Mersin Üniversitesi Eğitim Fakültesi Dergisi - Mersin University Journal of the Faculty of Education

"Mersin Üniversitesi Eğitim Fakültesi Dergisi, 2017; 13(2): 487-496"
DOI: http://dx.doi.org/10.17860/mersinefd.336737

The Relationship between Teacher Candidates' Possible Selves, Self-Efficacy Beliefs and Attitudes towards Teaching *

Öğretmen Adaylarının Olası Benlikleri, Öz-Yeterlik İnançları ve Öğretmenliğe İlişkin Tutumları Arasındaki İlişki

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Abstract: The purpose of this study is to examine the relationship between possible selves of teacher candidates regarding their first year in the profession and self-efficacy beliefs and attitudes towards teaching. In line with this purpose, a descriptive study with a relational screening model was designed in order to answer the research questions. The stratified sampling method was used and research was conducted with 2081 senior students studying in education faculties during the spring term of 2014-2015 in Turkey. In the study, correlation analysis and multiple linear regression analysis were carried out for data analysis. Results of the research indicated that there is a positive relation between expected possible selves and teacher self- efficacy beliefs and attitudes toward the profession, whereas there is a negative relation between feared possible selves and teacher self- efficacy beliefs and attitudes towards the profession. The regression analysis revealed that self-efficacy beliefs and attitudes towards teaching are both significant predictors of expected teacher possible selves, whereas self-efficacy beliefs are the only significant predictor of feared teacher possible selves.
Keywords: Teacher candidates' possible selves, teacher self-efficacy, attitudes towards teaching, teacher education

Öz: Bu çalışmada, öğretmen adaylarının meslekteki ilk yıllarına yönelik olası benlikleri ile öz-yeterlik inançları ve öğretmenliğe ilişkin tutumları arasındaki ilişkinin incelenmesi amaçlanmıştır. Bu genel amaç doğrultusunda araştırma sorularına yanıt aramak amacıyla ilişkisel tarama modelinde bir çalışma deseni kullanılmıştır. Araştırmada, tabakalı örnekleme yöntemi kullanılmış ve çalışma 2014-2015 öğretim yılı bahar döneminde Türkiye'deki eğitim fakültelerinin son sınıfında öğrenim görmekte olan 2081 öğretmen adayı ile yürütülmüştür. Çalışma verilerinin analizinde korelasyon ve regresyon analizlerinden yararlanılmıştır. Araştırmanın sonuçları, öğretmen adaylarının beklenen olası öğretmen benlikleri ile öz-yeterlik inançları ve mesleğe yönelik tutumları arasında pozitif bir ilişki olduğunu, korkulan olası öğretmen benlikleri ile öz-yeterlik inançları ve mesleğe yönelik tutumları arasında ise negatif bir ilişki olduğunu ortaya koymuştur. Regresyon analizi sonuçlarına göre, öz-yeterlik inançları ve mesleğe yönelik tutum beklenen olası öğretmen benliklerinin önemli yordayıcıları iken korkulan olası öğretmen benliklerini yordayan tek değişkenin öz-yeterlik inancı olduğu bulunmuştur.
Anahtar Kelimeler: Öğretmen adayları, olası benlikler, öz-yeterlik inancı, öğretmenliğe ilişkin tutum, öğretmen eğitimi

Introduction

It is widely known that teacher training programs do not only furnish trainees with professional knowledge and skills, but also bear a crucial role over the cast of their beliefs, trends, attitudes, and identities (Hong & Greene, 2011). With respect to development of teacher identity, instructional approaches adopted by the faculty members, whom the teacher trainees take undergraduate courses, and the experience they have during teaching practice are other components of teaching program, which is inevitably influential in the formation of teacher

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Gönderi Tarihi:10.06.2016 - Kabul Tarihi: 15.05.2017

identity (Lamote & Engels, 2010). In this respect, examining the development of novice teachers' professional identities might pave the way for more effective teacher training programs (Beauchamp and Thomas, 2009).

The significance of multi-dimensions within the professional identity of teaching profession has been underlined in many recent studies on teacher identity (Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009; Beijaard, Meijer & Verloop, 2004; Rodgers & Scott, 2008). In this context, Possible Selves Theory may very well provide a crucial theoretical ground for future research since it focuses on future selves (Hamman, Wang & Burley, 2013).

Developed by Markus and Nurius (1986), Possible Selves Theory is defined as an element of self-knowledge that refers to what a person perceives as potentially possible. As for Markus (1977) individuals develop their self-schemes based on their previous experiences. In this regard, possible selves are the result of individuals' hopes, expectations, and fears shaped by their current and previous social, cultural, and environmental experiences (Hamman, Gosselin, Romano & Bunuan, 2010). Markus and Nurius (1986) define three different self types with various influence over motivation and self-regulation: expected selves, hoped-for selves, and feared selves. Expected self is the one that an individual thinks she or he can achieve realistically; hoped-for self, on the other hand, is the desired possible future and it may be far from reality whereas feared self is the one an individual fears to turn into. Therefore, possible selves reflect a person's positive and negative subjective representations concerning the future. According to Hamman et.al. (2010), Possible Selves Theory, with its focus on future selves, offers an appropriate theoretical framework in order to examine the development of professional identities for novice teachers going through the last phase of teaching programs and experiencing teaching practice, which is the most important stage of changing from a student into a teacher. An individual's possible selves are formed congruently with the social environment of that individual. Concerning the social atmospheres that are influential over teachers' possible selves, teacher training programs should be noted as one of the most significant ones. Novice teachers form their future teacher identities by way of the experiences they gain throughout their education (Hong & Greene, 2011).

With respect to enhancement of teacher training programs, possible selves of novice teachers can serve as a functional assessment tool for the effectiveness of these programs. Especially, identifying possible selves of novice teachers may help to analyze the outcomes of teacher training programs via determining the fears, expectations, and concerns of teacher candidates (Hamman, Coward, Johnson, Lambert, Zhou & Indiatsi, 2012). Conway and Clark (2003) state that feared selves of novice teachers are similar to "teacher concerns" introduced by Fuller (1969). According to the authors, employing Possible Selves Theory, which yields both positive and negative future selves simultaneously, will provide more balanced and wider perspective rather than only focusing on the concerns.

Although relevant research within the literature emphasizes the impact of future tendencies over the development of professional identities of pre-service teachers, very few studies have utilized the theory of possible selves while analyzing professional identity development of novice teachers (Chan, 2006; Conway & Clark, 2003; Coward, Hamman, Johnson, Lambert, Indiatsi & Zhou, 2015; Gonzalez-Bravo, 2015; Hamman, Coward, Johnson, Lambert, Zhou & Indiatsi, 2012; Hamman, Gosselin, Romano &Bunuan, 2010; Hiver, 2013; Hong and Greene, 2011; Itoi, 2014; Ronfeldt, 2008). In a study underlining the scarcity of quantitative research offering generalization opportunity regarding the possible selves of pre-service teachers, Hamman, Wang and Burley (2013) noted the need to conduct further research in order to determine the relation that possible teacher selves have with other variables.

Most of such studies in the literature are qualitative ones conducted with a limited number of participating pre-service teachers. Although there is a great deal of research on the effects of possible selves across various domains other than teacher training, the factors influential in the formation of possible selves are still not clear (Zhu, 2014). Frazier, Johnson, Gonzalez and Kafka (2002) state that there is a need for further studies in order to explain the interaction between possible selves and psychological variables. In this context, it is deemed

significant to examine the factors influential over possible selves of senior pre-service teachers during teaching practice period which is considered to be vital for the development of professional identity before they transit to the realm of real profession (Rots, Kelchtermans & Aelterman, 2012; Schepens, Aelterman & Van Keer, 2007; Coward, Hamman, Johnson, Lambert, Indiatsi and Zhou, 2015).

Being the closest simulation of professional life for novice teachers, teaching practice is considered to be a crucial period with respect to development of professional identities (Coward, Hamman, Johnson, Lambert, Indiatsi & Zhou, 2015; Rots, Kelchtermans, & Aelterman, 2012; Schepens, Aelterman, and Van Keer, 2007). Literature hosts a large body of research on the definitive role of teaching practice over novice teachers' professional identities (Coward et.al., 2015; Hamman et.al., 2012; Itoi, 2014). In this sense, it is of exceptional value to examine the factors influential in possible selves of senior teacher candidates completing their teaching practice which is the critical period of transition to the professional life.

Whereas certain socio-cultural features and contexts are effective in the formation of possible selves at peripheral level, psychological factors such as one's life experiences contributing to his/her self-schemas and one's beliefs for his/her competencies bear another major role at individual level (Vernon, 2004). In terms of psychological factors, teacher self-efficacy belief is conceived to be an important source of possible selves of pre-service teachers due to the fact that 'self' and 'identity' concepts make use of the answers to questions "What am I good at?" and "What can I succeed" while trying to answer "Who am I?" (Maddux & Gosselin, 2012). In this sense, it is highly associated with the concept of self-efficacy defined as "an individual's belief concerning his/her efficacy in order to fulfil and organize actions necessary to accomplish an expected performance level at a given field" by Bandura (1997, p.3).

As for Bandura (1997), individuals construct their self-efficacy beliefs based on the knowledge they accumulate from four different sources, which are mastery experience, vicarious experience, verbal persuasion, and physiological states. Mastery experiences have the most definitive effect over self-efficacy beliefs. Considering teacher self-efficacy, teaching practice—during when teacher candidates gain direct experience for the first time—is expected to bear a critical role in teacher education. Attitude towards teaching profession is another variable as effective as self-efficacy belief over teacher behaviors. As for Kağıtçıbaşı (1979), attitude is a tendency attributed to an individual and regulating that individual's opinions, emotions, and behaviors regarding a psychological object. Hence, bearing positive attitudes towards the profession is one of the prerequisites for individuals to more effectively do what teaching profession requires (Üstüner, 2006). Thus, teachers having positive attitudes towards the profession are expected to exert more efforts for their professional and personal development in order to become a more influential teacher. Given the intricate relation among attitudes, beliefs, and behaviors (Taşkın, Cantürk & Öngel, 2005), it may be significant to examine pre-service teachers' self-efficacy beliefs and attitudes towards the profession in an effort to explain possible selves of pre-service teachers regarding their first year in teaching.

Method

Research Design

A descriptive study with a relational screening model was designed in this study.

Universe and Sample

Research universe includes 30366 senior students studying at a four-year teaching department in Turkish universities during the academic year of 2014-2015. Sampling formula proposed by Cochran for Likert-type scales was employed to determine the size of the sample to represent such a large universe (Bartlett, Kotrlik & Higgins, 2001). Calculations indicated that the minimum amount of participants in the sample had to be 1355. Stratified sampling technique was used to identify the sample. Strata were randomly formed from universities in 12 regions outlined by Turkish Statistics Institute. Totally 2300 pre-service teachers returned the questionnaires. Examinations showed that 179 of the questionnaires were not appropriately

filled, so total number reduced to 2121 participants. Following the exclusion of values distorting normality distribution, analyses were carried out with 2081 questionnaires. Table 1 displays the minimum sizes of the samples for each region and the total amount of the samples used in this study.

Table 1.*Distribution of Pre-service Teachers within the Universe and Sample across Regions*

Regions	Number of pre-service teachers in universe	Number of sample to be reached	Reached Sample
1.Mediterranean	2410	113	173
2.West Anatolia	3275	114	147
3.West Black Sea	2909	114	173
4.West Marmara	1765	111	194
5.East Black Sea	1962	112	153
6.East Marmara	3450	115	188
7.Aegean	4075	115	158
8.Southeast Anatolia	1795	111	180
9.Istanbul	1750	111	162
10.Northeast Anatolia	2740	114	171
11.Central Anatolia	2015	112	195
12.Central East Anatolia	2220	113	187
Total	30366	1355	2081

As shown in Table 1, the amount of data obtained for the present study is both sufficient and various enough to represent the entire universe. Of all the participants, 62,2% are female and 37,8% are male. Mean age of participating pre-service teachers is 22,75.

Data Collection Tools

Data collection tools utilized in this research are New Teacher Possible Selves Questionnaire, Teacher's Sense of Efficacy Scale, and Attitude Scale for Teaching Profession.

New Teacher Possible Selves Questionnaire: Developed by Hamman, Wang and Burley (2013) and adapted to Turkish by Tatlı-Dalioğlu and Adıgüzel (2015), "New Teacher Possible Selves Questionnaire" answered on 6-point Likert type scale consists of two dimensions; Expected Teacher Possible Selves Scale and Feared Teacher Possible Selves Scale used to measure pre-service teachers' possible selves regarding their first year in profession. Expected Teacher Possible Selves Scale is a 9-item scale with two factors one of which is "professionalism" (5 items) and the other is "learning to teach" (4 items). Similarly, Feared Teacher Possible Selves Scale is a 9-item scale with three factors (3 item each): uninspired instruction, loss of control, and uncaring teacher. Cronbach Alpha values were found as .82 and .89 for Expected Teacher Possible Selves Scale and Feared Teacher Possible Selves respectively in the adaptation study. Cronbach Alpha values calculated separately for each scale for the present research are .87 and .92 for Expected Teacher Possible Selves Scale and Feared Teacher Possible Selves Scale respectively.

Teacher's Sense of Efficacy Scale: Developedby Tschannen-Moran and Woolfolk Hoy (2001), and adapted to Turkish language by Çapa, Çakıroğlu, and Sarıkaya (2005), Teacher's Sense of Efficacy Scale is a 9-point likert type scale consisting of 24 items. This scale has three factors each of which includes 8 items: efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. Internal consistency coefficient was calculated as .93 for the entire scale in the adaptation study, and it was found as .96 for this study.

Attitude Scale for Teaching Profession: Developed by Erkuş, Sanlı, Bağlı and Güven (2000), Attitude Scale for Teaching Profession is a 5-point Likert type scale containing 22 items. Cronbach Alpha internal consistency coefficient was calculated to be .99 in the original study while the same coefficient was identified to be .93 for this study.

Data Collection and Analysis

Data had been collected from the pre-service teachers on a voluntary basis after granting relevant consents from the universities included in this study. Prior to analyses, assumptions for each analysis were studied, and then linear regression analysis was carried out for data analysis. In this research, .05 was set as the significance level.

Findings

This study aims to investigate whether self-efficacy beliefs of pre-service teachers and their attitudes towards the profession have a significant predictive role in their expected selves regarding their first year in the profession or not. Thus, the assumptions of standard multiple regression analysis were controlled. Mahalanobis distances were calculated to determine the extreme values within the data set, and 40 participants were excluded from the analysis. Following the exclusion of extreme values, skewness and kurtosis values, histogram, and other normal distribution graphics were scrutinized for normality assumption. Furthermore, scattering diagram matrix was examined in order test multiple-variable normality and linearity hypothesis, which resulted that hypothesis was checked. Box M test result was evaluated to see if co-variance condition was met or not, and p value was calculated to be .053, which meant that variance and co-variance matrixes met the homogeneity condition. In addition, correlations among variances were examined and no multicollinearity was detected for predictor variables. Correlation values for the variables are presented in Table 2.

Table 2. *Pearson Correlation Coefficients among the Variables (r)*

	2	3	4
1. Attitudes towards teaching profession	.38*	.42*	-.21*
2. Teacher self-efficacy beliefs	-	.47*	-.36*
3. Expected teacher possible selves		-	-.11*
4. Feared teacher possible selves			-

* $p < .01$

Pallant (2001) suggests that there has to be a correlation of .30 between the independent variables and the dependent variable in order to conduct multiple linear regression analysis.

Moreover, variance inflation factor (VIF) and tolerance values were also examined. Durbin-Watson value was found to be 1.95 for the model predicting expected teacher possible selves. The same value was 1.98 for the model predicting feared teacher possible selves. These values indicated that there was no auto-correlation. Besides, VIF and tolerance values were found to be 1.17 and .86 for the first model respectively whereas both values were found to be 1.00 for the second model. These VIF and tolerance values can be taken as additional signs as to there was no multicollinearity in regression models.

Table 3 displays the values of regression model conducted to determine the predictive effect of teacher self-efficacy beliefs and attitudes towards teaching profession on expected possible selves of pre-service teachers.

Table 3. *Results of regression analyses regarding the predictive effect of teacher self-efficacy beliefs and attitudes towards the profession on expected teacher possible selves of pre-service teachers*

Model	Variables	R	R^2	R^2Change	Std. β	t	F
1	Teacher self-efficacy beliefs	.473	.224	.224	.473	24.50*	600.01*
2	Teacher self-efficacy beliefs	.541	.293	.069	.366	18.35*	430.09*
	Attitudes towards teaching				.283	14.22*	

*$p<.001$

The figures in Table 3 yield that both steps of regression model are statistically significant. Based on the values in Table 3, teacher self-efficacy beliefs and attitudes towards teaching profession together explain 29% of expected possible selves of pre-service teachers. Examination of standardized regression coefficients (ß) reveals that bigger part (22%) of the contribution comes from teacher self-efficacy beliefs and the smaller portion (7%) belongs to the attitudes towards teaching profession. Based on these findings, one can conclude that there is a positive relation between expected possible selves and teacher self-efficacy beliefs and attitudes towards the profession. As pre-service teachers' scores for self-efficacy beliefs and attitudes towards the profession increase, their expected possible selves also improve.

Table 4 consists of values regarding the regression model developed to determine whether teacher self-efficacy beliefs and attitudes towards the profession have a predictive effect over feared possible selves of pre-service teachers.

Table 4. *Results of regression analyses regarding the predictive effect of teacher self-efficacy beliefs on feared teacher possible selves of pre-service teachers*

Model	Variables	R	R^2	R^2Change	Std. β	t	F
1	Teacher Self efficacy beliefs	.363	.132	.132	-.363	-17.78*	316.13*

*$p<.001$

Table 4 shows that the regression model is highly significant statistically. According to the results, teacher self-efficacy beliefs explain 13% of feared possible selves of pre-service teachers. These findings mean that there is negative relation between teacher self-efficacy beliefs and feared possible selves. In other words, as pre-service teachers have higher levels of teacher self-efficacy beliefs, feared teacher possible selves decrease, and vice-versa.

Results and Discussion

The effect of teacher self-efficacy beliefs and attitudes towards the profession over possible selves of senior students was investigated in this research. In this regard, the results of this study indicate that 29% of the scores in expected teacher selves are explained by self-efficacy beliefs and attitudes towards the profession, and 13% of the scores in feared teacher selves are explained by self-efficacy beliefs. Considering that only 13% of feared teacher possible selves are explained by teacher self-efficacy beliefs, it may be wise to advise researchers to design studies that will examine the relation between feared possible selves and self-efficacy beliefs together with other variables. The result that attitude towards the profession is not a significant predictive variable on feared teacher possible selves can be noted as a noteworthy finding.

Research results regarding the variables predicting expected possible selves are consistent with those of Chan (2006), who studied hoped-for possible selves, optimism, and self-efficacy beliefs of pre-service, novice, and experienced teachers. Chan (2006) concludes that self-efficacy beliefs are the strongest predictors of hoped-for teacher possible selves. In this research, too, self-efficacy beliefs and attitudes towards the profession were found to be significant predictors of expected possible selves. Although these variables can explain 29% of pre-service teachers' expected teacher possible selves, there still remains a 71%-portion not explained. In this sense, it is vital for future studies to focus on different variables that can be influential over expected possible selves of pre-service teachers.

Research findings have pointed a statistically significant, negative, and reverse relation between teacher self-efficacy beliefs and feared teacher possible selves of novice teachers. This finding is consistent with those of both Ghaith and Shabaan (1999) and Boz and Boz (2010), who determined a negative relation between teacher self-efficacy beliefs and professional anxiety. Kafkas et.al. (2010), on the other hand, concluded a positive relation between self-efficacy beliefs and professional anxiety levels of teacher candidates.

Results of the present study have shown that attitudes towards teaching profession do not have a determining effect over feared teacher possible selves; yet, a low-level significant relation was identified between the two variables. This research finding is contradicting with that of Akgün and Özgür (2014), who noted that there was no significant relation between attitudes towards teaching profession and professional anxiety levels. On the contrary, Kalemoğlu-Varol, Erbaş and Ünlü (2014) concluded that professional anxiety levels of novice teachers are primary determinants of attitudes towards teaching profession.

Suggestions

In this study, self-efficacy beliefs of novice teachers were found to be the primary determinants of their expected and feared teacher possible selves concerning their first year in the profession. In this regard, practices offering real teaching experiences should be more often and common, and activities should be designed at education faculties to improve teacher candidates' self-efficacy beliefs. Furthermore, attitudes towards teaching profession were identified as another determining factor in expected teacher possible selves of novice teachers in this research. Accordingly, activities that will help teacher candidates to develop positive attitudes towards the profession and love their job should be planned and employed in both official and latent programs of education faculties.

Within the scope of this study, self-efficacy beliefs and attitudes towards teaching profession were analyzed as definitive factors over the formation of teacher possible selves of novice teachers concerning their first year in the profession. Future research examining the influence of other potential factors over novice teachers' possible selves may shed more light into the literature. Moreover, investigating the factors influenced by novice teachers' possible selves during their first year in the profession may be the topic for other scientific endeavours. This research was completed in accordance with quantitative research methods. Designing either qualitative or mixed research studies in the future may be the next step in order to analyze this topic comprehensively.

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Giriş

Öğretmen eğitimi programlarının, öğretmen adaylarına mesleki bilgi ve beceriler kazandırma işlevinin yanı sıra öğretmen adaylarının inançlarını, yönelimlerini, tutumlarını ve kimliklerini şekillendirmelerinde önemli bir role sahip oldukları bilinmektedir (Hong ve Greene, 2011). Öğretmen kimliğinin gelişimi açısından düşünüldüğünde, öğretmen adaylarının eğitimleri süresince karşılaştıkları öğretim elemanlarının öğretim yaklaşımları, öğretmenlik uygulamasında edindikleri deneyimler gibi öğretmen eğitimi programlarının farklı bileşenlerinin kimlik gelişiminde etkili olması kaçınılmazdır (Lamote ve Engels, 2010). Bu bağlamda öğretmen adaylarının mesleki kimliklerinin incelenmesi, daha etkili öğretmen eğitimi programlarının geliştirilmesi yolunda önemli bir adım olarak görülebilir (Beauchamp ve Thomas, 2009). Öğretmen mesleki kimliğine ilişkin güncel alanyazın incelendiğinde, kimliğin çokboyutluluğu konusunda bir uzlaşı olduğu görülmektedir (Akkerman ve Meijer, 2011; Beauchamp ve Thomas, 2009; Beijaard, Meijer ve Verloop, 2004; Rodgers ve Scott, 2008). Bu bağlamda kimliğin çok boyutluluğu üzerine temellendirilen Olası Benlikler Kuramının (Possible Selves Theory) öğretmen kimliği araştırmalarına önemli bir kuramsal çerçeve sunabileceği düşünülmektedir. Kuramın öncüleri Markus ve Nurius (1986), üç farklı olası benlik türünden söz etmektedirler. Bu benlik türleri; beklenen benlik (expected self), umulan benlik (hoped for self) ve korkulan benlik (feared self) şeklinde ifade edilmektedir.Bireyin olası benlikleri, içinde bulunduğu sosyal bağlamlar aracılığıyla şekillenir. Öğretmen adaylarının olası benliklerine etki eden sosyal bağlamlar düşünüldüğünde en önemlilerinden birinin öğretmen eğitimi programları olduğu söylenebilir. Öğretmen adayları, gelecekteki öğretmen benliklerini eğitimleri süresince edindikleri deneyimler yoluyla oluştururlar (Hong ve Greene, 2011). Özellikle mesleğe yeni başlayacak olan öğretmen adaylarının olası benliklerinin belirlenmesi, öğretmen adaylarının beklenti ve endişelerinin ortaya konarak öğretmen eğitimi programlarının sonuçlarının incelenmesi açısından da önemli görülmektedir (Hamman, Coward, Johnson, Lambert, Zhou ve Indiatsi, 2012).

Olası benliklerin oluşumunda çevresel düzeyde belirli sosyo-kültürel özellikler ve bağlamlar rol oynarken, bireysel düzeyde ise bireyin benlik şemalarına katkı sağlayan yaşam

deneyimleri ve kendi yeterliklerine ilişkin inançları; başka bir deyişle, psikolojik faktörler rol oynamaktadır (Vernon, 2004). Psikolojik faktörler açısından bakıldığında öğretmen adaylarının olası benliklerini etkileyen önemli faktörlerden birinin öğretmen öz-yeterlik inancı olabileceği düşünülmektedir. Öğretmen davranışları üzerinde etkili olduğu düşünülen diğer bir değişken de öğretmenlik mesleğine yönelik tutumlardır. Öğretmenlik mesleğini uygulayacak olan bireylerin bu mesleğin gerekliliklerini daha etkili biçimde yerine getirebilmelerinin koşullarından biri, mesleğe yönelik tutumlarının olumlu olmasıdır (Üstüner, 2006). Bu bağlamda öğretmen davranışlarının önemli belirleyicileri olan öz-yeterlik inançları ve öğretmenlik mesleğine yönelik tutumların, son sınıf öğretmen adaylarının meslekteki ilk yıllarına yönelik olası öğretmen benlikleri üzerinde etkili olan psikolojik faktörler arasında yer alabileceği düşünülmektedir. Bu bağlamda, bu araştırmada, son sınıf öğretmen adaylarının meslekteki ilk yıllarına yönelik beklenen ve korkulan olası öğretmen benlikleri ile öz-yeterlik inançları ve öğretmenliğe ilişkin tutumları arasındaki ilişkinin incelenmesi amaçlanmaktadır.

Yöntem

Bu araştırmada, ilişkisel tarama modelinde betimsel bir çalışma tasarlanmıştır. Araştırmada, tabakalı örnekleme yöntemi kullanılmıştır. Evreni temsil edebilecek örneklem sayısının belirlenmesinde, Cochran'ın likert tipi ölçme araçları için önerdiği örneklem formülü kullanılmıştır (Bartlett, Kotrlik ve Higgins, 2001). Bu kapsamda çalışma 2014-2015 öğretim yılı bahar döneminde Türkiye'deki eğitim fakültelerinin son sınıfında öğrenim görmekte olan 2300 öğretmen adayı ile yürütülmüştür. Toplanan veriler incelendiğinde 179 kişinin anketleri uygun şekilde doldurmadığı belirlenerek çalışmaya 2121 veri üzerinden devam edilmiştir. Normallik dağılımını etkileyen uç değerler de atıldıktan sonra analizler 2081 veri ile gerçekleştirilmiştir. Araştırmada veri toplama aracı olarak Öğretmen Adayları Olası Benlikler Ölçeği, Öğretmen Öz-yeterlik Ölçeği ve Öğretmenlik Mesleğine Yönelik Tutum Ölçeği kullanılmıştır. Çalışma verilerinin analizinde korelasyon ve regresyon analizlerinden yararlanılmıştır. Araştırma verilerinin analizine geçilmeden önce her bir analiz için ön koşullar incelenmiştir.

Bulgular ve Tartışma/Sonuç

Araştırma kapsamında elde edilen bulgular, öğretmen adaylarının beklenen olası öğretmen benlikleri ile öz-yeterlik inancı ve mesleğe yönelik tutum arasında pozitif yönlü anlamlı ilişkiler olduğunu gösterirken; korkulan olası benlik ile öz-yeterlik inancı ve mesleğe yönelik tutum arasında negatif yönlü anlamlı ilişkiler olduğunu ortaya koymuştur. Buna göre öğretmen adaylarının öz-yeterlik inancı ve mesleğe yönelik tutum puanları yükseldikçe beklenen olası öğretmen benlik puanları yükselmekte, korkulan olası öğretmen benlik puanları ise düşmektedir. Araştırmada öğretmen adaylarının öz-yeterlik inancı ve öğretmenlik mesleğine yönelik tutumlarının meslekteki ilk yıllarına ilişkin olası benlikleri üzerindeki yordayıcı etkisi incelenmiştir. Bu bağlamda, öğretmen adaylarının öz-yeterlik inancının hem beklenen hem de korkulan olası benliklerinin önemli bir yordayıcısı olduğu; öğretmenlik mesleğine yönelik tutumun ise yalnızca beklenen olası benliklerin önemli bir yordayıcısı olduğu belirlenmiştir. Araştırma sonuçları bağlamında, eğitim fakültelerinde öğretmen adaylarının öz-yeterlik inançlarının yükselmesini sağlayacak etkinlikler geliştirilmeli, öğretmen adaylarının gerçek öğretmenlik deneyimini daha fazla yaşayabilmelerine olanak tanıyan uygulamalara yer verilmelidir. Eğitim fakültelerinin resmi ve örtük programlarında, öğretmen adaylarının mesleklerini sevmelerini, olumlu tutum geliştirmelerini sağlayacak etkinliklerin planlanarak işe koşulması önemli görülmektedir. İleride gerçekleştirilecek araştırmalarda öğretmen adaylarının olası benlikleri üzerinde farklı değişkenlerin yordayıcı etkisinin incelenmesi alana katkı sağlayabilir. Bununla birlikte, öğretmen adaylarının meslekteki ilk yıllarına yönelik olası benliklerinden etkilenen faktörlerin incelenmesi de gelecek araştırmaların konusu olabilir. Bu araştırma nicel araştırma yöntemleri ile gerçekleştirilmiştir. Gelecekte bu alanda nitel ve karma desende araştırmaların yürütülmesi, konunun derinlemesine incelenmesi açısından yarar sağlayacaktır.