

An Investigation of Special and Physical Education Pre-Service Teachers' Vocational Self-Esteem

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Abstract

Problem Statement: Having a profession that is respected by the society and earns a good income plays a key role for individuals to be happy and productive adults. The responsibility of teacher education, which is culturally regarded as a privileged profession in Turkey, is given to four-year teacher education programs. Positive attitudes towards teaching profession and self-esteem play an important role for teachers in successfully performing their profession. There are numerous factors that affect individuals' vocational self-esteem. Some of them are gender, the graduates' employment-chance of the specific programs and the attitude of the society towards the specific teacher education program. Literature emphasizes the need to examine vocational self-esteem possessed by the various professional groups and the college students. The aim of this research was to contribute to existing literature by providing information about the factors that affected vocational self-esteem of the first year students of Special and Physical Education Programs.

Purpose of the Study: This study aimed at investigating the vocational self-esteem of pre-service teachers who are attending at Special Education and Physical Education Programs in different regions of Turkey.

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Methods: “Personal Information Form” designed by the researchers and a Arıcak Vocational Self-Esteem Scale were used in the study. The population of the research was consisted of the universities with Special Education Programs. Sample group was made up by the first year students of Special Education and Physical Education and Sport Teacher Programs of these universities. Descriptive statistics and survey method were used in this study.

Findings and Results: The results revealed that teacher candidates’ majors, gender, familial income level, having an individual with a disability in the family were not determining factors for teacher-candidates’ vocational self-esteem. It was found that male students of Physical Education and Sports Teacher Programs had higher vocational self-esteem.

Conclusions and Recommendations: As a conclusion, Vocational self-esteem characteristics of the teacher-candidates of Special Education Programs and Physical Education Programs showed similarity to those in the literature. We could not detect any significant differences between the two programs. Considering the foundations of the vocational self-esteem of the teacher-candidates are laid from the first year at the teaching programs, it is essential to increase the quality of teacher education institutions and to conduct different studies that utilize variety of research methods.

Key words: Vocational self-esteem, pre-service teacher education, physical education, special education.

Social life requires that individuals living in the society train themselves in a professional field in accordance with their abilities, to be productive in this area and to obtain the necessary resources to continue their lives in exchange for their production. This reality urges individuals to seek formal or informal training for a future profession.

The term “profession” is defined as “a combination of rules for the activities which are determined by the society and that are based on knowledge and abilities obtained with special training and were performed by the individuals to earn livings” (Yanikkerem, Altınparmak & Karadeniz 2004 as cited in Sarıkaya & Korshid, 2009, p.394). Profession, one of the components that mark the place of the individual in the society, brings forth the presence of various professions that produce all kinds of services in the society (Özdemir & Yalın 2003). Each profession occupies an important place both within themselves and in terms of the service they produce. However, there are some professions among professional groups which are respected more or occupy a more important place due to the service they produce. Teaching, one of these professions, has a significant and privileged position for the future of Turkish society (Çelikten, Şanal, & Yeni, 2005).

The teaching profession is described by the National education principle law no: 1739 as “a professional specialty that assumes education, teaching, and related managerial tasks of the state” (Ministry of National Education [MoNE], 2007).

Teachers are professionally responsible for performing these tasks in accordance with the objectives and fundamental principles of the Ministry of National Education (MoNE, 2007). Training of these professionals is conducted by undergraduate teacher education programs of universities. These programs form individuals to consider themselves as a "teacher" and feel affiliated to the teaching profession (Avalos & Aylwin, 2007). The history of Special Education Departments (SPED) and Physical Education (PE) Departments, which are the main interest of this work, is shortly summarized in the following section.

The programs of physical education and sports (PE) teachers were placed within schools of education until 1992 and then transferred to independent higher education institutions (4-year undergraduate programs) during following years and since then have marked considerable improvements. In this sense, each School of Physical Education and Sports Teachers, providing educational service almost in each university, has established various and qualified departments such as Coaching, Sports-Management, Recreation, and Sports-Teaching (Kirimoglu, 2010).

Training of special education (SPED) personnel in Turkey is relatively a new issue. It is reported that the first special education (SPED) program was established at Gazi Education Institute in the 1952-1953 academic year (Akçamete, 1998). Since then, SPED Programs started training teachers in different specialization areas such as education of individuals with cognitive, hearing, and visual disabilities and gifted and talented individuals. Although the number of Programs has reached 12 at both state universities and private universities, there is still a need for establishing more new SPED departments to meet the needs of students with special needs. In fact, the need for SPED teachers was even emphasized in the fifth five-year development plan (1985-1990) (The Council of Higher Education, 2007). The responsibility of these personnel, needed highly in our country, is to serve according to specially designed programs within the institutions built and equipped in accordance with the needs and disabilities of the children who need SPED (Çağlar, 1998; Kırcaali-İftar 1998).

These responsibilities do not only consist of academic work but also include empowering students in social aspects of life and supporting their families. The fact that teachers should have a positive attitude and self-esteem towards their profession plays an important role in order to assume these responsibilities (Arıcak, 1999). To be successful in the teaching profession requires being patient, self-sacrificing, and insistent against the obstacles in the field of education; it is of high importance to work eagerly and devotedly (Derman et al. 2008). Teaching requires self-sacrificing. Being self-sacrificing depends on the teacher's love and devotion to his/her job and teachers' point of view towards the importance and value for the profession. It seems that being self-sacrificing and regarded as having professional self-esteem depends on how much the individuals develop self-value for and appreciate their profession (Arıcak, 1999), love their profession and devote themselves, and struggle in difficult situations without failure. Therefore, it is suggested that professional self-esteem is a precondition for professional adaptation and satisfaction (Hong, in-press; Arıcak & Dilmaç, 2003). Although there are different points of view, studies about teachers' professional identity have not yet provided a comprehensive frame to explain the

way this concept (self-esteem) affects teachers' behavioral patterns and their judgments completely (Beijaard, Meijer & Verloop, 2004; Beijaard, Verloop & Vermunt, 2000). Therefore, researchers have started to consider professional self-concept as a continuously changing, dynamic, and active process affected by internal and external processes (Watson 2006; Kelchtermans, 1993).

It was emphasized in the literature that there were numerous factors (from the choice-order of the teaching program to the type of the university entrance exam, the point of view of the society about the specific major and employment-opportunities) that affected professional self-esteem of the teachers and teacher-candidates (Arıcak, 2007; Avalos & Aylwin 2007; Sayın, 2003). The perception that the society has for the profession significantly affects the respect and adaptation shown by the teacher-candidates for their profession. For example, it was found out that self-esteem of the students of the pre-school education was lower than that of the students of Science Education, Social Sciences Education, Elementary Education, and Turkish Language Education Departments. This result was attributed by the researcher to the fact that pre-school education was perceived by the society as child-care and not as teaching (Sayın, 2003).

Another factor that affects self-esteem and self-confidence is gender (Arıcak, 2007; Çivitçi, 2010; Ünal & Şimşek, 2008; Yıldırım et al., 2010). A study conducted recently about the program of Psychological Counseling and Guidance, which occupies an important place in our educational system, revealed that female students had higher vocational self-esteem than their male counterparts. This result was explained by attribution of characteristics such as tenderness and sensitivity to woman by the Turkish society (Çivitçi, 2010).

Similarly, female teacher-candidates of elementary education programs obtained higher scores from the professional self-esteem scale compared to male teacher-candidates (Ünal & Şimşek, 2008). When the students of other departments, including the students of education faculties, were analyzed, it was noted that female students had higher professional self-esteem (Arıcak, 2007). However, in a study in which individuals that worked currently as physical education teachers were investigated, it was reported that male teachers had higher self-esteem scores than female teachers. Such factors as age, working-time, and type of the school in which they worked were found as non effective (Yıldırım et al. 2010).

Investigation on professional identity of the teachers appeared as an independent research area between 1988 and 2000 (Beijaard, Meijer & Verloop, 2004). There are researches investigating self-esteem of teaching profession in literature. Yet, it was remarkable that the number of the studies that investigated self-esteem of students of the SPED Programs and Physical Education and Sports Teacher Programs was very few; which might be resulting from the fact that SPED Programs –except for a few-- were newly founded in Turkey.

Although there are studies that have investigated vocational self-esteem of students that study at the Nursing Schools (Özkan & Özen, 2008), at the Programs of Psychological Counseling and Guidance Program (Çivitçi, 2010), and at the Elementary Education (Ünal & Şimşek, 2008), studies about self-esteem of the

students of different universities worldwide and self-esteem of the different professional groups are needed (Arıcak, 2007). Therefore, the present study specifically focused on teacher-candidates of SPED and Physical Education and Sports Teacher Programs. This study was designed to examine the vocational self-esteem of pre-service teachers who are attending at SPED and Physical Education Programs in different regions of Turkey.

Method

Research Design

Descriptive statistics and survey methods were used in this study. Survey method is considered one of the general screening models. General screening model is defined as a research approach that aims at describing a present situation as it is (Karasar, 2005).

Sample

The population of the research was limited to the first year students of 12 state and private universities since a) research-topic was related to both SPED and PE Teachers Programs, b) it was planned that the survey would be conducted with the same departments after three years, and c) there were currently only 12 SPED Programs at 12 universities. Sample group was comprised of the first year students of teaching programs of these 12 universities that made up the population. These schools included a total of 1346 (855 of them were from SPED and 521 of them were from Physical Education and Sports Programs) first year college students. The present study reached 769 of these teacher candidates. Accordingly, a total of 796 first year university students (319 female and 165 male pre-service teachers from Special Education; and 151 female 161 male pre-service teachers from Physical Education and Sports Teacher Programs) were recruited for the research.

In spring 2010, the scales were applied to students in the SPED and PE Programs of the 12 universities in order to reach 796 teacher-candidates who made up the sample group. The names of these universities are as follows: Abant İzzet Baysal University, Anadolu University, Ankara University, Gazi University, Sakarya University, Blacksea Technical University, Marmara University, Ondokuz Mayıs University, Selçuk University, Trakya University.

Research Instruments

The "Personal Information Form" designed by the researchers in order to gather demographic features of the students and Vocational Self-Esteem Scale (VSES) designed by Arıcak (1999) were employed. An approval from Arıcak who designed the scale was obtained via e-mail in order to apply the scale to the sample group.

The Arıcak Vocational Self-Esteem Scale. This scale can be applied to those who are older than 17, who have already chosen a profession or who have professional training about an area or who perform the profession in order to measure their respect-attitudes towards the profession. Arıcak's Vocational Self-Esteem Scale

consisted of 30 items. 14 items are positive expressions and 16 are negative expressions. The 2nd, 5th, 7th, 9th, 11th, 13th, 14th, 16th, 18th, 20th, 24th, 26th, 28th and 30th items are positive expressions and 1st, 3rd, 4th, 6th, 8th, 10th, 12th, 15th, 17th, 19th, 21st, 22nd, 23rd, 25th, 27th and 29th items are negative ones. The scores of positive items are as follows: "I strongly agree," 5 points. "I agree," 4 points. "I am undecided," 3 points. "I do not agree," 2 points, and "I absolutely disagree" 1 point. The scores of negative items are as follows: "I strongly agree," 1 point. "I agree," 2 points. "I am undecided," 3 points. "I do not agree," 4 points, and "I absolutely disagree," 5 points. The points marked for any of the items are added and the total score is obtained. The scale gives scores between 30 points and 150 points.

Cronbach α Reliability Coefficient of the scale, which was applied to 152 students, was calculated with SPSS statistical package program and item-number was decided as 30 after item analysis. Reliability coefficient of the scale was determined as .93.

Test-retest reliability coefficient- With the new and modified form of the scale designed after the item analysis, it was applied to 92 final year students from Classroom Teacher Programs with 2 weeks interval in October 1997 and Pearson's product-moment coefficient was calculated with SPSS statistical package program. Test-retest reliability coefficient of the scale was found to be as .90 ($p < .01$).

Data Analysis

SPSS 16.0 statistical package program was used to evaluate the data and to gather calculated values. The data were summarized with means and standard deviations. One-Sample Kolmogorov-Smirnov test was used to determine whether the data followed normal distribution and as a result it was found that the data followed normal distribution. Independent t test and ANOVA were used to determine the significant differences between groups because the data followed normal distribution. Error threshold was determined as 0.05 in the present research.

Findings and Results

SPED and PE teacher candidates' vocational self-esteem levels based on the teacher training program are demonstrated in Table 1.

Table 1

Comparison Of Vocational Self- Esteem Of The Participants In Terms Of The Programs They Attend

Variables	N	M	SD	t	P
Special Education	483	91.93	8.56		
Physical Education	311	90.84	8.38	1.77	0.077

The comparison of the vocational self-esteem scores of the participants in terms of their majors demonstrated that there were no statistically significant difference t

=1.77, $p>0.05$ between the students of SPED Programs ($N= 483$, $M= 91.93$, $SD=8.56$) and those of Physical Education Programs ($N=311$, $M=90.84$, $SD=8.38$).

A two-way-ANOVA was conducted to determine the combined effect of gender and the teacher education program on the participants' vocational self-esteem scores. The analysis of the data demonstrated that the combined effect of the independent variables (gender and the program) on the participants' vocational self-esteem scores was not statistically significant ($F=0.297$; $p>0.05$). In other words, being a male or a female, or being a student in a SPED or a physical education department do not have joined impact on vocational self-esteem scores of the participants.

The comparison of the professional self-esteem scores of the participants based on the teacher education program that they attend did not demonstrate any statistically significant difference between teacher-candidates of SPED and those of PE Programs. The studies in which different teaching programs were compared also reported similar findings (Sayın, 2003; Ünal & Şimşek, 2008). Therefore it is possible to say that professional self-esteem levels were not affected by pre-service teachers' majors.

In the comparison of the professional self-esteem of the participants who studied at the Physical Education Programs that there was a statistically significant difference between male and females based on gender variable ($p<0.05$). The comparison indicated that male teacher-candidates had significantly higher scores of professional self-esteem compared to female teacher-candidates. A statistically significant difference was found in the comparison of vocational self-esteem of the females who studied at the SPED Programs and PE Programs ($t=2.03$, $p<0.05$). According to the data analysis, female students in SPED departments have higher vocational self-esteem.

In the comparison of pre-service teachers' professional self-esteem, based on being licensed athletes, no statistically significant difference was found between the two groups ($p>0.05$). Also, we could not find any statistically significant difference between the two groups of participants who are not licensed athletes ($p>0.05$). Similarly, the comparison of both departments' first year students based on playing individual sports did not reveal any statistically significant difference ($p>0.05$). However, a statistically significant difference in self-esteem levels was found between the students of SPED Programs and their counterparts in Physical Education Programs in favor of physical education students ($t=2.20$, $p>0.05$).

Participants' levels of professional self-esteem were also investigated based on having a family member with a disability. The vocational self-esteem level of the SPED Departments' students who did not have family member with a disability was higher compared to those in Physical Education and Sports Teacher Departments ($t=2.00$, $p>0.05$). Yet, we could not find any statistically significant difference in professional self-esteem levels of both departments' students who has a family member with a disability.

SPED and PE teacher candidates' vocational self-esteem levels based on familial income are shown in Table 2.

Table 2

A Comparison Of The Vocational Self-Esteem Of The Participants In Terms Of Familial Income

Program	Familial Income	N	M	SD	F	p
Special Education	700 TL and less	178	92.32	9.96	0.629	0.642
	701-2000 TL	262	91.48	7.86		
	2001 TL and above	43	92.87	6.12		
Physical Education and Sports	700 TL and less	111	90.41	8.20	0.575	0.632
	701-2000 TL	176	91.11	8.55		
	2001 TL and above	24	90.39	8.20		

The comparison of vocational self-esteem level of the students who studied at the SPED Programs ($F=0.629$, $p=0.642$) and Physical Education Programs ($F=0.575$, $p=0.632$) and had a familial income of 700 TL and below, 701-2000 TL and 2001 TL and above did not demonstrate any statistically significant difference between the students ($P>0.05$). This result can be explained by the similarity between familial income levels of the two groups. Therefore, familial income levels of the students who studied at SPED and PE Programs did not affect professional self-esteem scores, which may be a result of the fact that individuals who preferred teaching programs – regardless of type of the program- are coming from similar socioeconomic backgrounds (Erjem, 1999; Tatlıdil, 1993; Karagözoğlu, 1992).

Table 3 presents the demographic statistics related to SPED and PE teacher candidates' vocational self-esteem scores based on gender and teacher education program.

Table 3

Descriptive Statistics Of Participants' Vocational Self-Esteem Scores Based On Gender And Teacher Education Program

Gender	Program	N	M	Ss
Male	Special Education	164	92.82	8.06
	Physical Education and Sports	160	91.84	8.85
Female	Special Education	319	91.44	8.79
	Physical Education and Sports	151	89.77	7.74
Total	Special Education	483	91.93	8.56
	Physical Education and Sports	311	90.83	8.38

Another interest area of the present research was to assess the effect of the gender variable on vocational self-esteem. When the participant students who studied at the SPED Programs were compared in terms of professional self-esteem; we could not find any statistically significant difference between male and female teacher-candidates. The fact that gender did not significantly affect professional self-esteem was also reported in Toprak's (2007) and Işık's (2006) studies. However, when teacher-candidates of PE Programs were analyzed, it was noted that there was a statistically significant difference. Males had significantly higher scores of professional self-esteem compared to female teacher-candidates. According to the results of a recent study, professional self-esteem scores of male physical education teachers were also found to be significantly higher than that of the female physical education teachers (Yıldırım et al. 2010).

When the data related all male study participants were analyzed, no statistically significant difference was detected based on their majors. On the other hand, female students majoring in the SPED Department had higher levels of vocational self-esteem in comparison to their counterparts in the Physical Education Department. When this fact was considered in terms of SPED and the societies' opinions about a good SPED teacher, it may be resulting from the belief that female teacher-candidates to be employed to answer the needs of the dependent individuals are expected to have such characteristics as being more sensitive, patient, and tender, which are the characteristics attributed to women. Similar results were reported for the students of Psychological Counseling and Guidance Programs (Çivitçi, 2010).

Results of two-factor variance analysis of participants vocational self-esteem scores based on gender and teacher education program are shown in Table 4.

Table 4

Results Of Two-Factor Variance Analysis Of Participants Vocational Self-Esteem Scores Based On Gender And Teacher Education Program

Variance Sources	SS	df	M	F	p
Gender	604.073	2	302.03	4.212	0.015
Program	319.282	1	319.28	4.452	0.035
Gender* Program	21.291	1	21.29	0.297	0.586
Error	56579.249	789	71.71		
Total Variance	6705709.000	794			

Vocational self-concept scores of the participants' demonstrates significant difference based on both their gender ($F=4.212$; $p<0.05$) and program ($F=4.452$; $p<0.05$). The analysis of the data demonstrates that male teacher candidates score higher in vocational self-esteem scale in comparison to females. Similarly, SPED program's students' scores are statistically greater than the physical education and sports programs' students. In other words, both male and female students of SPED departments have higher vocational self-esteem when they are compared to physical

education and sports programs male and female students. Furthermore, the statistical analysis showed that the combined effect of gender and the teacher education program on vocational self-esteem is not statistically meaningful ($F=0.297$; $p>0.05$).

Like the differences found in the present work, different researchers' report variety of results on whether gender has an impact on vocational self-esteem or not. In fact, as emphasized by Erman et al. (2008), Otacıoğlu, (2009) and Yıldız, (2004), the gender variable did not affect professional self-esteem while the studies conducted by Arıcağ (2001), Ünal and Şimşek (2008) pointed out that professional self-esteem of the female teacher-candidates was found to be higher than that of the male teacher-candidates.

Table 5 presents a comparison of participants' vocational self esteem levels based on being licensed athlete, doing individual or team sports, and having a family member with a disability.

Table 5
Comparison Of Participants' Vocational Self Esteem

Variables	Gender	N	M	SD	t	p
Those who played sports as licensed athlete	Special Education	48	93.15	7.75	1.542	0.124
	Physical Education	187	90.86	9.47		
Those who did not play sports as licensed athlete	Special Education	435	91.80	8.65	1.188	0.235
	Physical Education	124	90.81	6.44		
Individual Sports	Special Education	22	91.32	5.90	0.282	0.778
	Physical Education	68	91.97	10.27		
Team Sports	Special Education	27	94.52	8.72	2.200	0.029*
	Physical Education	118	90.36	8.89		
Having a family member with a disability	Special Education	53	92.43	9.58	0.815	0.418
	Physical Education	20	94.40	8.00		
Not having a family member with a disability	Special Education	430	91.87	8.44	2.004	0.046*
	Physical Education	291	90.59	8.37		

According to the comparisons about the effect of being a licensed athlete and playing individual sports upon professional self-esteem, no statistically significant difference was found between the teacher candidates in two departments. Additionally, The Vocational Self-Esteem Scale scores of licensed and unlicensed pre-service teachers who played individual sports did not differ. On the other hand, the comparison made based on playing team sports yield statistically significant results. It was found out that the teacher-candidates of the Physical Education Department who played

team sports had significantly higher professional self-esteem scores than those in the SPED Program.

There may be various reasons for the finding that higher professional self-esteem scores were obtained in favor of the teacher-candidates of Physical Education who played team sports. The first reason might be that being a player of team sports means something different for a physical education teacher. Another reason was that being a skilled player plays a key role in being a skilled physical education teacher at the same time. Therefore, it would be a reasonable conclusion that being physical education students who previously played team sports positively affected their adaptation, self-confidence and respect for their profession.

Two departments' students did not demonstrate any significant difference in professional self-esteem of the students based on having a family member with a disability. However, a statistically significant difference was detected regarding professional self-esteem of teacher-candidates who did not have a member with a disability in their families. This comparison revealed significantly higher professional self-esteem scores in favor of teacher-candidates who studied at SPED Programs compared to teacher-candidates of Physical Education Programs.

Conclusions and Recommendations

Positive attitudes towards teaching profession and self-esteem play an important role for teachers on successfully performing their profession. This study was conducted to demonstrate whether SPED and Physical Education Departments' pre-service teachers' vocational self-esteem levels differentiate based on some variables. Most striking results were found related to gender, having a member with a disability in the family, and being involved in team sports.

Unlike other teaching programs, male pre-service teachers in physical education departments have higher vocational self-esteem scores. A recent study on in-service PE teachers reports similar results (Yıldırım, 2010). It can be concluded that at pre- and in-service levels male PE teachers have higher vocational self-esteem levels compare their female counterparts.

When the study results examined in more detail for females, it can be seen that female students in SPED departments have higher vocational self-esteem levels. When this fact was considered in terms of SPED and the societies' opinions about a good SPED teacher, it may be resulting from the belief that female teacher-candidates to be employed to answer the needs of the dependent individuals are expected to have such characteristics as being more sensitive, patient, and tender, which are the characteristics attributed to women. Similar results were reported for the students of Psychological Counseling and Guidance Programs (Çivitçi, 2010).

Having an individual with a disability in one's family did not play an important role on pre-service SPED teachers' vocational self-esteem. Interestingly, a comparison of two departments' students who did not have a member with a disability in their family revealed that teacher candidates in SPED Programs had higher self-esteem. The fact that teacher-candidates of SPED Programs having higher professional self-

esteem might be attributed to the increased popularity of SPED programs and to such reasons as a) the opening of the SPED programs within education faculties, b) positive effects of participation efforts into the European Community, c) increased consciousness and sensitivity in the society for the individuals that have special needs, and d) easy employment of those who complete SPED programs.

On the other hand, the comparison made based on playing team sports yield statistically significant results. It was found out that the teacher-candidates of the Physical Education Department who played team sports had significantly higher professional self-esteem scores than those in the SPED Program. Literature suggested that team sports -compared to individual sports- served more in terms of self-esteem, extrovertedness, and anxiety levels (Şenerler, 1993). Although, research related to special education teachers involved in team sports could not be found in previous literature, it can be inferred from the current study that being a part of a sports team impacts PE teacher candidates' vocational self-esteem more positively than their counterparts in Special Education.

The results of this work are especially important; considering there are no previous research in Turkey related to this topic and conducted on this specific population. Furthermore; this study will be repeated with the same sample in three years (right before their graduation from college) and the comparison of vocational self-esteem levels of same students in their first and fourth year will be reported. It is assumed that the second study results will shed light on to the impact of four-year college education in SPED and PE departments on pre-service teachers' vocational self-esteem levels.

The term of vocational self-esteem affects the way teachers decide, their motivation, professional satisfaction, and professional commitments (Hong, inpress). Professional self-esteem, affected and changed by numerous factors during the pre-service period and in-service period (Watson, 2006), plays an important role for the teachers to successfully perform; the foundation of a healthy professional self-concept is established at the teaching programs (Avalos & Aylwin, 2007). Therefore, in light of the findings of the present research, the following can be recommended to other researchers, teaching institutions, and policy makers:

- The reason for higher professional self-esteem obtained in favor of male teacher-candidates of Physical Education Programs-unlike other teaching programs- in terms of gender variable should be investigated. Both ethnographic and quantitative studies should be conducted to understand the difference between the meanings of being a female or male athlete in Turkish society. Examining the reasons of choosing to be a SPED or PE teacher for males and females, and also the way they were prepared to be accepted for these departments would also provide valuable information on how their teacher identity develops and affects their vocation self-esteem levels during four year college education.
- Most of the studies about self-concept in Turkey used quantitative research methods. Although they all revealed important findings, they cannot fully explain some of the complex issues. For example, when self-esteem levels of

the female teacher candidates were analyzed in the present study in terms of SPED Programs and Physical Education Programs, it was found that female teacher-candidates of SPED Programs had higher self-esteem scores. Qualitative researches are needed for investigating these issues –for example; points of view of the society about the gender variable and its effects on the individual- that require deeper explanations.

- In addition to the curriculum followed by the teaching programs, measures should be taken to improve teacher candidates' professional attitudes and self-esteem. For example; the number of highly qualified instructors (having both researcher identity and teacher educator identity) who would serve as a good role model for the teacher-candidates should be increased.

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Özel ve Beden Eğitimi Öğretmenliği Bölümü Öğretmen Adaylarının Mesleki Benlik Saygılarının İncelenmesi (Özet)

Problem Durumu

Toplum içersinde saygı gören, iyi gelir getiren bir meslek sahibi olabilmek, bireylerin üretken ve mutlu yetişkinler olmalarında büyük rol oynar. Meslekler arasında ülkemizde kültürel olarak özel bir yere sahip olan öğretmenlerin yetiştirilmesi sorumluluğu dört yıllık öğretmen yetiştirme programlarına verilmiştir. Her meslek mensubu gibi öğretmenlerin de mesleklerini başarı ile yürütmelerinde mesleklerine karşı sahip oldukları olumlu tutum ve benlik saygısı önemli rol oynamaktadır.

Bireylerin mesleki benlik saygılarına etki eden pek çok faktör bulunmaktadır. Bunlardan bazıları cinsiyet, sahip olunan branşın gelecekte iş bulma şansı ve toplumun öğretmen adayının sahip olduğu branşa özel tutumudur. Literatürde hem farklı meslek mensuplarının hem de çeşitli bölümlerde okuyan üniversite öğrencilerinin sahip oldukları mesleki benlik saygılarının incelenmesine duyulan ihtiyaç dile getirilmiştir. Bu çalışma alanyazında hâlihazırda sahip olunan bilimsel birikim üzerine, beden eğitimi ve özel eğitim bölümleri öğretmen adaylarının mesleki benlik saygılarına etki eden faktörler ve bu faktörlerin birbirleri ile etkileşimleri hakkındaki bilgileri de ekleyerek katkıda bulunmayı hedeflemektedir.

Araştırmanın Amacı

Bu araştırmada Özel Eğitim ile Beden Eğitimi ve Spor Öğretmenliği öğretmen adaylarının mesleki benlik saygılarının incelenmesi amaçlanmaktadır. Öğretmen adaylarının, eğitim aldıkları bölümlere, cinsiyetlerine, ailelerinde engelli birey bulunup bulunmamasına, spor yapıp yapmamasına ve geldikleri ailelerin ekonomik durumları gibi çeşitli faktörlere göre, mesleki benlik saygısı ölçeğinde aldıkları puanların farklılık gösterip göstermediği incelenmiştir.

Araştırmanın Yöntemi

Araştırmada “Arıcak Mesleki Benlik Saygısı Ölçeği” ve katılımcıların demografik özelliklerini belirlemek amacıyla araştırmacılar tarafından geliştirilen “Kişisel Bilgi Formu” kullanılmıştır. Araştırmanın evrenini Türkiye’de hâlihazırda üniversitelerin 12’sinde eğitim öğretime açılmış bulunan (11’i devlet ve 1’i özel) özel eğitim öğretmenliği bölümü ve aynı üniversitelerin beden eğitimi ve spor yüksekokullarında öğrenimlerini sürdüren 1. sınıf öğretmen adayları oluşturmaktadır.

Örneklem grubunu ise, evreni oluşturan öğretmenlik bölümlerinin 1. sınıf öğretmen adaylarından oluşmaktadır. Buna göre araştırmaya özel eğitim bölümü 1. sınıf öğretmen adaylarından 319’u kadın, 165’i erkek ve beden eğitimi ve spor öğretmenliği bölümlerinden 151’i kadın ve 161’i erkek öğretmen adayı olmak üzere toplam 796 öğretmen adayı katılmıştır.

Verilerin değerlendirilmesinde ve hesaplanmış değerlerin bulunmasında SPSS 16.0 istatistik paket programı kullanılmıştır. Veriler ortalama ve standart sapmalar verilerek özetlenmiştir. Verilerin normal dağılım gösterip göstermediği One-Sample Kolmogorov-Smirnov testi ile test edilmiş ve verilerin normal dağılım gösterdiği tespit edilmiştir. Veriler normal dağılım gösterdiği için gruplar arasındaki farklılığın tespiti için Independent t testi ve ANOVA testi kullanılmıştır. Bu çalışmada hata düzeyi 0.05 olarak alınmıştır.

Araştırmanın Bulguları:

Araştırmada yer alan katılımcıların okudukları bölümlere göre mesleki benlik saygılarının karşılaştırılmasında, özel eğitim bölümlerinde okuyan öğretmen adayları ile beden eğitimi bölümlerinde okuyan öğretmen adayları arasında istatistiksel olarak anlamlı bir farklılık tespit edilmemiştir.

Özel eğitim öğretmenliği bölümlerinde öğrenim gören katılımcıların mesleki benlik saygılarının cinsiyet değişkeni açısından karşılaştırılmasında, erkek ve kadın öğretmen adayları arasında istatistiksel olarak anlamlı bir farklılık tespit edilmemiştir. Buna karşın beden eğitimi öğretmenliği bölümlerinde öğrenim gören katılımcıların mesleki benlik saygılarının cinsiyet değişkeni açısından karşılaştırılmasında ise, erkek ve kadın öğretmen adayları arasında istatistiksel olarak anlamlı bir farklılık olduğu bulunmuştur. Bu karşılaştırmada, erkek öğretmen adaylarının kadın öğretmen adaylarına oranla mesleki benlik saygı puanları anlamlı derecede yüksek olduğu tespit edilmiştir.

Özel eğitim ve beden eğitimi öğretmenliği bölümlerinde öğrenim gören erkek katılımcıların mesleki benlik saygılarının karşılaştırılmasında, özel eğitim

öğretmenliği bölümlerindeki erkeklerle beden eğitimi öğretmenliği bölümlerindeki erkeklerin mesleki benlik saygıları arasında istatistiksel olarak anlamlı bir farklılık tespit edilmemiştir . Buna karşın, özel eğitim ve beden eğitimi öğretmenlik bölümlerinde öğrenim gören kadın öğretmen adaylarının mesleki benlik saygılarının karşılaştırılmasında, özel eğitim bölümlerinde öğrenim gören kadınlarla beden eğitimi bölümlerinde öğrenim gören kadınların mesleki benlik saygıları arasında istatistiksel olarak anlamlı bir farklılık olduğu tespit edilmiştir . Bu karşılaştırmada özel eğitim öğretmenliği bölümünde öğrenim gören kadın öğretmen adaylarının mesleki benlik puanları, beden eğitimi öğretmenliği bölümünde öğrenim gören kadın öğretmen adaylarının mesleki benlik puanlarından anlamlı derecede yüksek bulunmuştur.

Bir başka bulguya göre; özel eğitim ve beden eğitimi öğretmenliği bölümlerinde öğrenim gören ve takım sporları ile uğraşan öğretmen adaylarının mesleki benlik saygılarının karşılaştırılmasında, iki öğretmenlik bölümü arasında beden eğitimi öğretmen adayları lehine istatistiksel olarak anlamlı bir farklılık olduğu tespit edilmiştir . Ayrıca, özel eğitim ve beden eğitimi öğretmenliği bölümlerinde öğrenim gören öğretmen adaylarının lisanslı olarak spor yapma, sedanter olma, bireysel sporlarla uğraşma, aile gelir durumlarına göre mesleki benlik saygılarının karşılaştırılmasında ise istatistiksel olarak anlamlı bir farklılık tespit edilmemiştir .

Ailesinde engelli birey olmayan öğretmen adaylarının özel eğitim veya beden eğitimi öğretmenliği bölümlerini tercih etmeleri bakımından mesleki benlik saygıları arasında istatistiksel olarak anlamlı bir farklılık olduğu tespit edilmiştir . Bu karşılaştırmada özel eğitim öğretmenliği bölümlerini tercih eden öğretmen adaylarının mesleki benlik saygısı puanları, beden eğitimi öğretmenliği bölümlerini tercih eden öğretmen adaylarının mesleki benlik saygısı puanlarından anlamlı derecede yüksek bulunmuştur. Konuya ilişkin olarak literatürde bulgulara rastlanmamıştır. Ailesinde engelli birey bulunmayan özel eğitim ve beden eğitimi öğretmen adayları arasında ise özel eğitimciler lehine bir fark gözlenmiştir. Özel eğitim öğretmeni adaylarının mesleki benlik saygılarının yüksek olması son yıllarda özel eğitim öğretmenliğinin eğitim fakülteleri bünyelerinde açılmaya başlaması, Avrupa Birliğine katılma çabalarının destekleyici etkisi, toplumda özel gereksimi olan bireylerin ihtiyaçlarına karşı artan bilinç ve hassasiyet ve bu bölümden mezun olanların istihdamının diğer alanlara göre daha kolay olması gibi sebeplerle toplumumuzda bu bölümün popülerliğinin artmış olmasına bağlanabilir.

Araştırma sonucunda; öğretmen adaylarının eğitim gördükleri bölümler, cinsiyet, aile gelir durumu, ailede engelli bir bireyin bulunması ve bireysel sporlarla uğraşma gibi değişkenlerin öğretmen adaylarının mesleki benlik saygısını geliştirmede belirleyici bir rol oynamadığı tespit edilmiştir. Genel olarak iki bölüm karşılaştırıldığında, takım sporuyla ilgilenen beden eğitimi öğretmen adaylarının mesleki benlik saygısı puanları takım sporuyla ilgilenen özel eğitim öğretmeni adaylarının puanlarına kıyasla yüksek bulunmuştur. Araştırma sonuçları cinsiyet değişkeni göz önünde bulundurularak incelendiğinde ise kadın beden eğitimi öğretmeni adaylarının mesleki benlik saygısı ölçeğinde hem aynı bölümde okuyan erkeklerden hem de özel eğitim bölümünde okuyan kadınlardan düşük puanlar aldıkları tespit edilmiştir.

Araştırmanın Sonuçları ve Öneriler

Sonuç olarak özel eğitim ve beden eğitimi öğretmenlik bölümü öğretmen adaylarının mesleki benlik özellikleri literatürdeki bilgilerle paralellik göstermektedir. İki bölüm arasında kayda değer farklılıklar bulunamamış olmasına rağmen, beden eğitimi öğretmenliği bölümünde öğrenim gören erkek katılımcıların aynı bölümdeki kadın katılımcılara oranla mesleki benlik saygısı puanları yüksek bulunmuştur.

Öğretmen adaylarının mesleki benlik saygılarının temelleri birinci sınıftan itibaren öğretmen yetiştirme programlarında atılmaktadır. Gelecekteki öğretmenlerin öğrencilere sunacakları hizmetlerin kalitesini etkileyecek olan bu özelliğin geliştirilebilmesi için öğretmen yetiştiren kurumların kalitesinin artırılmasına ve farklı bölümlerin karakteristiklerinin araştırıldığı, değişik araştırma metodlarının kullanıldığı çalışmalara ihtiyaç duyulmaktadır.

Anahtar Sözcükler: Mesleki benlik saygısı, öğretmen adayı, beden eğitimi, özel eğitim.