

The Problematic of Transition of Teaching Profession to a Woman's Occupation¹

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Abstract

The purpose of this study is to evaluate preservice teachers who prefer teaching profession in terms of their genders. For this purpose, the number of preservice teachers studying in education faculties between 1997-2016 (in total) and studying in "primary school, social studies, mathematics and pre-school teacher education" in the same years is investigated in terms of their genders and female and male ratios. In the research, descriptive study model is used. Within the scope of research, the data are obtained from the SSPC statistics published by CHE in electronic environment. According to the findings, it is found that the number of female preservice teachers attending education faculties between 1997-2016 increased more than males and these findings are similar in primary school, social studies, mathematics and pre-school preservice teachers. Especially, female preservice teachers in pre-school education constitute a large majority. In the social studies teacher department, unlike other programs, it is understood that the numbers of male preservice teacher is higher than females. The results of the research show that the teaching profession has a tendency to become more and more women's profession.

Key Words: *The teaching profession, preservice teacher, gender*

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Öğretmenlik Mesleğinin Bir Kadın Mesleğine Dönüşmesi Sorunsalı

Öz

Bu arařtırmada öğretmenlik mesleğini tercih eden öğretmen adaylarının, cinsiyetleri açısından değerlendirilmesi amaçlanmıştır. Bu amaçla 1997-2016 yılları arasında eğitim fakültelerinde öğrenim gören öğretmen adayları (toplam) ile aynı yıllar arasında "Sınıf, fen bilgisi, sosyal bilgiler, matematik ve okul öncesi öğretmenliğinde" öğrenim gören öğretmen adayları, cinsiyete göre sayıları ile kadın ve erkek öğretmen adayı oranları açısından incelenmiştir. Arařtırmada tarama modeli kullanılmıştır. Arařtırma kapsamında veriler YOK'ün yayınladığı OSYM istatistiklerinden, elektronik ortamda elde edilmiştir. Elde edilen bulgulara göre 1997-2016 yılları arasında eğitim fakültelerine devam eden kadın öğretmen adayı sayılarının erkek öğretmen adayı sayılarına göre daha fazla artış gösterdiği, bu durumun sınıf, fen bilgisi, matematik, okul öncesi öğretmenliğinde de benzer olduğu bulgusuna ulařılmıştır. Özellikle okul öncesi öğretmenliğinde kadın öğretmen adayları, büyük bir çoğunluğu oluşturmaktadırlar. Sosyal bilgiler öğretmenliğinde ise diğer programlardan farklı olarak erkek öğretmen adaylarının sayılarının kadın adaylardan daha fazla olduğu anlaşılmıştır. Arařtırma sonuçları, öğretmenlik mesleğinin giderek daha fazla kadın mesleğine dönüşme eğilimi içerisinde olduğunu göstermektedir.

Anahtar Kelimeler: Öğretmenlik mesleği, öğretmen adayları, cinsiyet

Introduction

Teachers are regarded as one of the dominant elements of implementing educational activities and personalizing the students. As well as, they chief architects of development in education (Sullivan & McDonough, 2002). Although teaching profession requiring knowledge, ability and positive attitude and behaviors (Varis, 1988) is one of the oldest professions in the world, the situation has remained unchanged in contemporary societies and the level of expectation from teachers has increased for education and training of younger generations (Oktay, 1991). Authors have made various representations about teaching profession which has special importance in shaping the future of a country. According to Celikten, Sanal and Yeni (2005), teachers have crucial roles in development of a country, preparation of individuals to the society and transfer of cultural values to the new generations. Buyukkaragoz and Civi (1999) highlighted the role of teachers in the leading part of the educational process, which is the overall activity of raising qualified people. Adolf Dienst Werk put forth the importance of the profession by saying "The value of a school is worth the value of its teachers" (Fuhr, 1996, p. 229). In addition, despite the changing technology, a technology that could take the place of the teacher has not yet been produced and this also shows the importance of the teaching profession.

In development of education policies, increasing the quality of education is seen as an important aspect and it directly contributes to the increase of student achievement. Glewwe, Hanushek, Humpage & Ravina (2013) and Sanders & Rivers (1996) indicate that the most decisive school resource on student achievement is teacher quality regardless of political and social conditions in developed and developing countries. At the same time, teaching profession requires patience, dedication and continuous work and can achieve success when performed lovingly and willingly. In order to increase the quality of education in the educational process, training of the teachers is focused to raise the standards of the classroom environment, be benefit from education-teaching technologies effectively, and ensure that the educational activities are attained at the desired level and that the students acquire the desired behaviors. This privileged position

of the teaching profession makes it important to study the characteristics of those who choose teaching profession.

In some studies investigating the reasons why preservice teachers prefer the teaching profession, it is seen that these reasons are gathered in three categories (Bastick, 2000; Boz & Boz, 2008; Cermik, Dogan & Sahin, 2010; Kyriacou & Coulthard, 2000; Papanastasiou & Papanastasiou, 1998; Saban, 2003). These are: (1) Reasons for self-sacrifice; serving to the people, being helpful to society, desire to serve the country, and so on. (2) Internal causes; Liking the profession, loving children, loving people, being interested in teaching profession, thinking that they are talented on this job, etc. and (3) External causes; job guarantee, long holiday, social security, appointment conditions, etc. some studies (Behymer & Cockriel, 2005; Kniveton, 2004) point out that occupational choices are predominantly based on economic factors, and therefore this profession is not related to individuals real interests. Bastick (2000) state that generally internal causes more effective in societies which are developed and have high level of prosperity while external causes more effective in developing societies. Boz & Boz (2008) found that external causes are the strongest determinant. This is followed by internal and self-evident causes. In the research conducted by Ozbek (2007), it is seen that factors related to personal preference are more dominant than economic and social factors. In the research related to faculty of education students' preference reasons of teaching profession, Aksu, Engin Demir, Daloglu, Yildirim & Kiraz (2010), they found that half of the students select this profession with "desire to be a teacher", while others select the profession for the reasons as "orientation of the OSS success", "employment opportunities", "working conditions", "interest in working with children and young people", "influence of family" and "status of teaching profession" respectively. In addition, the same research it is also found that the main motivation of a significant part of the students is not to become teachers.

In a report prepared by TEDMEM (2014, p. 51), the first reason for choosing this profession is that it is a state-secured business and the second reason is that it is a respectable place in society. In the research by Eskicumali (2002), the reasons to select this profession are listed as loving the children (% 23), fewer working hours/long holiday periods (% 37) and job security (% 37).

In their research, Ubuz & Sari (2008) indicate that among the reasons preservice teachers select the profession, "the exam scores they receive in the university exam, the family and environment's thoughts, love of the children and teaching" are effective.

Ozsoy, Ozsoy, Ozkara & Memis (2010) state that preservice teachers select teaching profession "to contribute to social progress, development and education", "to be a sacred profession", "to think that they had the features required features to become teacher" "to thinkk that they can be successful in this profession", "to love of the children" and "to be their ideal profession". Similarly, in his research related to reasons of preservice teachers' selection of the profession, Ovet (2006) concludes that this profession is mostly selected by women.

Preservice teachers' preferences about this profession are affected from four main factors and these factors are "consciousness, assurance, being ideal profession and environmental exposure".

The fact that the number of men who have chosen teaching profession in recent years is lower than that of women makes this issue a matter of investigation. The perception of being a teacher as "women's profession" and its preference by women has been mentioned in some researches before (Foster & Newman, 2005; Johnston, McKeown & McEwen, 1999; Saban, 2003; Smedley, 2007). While Erden (1998) points out that a large majority of teachers in many countries of the world, especially in pre-school education and at primary level, are women; Tan (2000) notes that almost all of the pre-school teachers and also vast majority of primary school teachers are women in Turkey. On the other hand, stating that there are more male teachers in secondary education and vocational technical education, Tan (2000) indicates that women choose this profession for the reasons that teaching profession is in conformity with traditional gender roles and it leave a convenient space for expectations related to be a mother, wife or housewife. Boyle (2004) also states that teaching profession has traditionally developed as a feminized, namely, it is perceived as peculiar to women.

This situation, which is defined as the "feminization" of the profession, has been reflected in various research results and leading to question of the profession in terms of gender, some studies have attempted to reveal

it. Research conducted by Sahin, Cokadar & Usak (2008) and Saban (2003) show that about two-thirds of primary school teachers are women.

In his research, Saban (2003) investigates the perceptions of preservice teachers' perceptions of teaching profession and found that there are differences among males and females about the prejudices against this profession.

Aim of the Study

The aim of this study is to investigate preservice teachers who preferred teaching profession in terms of their gender. In accordance with this aim, answers were sought for the following questions:

1. Between 1997 and 2016, how did the number of preservice teachers studying in the Faculties of Education show change

- a. in terms of their gender?

- b. How did the number of preservice teachers studying in the Faculties of Education show change according to the rates of female and male preservice teachers?

2. Between 1997 / 1998 and 2016, how did the number of preservice teachers studying in the departments of classroom, science, social studies, mathematics and pre-school teaching show change

- a. in terms of their gender?

- b. How did the number of preservice teachers studying in the departments of classroom, science, social studies, mathematics and pre-school teaching show change according to the rates of female and male preservice teachers?

Method

In this section, model of the research, data collection process and analysis of the data is included.

Model

This study is a descriptive research using survey model. Descriptive model is an appropriate model for research that aims to describe the past

or present situations as it exists. In this research approach, event, individual or object which is related to research subject is tried to be defined within its own conditions (Karasar, 2006, p. 77). In this study, an assessment was conducted on the basis of the total number of the female and male preservice teachers who were studying in faculty of education and some teaching programs and their number according to gender, and their percentage rates were calculated.

The regulation made by the Council of Higher Education (CHE) in 1997 was taken into account in faculties of education and the Student Selection and Placement Center (SSPC) statistics between 1997 and 2016 regarding the divisions of Pre-School Education, Classroom Teaching, Science Teaching, Mathematics Teaching and Social Studies Education in the department of primary school teaching were used in the study. This study examined how the number of preservice teachers attending to the teaching programs between the aforementioned years according to their genders and the number of female and male preservice teachers within the total number of them appear in percentage terms.

Limitations

The Classroom Teaching, Science Teaching, Social Studies Education, Mathematics Teaching and Preschool Teaching programs of the primary school teaching department in the faculties of education of the state universities in Turkey were included in the study. The other departments in the faculties of education, the faculties of educational sciences and pedagogical formation program were excluded from the study. The period between 1998 and 2016 was used for the data regarding the mathematics teaching.

Data Collection and Analysis Methods

The data of the study were obtained electronically from the "SSPC statistics" published on the CHE by years. Descriptive statistics were used to analyze the study data.

The aim of descriptive statistics is to describe the study data and explain their main features. This provides the data set more meaningful and basic features can be easily understood by others (Christensen, Johnson & Turner, 2015, p. 435). The total number of preservice teachers and their number and percentages according to gender were examined in the present study by using the higher education statistics.

Findings

The number of investigated total preservice teachers and preservice teachers in related programs are presented in tables and charts in terms of gender in below.

Assessment of the Number of Preservice Teachers Studying in the Faculties of Education in Terms of Gender

Findings related to the students studying at faculties of education are in below:

The Change in the Number of Preservice Teachers Studying in the Faculties of Education in Terms of Gender.

The number of pre-service teachers studying at faculties of education in terms of their gender is given in Table 1 (Between 1997-2016).

According to Table 1, the assessment of preservice teachers enrolled in the faculties of education in the academic years of 1997-1999 in terms of their gender showed that the number of male preservice teachers was higher than that of female preservice teachers. In the academic year of 1999-2000, the numbers of female and male preservice teachers enrolled in the faculties of education were almost equal. As of the academic year of 1997-1998, the number of female preservice teachers enrolled in the faculties of education increased steadily, while a decrease was observed in the number of male ones in the academic year of 2000-2001.

Table 1. The number of preservice teachers in the faculties of education between 1997 and 2016 in terms of gender

Years	Total	Female	Male
1997-1998	99690	45202	54488
1998-1999	113526	53027	60499
1999-2000	126236	63004	63232
2000-2001	140074	72897	67177
2001-2002	151104	81186	69918
2002-2003	156542	85858	70684
2003-2004	161931	87698	74233
2004-2005	167239	90891	76348
2005-2006	171794	92850	78944
2006-2007	167214	91905	75309
2007-2008	160547	90440	70107
2008-2009	163212	93480	69732
2009-2010	171662	101726	69936
2010-2011	195116	118088	77028
2011-2012	224313	138196	86117
2012-2013	224633	142334	82299
2013-2014	218043	141248	76795
2014-2015	217096	143767	73329
2015-2016	270388	170304	100084

Reference: SSPC (1997-2016). Higher Education Statistics. Ankara.

The number of female preservice teachers became two times more than that of male preservice teachers by the academic year of 2014-2015. In the academic year of 2015-2016, the number of male preservice teachers increased even more compared with the previous years. Although the difference between the numbers of female and male preservice teachers decreased the number of female preservice teachers is still higher. In Figure. 1, the number of pre-service teachers studying at faculties of education in terms of their gender is given (Between 1997-2016).

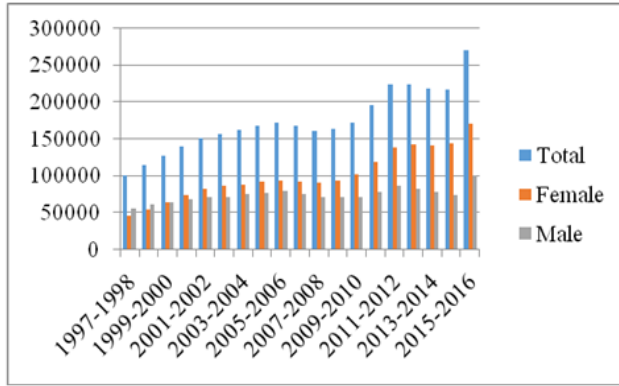


Figure 1. The number of preservice teachers in the faculties of education between 1997 and 2016 in terms of gender

According to Figure 1, although the number of male preservice teachers enrolled in the faculties of education was higher between 1997 and 1999, this rate became equal in the academic year of 1999-2000. Their number decreased steadily compared to that of female ones by the academic year of 2014-2015. Although there was an increase in the number of male preservice teachers in the academic year of 2015-2016, this number was lower than the number of female ones.

The Examination of Preservice Teachers Studying in the Faculties of Education According to the Rates of Female and Male Preservice Teachers.

Table 2. The percentages of female and male preservice teachers in the faculties of education between 1997 and 2016

Years	Total	Female (%)	Male (%)
1997-1998	99690	45.34	54.66
1998-1999	113526	46.71	53.29
1999-2000	126236	49.91	50.09
2000-2001	140074	52.04	47.96
2001-2002	151104	53.73	46.27
2002-2003	156542	54.85	45.15
2003-2004	161931	54.16	45.84
2004-2005	167239	54.35	45.65

2005-2006	171794	54.05	45.95
2006-2007	167214	54.96	45.04
2007-2008	160547	56.33	43.67
2008-2009	163212	57.28	42.72
2009-2010	171662	59.26	40.74
2010-2011	195116	60.52	39.48
2011-2012	224313	61.61	38.39
2012-2013	224633	63.36	36.64
2013-2014	218043	64.78	35.22
2014-2015	217096	66.22	33.78
2015-2016	270388	62.99	37.01

The examination of Table 2 showed that the percentage of female preservice teachers studying in the faculties of education between 1997 and 2016 increased. In the academic year of 1997-1998, the percentage of female preservice teachers was approximately 45 % while they constituted approximately 66 % of the total number of preservice teachers in the academic year of 2014 and 2015. In the academic year of 1997-1998, the number of male preservice teachers constituted approximately 55 % of the total number of preservice teachers. However, it decreased to 33 % by the academic year of 2014-2015. The number of female preservice teachers increased approximately two times more than that of male preservice teacher in the academic year of 2014-2015. The female preservice teachers constituted approximately 63 % of the preservice teachers in the faculties of education in the academic year of 2015-2016. The female preservice teachers studying in the faculties of education constitute approximately 56 % of the preservice teachers in percentage terms in all these years.

Assessment of the Number of Preservice Teachers Studying in the Classroom Teaching in Terms of Gender

Findings related to the students studying at classroom teaching are in below:

The change in the number of preservice teachers studying in the classroom teaching in terms of gender.

The number of pre-service teachers studying at classroom teaching in terms of their gender is given in Table 3 (Between 1997-2016).

Table 3. The number of preservice teachers in the classroom teaching between 1997 and 2016 in terms of gender

Years	Total	Female	Male
1997-1998	25777	11021	14756
1998-1999	32219	14430	17789
1999-2000	38508	19282	19226
2000-2001	44961	24291	20670
2001-2002	49076	27783	21293
2002-2003	48675	28662	20013
2003-2004	48442	27392	21050
2004-2005	47057	25528	21529
2005-2006	45190	23351	21839
2006-2007	40642	21117	19525
2007-2008	35712	19381	16331
2008-2009	33071	18681	14390
2009-2010	31808	19407	12401
2010-2011	34467	21787	12680
2011-2012	39054	25175	13879
2012-2013	37450	24857	12593
2013-2014	34127	22961	11166
2014-2015	32009	22498	9511
2015-2016	28317	20318	7999

Reference: SSPC (1997-2016). Higher Education Statistics. Ankara.

According to Table 3, the assessment of preservice teachers enrolled in the department of classroom teaching in the academic years of 1997-1998 and 1998-1999 in terms of their gender showed that the number of male preservice teachers was higher than that of female ones. It is observed that the numbers of female and male preservice teachers were almost equal in the academic year of 1999-2000. The number of female preservice teachers increased steadily between 1997 and 2003. The number of male preservice

teachers was equal to the half of the number of female preservice teachers in the academic year of 2012-2013. Beginning in 2013, the gap between the number of female and male preservice teachers has been increased and in the 2015-2016 academic year, the number of female preservice teachers increase by more than 2.5 times the number of male preservice teachers.

The number of pre-service teachers studying at classroom teaching in terms of their gender is given in Table 3 (Between 1997-2016).

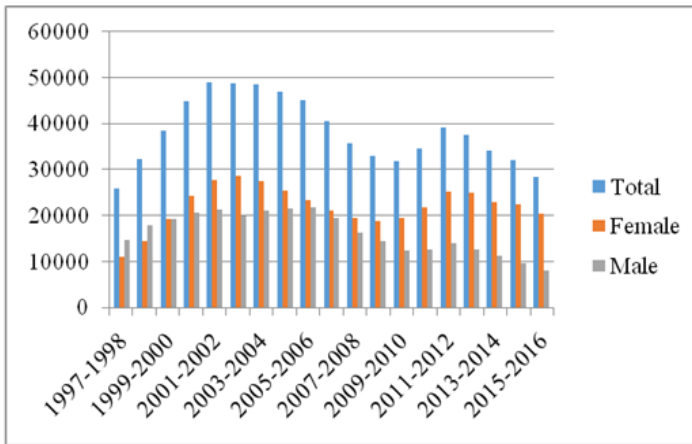


Figure 2. The number of preservice teachers in the classroom teaching-between 1997 and 2016 in terms of gender

According to Figure 2, although out of the preservice teachers enrolled in the department of classroom teaching, the number of male preservice teachers was higher than that of female ones between 1997 and 1999, it is observed that their numbers became equal in the academic year of 1999-2000, and in the following years, the number of female preservice teachers increased more than that of male ones. Especially in the academic years of 2011-2012 and 2012-2013, the number of female preservice teachers was approximately two times more than that of male ones. Starting from the 2011-2012 academic year, there has been a decrease in the number of male and female preservice teachers while the number of female preservice teachers is still more than males.

The examination of preservice teachers studying in the classroom teaching according to the rates of female and male preservice teachers.

Table 4. The percentages of female and male preservice teachers in the faculties of education between 1997 and 2016

Years	Total	Female (%)	Male (%)
1997-1998	25777	42.76	57.24
1998-1999	32219	44.79	55.21
1999-2000	38508	50.07	49.93
2000-2001	44961	54.03	45.97
2001-2002	49076	56.61	43.39
2002-2003	48675	58.88	41.12
2003-2004	48442	56.55	43.45
2004-2005	47057	54.25	45.75
2005-2006	45190	51.67	48.33
2006-2007	40642	51.96	48.04
2007-2008	35712	54.27	45.73
2008-2009	33071	56.49	43.51
2009-2010	31808	61.01	38.99
2010-2011	34467	63.21	36.79
2011-2012	39054	64.46	35.54
2012-2013	37450	66.37	33.63
2013-2014	34127	67.28	32.72
2014-2015	32009	70.29	29.71
2015-2016	28317	71.75	28.25

According to Table 4, the number of female preservice teachers studying at the department of classroom teaching increased in percentage terms between 1997 and 2007. It is also observed that this number decreased between 2003 and 2007 and showed a steady increase in percentage terms as of 2007. The percentage of male preservice teachers showed a tendency to decrease between 1997 and 2003 and showed an increase between 2003 and 2007. It is observed that although the number of male preservice teachers increased steadily in percentage terms, the percentage of female preservice teacher was higher than that of male ones in all years except for the period between 1997 and 1999. It is evident that these small

increases were not very significant compared to the female preservice teachers. It can be stated that the number of female preservice teachers was higher in percentage terms than that of male ones in all of the years (except for the year range between 1997 and 1999). The female preservice teachers studying in the department of classroom teaching constitute approximately 58 % of the preservice teachers in percentage terms in all these years.

Assessment of the Number of Preservice Teachers Studying in the Science Teaching in Terms of Gender

Findings related to the students studying at science teaching are in below:

The change in the number of preservice teachers studying in the science teaching in terms of gender.

The number of pre-service teachers studying at science teaching in terms of their gender is given in Table 5 (Between 1997-2016).

Table 5. The number of preservice teachers in the science teaching between 1997 and 2016 in terms of gender

Years	Total	Female	Male
1997-1998	1513	754	759
1998-1999	4337	2218	2119
1999-2000	6971	3482	3489
2000-2001	9590	4696	4894
2001-2002	11929	5666	6263
2002-2003	12371	5817	6914
2003-2004	13667	6171	7496
2004-2005	14716	6720	7996
2005-2006	15737	7216	8521
2006-2007	15465	7509	7956
2007-2008	14794	7647	7147
2008-2009	15335	8351	6984
2009-2010	16798	10115	6683
2010-2011	19824	12819	7005
2011-2012	23096	15431	7665

2012-2013	23360	16362	6998
2013-2014	21084	15126	5958
2014-2015	20313	14881	5432
2015-2016	18830	14100	4730

Reference: SSPC (1997-2016). Higher Education Statistics. Ankara.

According to Table 5, it is observed that the numbers of male and female preservice teachers studying at the department of science teaching were almost equal between 1997 and 2000. From the academic year of 2000-2001 to 2007-2008, the number of male preservice teachers was higher than that of female ones. In the academic year of 2007-2008, the number of male preservice teachers studying at the department of science teaching decreased significantly compared to the previous year. When it comes to the 2015-2016 academic year, although the number of male and female teacher candidates has decreased compared to previous years, it is understood that the number of female preservice teachers is considerably higher (about 3 times) than the number of male preservice teachers.

Figure 3, the number of pre-service teachers studying at science teaching in terms of their gender is given (Between 1997-2016).

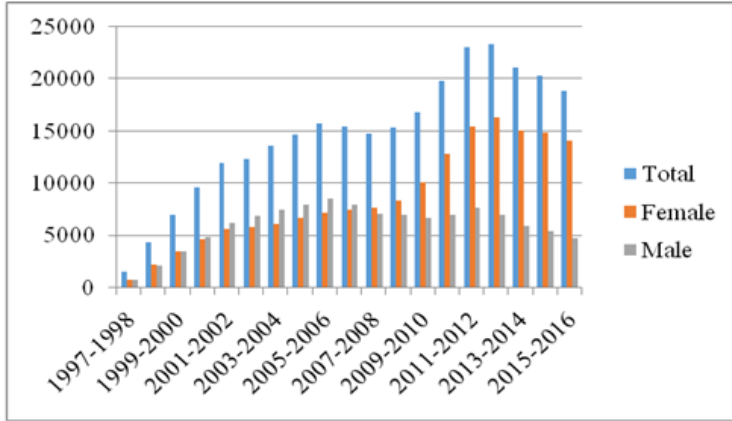


Figure 3. The number of preservice teachers in the science teaching between 1997 and 2016 in terms of gender

As can be seen in Figure 3, the numbers of female and male preservice teachers enrolled in the department of science teaching were almost equal

between 1997 and 2000. Between 2001 and 2008, the number of male preservice teachers was higher than that of female ones. As of the academic year of 2009-2010, the number of female preservice teachers increased, and it became higher than that of male ones.

The examination of preservice teachers studying in the science teaching according to the rates of female and male preservice teachers.

Table 6. The percentages of female and male preservice teachers in the science teaching between 1997 and 2016

Years	Total	Female (%)	Male (%)
1997-1998	1513	49.83	50.16
1998-1999	4337	51.14	48.86
1999-2000	6971	49.95	50.05
2000-2001	9590	48.97	51.03
2001-2002	11929	47.50	52.50
2002-2003	12371	47.02	55.89
2003-2004	13667	45.15	54.85
2004-2005	14716	45.66	54.34
2005-2006	15737	45.85	54.15
2006-2007	15465	48.55	51.45
2007-2008	14794	51.69	48.31
2008-2009	15335	54.46	45.54
2009-2010	16798	60.22	39.78
2010-2011	19824	64.66	35.34
2011-2012	23096	66.81	33.19
2012-2013	23360	70.04	29.96
2013-2014	21084	71.74	28.26
2014-2015	20313	73.26	26.74
2015-2016	18830	74.88	25.12

The examination of Table 6 shows that no significant increase was observed in the number of female preservice teachers studying in the department of science teaching between 1997 and 2005, but it showed a steady increase as of the academic year of 2005-2006. The number of male preservice teachers showed a similar tendency with small increase and decrease

between 1997 and 2005, and it tended to decrease distinctly as of the academic year of 2006-2007. It is understood that the number of female preservice teachers increased two times more than that of male ones did as of 2010. The female preservice teachers studying in the department of science teaching constitute approximately 56 % of the preservice teachers in percentage terms in all these years.

Assessment of the Number of Preservice Teachers Studying in the Social Studies Education Departments In Terms of Gender

Findings related to the students studying at social studies education departments are in below:

The change in the number of preservice teachers studying in the social studies education departments in terms of gender.

The number of pre-service teachers studying at social studies education departments in terms of their gender is given in Table 7 (Between 1997-2016).

Table 7. The number of preservice teachers in the social studies education departments between 1997 and 2016 in terms of gender

Years	Total	Female	Male
1997-1998	513	150	363
1998-1999	3569	972	2597
1999-2000	6587	2427	4160
2000-2001	9617	3592	6025
2001-2002	12890	5009	7881
2002-2003	13497	5562	7935
2003-2004	14305	5771	8534
2004-2005	15093	6374	8719
2005-2006	15531	6507	9024
2006-2007	15023	6349	8674
2007-2008	14251	5993	8258
2008-2009	14598	6078	8520
2009-2010	15593	6608	8985
2010-2011	18371	7840	10531
2011-2012	21658	9372	12286

2012-2013	21849	9514	12335
2013-2014	20031	8813	11218
2014-2015	18799	8569	10230
2015-2016	16644	7934	8710

Reference: SSPC (1997-2016). Higher Education Statistics. Ankara.

The examination of Table 7 shows that the number of male preservice teachers studying in the department of social studies teaching was approximately two times more than that of female ones between 1997 and 2001. In the 2015-2016 academic year, the number of male preservice teachers (8719) has declined to the level in 2004 and the number of female preservice teachers (7840) has declined to the level in 2010. For the reason that the number of male preservice teachers has fallen more than female preservice teachers in the last five years, the numerical difference between them has decreased in 2016. Even so, it is seen that the number of male preservice teachers was higher than that of male ones in all of the years.

In Figure 4, the number of pre-service teachers studying at social studies education departments in terms of their gender is given (Between 1997-2016).

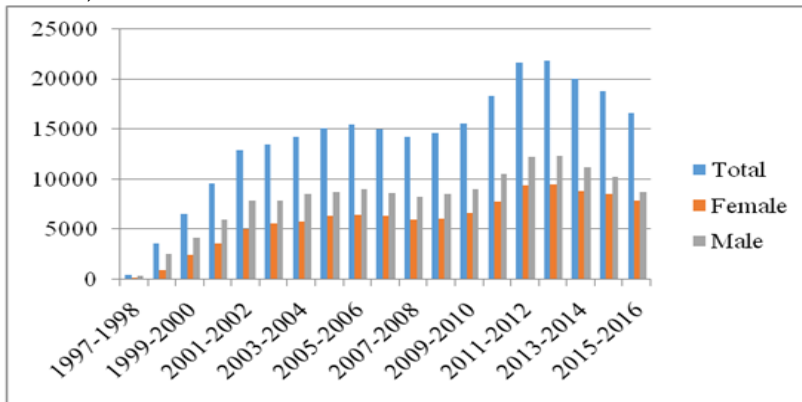


Figure 4. The number of preservice teachers in the social studies education departments between 1997 and 2016 in terms of gender

It is understood from Figure 4 that the number of male preservice teachers enrolled in the department of social studies teaching was higher than

that of female ones in all of the years. The increases in the number of female preservice teachers could not reach the number of male ones in all of the years. Although there has been a general decrease in both female and male preservice teachers since 2012-2013 academic year, the number of male preservice teachers is still more.

The examination of preservice teachers studying in the social studies education departments according to the rates of female and male preservice teachers.

Table 8. The percentages of female and male preservice teachers in the social studies education departments between 1997 and 2016

Years	Total	Female (%)	Male (%)
1997-1998	513	29.24	70.76
1998-1999	3569	27.23	72.77
1999-2000	6587	36.85	63.15
2000-2001	9617	37.35	62.65
2001-2002	12890	38.86	61.14
2002-2003	13497	41.21	58.79
2003-2004	14305	40.34	59.66
2004-2005	15093	42.23	57.77
2005-2006	15531	41.90	58.10
2006-2007	15023	42.26	57.74
2007-2008	14251	42.05	57.95
2008-2009	14598	41.64	58.36
2009-2010	15593	42.38	57.62
2010-2011	18371	42.68	57.32
2011-2012	21658	43.27	56.73
2012-2013	21849	43.54	56.46
2013-2014	20031	44.00	56.00
2014-2015	18799	45.60	54.42
2015-2016	16644	47.67	52.33

The examination of Table 8 shows that the number of female preservice teachers studying social studies teaching increased in general in spite of small decreases in all of the years between 1997 and 2013, except for the academic year of 1999-2000 (there was a marked increase in the academic

year of 1999-2000). Starting from the 2008-2009 academic year, the proportion of female preservice teachers increases continuously while there has been a steady decline in the proportion of males in the same year. The proportional gap between the number of male and female prospective teachers has gradually declined since 2009. The gap between the number of males and females are observed at most in the 1998-1999 academic year while in 2015-2016 academic year, the gap is the least. This situation indicates that although the number of male preservice teachers studying in social sciences is higher than females in all years, the proportion of female preservice teachers increase proportionally. Starting from 2014-2015 academic year, the proportions of female and male preservice teachers become closer to each other. The male preservice teachers studying in the department of social studies teaching constitute approximately 60 % of the preservice teachers in percentage terms in all these years.

Assessment of the Number of Preservice Teachers Studying in the Mathematics Teaching In Terms of Gender

Findings related to the students studying at mathematics teaching are in below:

The change in the number of preservice teachers studying in the mathematics teaching in terms of gender.

The number of pre-service teachers studying at mathematics teaching in terms of their gender is given in Table 9 (Between 1998-2016).

Table 9. The number of preservice teachers in the faculties of education between 1998 and 2016 in terms of gender

Years	Total	Female	Male
1998-1999	2101	1060	1041
1999-2000	4154	2121	2033
2000-2001	6451	3200	3251
2001-2002	8899	4351	4548
2002-2003	9947	4778	5169
2003-2004	10722	5100	5622
2004-2005	11227	5339	5888
2005-2006	11537	5584	5953
2006-2007	10917	5451	5466

2007-2008	10470	5434	5036
2008-2009	10923	6019	4904
2009-2010	12071	7234	4837
2010-2011	14397	9310	5087
2011-2012	16754	11343	5411
2012-2013	16906	11871	5035
2013-2014	18592	13255	5337
2014-2015	17832	12942	4890
2015-2016	17305	12611	4694

Reference: SSPC (1997-2016). Higher Education Statistics. Ankara.

According to Table 9, it is observed that the numbers of male and female preservice teachers studying at the department of mathematics teaching were almost equal between 1998 and 2000. It is also seen that the number of male preservice teachers was higher than that of female ones between 2001 and 2006, but these numbers became equal in the academic year of 2006-2007. The number of female preservice teachers was significantly higher than that of male ones in the academic year of 2007-2008. A steady increase was observed in the number of female preservice teachers as of the academic year of 2007-2008. In the 2015-2016 academic year, the number of female preservice teachers is more than 2.5 times the number of males.

In Figure. 5, the number of pre-service teachers studying at mathematics teaching in terms of their gender is given (Between 1998-2016).

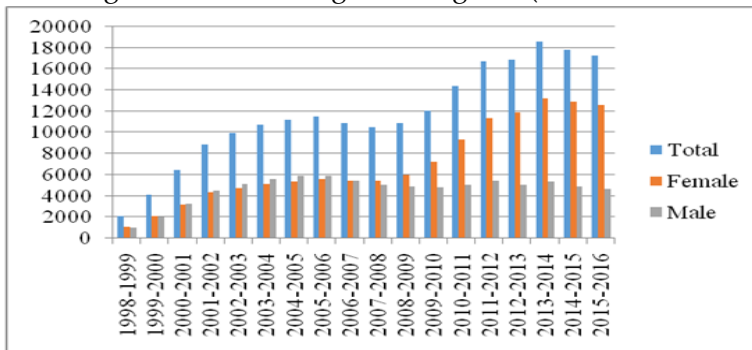


Figure 5. The number of preservice teachers in the mathematics teaching between 1998 and 2016 in terms of gender

The examination of Figure 5 shows that the number of male preservice mathematics teachers increased steadily until 2006, and tended to decrease after this year. The number of female preservice teachers increased a lot more than that of male ones did especially after 2008, and it exceeded two times of the number of male ones in the last years.

The examination of preservice teachers studying in the mathematics teaching according to the rates of female and male preservice teachers.

Table 10. The percentages of female and male preservice teachers in the mathematics teaching between 1998 and 2016

Years	Total	Female (%)	Male (%)
1997-1998	-	-	-
1998-1999	2101	50.45	49.55
1999-2000	4154	51.06	48.94
2000-2001	6451	49.60	50.40
2001-2002	8899	48.89	51.11
2002-2003	9947	48.03	51.97
2003-2004	10722	47.57	52.43
2004-2005	11227	47.56	52.44
2005-2006	11537	48.40	51.60
2006-2007	10917	49.93	50.07
2007-2008	10470	51.90	48.10
2008-2009	10923	55.10	44.90
2009-2010	12071	59.93	40.07
2010-2011	14397	64.67	35.33
2011-2012	16754	67.70	32.30
2012-2013	16906	70.22	29.78
2013-2014	18592	71.30	28.71
2014-2015	17832	72.58	27.42
2015-2016	17305	72.87	27.13

The examination of Table 10 shows that the percentage of female preservice mathematics teachers changed slightly between 1998 and 2008, began to increase significantly as of 2008. Although the number of male preservice teachers remained approximate between 1998 and 2008, it showed a decreasing trend in general as of 2008. In the 2015-2016 academic year, the ratio of female preservice teachers is more than 2.5 times the ratio of

males. The female preservice mathematics teachers constitute approximately 57 % of the preservice teachers in percentage terms in all these years.

Assessment of the Number of Preservice Teachers Studying in the Pre-School Education In Terms of Gender

Findings related to the students studying at preschool teaching are in below:

The change in the number of preservice teachers studying in the pre-school education in terms of gender.

The number of pre-service teachers studying at preschool teaching in terms of their gender is given in Table 11 (Between 1997-2016).

Table 11. The number of preservice teachers in the pre-school education between 1997 and 2016 in terms of gender

Years	Total	Female	Male
1997-1998	2496	2236	260
1998-1999	2721	2325	396
1999-2000	3716	3244	472
2000-2001	4992	4301	691
2001-2002	6176	5476	700
2002-2003	6882	6192	690
2003-2004	7680	6922	758
2004-2005	8528	7831	697
2005-2006	9423	8596	827
2006-2007	9723	8723	1000
2007-2008	10996	9855	1141
2008-2009	11447	10069	1378
2009-2010	12361	10655	1706
2010-2011	14394	12277	2117
2011-2012	17030	14439	2591
2012-2013	19683	16772	2911
2013-2014	30240	27130	3110
2014-2015	31126	27708	3418

2015-2016	35377	31588	3789
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Reference: SSPC (1997-2016). Higher Education Statistics. Ankara.

According to Table 11, it is seen that although the number of male pre-service teachers enrolled in the department of pre-school teaching showed slight decrease in some years (the academic years of 2002-2003 and 2004-2005) between 1997 and 2016, it increased in general. The number of female preservice teachers was higher than that of male ones and it progressed increasingly in all of the years. The number of female preservice teachers was more than 10 times of that of male ones especially in some years (the academic years of 2004-2005 and 2005-2006). In Figure. 6, the number of pre-service teachers studying at preschool teaching in terms of their gender is given (Between 1997-2016).

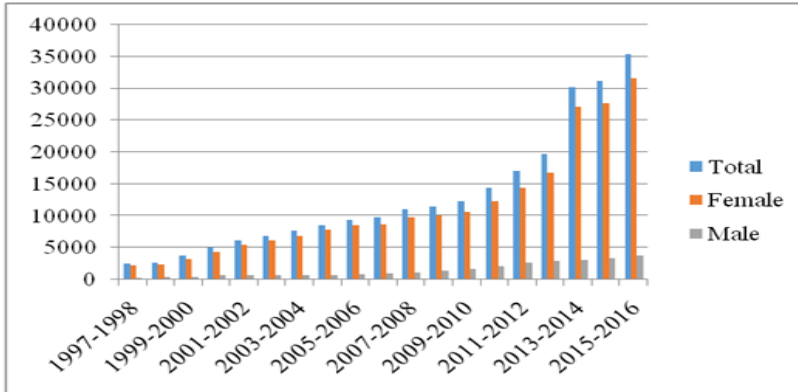


Figure 6. The number of preservice teachers in the pre-school education between 1997 and 2016 in terms of gender

According to Figure 6, it is understood that the male preservice pre-school teachers increased in number between 1997 and 2016 while the female preservice teachers constituted a great majority of the total number of preservice teachers and they showed more increase than the male preservice teachers did in number.

The examination of preservice teachers studying in the pre-school education according to the rates of female and male preservice teachers.

Table 12. The percentages of female and male preservice teachers in the pre-school education between 1997 and 2016

Years	Total	Female (%)	Male (%)
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1997-1998	2496	89.58	10.42
1998-1999	2721	85.45	14.55
1999-2000	3716	87.30	12.70
2000-2001	4992	86.16	13.84
2001-2002	6176	88.67	11.33
2002-2003	6882	89.97	10.03
2003-2004	7680	90.13	9.87
2004-2005	8528	91.83	8.17
2005-2006	9423	91.22	8.78
2006-2007	9723	89.72	10.29
2007-2008	10996	89.62	10.38
2008-2009	11447	87.96	12.04
2009-2010	12361	86.20	13.80
2010-2011	14394	85.29	14.71
2011-2012	17030	84.79	15.21
2012-2013	19683	85.21	14.79
2013-2014	30240	89.72	10.28
2014-2015	31126	89.02	10.98
2015-2016	35377	89.29	10.71

The examination of Table 12 shows that the male preservice pre-school teachers tended to increase and decrease in percentage terms in some years between 1997 and 2016. It can be stated that although the female preservice teachers were higher in number compared with the male preservice teachers, their number decreased in percentage terms in some years. In 2013 and later, the percentages of female preservice teachers were similar. The female preservice preschool teachers constitute approximately 88 % of the preservice teachers in percentage terms in all these years.

Conclusion

When the results of the research are evaluated, it is understood that the number of female preservice teachers who prefer the education faculty between the years 1997-2016 is quite higher than the number of males and it is also understood that the number of female preservice teachers increase proportionally in the years. SSPC statistics on the numbers of preservice teachers attending education faculties between 1997 -2016 support the

tendency of the teaching profession to turn into a female profession. It can be said that teaching profession seen as female profession for the reasons that female preservice teachers become twice more than males numerically especially in the last five years (2011-2016), the number of female preservice teachers in science education teacher department is about three times that of males, the number of females in the mathematics teacher education in the 2015-2016 academic year is more than two and a half times higher than males and the number of females is almost 10 times higher than the number of males in some years in preschool teacher education. Among the teacher education programs included in the research, only in social studies teaching department males are proportionally more than females. However, 2013 academic year and after year, the data about ratios of the number of preservice teachers in terms of gender shows that in social studies teaching department, the ratio of males decrease and females increase. It can be considered that although males preservice teachers are proportionally more than females in social studies department in all years, females may be superior in number in the coming years.

According to the gender statistics published by TUIK (2015), in higher education, male and female ratios are seen as % 63,6 females and % 36,4 males in linguistics and literature; % 58,1 females and % 41,9 males in mathematics and science; % 58,4 females and % 41,6 males in health sciences; % 56,5 females and % 43,5 males in social sciences; % 29,7 females and % 70,3 males in technical sciences; % 39,1 females and % 60,9 males in agriculture and forestry and % 53,7 females and % 46,3 males in art department. As seen in TUIK statistics, it is understood that in many fields the number of females is more than males, especially in the fields of social sciences. In this respect, TUIK statistics support the conducted research.

Increase of females in the field of education is defined as feminization of education. Along with industrialization and urbanization, the role of the traditional family in raising children has been handed over to the school and women have been able to benefit from education more. Taking into account historical relationships, the professions that the majority of males performed have began to turn into profession that the number of women becomes more. The main reason for the increase in the rate of women especially in the field of education is the idea that teaching profession and child rearing is compatible with each other (Popkewitz, 1991). It

can be said that teaching profession has included more women since the beginning of the professionalization of it. In the United States, while most of the teachers were male in the 1800s, this situation has reversed in the 1900s. In 1980, 66% of the teachers were female and this rate increase to 76% in 2007 (Ozoglu, Gur and Altunoglu, 2013). According to the OECD (2015) report, it is stated that nearly all of pre-school teachers are female and the ratio of female teachers is higher than that of male teachers at primary school level in OECD countries.

In his study, Temizyurek (2008) found that two thirds of 600 preservice teachers are female and one third of them are males. Findings in this research also show that in Turkish teacher department female preservice teachers are more than males and this finding coincides with current research findings. In their study conducted with primary school preservice teachers, Cermik, Dogan and Sahin (2010) state that female preservice teachers would prefer teaching profession again if they could have a new preference chance. However, males' ratio is not as high as that of females. This situation has been interpreted as an indication that female preservice teachers are more dedicated to this profession. In this research, also, it can be considered that this profession becomes female profession for the reason that especially in some teacher education programs; female preservice teachers are substantially more than that of males. The findings of the research are parallel to the research findings of Ayan (2000) and Koroglu (2006). This situation has been interpreted as an indication that female preservice teachers are more dedicated to this profession. In their research, Ayan (2000) and Koroglu (2006) find that there is a major gap between women in terms of being a teacher and an administrator in the field of education. While female teachers is close to or higher than that of males, the ratio of female directors is found to be quite low compared to that of males.

Arabaci (1999) finds that only 5% of ministerial inspectors were female in 1998 and indicates that even though teaching profession is considered as female profession, being an inspector is considered as masculine profession. In the research of Capri & Celikkaleli (2008); Gokce & Sezer (2012); Ismen & Yildiz (2005) ve Kaya & Buyukkasap (2005) find that the attitude towards teaching profession has changed according to gender and they

indicate that female preservice teachers have developed more positive attitudes than males; the female preservice teachers have regarded the teaching profession as a more valuable profession and they love more. In the research of Ilter & Koksalan (2011), it is found that females are more positive to teaching profession than males and their motivation to be a teacher is higher than that of males. In Torun's (2010) study, it is noteworthy that 15.6% of teachers state that teaching profession is a female profession.

According to a research conducted by the Post Research Institute (2013), it is found that 1063 of the kindergarten and primary school teachers working in Cyprus in 2013 were female and 527 of them were male. The reason for this situation is regarded as teaching profession provides balance between house work, child care which are seen as women's work traditionally and business life. Furthermore, another reason can be the consideration that child caring is a business of women (Birey & Beyidoglu Onen, 2013). However, Anliak (2004) highlighted that many research shows that fathers can be as skilled as mothers about taking care of children as long as they make similar effort with them. In their research on the demographic characteristics of preservice teachers in four different countries, Coultas & Lewin (2002, p. 246) indicates that in Malawi, females who select teaching profession ratio is %67; in Ghana, the number of females who prefer teaching profession has increased compared to previous years; in Trinidad and Tobago, male preservice teachers who prefer the teaching profession cover a total of 32% and in Lesotho, about 70% of the preservice teachers who prefer the teaching profession are female. In this respect, the research conducted by Coultas & Levin (2002) has similar characteristics with this research. Benedict (2000) and Parr, Gosse & Allison (2008) emphasize that education in schools and faculties in Canada is increasingly becoming an area where female students dominate, and this situation is particularly prevalent in kindergartens and first years of primary schools. In the light of findings obtained from the research conducted in Turkey and in various countries and also in this research, it can be said that when the distribution of preservice teachers in terms of gender is taken into account, the number of male preservice teachers who have chosen the teaching profession has decreased and that of females has increased. This cause to think that teaching profession has become increasingly female profession.

Recommendations

1. Different research can be carried out with different methods to make a comprehensive evaluation of the variables that are effective in selection of preservice teachers.
2. Different research in which the variables that are effective in choosing the teaching profession will be examined comparatively with the different countries can be planned.
3. The study was conducted only within the context of the teaching programs in the department of primary school teaching. Similar studies might be planned to include other teaching programs which are not within the scope of the present study.
4. Factors affecting the choice of profession cannot be interpreted according to the results of this study. New studies might be conducted to determine these factors and researchers can try to understand the reason why teaching profession is preferred by females at higher levels.
5. Moreover, further studies might be conducted to examine deeply the reasons why only the number of male preservice social studies teachers was higher than that of female ones.
6. Cooperation about the perception of teaching profession as a female-specific profession might be sought with policy makers and education directors.

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