Determining Value Preferences in Teacher Identity

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Abstract: This study aims to determine the value preferences of preservice teachers and examine them in terms of different variables such as gender, class, place of residence, field of study, and reasons for choosing the teaching profession. In addition, the study investigates the preferences of preservice teachers for the primary values that a teacher should possess. The research was conducted with teacher candidates studying at Agri Ibrahim Cecen University Faculty of Education in the 2020-2021 Fall Semester. Care was taken to ensure that prospective teachers took part in the research voluntarily. In the research, the data of 836 preservice teachers were evaluated. Personal Information Form created by the researchers and Values Scale developed by Dilmaç, et al. (2014) were used as data collection tools. In the research, firstly, the value preferences of preservice teachers were examined and the highest value areas were human dignity, social values, freedom values, intellectual values, career values, futuwwa values, spirituality and materialistic values; Romantic values were determined as the lowest value area. preservice teachers' value preferences generally did not show a significant difference according to gender, class, place of residence and reasons for choosing the teaching profession; It showed a significant difference according to the department variable. It has been determined that preservice teachers prioritize the values of justice, education and knowledge in their selection of the primary values that a teacher should have, and these are followed by the values of responsibility, tolerance, respect, helpfulness, personal development, mental health, consistency and effort, respectively. The findings of the study were discussed in the light of the literature.

Keywords: Preservice teachers, values, identity, preferences

Öğretmen Kimliğinde Değer Tercihleri

Öz: Bu araştırmada öğretmen adaylarının değer tercihlerinin belirlenmesi ve cinsiyet, sınıf, yaşadığı yer, öğrenim görülen bölüm, öğretmenlik mesleğini tercih etme nedeni gibi farklı değişkenler açısından incelenmesi amaçlanmıştır. Ayrıca öğretmen adaylarının bir öğretmenin sahip olması gereken öncelikli değerlere yönelik tercihleri incelenmiştir. Araştırma 2020-2021 Güz Yarıyılında Ağrı İbrahim Çeçen Üniversitesi Eğitim Fakültesinde öğrenim gören öğretmen adaylarıyla gerçekleştirilmiştir. Öğretmen adaylarının çalışmada gönüllü olarak yer almasına dikkat edilmiştir. Araştırmada 836 öğretmen adayının verileri değerlendirilmiştir. Veri toplama aracı olarak araştırmacılar tarafından oluşturulan Kişisel Bilgi Formu ve Dilmaç, vd. (2014) tarafından geliştirilen Değerler Ölçeği kullanılmıştır. Araştırmada öncelikle öğretmen adaylarının değer tercihleri incelenmiş ve sırasıyla insan onuru, toplumsal değerler, özgürlük değerleri, entelektüel değerler, kariyer değerleri, fütüvvet değerleri, maneviyat ve materyalist değerler en

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yüksek değer alanları; romantik değerler en düşük değer alanı olarak tespit edilmiştir. Öğretmen adaylarının değer tercihleri cinsiyet, sınıf, yaşanılan yer ve öğretmenlik mesleğini tercih nedenlerine göre genel olarak anlamlı fark göstermemiş; bölüm değişkenine göre ise anlamlı fark göstermiştir. Öğretmen adaylarının, bir öğretmenin sahip olması gereken öncelikli değerlere yönelik seçimlerinde ise adalet, eğitim ve bilgi değerlerini öncelikli olarak seçtikleri ve bunları sırasıyla sorumluluk, hoşgörü, saygı, yardımseverlik, kişisel gelişim, akıl/ruh sağlığı, tutarlılık ve emek değerlerinin takip ettiği belirlenmiştir. Çalışmanın bulguları alanyazın ışığında tartışılmıştır.

Anahtar Kelimeler: Öğretmen adayı, değerler, kimlik, tercih

Introduction

According to ecological systems theory, teachers are the first professionals contributing to individuals' affective and cognitive worlds (Bronfenbrenner, 1976). Cultural codes and value transmissions laid in the family take on a systematic form when it comes to the school environment. Analyzing the values in a society makes the structure and functions understandable; analyzing these values will be possible by examining the institutions, processes, and roles in that society (Özensel, 2014; Koçak Macun, 2020). Teachers, often referred to as the most critical foundation blocks of education, are seen as determinants of a country's education quality (Mahiroğlu, 2007). In this sense, it can be said that every study conducted to understand and improve the teaching profession is, in fact, aimed at enhancing the quality of society's education system. Furthermore, the role that teachers play in integrating individuals into society makes them a determining factor. Article 40 of Law No. 739, the National Education Basic Law, includes the expression "to provide education that preserves, develops, promotes, and instills our national cultural values." Teachers, in addition to providing academic knowledge, also have an identity that conveys all concepts related to national values and the struggle for happiness (Kuanishbaevna, 2022). Ensuring children's acquisitions regarding values requires a more complex process than teaching academic skills such as reading, writing, or mathematics. This process is possible through teachers' awareness of values and the internalization of their roles (Yazıcı, 2006; Kurtdede Fidan, 2009).

A child who does not go to school also has preliminary knowledge about the concept of a teacher. However, the exact process through which the decision to become a teacher is formed is not fully known. Choosing a profession is determined by interacting hereditary traits with internal and external factors such as perceptions acquired from the environment, values, and more (Özyürek, 2022). Teachers' perceptions of their profession are shaped from the first day of their educational journey until the day they continue their professional practice (Ballantyne & Grootenboer, 2012). On the other hand, the formation of their professional identities follows a historical sequence influenced by pre-graduate experiences, educational experiences, and finally, post-professional experiences (Yaşar et al., 2013). Even with a cursory literature review, it becomes evident how important studies on teachers' identities are (Beauchamp & Thomas, 2009).

Teacher identity is structured through personal, social, and cognitive factors (Ulubey, 2018). The constructive guidance in this structuring process ultimately returns as a positive attribute to individuals in performing their professions (Arpacı & Bardakçı, 2015). In short, a preservice teacher encounters academic knowledge related to the professional group they will belong to in the future and certain shaping processes related to identity formation during their education. Furthermore, in the field of vocational guidance, according to the Trait-Factor Theory,

the compatibility of individuals' personality traits with the characteristics required by the profession leads to their success and satisfaction in their careers (Williamson, 1950). On the other hand, when examining new approaches and models in vocational guidance, values not only guide individuals in choosing their desired professions but also play a significant role in determining how they will approach the profession with dedication and how they will handle problems they encounter (Korkut Owen & Niles, 2011). In light of this information, it can be considered that preservice teachers' value preferences for the teaching profession, when evaluated in conjunction with their own value preferences, and any guidance provided on this matter, will directly impact this crucial group that will shape the future.

When recent studies on teachers, preservice teachers, and values are examined, it can be observed that these studies primarily focus on the value orientations of the mentioned groups (Sarı, 2005; Oğuz, 2012; Aladağ & Kuzgun, 2015; Buluç & Uzun, 2020; İpek & Ökmen; 2022). Some studies aim to understand the values and opinions of preservice teachers regarding values and values education (Akıtürk & Bağçeli Kahraman, 2019; Uzunkol & Öz, 2019; Kamer & Şahin, 2021).

The Aim of the Research

In this study, it was deemed necessary to examine what values teachers attribute to their professions as the conveyors of the mentioned values, and the aim was to investigate the value preferences that affect preservice teachers' inclination toward the teaching profession. In other words, the study aimed to explore how prospective teachers who will perform the role in a few years are drawn to this profession and what values they imbue it with, along with examining their value preferences. In this respect, it is predictable how the values held by the teachers of the future will influence the roles they perform. This way, awareness and guidance programs can be conducted to assist in the formation of their professional identities.

This study aims to determine the value preferences of preservice teachers and examine them in terms of different variables such as gender, class, place of residence, field of study, and reasons for choosing the teaching profession. In addition, the study investigates the preferences of preservice teachers for the primary values that a teacher should possess.

Method

Research Design

This study aims to determine the levels of value preferences of preservice teachers and examine them according to various variables. To achieve this aim, a quantitative research approach using a descriptive (survey) model has been employed (Şata, 2020).

Population and Sample

The research population consists of preservice teachers studying in the faculty of education, and the sample includes 836 preservice teachers selected through non-random sampling methods, specifically convenience sampling. The research sample is composed of participants accessible to the researchers, considering their financial resources and time constraints. Descriptive statistics related to the socio-demographic information of the study sample are provided in Table 1.

Table 1

Frequencies and Percentages of Participants' Socio-Demographic Information

Variables	Variable Levels	Frequency (f)	Percentage (%)
Gender	Female	547	65.4
	Male	289	34.6
Grade	1st grade	146	17.5
	2nd grade	228	27.2
	3rd grade	230	27.5
	4th grade	232	27.8
Residence	Village	189	22.6
	County	247	29.5
	City center	400	47.9
Major	Science-Mathematics	73	8.7
	Fine Arts	93	11.1
	Preschool	171	20.5
	Psychological Counseling and Guidance	111	13.3
	Classroom Teaching	245	29.3
	Social studies	79	9.4
	Turkish Language Teaching	64	7.7
Reason for choosing the teaching profession	Parents' guidance	44	5.3
	Taking someone in the family as a role model	36	4.3
	Ease of finding a job	54	6.4
	Convenient working hours	40	4.8
	Perception of the teaching profession as sacred	80	9.6
	Sufficient university entrance exam score	137	16.4
	Love for children and good relationships with them	106	12.7
	Having an interest in the teaching profession	316	37.7
	Other	23	2.8
Total		836	100

When Table 1 is examined, it can be seen that the majority of the preservice teachers participating in the research are female. Their distributions by grade level are similar, and the majority of them live in urban areas. When the distribution by major is examined, it is determined that most of them are from the classroom teaching department, and the least are from the Turkish language teaching department. Looking at the reasons for choosing the teaching profession, it is observed that having an interest in the teaching profession is the most common reason, while convenient working hours are the least preferred reason. Other reasons include the teaching profession's good status and offering good financial opportunities, but very few preservice teachers select them.

Data Collection Tool

Personal information form

The information that constitutes the variables of the research was obtained through the personal information form presented to the teacher candidates participating in the research. In the form, variables such as gender, class, place of residence, major of study, and reason for choosing the teaching profession were included, without including name and surname information.

Values scale

The scale was developed by Dilmaç et al. (2014) to determine the value preferences of adults over 18 years old. The scale consists of 39 items and 9 subscales Intellectual, Futuwwa, Human Dignity, Career, Spirituality, Materialistic, Freedom, Romantic, and Social. It is a self-assessment type measurement tool using a 10-point Likert scale (Not at all important 0 1 2 3 4 5 6 7 8 9 Very important). The scale is scored in the context of subscales. A decrease in the score towards zero indicates that the value is not very important in an individual's life, while an increase in the score towards nine shows that the value is very important and indispensable in the individual's life. The Cronbach's alpha internal consistency reliability coefficients for the Values Scale by factors are as follows: "Social" .90, "Career" .80, "Intellectual" .78, "Spiritual" .81, "Materialistic" .78, "Human Dignity" .61, "Romantic" .66, "Freedom" .65, and "Futuwwa" .63.

The values scale was used as the data collection tool, and the cut-off scores for preservice teachers' perception levels were determined using the following formula (Uzunboylu & Sarıgöz, 2015).

SA= (YS-DS)/SS (1)

In this formula, SA represents the range of options, YS the highest option, DS the lowest option, and SS the number of options. In the current study, since the measurement tool was in a ten-point Likert scale, the range of options was found to be 0.90 when the formula above was used. Accordingly, values close to nine are considered high, while values close to zero are considered low. The range from 0.00 to 0.90 is the lowest level, the range from 8.11 to 9.00 is the highest level, and the midpoint is determined to be 4.50. Therefore, if the average value of a factor is above 4.50, it is considered above average.

After the Value Scale, the question "What do you think are the primary values a teacher should have? (You can choose more than one value)" was asked to prospective teachers.

Data Analysis

In the data analysis, descriptive statistics were first conducted for the sociodemographic information of the sample. Subsequently, descriptive statistics were provided for the measurements obtained from the subfactors of the measurement tool. Then, independent samples t-tests and one-way analysis of variance (ANOVA) were performed for difference analyses. A significance level of .05 was considered in the statistical analyses, and the SPSS software (version 25) was utilized.

Findings

In this study, which aims to examine preservice teachers' perception levels of values concerning various variables, the first step was to determine the levels of preservice teachers'

perceptions of values. In this context, descriptive statistics regarding the measurements obtained from the values scale were examined and are presented in Table 2.

Table 2

Descriptive Statistics for The Subfactors of the Values Scale (N = 836)

Factors / Values	Min.	Max.	$\bar{X}$	SD	Skewness	Kurtosis
Social	65.00	90.00	85.84 (8.58)	5.31	-1.49	1.85
Career	26.00	45.00	40.59 (8.12)	4.14	-0.94	0.33
Intellectual	38.00	54.00	50.68 (8.45)	3.57	-1.17	0.90
Spiritual	9.00	36.00	31.03 (7.78)	5.93	-1.33	1.34
Materialistic	3.00	27.00	19.30 (6.43)	4.85	-0.60	0.11
Human Dignity	20.00	27.00	25.97 (8.66)	1.65	-1.65	1.89
Romantic	0.00	27.00	18.44 (6.15)	5.77	-0.71	0.14
Freedom	19.00	27.00	25.60 (8.53)	1.83	-1.32	1.05
Futuwwa	9.00	18.00	15.98 (7.99)	2.16	-0.95	0.15

When Table 2 is examined, it is observed that the mean scores and averages divided by the number of items (averages in parentheses) for the subfactors of the Values Scale are significantly higher than the middle value of 4.50. When the averages of the factors are examined, according to the preservice teachers' perceptions, human dignity has the highest value, while romantic is determined to have the lowest value. When the skewness and kurtosis values for the values are examined, it is found to be within the range of ±2.00. This finding indicates that the distributions for all values follow a normal distribution (George & Mallery, 2010, p. 21; Shiel & Cartwright, 2015, p. 28). Since the values measurements follow a normal distribution and the sample is large, parametric analyses were used in the differential analyses.

After examining the perception levels of preservice teachers regarding values, differential analyses were conducted to determine whether these perception levels differ according to socio-demographic variables. First, an independent samples t-test was conducted to determine the differences by gender, and the findings are presented in Table 3.

Table 3

Results Of Independent Samples T-Test for The Comparison of Preservice Teachers' Perception Levels of Values by Gender

Variable	Gender	N	$\bar{\bar{X}}$	SD	sd	t	η^2
Social	Female	547	86.23	4.88	493.59	2.74*	.015*
	Male	289	85.11	5.98			
Career	Female	547	40.61	4.08	834	0.24	--
	Male	289	40.54	4.25			
Intellectual	Female	547	50.77	3.33	502.66	0.93	--
	Male	289	50.51	3.99			
Spiritual	Female	547	31.23	5.84	834	1.36	--
	Male	289	30.64	6.09			
Materialistic	Female	547	19.34	4.66	834	0.34	--
	Male	289	19.22	5.19			
Human Dignity	Female	547	25.92	1.62	834	1.26	--
	Male	289	26.07	1.69			

Romantic	Female	547	17.93	5.89	632.20	3.64*	.021*
	Male	289	19.40	5.40			
Freedom	Female	547	25.57	1.81	834	0.55	--
	Male	289	25.64	1.88			
Futuwwa	Female	547	15.90	2.13	834	1.61	--
	Male	289	16.15	2.21			

Note $*p < .05$; $*\eta^2$ = small effect; $**\eta^2$ = medium effect; $***\eta^2$ = large effect

Table 3 reveals that the perception levels of preservice teachers regarding social and romantic values differ significantly based on gender, while their perception of other values shows no statistically significant differences. When examining the effect sizes of the significant values, they were found to have small effects. Looking at the means for social values, it is observed that females ($\bar{X}$= 86.23) have higher mean than males $\bar{X}$ = 85.11), and this difference is statistically significant but has a small practical effect. When considering the means for romantic values, males ($\bar{X}$= 19.40) have higher values than females ($\bar{X}$= 17.93), and this difference is statistically significant but has a small practical effect.

After examining the situations where preservice teachers' perception levels of values differ based on gender, a one-way analysis of variance (ANOVA) was conducted to determine differentiation based on grade level. The results are presented in Table 4.

Tablo 4

One-Way ANOVA Results Regarding the Comparison of Preservice Teachers' Perception Levels Towards Values According to Class Level

Variable	Grade	N	$\bar{X}$	SD	sd	F	Difference (Bonferroni)
Social	1st Grade (1)	146	85.42	6.15	3-832	0.54	--
	2nd Grade (2)	228	86.13	4.77			
	3rd Grade (3)	230	85.77	5.26			
	4th Grade (4)	232	85.89	5.30			
Career	1st Grade (1)	146	40.86	4.16	3-832	0.69	--
	2nd Grade (2)	228	40.70	4.28			
	3rd Grade (3)	230	40.61	4.12			
	4th Grade (4)	232	40.28	4.01			
Intellectual	1st Grade (1)	146	50.65	3.63	3-832	0.15	--
	2nd Grade (2)	228	50.65	3.59			
	3rd Grade (3)	230	50.60	3.62			
	4th Grade (4)	232	50.81	3.48			
Spiritual	1st Grade (1)	146	31.05	6.08	3-832	1.67	--
	2nd Grade (2)	228	30.61	6.51			
	3rd Grade (3)	230	30.72	5.52			
	4th Grade (4)	232	31.73	5.61			
Materialistic	1st Grade (1)	146	19.05	5.32	3-832	0.69	--
	2nd Grade (2)	228	19.06	4.87			
	3rd Grade (3)	230	19.37	4.61			
	4th Grade (4)	232	19.63	4.75			
Human Dignity	1st Grade (1)	146	26.14	1.42	3-832	0.64	--
	2nd Grade (2)	228	25.93	1.67			

	3rd Grade (3)	230	25.93	1.70			
	4th Grade (4)	232	25.95	1.71			
Romantic	1st Grade (1)	146	18.16	5.90	3-832	7.04*	4 > 3
	2nd Grade (2)	228	18.89	5.72			2 > 3
	3rd Grade (3)	230	17.13	6.06			
	4th Grade (4)	232	19.45	5.19			
Freedom	1st Grade (1)	146	25.65	1.79	3-832	3.01*	4 > 3
	2nd Grade (2)	228	25.73	1.72			
	3rd Grade (3)	230	25.29	1.99			
	4th Grade (4)	232	25.73	1.77			
Futuwwa	1st Grade (1)	146	15.82	2.24	3-832	0.44	--
	2nd Grade (2)	228	16.07	2.17			
	3rd Grade (3)	230	15.97	2.03			
	4th Grade (4)	232	16.01	2.23			

*$p < .05$

When Table 4 is examined, it is found that preservice teachers' perception levels of social, career, intellectual, spiritual, materialistic, human dignity, and futuwwa values are not statistically significant based on grade level (p > .05). Thus, it has been determined that preservice teachers' perception levels of social, career, intellectual, spiritual, materialistic, human dignity, and futuwwa values are similar regardless of grade level. The perception levels of preservice teachers regarding romantic values were found to be statistically significant based on their grade levels (F(3-832)= 7.04; p < .05). Bonferroni test, one of the multiple comparison tests, was used to determine which group or groups caused the difference, revealing that preservice teachers in the 2nd and 4th grades had higher perceptions of romantic values than those in the 3rd grade. The perception levels of preservice teachers regarding the value of freedom were found to be statistically significant based on their grade levels (F(3-832)= 3.01; p < .05). To identify which group or groups caused the difference, a Bonferroni test was conducted, showing that preservice teachers in the 4th grade had higher perceptions of freedom values than those in the 3rd grade.

After examining the differentiation of preservice teachers' perception levels regarding values by grade levels, a one-way analysis of variance was conducted to determine the differentiation by majors. The results are presented in Table 5.

Table 5

One-Way ANOVA Results for Comparing Preservice Teachers' Perception Levels Regarding Values by Departments

Variable	Department	N	$\bar{X}$	SD	sd	F	Difference
Social	Science Mathematics (1)	73	84.62	5.32			
	Fine Arts (2)	93	86.80	4.74			2 > 4
	Preschool (3)	171	86.24	5.07			3 > 4
	PCG (4)	111	84.23	6.25	6-829	3.62*	6 > 4
	Classroom Teaching (5)	245	85.84	5.20			
	Social studies (6)	79	86.82	4.89			
	Turkish Language T. (7)	64	86.34	5.21			
Career	Science Mathematics (1)	73	39.52	4.16			
	Fine Arts (2)	93	41.55	3.80	6-829	2.11*	2 > 1
	Preschool (3)	171	40.63	4.09			

	PCG (4)	111	40.12	4.12			
	Classroom Teaching (5)	245	40.61	4.07			
	Social studies (6)	79	41.08	4.13			
	Turkish Language T. (7)	64	40.41	4.73			
	Science Mathematics (1)	73	49.48	4.16			
	Fine Arts (2)	93	50.98	3.77			5 > 1
	Preschool (3)	171	50.64	3.51			6 > 1
Intellectual	PCG (4)	111	50.00	3.59	6-829	3.61*	7 > 1
	Classroom Teaching (5)	245	50.77	3.46			6 > 4
	Social studies (6)	79	51.68	3.33			
	Turkish Language T. (7)	64	51.30	2.83			
	Science Mathematics (1)	73	30.79	6.08			
	Fine Arts (2)	93	31.85	6.31			
	Preschool (3)	171	31.28	5.88			
Spiritual	PCG (4)	111	31.35	5.01	6-829	1.14	--
	Classroom Teaching (5)	245	30.81	5.92			
	Social studies (6)	79	31.14	6.54			
	Turkish Language T. (7)	64	29.56	6.05			
	Science Mathematics (1)	73	19.52	4.23			
	Fine Arts (2)	93	19.52	4.86			
	Preschool (3)	171	19.11	4.65			
Materialistic	PCG (4)	111	19.96	4.65	6-829	0.78	--
	Classroom Teaching (5)	245	19.07	5.15			
	Social studies (6)	79	19.59	5.00			
	Turkish Language T. (7)	64	18.66	4.98			
	Science Mathematics (1)	73	25.99	1.51			
	Fine Arts (2)	93	26.11	1.69			
	Preschool (3)	171	25.79	1.93			
Human Dignity	PCG (4)	111	25.64	1.66	6-829	1.71	--
	Classroom Teaching (5)	245	26.12	1.48			
	Social studies (6)	79	26.10	1.45			
	Turkish Language T. (7)	64	26.11	1.67			
	Science Mathematics (1)	73	19.53	4.78			
	Fine Arts (2)	93	17.53	6.77			
	Preschool (3)	171	18.20	6.08			
Romantic	PCG (4)	111	19.49	4.80	6-829	2.86*	4 > 6
	Classroom Teaching (5)	245	18.54	5.34			
	Social studies (6)	79	16.70	7.04			
	Turkish Language T. (7)	64	19.05	5.21			
	Science Mathematics (1)	73	25.15	1.89			
	Fine Arts (2)	93	25.87	1.93			
	Preschool (3)	171	25.54	1.97			
Freedom	PCG (4)	111	25.14	1.98	6-829	2.87*	5 > 4
	Classroom Teaching (5)	245	25.78	1.64			
	Social studies (6)	79	25.73	1.74			
	Turkish Language T. (7)	64	25.77	1.63			
Futuwwa	Science Mathematics (1)	73	15.78	2.12	6-829	2.41*	2 > 3
	Fine Arts (2)	93	16.66	1.93			2 > 4

Preschool (3)	171	15.80	2.14
PCG (4)	111	15.65	2.32
Classroom Teaching (5)	245	15.98	2.19
Social studies (6)	79	16.09	2.25
Turkish Language T. (7)	64	16.19	1.92

Note: *$p < .05$.

When Table 5 is examined, it is found that preservice teachers' perception levels regarding spiritual, materialistic, and human dignity values are not statistically significant based on the department they are studying (p>.05). Therefore, it is determined that preservice teachers' perception levels regarding spiritual, materialistic, and human dignity values are similar, regardless of the major they are studying.

It has been determined that preservice teachers' perception levels of social values are statistically significant according to the department they are enrolled in ($F_{(6-829)}= 3.62$; $p < .05$). To identify from which group or groups the difference arises, Bonferroni tests were conducted, revealing that preservice teachers in the fine arts, preschool education, and social studies departments have higher perceptions of societal values compared to preservice teachers enrolled in the Psychological Counseling and Guidance (PCG) department.

Preservice teachers' perception levels of career values were found to be statistically significant according to the department they are enrolled in ($F_{(6-829)}= 2.11$; $p < .05$). To identify from which group or groups the difference arises, Bonferroni tests were conducted, revealing that preservice teachers in the fine arts department have higher perceptions of career values compared to those enrolled in the science teaching department.

Preservice teachers' perception levels of intellectual values were found to be statistically significant according to the department they are enrolled in ($F_{(6-829)}= 3.61$; $p < .05$). To identify from which group or groups the difference arises, Bonferroni tests were conducted. It was found that preservice teachers enrolled in the classroom teaching, Turkish language teaching, and social studies departments have higher perceptions of intellectual values compared to those enrolled in the science teaching department. Furthermore, the social studies department's perception of intellectual values was also higher than that of the PCG department.

Perceptions of romantic values among preservice teachers were found to be statistically significant according to the department they are enrolled in ($F_{(6-829)}= 2.86$; $p < .05$). To identify from which group or groups the difference arises, the Games-Howell test (due to the heterogeneity of variances) was conducted. It was determined that preservice teachers enrolled in the PCG department have higher perceptions of romantic values compared to those enrolled in the social studies department.

Perceptions of freedom values among preservice teachers were found to be statistically significant according to the department they are enrolled in ($F_{(6-829)}= 2.87$; $p < .05$). To identify from which group or groups the difference arises, the Bonferroni test was conducted. It was determined that preservice teachers enrolled in the classroom teaching department have higher perceptions of freedom values compared to those enrolled in the PCG department.

Perceptions of futuwwa values among preservice teachers were found to be statistically significant according to the department they are enrolled in ($F_{(6-829)} = 2.41$; $p < .05$). To identify from which group or groups the difference arises, the Bonferroni test was conducted. It was

determined that preservice teachers enrolled in the fine arts department have higher perceptions of futuwwa values compared to those enrolled in the preschool education and PCG departments.

After investigating the differentiation of preservice teachers' perception levels regarding values based on the department they were studying in, a one-way analysis of variance (ANOVA) was conducted to determine if there were differences based on their place of residence. The results are presented in Table 6.

Table 6

Results of The One-Way ANOVA Comparing Preservice Teachers' Perception Levels of Values Based On Their Place of Residence Are Presented in Table 6

Variable	Residence	N	$\bar{X}$	SD	sd	F	Difference (Bonferroni)
Social	Village (1)	189	86.56	4.61	2-833	2.30	--
	County (2)	247	85.55	5.36			
	City Center (3)	400	85.68	5.56			
Career	Village (1)	189	40.73	4.02	2-833	1.24	--
	County (2)	247	40.24	4.10			
	City Center (3)	400	40.74	4.21			
Intellectual	Village (1)	189	51.16	3.29	2-833	2.90	--
	County (2)	247	50.34	3.58			
	City Center (3)	400	50.66	3.67			
Spiritual	Village (1)	189	31.89	5.61	2-833	2.67	--
	County (2)	247	30.90	5.67			
	City Center (3)	400	30.70	6.21			
Materialistic	Village (1)	189	19.43	4.61	2-833	0.76	--
	County (2)	247	18.98	5.00			
	City Center (3)	400	19.44	4.86			
Human Dignity	Village (1)	189	26.20	1.33	2-833	2.35	--
	County (2)	247	25.92	1.65			
	City Center (3)	400	25.90	1.77			
Romantic	Village (1)	189	18.08	5.87	2-833	0.88	--
	County (2)	247	18.27	5.93			
	City Center (3)	400	18.70	5.62			
Freedom	Village (1)	189	25.85	1.59	2-833	4.45*	1 > 2
	County (2)	247	25.34	1.92			
	City Center (3)	400	25.64	1.87			
Futuwwa	Village (1)	189	16.04	2.27	2-833	2.20	--
	County (2)	247	15.74	2.12			
	City Center (3)	400	16.11	2.13			

Note: *$p < .05$.

Table 6 reveals that preservice teachers' perception levels of social, career, intellectual, spiritual, materialistic, human dignity, romantic, and futuwwa values were not statistically significant based on their place of residence ($p > .05$). Therefore, it was determined that preservice teachers' perception levels of these values did not significantly differ according to their place of residence. However, with regards to the perception levels of the value of freedom, a statistically significant difference was found based on their place of residence (F(2-833)= 4.45; $p < .05$).

Through multiple comparison tests using the Bonferroni method, it was established that preservice teachers residing in villages had higher perceptions of the value of freedom compared to those living in districts.

Table 7

The One-Way ANOVA Results Regarding the Comparison of Preservice Teachers' Perception Levels of Values Based On Their Reasons for Choosing the Teaching Profession.

Variable	The reason for choice	N	$\bar{X}$	SD	sd	F	Difference
Social	Reason 1	44	86,77	4,42			
	Reason 2	36	85,39	5,54			
	Reason 3	54	84,63	6,00			
	Reason 4	40	83,78	6,73			
	Reason 5	80	86,44	5,26	8-827	1.62	--
	Reason 6	137	85,69	4,94			
	Reason 7	106	86,32	4,95			
	Reason 8	316	86,01	5,18			
	Reason 9	23	85,52	6,86			
Career	Reason 1	44	41,11	4,24			
	Reason 2	36	41,17	3,42			
	Reason 3	54	39,15	4,10			
	Reason 4	40	39,78	4,36			
	Reason 5	80	41,41	3,48	8-827	1.89	--
	Reason 6	137	40,47	4,49			
	Reason 7	106	41,26	3,61			
	Reason 8	316	40,35	4,28			
	Reason 9	23	41,43	3,84			
Intellectual	Reason 1	44	51,00	3,36			
	Reason 2	36	50,58	3,53			
	Reason 3	54	50,02	3,78			
	Reason 4	40	50,25	4,35			
	Reason 5	80	51,34	3,33	8-827	1.02	--
	Reason 6	137	50,49	3,76			
	Reason 7	106	50,33	3,82			
	Reason 8	316	50,87	3,29			
	Reason 9	23	50,30	4,07			
Spiritual	Reason 1	44	29,52	7,14			
	Reason 2	36	30,28	5,97			
	Reason 3	54	30,15	6,86			
	Reason 4	40	31,75	6,26			
	Reason 5	80	31,76	5,50	8-827	1.71	--
	Reason 6	137	30,51	5,73			
	Reason 7	106	32,30	4,38			
	Reason 8	316	31,09	6,07			
	Reason 9	23	29,65	6,64			
Materialistic	Reason 1	44	20,39	5,00			
	Reason 2	36	20,03	4,32	8-827	1.17	--
	Reason 3	54	18,74	4,63			
	Reason 4	40	20,08	4,82			

	Reason 5	80	19,56	4,76			
	Reason 6	137	19,46	4,92			
	Reason 7	106	18,99	4,52			
	Reason 8	316	18,93	4,92			
	Reason 9	23	20,74	5,99			
	Reason 1	44	26,32	1,31			
	Reason 2	36	25,78	1,79			
	Reason 3	54	25,54	2,08			
	Reason 4	40	25,68	1,95			
Human Dignity	Reason 5	80	26,14	1,49	8-827	1.30	--
	Reason 6	137	26,07	1,46			
	Reason 7	106	26,14	1,48			
	Reason 8	316	25,94	1,71			
	Reason 9	23	25,78	1,70			
	Reason 1	44	17,61	6,59			
	Reason 2	36	18,28	4,25			
	Reason 3	54	19,13	6,35			
	Reason 4	40	18,68	5,28			
Romantic	Reason 5	80	18,95	6,15	8-827	1.37	--
	Reason 6	137	17,42	6,15			
	Reason 7	106	18,96	5,38			
	Reason 8	316	18,39	5,63			
	Reason 9	23	20,65	4,91			
	Reason 1	44	25,70	1,84			
	Reason 2	36	25,50	1,72			
	Reason 3	54	25,13	2,25			
	Reason 4	40	25,43	2,07			
Freedom	Reason 5	80	25,68	1,92	8-827	0.57	---
	Reason 6	137	25,64	1,78			
	Reason 7	106	25,62	1,64			
	Reason 8	316	25,64	1,81			
	Reason 9	23	25,70	1,84			
	Reason 1	44	16,20	2,11			
	Reason 2	36	15,89	2,45			
	Reason 3	54	15,70	2,18			
	Reason 4	40	15,78	2,55			
Futuwwa	Reason 5	80	16,08	2,09	8-827	0.60	--
	Reason 6	137	15,97	2,07			
	Reason 7	106	15,94	2,08			
	Reason 8	316	15,98	2,17			
	Reason 9	23	16,74	2,16			

Note: *$p < .05$; Reason 1: Family guidance; Reason 2: Following the example of a family member; Reason 3: Easy job opportunities; Reason 4: Convenient working hours; Reason 5: Viewing the teaching profession as sacred; Reason 6: Meeting the university admission score requirement; Reason 7: Loving and getting along with children; Reason 8: Having an interest in the teaching profession; Reason 9: Other.

According to Table 7, the value preferences of preservice teachers did not create any significant differences in any of the subscales regarding the reasons for choosing the teaching

profession. Therefore, it can be stated that the value preferences of preservice teachers do not vary according to the reasons for choosing the profession.

Table 8 provides the values and their frequency values related to the priority values that pre-service teachers believe a teacher should possess.

Table 8

Preservice Teachers' Preferences for The Primary Values a Teacher Should Possess

	Value	F		Value	F
1.	Justice	795	21.	Quality	504
2.	Mental/Emotional Health	603	22.	Career	322
3.	Love	83	23.	Personal Development	619
4.	Success	549	24.	Culture	522
5.	Physical Health	375	25.	Property/Wealth	51
6.	Knowledge	701	26.	Honor	296
7.	Courage	417	27.	Politeness	488
8.	Generosity	412	28.	Self-Discipline	533
9.	Studying	568	29.	Freedom/Independence	388
10.	Discipline	442	30.	Money	75
11.	Religion/Faith	254	31.	Respect	644
12.	Education	713	32.	Responsibility	692
13.	Labor	578	33.	Status	253
14.	Spouse/Partner	62	34.	Dignity/Honor	423
15.	Pleasure/Enjoyment	149	35.	Humility	445
16.	Tolerance	652	36.	Social Peace	427
17.	Worship	187	37.	Consistency	596
18.	Inner Peace	511	38.	Helpfulness	633
19.	Belief/Ideology	226	39.	Right to life	489
20.	Reputation/Prestige	341			

When examining Table 8, it is evident that preservice teachers preferred all values. However, considering the frequency of preferences, the most frequently preferred values are Justice, Education, and Knowledge, while the least preferred values are Money, Spouse/Partner, and Property. The distribution of preferences for the primary values that a teacher should possess by preservice teachers is presented in Graph 1.

Graph 1

Distribution of Preferences for The Primary Values That a Teacher Should Possess by Preservice Teachers
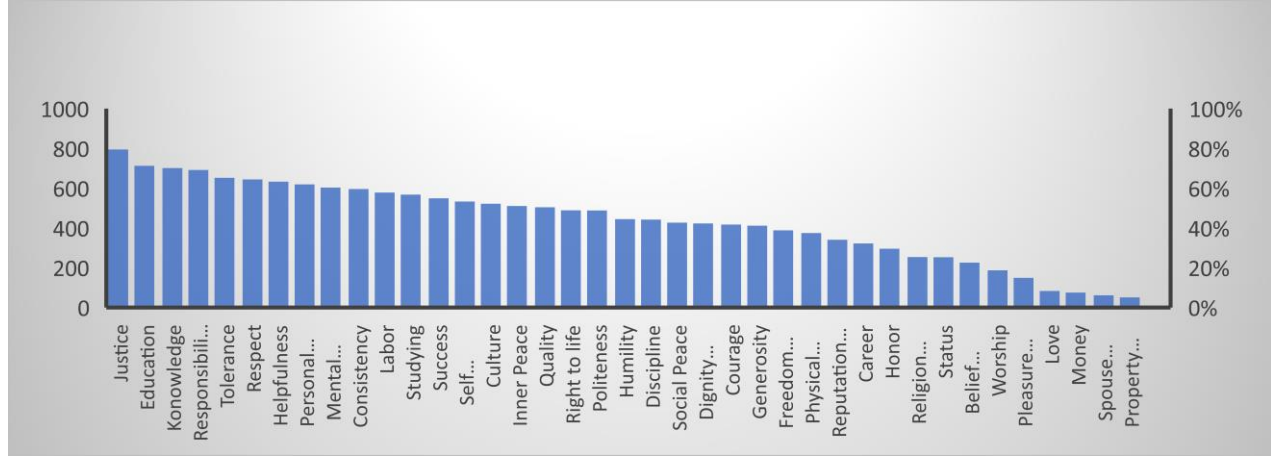
As seen in Graph 1, preservice teachers prefer values such as justice, education, and knowledge as their primary choices for the values a teacher should possess. Following these, responsibility, tolerance, respect, helpfulness, personal development, mental/spiritual health, consistency, and labor values are preferred, respectively. Property/wealth, partner/lover, money, and love are the least preferred values.

Discussion and Conclusion

This study, which aimed to determine the value preferences of preservice teachers, examine them from the perspective of various variables, and determine their preferences for the primary values a teacher should possess, was conducted with 836 prospective teachers from different departments during the spring semester of 2020-2021.

In the study, first and foremost, the value preferences of preservice teachers were examined, and it was determined that the highest-ranking values were human dignity, social values, freedom values, intellectual values, career values, futuwwa values, spiritual values, and materialistic values, respectively. Romantic values were identified as the lowest-ranking values. This result can be interpreted as preservice teachers prioritizing values related to human dignity and society in their personal preferences and behaviors. On the other hand, Romantic values are not a top priority in the actions and preferences of preservice teachers. On the other hand, İpek and Ökmen (2022) identified the value preferences of preservice teachers as freedom, social values, intellectual values, human dignity, career values, futuwwa, romantic values, materialistic values, and spirituality, respectively. When comparing the current results, it can be stated that there is a similarity in the prioritized value preferences. On the other hand, Keskin and Sağlam (2014) arrived at a ranking of human dignity, freedom, intellectual, social, futuwwa, spiritual, career, romantic, and materialistic values. The results of all three studies align with each other. Altunay and Yalçınkaya (2011) found that preservice teachers placed a high level of importance on traditional, universal, and hedonistic value domains. Oğuz (2012) determined that preservice teachers preferred value types such as universalism, benevolence, and security the most, while they preferred stimulation, hedonism, and

conformity the least. Dilmaç et al. (2008) found that preservice teachers considered values such as universalism, security, benevolence, and self-direction as the most important. Kuşdil and Kağıtçıbaşı (2000) reported that teachers, in general, attached the highest importance to values like universalism, security, and benevolence. Sarı (2005) identified that preservice teachers prioritize values such as political, general ethics, religious, economic, aesthetic, social, and scientific values. Yazar (2012) determined that the main values shaping the lives of preservice teachers are spiritual, economic, and religious values. In other studies, in the literature (Aktepe & Yel, 2009; Taşdan, 2010; Memiş & Gedik, 2010; Akıtürk & Bağçeli Kahraman, 2019; Buluç & Uzun, 2020; Kamer & Şahin, 2021), similar results have been obtained. Although the data collection tools used in these studies may vary, the results tend to align when considering the values within the preferred value domains. It can be concluded that values related to society and individual self-improvement are among the prioritized values.

When examining the value preferences of preservice teachers based on the gender variable, it was found that only preferences for social and romantic values were statistically significant based on gender. After examining the significant findings' effect sizes, they were determined to have small effects. When examining the averages for societal values, it was found that females ($\bar{X}=$ 86.23) had slightly higher averages than males ($\bar{X}=$ 85.11). Regarding romantic values, it was observed that males ($\bar{X}=$ 19.40) had slightly higher averages than females ($\bar{X} =$ 17.93). This result can be interpreted as females being somewhat more sensitive than males regarding societal functioning. When examining the romantic values subscale, it can be interpreted that contrary to the established perception in society, values such as love, partner/spouse, pleasure, and enjoyment are more determining in the behaviors and preferences of males. Akkaya (2013) and Aydın, et al. (2020) have found that the value preferences of preservice teachers generally do not show statistically significant differences based on gender. İpek and Ökmen (2022), Dilmaç, et al. (2008), Demirutku and Sümer (2010), Altunay and Yalçınkaya (2011), and Sarı (2005) have found that the value preferences of preservice teachers differ based on gender. When examining the studies in the literature, there is no consensus in the field regarding whether the gender variable is a determining factor in preservice teachers' value preferences.

When it comes to the variable of grade level, it was found that preservice teachers' preferences for romantic values (F(3-832) = 7.04; p < .05) and freedom values (F(3-832) = 3.01; p < .05) were statistically significant. However, regardless of the grade level, their preferences for social, career, intellectual, spiritual, materialistic, human dignity, and futuwwa values were not statistically significant. This indicates that preservice teachers' preferences for social, career, intellectual, spiritual, materialistic, human dignity, and futuwwa values do not differ based on their grade level. However, the higher preference for romantic values among 2nd and 4th-grade preservice teachers compared to 3rd-grade preservice teachers can be interpreted as these students being less inclined to prefer the values within the romantic values subscale due to the more intensive course load and content in the 3rd-grade programs. In the case of freedom value, the higher average preference for 4th-grade preservice teachers over 3rd-grade preservice teachers can be attributed to the fact that 4th-grade students have a better understanding of the profession, have started their professional experiences and are in the process of taking the Public Personnel Selection Examination (KPSS), especially considering the values within the freedom value subscale (freedom/independence, culture, and labor). İpek and Ökmen (2022), Aydın et al. (2020) also concluded that the grade level of preservice teachers generally did not significantly predict their value preferences. Based on these results, it can be said that there is no consensus on whether the

grade level variable affects the values held by preservice teachers. This can be interpreted as individual differences outside the class factor being more influential in value preferences.

When examining the variable of the department in which they were enrolled, it was found that preservice teachers' preferences for spiritual, materialistic, and human dignity values were not statistically significant. However, their preferences for social value ($F_{(6-829)}= 3.62$; $p < .05$), career value ($F_{(6-829)}= 2.11$; $p < .05$), intellectual value ($F_{(6-829)}= 3.61$; $p < .05$), romantic value ($F_{(6-829)}= 2.86$; $p < .05$), freedom value ($F_{(6-829)}= 2.87$; $p < .05$), and futuwwa value were statistically significant ($F_{(6-829)}= 2.41$; $p < .05$) based on the department variable. This difference is believed to be due to individuals' value perceptions being influenced by the teacher training department they prefer. In the study by Izgar et al. (2018), there were statistically significant differences in social, career, spiritual, materialistic, romantic, freedom, and futuwwa values, while there were no significant differences in intellectual and human dignity values. Although the results of both studies are similar, there are differences in the preference for spiritual, human dignity, and intellectual values compared to the studies. Aydın et al. (2020) found that preservice teachers' value preferences generally showed statistically significant differences depending on the department they were studying. On the other hand, İpek and Ökten (2022) determined that preservice teachers' value preferences had statistically significant differences in the social and freedom dimensions depending on the department, while there were no significant differences in other value areas. Coşkun (2017) found that the department where preservice teachers studied did not significantly differentiate their value tendencies. In various studies (Köksöy & Taşdemir, 2019; Yapıcı et al., 2012), it was observed that the department variable did not create significant differences in preservice teachers' value preferences. Considering the results of these studies and the current study's findings, it can be concluded that the department variable can influence preservice teachers' value preferences, but this is not supported in all studies.

According to the results, preservice teachers' preference levels for the value of freedom were found to be statistically significant based on the variable of the place where they spent most of their lives ($F_{(2-833)} = 4.45$; $p < .05$). However, no statistically significant differences were found in their preferences for social, career, intellectual, spiritual, materialistic, human dignity, romantic, and futuwwa values. When the source of the difference is examined, it is determined that preservice teachers from rural areas (villages) had higher preference levels for the value of freedom compared to those living in urban areas (city centers). It can be said that preservice teachers who grew up in rural areas have higher scores in their preferences for the value of freedom due to living in a more restricted environment, the influence of traditional family structures, and living conditions. The finding that preservice teachers' value preferences did not generally show a significant difference based on the variable of the place of residence is supported by the results of studies conducted by İpek and Ökmen (2022), Köksöy and Taşdemir (2019), Karasu Avcı and Faiz (2019), and Akkaya (2013). However, Dilmaç et al., (2008) and Mehmedoğlu (2006) found significant differences in the value preferences of preservice teachers based on the variable of their place of residence.

Furthermore, preservice teachers' value preferences did not significantly differ in any subscale based on the reasons for choosing the teaching profession. Therefore, it can be stated that preservice teachers' value preferences do not vary based on their reasons for choosing the profession. In line with this finding, it can be said that individuals' value perceptions are not determinative in choosing the teaching profession. No study related to this finding was found in the literature.

Preservice teachers prioritize justice, education, and knowledge values in their choices regarding the primary values that a teacher should possess. These are followed by responsibility, tolerance, respect, helpfulness, personal development, mental and emotional well-being, consistency, and labor values, respectively. Wealth/property, spouse/partner, money, and love are the least preferred values. Ünal (2011) found that teachers prioritize values such as respect, honesty, love, scientific knowledge, and responsibility according to their professional fields. Özdemir and Sezgin (2011) found that pre-service teachers consider honesty and respect important. Bulut (2012) identified less preferred values as accepting one's own life, becoming rich, gaining acceptance by others, having authority, and pleasure. When the results of the studies are considered, there is a similarity between the most and least preferred values among the primary values believed that a teacher should possess. When the current study's findings and the existing literature are evaluated together, it is believed that society's perceptions of the teaching profession are similarly and stereotypically transmitted to the younger generation. In addition, the fact that preservice teachers have chosen justice, education, and knowledge values at the forefront in defining the values a teacher should possess is important in terms of the values they attribute to the teaching profession. Based on these results, it can be said that preservice teachers associate their professional identities with the values of justice, education, and knowledge. A preservice teacher's thoughts, attitudes, behaviors, and beliefs regarding values are important in teacher education. Values are not only crucial for the formation of an individual's behaviors but also play a significant role in the formation of a healthy society, public conscience, the functioning of laws, and thus the well-being and preservation of society (Şahin Kilislioğlu & Koçak Macun, 2022).

Suggestions

This study was conducted to determine the value preferences of preservice teachers and the variables that may influence these preferences, as teachers are expected to be equipped with values according to the National Education Basic Law and to serve as role models in the value acquisition of the generations they will educate. Therefore, considering the results of this study, it can be said that future research that aims to determine value preferences with different variables and different groups of preservice teachers in different institutions could contribute to revealing the values crucial in shaping teacher identity and the factors affecting them. It is thought that the results of this study can be evaluated from the perspective of teacher education programs. It is also believed that the study's findings can be valuable in conducting longitudinal research to determine whether participants' value preferences continue similarly during their professional careers, which can help evaluate the quality of in-service training. This study is expected to contribute to the existing literature.

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Geniş Özet

Problem Durumu

Bir toplumdaki değer yargılarının analiz edilmesi o topluma ait yapı ve işlevleri anlaşılır kılmaktadır. Ailede temeli atılmış olan kültürel kodlar ve değer aktarımları okul ortamı söz konusu olduğunda sistemli bir hal almaktadır. Eğitim öğretim sürecinin en önemli yapı taşı olarak ifade edilen öğretmenler ülkenin eğitimin kalitesinin de belirleyicisi olarak görülmektedir. Ayrıca bireylerin topluma kazandırılması konusunda öğretmenlerin üstlendikleri rol, onları belirleyici bir unsur haline getirmektedir. Çocukların değerler konusundaki kazanımlarını sağlamak, akademik becerileri öğretmekten daha karmaşık bir süreç gerektirmektedir. Bu sürecin sağlıklı işleyişi ise öğretmenlerin değer farkındalığı ile rollerinin özümsenmesiyle mümkündür.

Öğretmen kimliği, kişisel, sosyal ve bilişsel etmenler aracılığıyla yapılanmaktadır. Bu yapılanma sürecindeki iyileştirici yönlendirmeler, bireylere mesleklerini yerine getirme aşamasında olumlu bir özellik olarak geri dönmektedir. Öğretmen adaylarının, öğretmenlik mesleğine yönelik değer tercihlerinin, kendi değer tercihleriyle beraber değerlendirilmesi ve bu konuda yapılacak her tür rehberliğin geleceğin emanet edileceği bu önemli gruba doğrudan etkide bulunacağı düşünülebilir.

Bu araştırmada öğretmen adaylarının değer tercihlerinin belirlenmesi ve cinsiyet, sınıf, yaşadığı yer, öğrenim görülen bölüm, öğretmenlik mesleğini tercih etme nedeni gibi farklı değişkenler açısından incelenmesi amaçlanmıştır. Ayrıca öğretmen adaylarının bir öğretmenin sahip olması gereken öncelikli değerlere yönelik tercihleri incelenmiştir.

Yöntem

Araştırmada, nicel araştırma yaklaşımlarından betimsel model kullanılmıştır. Araştırmanın evreni eğitim fakültesinde öğrenim görmekte olan öğretmen adaylarından; örneklemi ise seçkisiz olmayan örnekleme yöntemlerinden uygun örnekleme ile seçilen 836 öğretmen adayından oluşmaktadır. Araştırmada veri toplama aracı olarak Dilmaç vd., (2014) tarafından 18 yaş üstü yetişkinlerin değer tercihlerini belirlemek amacıyla geliştirilen "Değerler Ölçeği" kullanılmıştır. Ölçek; Entelektüel, Fütüvvet, İnsan Onuru, Kariyer, Maneviyat, Materyalistlik, Özgürlük, Romantik ve Toplumsal olmak üzere 9 alt boyut ve 39 maddeden oluşmaktadır. 10'lu Likert ve kendini değerlendirme türünden bir ölçme aracıdır. Ölçek alt boyutlar bağlamında puanlanmaktadır. Veri analizinde ilk olarak örneklemin sosyo demografik bilgilerine ait betimsel istatistikler yapılmıştır. Daha sonra ölçme aracının alt faktörlerinden elde edilen ölçümlere ait betimsel istatistikler sunulmuştur. Daha sonra ise fark analizleri için bağımsız örneklemler için t-testi ve tek yönlü varyans analizi yapılmıştır. İstatistiksel analizlerde .05 anlamlılık düzeyi dikkate alınmış ve SPSS (versiyon 25) paket programı kullanılmıştır.

Bulgular

Öğretmen adaylarının tercihlerine göre insan onuru en yüksek değer iken, romantik değeri en düşük değer olarak tespit edilmiştir. Öğretmen adaylarının sadece toplumsal ve romantik değerlere yönelik tercih düzeylerinin cinsiyete göre istatistiksel olarak anlamlı olduğu bulunmuştur. Öğretmen adaylarının sadece romantik değerine ($F(3-832)= 7.04$; $p < .05$) ve özgürlük değerine yönelik tercih düzeylerinin sınıf düzeyine göre istatistiksel olarak anlamlı olduğu tespit edilmiştir ($F(3-832)= 3.01$; $p < .05$). Öğrenim görülen bölüm değişkenine göre toplumsal ($F(6-829)= 3.62$; $p < .05$), kariyer ($F(6-829)= 2.11$; $p < .05$), entelektüel ($F(6-829)= 3.61$; $p < .05$), romantik ($F(6-829)= 2.86$; $p < .05$), özgürlük ($F(6-829)= 2.87$; $p < .05$) ve fütüvvet değerlerine ($F(6-829)= 2.41$; $p < .05$) yönelik tercihlerinin istatistiksel olarak anlamlı olduğu tespit edilmiştir.

Öğretmen adaylarının hayatlarının büyük kısmını geçirdiği yer değişkenine göre sadece özgürlük değerine yönelik tercih düzeylerinin anlamlı olduğu tespit edilmiştir ($F(2-833)= 4.45$; $p < .05$). Ayrıca öğretmen adaylarının değer tercihleri, öğretmenlik mesleğini tercih nedenlerine göre hiçbir alt boyutta anlamlı fark göstermemiştir. Öğretmen adaylarının, bir öğretmenin sahip olması gereken öncelikli değerlere yönelik seçimlerinde ise adalet, eğitim ve bilgi değerlerini öncelikli olarak seçtikleri, en az tercih edilen değerlerin ise mal/mülk, eş/sevgili, para, aşk değerleri olduğu belirlenmiştir.

Tartışma ve Sonuç

Araştırmada öncelikle öğretmen adaylarının değer tercihleri incelenmiş ve sırasıyla insan onuru, toplumsal değerler, özgürlük değerleri, entelektüel değerler, kariyer değerleri, fütüvvet değerleri, maneviyat ve materyalist değerler en yüksek değer alanları; romantik değerler en düşük değer alanı olarak tespit edilmiştir. Bu sonuç öğretmen adaylarının kişisel tercih ve davranışlarında insan onuru ve topluma yönelik değerleri öncelediği şeklinde yorumlanabilir. Alanyazın ışığında sonuçlar değerlendirildiğinde çalışmalarda kullanılan veri toplama araçları farklılık gösterse de tercih edilen değer alanları altındaki değerler göz önünde bulundurulduğunda sonuçların birbiriyle örtüştüğü, topluma ve bireyin kendini geliştirmesine yönelik değerlerin öncelikli tercihler arasında olduğu söylenebilir (Aktepe & Yel, 2009; Taşdan, 2010; Memiş & Gedik, 2010; Akıtürk & Bağçeli Kahraman, 2019; Buluç & Uzun, 2020; Kamer & Şahin, 2021).

Cinsiyet değişkenine göre toplumsal değere ait ortalamalar incelendiğinde, kadınların erkeklerden; romantik değere ait ortalamalar incelendiğinde ise erkeklerin kadınlardan daha yüksek ortalamalara sahip oldukları bulunmuştur. Bu sonuç kadınların toplumun işleyişine yönelik konularda erkeklerden daha duyarlı olduğu şeklinde yorumlanabilir. Romantik değerler alt boyutu incelendiğinde ise aşk, sevgili/eş, haz ve zevk değerlerinin toplumdaki yerleşik algının aksine erkeklerin davranış ve tercihlerinde daha belirleyici olduğu şeklinde yorumlanabilir. Alanyazında yapılan çalışmalar incelendiğinde cinsiyet değişkeninin öğretmen adaylarının değer tercihlerini belirleyici olup olmadığı konusunda fikir birliği bulunmamaktadır (Sarı, 2005; Dilmaç, vd., 2008; Demirutku & Sümer, 2010; Altunay & Yalçınkaya, 2011; Akkaya, 2013; Aydın vd., 2020; İpek & Ökmen, 2022).

Öğretmen adaylarının sınıf düzeyi fark etmeksizin toplumsal, kariyer, entelektüel, maneviyat, materyalistlik, insan onuru ve fütüvvet değerlerine yönelik tercihlerinin benzer düzeyde olduğu tespit edilmiştir. Alanyazındaki çalışmalar incelendiğinde sınıf düzeyi değişkeninin öğretmen adaylarının sahip oldukları değerleri etkileyip etkilemediği konusunda görüş birliği bulunmadığı söylenebilir. Bu durum değer tercihlerinde sınıf faktörü dışındaki bireysel farklılıkların daha etkili olduğu şeklinde yorumlanabilir (Aydın vd., 2020; İpek & Ökmen, 2022).

Öğrenim görülen bölüm değişkenine göre öğretmen adaylarının toplumsal değerler, kariyer değerleri, entelektüel değerler, romantik değerler, özgürlük değerleri ve fütüvvet değerlerine yönelik tercihlerinin istatistiksel olarak anlamlı olduğu tespit edilmiştir. Bu farkın bireylerin tercih ettikleri öğretmenlik bölümünün değer algıları tarafından yönlendirilmesinden kaynaklandığı düşünülmektedir. Yapılan çalışmalarla birlikte bu çalışmanın sonucu değerlendirildiğinde bölüm değişkeninin öğretmen adaylarının değer tercihlerini etkileyebildiği ancak bunun bütün çalışmalarda desteklenmediği söylenebilir (Yapıcı vd., 2012; Köksöy & Taşdemir, 2019).

Öğretmen adaylarının yaşadığı yer değişkenine göre özgürlük değerine yönelik tercih düzeylerinin anlamlı olduğu ve köyde yaşayan öğretmen adaylarının özgürlük değerine yönelik tercihlerinin ilçede yaşayan öğretmen adaylarından daha yüksek olduğu tespit edilmiştir. Köyde yetişmiş öğretmen adaylarının daha kısıtlı bir çevrede yaşamaları, geleneksel aile yapılarının ve yaşam koşullarının etkisiyle özgürlük değerine yönelik puanlamalarının daha yüksek olduğu söylenebilir.

Ayrıca öğretmen adaylarının değer tercihleri, öğretmenlik mesleğini tercih nedenlerine göre hiçbir alt boyutta anlamlı fark göstermemiştir. Bu nedenle öğretmen adaylarının değer tercihlerinin mesleği tercih etme nedenlerine göre farklılaşmadığı ifade edilebilir. Alanyazında bu bulgu ile ilişkilendirilebilecek bir çalışmaya rastlanılmamıştır.

Öğretmen adaylarının, bir öğretmenin sahip olması gereken öncelikli değerlere yönelik seçimlerinde ise adalet, eğitim ve bilgi değerlerini öncelikli olarak seçtikleri; en az tercih edilen değerlerin ise mal/mülk, eş/sevgili, para, aşk değerleri olduğu belirlenmiştir. Çalışma ve alanyazın sonuçları birlikte değerlendirildiğinde toplumun öğretmenlik mesleğine yönelik algılarının benzer ve kalıplaşmış biçimde genç nesillere aktarıldığı düşünülmektedir. Ayrıca öğretmen adaylarının bir öğretmenin sahip olması gereken değer önceliklerinde ilk sıralarda adalet, eğitim ve bilgi değerlerini seçmiş olmaları öğretmenlik mesleğine biçmiş oldukları değer açısından önemlidir.