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Pre-service teachers' personal value orientations and attitudes toward the teaching profession in Turkey

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This study examined the relationship between pre-service teachers' personal value orientations and their attitudes toward the teaching profession. The study was conducted with the participation of 612 students at DEU's Buca Faculty of Education during the 2014/2015 academic year. Data were collected using the Portrait Values Questionnaire (PVQ) and the Attitudes toward the Teaching Profession Questionnaire (ATPQ). The main findings of the study are as follows: Personal value pre-service teachers' professed the most was self-direction, followed by universalism, and thirdly security. Value was the attitude toward the teaching profession calculated the most by the same teachers. Additionally, a significant relationship was indicated between pre-service teachers' personal value orientations and their attitudes toward the teaching profession. Pre-service teachers' personal value orientations explained 17.4% of the variation in their attitudes toward the teaching profession.

Key words: Schwartz's value theory, personal value orientations, attitudes toward the teaching profession, pre-service teachers, students in the faculty of education.

INTRODUCTION

Teachers are the most important component of an education system because they have a greater ability to influence students and curriculum than other actors do (Çetin, 2006). Likewise, teachers are the key actors in schools who can shape pupils' behaviors. With their enthusiasm, personality, attitudes, and knowledge, teachers can influence their students to adopt positive or negative behaviors. In this process, a teacher should have certain qualities including general knowledge, specific field knowledge, and pedagogical knowledge. However, teachers' affective responses, their attitudes toward the teaching profession in particular, are just as

important as those qualifications (Semerci and Semerci, 2004). It is of paramount importance that teachers should do their jobs willingly and be committed to the profession if they want to become successful in this profession. In addition, without a doubt, this relates directly to teachers' positive attitudes toward their profession (Kaya and Büyükkasap, 2005).

Teachers are also key bearers of values (Schwartz, 1992), as they pass on their own values to future generations through a hidden curriculum. Margolis and Romero (1998) studied the effects of the hidden curriculum on female graduate students of different races

in a sociology department. Their interviews showed that the hidden curriculum had many components, including "stereotypes" and "blaming the victim," which had a negative impact on the participants. In addition, Bakioğlu and Tokmak (2009) opined that teachers' values not only influence their students, but also have implications on educational processes. They discovered that teachers made different value judgments regarding educational processes, and these differences sometimes resulted in conflicts between teachers. The authors also found that differing value judgments among teachers regarding discipline and student assessment processes had an even more adverse effect on students.

For these reasons, pre-service teachers' value systems and attitudes toward the teaching profession have drawn much scholarly interest. In what follows, the concept of value, Schwartz's Value Theory, attitudes toward the teaching profession, and the relationship between values and attitudes will be discussed.

Values

People's behaviors are largely shaped by their values. In this respect, values affect individuals' level of cooperation, selective perception, and the ability to interpret information; determine their field of vision; and play an important role when choosing between alternatives, making judgments, and resolving conflicts (Russel, 2001).

Lewis (2012) defines value as a strong belief about a certain behavior or a lifestyle. Values are synonymous to personal beliefs about what is "good," "just," and "beautiful," concepts that direct us toward certain behaviors and lifestyles. According to Rokeach (1973), everything we do reflects our values, whether we are aware of it or not. Schwartz (1999) describes values as conceptions of the desirable that influence the way social actors (for example, organizational leaders, policy makers) select an action, evaluate people and events, and explain their own actions and assessments. In this respect, values are criteria or goals, prioritized based on their importance, that guide one's life regardless of circumstances.

According to Hodgkinson (1996), values tend to work as motivators of behavior. Hitlin (2003) argues that values constitute the core of our personal identity and lead to the formation of a social identity. In addition, values are cognitive structures that are not present at birth. They are later acquired through interpersonal interactions in immediate or larger social contexts into which an individual is born, such as cultural worldviews, belief systems, ideologies, social norms, rules, and attitudes (Demirutku, 2007).

The term value has various definitions. However, these varying definitions also agree on a number of key points.

Values are abstract concepts that cannot be thought of as passing feelings or impromptu choices that pop into our heads. It is safe to argue that values are permanent in a given period of time because they take a long time to change. They also involve comprehension and is not necessarily visible all the time. It is possible to act on one's values without being aware of them. Values are reflected in action. A value that is not acted upon in practice is impossible to detect. Finally, the distinguishing characteristic of values is that they are conceptions of the desirable.
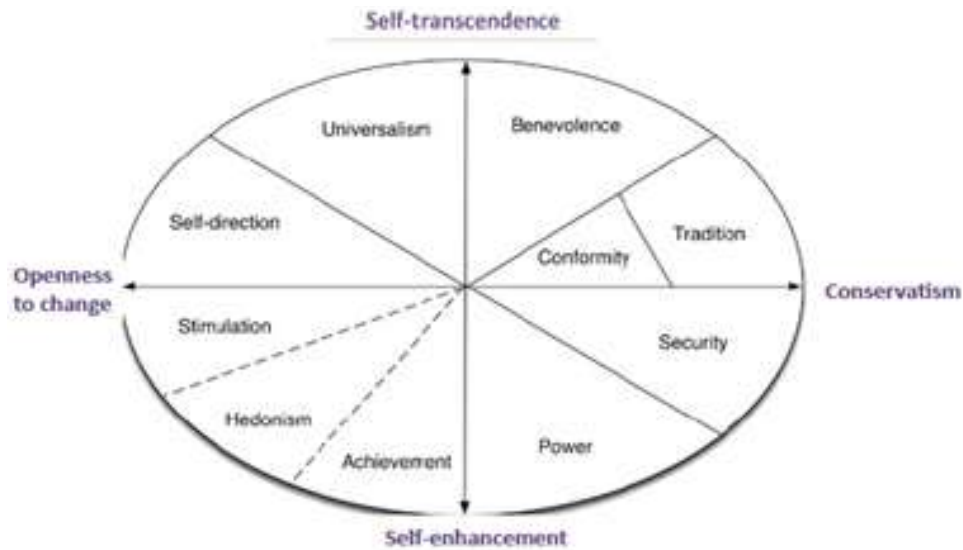
Schwartz's theory of basic values

According to the fundamental assumption in Schwartz's Theory of Basic Values, the most important feature separating values at the individual level is the difference in the motivational purpose they convey. The values most likely to be encountered in every culture are those that express the universal needs of human nature as conscious drives (Barnea and Schwartz, 1998; Caprara et al., 2006; Kuşdil and Kağıtçıbaşı, 2000). Schwartz categorizes the values he uses in his inventory into 10 different value dimensions in terms of motivation. The relationships between the value dimensions in the model are presented in Figure 1.

Value dimensions opposite to one another on the circumference contradict each other, whereas dimensions positioned next to each other are compatible. In addition, Schwartz argues that value dimensions in his theory display motivational continuity, and value dimensions closer to each other in this structure would have similar relationships with external variables (attitudes, behaviors, etc.). For example, "Conservation" as an external variable can be expected to have lower correlations with "Self-direction," "Stimulation," and "Hedonism" value dimensions, and higher correlations with "Security," "Tradition," and "Conformity" dimensions.

Therefore, we should expect that when one moves away, in either direction, from the value dimension that has the strongest relationship with an external variable toward the dimension that has the weakest relationship, the strength of the relationship between the variable and value dimensions will gradually diminish. For instance, given that the variable "Conservation" would have the strongest relationship with the value dimension "Tradition" and the weakest relationship with "Hedonism," we would expect the strength of the relationship to decline from "Benevolence" to "Stimulation" in one direction, and from "Security" to "Achievement" in the other (Kuşdil and Kağıtçıbaşı, 2000).

The value dimensions "Benevolence" and "Universalism" define the area of "Self-transcendence". Values on the opposite side of this axis, "Power" and "Achievement," are in the area of "Self-enhancement".

Figure 1. The structural relationship between the ten motivational value types in Schwartz's theory of basic values (Source: Barnea and Schwartz, (1998), "values and voting," political psychology, 19 (1): 17–40).

The values of "Stimulation" and "Self-direction," which have a motivational infrastructure compatible with these value dimensions, are on the "Openness to Change" end of the second axis, located opposite to the "Conservation" end, which includes the values of "Conformity," "Tradition," and "Security". The value type "Hedonism," which has a motivational infrastructure that is compatible with both the "Openness to Change" and "Self-transcendence" areas, is right in the middle of those two areas (Demirutku, 2007).

Attitudes toward the teaching profession

Papanastasiou (2002) defines attitude as a favorable or unfavorable emotional orientation an individual has toward objects, people, places, events, and ideas. According to Smith (1968), attitude is an orientation that is attributed to an individual and that shapes his/her thoughts, feelings and behaviors toward a psychological object (Kağıtçıbaşı, 1996).

The quality of teachers is closely related to the way pre-service teachers are recruited, the pre-service education they receive, and the attitudes they have toward the teaching profession (Şimşek, 2005). Developing a positive attitude toward the profession during the pre-service education is very important. According to Gök (2003), the most important task of teacher training programs is to identify the attitudes pre-service teachers should possess toward the teaching profession, find ways to instill these attitudes in pre-

service teachers and assess how successful the effort has been.

According to Çeliköz and Çetin (2004), if pre-service teachers are trained to develop positive attitudes toward their profession, they will discharge their duties properly when they become teachers, treat their students better, have enthusiasm for conducting research, be creative thinkers, would be able to bring new ideas to the learning environment and eventually their positive attitudes will motivate students. Such teachers would be sincere, make effective use of time, and not be strict with students. In addition, they would love their job, enjoy teaching, and consequently, they would be in a better position to take on the duties and responsibilities of being a teacher.

Previous studies show that teachers with different personality traits and attitudes influence students in different ways (Gömleksiz, 2004). For example, Geçer and Deryakulu (2004) found that teacher proximity to students influences the students' attitudes, motivation, and achievements and it is a significant predictor of attitudes and motivation in three levels of education (primary, secondary, and higher education). According to Thompson (1993) (cited by Başar, 2001), a teacher's personal orientation is an important factor affecting students' personal orientations. More specifically, there is a positive relationship between a teacher's commitment to the profession and a student taking his/her teacher as a model based on this trait. A positive relationship has been observed between a teacher's commitment to teaching and a student's commitment to learning.

Similarly, if a teacher thinks highly of his/her students, the students' behaviors change.

The relationship between values and attitudes

The concept of value has an ethical dimension as it includes an individual's ideas about what is good or what is to be desired. Value systems consist of values that are ordered by relative importance. In other words, everyone has a range of values that constitute their value system. This system is defined by the relative importance given to different values such as freedom, pleasure, self-respect, honesty, obedience, and equality. Everyone has values, and these values affect our attitudes and behavior (Robbins, 1998). An internalized value system provides criteria or standards that guide action, regardless of whether they are recognized as such (Gibson et al., 1997).

Balcı (2008) argues that the concepts of value and attitude are co-dependent and coexistent. Value judgments, which are among the factors that shape behavior, can be used as indicators of values and attitudes, and in turn, can be defined as "value orientations that guide individual behavior." Our attitudes toward events provide answers to many questions about our behavior. These attitudes, in turn, are formed based on the values an individual has or acquires (Balcı, 2008). In line with this, studies conducted by Th°gersen and Grunert-Beckmann (1997) confirmed the importance of values in shaping attitudes.

What is important for the purposes of the present study is that values help shape attitudes. As Lussier (1996) argues, we develop positive attitudes when something has value and negative attitudes when it lacks value. Likewise, according to McDonald (1993), values are the key elements of an individual's personality from a psychological perspective, and they are important determinants of attitudes and behavior. In addition, values are used to influence and to persuade (Bilgin, 1995).

The Purpose and significance of the study

Values are known to play an important part in shaping attitudes (Bektaş and Nalçacı, 2012; Balcı, 2008; Th°gersen and Grunert-Beckmann, 1997). Therefore, identifying the value orientations of pre-service teachers would generate important data. Analysis of this data within the framework of Schwartz's Value Theory will show if the theory in question applies to pre-service teachers in Turkey and could also provide some interesting findings. To Nuhoğlu (2008), measuring the attitudes involved in the teaching/learning process gives us information about the current preferences of the learner and helps predict future behavior, changes in attitudes, or formation of new attitudes.

Many studies have examined the value preferences of pre-service teachers in Turkey in the context of various personal variables (Altunay and Yalçınkaya, 2011; Dilmaç et al., 2008; Özkan and Soylu, 2014; Yalmancı, 2009; Yapıcı et al., 2012; Yılmaz et al., 2010). Previous studies have also examined the relationship between pre-service teachers' value preferences on the one hand and their self-understanding (Dilmaç et al., 2009), democratic attitudes (Saraloğlu et al., 2013), epistemological beliefs (Başçiftçi et al., 2011), self-respect (Yıldız et al., 2013; Er, 2013), and values they would like students to have (Özdemir and Sezgin, 2011), on the other.

Some studies conducted in Turkey about the teaching profession focus on various traits of the participants (Akkaya et al., 2007; Terzi and Tezci, 2007), whereas other studies focus on self-efficacy (Demirtaş et al., 2011), professional self-respect, confidence in professional competence (Girgin et al., 2010), alienation (Çağlar, 2013), level of concern (Doğan and Çoban, 2009), and physical self-perception (Pehlivan, 2010). However, the number of studies about the relationship between pre-service teachers' personal value orientations and their attitudes toward the teaching profession is limited (Bektaş & Nalçacı, 2012). This study aims to fill an important gap in the literature by first describing pre-service teachers' value orientations using the conceptual framework of Schwartz's Value Theory and the scale developed by Schwartz et al. (2001), and then examining the relationship of those value orientations with attitudes toward the profession. Findings of this study can serve as an important reference for policy makers and practitioners interested in the subject.

This study aims to identify pre-service teachers' personal values and attitudes toward the teaching profession and determine whether there is a significant relationship between these two variables and whether the value orientations of the participants can predict their attitudes toward the teaching profession. To this end, the following questions are addressed:

1. What are pre-service teachers' personal value orientations?
2. What attitudes do pre-service teachers have toward the teaching profession?
3. Is there a significant relationship between pre-service teachers' personal value orientations and their attitudes toward the teaching profession?
4. Can pre-service teachers' personal value orientations predict attitudes toward the teaching profession?

METHODOLOGY

In this quantitative study, descriptive statistics was used to answer the first two research questions and correlational and regression

Table 1. Participants' demographic characteristic.

Groups		n	Percentage (%)
Gender	Female	330	53.92
	Male	282	46.08
Grade	1st	148	24.18
	2nd	150	24.51
	3rd	152	24.84
	4th	162	26.47
Department	Social Sciences	190	31.05
	Science-Mathematic	150	24.51
	Arts	100	16.34
	Foreign Language	172	28.10

analysis were used for the third and fourth questions respectively.

Participants

The population was made up of 7114 students in the Buca Faculty of Education of DEU during the 2014 to 2015 academic year. Cluster sampling was used to identify the number of departments, classrooms, and students needed to obtain a representative sample of the population. A total of 624 students, randomly selected from every department of the aforementioned faculty, participated in the study. Of the 624 questionnaires filled out, 612 were fit for further analysis. The participants' demographic characteristics are presented in Table 1. As sees in Table 1, 53% of participants are female, 46.08% are male. 24.18% of participants are first graders. 24.51% are second graders, 24.84% are third graders and 26.47% are forth graders. While 31.05 % of the students study social sciences, 24.51% science, 16.34% arts and 28.10% foreign languages.

Data collection tools

Data for the study were collected using the Portrait Values Questionnaire (PVQ) that was developed by Schwartz et al. (2001) and adapted into Turkish by Demirutku (2007), and the Attitudes toward the Teaching Profession Questionnaire (ATPQ) developed by Çetin (2006).

The portrait values questionnaire (PVQ)

The PVQ has the following dimensions:

1. Power
2. Achievement
3. Hedonism
4. Stimulation
5. Self-direction
6. Universalism
7. Benevolence
8. Tradition
9. Conformity, and
10. Security.

The scale comprises 40 items made up of two sentences each, and

a short verbal portrait of a fictional person is provided in each item, describing goals or desires associated with one of the ten value types (Demirutku, 2007; Schwartz, 2004). As part of his Turkish adaptation, Demirutku (2007) administered the scale to 381 college students. Three social psychologists translated the scale into Turkish. After which, two instructors of English translation and a professional clinical psychologist who was an expert in values translated the form back into English. The questionnaire asks participants to rate how much the person described in each item is similar to them, choosing from among options ranging from "Very Much Like Me" to "Not Like Me At All." Both the internal consistency and the test-retest reliability coefficients were measured for the ten value types. Internal consistency coefficients varied between 0.58 and 0.82 in the first application, and between 0.61 and 0.84 in the second application, and test-retest reliability coefficients varied between 0.65 and 0.82 (Demirutku, 2007).

The PVQ is a 6-point Likert-type scale, and arithmetic means of the scores are interpreted as follows: 1.00 to 1.83, Not Like Me At All; 1.84 to 2.67, Not Like Me; 2.67 to 3.50, A Little Like Me; 3.50 to 4.33, Somewhat Like Me; 4.33 to 5.17, Like Me; and 5.16 to 6.00, Very Much Like Me. Because the relative importance of each value differs among people (Rokeach, 1973), the total score for the PVQ is not taken into consideration. Some of the items on the PVQ are as follows:

1. Tradition is important to her. She tries to follow the customs handed down by her religion or her family.
2. It is important to him to make his own decisions about what he does. He likes to be free and not depend on others.

Attitudes toward the Teaching Profession Questionnaire (ATPQ)

The ATPQ is comprised of Love, Value, and Adaptation dimensions. Participants express their level of agreement with statements about attitudes toward the teaching profession by selecting one of the five options ranging from "Strongly Agree" to "Strongly Disagree." Cronbach's Alpha reliability coefficient was found to be 0.95 for the Love dimension of the ATPQ, 0.81 for the Value dimension, 0.76 for the Adaptation dimension, and 0.95 overall (Çetin, 2006). The ATPQ is a 5-point Likert-type scale, and arithmetic means are interpreted as follows: 1.00 to 1.80, strongly disagree; 1.81 to 2.60, disagree; 2.61 to 3.40, neither agree nor disagree; 3.41 to 4.20, agree; and 4.21 to 5.00, strongly agree. Some of the ATPQ items were as follows:

Table 2. The distribution of pre-service teachers' value orientation scores (Means and Standard Deviations).

Scales	$\bar{x}$	SD
Power	3.95	1.05
Achievement	4.53	0.90
Hedonism	4.70	1.04
Stimulation	4.72	0.83
Self-direction	5.41	0.84
Universalism	5.22	0.76
Benevolence	4.50	1.34
Tradition	4.14	0.92
Conformity	4.74	0.80
Security	5.05	0.93

1. Teaching is a passion for me.
2. Teaching is a profession that requires self-sacrifice.

Analysis

In order to examine participants' value orientations and attitudes toward the teaching profession, arithmetic means and standard deviations were calculated. To examine the relationship between PVQ and ATPQ scores, Pearson's Product-Moment Correlation Analysis was used. Regression analysis was carried out to probe the relational structure. Prior to the analysis, data were checked for multivariate normal distribution, simultaneous covariance, multicollinearity, linearity, and autocorrelation (Küçüksille, 2014) to test the assumptions of the regression analysis. If one independent variable is not considered more important than others, use of the ENTER method is advised for multiple regression analysis (Küçüksille, 2014). Therefore, the data have been analyzed using the ENTER method. This analysis aimed to examine the extent to which scores received for "Security," "Power," "Benevolence," "Hedonism," "Tradition," "Self-direction," "Universalism," "Achievement," "Stimulation," and "Conformity", dimensions of the PVQ and independent variables in the model, are able to predict the scores received for the ATPQ, which is the dependent variable.

FINDINGS

This section presents the main findings of the study.

1. To identify pre-service teachers' personal value orientations, arithmetic means, and standard deviations were calculated, as seen in Table 2. Table 2, based on participants' ratings of how similar they are to people described in the PVQ dimensions, shows that "Self-direction" ($\bar{x}$=5.41; Very Much Like Me) was the value dimension embraced most by the pre-service teachers, followed, in descending order, by "Universalism" ($\bar{x}$.=5.22, Very Much Like Me), "Security" ($\bar{x}$=5.05, Like Me),

Table 3. The distribution of scores received by pre-service teachers for attitudes toward the teaching profession (Means and Standard Deviations).

Scales	$\bar{x}$	SD
Love	3.68	0.84
Value	4.38	0.58
Adaptation	3.63	0.94
Overall ATPQ	3.83	0.71

"Conformity" ($\bar{x}$=4.74, Like Me), "Stimulation" ($\bar{x}$=4.72, Like Me), "Hedonism" ($\bar{x}$=4.70, Like Me), "Achievement" ($\bar{x}$=4.53, Like Me), "Benevolence" ($\bar{x}$=4.50, Like Me), "Tradition" ($\bar{x}$=4.14, Somewhat Like Me), and "Power" ($\bar{x}$=3.95, Somewhat Like Me). Table 1 also shows that pre-service teachers profess "Self-direction" values the most and assign the lowest scores to the "Power" dimension.

2. To identify the pre-service teachers' attitudes toward the teaching profession, arithmetic means, and standard deviations were calculated, as reported in Table 3. Table 3 shows that overall, pre-service teachers "agree" ($\bar{x}$=3.83) with the statements about attitudes toward the teaching profession. Pre-service teachers agreed most strongly with the "Value" ($\bar{x}$.=4.38; Strongly Agree) dimension, followed by the "Love" ($\bar{x}$=3.68; Agree) and "Adaptation" ($\bar{x}$=3.63; Agree) dimensions.

3. To examine the relationship between pre-service teachers' personal value orientations and their attitudes toward the teaching profession, Pearson's Product-Moment Correlation Analysis was performed. The results are presented in Table 4. These results show a negative relationship between the PVQ's "Power" dimension on the one hand and the "Love" and "Adaptation" dimensions of the ATPQ and overall ATPQ on the other. There are positive relationships between the "Achievement" and "Hedonism" dimensions of the PVQ; the "Value" dimension of the ATPQ; the "Stimulation" dimension of the PVQ; and the "Value" and "Adaptation" dimensions of and overall score for the ATPQ. The "Self-direction," "Universalism," "Benevolence," "conformity," and "tradition" dimensions of the PVQ was on one hand, and overall ATPQ and each of its dimensions on the other. Finally, a positive relationship is found between the "tradition" dimension of the PVQ on the one hand, and the "love" dimension of the ATPQ and overall ATPQ on the other.

4. Table 5 reports the results of the multilinear regression analysis conducted to find the regression equation for

Table 4. The relationship between pre-service teachers' personal value orientations and attitudes toward the teaching profession (Pearson's product-moment correlation analysis).

PVQ dimensions	ATPQ Dimensions			
	ATPQ (Overall)	Value	Love	Adaptation
Power	-0.17**	-0.04	-0.17**	-0.19**
Achievement	0.00	0.14**	-0.015	-0.08
Hedonism	-0.02	0.12**	-0.04	-0.06
Stimulation	0.09*	0.21**	0.06	0.04
Self-direction	0.18**	0.29**	0.14**	0.11**
Universalism	0.28**	0.39**	0.23**	0.21**
Benevolence	0.18**	0.19**	0.17**	0.14**
Tradition	0.17**	0.07	0.20**	0.06
Conformity	0.25 **	0.24**	0.24**	0.14**
Security	0.28**	0.28**	0.27**	0.16**

**P< 0.01; *P< 0.05.

Table 5. Multilinear regression analysis for predicting pre-service teachers' attitudes toward the teaching profession using their personal value orientations.

Independent variable	B	Standard error	β	t	p
Constant	67.97	9.56	-	7.11	0.00
Power	-1.63	0.37	-0.21	-4.37	0.00
Achievement	0.015	0.33	0.00	0.05	0.96
Hedonism	-0.41	0.36	-0.05	-1.15	0.25
Stimulation	0.36	0.49	0.04	0.74	0.46
Self-direction	1.02	0.48	0.11	2.14	0.03
Universalism	0.37	0.26	0.07	1.43	0.15
Benevolence	0.48	0.26	0.08	1.86	0.07
Tradition	-0.09	0.32	-0.01	-0.29	0.78
Conformity	1.22	0.39	0.16	3.15	0.00
Security	0.87	0.23	0.16	3.73	0.00

R= 0.42; R^2 = 0.17; Durbin-Watson= 1.75; F= 12.60; p <0.05.

predicting the scores pre-service teachers received for attitudes toward the teaching profession, using dimensions of the PVQ as predictor variables. Table 5 shows that dimensions of the PVQ are significant predictors of ATPQ scores (F= 12.60 p<0.05). The R^2 value shows that 17.4% of the variation in the dependent variable—attitude scores—is explained by the variables included in the model ("security," "power," "benevolence," "hedonism," "tradition," "self-direction," "universalism," "achievement," "stimulation," and "conformity").

The *t* values reported in Table 4 show that "power" (p=0.00), "self-direction" (p=0.03), "conformity" (p=0.00), and "security" (p=0.00) are significant predictors of attitudes toward the teaching profession, whereas "achievement" (p=0.96), "hedonism" (p=0.25), "stimulation"

(p=0.46), "universalism" (p=0.15), "benevolence" (p=0.07), and "tradition" (p=0.78) are not significant predictors. Standardized regression coefficients (β) reported in the table show that the independent variable with the largest effect on attitudes toward the teaching profession is "Power" (-0.21), followed by "security" (0.16), "conformity" (0.16), and "self-direction" (0.11).

The constant term in Table 4 shows that if all value variables were set to zero, the attitude variable would be 67.97. A one-unit increase in the "Power" variable will decrease the attitude variable by 1.63 units, a one-unit increase in the "Self-direction" variable increases the attitude variable by 1.02 units, a one-unit increase in the "Conformity" variable increases the attitude variable by 1.22 units, and a one-unit increase in the "Security" variable increases the attitude variable by 0.87 units. In

mathematical terms, the model is expressed as follows:

The attitudes toward teaching profession = 67.967 - 1.62 power + 1.02 self-direction + 1.22 conformity + 0.87 security

This equation explains the relationship between ATPQ and PVQ scores. Scores for "self-direction," "conformity," and "Security" have a positive effect on attitudes toward the teaching profession, whereas the "power" score has a negative effect. This mathematical equation can be used to predict ATPQ scores based on scores received for the "Power," "Self-direction," "conformity," and "security" dimensions of the PVQ.

DISCUSSION

Pre-service teachers attach the most importance to the "self-direction" value dimension, followed by "universalism" and "security." According to Schwartz's Value Theory, the "self-direction" value dimension is in the "openness to change" value group; the "universalism" value dimension is in the "Self-transcendence" value group; and the "security" value dimension is in the "conservation" value group. The "self-transcendence" value group involves an individual's values concerning giving up self-interest for the good of humanity and nature. The "openness to change" value group contains values that guide individuals to follow their emotional and intellectual interests in unpredictable ways. The "conservation" value group contains values that help individuals maintain predictability in their relationships with people in their immediate social environment, with organizations they are involved in, and with traditions that they follow (Schwartz, 1992).

"Self-direction" and "universalism" top the list of value dimensions to which pre-service teachers assign the most importance. Although they are associated with different value groups, "Self-direction" and "Universalism" are neighboring value dimensions (Figure 1). Thus, the finding that these two value dimensions have been assigned similar levels of importance is in accordance with the theory. The finding that the third place on this list is occupied by the "Security" value dimension is not consistent with the theory. This is because the "Conservation" value group, to which the "security" value dimension belongs, is directly opposite the "Openness to Change" value group, even though it is close to the "Self-Transcendence" value group. One conclusion from this observation is that pre-service teachers are confused about the values that they profess to have. Adopting contrasting values can result in adaptation problems. A study conducted by İkiz and Mete-Otlu (2015) shows that college students indeed have various adaptation issues.

Based on these findings, the following can be said about pre-service teachers' value systems: pre-service teachers think collectively rather than in terms of self-interest, they possess values emphasizing individual autonomy, and they prefer openness to change over conservation. However, it should be pointed out that they can get conservative when it comes to security. Pre-service teachers prefer "Universalism," which stands for protecting and being kind to people regardless of who they are, and for making an effort to listen to and understand people with opposing views (Anbarcı and Kirmanoğlu, 2006), over "self-enhancement" values, which exclusively focus on self-interest (Schwartz, 1994). Pre-service teachers also prefer "self-direction" (Schwartz, 1992, 1994), which emphasizes autonomy, self-respect, choosing one's own purpose, and being independent, over "Tradition," which emphasizes respect and commitment to cultural and religious morals and ideas.

Yet, pre-service teachers do not reject "security," which is seen as a prerequisite for the welfare and continuity of the self, the society, and relationships (Schwartz, 1994). The finding that "universalism" is the second preferred value dimension shows parallels with the findings of Sağnak (2003) and Kuşdil and Kağıtçıbaşı (2000). Sağnak (2003) found that the top three value systems the teachers chose were universal values such as "fairness," "ethical consistency," and "openness". Kuşdil and Kağıtçıbaşı (2000) also found that the value dimension teachers cared most about were "universalism," "security" and "benevolence." Two of the three values least preferred by teachers were "power" and "tradition."

Given that the Turkish culture has a collectivist character (Duran, 2002; Erdem, 1996; Sargut, 2001), it can be argued that pre-service teachers are influenced by the national culture. Indeed, Sargut (2001) argues that in countries where pluralistic values are dominant, like Turkey, organizations are heavily influenced by the national culture. The findings of Bacanlı (1999) in a study titled *Value Preferences of College Students* have parallels with the findings of the present study, but "Universalism" was ranked fourth in importance in that study. Findings of the present study also partially overlap with the findings of Yalmancı (2009), who found "Security" to be the most-preferred value dimension, which is inconsistent with the findings of the present study, but found "Power" to be the least preferred value dimension, a finding shared by the present study.

The finding that pre-service teachers, overall, "agree" with the statements about attitudes toward the teaching profession should be considered a positive finding. Given that the teaching profession suffers from a loss of reputation (Tok, 1997; Demir and Arı, 2013), it can be argued that instructors in the faculty of education fulfill their duty of instilling in their students a positive attitude toward the teaching profession. This finding overlaps with those of Terzi and Tezci (2007) and Bulut (2009), but conflicts with the findings of Kahyaoğlu et al. (2013) and

Gülsoy (2010), who found from their studies that pre-service teachers' attitudes toward the teaching profession, overall, were negative.

Of all the dimensions of the ATPQ, "value" received the highest average score. Pre-service teachers "strongly agreed" with the items associated with this value dimension. Therefore, it is safe to say that pre-service teachers value the teaching profession highly. However, research findings show that the reputation of the teaching profession is declining. For instance, from Tok (1997) studies, only 36% of teachers considered teaching a respectable job, and nearly all think that the pay and benefits are too low. Demir and Arı (2013) found that one of the problems teachers face most is the loss of respect their profession endure in the eyes of the society. In yet another study, almost half of the pre-service teachers attending DEU's Buca Faculty of Education said that they did not like their majors (Şahin, 2011). The present study, conducted by the same faculty of education, found the profession to be highly valued, which indicates that pre-service education can help improve attitudes toward the profession.

Pre-service teachers "agreed" with the statements about the "love" dimension, which should be considered a positive result. In a similar finding, the majority (86%) of the teachers who participated in the study by Tok (1997) agreed that the teaching profession is not a boring profession. A study conducted by Hacıömeroğlu and Şahin-Taşkın (2009) found that pre-service teachers preferred the teaching profession for emotional reasons such as loving the profession and the students. Another study focused on the role played by self-seeking, external, internal, and altruistic factors in pre-service teachers' choice of profession, and found that as they got closer to graduation, their external factors looses their influence, and internal and altruistic factors becomes more dominant (Çermik et al., 2010). This finding indicates that pre-service education can succeed in developing positive attitudes toward the teaching profession. Loving the profession and the students seems to be a prerequisite for succeeding in this profession, which is an encouraging.

Pre-service teachers also "agreed" with the statements about the "Adaptation" dimension of the ATPQ. In a similar finding, nearly all of the teachers who participated in the study by Tok (1997) disagreed with the statement that "the purpose, influence and results of teaching is of no concern for the teacher" and indicated that they cared about the purpose, influence, and results of teaching.

Every change in human life is accompanied by a need for adaptation. Knowing about potential changes on the horizon helps individuals succeed in the adaptation process. When the teaching profession is considered in this respect, it is of paramount importance that pre-service teachers be taught about the requirements, working conditions, and duties of the profession (Çetin,

2003). Pre-service teachers who participated in this study were found to be knowledgeable about these issues.

There is a negative relationship between pre-service teachers' perceptions of the "Power" dimension of the PVQ on the one hand, and the "love" and "adaptation" dimensions of and the overall score for the ATPQ on the other. In other words, participants with higher scores for the "Power" value dimension have lower levels of love for the profession and experience adaptation issues more frequently. In Schwartz's Theory of Basic Values, "Power" values reflect a concern with social status and control over people and resources through social power, authority, wealth, and good reputation.

"Power" values belong in the "Self-enhancement" value group (Barnea and Schwartz, 1998), which makes it possible for an individual to act in his/her own self-interest, even at the expense of others (Schwartz, 1992). Given that teaching is not a well-paid job and does not make teachers powerful (Akyüz, 2001), the finding that pre-service teachers with a strong "power" value orientation have negative attitudes toward teaching is in line with theoretical expectations. The "achievement" dimension of the PVQ was found to be positively related to the "value" dimension of the ATPQ, and not related to the ATPQ in general or any of its other dimensions. Since "Achievement" belongs to the same value group as "Power", the "Self-enhancement" value group, a similar result was expected, but the finding was not consistent with the theory. The "Hedonism" dimension of the PVQ was found to be positively related only to the "Value" dimension of the ATPQ. "Hedonism," which is about pleasure and enjoying life, connotes a more colorful and optimistic personality.

Pre-service teachers might think of teaching as an enjoyable profession because they are trying to see the good things about life, which might explain the observed positive relationship with the ATPQ "Value" dimension. The other dimensions of the PVQ were found to have a positive relationship with the overall score for the ATPQ. That is to say, with the exception of participants who adopt the "Self-enhancement" value group and aim to act in their own self-interest (Schwartz, 1994), a positive relationship was observed between the attitudes toward the teaching profession and the "Conservation" value group, which emphasizes ties to in-groups and organizational and traditional continuity; the "Self-transcendence" value group, which emphasizes putting familiar/unfamiliar groups' interests before one's own, and the "Openness to Change" value group, which enables individuals to follow their emotional and intellectual interests in unpredictable ways (Schwartz, 1992).

Pre-service teachers' personal value orientations were found to be important predictors of their attitudes toward the profession. This finding is supported by Bektaş and Nalçacı (2012). The standardized regression coefficients shows that, among the predictor variables, "power" had

the strongest effect on attitudes toward the teaching profession, after that "security," "conformity," and "self-direction." Of these variables, only the "Power" variable is negatively related to attitudes toward the teaching profession. This indicates that pre-service teachers who adopt the "Power" value dimension, which refers to having social power, being rich, having authority, being respected in society, and preserving a good reputation (Struch et al., 2002), will have more negative attitudes toward the teaching profession. Indeed, according to the OECD indexes, teachers' salaries in Turkey are lower than the OECD average (Süngü, 2012), indicating that the teaching profession does not bring wealth. Similarly, teaching is not a highly regarded profession in the society (Gök and Okçabal, 1998).

Therefore, it is expected that people who care a lot about having "power" will have negative attitudes toward the teaching profession. Pre-service teachers who attribute high levels of importance to the "security" and "conformity" values, that belongs to the "Conservation" value group, are predicted to have positive attitudes toward the teaching profession. The "Security" value dimension refers to the security and stability of the individual and his/her relationship (Barnea and Schwartz, 1998).

Therefore, this finding shows that pre-service teachers see teaching as a profession that can fulfill their needs of security. The "conformity" value dimension refers to limiting drives and actions that could violate social norms and expectations, and harm or upset others (Schwartz, 1994). Participants who adopted the "conformity" value also shunned "hedonism," which is the exact opposite of "conformity" in Schwartz's Theory of Basic Values and represents enthusiasm, being competitive in life, and searching for new ideas (Schwartz, 1992). By so doing, they might have avoided violating social expectations, and the same desire might have led them to express positive attitudes toward the profession.

Finally, the "Self-direction" value dimension, which belongs in the "Openness to Change" value group, proved to be an important predictor of attitudes toward the teaching profession. "Self-direction" means being independent in mind and in action, and caring about creativity and exploration (Struch et al., 2002). Most schools are organizations with loose structures (Weick, 1982), are tolerant, and allow a certain level of autonomy. Teachers plan and carry out in-class activities under the general supervision of the school administration (Aydın, 1994). As a result, teachers in schools have more auto-nomy than employees in other organizations. Pre-service teachers who participated in this study were aware of this aspect of the profession, and they cherished it.

CONCLUSION AND RECOMMENDATION

Based on these findings, the following recommendations

are made: In pre-service teachers' pre-service education, as much as the lessons, affective issues should be dealt in order to develop positive attitude towards teaching profession. In addition, effective psychological counseling and guidance should be provided in Faculties of Education and to resolve any value conflicts that students may have. Also, qualitative studies should be conducted on pre-service teachers' value orientations and attitudes toward the teaching profession.

Conflict of interests

The authors have not declared any conflict of interests.

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