale, A.T. Beck, contacted via e-mail. Beck (personal communication, December 5, 2005) replied that no such study exists to his knowledge.
- 5) Interestingly, despite apparently high positive overall attitudes toward teaching, almost half of the students did not check “*to be an early childhood education teacher*” or “*to be an early childhood education teacher and to pursue a higher level of education*” options as their immediate plans after graduation. Perhaps, even if those participants held positive images of teaching or being a teacher, they might have some other or higher ideals for their actual futures, when the current status of teachers is taken into consideration.

5.4 Implications

This study has several potential implications for policy makers, and early childhood education practices and teacher education programs.

5.4.1 Implications for Policy-makers

Data analysis of the current study revealed that almost half of the participants were pursuing higher education in a field that they had no intention of remaining in for their futures. As a major misuse of human and economic resources of the country, this condition deserves attention of policy makers of in Turkey. First, during high school or earlier, students must be encouraged to carefully examine preferences for their future jobs. For college students who understand that they are not in the right major, re-taking of the university entrance exam should not involve strong penalties that hold them back from trying to find a better fitting major. Perhaps at least some of the participants, who indicated that they did not want to have any occupation relating to early childhood education, will become early childhood education teachers eventually, due to the current stagnant nature of the job market. When those teacher candidates enter the teaching profession, having a job they do not want to have can affect their productivity in their classrooms and their overall life satisfaction. In sum, some steps need to be taken in order to revise the current selection systems of higher education.

5.4.2 Implications for Early Childhood Education and Teacher Education

Since the development of an internal locus of control in children is desired, and since early childhood educators are among the most important role models for children, the importance of locus of control orientation and other personality characteristics of teacher candidates becomes very apparent. Hawkes (1991) states that since teacher candidates should possess personality traits that enable them to function positively as a role model, teacher education programs should include an assessment of teacher personality traits as a part of their admission requirements. Even though Hawkes' opinion emphasizes the

necessity of monitoring personality characteristics of the teacher candidates in admission to teacher education programs as beneficial, Turkish educational system, current legislation and organizational formations do not allow such changes.

As mentioned in Chapter 2, a study by Radford, Cashion and Latchford (1993) demonstrated that when teacher candidates were given more opportunity for practicum experiences, they presented a greater shift toward internality during their teacher education programs. Therefore, allowing teacher candidates to have more practice in classrooms and to have more interaction with the students may be considered a possible way for promoting greater internal locus of control on their parts.

Some researchers (e.g., Haury, 1988; Leftcourt 1976) assert that the locus of control construct is a quality that can be modified, and pre-service teachers should be encouraged to be more internally oriented (Hawkes, 1991). Internality and autonomy are more desirable personality characteristics for teachers; however, encouraging or pushing students to change their personality within teacher education programs may not be a good idea. First of all, personality change is a complex process. For example, if a person is directed to change any personality characteristics, then that individual may develop a resistance to change, which prevents a self-initiated and more natural change over time. Also, no information exists as to how much internality or autonomy in early childhood education teachers is desirable, or even tolerable by the society. Also unknown is how many of those internalized or autonomous teachers would remain changed when they are socialized into the system. In other words, even if some change is reported in some test results or personal reports, these may not be real indicators of such change, or of the

durability of the change. Changing personality should be a personal level decision. On the other hand, helping students to identify and examine their attitudes and personality characteristics within teacher education programs would lead to better self-knowledge for teacher candidates and more informed practices for educational settings. During their preservice education, teacher candidates should gain insight about both their attitudes toward teaching and their personality characteristics that might be related to their teaching practice. Stronge (2002) states that a teacher's reflective practice, a careful evaluation and consideration of individual teaching process, is often cited as a component of professionalism in teaching. Reflective teachers might be referred to as introspective because they seek a deeper understanding of their teaching and continuously monitor their teaching in order to be better teachers and to make a difference in the lives of their students (Stronge, 2002).

5.5 Recommendations for Future Research

To expand the findings of the current research and examine the grade-level differences in attitudes of preservice teachers, longitudinal studies should be conducted. Also, such study should be carried out in other early childhood education departments and in different major areas of education departments, in order to obtain comparative knowledge.

Theoretically, the construct of teacher attitude should be examined in more detail. Instead of treating attitudes toward teaching as a one-dimensional construct, a multi-factorial examination of those attitudes might present opportunities to have more

detailed and accurate information for the construct itself and its relationships to other constructs.

In addition to general locus of control, examination of teacher candidates' and teachers' work-related locus of control may provide more insight for the research. Likewise, since the issue of autonomy is relevant in all aspects of life (Deci, 1995), the sense of autonomy in teachers should be examined not only in the context of personal relationships but also in other situations, such as teaching itself.

Especially in Turkey, little research has been conducted on early childhood teachers and the education of early childhood teachers. Need exists for studies in every subject that deals with early childhood education. Since, for early childhood education, interest is growing from different segments of the society. More support might be obtained for these studies aimed toward the improvement of early childhood education in general.

Interdisciplinary research in early childhood education would make valuable contributions to the field. For example, psychology is a discipline that is very relevant to teacher education in terms of knowledge of learning and effective classroom teaching. Increased collaboration among colleges of education and departments of psychology will possibly result in various research opportunities (Belar, Nelson ,& Wasik, 2003).

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Appendix A
Demographic Survey

This survey consists of six multiple choice and five open-ended questions. Based on the question type, please circle the appropriate response or provide a short answer for the question.

1. Gender:
 - a) Female
 - b) Male

2. Current GPA: _____

3. Where were you living before starting to the college?
 - a) Village
 - b) Town
 - c) City
 - d) Big City
 - e) Abroad

4. How many siblings do you have not including yourself? _____

5. Formal education level of your parents:
 - a) Mother's education
 - a) None
 - b) Primary
 - c) Secondary
 - d) High
 - e) College Degree
 - f) Master's degree
 - g) PhD
 - b) Father's education
 - a) None
 - b) Primary
 - c) Secondary
 - d) High
 - e) College Degree
 - f) Master's degree
 - g) PhD

6. Occupation of your father: _____

7. Occupation of your mother: _____
8. When did you decide to become a teacher?
- a) During primary school
 - b) During secondary school
 - c) During high school
 - d) Right before the arrival of university entrance examination scores
 - e) Right after the arrival of university entrance examination scores
9. Who has the most influence on your decision to enroll an early childhood education program?
- a) Nobody
 - b) Family
 - c) Friends
 - d) Teachers
 - e) Other
10. When you were making an official list of the colleges that you would like to enroll, what was the highest rank that you have assigned to an early childhood education program in this list? _____
11. What is your immediate plan after your graduation? (Please choose all applies)
- a) To become an early childhood educator
 - b) To continue a higher education (e.g. Master's degree)
 - c) To become an early childhood educator and to continue a higher education
 - d) To open a preschool
 - e) To have a job other than being a early childhood educator
 - f) Other

Appendix B

Attitude Toward Teaching Scale

This scale contains 23 statements. Please read each item carefully and circle the one answer that best corresponds to your agreement or disagreement.

1. I think being a teacher offers a high sense of personal fulfillment.
 Totally agree
 Agree
 Neutral
 Disagree
 Totally disagree

2. I would not consider being a teacher at any time.
 Totally agree
 Agree
 Neutral
 Disagree
 Totally disagree

3. I wouldn't want to work as a teacher even with long periods of vacation.
 Totally agree
 Agree
 Neutral
 Disagree
 Totally disagree

4. Even the idea of being a teacher irritates me.
 Totally agree
 Agree
 Neutral
 Disagree
 Totally disagree

5. I like teaching a lot.
 Totally agree
 Agree
 Neutral
 Disagree
 Totally disagree

6. I would not want to be a teacher even if I were unemployed.
 - Totally agree
 - Agree
 - Neutral
 - Disagree
 - Totally disagree

7. To me, teaching is a boring profession.
 - Totally agree
 - Agree
 - Neutral
 - Disagree
 - Totally disagree

8. I would rather be a teacher despite all difficulties.
 - Totally agree
 - Agree
 - Neutral
 - Disagree
 - Totally disagree

9. I do not think teaching suits me.
 - Totally agree
 - Agree
 - Neutral
 - Disagree
 - Totally disagree

10. I think being engaged with other people's children all day is not appealing at all.
 - Totally agree
 - Agree
 - Neutral
 - Disagree
 - Totally disagree

11. I would not be a teacher even if I were somewhere that I would like to be.
 - Totally agree
 - Agree
 - Neutral
 - Disagree
 - Totally disagree

12. I believe being (involved) with children and youths keeps one fresh.
- Totally agree
 - Agree
 - Neutral
 - Disagree
 - Totally disagree
13. I would not prefer to be a teacher even if the financial situation was better.
- Totally agree
 - Agree
 - Neutral
 - Disagree
 - Totally disagree
14. Even the word teaching is discomfoting me.
- Totally agree
 - Agree
 - Neutral
 - Disagree
 - Totally disagree
15. I believe teaching is the best choice of a profession for me.
- Totally agree
 - Agree
 - Neutral
 - Disagree
 - Totally disagree
16. I would prefer to be a teacher as I can have time for myself while I work.
- Totally agree
 - Agree
 - Neutral
 - Disagree
 - Totally disagree
17. I have been preparing myself to teach since I was young.
- Totally agree
 - Agree
 - Neutral
 - Disagree
 - Totally disagree

18. Teaching is the last profession I would consider choosing.
- Totally agree
 - Agree
 - Neutral
 - Disagree
 - Totally disagree
19. I believe I was made to be a teacher.
- Totally agree
 - Agree
 - Neutral
 - Disagree
 - Totally disagree
20. I would not want to be a teacher even though I like children.
- Totally agree
 - Agree
 - Neutral
 - Disagree
 - Totally disagree
21. Teaching is the profession of my dreams.
- Totally agree
 - Agree
 - Neutral
 - Disagree
 - Totally disagree
22. I would be a teacher whatever the circumstances may be.
- Totally agree
 - Agree
 - Neutral
 - Disagree
 - Totally disagree
23. I would rather work in a different job than being a teacher.
- Totally agree
 - Agree
 - Neutral
 - Disagree
 - Totally disagree

Appendix C

Sociotropy-Autonomy Scale

This scale has been intended to explore interactional styles among people. After reading each of the statements below, please evaluate them on the basis of descriptiveness level for your personality, and then circle the appropriate response. There are no “Right” or “Wrong” answers for the scale. Please, evaluate your responses based on the guideline below.

- | | |
|----------------------------|------------------------|
| 0. Not describes me | 1. Describes me little |
| 2. Describes me quite well | 3. Describes me well |
| 4. Describes me very well | |

1. I feel I have to be nice to other people.

- (0) Not describes me
- (1) Describes me little
- (2) Describes me quite well
- (3) Describes me well
- (4) Describes me very well

2. Being free and independent is very important for me.

- (0) Not describes me
- (1) Describes me little
- (2) Describes me quite well
- (3) Describes me well
- (4) Describes me very well

3. It is more important that I know I've done a good job than having others know it.

- (0) Not describes me
- (1) Describes me little
- (2) Describes me quite well
- (3) Describes me well
- (4) Describes me very well

4. Being able to share experiences with other people makes them much more enjoyable for me.

- (0) Not describes me
- (1) Describes me little
- (2) Describes me quite well
- (3) Describes me well
- (4) Describes me very well

5. I am afraid of hurting other people's feelings.
 - (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well

6. It bothers me when people try to direct my behavior or activities.
 - (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well

7. I find it difficult to say "no" to other people.
 - (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well

8. I feel bad if I do not have some social plans for the weekend.
 - (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well

9. I prize being a unique individual more than being a member of a group.
 - (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well

10. When I feel sick, I like to be left alone.
 - (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well

11. I am concerned that if people knew my faults or weaknesses they would not like me.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
12. If I think I am right about something, I feel comfortable expressing myself even if others don't like it.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
13. When visiting people, I get fidgety when sitting around talking and would rather get up and do something.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
14. It is more important to meet your own objectives on a task than to meet another person's objective.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
15. I do things that are not in my best interest in order to please others.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
16. I like to take long walks by myself.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well

17. I am more concerned than people like me than I am about making important achievements.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
18. I get uncomfortable when I dine alone in a restaurant.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
19. Doing things would not be enjoyable for me if I do not feel that a person in my life having a genuine interest in me.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
20. I am not influenced by others in what I decide to do.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
21. It is very important that I feel free to get up and go where ever I want.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
22. I value work accomplishments more than I value making friends.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well

23. I find it is of importance to be in control of my emotions.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
24. I get uncomfortable when I am not sure how I am expected to behave in the presence of other people.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
25. I feel more comfortable helping others than receiving help.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
26. It would not be much fun for me to travel to a new place all-alone.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
27. If a friend of mine does not call me for a long while, I become worried by thinking that I got forgotten by her/him.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
28. It is more important to be active and doing things than having close relationships with other people.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well

29. I get uncomfortable around a person who does not clearly like me.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
30. If a goal is important to me I will pursue it even if it may make other people uncomfortable.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
31. I find it difficult to be separated from people I love.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
32. When I achieve a goal I get more satisfaction from reaching the goal than from any praise I might get.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
33. I censor what I say because I am concerned that the other person may disapprove or disagree.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
34. I get lonely when I am home by myself at night.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well

35. I often find myself thinking about friends or family.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
36. I prefer to make my own plans, so I am not controlled by others.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
37. I can stay alone all day long without having need for others around me.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
38. If somebody criticizes my appearance, I feel I am not attractive to other people.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
39. It is more important to get a job done than to worry about people's reactions.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
40. I like to spend my free time with others.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well

41. I don't like to answer personal questions because they feel like an invasion of my privacy.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
42. When I have a problem, I like to go off on my own and think it through rather than being influenced by others.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
43. In relationships, people often are too demanding of each other.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
44. I am uneasy when I cannot tell whether or not someone I've met likes me.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
45. I set my own standards and goals for myself rather than accepting those of other people.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
46. I am more apologetic to others than I need to be.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well

47. It is important to me to be liked and approved by others.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
48. I enjoy accomplishing things more than being given credit for them.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
49. Having close bonds with other people makes me feel secure.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
50. When I am with other people, I look for signs whether or not they like being with me.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
51. I like to go off on my own, exploring new places-without other people.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
52. If I think somebody may be upset with me, I want to apologize.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well

53. I like to be certain that there is somebody close I can contact in case something unpleasant happens to me.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
54. I feel confined when I have to sit through a long meeting.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
55. I don't like people to invade my privacy.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
56. I feel uncomfortable being a nonconformist.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
57. The worst part about being in jail would be not being able to move around freely.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
58. The worst part about growing old is being left alone.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well

59. I worry that somebody I love will die.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well
60. The possibility of being rejected by others for standing up for my rights would not stop me.
- (0) Not describes me
 - (1) Describes me little
 - (2) Describes me quite well
 - (3) Describes me well
 - (4) Describes me very well

Appendix D

Locus of Control Scale

This scale aims to explore some opinions of people about life. You are expected to express that to what extent you are agreeing with the ideas reflected in the items. For this purpose, please read the every item carefully and indicate your degree of agreeing. To do so, please put an (X) sign next to each sentence. There are no “ Right” or “ Wrong” responses for the items.

1. Many of the unhappy things in people’s lives are partly due to bad luck.
 Not accurate
 Not quite accurate
 Accurate
 Quite accurate
 Completely accurate
2. There is nothing a person can do in order to prevent from illnesses.
 Not accurate
 Not quite accurate
 Accurate
 Quite accurate
 Completely accurate
3. I have often found that what is going to happen will happen.
 Not accurate
 Not quite accurate
 Accurate
 Quite accurate
 Completely accurate
4. Unfortunately, individual’s worth often passes unrecognized no matter how hard he tries.
 Not accurate
 Not quite accurate
 Accurate
 Quite accurate
 Completely accurate
5. There will be always wars, no matter how hard people try to prevent them.
 Not accurate
 Not quite accurate
 Accurate
 Quite accurate
 Completely accurate
6. Some people are naturally born lucky.
 Not accurate
 Not quite accurate
 Accurate
 Quite accurate
 Completely accurate

7. Becoming a success is a matter of having good relationships with the people in power.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
8. No matter how hard a person tries, nothing will end up as he wishes.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
9. Most people don't realize the extent to which their lives are controlled by accidental happenings.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
10. It is a just matter of luck if a person never had a serious illness.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
11. Finding a four-leaf clover is an omen of luck.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
12. Zodiac signs are effective in predicting illnesses people tend to have.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
13. Getting a job done is a matter of knowing the right people, not a matter of having knowledge on the subject.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate

14. If a person's day started up nice, it will continue this way; if it started up bad, it will continue to be bad for the rest of the day.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
15. Becoming a success is a matter of hard work; luck has little or nothing to do with it.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
16. There is really no such thing as "luck".
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
17. Illnesses mostly resulted from people's neglect
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
18. Most misfortunes are the result of lack of ability, ignorance, laziness and such.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
19. People can keep control on what will happen to them.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
20. Many times we might just as well decide what to do just flipping a coin.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate

21. Being determined is better than relying on fate.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
22. Even a person does not try too hard, his problems will be resolved in the course of time.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
23. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
24. There is nothing can be done in order to protected from many illnesses.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
25. No matter what a person do, there is nothing to stop bad events that will happen.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
26. There is no relationship between getting what you want and fate.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
27. A person can make correct decisions by himself on the matters of his own.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate

28. What happens to me is my own doing.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
29. With enough effort we can wipe out political corruption.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
30. Luck has no an important role in the life.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
31. The main determinant of people's health is the habits they have.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
32. A person is able to direct his life by himself.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
33. People's misfortunes result from the mistakes they made.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
34. Having close relationships with others depends on trying hard but not on chance.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate

35. If a person supposed to be sick, he will be sick; there is nothing to do prevent it.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
36. What a person did today will be change what will happen in the future.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
37. Accidents are direct results of some mistakes.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
38. This world is run by the few people in power, and there is not much the little guy can do about it.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
39. Having a religious faith help to overcome troubles of the life more easily.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
40. A wise person cannot turn out to be a success if he has not luck when he starts his new job.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
41. It possible to avoid illnesses if a person takes a good care of himself.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate

42. Fate has a very important role in people's lives.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
43. Being determined is the most important factor in getting the desired results.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
44. Getting people to do right thing depends upon ability, luck has little or nothing to do with it.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
45. A person keeps his weight under control by making adjustments on what he eats.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
46. Direction of a person's life is determined by the people in power who are around him.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate
47. Big goals can only be reached by working hard.
- Not accurate
 - Not quite accurate
 - Accurate
 - Quite accurate
 - Completely accurate

Appendix E

INFORMED CONSENT FORM FOR SOCIAL SCIENCE RESEARCH

The Pennsylvania State University

Title of project: Examining the relationships between pre-service teachers' attitude toward teaching and their personality characteristics, locus of control and, sociotropy and autonomy orientations

Person in charge: Emine Ferda Bedel (PhD Candidate in the Early Childhood Education & Minor in Psychology)
(814) 867-4843/ 312 2404249

This study is a dissertation study aimed to examine the Turkish pre-service teachers' attitude toward teaching and how this attitude relates to their personality characteristics, locus of control, and sociotropy autonomy orientations.

The data will be scored and analyzed in detail to formulate a model that explains the how pre-service teacher attitudes relates to (or co-vary with) personality characteristics, orientations on locus of control and sociotropy and autonomy. By doing so, I am hoping to have more descriptive knowledge about teacher candidates and to contribute teacher education field.

In addition, some further research may be conducted (by the research team) with the data that will be gathered from this study with the focus on educational development.

Your participation in this research is confidential. Your name or any other personal identifiers will not take place in this research. Only some numbers will be used for the coding purposes and only the research team will have access to the data. In the event of publication of this research or presentation of it at a conference or in any educational setting, no personally identifying information will be disclosed.

Your participation is voluntary. You may stop at any time and you may decline to answer any questions.

If you agree to take part in this research, you will be engaged filling out four instruments as well as a demographic questionnaire. It generally takes about an hour to complete all of the surveys.

Your completion and submission of the scales will be considered as implied consent to participate.

Further questions should be directed to myself (efb114@psu.edu) or Prof. Daniel Marshall at (814) 865-2239, 204E Rackley Building, The Pennsylvania State University, University Park, PA 16802. If you have questions about the rights of research participants, the phone number for the Office for Research Protections is 814-865-1775 or you can email it at orprotection@psu.edu.

Please keep this consent form for you records.

VITA

EMINE FERDA BEDEL

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