

Full Length Research Paper

Investigation and procedure according to some variables and attitudes toward teaching

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The aim of this study is to reveal the attitudes of students to the teaching profession in terms of self-esteem, altruism, social comparison, life satisfaction, humor style, a five-factor personality types of the students of the Pedagogical Formation Education Certificate Program (PFCEP), and to determine the relationships if there is between them. According to the results obtained, we found that though there is no significant relationship between the attitudes of pre-service teachers toward teaching and aggressive and subversive humor, there is a negative relationship between and altruism, social comparison, life satisfaction, extraversion, docility, responsibility, positive emotions, affiliative humor, self progressive, openness to experience, while positive significant relations between the attitudes of pre-service teachers toward teaching and neuroticism, self-esteem. Life satisfaction, neuroticism, responsibility, positive emotions and affiliative humor was found to be significant predictors of attitudes toward teaching. The other variables were not found to be a meaningful predictor. The total prediction level was found to be .16.

Key words: Attitudes toward teaching, self-esteem, altruism, social comparison, life satisfaction, humor style, five factor personality types, pedagogical formation education certificate program

INTRODUCTION

Teachers are those expected to change positively the behaviours in life in the desirable direction and to be a model through their personalities and behaviours. Teacher training has been carried out in many different schools in Turkey since 1923, which has affected the expectations from the teachers. In particular, teacher training institutions were Educational Institutions before 1982, but they were transformed into educational faculties, and affiliated to the universities in 1982. (Ada and Baysal, 2009; Akyüz, 2012; YÖK, 2007). All this work is related to the teacher training system and continues today. Higher Education (HEC) allowed the Pedagogical Formation Education Certificate Program (PFCEP), which

enables the graduates from Educational Faculties as well as other faculties to be teacher. This situation can be regarded as the indicator that the problems of teacher training and the profession of teaching have been going on.

The teaching profession is a profession that requires a multifaceted development and structuring such as general knowledge and pedagogical knowledge and skills. Besides, the thought that the attitude developed towards the teaching profession is also important and whether this attitude is affected by certain variations, and if any, what extend it is affected is the subject matter of this study.

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Attitude can be thought as belief level as to whether the teacher has the capability to fulfill teaching functions.

The important attitudes that the teachers should have are psychological commitment to the school's objectives, knowing that the aims are valuable, doing his or her work for the sake of education itself (Küçükahmet, 2000: 4-13). The attitudes may be positive or negative, which will significantly affect the interaction between behaviours, and positive behaviours will make individuals act easily. If these individuals are pre-service teachers and trained to have positive attitudes, they perform their duties in pleasure and fulfill all the expectations (Can, 1991; Çeliköz and Cetin, 2004; Saracoglu et al., 2001; Repeçoğlu, 2013).

People show positive or negative attitudes against both themselves and others in the world. Human beings show attitudes towards their own self, which is called self-esteem. Self-esteem is defined as evaluation of self in positive or negative. Self-esteem is not a static but a dynamic structure. (Rosenberg, 1965: 305-307; Baldwin and Hoffmann, 2002).

Self-esteem, influenced by several psychological formation, affects a large number of psychological formation. Self-esteem enables the person to be happier, (Deiner, 1999; 2000; indefatigable and Eryilmaz, 2006), to have control perceived in high level, experience less depression, build up positive social relationships, to be academically more successful. (Varlı, 1999; Tarhan, 1995)

Altruism that is another dimension of the research, can be defined as unselfish interest for the benefit of others (Bernstein et al., 1991). According to Eisenberg (1992: 3-4), prosocial behavior is deliberate and voluntary act for someone else's benefit. Altruism includes many positive social behavior such as helping, taking responsibility, making a donation. However, not every positive social behavior is altruistic behaviour. Help in exchange for its provisions, the cooperation for benefit are social behaviour, however they are not altruistic behavior (Akbaba, 1994).

The term of Social Comparison is the perception of how a person feels himself or herself in various dimensions when compared to others. On this subject, Festinger developed Social Comparison Theory. This theory has become explanatory over the formation of success, its growth, our environment, individuals in our environment, growth stages of social comparison, its effects and the causes of attitudes and judgements developed in this course of period (Buunk and Mussweiler, 2001).

Life satisfaction, Diener and Lucas (1999), based on their current life satisfaction, the desire to change his life, past and satisfaction, the satisfaction of the people and their relatives include his views on the future of that person's life.

Beattie, (1978) humor cognitively incompatible or non-overlapping two or more conditions of the merger in a more complex ground or exceed defined as the reciprocal

relationship (Martin, 1998: 15-16). Accordingly, while the Humor Styles, expresses the sense of humor and behavior patterns based on individual differences in experience (Ruch, 1998: 5-6).

Last variable is the five-factor model of personality; attitudes, habits, and covering the five-factor model of a person's self-concept, emotional instability / neurites I, extraversion, openness to experience, is a hierarchical model of personality traits consisting of docility and responsibilities size. Personality traits thought, is defined as the constant size of the consistent patterns and individual differences in emotion and action (McCrae and Costa, 1991; Roberts et al., 2006, McCrae and Löckenhoff, 2010).

LITERATURE REVIEW

When examining the literature concerned with attitudes towards the teaching profession; Başbay et al. (2009)'s longitudinal study shows a significant change in the attitudes of students towards the teaching profession through the secondary master's program. On the other hand, students' attitude towards the teaching profession was determined to be high. Students' gender, according to the areas and periods in which they read it was established that changes in attitudes towards the teaching profession.

Ozkan (2012) teacher training programs in teacher candidates by examining their attitudes towards teaching profession of teacher candidates in the research of interest to the teaching profession, of this profession they love and attitude scores with professional liability has been found to be positive. Interest in the teaching profession, when you look at the profession of love and professional dedication, attitudes based on age and employment status has changed, and it was determined that differentiation. Education levels, according to the business sector that their field and working graduation is a significant difference can not be found research, work attitudes in terms of prestige and professional responsibility of the teaching profession has been found to vary significantly according to the type of business.

Aslan and Yalcin (2013) in another study (sample as 359 pedagogy students) emotional instability / neuroticism, while the docility and responsibilities personality dimensions of that predictive power of attitude started teaching extroverted and experience aperture size have found that the predictors.

Parker (2014) pedagogical training certificate program, students do not like the teaching profession continues to pursue the causes of the teaching profession, the profession was determined to be comfortable working conditions and obligations.

This research examined the attitudes toward the teaching profession has been shown to be influenced by different factors. In this study, the pedagogical training

certificate programs ongoing students' attitudes toward teaching, self-esteem, altruism, social comparison, life satisfaction, humor, and those associated with looking at a five-factor personality types of the relationships in terms of the variables will be analyzed to what extent predicted.

METHOD

The population of this study consists of 1050 teacher candidates who study in pedagogical programs in the 2013-2014 and 2014-2015 academic years during the fall and spring semesters. There was no sampling procedure for this study as all the population can be reachable. The students who were volunteers participated in this study and the study group consists of 410 students. 257 students were females (62.7%) and 153, men (37.3%).

Instrument

Attitudes toward Teaching Scale (ATS): Developed by Erkuş et al. (2000) the scale consists of 22 items to assess attitudes towards the teaching profession. Scale items (5) "entirely appropriate" and (1) "not appropriate" in the score. Some items in the scale is scored as reverse. The Cronbach's alpha internal consistency of the scale was found to be .99. The scale was reported to be valid instrument as it could distinguish teachers from non teachers. Cronbach alpha reliability coefficient calculated on the data collected from the research was found to be .94.

Self-esteem scale: Developed in 1963 by Morris Rosenberg scale consists of 63 items and 12 subscales. The first 10-item measure of the level of self-esteem is very true, true, false, answered very wrong 4-point Likert-type format is a grading scale (Rosenberg, 1965). Obtained from Scale total score can range from 10 to 40. 40 is the highest score that can be points, indicating a high level of self-esteem. 10-20 points lower levels of self-esteem, and self-esteem levels of 20-30 and 30-40 as moderate score indicates a high level of self-esteem (Garske and Thomas, 1990; Rosenberg, 1965; Schlanser, 1984). The scale has high reliability. The test re-test and correlation coefficient of .82 and .88 obtained in various research Cronbach's alpha coefficient is .88 to .77 range. In addition, the scale has high reliability meaning .92 Guttman scale factor. 'Self-Esteem Inventory' was adapted into Turkish by Çuhadaroğlu (1986)

Altruism Scale: it was developed by London and Bower in 1968 to determine altruism, one of the social attitudes of individuals, has been the level of altruism. The Turkish version of the scale was adapted by Akbaba in 1994. Adapted to Turkish, the scale has 20 items, as in the original. Altruism scale is composed of four sub-categories. These are "family", "sociability", "charity" and "responsibility" categories. In Five-point Likert-type scale, one represents the least and 5 the most. Marked degrees make up total score. A person gets maximum 100 points and minimum 20 points. The height of the points suggests the high levels of altruism, Process in this study was conducted on the total scores obtained from the scale. Reliability on the Turkish sample of altruism scale; Cronbach's alpha for the total score as a result of transactions, it was determined 0.85 for internal consistency coefficient, 0.90 for two-part test reliability coefficient and 0.92 for test-retest reliability coefficient. In the validity study of Altruism, three methods were used as internal validity, content validity, and similar validity. Results obtained using these methods have been accepted as evidence that the scale is valid. (Akbaba, 2001).

Social Comparison Scale (TAS): It is a self measurement scale that measures how person perceive himself in various dimensions

compared with others, and has 1-6 scored Likert-style, can be applied to individuals or groups and consists of 18 items. Scale is no time limit to be answered. The scale ranges are between 18-108 points and the highest suggests positive self perception and the lowest negative self-perception. Validity and reliability was done by Şahin and Şahin (1992). The Cronbach alpha reliability coefficient was found as α .79. The internal consistency coefficient was found to be α .95.

Life Satisfaction Scale: Life Satisfaction Scale was developed by Diener et al. (1985), and adapted into Turkish version by Köker (1991). The scale consists of five items related to life satisfaction. Each item is rated as 7 and answered as (1: never appropriate - 7: Very appropriate). Aimed at measuring the overall life satisfaction scale, the scale is applied to all age groups. The translation of the scale into Turkish and validity studies were done through "superficial validity" technique by Aslan (1991). As a result of item analysis, correlation between total scores and the scores obtained from each item of the scale was found sufficient. The reliability coefficient of the test-retest was found to be .85.

Humor Styles Questionnaire (HSQ; Martin et al. 2003) is a 32-item self-report measure assessing four dimensions related to individual differences in uses of humor in everyday life.

Respondents rate each item using a 7-point Likert-type scale ranging from 1 (totally disagree) to 7 (totally agree). The HSQ contains 8-item subscales measuring each of the four dimensions of humor (affiliative, self-enhancing, self-defeating, and aggressive).

The four humor styles, along with sample items are affiliative: (e.g., 'I laugh and joke a lot with my close friends'); self-enhancing (e.g., 'Even when I'm by myself, I am often amused by the absurdities of life'); aggressive (e.g., 'If someone makes a mistake, I will often tease them about it'); and self-defeating (e.g., 'I will often get carried away in putting myself down if it makes my family or friends laugh'). Martin et al. (2003) reported internal consistencies (the Cronbach's alpha) of .80 for affiliative, .81 for self-enhancing, .77 for aggressive, and .80 for self-defeating humor. In the adaptation of HSQ to Turkish (Yerlikaya, 2003), it was found that the Cronbach's alpha coefficient scores of HSQ were .74 for affiliative humor, .78 for self-enhancing humor, .69 for aggressive humor and .67 for self-defeating humor. The test-retest correlation coefficients of HSQ scale applied in two week intervals were .88 for affiliative humor, .82 for self enhancing humor, .85 for aggressive humor, and .85 for self defeating humor.

Personality-Based Relative Test (SDKT): Bacanlı et al. (2009) by Based on Personality Test developed adjective (SDKT) 40 adjectives are Likert-type scale consisting of a pair scored between 1-7. SDKT extraversion, docility, responsibility, emotional instability / neuroticism and openness to experience is composed of five dimensions. Five dimensions, which explain 52.63% of the variance sdt'n started. It is seen that the five dimensions of the factor loadings ranged from .367-.793. For the test-retest reliability coefficient of .85 Test extraversion, agreeableness to .86, to .71 Responsibility was found to be .85 and .68 for Openness to Experience Emotional Imbalance. The Cronbach's alpha coefficient of .89 for Extraversion, .87 for docility, for Responsibility .88 was found to be .73 and .80 for Openness to Experience Emotional Imbalance. Each sub-dimensions are taken separately, the total score.

Data analysis

This work is primarily to analyze the data obtained were analyzed according to whether the multiple regression analysis of the data. In this context, "the lack of multiple connections, the problem between the predictor variables" were examined VIF and tolerance values for

the condition. In addition, multiple analyzes of the data normality and linearity in terms of the condition mode, median and mean values and scattering by graph the results obtained were examined whether multiple connectedness problem of data sets provided by the multi-normality and linearity conditions (VIF <10 for that (VIF value 1.17 by 3:14 range)), (tolerance values are also greater than .10 (.89 range with tolerance values .32)) (Mertler and Vannatta, 2005) determined is: judged to be suitable for multiple regression analysis of the data is given. Significance level of R data in the research $p < .05$ was considered.

FINDINGS

Findings in this study, the variables in the study are discussed in the context of regression analysis with each other.

Model 1 in the formation of students is located regression analysis results for the prediction of attitude towards teaching. Formation of students' life satisfaction in terms of contribution for the prediction of attitude towards teaching, neuroticism, responsibility, that positive emotions and humor meaningful predictors participants; it appears that meaningful predictor of other variables.

Non-standardized slope coefficient for life satisfaction (b_1) = -.36, non-standardized slope coefficient for neuroticism (b_2) = .24, non-standardized slope coefficient for liability (b_3) = -.31, not standardized for positive emotions slope coefficient (b_4) = -.19 and non-standardized slope coefficient for participants humor (b_5) = -.19 is equal to 19 values. These values are scores after controlling for other variables, neuroticism, positive emotions, participants humor, responsibility and life satisfaction scores of attitude towards teaching a unit increase in points, respectively, .24 unit increase; .19 Units per .19 shows a tendency to decrease .31 and .36 per unit. The regression equation is as follows:

$Y = 59.51 + .24$ (neuroticism) $- .19$ (Positive Emotions) $- .19$ (Affiliative humor) $- .31$ (Responsibility) $- .36$ (Life Satisfaction) regression equation of $[F_{(15, 394)} = 4.49, p < .01]$ seems to be meaningful and R^2 is .15. In other words, training students neuroticism, positive emotions, participants humor, responsibility and life satisfaction scores are explained by nearly 16% of the variance in attitudes towards teaching points together.

When examining the standardized slope coefficients ($\beta_{\text{Responsibility}}$) = -.15 is equal to 19 values. This value after controlling for other independent variables, attitude scores for teacher training students to score one standard deviation increase in the standard deviation of .19 indicates that responsibility tends to decrease.

Similarly, ($\beta_{\text{neuroticism}}$) = .14, ($\beta_{\text{life satisfaction}}$) = -.12, ($\beta_{\text{affiliative humor}}$) = -.12, ($\beta_{\text{positive emotions}}$) = -.13 value. Once these values are under control other variables, variables related to the formation of one standard deviation increase in teacher attitudes towards students' scores respectively .14 standard deviation increase; .12 And .12 shows a

tendency to reduce the standard deviation.

CONCLUSION AND IMPLICATIONS

In this research, firstly the relationship levels of pre-service service teachers' attitudes towards teaching profession with self-respect, altruism, social comparison, life satisfaction and five-factor personality types were analyzed, and then to what extent attitudes towards teaching profession could be predicted by the variables was investigated. In discussion section of the research, the findings related to the relationships between the variables, and then whether these variables will have predictive features or not will be discussed.

When Table 2 was discussed, although there was no significant relationship between attitudes of teachers towards teaching profession and offensive and destructive humor; there was a negative significant relationship at the level of $p < .01$ between altruism variable (.187) and social comparison variable (.164), life satisfaction variable (.210) and extroversion variable (.171), tender-mindedness variable (.118) and responsibility dimension, and (.208), positive feeling variable and (.272) participative humor variable (.175); and it was also found a negative significant relationship at the level of $p < .05$ between self-improving variable (.110) and openness to experience (.110). As a result of evaluations, a positive significant relationship was found with neuroticism (.185) at the level of $p < .01$, and a positive significant relationship with self-respect (.100) at the level of $p < .05$ (Table 1).

The positive relationship between attitudes of pre-service pedagogical formation teachers towards teaching profession and altruism, life satisfaction, extroversion, tender-mindedness, responsibility, positive feeling and participative humor, self-improving humor, openness to experience and the positive relationship with neuroticism revealed the necessity of focusing upon the research results. Finding self-respect as positive also considered as important in this sense. This result caused the expectation towards being a predictive of the attitude towards teaching profession; however, regression analysis result did not support this expectation.

When the literature was reviewed, the relationship (.15) between tender-mindedness variable and attitude towards teaching profession was supported at the level of $p < .01$ in the research carried out by Aslan and Yalçın (2013) upon students studying at pedagogical formation program. In the same research, it was found that there was a relationship (-.50) between neuroticism and attitude towards teaching profession at the level of $p < .01$; however, the relationship was mentioned to be positive. Moreover, in the same research, a positive relationship (.59) at the level of $p < .01$ was found between extroversion and attitude towards teaching profession. In this study, it was determined that the relationship was at

Table 1. Descriptive statistics used in research on the predictor variables and the predictor (n = 410).

Statistical values		
	Mean	Standard deviation
Attitudes to Teaching	38,8171	12,77789
Self-Esteem	23,4561	1,97893
Altruism	71,1317	10,46345
Social Comparison	85,2854	13,49795
Life Satisfaction	14,9341	4,37687
Emotional Imbalance / Neuroticism	24,8610	7,45108
Extraversion	45,8293	9,44033
Openness to Experience	36,2512	7,45141
Docility	44,9000	8,16590
Responsibility	37,6976	7,85761
Positive Emotion	49,6610	8,35137
Negative Affect	34,2439	7,65158
Affiliative humor	39,3854	8,19194
Self-enhancing humor	33,5756	7,83637
Aggressive humor	20,7146	7,18250
Subversive humor	25,5220	8,31388

the level of $p < .01$, but it was negative. In the literature, no another research was found analyzing the relationship between personality traits of pedagogical formation students and their attitudes towards teaching profession.

Similarly, no researches were also found related to altruism, self-respect, social comparison, life satisfaction, positive-negative feeling, and humor styles of students studying at pedagogical formation program. Despite this, attitude towards teaching profession in terms of teachers and pre-service teachers has become the subject of several studies, and Eren et al. (2014) wrote an article on this through meta-assessment method.

When Table 3 is analyzed, it is found that as a result of the regression analysis that predictors of attitude towards teaching profession were significant as life satisfaction, neuroticism, responsibility, positive feeling and participative humor, respectively, in terms of their contributions. And other variables were determined not to be significant. Level of total prediction was found as .16.

When the results were analyzed, a negative predictiveness was revealed as positive with neuroticism, and negative with life satisfaction, responsibility, positive feeling and participative humor. In the research carried out by Sevda and Aslan (2013), although it was found that responsibility and neuroticism variables were the predictors of attitude towards teaching profession, the variable of responsibility was determined to be positive and neuroticism was found as negative. The fact that extroversion and openness to experience dimensions were not predictive was associated with the result of this research.

When research results were discussed in general, finding life satisfaction, responsibility, positive feeling and participative humor variables determined to be significant predictors as negative was noticed to be caused by pedagogical formation students' worries about not finding a job after graduation and their considering pedagogical formation programs as a form of finding a job. This result could affect obtaining neuroticism dimension as negatively significant. Similarly, because communitarian features of Turkish culture is more specific, especially responsibility dimension was a negative predictor in attitude towards teaching profession according to the research results.

Kabasakal (2013) determined average life satisfaction scores of pre-service teachers studying at educational faculties as 22.44. In this research, this value was found as 14.93. In the study of Receptoğlu (2013), a positive significant relationship was found between attitudes of educational faculty students towards teaching profession and life satisfaction. In the same research, as well, it was concluded that it predicted attitude towards teaching profession by 23%. In their research, Şahin et al. (2009) proved that pre-service teachers generally had positive attitude towards teaching profession, and life satisfaction was at a high level. Moreover, as the level of life satisfaction increased, attitude towards teaching profession was observed to be increased.

In his study, Can (2010) revealed that general attitudes of non-thesis master degree students had fairly high general attitude towards teaching profession. Şeker et al. (2005) concluded that non-thesis master degree pre-service teachers considered themselves as adequate for

Table 2. Relationships between variables with Attitude Scale Regarding the Teaching Profession used in the study (n = 410).

Size	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Attitudes to Teaching	1															
2. Self-Esteem	.100*	1														
3. Altruism	-.187**	-.108*	1													
4. Social Comparison	-.164**	-.175**	.289**	1												
5. Life Satisfaction	-.210**	-.089*	.266**	.220**	1											
6. Emotional Imbalance / Neuroticism	.185**	-.059	-.156**	-.237**	-.159**	1										
7. Extraversion	-.171**	-.178**	.359**	.456**	.294**	-.010	1									
8. Openness to Experience	-.110*	-.102*	.296**	.314**	.184**	.058	.729**	1								
9. Docility	-.118**	-.049	.249**	.260**	.188**	-.018	.607**	.682**	1							
10. Responsibility	-.208**	-.182**	.264**	.287**	.187**	.062	.589**	.519**	.689**	1						
11. Positive Emotion	-.272**	-.063	.345**	.462**	.243**	-.293**	.420**	.322**	.168**	.300**	1					
12. Negative Affect	.063	.077	-.120**	-.298**	-.133**	.332**	-.234**	-.164**	-.160**	-.072	-.129**	1				
13. Affiliative humor	-.175**	-.143**	.117**	.263**	.112*	-.118**	.384**	.328**	.120**	.092*	.367**	-.181**	1			
14. Self-enhancing humor	-.110*	.014	.119**	.267**	.090*	-.225**	.314**	.257**	.131**	.118**	.357**	-.231**	.402**	1		
15. Aggressive humor	.067	.110*	-.069	-.160**	-.091*	.150**	-.166**	-.130**	-.259**	-.277**	-.114*	.133**	-.134**	-.170**	1	
16. Subversive humor	.063	.088*	-.019	-.052	-.005	-.002	-.030	.031	.014	-.108*	-.008	.079	.068	.245**	.346**	1

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

their competences in teaching profession. Şimşek (2005) stated that there was no significant difference in attitudes of educational faculty students and arts-science faculty graduates towards teaching profession.

Traş et al. (2011) analyzed humor styles, problem solving, and self-respect in pre-service teachers studying at educational faculties, and found positive relationship between self-respect and participative and self-improving humor, and negative relationship between offensive humor and destructive humor. In the research, self-respect score average of students was obtained as 33,33.

When research results were analyzed, a negative significant relationship was found

between self-respect and participative humor, and a positive significant relationship between offensive humor and destructive humor. This result was opposite to the expectation related to the fact that as the individuals considered themselves as positive, their use of participative humor increased, as well.

When research results in which attitude towards teaching profession was found as negative at the end of the research were analyzed, cases which can explain the result of the research can be revealed. Osunde and Izevbogie (2006) carried out a study with 400 secondary school teachers in Nigeria, and they determined that irregular salary payments, low salary, weak physical surrounding, and having no promotional hope affected

attitude towards teaching profession negatively.

Yapıcı and Yapıcı (2013) concluded in their metaphor research that negative important metaphors were listed as obligation, wasted time, torture, missing, inadequacy, effort and money; positive important metaphors were listed as preparation, hope, economic freedom, and motherhood; and neutral metaphors were listed as pre-condition, psychology, and first step. When explanations of pre-service teachers related to preparation metaphor were analyzed, the reasons were noticed to be preparation to be teacher; acquired knowledge's not being adequate to be real life, beginning to a new job, and preparation to Public Personnel Selection Exam. In this sense, it can be suggested that pedagogical formation

Table 3. Regression analysis results.

	B	SH	β
Model 1			
Fixed	59.51	11.71	
Self-esteem	.33	.32	.52
Altruism	-.08	.06	-.06
Social Comparison	.01	.05	.02
Life Satisfaction	-.36	.15	-.12*
Emotional Imbalance / Neuroticism	.24	.10	.14*
Extraversion	.07	.11	.05
Openness to Experience	.09	.13	.05
Docility	.00	.13	.00
Responsibility	-.31	.12	-.19*
Positive Emotions	-.19	.09	-.13*
Negative Emotions	-.06	.09	-.04
Affiliative humor	-.19	.09	-.12*
Self-enhancing humor	-.03	.09	-.02
Aggressive humor	-.11	.10	-.06
Subversive humor	.11	.08	-.07

Note: For Model 1 [$F_{(15, 394)}=4.49, p < .01$] $R^2 = .15$ ($p < 0.01$). * $p < .01$.

training could be suggested to be considered beneficial by the pre-service teachers. Hope metaphor was noticed to be developed as the problem of unemployment could be overcome. Economic freedom metaphor was understood to be developed under the pressure of escaping from the negations caused by spending parents' pocket money. One of the expressions upon this was as that: "I am ashamed of asking money from my father; I hope, I can become a teacher by the help of this certificate, and I will no more be dependent."

This has been provided to be become more remarkable through reasons such as teaching profession's regular income, its having the chance appointment, its having a state-supported retirement and health system; it was also revealed that it could increase the possibility for teachers' being attitude changer, positive attitude creator, knowledge and skill acquirer, and positive social supporter; and for these reasons it revealed the necessity of emphasizing teacher selection and training and quality of teacher training model. In case pedagogical formation has been maintained, Counselling and Research Centers of Universities and Career Centers can organize group guidance programs, and provide support to pre-service teachers upon improving their self-respect, and increasing their life satisfaction. These research results can be provided to have a more general conclusion subjecting to the students having pedagogical formation certificate program in different universities.

Conflict of Interests

The author has not declared any conflict of interests.

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