

PRE-SERVICE TEACHERS' ATTITUDES TOWARDS THE PROFESSION
OF EARLY CHILDHOOD EDUCATION IN TERMS OF SEX
AND GENDER ROLE

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MUHAMMET ALİ KARADUMAN

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Prof. Dr. Meliha ALTUNIŐIK
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.

Assoc. Prof. Dr. Jale AKIROĐLU
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

Assist. Prof. Dr. Refika OLGAN
Supervisor

Examining Committee Members

Prof. Dr. İsmihan ARTAN	(Hacettepe U, CD)	_____
Assist. Prof. Dr. Refika OLGAN	(METU, ELE)	_____
Assoc. Prof. Dr. Semra SUNGUR	(METU, ELE)	_____
Assist. Prof. Dr. Feyza ERDEN	(METU, ELE)	_____
Assist. Prof. Dr. iĐdem HASER	(METU, ELE)	_____

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Name, Last name: Muhammet Ali KARADUMAN
Signature:

ABSTRACT

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KARADUMAN, Muhammet Ali

M.S., Department of Early Childhood Education

Supervisor: Assist. Prof. Dr. Refika OLGAN

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The purpose of this study is to understand the attitudes of pre-service teachers, who are studying at the departments of early childhood education in universities in Turkey, towards the profession of early childhood education. Specifically, this study investigated the effect of sex and gender role on the attitudes of pre-service early childhood teachers. The sample of this study includes 1528 participants from 11 different state universities of Turkey. 278 of them are male pre-service teachers and 1250 of them are female pre-service teachers. The data were collected through two

different scales, Turkish version of Bem Sex Role Inventory (Kavuncu, 1987) and Attitude Scale Related to Teaching Profession (Erkus et al., 2000). Additionally, a demographic information form was also sent to the participants. The data were analyzed through PASW. Results of the study indicated that there was no interaction effect between sex and gender role, however main effects of sex and gender role was significant. Two-way between-groups ANOVA results indicated that there is a significant difference among female and male pre-service teachers in the total attitude score. However, the difference was small according to Cohen's (1988) criterion. Furthermore, statistical analysis also indicated that there is a mean difference between masculine pre-service teachers and the other three groups of gender roles which were feminine, androgynous and undifferentiated. Results of the current study suggest that the following implications. First, the findings indicated that gender role is more influencing than sex in developing attitudes towards the profession of ECE. Additionally, there is no interaction effect between sex and gender role on attitudes towards the profession of ECE.

Keywords: Pre-service Teacher Attitude, Early Childhood Education, Sex, Gender
Role

ÖZ

OKUL ÖNCESİ ÖĞRETMEN ADAYLARININ MESLEKLERİNE İLİŞKİN TUTUMLARINDA CİNSİYETİN VE CİNSİYET ROLÜNÜN ETKİSİNİN İNCELENMESİ

KARADUMAN, Muhammet Ali

Yüksek Lisans, Okul Öncesi Eğitimi Bölümü

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Bu çalışmanın amacı Türkiye'deki üniversitelerde okuyan okul öncesi eğitimi bölümü ve anabilim dalı öğretmen adaylarının mesleklerine ilişkin tutumlarında cinsiyet ve cinsiyet rolünün etkisinin incelenmesidir. Bu çalışmanın örneklemini Türkiye'nin çeşitli bölgelerinden rastgele seçilmiş 11 üniversitede okuyan 1528 kız ve erkek okul öncesi eğitimi bölümü öğrencisi oluşturmaktadır. Bu katılımcıların 278'si erkek ve 1250'si kız okul öncesi öğretmen adaylarından oluşmuştur. Çalışmanın verileri 2 farklı ölçek kullanılarak toplanmıştır. Bu ölçekler Bem Cinsiyet Rolü Envanteri Türkçe

Uyarlaması (Kavuncu, 1987) ve Öğretmenliğe İlişkin Tutum Ölçeği'dir (Erkus et al., 2000). Belirtilen ölçeklere ek olarak katılımcılar hakkında gerekli görülen bilgilerin toplanması amacıyla, araştırmacı tarafından hazırlanan "Demografik Bilgi Formu" da katılımcılar tarafından doldurulmuştur. Toplanan bilgiler istatistiksel analiz programı olan PASW programı kullanılarak analiz edilmiştir. Çalışmanın betimsel sonuçları cinsiyet ve cinsiyet rolünün, toplam tutum skorunun belirlenmesinde etkileşimli bir etkisinin olmadığını göstermiştir. Bunun yanında, uygulanmış olan iki yönlü gruplar arası ANOVA testi, toplam tutum skorunun belirlenmesinde cinsiyetin küçük (Cohen, 1988) olsa da istatistiksel bir etkisinin olduğunu açığa çıkarmıştır. Buna ek olarak, istatistikî analiz sonuçları, toplam tutum skorunun belirlenmesinde cinsiyet rollerinin etkisi olduğunu göstermiştir. Söyle ki, masculen cinsiyet rolüne sahip katılımcılarla, feminen, androjen ve belirsiz cinsiyet rolü gösteren katılımcılar arasında anlamlı bir istatistiksel fark olduğu gözlemlenmiştir. Araştırmanın sonuçlarına göre okul öncesi öğretmenliğine karşı tutumun gelişmesinde cinsiyet rolünün, cinsiyetten daha fazla öneme sahip olduğu bulunmuştur. Bunun yanında tutum gelişiminde cinsiyet rolünün ve cinsiyetin etkileşiminin etkisi olmadığı belirlenmiştir.

Anahtar Kelimeler: Öğretmen Adaylarının Tutumları, Okul Öncesi Eğitim, Cinsiyet,

Cinsiyet Rolü

To my fiancé, Tuğçe Şanver,
And
To Memories of
My grandparents, Aydın - Ayşe Akkuş

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LIST OF ABBREVIATIONS

ANOVA:	Analysis of Variance
ASTTP:	Attitude Scale towards Teaching Profession
BSRI:	Bem Sex Role Inventory
DEEWR:	Department of Education, Employment and Workplace Relations of Australia
df:	Degrees of Freedom
ECE:	Early Childhood Education
M:	Mean
NAEYC:	National Association for the Education of Young Children
NCVER:	National Centre for Vocational Education Research of Australia
N:	Number of Participants
SD:	Standard Deviation
TUIK:	Turkish Statistics Institute

CHAPTER I

INTRODUCTION

1.1 Theoretical Background

The National Association for the Education of Young Children (NAEYC) defined the period from 0 to 8 years as early childhood (Bredekamp & Coople, 1997). During this period children develop rapidly and the changes that occur during this period are called early childhood development. Children's experiences in this period have a substantial impact in their development both positively and negatively (Aral, Kandır, & Can-Yaşar, 2001; Berk, 2005; McDevitt & Ormrod, 2007). Today, the commonly accepted view is that no other period has as much influence on shaping the human mind, character and body as early childhood and furthermore, this period is crucial in setting up the foundations of good mental health (Berk, 2005).

Therefore, the early childhood years are important part of a child's education (Barnett, 2003; Berk, 2005; Drummond & Seid, 2001; Essa, 2002; McDevitt & Ormrod, 2007; Miller, 2010; Robinson, 2011). As a result, the significance that is attributed to early childhood education (ECE) by the community is increasing day by day because the research that is conducted in this area indicates that access to education in the early

childhood period has a positive effect on all of a child's developmental areas (Barnett, 2003). In fact, if a child's educational needs are not met properly they may not grow up to be mentally and physically healthy adults (Berk, 2002). Barnett (2003), Berry (2010) and Simms (2010) found that child care centers that offer a high standard of care and education have positive benefits in terms of social, emotional, cognitive and language development. Also, in the study by Berry (2010), it is found that these children who attended this type of center have higher achievement in their formal compulsory schooling. In addition, Coughy, DiPietro and Strobino (1994) found that children who are cared for in good child-care centers attain reading recognitions and mathematics scores than children who are cared for in stimulating home environments.

In the last ten years there have been a number of research studies that focused on the benefits of child-care centers and stressed the importance of ECE, however, in order for children to benefit the child-care center must provide appropriate education of a high quality (Barnett, 2003; Barnett & Frede, 2010; Berry, 2010; Brooks-Gunn, Han & Waldfogel, 2002; Drummond & Seid, 2001; Cotton & Conklin, 1989). From this conclusion there has been a shift in the research interest towards an evaluation and analysis of the characteristics of child-care centers that contribute to the provision of a quality education. One of the main outcomes of the research is that the qualifications of teachers that provide care for children is one of the most influential determinants on the quality of child-care centers (Barnett, 2003; Brownlee & Berthelsen, 2006).

The results of the research show that teachers are the most important contributors in terms of making the early childhood education curriculum more effective, reaching the goals and objectives of the early childhood curriculum and maintaining cooperation between early childhood institutions and society (Barnett, 2003; Fenech, Sweller, & Harrison, 2010; Ho, Campbell-Barr & Leeson, 2010; Lee & Yin, 2007; Moss & Dahlberg, 2008; Simms, 2010). All of these issues pertaining to effective ECE are dependent on the early childhood teachers' abilities, since they are generally the first adults that children spend time other than their families (Alicigüzel, 2001; Aral et al., 2001; Barnett, 2003; Barnett & Frede, 2010; Burchinal, Howes, & Kontos, 2002).

Moreover, research investigating quality of child-care centers, focusing on staff qualification, indicated that including highly educated early childhood teachers is effective on the quality of a child-care center (Barnett, 2003; Barnett & Frede, 2010; Brownlee & Berthelsen, 2006; Brooks-Gunn, Han & Waldfogel, 2002; Campell & Milbourne, 2005; Drummond & Seid, 2001; Ho, Campbell-Barr & Leeson, 2010; Lee & Yin, 2007; Moss & Dahlberg, 2008; Simms, 2010). Campell and Milbourne (2005) suggested that in order to increase the quality of education it is important to increase teachers' formal educational levels since the education of teachers is an important issue in terms of the development of the whole child. Various authors have indicated that higher quality education can only be provided by professional who has a higher educational level (Blau, 2000; Burchinal et al., 2002; Campell & Milbourne, 2005; Fenech, Sweller, & Harrison, 2010; Ho, Campbell-Barr & Leeson, 2010; Lee & Yin,

2007; Moss & Dahlberg, 2008; Simms, 2010). For example, Blau (2000) stated that in the field of ECE the productivity of a teacher increases with a college degree. Additionally, teachers with a high level of formal education are more sensitive to children's needs than those lacking a formal education and a child whose teacher is highly educated tend to be better in terms of language development (Burchinal et al., 2002). Thus, it can be seen that educational level of staff that provides care for children must be taken into account when quality is considered (Campell & Milbourne, 2005).

Furthermore, another important factor is the attitude that ECE teachers' have towards their profession because, in each stage of ECE, a responsive, patient and knowledgeable personality is very important to support the positive development of children in all areas (La Paro, Siepak & Scott-Little, 2009; Hamre et al., 2011; Hooks, Scott-Little, Marshall, & Brown, 2006; Hussain, Ali, Khan, Ramzan & Qadeer, 2011). Teachers' attitudes are important because their implementation and interpretation of curricula are mostly influenced by their knowledge and their attitudes (Dockett & Perry, 2006). Dockett and Perry (2006) also claimed that, attitudes are important clues that give information about classroom practices and by understanding teachers' attitudes, their thinking and practices can be improved. In addition, Nespor (1987) states that "to understand teaching from teachers' perspectives, we have to understand the belief and attitude with which they define their work" (p.323). According to Hooks et al. (2006) teachers' attitudes affect their planning, decision making and their classroom practices. Hamre et al. (2011) and Hussain et al. (2011) found a high correlation between the

teachers' practices and their attitudes. Jones et al. (2000) found that early childhood educators who have positive attitudes toward teaching profession mostly use developmentally appropriate practices in their classrooms.

As well as the attitudes of in-service teachers, understanding pre-service teachers' attitudes are also important (Mims et al., 2008; Scott-Little, La Paro, & Weisner, 2006), because today's pre-service teachers will be tomorrow's in-service teachers, and because having positive attitudes helps pre-service teachers become successful and effective in-service teachers in the future (Hussain et al. 2011). Mims et al. (2008) commented that what and how pre-service teachers learn is mostly influenced by their attitudes. Additionally, Hollingsworth (1989) stated that students have definite ideas about the teaching profession upon entry to the faculty of education. In his longitudinal research with 14 pre-service teachers beginning a teacher education program, Hollingsworth (1989) found how these students learn to teach is greatly influenced by their prior beliefs and attitudes. These results clearly indicate that the teaching process is not only related to educational background and past experiences but also to the attitudes of in-service or pre-service teachers towards their profession.

In most of the studies listed above the majority of the participants were women this is because ECE is an occupation that dominated by females (Anliak & Beyazkurk, 2008; Clyde, 1993; NCVET, 2011; Russo & Feder, 2001; Seifert, 1974; TUIK, 2011). Factors such as part-time working hours in schools mainly resulting from the two shift system existing in most state schools which means that teachers only work mornings or

afternoons and having longer holidays than other occupations are the reasons why women prefer this profession (Yaşar, 2000). However, in the literature there are many reports of the necessity for men to work in ECE settings in order to provide positive role models and a positive and beneficial atmosphere for young children (Anliak & Beyazkurk, 2008; Seifert, 1974). For instance, Seifert (1974) stated that having men in the environment promotes children's development, in fact, children learn sex-roles by analyzing the behavior of both sexes. Russo and Feder (2001) commented that male teachers should be involved in ECE because this period is critically important in terms of children learning social rules, norms and roles and forming their attitudes to life.

Unfortunately, despite the number of publications concerning the need to have men in ECE, the number of male teachers has not noticeably increased. In Turkey, only 7% of ECE teachers are male (TUIK, 2011), and the scarcity of men in ECE settings is a global issue (Clyde, 1993; Cooney & Bittner, 2001; Eisenhauer & Pratt, 2010; Janairo, Holm, Jordan, & Wright 2010; Johnson, 2010; Russo & Feder, 2001; Seifert, 1974). For example, in the United States, only 2.2% of teachers in preschool or kindergartens and 5% of child care workers are men (Eisenhauer & Pratt, 2010). In Australia, in a 2010 report 99% of teachers working in ECE were women (DEEWR, 2011).

There are various reasons why there are few male teachers in ECE, one of the main ones is that, if a man does work in ECE their presence is seen as inappropriate for working with children by their female colleagues, parents of their students and even by society itself (Clyde, 1993). Gottfredson (1981; 2002; 2006) stated that this situation is

derived from how female and male gender roles are perceived by the society. Accordingly, child rearing is perceived as a duty that should be undertaken by women; and men are seen as less capable in child rearing than women (Anliak & Beyazkurk, 2008; Russo & Feder, 2001; Seifert, 1974; 1986). These perceptions of society may discourage males from becoming early education teachers, because deciding on a particular profession or sector of that profession is related to both a person's personality and the environment in which they live (Gottfredson, 2002).

Men who work in other non-traditional jobs, i.e. nursery, experience similar negative attitudes, such as discrimination, from colleagues, friends and society (Russo & Feder, 2001). In fact, men who work in a non-traditional female dominated occupation are more exposed to more deprecating remarks and derision more than females who choose employment in a non-traditional occupation (i.e. male dominated). According to Bem (1974), these comments result from members of the community because they consider that the men are demonstrating attitudes that are gender inappropriate.

Certain researchers (Kadushin, 1976) emphasized that men who work in non-traditional jobs are not considered to be sufficiently qualified for a man's profession although for a woman working in a non-traditional job this is not generally an issue. A man can be seen as deviant if he choose to work in a field that is considered to be the province of women furthermore, Tilby and Kalin, (1980) commented that even their ability to think rationally is in doubt if a man chooses 'women's work'. Choosing a career in a non-traditional sector has impacts that differ between the sexes. Women

working in a male dominated profession have the benefit of higher status and salary (Couppie & Epiphane, 2002; O'Donnell, 2008; Shewring, 2009), however, men in the same situation receive disapproval from other people, and have lower status and salary (Basow, 1986; Hickey, 2006; Jackson, Wright & Perrone-McGovern, 2010; Shewring, 2009). In general, improved status, salary and advancement opportunities can encourage women to enter non-traditional employment whereas this is often not the case for men (Hickey, 2006; Jackson, Wright & Perrone-McGovern, 2010; O'Donnell, 2008; Potter & Hill, 2009; Shewring, 2009).

A number of studies have been conducted to understand the reason why people choose a traditional or a non-traditional career (Couppie & Epiphane, 2002; Dodson & Borders, 2006; Gottfredson, 2002; Greenhaus & Callanan, 2006; Hickey, 2006; Hodkinson & Sparkes, 1997; Jackson, et al., 2010; Koivisto, Vinokur, & Vuori, 2011; O'Donnell, 2008; Potter & Hill, 2009; Shewring, 2009; Watts et al., 1996). These studies show that there are two different aspects involved in choosing a career including; psychological and sociological perspectives (Brown, 2002; Greenhaus & Callanan, 2006; Koivisto, Vinokur, & Vuori, 2011). For example, Holland (1997) claimed that the choice of a career is concerned not only with a person's personality, but also with their understanding of the occupation. He considered that interests are born from a complex interaction of genetic characteristics and environmental factors. On the other hand, Blau and Duncan (1992) claimed that a person's status attainment is strongly associated with their social background. They stated that social background has a positive effect on

school performance and leads to the achievement of a higher level of education. The combination of a higher level of education and social background create expectations of attaining a particular type of occupation (Brown, 2002). However, other researchers, such as Gottfredson (1981), considered both the psychological and sociological factors believing that personality and society play an important role in influencing a person's choice of a career. Gottfredson (1981; 2002; 2004; 2006) emphasized that a person's self-concept is molded by psychological factors and this is a distinctive element of career choice and development. Gottfredson's (1981) theory which she described as "circumscription and compromise" considered that an individuals' social background and the social influences that affect them have critical importance in occupational aspiration and attainment.

According to Gottfredson (1981), from the early childhood years, a child begins to recognize different occupations in terms of sex-type, followed by prestige and finally the field of work, and later this information forms part of their career choice. Choosing and making a decision involves the process of elimination which is often determined by the person's upbringing and social milieu. Gottfredson defined this process of determining acceptable occupations and ruling out unacceptable ones as circumscription. Gottfredson's (1981) theory of circumscription and compromise includes four developmental stages of circumscription that each individual passes through, namely, (a) orientation to size and power, (b) orientation to sex roles, (c) orientation to social valuation, and (d) orientation to the internal, unique self. In the first stage, children

define the concept of having an occupation; in fact they define it dichotomously if a person has a job they define this person as big or powerful. On the other hand, if an individual does not have a job they consider this person to be small or weak. In the second stage they are faced with boundaries that force them to narrow their occupational alternatives while developing a 'cognitive map of occupations'. Sex, prestige and field of work come into prominence respectively in these three stages, and individuals remove least favored and accessible occupational alternatives with respect to boundaries demarcated by these three stages (Gottfredson, 2002).

Once circumscription has been applied to the social and personal area of occupations, compromise sets in. Compromise is where individuals may be forced to sacrifice the roles that they perceive to be more 'compatible' with their self-concept in favor of those that are perceived to be more easily 'accessible' (Niles & Harris-Bowlsbey, 2002; Gottfredson, 1981; 2002; 2006). "...compromise takes place when individuals meet a barrier in implementing their most preferred choices" (Gottfredson, 2002, p.101), and then, expected careers need to be substituted for those previous ideal choices and the individual needs to accommodate the external reality in this process (Gottfredson 1981; Brown et al., 2002).

An increase in the degree of compromise leads to an increase in the level of concern about self-concept and as the level of concern increases, and the person's satisfaction with their job decreases, this person develops a negative attitude (Gottfredson, 2006). Sex type is the most important orientation because the wrong sex

type is the most injurious threat to the self-concept (Gottfredson, 1981; Holland, 1997). If an acceptable sex type threshold is achieved then compromises in prestige and field of interests do not cause any increase in the level of concerns about self-concept (Holland, 1997).

Gottfredson (1981) regarded sex type as the most important motivation in occupational aspiration, and sex type was defined as being masculine for males or being feminine for females, however, Jackson et al., (2010) indicated that men choose certain careers because they do not feel comfortable with sex role identity formation with which they expected to comply. Accordingly, with respect to gender typing, non-traditional men have lower masculinity and higher femininity scores in Bem Sex Role Inventory (BSRI) (Dodson & Borders, 2006). There is a scientifically proven fact that people's choice of career is directly affected by their self-concept (Gottfredson, 1981; 1996; 2002; Holland, 1997; Super, 1957) and this is strongly related to gender role (Bem, 1981). Accordingly, Bem (1981) stated that sex type is not a straight line with women on the feminine side and men on the masculine side it is more complicated. In fact, every biological sex type has four psychological sub-categories which are sex-typed, cross sex-typed, androgynous, and undifferentiated.

1.2. Purpose of the Study

In the light of the information from the research given above, the aim of this study is to investigate the impact of sex type and gender role on the attitudes of pre-service teachers studying in ECE departments and programs in universities in Turkey

towards the profession of ECE and determine the reasons for the attitudes. This study will try to answer following research questions:

(a) Is there a significant difference in total attitude scores towards the profession of ECE for males and females?

(b) Is there a significant difference in total attitude scores towards the profession of ECE for masculine, feminine, androgynous and undifferentiated subjects?

(c) What is the impact of sex and gender role on total attitudes scores towards the profession of ECE?

1.3. Significance of the Study

The aim of the current study is to investigate the relationship between gender role and pre-service teachers' attitudes towards the profession of ECE. Recently, the number of research studies on ECE have been increasing and support the fact the early childhood period is very important in the development of healthy, well-adjusted adults (Barnett, 2003). However, there is little national and/or international research related to investigation into the relationship between gender role and attitude in ECE field and this makes the current study unique.

There is evidence that the sex type gap is closing; women constitute a greater percentage of the workforce with more of them working in nontraditional jobs and men are taking on the role of house husband, staying at home to care for their children. However, this picture is not seen in all countries and cultures. Therefore, the main argument of this study is the evaluation of pre-service teachers' attitudes toward ECE on

the basis of gender roles rather than on the basis of sex type. However, the literature mainly focus on sex type itself rather than the gender role (Anliak & Beyazkurk, 2008; Guven, 2004; Jones, 2002; Murphy, 2004; Rentzou & Ziganitidou, 2009; Wang & Fwu 2001) such as in a study investigating the career perceptions of male students (Anliak & Beyazkurk, 2008). Similarly, in another investigation related to the in-service teachers' perceptions of the profession of ECE, gender role was not taken into account, whereas there are many studies on sex type (Rentzou & Ziganitidou, 2009). Therefore, this study aims to bring a new point of view into the area of ECE by investigating not only the effect of sex type but also that of gender roles on prospective teachers' attitudes towards their profession.

In developing countries, such as Turkey, which tend to be conservative, issues such as sex differences and gender roles do not receive sufficient public attention because these topics are considered to be controversial. However, issues concerning personal beliefs, cultural backgrounds, undergraduate programs, grade levels and socioeconomic status are commonly investigated (Neito, 2000; Wilke, 2004; Jones, 2002). Therefore, this study will draw attention to gender role taboo which exists in many countries. Thus, this study may encourage those students to evaluate their profession choices from a perspective that they had not previously considered.

Another striking point related to sex type studies concerning early childhood educators is that studies were mostly conducted with either only females or only males (Anliak & Beyazkurk, 2008; Guven, 2004; Jones, 2002; Murphy, 2004; Rentzou &

Ziganitidou, 2009; Russo & Feder, 2001; Seifert, 1974; 1986). However, by including both men and women, the current study brings widens the perspective and allows the identification of the differences between the characteristics of those two sex types. The involvement of both men and women in the study together with the number of male participants makes this study unique. From a total of 2117 male students registered in the programs of ECE in all the universities in Turkey, in 2010-2011 academic year (OSYM, 2011) 277 (13%) participated in the current study.

Finally, the participants were selected randomly from different universities that had ECE departments; results can be generalizable to the entire population of pre-service early childhood teachers. The findings of this study may encourage other researchers to conduct follow up studies related to gender roles in the field of ECE. In addition, the results of the current study may change attitudes of society and may help to eliminate the bias that the field is solely a female vocation.

1.4 Assumptions and Limitations

1.4.1 Assumptions of the Study

The researcher expected that all the participants would fill the instruments accurately and honestly. Additionally, it was assumed that the sample reflects the target population and the scales were qualified enough to serve the purpose of the study.

1.4.2 Limitations of the Study

Although the researcher attempted to eliminate all the limitations of the study, there were several unexpected limitations.

First, in examining the attitudes of pre-service teachers, the study utilizes the following variables: sex type and gender role. There are other variables such as grade level and socio-economic status that are not used in this study. Second, attitudes of pre-service teachers may differ in terms of grade levels; without a focus on grade levels, the study could not address processes of attitude change over time. Third, the scales used in that study were self-report scales. Therefore, obtained information about gender role and attitudes towards the profession of early childhood education depended on participants subjective evaluations.

There are some limitations and concerns in using self-report scales. First of all, there is the possibility of misunderstanding the questions by the participants. Words used in the questions can have an effect on how the respondents understand and answer the question. Secondly, students' responses to questionnaires before or after a lecture may carry some biases in the data because students may feel pressured or obligated to respond in a certain way that would not necessarily reflect their real opinions.

1.5 Definition of Terms

Androgynous: individuals that process and integrate traits and information from both sex types.

Attitude: a person's representation of a like or dislike concerning or towards an issue.

Cross sex-typed: individuals that process and integrate information that is in line with the opposite sex type.

Early childhood education: the formal group settings planned to promote whole child development from birth to the first grade.

Non-traditional occupation: any occupation in which women or men comprise less than 25% of the workforce.

Pre-service early childhood teachers: those studying in a department of early childhood education in a university.

Sex-typed: individuals that process and integrate information that is in line with their sex type.

Undifferentiated: individuals that do not show efficient processing of sex-typed information.

CHAPTER II

LITERATURE REVIEW

In this chapter, the review of related literature of the study is presented. Based on the content and main objectives of the study, this chapter is classified into three sections: Gottfredson's theory of circumscription and compromise, Bem's gender schema theory and theories developed by researchers related to in-service and pre-service teachers' attitudes towards teaching profession. The fourth section reviews empirical studies regarding attitudes of in-service and/or pre-service teachers towards teaching profession.

2.1 The Theory of Circumscription and Compromise

The process of forming filtered decisions regarding a given career to be pursued by young people is rather a complex one (Greenhaus & Callanan, 2006). This is because of the cognitive changes that occur in young people as they move towards full awareness of the world of work around them. A major influence on how one goes about selecting and considering a particular career or profession is related to the social roles a person expects to play in the society and the position they wish to hold (Brown, 2002; Niles & Harris-Bowlsbey, 2002). A number of occupational theories have been developed in regard to the development of vocational career choices (Dawis & Lofquist, 1984;

Holland, 1997; Ginzberg, Ginsburg, Axelrad, & Herma, 1951; Gottfredson, 2002; 2006; Parsons, 1909; Rogers, 1942; 1951; Super, 1953). However in relation to the scope of applicability and reliability in the modern world of career development, Gottfredson's circumscription and comprise theory has gained popularity due to its demonstrated impact on career counselors and vocational choices on profession and occupation by young adults.

2.1.1 Introduction

This theory was developed by Linda Gottfredson in 1981 and attempts to explain how career perceptions and choices are formed and developed in young people, basically from their early preschool ages, in tune with their orientation to the world of work. Mentioned by Greenhaus and Callanan, (2006), like most individual developmental theories, which focus on self-concept and age, this theory also directs attention to the development of an individual's view of the available career choices and occupations.

Gottfredson (1981; 2002; 2006) stated that her theory assumes that individuals develop cognitive path and map of occupations relationship (as cited in Brown, 2002; 2006), by picking up occupational stereotypes from those that they see around them. Occupations are placed on the path using only limited dimensions, such as; 'sex, prestige and field work', (Gottfredson, 2006). According to Gottfredson (1981; 2002; 2006), as young people start to form and build this path, they begin to decide which occupations and professions are more acceptable to them and which are unacceptable. This theory combines both sociological and psychological concepts in forming early childhood

attitudes towards the selection of a profession during their early preschool development processes and cognitive awareness of the world of work (Brown, 2002; Greenhaus & Callanan, 2006).

The initial step in construction of the occupational and professional map is circumscription, which involves discriminating and ruling out those unacceptable occupations based on how well they fit with an individual's developing self-concept. At this early stage, filtering is extremely crude and inaccurate but it is also long lasting (Gottfredson, 1981). After a person sets a personal map of occupations with a cognitive path, 'compromise' takes place. Compromise is where individuals may be forced to sacrifice their chosen roles they perceive to be more compatible with their self-concept in favor of those that are perceived to be more easily accessible (Gottfredson, 2002; 2006; Niles & Harris-Bowlsbey, 2002). In this sacrifice a person is limited by a lack of knowledge about how to access certain roles because of their limited information, know-how, lack relevant tactics and social connections. Gottfredson (1981; 2002) infers that when people are forced to sacrifice their career choices, they are more likely to compromise first in their fieldwork, then in the social role and eventually in the sex-type, as the amount of the compromise increases.

2.1.2 Key Concepts of the Theory

The theory of circumscription and compromise lays its greater emphasis on how young people systematically and thoughtfully come to recognize, and deal with or fail to deal with the array of vocational careers and occupations that their society offers them. Details of the elements of this theory are given below.

2.1.2.1 Self-concept and Occupations:

Gottfredson (1981) stated that there are three key elements that constitute the self-concept of a person, thus influencing the relationship between the occupational features and self-concept of oneself. These components are; self-concept implementation, social images and images of occupations. Gottfredson (1981), like other theorists, (Armstrong & Crombie, 2000; Holland 1997), observed career and occupational development in professional awareness as a process of self-concept implementation. From the views of Gottfredson, (1981), it was clear that self-concept was closely intertwined to early decisions relating to career and occupational choices. The determination and sheer magnitude of occupational aspirations reflect an individual's initiative and struggle to implement his or her self-concept; and being satisfied with one's career decisions depends on how well that choices fits and blends with their self-concept (Gottfredson, 1997).

The key components of self-concept implementation formed by an individual as they relate to career and occupational choices transcends from a person's perceived sex type in the career or occupation selected and the expected social status achieved from

being in a particular profession. (Gottfredson, 2002; 2004). Gottfredson (2002) postulated further that self-image is an individual spectrum that affects the personality of an individual and revolves around social identity through work performance. A person's self-image, which consists of many aspects such as sex type, intelligence and social class, is more effective in forming the professional attitudes in young people than personality.

Occupational images are occupational stereotypes, which include the work undertaken, the compensation and working environment, the living standards of the person executing that work in a particular profession, the social class of people belonging to that particular field of work and relevance of a particular job to different categories of people (Holland, 1992). Gottfredson (1981) confirmed that members of a given society tend to exhibit similar self-images in relation to occupational choices and future anticipatory processes.

According to Gottfredson's (1981) theory if there is no existence of a strong sense of self compatibility between one's perception and occupational alternative, then a strong preference is likely to be given to that alternative, while those occupations that exhibit weak compatibility with the person's self-image will be ignored and therefore rejected (Gottfredson, 1981). The real test of compatibility of the self-image and professional alternative is highly dependent on the extent to which that occupation can be accessed. Gottfredson (1981) inferred that professional images are formed by an individual, resulting in a cognitive map of occupations. Children have, because of their

young age, simpler or much cruder conceptions about people and professions. This therefore confirms Gottfredson's, (1981) idea that children are more detailed in cognitive maps than adults because of not developing a clear cognitive map yet. When young children attain adolescence, most have developed a clear cognitive map and path which are similar to that constructed by adults (Gottfredson, 2006).

2.1.2.2 Career Circumscription

As noted so far, young children learn from their culture and societal background about the existence of various professions and the position that these professions occupy in the general social order. As social beings, people are exquisitely sensitive to where they fit or would like to fit into society. Thus, through career circumscription, they swiftly eliminate professional alternatives that are inconsistent with their self-concept and image. Gottfredson defined career circumscription as a process by which young people narrowly limit their range of professional alternatives. This process consists of segregating and eliminating all the unacceptable professions that are perceived to be incompatible with the self-concept and cognitive image of the occupational map in terms of prestige and sex-type.

Circumscription as a process of career and profession formation and acceptance in young people involves a series of stages that occur during the person's progression through preschool, elementary, middle and eventually high school (Gottfredson, 2002). These stages include;

Stage 1: Orientation to size and power (age 3-5)

In this stage, children become aware that adults have a greater role to play in society and have a position to hold at the same time. They learn to accept the fact they will in due time become adults and take up such roles in society, with the same power. Children in the preschool move from the magical to intuitive thinking and begin to classify people as big and powerful, small and weak (Brown, 2002; Greenhaus & Callanan, 2006; Hesketh et al., 1990).

Stage 2: Orientation to sex roles (age 6-8)

This stage involves children forming distinct categories of the world that surrounds them. They begin to become fully aware of and comprehend recognizable job roles and start to assign these jobs to particular sexes. Mostly children tend to reject those jobs that are not in the category of their own sex type (Blanchard & Linclenberg, 2004; Brown, 2002; Greenhaus & Callanan, 2006; Hesketh et al., 1990).

Stage 3: Orientation to social values (age 9-13)

Here the developing children have passed through a serial process of job categorization by forming individual cognitive occupational stereotypes based on social class and sex-type and have formed distinctive concepts (Brown, 2002; Greenhaus & Callanan, 2006; Hesketh et al., 1990). Young children at this stage begin to form job selection preferences based on the social status that such jobs offer in terms of

education, lifestyle and income levels. The social atmosphere in which these children exist, tend to force them to begin viewing certain jobs as being totally unacceptable especially if they are low paid, at the same time, they may view high status jobs as unacceptable because of the perceived risk of failure of attaining the position after expending a great effort (Brown, 2002; Greenhaus & Callanan, 2006; Hesketh et al., 1990).

Stage 4: Orientation to the internal, unique self (age 14 and older)

In this stage, children who are now moving towards adolescence start to become more conscious about the remaining social spaces that have not yet been explored. As they approach young adulthood, they begin to cautiously but thoughtfully exclude those career options that do not boost their self-image and personality by evaluating their abilities, work-life balance, interests and values that each career options is considered to have in society (Blanchard & Linclenberg, 2004; Brown, 2002; Greenhaus & Callanan, 2006; Hesketh et al., 1990). Here the process of career influences and decision making becomes more complex due to increasing demands of the young person's cognitive awareness.

Thus, as young children advance in age and become more aware of various professions in society, they begin to form mental and cognitive images regarding specific careers. This often enables them to filter out the jobs which are unacceptable within their own social classes and sexes. Those professions that viewed to be below

minimum status level (tolerable level boundary) and those perceived to be of higher status level but requiring immense effort to achieve (tolerable effort boundary) are totally rejected and abandoned by children through these stages (Gottfredson, 2002). This self-awareness plays a major role in forming professional stereotypes in young people, who mostly will be guided and influenced by the careers and professions held by their seniors such their parents, relatives, immediate neighbors or teachers.

2.1.2.3 Career Compromise

Whereas career circumscription is the process by which young people systematically eliminate occupations perceived as incompatible with their self-image and prestige, compromise is the process by which young adults begin to relinquish their most preferred alternative professions, for those that are less compatible but can be significantly more easily accessed (Gottfredson, 1981; 2002; 2006; Cairns & Cairns, 1988). Compromise involves vocational choices, which solely involves weighing the overall options and benefits of the alternative professions in a person's social space. When forced to choose from the limited number of acceptable alternatives, their choices are overshadowed by compromise. When forced to settle for unacceptable career alternatives, compromise becomes painful and becomes a barrier to choice (Shivy et al., 1996).

2.1.2.3.1 Principles of Career Compromise Process.

As argued by Gottfredson (1981), there are innate principles that contribute to career compromise in young people, who are at times forced to settle for less acceptable careers based on limited information and a lack of proper guidance and counseling. These principles include;

- (a) Approximated search with limited knowledge

As young people grow up they increasingly become aware of social and psychological features that they can use to form their judgments regarding the suitability of various occupations for various types of people and themselves. However, most young people have limited knowledge about the possible career alternatives (Gottfredson, 2002) since information regarding jobs and their training programs are confined to specific sectors, times and professions, and to search for this information is time-consuming. Furthermore, young people tends to obtain information about possible careers from their family members or other people that they trust, (Holland,1997; Gottfredson, 2002) however, this may not give a true and up to date picture of the profession. Thus young people may settle for less acceptable careers in which may not satisfy their aspirations. Young people tend to obtain information about careers from their family members or other people they trust and because of cost of searching for information, they end up settling for less or unacceptable careers and professions (Gottfredson, 2002).

(b) Large investment and better accessibility

Certain jobs or professions that are targeted by young people exist at all times and are confined to specific places. Sometimes, the state of the economy or family obligations may hinder person's realization of a preferred career alternative. Young people who often come from well-connected families or are well informed about particular jobs often make good decisions and may not compromise their career choices (Gottfredson, 2002).

(c) Good enough and not too bad

People tend choose those jobs that are compatible with their self-concept from the pool of options that are easily accessible to them. Compatibility is thrust upon people searching for jobs that are perfectly match their social class, sex-type or field of work (Gottfredson, 2002). Ideally people want a perfect match which may not be available so they will settle for good enough. Individuals tend to choose jobs from their social space, which fit their vocational likes and needs, if any of those is accessible (Gottfredson, 2002). If they are inaccessible, they will swiftly shift their attention to different types of work rather than pursuing the same occupation outside their social space that is unacceptable in relation to their sex-type or desired level of prestige. People will only look outside if there are no accessible job options within their social spaces. In such cases, they will begin to push their tolerable level boundary further than they are prepared to extend the boundary of their tolerable sex-type boundary (Gottfredson, 1981; 2002).

2.1.2.3.2 Summary of the Career Compromise

In the real world, not all professional choices are easily accessible and compromise is a must if a career is to be pursued. Gottfredson's (1981) theory of circumscription and compromise explains that individuals will often decide to work within another field within their social space rather than compromise either their sex type or prestige criteria. If such an option is unavailable, they will seek lower level professions before seeking jobs that conflict with their gender identity and self-concept. Access to career options is limited by the state of the labor market, availability of appropriate training and educational programs and other factors that are beyond an individual's control (Greenhaus & Callanan, 2006). The cost of obtaining information, education and training is often a constraining factor that will push people to settle for less acceptable jobs (Gottfredson, 2002). Thus, it is necessary that young adults receive appropriate career guidance and counseling in order to help them choose a profession, receive the necessary training and education and accumulate the relevant qualifications that will bring the good career opportunities (Brown, 2002; Maleman & Arthur, 1998).

Gottfredson's (1981) theory was developed from the synthesis of evidence from across a number of disciplines, specifically those relating to vocational assessment, career development, status acquisition and cognitive ability. The empirical support, specific processes and stages of Gottfredson's (1981) theory is given in the original statement of this theory together with two revisions and related articles (Gottfredson, 1981, 2002; 2006; Gottfredson & Lapan, 1997). The founding evidence on different

attributes of the theory varies largely in quality and quantity. With regard to circumscription and compromise, the theory has received much attention and focus in subsequent theories for example, Brown (2002) and Greenhaus & Callanan (2006).

2.2 Gender Schema Theory

2.2.1 Introduction

This theory was developed by Sandra Bem in 1981 and contains key human developmental aspects, which are socially and cognitively inclined to the central growth of human beings. As such, this theory is not associated to socialization of young children (Arliss, 1991; Holmes, 2007; Krolokke & Sorensen, 2006), but rather a focus on the cognitive development in young people who learn from their culture and society about social processes (Bandura, 1986; Vygotsky, 1978).

Therefore, the gender schema theory focuses on how young boys and girls learn to cognitively arrange and organize information derived from their environment, family, culture and society about gender roles held by adults such as parents, teachers or other relatives (Arliss, 1991; Bem, 1993; Holmes, 2007; Krolokke & Sorensen, 2006). Children learn how the society defines the positions, social positions and gender roles held by men and women in society. In addition, they also learn how society defines male or female as being ‘masculine’ or ‘feminine’ in nature, and within their culture (Beal, 1994; Richard, 2004; Sampson, 1977).

Once children have begun to learn the differences between male and female in their society, they begin to form a network of unchanged, rigid and internalized

knowledge, which Bem (1993) terms a gender schema. Through their process of social learning, achieved by observing the behavior of others and execute social and gender roles in society, young boys and girls systematically begin to use similar experiences to cognitively form their perceptions, preferences and beliefs about certain roles and positions held by a given gender in society (Bem, 1981, 1993; Arliss, 1991).

The gender schema formed during early childhood can develop into gender stereotypes held by older men and women in relation to gender roles and certain professions (Beal, 1994; Richard, 2004).

At first, gender appropriate play preferences begin to appear and escalate further. There is gender stereotyping of activities, occupations and behavior development. Young boys and girls start developing a liking for the same gender and begin to behave in a similar manner (Bem, 1993; Arliss, 1991; Burn, 1996). Secondly, the experience of gender stereotypes increases, broadens and further expands, especially in areas of personality traits and status achievement. Gender discrimination becomes more pronounced in boys as they prefer to stay in their peer groups. Girls at this stage are busy experimenting with 'cross-gender' activities as boys' masculine desire for male pursuits increases. With respect to gender identity, masculine gender identity in boys is obvious, as girls become more independent in terms of developing gender identity (Arliss, 1991; Bem, 1993). Finally, as boys and girls move towards puberty, their individual sexual orientation begins to encourage them to choose and focus on the roles that are held by seniors. Their gender identities will be in line with their self-concept and society's

expectation on gender roles, push them towards accepting that men are destined for certain roles and women will have different roles from what men hold (Aulette, 1994; Arliss, 1991; Bem, 1993).

Consequently, the separation of gender identities forms the basis of a person's career selection and preferences in line with their gender and self-concept (Arliss, 1991). Hence, children's expectation of male and women as being masculine and feminine are multifaceted, and interactions between their daily experiences form their gender schemas (Aulette, 1994; Richard, 2007). These interactions stereotypically force boys and girls to behave and choose roles that are in line with their respective genders. Additionally, any attempt to take on a role usually held by one of the genders and it would be met by much personal resistance caused by the fear of being segregated from society and by their peers (Giddens, 1993).

As children begin to become fully aware of their gender identity, self-concept and preferences, they begin to behave in line with their individual gender roles, and in fact they begin to behave as if they were already executing those social and gender roles as argued by Bem (1993).

2.2.2 Gender Typing of Occupations and Career Selection

In particular, this theory proposes that in fact gender typing process results from the fact that the self-concept becomes absorbed into a gender schema, which is part of the socialization process and attitudinal formation in young people regarding career choices and professional education (Bem, 1981). Researchers (Arliss, 1991, Aulette,

1994) have demonstrated that gender typed people have a higher readiness to process information about individuality and self, in terms of the gender schema.

Social theories, such as that proposed by Blau and Duncan (1992), argue that social structure is the underlying drive behind gender differences and thus gender differentiated behavior is driven by the division of labor and specialization between the sexes within society (Nisbet & Ross, 1980).

Beliefs about differences in gender preferences and decisions are requisite to the socialization process in a person's general growth and development in life. When it comes to career choice and development, the gender typing of occupations often plays a role in defining the approaches adopted by both sexes to access their chosen professions (Bem, 1981). Children tend to choose careers based on what they have seen in their family and older members of the community, so that male jobs will always be chosen by young males as a result of the masculine nature and female related jobs will be preferred by most young females because of their feminine background (Sampson, 1977).

The distinction between men and women is an underlying organizational principle in the continuity of every human culture (Bem, 1974). Although societies differ on the beliefs they hold about gender roles, most cultures tend to assign jobs to individuals based on genders, and they anticipate similar future allocation in the socialization of their children (Bem, 1974; 1993; Neiseer, 1976). Boys and girls are not only expected to acquire gender specific skills, they are also required to have or acquire

a gender specific self-concept and personality attributes, that makes them ‘masculine or feminine’ as outlined by their culture (Barry et al., 1957; Bem, 1993).

As argued by Bem (1974; 1975; 1993), gender typing is a process through which the society, transmits and transfers, the maleness and femaleness to young boys and girls. This process is what largely results in sex segregation because most young members of society will, due to the gender socialization process, enter occupations and pursue careers that their cultures consider to be appropriate to males or females; for instance; men being engineers and women working in the childcare sector (Anliak & Beyazkurk, 2008; Barry et al., 1974; Clyde, 1993; NCVER, 2011; Kuzmak, 2010; Russo & Feder, 2001; Seifert, 1974;).

The gender segregation created by the society will often influence young children in the way they process information regarding their choice of career and because of this, most men will be inclined to male dominated careers and women will tend to view those jobs as being purely male and will not pursue them (Anliak & Beyazkurk, 2008; Barry et al., 1974; Kuzmak, 2010). This has been confirmed by various theories for example Social learning theory (Bandura, 1977), which focuses on the rewards and punishment for behaving in gender appropriate ways as well as the vicarious learning that observation and modeling provides (Mischel, 1970); Psychoanalytic theory insists on the importance of identification with the same sex (Sears et al., 1965; Tyson, 2002); and finally cognitive developmental theory that lays its

emphasis on the way children socialize themselves once they have labeled themselves as being male or female (Cole, Cole & Lightfoot, 2005).

Specifically the developing child goes through a serial process of learning context specific information related to behavior and attributes that are linked to sex type. In addition to content specific learning, children also learn to invoke their heterogeneous network of gender linked relationships to evaluate and acquire new information about careers and occupations.

2.2.3 Gender Role Socialization

From birth, children are subject to a series of orientations in which they will continue to learn about the kind of gender roles they are expected to assume in society, once they become adults (Giddens, 1993; Neisser, 1976). Mischel (1970) noted that during infancy, children are treated differently in society. As Bem (1981) stated young girls in particular, are always more delicately handled than boys. Thus, gender role socialization is a serial process in which young boys and girls are systematically and thoughtfully, taught and oriented into being a male or a female (Bem, 1993; Giddens, 1993). As children grow and develop, society expects them to behave and act according to their gender orientation and therefore their gender roles. This process is vital as it teaches young boys and girls about their individual sexes, and what being a man or a woman means (Maccoby & Jacklin, 1974; Sampson, 1970) and in this process the environment, peers, media and schools are influential on the path they choose in life, their growth and development.

The way men and women behave is to a large extent determined by biological factors. For instance, the hormone testosterone in men is biologically responsible for behaviors such as aggression in men (Booth, Granger, Mazur, & Kivlighan, 2006) however, this is not accepted by psychological theories such the gender schema theory, in which purports that young boys and girls are taught to be ‘masculine or feminine’ with respect to their gender roles and self-concept by family members and society at large (Bem, 1981; Arliss, 1991).

According to the social schema theory, we all learn through social agents such as family, peers and schools. Depending on the way and the manner in which each social agent contributes to our awareness of being male or female, our gender stereotypes and segregation can be reinforced by each of the social agent we encounter in the course of our socialization process (Aulette, 1994; Arliss, 1991). Thus, the family plays a greater role in the socialization process and therefore, will also have a greater influence on young children about career aspirations and attitude formation towards those careers (Aulette, 1994).

At home, young children learn by observing the kind of chores and gender roles that their parents execute. If their fathers are doing jobs such as engineering, and their mothers are doing jobs like nursing, children will be introduced to these roles through their parents’ behavior and the way that they carry out their activities (Anderson, 1993). The kind of relationship exhibited at home by the parents will often be a direct influence on the socialization process of the young children (Anderson, 1993; Aulette, 1991;

Kaplan, 1991). For instance, women tend to involve themselves in nursing and nurturing roles, as defined by society, and thus, this will also play a significant role in directing the behaviors of young girls in the society, who because of the formed gender schema and gender stereotypes will behave in a similar manner (Giddens, 1993). Thus, it can be seen that society perpetuates gender stereotypes of roles, where the young males are socialized into behaving as their older males, while young females, behave as the older females (Burn, 1996; Giddens, 1993; Steinberg, 1999).

During the socialization process peers also exert considerable pressure on the gender roles and behaviors of children. The behavior of male children is shaped by the way the society thrusts on them their respective gender roles (Giddens, 1993). As children learn the contents of the society's gender schema and become aware of which attributes are associated with their own gender (Mischel, 1970). This does not entail differentiated learning where each gender is expected to possess each attribute for example, boys are to be strong and girls to be weak, but involves a deeper lesson that the attributes are differentially applicable to both genders (Bem, 1993). Children learn to schematically select preferences from the varied attributes of human personality traits, only those subsets that are definably applicable to their individual gender and therefore able to arrange and align the diverse constituents of self-concept (Bem, 1981; 1993). Thus, as their self-concept becomes gender typed, the two sexes become quite different in their preferences, attitudes and choices relating to careers and professions.

2.2.4 The Gender Schema

A schema, as defined by Neisser (1976), is a social network formed through the process of gender socialization, which involves arranging information about a given gender, interpreting such information to identify the roles associated with the respective genders and initiating guidance on the kind of behavior that the gender typed individuals are required to exhibit and portray in society. As children learn the contents of the society's gender stereotypes, that form the gender schema, they become fully aware of which features and attributes to associate with their respective gender roles, their self-concept, preferences and attitudes towards certain occupations and careers, thereafter, these associations become fixed and the individual is unlikely to be easily convinced to change these preferences and attitudes (Arliss, 1991; Aulette, 1994; Burn, 1996).

Within these confines, a person enters internalized motivational factors so that it conforms to the society's expectations of masculinity and femininity (Bem, 1993). Thus, as cultural beliefs and stereotypes become, self-fulfilling forecasts, individuals become schematically gender typed (Bem, 1993).

2.2.5 Summary of the Gender Schema

The central focus of this theory is the gender typed individuals as argued by Bem (1993), which is far different from the previous research on non-typed individuals, defined by Bem (1974) as being psychologically androgynous. Recent research and debates about socialization and psychology have challenged to the trend of dismissing those individuals perceived to be gender inconsistent that is those individuals in whom

the distinction between masculinity and femininity are less rigid (Bem, 1974; 1993; Gardner, 2010).

According to Bem (1993) androgyny is a concept, that provides liberation and more humane alternative to the ancient and traditional gender biased distinctions of cognitive awareness that are stereotypically embedded in society. Thus it is absolutely true that the concept of androgyny can be applied equally to men and women, and that it encourages individuals to embrace both the ‘masculine and feminine’ within themselves (Gardner, 2010). Even more interestingly, the concept of androgyny is a representative of the feminist perspective because it continues to encourage the masculinity and femininity within us all, and that these concepts have an independent and current reality rather than being constructs born from gender based schematic processing. A focus on the traditional gender concept fails to uncover a deeper examination of the extent to which gender aligns both our perceptions and our psychology. In contrast, gender based schematic processing has the potential for raising our consciousness as inferred by Bem & Allen (1974). It can lead us, for instance to notice how the female-male distinction is totally incorporated into society’s ideals for the growth and development of children in terms of their attitudes, preferences and choices regarding careers and occupation (Bem, 1974; 1993).

Thus, the extent to which gender schema theory contains feminist views, is that the lines and chains of association that compose the gender schema, ought to become more limited in scope and that society ought to reduce its emphasis on the importance of

the gender divisions (Anderson, 1993; Arliss, 1991; Gardner, 2010). According to Barry et al (1974) human behavior and personality features should cease to be gender stereotyped and we should consider ourselves and others to be first and foremost human beings. The feminist prescription then, is not that the individual be differentiated but that society be undifferentiated in terms of its gender stereotypes, which is the direct cause of the current career attitudes and preferences in children (Giddens, 1993; Steinberg, 1999; Kaplan, 1991).

2.3 Attitude

2.3.1 Introduction

Since the beginning of the 20th century, the concept of attitude has attracted those who are interested in social sciences and a variety of definitions have been devised by various psychologists and researchers (Ajzen, 1985; Ajzen, & Fishbein, 1980; Allport, 1935; Eagly & Chaiken, 1995; Gilovich, Keltner & Nisbett, 2011; Myers, 2002; 2009; Oskamp, 1977). In general terms, attitude is the way for an individual to have either a positive or negative view towards a person, object, event or place (Gilovich, Keltner & Nisbett, 2011; Myers, 2002; 2009). In technical terms, such a view of attitude is mostly known as attitude object (Oskamp, 1977) from a hypothetical construction, an attitude is a person's representation of like or dislike concerning or towards something (Myers, 2002; 2009). However, there are times when people are indifferent towards an object and as such they simultaneously possess a negative or a positive attitude towards the object in question.

There are varied definitions of attitude based on various scholarly views as well as the varied explanations of the meaning of attitude based on different schools of thought. According to Allport (1966) attitude is a person's mental conceptualization which affects their real and potential response to real life situations within the social hemisphere. Another definition of attitude is that it is a behavioral response created from intellect reasoning. In this case attitude is a result of experience and a person will, therefore utilize those experiences to respond to the given situation (Baysal, 1981). Baysal (1981) goes on to elaborate that these experiences and knowledge is as a result of personal involvement with objects or events. According to Zimmerman (1999), an attitude can be defined to be a positive or negative evaluation regarding people, events, ideas, objects or any other thing within a person's environment.

As seen above, there have been attempts to create a universal definition of the term attitude, however, none has been adopted. However, there is a generally accepted definition which is that attitude is "a favorable or unfavorable evaluative reaction toward something or someone, exhibited in one's beliefs, feelings, or intended behavior" (Myers, 2002, p.36). In common with many other researchers (Ajzen, 1985; Ajzen, & Fishbein, 1980; Gilovich, Keltner & Nisbett, 2011; Myers, 2002; 2009; Oskamp, 1977) Myers (2002) definition presents the three components of an attitude, which are affective, behavioral or conative and cognitive which are termed the ABC of attitude. The cognitive component refers to ideas, opinions or beliefs that are included in an attitude. Making a favorable or unfavorable judgment or having an opinion on

something or someone based on past experiences and information forms the cognitive part of an attitude (Eagly & Chaiken, 1995; Myers, 2002; 2009; Oskamp, 1977). Feelings and emotions form the affective component and finally, the behavioral or conative component refers to “one’s action tendencies toward the object” (Oskamp, 1977, p. 10).

The attitude of a person in regard to his/her profession is critical for his/her performance in that occupation (Hussain et al., 2011) for a teacher this means fulfilling the specific requirements (Gelisli, 2007; Terzi & Tezci, 2007). In addition, a person’s attitude towards their profession is one of the most vital factors in occupational success (Cakir, 2005). The particular requirements for a teacher are dedication and patience, and as such a prospective teacher needs to like the profession in order to be successful (Aşkar & Erden, 1987). Thus, a teacher’s attitude towards the profession is very important.

2.3.2 Teacher Attitudes, Their Importance and Effect on Teaching Profession

Since the teaching profession is generally considered to be an art and not a science, the love of teaching, a high degree of dedication, and a teacher devoted towards a specific subject or subjects is key to high quality of teaching (Goodlad, 1990). According to Goodlad, the quality of a syllabus or curriculum is no substitute for the quality of the teaching staff. The teacher’s love of his/her subject and will be conveyed to their students and his/her dedication to the process will inspires a child’s progress in learning. However, a teacher can also have a negative impact on a child’s educational

progress. Although, a large number of teachers are qualified, competent and enthusiastic about teaching, there are a significant number in the profession that do not enjoy their work (Tantekin, 2002) and has an adverse effect on the students and the profession.

Wickman (1928) was the first researcher to study teacher attitudes (Tantekin, 2002), set out teacher attitude as a teacher characteristic as well as it is a component of teacher personality. The attitude of a teacher towards their profession is pivotal in the interaction between teacher and a student.

Since they have immense impact on student performance teacher attitudes are very important. They are significant when it comes to influencing the classroom environment which in turn is known for the effect on the student's self-efficacy. Furthermore, self-efficacy has been indicated to exert influence on aspects such as motivation, persisting on a task, achievement and career choice, (Bandura, 1997; Pajares, 1997). These factors can be loosely categorized into personal, environmental and behavioral factors which interact with each other in a circular manner. A student's behavior in the classroom and response to tasks usually determines their educational destination.

Teaching is more than just delivering the content of a subject it is also necessary to build a relationship characterized by mutual care and respect between teacher and student and this has been demonstrated in research carried out by Larson and Silverman (2000) and a similar study was also undertaken by Nodding (1984) who states that a

school curriculum should be based on care ethics. In particular, in early childhood education the duty of care is paramount.

Life is full of responsibilities and a teacher should foster an attitude of sharing. There is need for an overlap between the agendas of the teacher and students (Carlson & Hastie, 1997) since it offers a supportive relationship and facilitates a positive learning environment. According to Zimmerman (1990), students should be given the liberty to take control of their learning. This will show up maturity of their learning capabilities as they make independent decisions about their learning and their study plans. Richardson (1999) acknowledges that student-directed learning as well as curricula is pivotal for a constructivist teaching methodology.

A teacher should foster personalized instruction since such an attitude will encourage as well as motivate students. In this way students will gain independence and learn to take responsibility of their learning. A teacher who makes learning an adventure will help students feel less restricted and forced to learn. A teacher is a bridge over a river and should therefore be ready to offer support to students whenever they face academic challenges.

Whilst teachers might not initiate extra individualized work, studies do support this part of the academic program and in particular for those students having special needs. Following research which involved interviews with teachers, McNergney and Keller (1999) made an observation that for efficiency and mainly for teachers of students with special needs, attention should be paid to the student's progress while actively

involving them in learning activities and giving guidance and praise their achievements. On a final note, a teacher needs to have a positive attitude to creativity. The moment students are offered the opportunity of creativity, a great stride is made which enables students to actively participate in lessons making contributions in the form of ideas and insights (Wang & Fwu, 2001).

2.3.3 Pre-service Teacher Attitudes

It is common to hear, a pre-service teacher saying that their motivation for becoming a teacher is to make an indelible mark on the lives of their students. Moreover, these pre-service teachers add that efficiency in their teaching is their goal which will cause students to remember them even after they graduate from their classes. Nevertheless, research (Frank, 1990; Fulton, 1989; Goodlad, 1990; Handler, 1993) reveals that most teachers do, in fact, teach as they were taught. Thus, there can be differences among the attitudes of teachers related to the institution in which they received their teacher training.

In Turkey, teachers receive their initial training from institutions of higher education where teacher education programs are carried out. However, prior to their entry to teacher training the prospective teachers have also passed through the various stages of the educational system, have known many teachers and experienced different types of teaching.

Despite their experience teacher training programs do really mold the pre-service teacher's attitude towards the profession. This is in regard to their thinking which

eventually affects his/her perspective of the profession. Based on this, developing positive attitudes towards a profession requires positive intention on behalf of the teacher trainers together with the presentation of high quality content and pedagogical courses. According to Celikoz and Cetin (2004), the development of a positive professional attitude by pre-service teachers helps in the development of teacher motivation of students while enabling an adaptation of their spoken and non-spoken messages by their students.

It is the role of pre-service teacher educators to develop positive attitudes in students towards diverse subjects and more so to subjects, like mathematics, as these they will pass on the attitudes through their teaching (Lave & Wenger, 1991). There is therefore the need for identification of influences affecting the pre-service attitudes so that they can be addressed for positive measures for furthering their education.

A lot of fear about being a teacher does exist within the pre-service teachers. Such fear has had a negative impact on their possibilities of furthering their education. This fear also adversely affects their participation in certain subjects (Wang & Fwu, 2001).

2.3.4 Review of Empirical Research on In-service and Pre-service Teachers' Attitudes

Recent updates and deeper research into the field of teaching has called for a wake call to reinvent this profession. As inferred by Awanbor (1996), the former level of trust, adoration, prestige and respect bestowed on teachers has in the recent past declined

trend and more prospective and practicing teachers have opted to seek alternative employment that is considered to be more lucrative and of a higher status (Butler, 2005). On the broader spectrum, teachers have been assessed and have been found to form their attitudes towards their profession mainly during the early stage of their entry into their profession. This, according to Dockett & Perry (2006), means that the kind of orientation and introduction that a teacher goes through while in initial training has a significant impact on their perceptions, expectations and their overall attitudes towards their careers.

Every advanced society or country invests a great deal of resources into the training of teachers, who are to play an important role in development of young learners. This development, according to Butler (2005), however comes with challenges that have created mixed attitudes of teachers and pre-service teachers. These include cultural experiences, beliefs and values, socioeconomic status of the families from which they come from, gender and sexism (Neito, 2000; Wilke, 2004; Jones, 2002).

Certainly, pre-service and in-service teachers should have first recognized their personal as well as their professional needs and assess what might happen along the way before entering training or the teaching profession. According to Meister & Melnick (2005) this will help create positive attitude and eliminate cases of negative perceptions or attitudes in teachers. Onwuegbuzie (2007) have inferred that a teacher is an academically trained professional, who specializes in a particular field and will be a guide and knowledge disseminator to young and upcoming professionals. This means

that their overall attitudes towards their career play a critical role in determining the ways in which learners can achieve their academic goals. Researchers such as, Dilg (2003), have confirmed that in-service or pre-service teachers who had formed good and positive attitudes towards their profession, were found to be more productive, academically focused and were even contented in their personal lives. In fact, as Wilke (2004) comments these create in their students positive attitudes towards certain careers such as teaching.

According to Jones (2002), an attitude which is an acquired or learnt reaction, that can either be negative or positive, plays a center stage in the pre-service teachers' expectations and the in-service teachers' classroom performance. This means that an education system will depend on the nature of the cognitive and mental motivation that both in-service and pre-service teachers get or tend to exhibit. The success of an education system, as reported by Whitebeck (2000), is directly connected with the teachers and therefore the overall influence and effect of the teacher's attitude towards the profession cannot be underestimated.

There are serious challenges that the world has certainly come to face with the decline in the number of teachers. According to Wang and Fwu (2002), the percentage of teachers' enrollment in the profession has steadily declined over recent years at a rate of 8.0% of the world's population. An empirical analysis and research by Wang and Fwu has also shown a remarkable change in the attitude to the teaching profession

stating that society has lost respect to teachers. This is a significant factor, which has contributed to low teacher enrollment.

Society has contributed to the negative attitudes towards the teaching profession. According to Guven (2004) and Murphy (2004), women are viewed as home care takers and thus when it comes to choosing profession; they are expected to settle for teaching which will enable them to take care of young pupils and students. Male teachers are becoming rare due to the fact that society is quite discriminatory in nature. Teachers are stereotypically segregated by those men who have settled in men-dominated professions, and this as cited by Kukari (2004) contributes to further negative attitudes and perceptions. Young children will often adopt early attitude that teaching is not a rewarding job.

In rapidly changing world and in developing countries, individuals are keeping abreast with the necessary changes. These changes have had some impact on the type of careers that young people choose. It is categorically imperative that personal attitude or cognitive setting would certainly create reactions towards certain careers. Pre-service teachers being generally young and inexperienced, tend to be in two minds about their future career (Denzin & Lincoln, 2005; Robson, 2007). These feelings often affect their performance and their motivation to become in-service teachers. Some pre service teachers may become discouraged by the attitudes of others and will not continue their training or on completion will enter another profession (Denzin & Lincoln, 2005; Robson, 2007).

An individual's attitude toward a given career or profession will affect the manner with which the person views the profession (Butler, 2004). This will affect individuals' productivity and their relations with colleagues and other people they come into contact with. Thus, a teacher's attitude has an impact on the life of the student. Students who are taught by teachers with positive attitudes tend to form clear views and decisions about certain professions like teaching (Kukari, 2004; Wang & Fwu, 2002). A number of factors also exist as to why in-service and pre-service teachers' attitudes have decreased in the recent past. Lickess (2008) noted that attitude change and management of attitudes have now become a matter of acute concern in all fields of education.

2.3.4.1 Factors that Influence In-service and Pre-service Teachers' Attitudes towards Teaching Profession

The research carried out to determine the overall factors that influence in-service and pre-service teachers' attitudes have brought a deeper understanding of the factors which influence the attitude of a teacher towards the teaching profession (Güven, 2004; Murphy, 2004; Wang & Fwu 2001; 2002). These factors include gender, the type of program undertaken before graduation as well as social and economic conditions.

There exist differences in attitudes by students who enroll in an education faculty (Güven, 2004; Murphy, 2004). A study by Güven (2004) was carried to determine students' preference and their motivation for a certain program in the teaching profession. The conclusion was that gender and program had an influence in the change of attitude in pre-service teachers towards the teaching profession. Though the results found Pajares (1992) differed from other authors noting that program and nature of

faculty is not effective. He also found that gender influences attitudes towards the teaching profession.

The major factor which emerges from various recent studies concerning pre-service teacher attitudes towards the teaching profession is that of gender. Even though other factors such as program do emerge, the gender factor stands out. Guven (2004), sought to establish if gender is paramount in influencing the attitudes of pre-service teacher to the profession. In his study, women enrolled on a pre-service teaching course were more successful when compared to their male counterparts regarding attitudes and success in academic scores (Yilmaz, 2011). The study also revealed a significant difference between the students when the type of program is brought into consideration (Murphy, 2004).

An extensive study carried out by Pattnaik (2003) in southern Asia, revealed that positive attitude towards teaching profession by the female teachers is higher than that of the male teachers. An explanation of the results is that there is a stereotype belief that the teaching profession is for women. They also found that public school teachers were more content with their job than the private sector teachers. The research however does not affirm the gender influence on teacher attitudes but did confirm that the program as well as the grade level affected teacher's attitude towards the teaching profession.

Pre-service teachers' attitudes towards the teaching profession are not affected by gender; however, regarding the love and respect for a profession, females score higher with male teachers scoring higher on confidence (Sheets, 2009). On class level, on

pedagogical content courses' pre-service teachers score high in regard to their attitude towards the teaching profession (Wang & Fwu 2001; 2002).

2.3.4.2 Attitude Formation in In-service and Pre-service Teachers

Pre-service teachers as described by Wilke (2004) are often taken to be in the first entry stage in their teaching career. This initial stage forms the basis of teachers developing either positive or negative attitudes towards their profession. As noted by Wilke (2004), this stage helps young teachers to learn the pre-requisites of their profession and throughout the whole development process, they are systematically taken through the fundamentals of an effective teacher, one who is able to offer quality knowledge and relevant skills that are ingrained in the pedagogical process (Denzin & Lincoln, 2005; Robson, 2007). Thus, this stage is important when it comes to a teacher's professional training and hence, as inferred by Gerges (2001), the imparting of appropriate pedagogical knowledge is imperative for the pre-service teachers to emerge as effective instructors. However, this will depend largely on the pre-service teachers' attitudes and beliefs towards their profession.

Pedagogical knowledge is linked to the quality of teaching or courses that teacher offer (Gerges, 2001; Wilke, 2004). Thus, this knowledge is connected to the quality of their teaching and the formation of their attitude to the profession in pre-service teachers (Wilke, 2004). A teacher trainer not only needs to impart skills relevant in teaching but also must focus on the attitudes or perception that the pre-service

teachers tend to hold when they enter their professional training program and how these attitudes will develop during their training period (Pajares, 1992).

When it comes to understanding teachers' attitudes, researchers have confirmed that it is not easy to explore empirically but as educational researchers infer, this human attribute can be examined through both qualitative and quantitative methods (Kukari, 2004). This often means that human qualities cannot be verified by scientific means but rather can be captured qualitatively. Whitebeck (2000) focused on the manner and process by which learners and in this case, pre-service teachers come to form their attitudes and beliefs in relation to the teaching profession. Specifically, Gerges (2001) and Whitebeck (2000) sought to investigate how pre-service teachers finally come to choose teaching profession and contended that teachers have pre-formed viewpoints about their careers which were based on their personality traits and their existing knowledge of the profession.

2.3.4.3 Understanding the Nature of Pre-service Teachers' Attitudes

Prior to entering the teacher education department pre-service teachers would have already preformed attitudes and have personal judgments about the teaching profession (Denzin & Lincoln, 2003). As discussed by Jones (2002), these attitudes stem from individual personal beliefs and the cultural background and orientation, and may be resistant to change. Another factor that also influences attitudes of pre-service teachers is the fact that their educators and trainers tend to impart knowledge teaching and classroom management that can have a significant impact on the pre-service teachers'

attitudes. These attitudes can be related widely to the psychological awareness that pre-service teachers are exposed to while undergoing their training programs. Thus, according to Gerges, the nature of attitude formation in pre-service teachers is related and linked to the relationship between the students and teacher trainers in the learning and teaching practices (2001).

There are certain fundamental categories of attitudes that pre-service teacher hold in relation to their future career as a teacher. These are;

- (i) Attitudes towards teachers and the teaching profession or career
- (ii) Attitudes towards teachers in the training and teaching preparation program

2.3.4.3.1 Attitudes towards Teachers and Teaching Profession or Career

Before deciding to become a teacher, pre-service teachers always have a prior attitude to their teaching profession. Most of the pre-service teachers who have formed positive attitudes and perceptions believe that teaching is an easy task that involves talking to students. Some come to accept and learn that being an accomplished teacher; they have to go through a serial process of practice and experience. Thus, the majority of the pre-service teachers enter the profession with a high morale and confidence that they will achieve a high degree of success (Wang & Fwu 2001; Wang & Fwu, 2002; Guven, 2004; Murphy, 2004).

The attitude so far formed, helps the pre-service teachers understand that students should be motivated and not just to be taught. They believe that good working relationships can only occur if they hold positive attitudes and perception towards their professions. Some even have noted that good learners will always excel if their teachers are able to motivate and spur them in addition to the classroom teaching. As noted by Dilg (2003), those teachers with positive attitudes tend to score well when it comes to performance.

Butler's (2005) opinion also highlights another important influence on the attitudes of pre-service teachers towards their profession. This is directly related to personality and the cultural myth that teachers are "naturally born" or not "naturally born", and thus according to Sheets (2009), pedagogic teaching and knowledge have little influence in the pre-service teachers' attitudes.

The attitudes about teaching and knowledge imparting originate from the fact that pre-service teachers always look back and refer to their personality, anticipations and perceptions regarding the qualities of an effective teacher (Güven, 2004; Wang & Fwu, 2002). These are fundamental factors that will influence teachers' teaching skills and ability, thus affecting performance. Thus, since every pre-service teacher wants to be the best in his or her approach to teaching, their overall goals of becoming the best teachers are always formed before they join the teacher training program (Whitebeck, 2000). From the time they are students, to the time they finally join the teaching profession, pre-service teachers always have prior beliefs and know that being a good

teacher does not mean being excellent in pedagogic knowledge, but rather being highly rated on motivation and student management relationships (Pattnaik, 2003). Some teachers have learned teaching skills and abilities when they are still in elementary education and by the time they have reached college, most of them have a proper picture of what a good teacher is made of (Awanbor, 1996).

2.3.4.3.2 Attitudes towards Teachers in the Training and Teaching Preparation Program

Researchers have reported that pre-service teachers tend to hold negative attitudes towards certain units within their courses (Gerges, 2001). They do not regard these units to be the foundation of their knowledge, and thus perceive them to be irrelevant. As discussed by Wilke (2004), many pre-service teachers tend to believe that their knowledge certainly comes from practical learning rather than theoretical learning and thus they tend to have negative attitudes towards those theoretical components in their training and knowledge acquisition.

A number of research studies have highlighted the fact that pre-service teachers' attitudes often come from three sources; personal testing and orientation, classroom orientation and practical orientation with pedagogical knowledge (Güven, 2004; Jones, 2002; Murphy, 2004; Wang & Fwu 2001; 2002).. Personal orientation comes directly from the way the student or the pre-service teachers finally come to experience the world of teaching. This means that individuals with the desire and drive to join the

teaching profession would first have to form their attitudes before making an option to join the profession

With regards to classroom orientation, there are several researchers who confirm that pre-service teachers have their attitudes right from the time when they were in elementary education. However, most of them tend to have a deeper analysis of their classroom teachers and tend to observe how these teachers behave (Güven, 2004; Jones, 2002; Murphy, 2004; Nieto, 2000; Wang & Fwu 2001; 2002). There are also those pre-service teachers who develop their attitudes from the knowledge acquired in the classroom as opposed to what the books have to say.

2.3.5 The Importance of In-service or Pre-service Teachers' Attitudes on their Education

Attitudes tend to play a critical role especially when it comes to making decisions and forming career paths that lead to the teaching profession. This often would be a weighing scale that helps pre-service teachers to know in advance what teaching entails. Thus, the overall importance of pre-service teachers' attitude to teacher training program is very important as noted by Denzin and Lincoln (2005) and Robson (2007). Some students have after spending enormous time and resources decided not to enter teaching profession after they realized that they are not interested in pursuing such a career (Murphy, 2004). This could be avoided if pre-service teachers had filtered their attitudes towards their career choices. Thus, as stated by Jones (2002) knowledge about

teacher education helps a young student to develop interest attending a college for education and training.

2.3.6 Summary

Teachers are the torch bearers of the nation. They are the change drivers who are responsible for positive change in the entire civilization. Studies have made it clear that the teacher's attitude is the main factor behind the success of a student's academic and social life. The teacher's attitude also plays a crucial role in determining their position in their teaching career. It is also noted that teachers' attitudes are also related to their experience in the educational system and most of them teach the way they are being taught, but it is believed that teacher's attitude can be modified by teaching specific competencies in pre-service teaching programs. These pre-service courses and programs help to prepare the teacher for mastery and adequacy of teaching; it is also argued that they are trained to welcome new technologies and innovations in their classrooms. The attitude of the pre-service teacher plays the essential role in determining the future prospects of the teacher. The teacher's themselves claim that pre-service programs are the best approach to training them for their future teaching practices.

CHAPTER III

METHODOLOGY

In this chapter, the methods and procedures of the study are presented. The design of the study, population and sample, instruments, data collection procedures, data analysis, assumptions and limitations of the study are detailed, and lastly the internal and external validity issues of the study are described.

3.1 Design of the Study

The main purpose of this study was to discover the relationships between pre-service teachers' gender role identity and their attitudes towards the early childhood education sector of the teaching profession in terms of sex type. In order to investigate the research questions, quantitative methods were used. Specifically, one associational research type, causal-comparative research was selected. Causal comparative research was implemented (a) to explore any difference in attitudes towards the early childhood education sector of the teaching profession in for four different gender roles, namely feminine, masculine, androgynous and undifferentiated; (b) to investigate any differences in the attitudes towards the teaching profession for males and females, who have one of the four different gender roles, namely feminine, masculine, androgynous

and undifferentiated; two way between groups Analysis of Variance (ANOVA) were chosen for this analysis.

3.2 Population and Sample

The target population of the study was all the pre-service early childhood teachers in Turkey. In the 2010 – 2011 academic year forty-eight universities in Turkey had early childhood education undergraduate programs. All the pre-service teachers enrolled in early childhood education programs in twenty-two universities in Turkey were identified as an accessible population for the present study. The students enrolled in 1st (freshman), 2nd (sophomore), 3rd (junior), and 4th (senior) grades of eleven state universities in Turkey constituted the sample which was almost one fourth of the target population.

Two methods were used in order to select the sample of the study. Firstly, the purposive sampling method was used in which researchers “...use their judgement to select a sample that they believe, based on prior information, will provide the data they need” (Fraenkel & Wallen, p.101, 2006). Due to the gender imbalance in early childhood education departments, to collect more representative data, universities in Turkey that have male pre-service teachers in early childhood education undergraduate programs were selected. In 2010-2011 academic year twenty four universities in Turkey had male students in the department of early childhood education. Secondly, a cluster random sampling method was in which the population is divided into non-overlapping subgroups based on a cluster, and then the sample is randomly selected from these

clusters (Fraenkel & Wallen, 2006). Universities in Turkey that have male pre-service teachers in early childhood education undergraduate programs were selected as clusters and half of them were randomly selected. All of the universities were state universities and the participants were pre-service early childhood teachers who were studying at 1st (freshman), 2nd (sophomore), 3rd (junior), and 4th (senior) grades of eleven universities. Students from all grades were selected to ensure more representative data. The questionnaire was delivered to 1,564 pre-service teachers and 1,528 (97%) were included in the analysis process. Table 3.1, illustrates descriptive statistics of the participants in terms of sex type and grade level program.

Table 3.1 Number of students in terms of grade level and sex type

		Grade					Total
		Freshman	Sophomore	Junior	Senior	Missing	
Sex type	Male	93	74	69	41	1	278
	Female	307	347	361	227	8	1250
Total		400	421	430	268	9	1528

As shown in Table 3.1 there were 400 (26.2%) participants from first grade, 421 (27.6%) from second grade, 430 (28.1%) from third grade, and 268 (17.5%) from fourth grade. The number of the female participants was 1250 (81.8%) which is almost five

times more than the number of the male participants which was 278 (18.2%). In addition, in all grade levels, the number of the male participants was less than that of the female participants. For instance, the number of females was 307 while the number of males was only 93 for the first grade.

In the next section, data collection instruments are explained in detail.

3.3 Instruments

To gather the data, demographic survey, a Turkish version of Bem's Sex Role Inventory (BSRI) and Attitude Scale towards Teaching Profession (Öğretmenliğe İlişkin Tutum Ölçeği) were used to investigate the relationships between pre-service teachers' gender role identity, and their attitudes towards the early childhood education sector of the teaching profession in terms of sex type. These instruments are explained in detail in the following sections.

3.3.1 Demographic Survey

Demographic information was collected for each participant. The demographic questions include biological sex, university, and grade level. The survey allowed subjects to enter their answers for some questions (for example, for the high school they were graduated from). For other questions, the subjects could choose from a drop-down menu. For questions, such as the educational level of mother, subjects were given the choice to write in a response under "other" if they cannot find suitable choice in the drop-down menu (Appendix A).

3.3.2 Bem Sex Role Inventory (BSRI)

The BSRI (see Appendix B) consists of 60 personal characteristics to determine the participant's the masculine, feminine and neutral personality characteristics, on a 7-point Likert scale. These personal characteristics are divided into two subscales: Femininity and Masculinity. 20 items are standardized as being masculine; 20 of the items are considered feminine and 20 as neutral.

In the BSRI, 1 represents "never or almost never true", and 7 represents "always or almost always true". Subjects scoring above the mean on both the masculine ($M = 4.9$) and feminine ($M = 4.9$) scales are labeled androgynous. Subjects scoring below the mean on both scales are labeled as undifferentiated in sex role. Getting "...a score above the mean on one scale and below the mean on the other scale is labeled the sex role of the above-mean scale" (Stokes, Kilmann, & Wanlass, 1983, p. 430). For example, if a person's score of femininity is above the mean and their score of masculinity is below the mean they are labeled as feminine, and vice versa.

Bem (1974) stated that the BSRI has high internal consistency and test-retest reliability. The scores obtained from BSRI, for masculinity and femininity, revealed high internal reliability (Femininity = .82; Masculinity = .86). The BSRI test-retest reliability within a sample of 28 males and 28 females was demonstrated to be highly reliable (Masculinity $r = .90$; Femininity $r = .90$; Androgynous $r = .93$) (Bem, 1974).

In this study, the Turkish version of BSRI that was adapted by Kavuncu (1987) was used. 13 professionals, who have high levels of English and Turkish, translated the

scale into Turkish. In the adaptation period, 20 masculine, 20 feminine and 20 social desirability items were administered to 989 people (479 females and 510 males). The scores obtained from the Turkish form of BSRI, for masculinity and femininity, revealed acceptable internal reliability (Femininity = .77; Masculinity = .71) (Garson, 2010). The BSRI test-retest reliability within a sample 208 participants was also demonstrated to be reliable (Masculinity $r = .75$; Femininity $r = .89$) (Dokmen, 1999).

3.3.3 Attitude Scale Related to Teaching Profession (ASTTP)

Attitude Scale Related to Teaching Profession (ASTTP) was developed by Erkuş, Sanlı, Bağlı, and Güven (2000) in order to measure the attitudes of the individuals toward the teaching profession. The scale consists of 22 items on a 5-point Likert type items (1-Never, 3-Undecided, 5-Always). Obtaining total scores higher than 66 in this scale means that the participants have positive attitudes, and total scores lower at 66 or lower indicate that the participants have negative attitudes.

For the ASTTP, the Cronbach's alpha level is .99, so, the scale was found to be highly reliable since according to Garson (2010), the Cronbach's alpha value is the major identifier of a scale's reliability. In fact, a scale with a Cronbach's alpha value which is higher than .70 is accepted as reliable, and higher than .80 Cronbach's alpha value indicate a highly reliable scale.

“The validity of a scale refers to the degree to which it measures what it is supposed to measure” (Pallant, 2007, p.7). In order to measure the validity of the scale, the researchers applied the trial form of the scale separately to high school students,

students on a teaching certificate program and students of the faculty of education then analyzed the scores using one way ANOVA. A Scheffé Test was performed to compare the means of the three groups in the ANOVA. There was a significant difference between the high school students and students on the teaching certificate program, there was also a significant difference between the high school students and the students in faculty of education. However, there was no significant difference between the teaching certificate students and those from the faculty of education. Consequently, this is evidence to support the construct validity.

For the final form of the ASTTP scale, see Appendix C.

3.4 Data Collection Procedure

The necessary official permission was obtained from Middle East Technical University (METU) Human Subjects Ethics Committee before the data collection process was undertaken. After obtaining official permission from METU, the researcher took permission from each of the eleven state universities.

The data of the study were collected during the fall and spring semesters of the 2010-2011 academic year. First, the data collection instruments were selected. In order to measure attitudes of participants towards early childhood education, the ASTTP (Erkus, et al., 2001) was selected. The scale was developed in Turkish so there was no need to translate it. The Turkish version of the BSRI (Kavuncu, 1987) was selected to reveal the gender role identity of the participants. Moreover, demographic information such as sex type, university name, and grade level was collected from the participants.

The actual study was administered to all the pre-service teachers studying at early childhood education department of eleven universities in Turkey. The researcher administered the scales to all the participants in their classrooms at the same time in the university. The researcher detailed the purpose of the study, informed the participants about their responsibilities and explained how to select the answers for each test at the beginning of the administration of the scales. Each participant was given a consent form and asked to sign it stating that they would respond items honestly. The participants did not write their names on the scales in order to preserve anonymity and ensure the confidentiality of the research data. Moreover, the researcher respected the rights of participants to refuse to participate in the study at the onset or to withdraw from study at any time. All the participants completed the scales and gave the demographic information voluntarily. There was no time limit for the application but none of the application sessions took more than 15 minutes. For most of the sessions, the application took place in the final part of the lesson after the instructor has finished lecturing.

3.5 Data Analysis

In this study, quantitative research methodologies were adopted to analyze the data through PASW program. For descriptive statistics; the mean, standard deviation, skewness and kurtosis values were calculated. Two-way between-groups ANOVA, was used in order to investigate the differences in total attitude scores of pre-service teachers in terms of sex type and gender roles and the effect size was calculated to investigate the practical significance of the results.

3.6 Assumptions and Limitations

The participants were assumed to respond to the items of the two instruments (BSRI and ASTTP) honestly and independently. However, since the scales were administered to the students at different times; in the morning, afternoon, and evening this might have affect the students' thinking ability, concentration and mood. For instance, those completing the scales in the evening might be tired and this might lessen their motivation which could be accepted as a limitation of the study.

3.7 Internal and External Validity of the Study

3.7.1 Internal Validity

The internal validity of a study refers to the observed difference in a dependent variable caused by the independent variable of the study, not because of any other unintended variable (Fraenkel & Wallen, 2006). In general, for causal-comperative studies, the possible internal threats were subject characteristics, mortality, location, and instrumentation (Fraenkel & Wallen, 2006).

“The selection of people for a study may result in the individuals (or groups) differing from one another in unintended ways that are related to the variables to be studied” was defined as a subject characteristics threat by Fraenkel and Wallen (2006, p. 170). To control the subject characteristics threat, the students of universities were chosen so their personal characteristics such as age were close to each other. In addition, data were collected from all students in the classrooms. Therefore, it was assumed that there was no subject characteristics threat.

Mortality, in other words loss of subjects, is another threat to be considered in research studies. However, Fraenkel and Wallen (2006) stated that there is no mortality threat for the internal validity of correlational studies since the lost ones must be excluded from the study.

The researcher selected all classes in early childhood education programs. However, when the administration was carried out, some students were absent. Therefore, some of the participants were lost. However, by selecting the compulsory courses that all of the 1st, 2nd, 3rd and 4th grade students took in that semester maximized the potential participation. Moreover, it was asserted that a researcher should have a score for each participant on both of the variables being measured in order to obtain a correlation (Fraenkel & Wallen 2006). The participants of the present study filled in all the scales in the administration so each participant had a score for each variable. As a result, mortality should not be a threat for this study.

Fraenkel and Wallen (2006, p. 172) explained the location threat as “The particular locations in which data are collected, or in which an intervention is carried out, may create alternative explanations for results”. The location threat may also have an effect on the results of the study. The researcher administered the scales to students in their own classrooms but all classrooms did not have the same conditions. For instance, some classrooms were more crowded than others. Moreover, the duration of application varied. Some of the students took the tests in the morning, some in the afternoon, and some in the evening. This might affect students thinking ability, mood or concentration

and those completing the scales in the evening might be tired and this might reduce their motivation which can be accepted as a negative effect. Thus, this threat might affect the results of the study. However, the researcher tried to provide standard conditions for all classes.

Lastly, there could be a problem with the results of research studies related to the instrument of the study known as the instrumentation threat. When the instrument has been changed or scored in a different way, instrument decay may occur (Fraenkel & Wallen, 2006). In the present study, the questions of one scale were adapted into Turkish but the scoring of that scale was the same. Moreover, the data were entered by the researcher and checked by two different colleagues so there was no instrument decay threat. Another issue to consider is the controlling instrumentation threat related to the characteristics of the data collector (Fraenkel & Wallen, 2006). Since the researcher was also the data collector and he administered the scales to all of the classes of the sample himself, the data collector characteristics were the same for all classes. Therefore, this issue is not a threat to the present study. The last issue to be considered for instrumentation threat was is the data collector bias which means that the data collector may change the result in the way intended unconsciously (Fraenkel & Wallen, 2006). The data collector had been trained by experts in research design, in terms of what to explain at the beginning of the application and how to behave in a standard way during the application. In addition, there was no treatment in the application that encouraged the

interaction and communication between the participants and the data collector. Therefore, data collector bias could not be considered as a threat to the study.

3.7.2 External Validity

The external validity can be defined as the degree to which the results can be generalized to the population (Fraenkel & Wallen, 2006). In order to generalize the results of the study to the population, the sample should represent the population in terms of nature and environmental issues. The target population of the study was all the pre-service early childhood teachers in Turkey. All the pre-service teachers enrolled in early childhood education programs in twenty-two universities in Turkey were identified as an accessible population of the present study. The students who were enrolled in 1st, 2nd, 3rd and 4th grades of eleven universities in Turkey were the sample of the present research study. The sampling method was mixed type which included purposive sampling and cluster random sampling and the results of the study can be generalized to the population because the sample was randomly selected and the number of participants was almost one sixth of the target population (Frankel & Wallen, 2006).

Schutt (2006) defined this type of generalizability as “cross-population generalizability which means that the findings of a group, population or setting can be generalized to other groups, populations or settings other than those that prevailed in particular study” (p. 21). For instance, in the present study, the sample includes both male and female pre-service teachers from 11 different universities from all over the

Turkey. Moreover, every grade level is included in the current study. Thus, the results of the present study can be generalized to the students having the conditions mentioned.

CHAPTER IV

RESULTS

The main purpose of this study was to investigate the relationships between pre-service teachers' gender role identity and their attitudes towards the early childhood education sector of the teaching profession concerning in terms of sex type. The previous chapters were related to the review of the previous studies and detailing the methods used in the current study. This chapter summarizes the results of the analysis.

As mentioned before, there are three research questions included in this study investigating the difference in the total attitudes scores (1) Is there a significant difference in the attitudes towards the profession of early childhood education for males and females? (2) Is there a significant difference in the attitudes towards the profession of early childhood education for masculine, feminine, androgynous and undifferentiated subjects? (3) What is the impact of sex type and gender role on the total attitudes scores of pre-service ECE teachers towards the profession of early childhood education?

The questions were investigated through a two-way between groups ANOVA. This analysis allowed the researcher to simultaneously test for the effect of each of independent variables, which in this case were sex type and gender role, on the

dependent variable, which is total attitude scores towards their profession, and also identifies any interaction effect.

The assumptions related to two-way between groups ANOVA were checked beforehand. In the following, these assumptions were listed:

4.1 Assumptions of the Two-Way Between-Groups ANOVA

Pallant (2007) mentioned the assumptions to be examined before conducting two-way between-groups ANOVA as level of measurement, random sampling, and independence of observations, normal distribution and homogeneity of variance.

4.1.1. Level of Measurement

Two-way between-groups ANOVA assumes that the dependent variable is measured at the interval or ratio level; that is using a continuous scale rather than categories. In this study, the dependent variable is the total attitude scores towards the profession of early childhood education. Attitude scores towards the profession of early childhood education are measured on a 5-point Likert scale (1-Never, 3-Undecided, 5-Always), which makes the measurement continuous. The scale consists of 22 items and total scores range between 22 and 110, higher scores means higher positive attitude, and vice versa. Therefore, the assumption of level of measurement for the dependent variable has not been violated in this study.

4.1.2 Random Sampling

As one of the parametric techniques, two way between-groups ANOVA assumes that the scores are obtained using a random sample from the population (Pallant, 2007). A cluster random sampling was selected for this study. In a cluster sample, the population is divided into non-overlapping subgroups based on a cluster, and then the sample is selected randomly from these clusters (Fraenkel & Wallen, 2007). Consequently, for this study, a random sample of subgroups (i.e. clusters) is obtained and within each selected cluster, each subject is sampled, then the assumption of random sampling has not been violated in the study.

4.1.3 Independence of Observations

Two way between-groups ANOVA assumes that the observations that make up the data must be independent of one another; that is, observations or measurements must not be influenced by another observation or measurement (Pallant, 2007). Since, in this study, there was no situation where the observations or measurements were collected in a group setting, or where subjects were involved in some form of interaction while answering the measurement scales, the assumption of independence of observations is not violated in this study. The researcher administered the scales to all the participants in their classrooms at the same time in the university. The researcher detailed the purpose of the study, informed the participants about their responsibilities and explained how to select the answers for each test at the beginning of the administration of the scales. Each participant was given a consent form and asked to sign it stating that they would respond

items honestly. The participants did not write their names on the scales in order to preserve anonymity and ensure the confidentiality of the research data. Moreover, the researcher respected the rights of participants to refuse to participate in the study at the onset or to withdraw from study at any time. All the participants completed the scales and gave the demographic information voluntarily.

4.1.4 Normal Distribution

As one of the parametric techniques, for two way between-groups ANOVA, it is assumed that the populations from which the samples are taken are normally distributed (Pallant, 2007). That is, the distribution of the scores on the dependent variable should create a bell-shaped, symmetrical curve where greatest scores are collected in the middle of distribution while the lower scores are in the extremes.

A histogram with normal curves for current study is given in Figure 4.1 as can be seen the scores appear not to be normally distributed. Although the distribution of scores is not skewed, they are peaked. While working with large samples, it would be better “...to look at the shape of the distribution instead of using formal inference tests” (Tabachnick & Fidell, 2007, p.80). In this study, the sample size is 1,528 and according to Tabachnick and Fidell (2007) this means that the sample is large. When dealing with large samples, unless there are strong reasons to suspect the assumption, non-normal distributions are quite common (Gravetter & Wallnau, 2009).

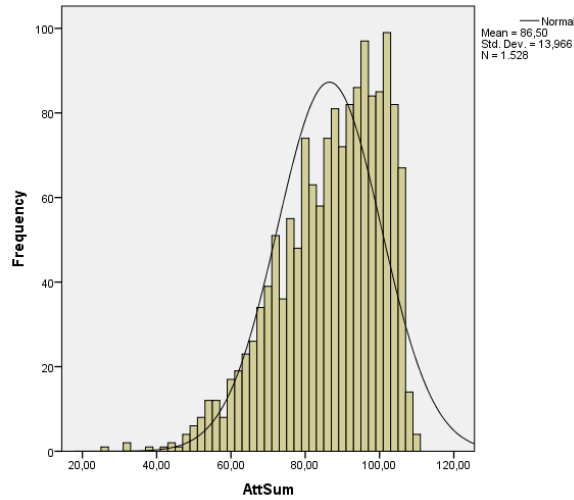


Figure 4.1 Histogram of ASTTP scores

The skewness and kurtosis values as well as histograms with normality curves for the dependent variable in each group are indicators of normality. The skewness and kurtosis values give information about the distribution of scores for the groups. The skewness value is an indication of the symmetry of distribution, while the kurtosis value is about the peakedness of the distribution (Tabachnick & Fidell, 2007). For a distribution to be normal, it is expected that these values are between -2 and +2 (Kunnan, 1998). Table 4.1 gives the skewness and kurtosis values for this study showing that groups are normally distributed.

Table 4.1 Skewness and kurtosis values of ASTTP with respect to sex type and gender role

Sex type	Gender Role	Skewness	Kurtosis	N
Male	Masculine	-1,38	3,47	31
	Feminine	-0,71	0,76	115
	Androgynous	-0,12	-0,72	65
	Undifferentiated	-0,28	-0,69	67
Female	Masculine	0,68	3,22	85
	Feminine	-0,86	0,18	623
	Androgynous	-1,23	1,62	318
	Undifferentiated	-0,78	-0,20	224

As seen in Table 4.2 the skewness and kurtosis values of the dependent variable in the current study are mostly between required ranges, however, there are some exceptions which indicate there is not a normal distribution. Tabachnick and Fidell (2007) stated if the sample size is large, “the impact of departure from zero kurtosis decreases. Since in this study 1,528 participants were involved, so higher values of kurtosis do not cause a problem for normality. Additionally, Mardia (1971) stated that if the case number in each cell is equal or larger than 20, robustness is ensured, thus the assumption of normality can be violated (as cited in Tabachnick & Fidell, 2007).

4.1.5 Homogeneity of Variance

Two-way between groups ANOVA makes the assumption that samples are obtained from populations of equal variances. This means that variability of scores within each group is similar. Levene's test for equality of variances tests the homogeneity of variance assumption. The results of Levene's test indicates the violation of this assumption (Sig. = .00, $p < .01$) suggesting that variances for the groups are not equal. However, according to Tabachnick and Fidell (2007), for reasonably equal sample sizes, as great as 10, is acceptable for F_{\max} . They (2007, p. 86) defined a reasonably equal sample size as a ratio of 4 to 1 or less. Table 4.2 shows the cell sizes and the cell variances.

Table 4.2 Variances of ASTTP with respect to sex type and gender role

Sex type		Masculinity	Femininity	Androgynous	Undifferentiated
Male	N	31	115	65	67
	Variance	101,503	140,315	121,691	154,947
Female	N	85	623	318	224
	Variance	95,824	170,605	217,731	202,531

$$F_{\max}=217,731/95,824=2,272$$

Consequently, violation of the homogeneity of variance is not issue for this study. As indicated, the assumptions for two-way between groups ANOVA were satisfied.

4.2. Inferential Statistics

As indicated, the assumptions for the two-way between groups ANOVA were satisfied. In order to address the research questions two-way between-groups ANOVA was concluded.

4.2.1. Two-way Between-groups ANOVA Results for ASTTP

A two way between groups analysis of variance was conducted to explore the impact of gender and gender role on total attitudes scores towards the profession of early childhood education, as measured by The Attitude Scale towards Teaching Profession (ASTTP) (Table 4.3).

Table 4.3 Results of the ANOVA analysis to explore the interaction effect between gender and gender roles in regard to total attitudes scores

	Sum of Squares	df	F	Sig.	Partial Eta Squared
Corrected Model	32445,32	7	26,55	,000	,109
Intercept	4728875,77	1	27082,56	,000	,947
Gender Role	17023,13	3	32,50	,000	,060
Sex	1625,07	1	9,30	,002	,006
Gender Role * Sex	926,58	3	1,77	,151	,003
Error	265406,67	1520			
Total	11731422	1528			
Corrected Total	297851,99	1527			

Subjects were divided into four groups according to their gender roles (Group 1: masculine; Group 2: feminine; Group 3: androgynous; and Group 4: undifferentiated). The interaction effect between gender and gender role was not statistically significant, $F(3, 1520) = 1.769$, $p = .15$. Therefore, gender and gender role did not interact significantly in this sample (See Figure 4.2).

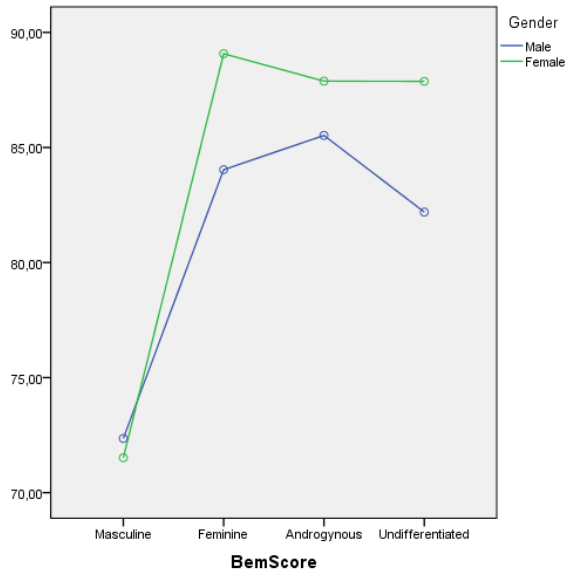


Figure 4.2 Profile plots indicating the interaction effect

In Figure 4.2, it is seen that there is no interaction between sex type and gender role. A lack of interaction is often signified by parallel lines in a plot of cell means (Pallant, 2007), as shown by the parallel lines in Figure 4.2. In spite of having an overlap for masculine group, there is no interaction because the lines are parallel mostly. Although there was no statistically significant interaction effect, the main effects of gender and gender role was significant as indicated in the other two research questions.

The two-way between groups ANOVA analysis provided results related to the difference in the total attitudes scores towards the profession of early childhood education for males and females (Table 4.4).

Table 4.4 Results of the ANOVA analysis to explore the difference between genders in regard to total attitudes scores

Source	df	F	Error	Sig.	Partial Eta Squared
Gender	1	9.307	1520	.002	.006

Subjects were divided into two groups according to their gender (Female and Male). There was a statistically significant main effect for total attitude scores between male ($M=81.027$, $St. Error=.882$) and female participants [$M=84.088$, $St. Error=.478$, $F(1, 1520)=9.307$, $p= .002$]. However, the effect size indicated by partial eta squared was very small (.006) according to Cohen (1988).

The two-way between groups ANOVA analysis provided results related to the difference in the total attitudes scores towards the profession of early childhood education for different gender roles, namely masculine, feminine, androgynous and undifferentiated (Table 4.5)

Table 4.5 Results of the ANOVA analysis to explore the difference between gender roles in regard to total attitudes scores

Source	df	F	Error	Sig.	Partial Eta Squared
Gender role	3	32.497	1520	.000	.060

The gender roles were identified by the use of participants BSRI scores. The subjects were divided into four groups according to their gender roles (Group 1:

masculine; Group 2: feminine; Group 3: androgynous; and Group 4: undifferentiated). There was a statistically significant difference at $p < .01$ level of significance in total attitudes scores across the four gender role groups ($F(3, 1520) = 32.497, p = .000$). In addition to reaching statistical significance, the actual difference in mean scores between groups was medium as indicated by partial eta squared value of .06 (Cohen, 1988).

Post-hoc comparisons using the Scheffé test indicated that the mean score for Group 1 ($M = 71.94, SD = 1.39$) was significantly different from Group 2 ($M = 86.55, SD = .67$), Group 3 ($M = 86.70, SD = .90$), and Group 4 ($M = 86.04, SD = .92$). Group 2, Group 3 and Group 4 did not differ significantly from any other groups but Group 1 (Table 4.6).

Table 4.6 Descriptives for different gender roles as indicated by the Scheffé test

Gender Role	Mean	Std. Error	99% confidence Interval	
			Lower bound	Upper Bound
Masculine	71.94	1.38	68.36	75.551
Feminine	86.55	.67	84.83	88.28
Androgynous	86.70	.90	84.38	89.02
Undifferentiated	85.04	.92	82.66	87.41

C H A P T E R V

D I S C U S S I O N

In this chapter, findings of the current study are discussed in the light of previously mentioned literature. This study is an examination of pre-service early childhood teachers' attitudes towards the profession of early childhood education in terms of sex type and gender role. Two sex types (female/male) and four groups of gender roles (masculine, feminine, androgynous and undifferentiated) were compared in the total score of the attitudes towards the profession of early childhood education.

For the current study three research questions were investigated. First research question was "Is there a significant difference in the attitudes towards the profession of early childhood education for males and females?", the second research question was "Is there a significant difference in the attitudes towards the profession of early childhood education for masculine, feminine, androgynous and undifferentiated subjects?" and the last research question was "What is the impact of sex type and gender role on the total attitudes scores of pre-service ECE teachers towards the profession of early childhood education?"

In the next part each research question is examined and results are discussed in relation to reviewed literature.

5.1 Sex type and Attitudes

In this research question, the differences between males and females in regard to their attitudes towards the teaching profession were examined. The results indicated that there was a statistically significant effect for the total attitude scores with the females having a higher mean value for total attitudes scores than males. However, the difference was very small and this might be due to the career choice of the sex types. Accordingly, women are seen as being responsible for homecare and when a profession is into consideration, teaching in the ECE sector is seen as suitable since it involves taking care of young children (Güven, 2004). Additionally, there is not a significant increase in the amount of male teachers in the area of early childhood education, rather some countries report decrease in the number of male early childhood teachers (Eisenhauer & Pratt, 2010) because of the discriminatory nature of the society (Murphy, 2004). Similarly, in this study female participants showed more positive attitudes with respect to male participants which is consistent with many studies in the literature (Anliak & Beyazkurk, 2008; Clyde, 1993; Eisenhauer & Pratt, 2010; Güven, 2004; Murphy, 2004; Russo & Feder, 2001; Seifert, 1974). To explain this Gottfredson (2002) infers in the theory of circumscription and compromise that when people are forced to sacrifice their career choices, they are more likely to compromise first on their field of work, then in the social role and eventually, as the amount of the compromise increases in the sex- type. In such cases, they will begin to push their tolerable level boundary further, and then they will extend their tolerable sex-type boundary (Gottfredson, 2002; 2006). Therefore,

it could be concluded according to the theory of circumscription and compromise that, the participants in this study might have adapted to their future careers and so increased their tolerable boundary further to have positive attitudes.

In conclusion, sex type has an influence on the attitudes towards the early childhood teaching profession (Pajares, 1992) and most of the reports show that the teaching profession is dominated by women (Clyde, 1993; DEEWR, 2011; Russo & Feder, 2001; Seifert, 1974; TUIK, 2011). In Turkey, the situation is similar and there can be two particular reasons why women comprise the majority of early childhood teacher; one is that, in the past, there were very limited numbers of early childhood education centers and the teachers had usually graduated from girls' vocational high school. Secondly, in the Turkish language the name for a preschool is 'Anaokulu', which consists of the words 'mother' (ana) and 'school' (okul) which implies a school where there are only women and thus in some way excludes male teachers. Consequently, although the effect size of sex type in this study was small, positive attitudes towards teaching profession by the female teachers is relatively higher than those of the male teachers.

5.2 Gender Role and Attitudes

In order to see whether attitudes towards ECE are differentiated with regard to gender roles identified by Bem (1974) as masculine, feminine, androgynous and undifferentiated, the second question was “Is there a significant difference in the attitudes towards the profession of early childhood education for masculine, feminine, androgynous and undifferentiated subjects?”

There was a statistically significant difference in the total attitude scores across the four gender role groups. In addition to the statistical significant difference, the magnitude of this difference was found as medium according to Cohen's criterion. Based on comparisons among the groups, the masculine gender role was found to be significantly different from feminine, androgynous and undifferentiated. That is, participants with masculine gender role indicated less positive attitudes compared to other gender role groups.

Previous research has found that since division of labor and specialization lead gendered social behavior and create gender roles (Nisbet & Ross, 1980), for the socialization process in the general growth and development, gender preferences may be decisive for forming attitudes (Bem, 1981). In the same way, according to Georges (2001) and Whitebeck (2000) people's personality traits such as gender role have an influence on the formation of their attitudes towards their careers. Additionally, Guven (2004) and Wang and Fwu (2002) stated that pre-service teachers' personality and perceptions form the basis of teachers' attitudes towards their profession. Therefore,

their perceptions related to their gender roles are effective in determining their attitudes. For instance, if a participant attributes a masculine role for himself or herself, their attitude towards more female oriented profession would be lower.

In previous research some of the characteristics of an effective early childhood teacher are listed including establishing a warm and caring atmosphere, being child oriented, possessing patience and flexibility (Colker, 2008). These characteristics are consistent with the Bem's theory of gender schema which explains feminine gender role for example; affectionate, flatterable, sensitive to others' needs and warm whereas masculine gender role identity is considered to include, being assertive, forceful and aggressive. As a result, the characteristics mentioned as feminine in Bem's (1974) theory are paired with the characteristics of an effective early childhood teacher in the literature.

Additionally, Bem (1974; 1981; 1993) explained that men who display masculine characteristics are sex-typed and those who have feminine characteristics are cross-sex typed. This is also the same for women. Based on this view point, it can be interpreted that femininity is associated more with being a female and masculinity is associated more with being a male. Since ECE is a female dominated profession, ECE teachers who are considered to be masculine may have less positive attitudes towards their profession. Likewise, this also causes feminine teachers to have more positive attitudes towards the profession. Lastly, this consideration may encourage feminine

teachers to feel confident in fulfilling the required characteristics of the occupation and this may also affect their attitudes in a positive way.

5.3 Interaction Effect of Sex Type and Gender Role on Attitudes

In order to understand the difference between total attitude scores in terms of sex type and gender role, the third research question was “What is the impact of sex type and gender role on the total attitudes scores of pre-service ECE teachers towards the profession of early childhood education?” The results of the study indicated that there was no significant interaction between sex type and gender role in this sample. As mentioned above, although there was no statistically significant interaction effect, the main effects of sex type and gender role were significant.

The reviewed literature related to attitudes towards teaching profession did not attempt to investigate the effect of both sex type and gender role on attitudes of ECE teachers. Instead the attitudes were related to other constructs such as culture and its influences, beliefs, values and thoughts, socioeconomic status of the families of the teachers, the type of program, gender and sexism (Neito, 2000; Wilke, 2004; Jones, 2002). Additionally, the literature also demonstrated that in particular, sex type is effective in determining the attitude; however, it can be argued that gender role should be taken into consideration as another influential factor. Therefore, when the context of

the current study was considered, it was noticed that the effect of participants' perceptions of their gender role may also affect their attitudes.

Occupations generally tend to be assigned to individuals based on their sex type by the society, although the values held by societies in terms of 'gender roles' show differences. (Bem, 1993; Neiseer, 1976) and during the socialization of children, these learned social values are transferred (Gottfredson, 2002). Additionally, young children are expected to acquire gender specific skills. Furthermore, they are required to adopt gender specific personality attributes that make them masculine or feminine (Bem, 1993), and this was also supported in the current study. Therefore, the gender role should be taken into consideration, especially when dealing with specific gender attributed occupations. Although there was no significant interaction effect, the individual investigation of sex type and gender role supports the effects of these constructs on attitude towards the ECE sector of the teaching profession.

5.4 Implications for Policy and Practice

This study showed the effect of sex type and gender role on participants' total attitudes scores by indicating a positive trend in terms of females and gender roles except masculine. The results of the study are important in demonstrating the particular effect of gender role on the teachers' attitude towards their profession.

The results of the current study are important since they indicate how a career choice can force an individual to adapt to the profession they have whatever their sex type or gender role is. Therefore, it can be suggested that in teacher training programs, all sex types and gender roles should be treated to improve their attitude towards their profession.

Teacher training programs are one of the most important contributors in the shaping of a pre-service teacher's thinking which in terms affects their attitude towards their profession (Celikoz & Cetin, 2004). As a result, encouraging positive attitudes in pre-service teachers needs positive intent of the teacher trainers in the content courses as well as pedagogical courses (Celikoz & Cetin, 2004; Wang & Fwu, 2001).

To be aware of pre-service teachers' attitudes towards their profession may help predict how these teachers will perform in future. Thus it might be possible to develop more favourable attitudes in those, pre-service teachers who hold neutral or negative views towards the profession. However, to achieve such an attitude change, teacher training programs should be reconsidered to involve more motivating courses in terms of developing positive attitudes.

Masculine pre-service teachers' negative attitudes may be derived from their perspective that the profession of early childhood education is caregiving rather than teaching per se. However, early childhood education is far wider than involving the teaching of mathematics science and physical education. Talking more about these sub-

categories of early childhood education may encourage masculine teachers to feel more comfortable in the profession.

Besides the pedagogical knowledge, there may be some courses in the teacher training program that include meetings with the staff of early childhood centers and others involved in education. By interacting with not only the classroom teachers but also, the administrators, education planners, authors could help to show the pre-service teachers the breadth and depth of the ECE sector of the teaching profession. This process could result in the development of more positive attitudes in the trainee teachers and could led to a reduction in the number of student who graduate from early education departments but not take up teaching positions in early childhood education. They may be policy makers, administrators or authors.

According to Dockett and Perry (2006), the kind of orientation and induction program that a teacher experiences during the teacher training program plays a significant role in the forming of their perceptions, expectations and eventually their overall attitudes towards their careers. According to Dilg (2003), pre-service teachers and in service teachers who have positive attitudes towards their professions are more productive, academically focused and even more content with their personal lives.

5.5 Recommendation for Further Studies

In the current study, participants were from various backgrounds and different areas of Turkey. However, it can still be said that the sample used in this study is not representative. As a result, the current study may be conducted again with a larger and more homogeneous sample. Additionally, follow up studies in different countries can be conducted with the potential for cross national and cross cultural comparisons to be undertaken.

When attitude related research in the literature is reviewed, it is clear that there have been fewer studies investigating the relationship between gender role and attitude compared to those that focus on the relationship between sex type and attitude. This points to the need to conduct further research related to gender role in terms of its effect on attitudes towards the ECE sector of the teaching profession. So, the practitioners, planners and teacher trainers can benefit from such a research that surveys the effect of gender roles on the attitudes of pre-service early childhood teachers towards other aspects of the profession such as educational policy, curriculum development, administration and research

Furthermore, the profession may be arranged in terms of four different gender roles and related specializations may be defined according to the strengths and weaknesses of these gender roles. For example, masculine teachers may be responsible for physical education because of their competitive nature, and feminine teachers may be responsible for more stationary activities like literature because they are more patient.

Additionally, seminars or workshops, which take different gender roles into consideration, may be conducted and the effects on attitudes towards the early childhood education can be measured.

In addition, a similar study which includes both in-service and pre-service teachers can be conducted in order to discover whether there is a difference between pre-service and in-service teachers' attitudes. The findings of such a study may contribute to the literature concerning teacher attitudes should there be a significant difference between the different groups of teachers' attitudes towards the profession. Additionally, it may be useful to conduct a study which investigates the effect of the grade level taught on the teachers' attitudes. Moreover, as a follow up study, it may be useful to conduct a longitudinal study with pre-service teachers stretching from their pre-service training through to a certain period of their in-service teaching to assess whether their attitudes to their profession change over time.

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APPENDICES

APPENDIX A

Bu çalışma okul öncesi öğretmenliği mesleğine yönelik tutumunuzu incelemeye yönelik bir araştırmadır. Bu amaçla hazırlanan anket, 3 bölümden ve 90 sorudan oluşmaktadır. Ankette yer alan soruları içtenlikle doldurmanız, güvenilir sonuçlara ulaşmamızı sağlayacaktır. Sonuçlar yalnızca bilimsel amaçlar için kullanılacaktır. Lütfen soruları boş bırakmamaya ve birden fazla seçeneği olan sorular için tek bir seçeneği işaretlemeye özen gösteriniz. Çalışmaya katılımınız için teşekkür ederiz.

Arş. Gör. Muhammet Ali Karaduman
ODTÜ Eğitim Fakültesi

Cinsiyetiniz: Erkek Kadın

Yaşadığınız Şehir:

Mezun Olduğunuz Lise Türü:

Okuduğunuz Üniversite:

Sınıfınız: 1.Sınıf 2.Sınıf 3.Sınıf 4.Sınıf

Annenizin Eğitim Düzeyi:

İlköğretim
Lise
Yüksek Okul
Üniversite
Yüksek Lisans/Doktora
Diğer

Babanızın Eğitim Düzeyi:

İlköğretim
Lise
Yüksek Okul
Üniversite
Yüksek Lisans/Doktora
Diğer

Ailenizin Aylık Geliri:

1.000 TL ve altı
1.001 TL – 2.000 TL
2.001 TL – 3.000 TL
3.001 TL – 4.000 TL
4.000 TL ve üzeri

APPENDIX B

ÖĞRETMENLİĞE İLİŞKİN TUTUM ÖLÇEĞİ

Aşağıda, aldığınız eğitime dayalı olarak **kendinizi ne derece yeterli gördüğünüze** ilişkin bazı ifadeler bulunmaktadır. Her bir ifadeyi özenle okuduktan sonra, bu yeterlikleri ne derece yerine getirebileceğinizi düşünün ve size uygunluk derecesine göre değerlendirerek, uygun kutucuğu işaretleyiniz.

	Tamamen Uygun	Uygun	Kararsızım	Uygun Değil	Hiç Uygun Değil
1.Okul öncesi öğretmenliğinin manevi doyumu yüksek olan bir meslek olduğunu düşünüyorum					
4.Okul öncesi öğretmeni olma düşüncesi bile beni tedirgin eder					
9.Bütün gün başkalarının çocuklarıyla uğraşmanın hiç de çekici olmadığını düşünüyorum					
10. İstedğim yerde olsa bile okul öncesi öğretmenliği yapmak istemem					
11. Çocuklarla ve genç kuşaklarla bir arada olmanın kişiyi zinde ve canlı tuttuğuna inanıyorum					
17.Hayatta seçmeyi düşünebileceğim en son meslek okul öncesi öğretmenliğidir					
18.Okul öncesi öğretmeni olmak için yaratıldığıma inanıyorum					
22.Okul öncesi öğretmenliği yapmaktansa, başka işlerde çalışmayı tercih ederim					

APPENDIX C

BEM CİNSİYET ROLÜ ENVANTERİ –TÜRKÇE FORMU

Aşağıda bir takım özellikler sıralanmıştır. Herbir özelliğin, sizin **gerçek benliğinizi ne ölçüde tanımladığınızı** 7 aralıklı cetvel üzerinde değerlendiriniz. Eğer verilen özellik sizin için **Kesinlikle doğru değil** ise **(1)**, **Her zaman doğru** ise **(7)** olacak şekilde 1’den 7’ye kadar uygun gelen rakamı özelliğin yanındaki boşluğa yazınız.

Kesinlikle doğru değil 1	Genellikle doğru değil 2	Bazen doğru 3	Arasına doğru 4	Çoğunlukla doğru 5	Genellikle doğru 6	Her zaman Doğru 7
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1.Kendine güvenen		31.Sözünde duran	
3.Dürüst		33.İşinde ciddi ve sorumlu olan	
12.Karamsar		42.Bencil	
13.Riski göze almaktan çekinmeyen		43.Saldırgan	
14.Duygusal		44.Sadık	
15.Konuksever		45.Hoşgörülü	
21.Uyum sağlayabilen		51.Dostça davranan	
22.Gözü pek		52.Baskın, Tesirli	
23.Başkalarının ihtiyaçlarına duyarlı		53.Anlayışlı	
26.Yumuşak, Nazik davranan		56.Hassas	
28.Otoriter		58.Mantıklı davranan	
29.Merhametli		59.Çocukları seven	
30.Ne yapacağı belli olmayan		60.Tutucu	