Article history
Received: 24.09.2014
Received in revised form: 23.10.2014
Accepted: 24.10.2014

Key words: Competency beliefs, self-efficacy beliefs, attitude towards teaching profession, structural equation modeling.

Many studies have focused on finding the level of effect that teacher’s competency, self-efficacy beliefs and teaching profession have had on teaching profession, and providing a separate explanation ratio for each. The relationship among the effects of the teacher competency beliefs, teacher self-efficacy beliefs and attitude towards teaching profession with each other and explanation ratios of relationships to each other were tested in this research. Participants in the study consisted of a total of 417 teacher candidates enrolled in the first and second grade in Faculty of Education, at Private University in Anatolian part of Turkey. The data collected during spring semester of the 2013-2014 academic year. This study conducted to use the relational survey model. Scale of Teachers’ Competency Beliefs, Scale of Teachers’ Self-Efficacy Beliefs and Attitude Scale of Teaching Profession were used as data collection instruments. Data were analyzed via SPSS 16.0 and AMOS 17.0 softwares. The result of this study indicated that teacher competency beliefs and teacher self-efficacy beliefs together significantly and positively affect and account for attitude towards teaching profession. The finding of this study is also found that teacher competency beliefs and teacher self-efficacy beliefs are crucial predictors of the attitude towards teaching profession.

Introduction

Teacher training is a commonly discussed subject in the educational agenda of countries. A constantly changing social structure has required the re-structuring of education systems; each new structure has brought new discussions and conflicts. Considering the problems related to the teaching profession, an important variable affecting teachers’ ability to fulfill the roles expected from them, namely the attitudes involving loving, respecting and adopting teaching should be concentrated on (Baykara Pehlivan, 2008). However, it is true that teachers gain a significant part of these characteristics during the undergraduate period when they become teacher candidates (Lasek & Wiesenborgova, 2007). Thus, since the teaching profession is considered as a profession which requires specialized knowledge and skills, to perform this profession, teacher candidates should possess certain competencies,
self-efficacy and a professional attitude (Celep, 2005). In this respect, it is important to update and investigate the correlation between teachers’ competency belief, teachers’ self-efficacy belief and attitude towards the teaching profession on the part of teacher candidates.

**Teachers’ Competency Beliefs**

Competency refers to the necessary behaviors that should be shown to achieve desired results and indicates personal characteristics which enable the individual to be competent in his/her work (Ikusem, 2008). Bandura defined the concept of competency belief as an effective quality in creating behavior and the judgment of an individual about himself/herself as to the capacity of organizing and successfully achieving a certain performance (Berkant & Ekici, 2007). Based on these definitions, it can be stated that competency belief affects the activities an individual will choose, his/her resistance to difficulties, the level of his/her efforts and the performance of the individual (Askar & Umay, 2001). In this context, teachers’ competency is a field in competency belief studies which is related to education (Henson, 2001). Competency belief is regarded as important in explaining and understanding individual differences in the teaching profession and in providing professional development. According to Koul and Rubba (1999), teacher competency can be divided into two groups: teacher’s competency in the subject matter/field he/she teaches and pedagogic competency. However, competencies and standards for the teaching profession are determined in various countries. In this respect, teacher competencies in Turkey are divided into three categories which are field and professional knowledge, general culture and general skills (Demirel, 2007; Erden, 1998). Similarly, the Directorate General for Education and Culture of the European Commission analyzed teacher principles and competencies in three groups which are working with others, information and technology and society (Arslanbas, 2011).

Teachers’ competency beliefs might refer to the beliefs of teachers about their capacities of affecting students’ performances or about their capacity to show behaviors which are necessary to perform their tasks successfully (Tschanne-Moran, Hoy & Hoy, 1998). It was found that the teachers with a strong teachers’ competency belief establish more positive communication with the students; have a high academic achievement expectation; are open to new ideas; perform their profession by enjoying it at a higher level; undertake responsibility; give importance to diversity in their use of strategy, method, technique and materials; apply new programs and have lower burn-out levels (Henson, 2001).

**Teachers’ Self-Efficacy Beliefs**

The theoretical foundation of self-efficacy is based on the social learning (socio-cognitive) theory developed by Albert Bandura. Bandura introduced the concept of self-efficacy for the first time in his article “Self-efficacy: Toward a unifying theory of behavioral change” dated 1977. Then he embedded the concept of self-efficacy within “social learning theory”. In his book “Self Efficacy: The Exercise of Control” published in 1997”, he stated that self-efficacy was included in “personal and collective center theory” where self-efficacy explained other social learning factors which organize the achievement and well-being of the individuals in harmony (Pajares, 1997). Self-efficacy is the belief of the individual about organizing and applying necessary activities to succeed in a certain subject (Bandura, 1977; Zusho, Pintrich & Coppala, 2003).

Considering the learning-teaching process, self-efficacy belief is defined as a teacher’s personal belief as to his/her ability to perform special teaching activities belonging to a specific situation in a determined quality (Dellinger et al., 2008). Self-efficacy beliefs affect
emotional and thinking models, which enable the individuals to control the events affecting their lives, to overcome barriers and to make a great effort to achieve their aims (Tschannen-Moran, Hoy & Hoy, 1998). In this context, teachers’ self-efficacy belief can be defined as a teacher’s belief as to his/her own ability in enabling their students to reach expected results (Tschannen-Moran & Hoy, 2001). Self-efficacy belief is quite effective in the creation of behaviors. High self-efficacy gives the feeling of confidence when an individual encounters difficult activities. In contrast, the individuals with low self-efficacy believe that the events are more difficult than they are and this belief causes anxiety, stress and depression. In conclusion, self-efficacy beliefs significantly affect an individual’s achievement level (Pajares & Schunk, 2001).

**Difference between Competency and Self-Efficacy**

Competency involves the knowledge, skills and behaviors individuals show while performing their work. Competency refers to the behaviors which are necessary to be shown to achieve the desired results and indicate personal characteristics which enable the individual to be competent in his/her work. Competency refers to the ability of an individual to convert his/her ability and knowledge into the standard of performance a task requires. In other words, competency is the expression of knowledge and skills required for a position or role within an organization as behavior (Ikusem, 2008). On the other hand, according to Zimmerman (1995), self-efficacy involves an individual’s judgments about his/her ability to perform, achieve a task (Cited by Akkoyunlu & Orhan, 2003). Self-efficacy means the belief of an individual about having skills which are necessary to perform a task successfully. Human behavior is based on the belief of people as to what is true, rather than what is actually true (Kurbanoglu, 2004). According to Bandura, self-efficacy belief is based on the belief in our abilities and is necessary to organize and perform a certain behavior to achieve certain aims. In the present study, competency was used as a term involving knowledge, skills and behaviors that a teacher should show in the teaching profession while the concept of self-efficacy was handled the way it was defined by Bandura (1977).

**Attitude towards Teaching Profession**

Attitude, which refers to positive or negative assessment expressions about objects, people or events, expresses what an individual feels about a thing (Robbins, 1994). According to another definition, attitude is a phenomenon which is acquired by learning, which orientates the behaviors of an individual and causes bias in the decision-making process (Tavsancil, 2002). Principle concepts which determine attitudes are “beliefs” and “behaviors”. The attitudes which are important in determining the behaviors of an individual are so long as to last for life, however they might show variations for different reasons (Cüceloglu, 2005). Attitudes have cognitive, emotional and behavioral elements which are in harmony with each other (Inceoglu, 1993). The cognitive element consists of knowledge, views, thoughts and beliefs one has about an attitude object. The emotional element consists of the aspect of liking or disliking that which cannot be explained by reality and varies from one individual to another. The behavioral element consists of observable behavior tendencies towards objects (Inceoglu, 1993; Pehlivan, 1997).

In this context, the attitudes of teachers towards their professions play a significant role in successfully fulfilling the teaching profession. On the other hand, professional attitudes of teachers can be analyzed under three groups which are autocratic, democratic and indifferent attitudes (Aslan, 2003). It is agreed that a teacher should hold a democratic attitude in terms of educational acquisitions since a democratic attitude also supports positive attitudes. A
teacher who holds a positive attitude for the teaching profession likes his /her profession, performs his/her tasks in the best manner and increases the achievement level of his/her students (Bodur, 2006). Thus, the attitude of the individual towards a profession affects his/her success and satisfaction in that profession. When the teaching profession is the case, the issue gains more importance. Thus, it can be suggested that teachers form their own professional understandings through their learning experiences during their student years and through the attitudes they gain during their professional life (Can, 1987; Cetin, 2003). In summary, attitudes influence the emotions, thoughts and behaviors of an individual. The attitudes of teachers towards their professions are of importance in performing the teaching profession more eagerly and in achieving greater success (Cicek Saglam, 2008).

Statement of the Problem

There is a large body of research on the competency of teachers and teacher candidates (Barnes & Taylor, 1988; Chan, 2004; Davey, 1991; Esterly, 2003; Hoy & Spero, 2005; Knoblauch & Hoy, 2008; Liaw, 2009; Linda, 1999; Plake, 1993; Tagger, 2006; Tasdemir & Tasdemir, 2011; Wolters & Daugherty, 2007; Yesilyurt, 2011; Yildizli, 2011). However, it was observed that previous studies generally concentrated on scale development, identification and analysis of teacher competencies in terms of various variables (branch, gender, seniority, etc.).

A review of the literature reveals that there have been numerous studies on self-efficacy and self-efficacy belief in the field of education (Caprara et al., 2006; Chacon, 2005; Caliskan, Selcuk & Ozcan, 2010; Cevik, 2011; Denzine, Cooney & McKenzie, 2005; Kahyaoglu, 2011; Lomorey & Wilcox, 2005; Lin & Gorell, 2001; Oncu, 2012; Perry et al., 2007; Shaugnessy, 2004; Ulper & Bagci, 2012; Hoy & Spero, 2005; Yenilmez & Turgut, 2012; Yesilyurt, 2009). It was observed that these studies have concentrated on self-efficacy beliefs regarding students’ achievement, teaching strategies, classroom management, demographic variables, science teaching, mathematics teaching, information literacy, demographic characteristics, etc.

The literature contains a large body of research on determining attitudes towards the teaching profession (Acisli & Kolomuc, 2012; Coultas & Levin’, 2002; Cigdem, 2010; Dag, 2010; Demirtas, Comert & Ozger, 2011; Eraslan & Cakici, 2011; Itler & Koksalan, 2011; Osunde & Izevbegie, 2006; Ozbek, Kahayoglu & Ozen, 2007; Pehlivan, 2010; Sahin Taskin & Hacimeroglu, 2010; Wilson, 2008). It was observed that previous studies analyzed attitudes towards the teaching profession in terms of demographic characteristics (gender, achievement, field, etc.); its relationship with factors such as emphatic tendency, teaching methods, job satisfaction and whether it varies according to achievement, learning styles and attitude towards courses.

In theoretical terms, it was observed that teachers’ competency beliefs and teacher’s self-efficacy beliefs have predictive power of the attitudes of teacher candidates towards the teaching profession. However, this was not determined concretely in the form of a model in line with the opinions of teacher candidates and was not statistically confirmed by a study. In addition, the literature contains no study about the extent to which teachers’ competency beliefs and teachers’ self-efficacy beliefs affect and explain attitude towards the teaching profession. This study fills a gap in the literature and concretizes theoretical information with a model. This is the most significant difference and distinction of the present study from the above mentioned studies and the studies included in the literature. In addition, after the use of high level data analysis programs in the social sciences, it is possible to determine effect level
and explaining ratio of one or more independent variable on one or more dependent variable. This is another distinct aspect of the present study.

**Research Hypotheses**

Hypotheses were developed based on the theory to test the effects of teachers’ competency belief, teachers’ self-efficacy belief and attitude towards the teaching profession on each other and their explaining ratio of each other. The hypotheses are presented below. In addition to this, path diagram related to the hypothesis of this study is shown in Figure 1.

**H1:** Teachers’ competency beliefs of teacher candidates affect teachers’ self-efficacy beliefs positively and significantly.

**H2:** Teachers’ competency beliefs of teacher candidates explain teachers’ self-efficacy beliefs significantly.

**H3:** Teachers’ competency beliefs of teacher candidates affect attitudes towards the teaching profession positively and significantly.

**H4:** Teachers’ competency beliefs and teachers’ self-efficacy beliefs of teacher candidates collectively affect attitudes towards the teaching profession positively and significantly.

**H5:** Teachers’ competency beliefs and teachers’ self-efficacy beliefs collectively explain attitudes towards the teaching profession significantly.

![Figure 1: Path diagram related to study hypothesis](image)

**Method**

In this section of the study, information about the research model, study group, data collection and data analysis are given.

**The Research Model**

A relational survey model was utilized in conducting this research. A relational survey model is a research model that aims to determine the presence and extent of covariance among two or more variables (Karasar, 2012). In this context, the study focused on teachers’ competency belief, teachers’ self-efficacy belief and attitudes towards the teaching profession, their effect on each other and explaining ratio.
Participants

Participants in the study consisted of a total of 417 teacher candidates enrolled in the first and second grade in Faculty of Education, at Private University in Anatolian part of Turkey. The data collected during spring semester of the 2013-2014 academic year. As structural equation models are based on the significance of the differences in the covariance matrix and the test is sensitive to the number of participants, in constructing these types of models the number of participants should be higher than 200 (Bayram, 2010). Since the participants in the study consisted of a total of 417 people, this number was appropriate for the aim of the study and statistical analyses. As for the demographic characteristics of the participants, in terms of gender 77.9% were female (f=325), 22.1% were males (f=92). The fact that the number of females was higher in participant groups in terms of gender variables stems from the fact that the university where the study was carried out had a higher female population. As for the grade level, 66.4% of the participants studied in the first grade, (f=277), while 33.6% studied in the second grade (f=140). The fact that number of first grade students was higher in the participant group in terms of grade level variable stems from the fact that the university where the study was carried out consisted of only first and second grade students and the majority of the students were enrolled in the first grade. As for the programs the participants were enrolled in, 28.1% (f=117) of the participants studied psychological counseling and guidance; 21.6% (f=90) studied primary education mathematics teaching; 17% (f=71) studied Turkish language teaching; 16.8% (f=70) studied preschool teaching; 12.5% (f=52) studied English language teaching; 4.1% (f=17) studied computer education and instructional technology.

Data Collection Process

Permission was taken from the owners of the scales and the participants voluntarily participated in the process of administration of the scales. The researcher directly explained the aims and administration mode of the scales to the participants. Mean time for the administration of the scale per person between 24 April - 17 May 2014 was found to be 30 minutes.

Data Analysis

The data obtained were first entered in the SPSS 16.0 software package and the demographic characteristics of the participants and exploratory factor analyses of scales were analyzed via this software. For the confirmatory factor analyses of scales and the model, AMOS 17.0 programs were used. Confirmatory factor analysis is a method that is mostly applied after exploratory factor analysis studies. At the same time, this analysis takes into account contributions to the model and “modification indices” of all correlations, which do not exist in researcher’s mind but are possible considering the data set in question (Simsek, 2007). Confirmatory factor analysis puts forward more real statistical outcomes (Kline, 2005). Besides, a structural equation model was generated in line with the research hypotheses. Structural equation model have been used since the end of 1980s in social sciences. Structural equation models are widely employed in scientific studies due to the fact that they consider measurement errors regarding observed variables and direct and indirect impacts of variables in the model and enable researchers to develop, predict and test multiple-variable complex models (Bayram, 2010). The abovementioned properties also put forward the reasons for using confirmatory factor analysis and structural equation model in this study. The maximum likelihood estimation method was used to estimate model parameters in confirmatory factor analysis. The root mean square error of approximation (RMSEA), the standardized root mean
square residual (SRMR), the goodness of fit index (GFI), the comparative fit index (CFI), the adjusted goodness of fit index (AGFI), the normed fit index (NFI) and the chi-square / degrees of freedom (X2/sd = CMIN/DF) and the level of significance (p) fit indexes were taken into account in the evaluation of the model goodness of fit. With RMSEA value being between 0-0.08; SRMR value being between 0-0.10; GFI value between .90-1.00; CFI value between .90- 1.00; AGFI value between .85-1.00; NFI value between .90-1.00; X2/sd (CMIN/DF) value between 0-3and p value being between 0.01-0.05 show good fit indexes (Bayram, 2010; Byrne, 2001; Joreskog & Sorbom, 1993; Kline, 2005; Schermelleh-Engel & Moosbrugger, 2003; Reisinger & Mavondo, 2006; Simsek, 2007). The lower boundary of factor loads in exploratory and confirmatory factor analysis was accepted as .30. If there is a limited number of items in a scale prepared in the field of social sciences, boundary value can be reduced to .30 for factor load. Moreover, if an item whose factor load is below .30 considerably affects the content validity of the scale; in this case analyses can be conducted without omitting the respective item from the scale (Buyukozturk, 2007). In addition, the critical ratio was based on being below 10 in normality testing for confirmatory factor analysis and structural equation modeling. According to Kline (2005), the critical ratio is somehow a normalized estimation of multivariate kurtosis, to wit z value. A critical ratio being absolutely higher than 10 suggests that there is a problem in kurtosis value of distribution.

Data Collection Instruments and Confirmatory Factor Analyses

Scale of teachers’ competency beliefs

This scale, which was developed by Acikgoz and Zengin (2003), was revised by Gundem (2009). The Scale of Teachers’ Competency Beliefs revised by Gundem was used in the present study. The scale consists of four factors and 20 items. Factor load values of the items in the scale varied between .755 and .511. The internal consistency coefficient of the scale was (Cronbach Alpha) .87. The scale was designed in five-item Likert form with the following agreement levels: “strongly agree” (5), “agree” (4), “undecided” (3), “disagree” (2), “strongly disagree” (1). According to the analysis of the data obtained from the study, the internal consistency coefficient (Cronbach Alpha) of the scale was found to be .75 in the idealist factor; .78 in the wise factor; .73 in the exhausted factor; .71 in the innovative factor and .77 in the general of the scale. Item factor load values varied between .754 and .494. One example is presented below for each of the items in the sub-factors of the scale. Increase in the success level of a student depends on my efforts as a teacher (C1). The education I received is sufficient to solve the problems I will encounter as a teacher (C4). No matter what a teacher does, he/she cannot be beneficial due to factors such as the environment, etc. (C11). No matter how bad the conditions are, I can educate my students (C8). A confirmatory factor analysis diagram of the scale is presented in Figure 2.

Results of confirmatory factor analysis revealed that considering assessment of normality, the critical ratio in terms of multivariate (Mardia) values was (c.r.) 50.673. Therefore, two items with a critical ratio of higher than 10 were not analyzed in the next step and the error rates of eight items were combined. In this case, considering the confirmatory factor analysis results of the “Scale of Teachers’ Competency Beliefs” which contained 18 items, fit values were found to be RMSEA=.069; SRMR=.0671; CMIN/DF (X2/sd)=2.985; GFI=.958; CFI=.951; AGFI=.876 and NFI=.906. This result indicates that the fit value of the model was at an acceptable and desired level.
Scale of teachers’ self-efficacy beliefs

This scale was developed by Dellinger, Bobbett, Olivier and Ellet (2008) and was adapted into Turkish by Taskin and Haciomeroglu (2010). The scale consists of five factors and 29 items. Factor load values of the items in the scale vary between .771 and .417. The Internal consistency coefficient (Cronbach Alpha) of the scale was found to be .889 in the planning and developing learning factor; .858 in the creating a positive classroom environment factor; .844 in the effective learning and teaching process factor; .781 in the individual differences factor and .732 in the academic development factor. The scale was designed in a four-item Likert form and the items were graded as follows: “Completely Agree” (4), “Agree” (3), “Slightly Agree” (2), “Disagree” (1). According to analysis performed on the data obtained from the study, the internal consistency coefficient of the scale (Cronbach Alpha) was found to be .848 in the planning and developing learning factor; .824 in the creating a positive classroom environment factor; .791 in the effective learning and teaching process factor; .806 in the individual differences factor; .766 in the academic development factor and .947 in the general of the scale. Furthermore, factor load values of the items varied between .779 and .406. One example is presented below for the items in each subfactor of the scale. I plan activities considering individual differences between my students (S1). I ensure that students’ participation in my activities about learning are at the top level.
(S6). I provide a fair and objective classroom environment (S9). In regulating the differences between my students, I use teaching methods at a suitable pace (S12). I provide an appropriate learning environment for my students who need special education (S25). A confirmatory factor analysis diagram of the scale is presented in Figure 3.

Results of confirmatory factor analysis revealed that considering assessment of normality, the critical ratio in terms of multivariate (Mardia) values was found to be (c.r.) 89.803. Therefore, two items with a critical ratio higher than 10 were not analyzed in the next step and error rates of two items were combined. In this case, according to confirmatory factor analysis results of the Scale of Teachers’ Self-Efficacy Beliefs which contained 27 items, the fit values were found to be RMSEA=.067; SRMR=.0463; CMIN/DF (X2/sd)=2.889; GFI=.933; CFI=.957; AGFI=.884 and NFI=.918. This result indicates that the fit values of the scale are at an acceptable and desired level.

**Figure 3:** Confirmatory factor analysis diagram of scale of teachers’ self-efficacy beliefs
Attitude scale of teaching profession

The Attitude Scale of Teaching Profession, which was developed by Ustuner (2006), consists of one factor and 34 items. Factor load values of the scale vary between .74 and .41. Internal consistency (Cronbach Alpha) of the scale was found to be .93. The scale was designed in a five-item Likert form with the following agreement degrees: “Completely Agree” (5), “Mostly Agree” (4), “Moderately Agree” (3), “Partially Agree” (2), “Strongly Disagree” (1). According to the analyses performed on the data obtained from the study, factor load values of the scale varied between .744 and .418 and all coefficients were within acceptable limits. The internal consistency coefficient (Cronbach Alpha) of the scale was found to be .965. Two of the items in the scale are presented below. The idea of being a teacher is attractive to me (A1). I believe that teaching is not suitable for my life style (A6). A confirmatory factor analysis diagram of the scale is presented in Figure 4.
Results of confirmatory factor analysis revealed that considering assessment of normality, the critical ratio in terms of multivariate (Mardia) values was found to be (c.r.) 92.679. Therefore, five items with a critical ratio higher than 10 were not analyzed in the next step and the error rates of twelve items were combined. In this case, considering confirmatory factor analysis results of the Attitude Scale of Teaching Profession, the fit values were found to be RMSEA=.069; SRMR=.0473; CMIN/DF (X2/sd)=2.962; GFI=.910; CFI=.968; AGFI=.881 and NFI=.935. This result indicates that the fit values of the model are at an acceptable and desired level.

**Results**

In the study a model which indicates the effects of teachers’ competency belief, teachers’ self-efficacy belief and attitude towards teaching latent variables on each other and explaining ratio was determined. While constructing this model, testing of the hypothesis was taken into account. The structural equation modeling constructed is presented in Figure 5.

![Figure 5](image_url)

Figure 5: Structural equation modeling and analysis results concerning the research hypotheses

Fit values of the constructed model were found to be as follows: RMSEA=.047; SRMR=.0721; CMIN/DF=1.924; GFI=.949; CFI=.964; AGFI=.920; NFI=.917; Chi squared=5030.244; df=2614 and p=.000. This result indicates that fit values are at an acceptable and desired level.
The scale of teachers ‘competency beliefs has four latent variables and 18 observed variables. Among the latent variables in the scale of teachers’ competency beliefs, the idealist latent variable had the highest effect coefficient while the exhausted latent variable had the lowest effect coefficient. Effect coefficients of the latent variables included in this scale varied between .99 and .49.

The scale of teachers’ self-efficacy beliefs has 5 latent variables and 27 observed variables. Effect coefficients of all the latent variables of scale of teachers’ self-efficacy beliefs varied between 1.00 and .87. The most important latent variable of this scale was found to be planning and learning development. This scale was also the scale in which latent variables had the highest coefficient.

The attitude scale of teaching profession has 29 variables. While A1 and A4 hierarchically had the highest effect coefficient among the observed variables, A30 and A32 had the lowest effect coefficients. Effect coefficients of the observed variables in the scale varied between .85 and .47.

The results obtained based on the hypotheses of the study are presented below.

As indicated in the model obtained in the study which is presented in Figure 5, it was found that teachers’ competency beliefs affected teachers’ self-efficacy beliefs significantly and positively at the level of .73. This result indicates the accuracy of hypothesis H1 “Teachers’ competency beliefs of teacher candidates affect teachers’ self-efficacy beliefs positively and significantly.” This result indicates that teacher candidates’ knowledge of their competencies and awareness of these competency areas significantly affect their beliefs in fulfilling their duties and responsibilities in these competency areas, in other words, their self-efficacies. In addition, teachers’ competency beliefs explained teachers’ self-efficacy beliefs at the 53% level. In other words, it can be stated that the change in teachers’ self-efficacy belief depends on teachers’ competency beliefs at the 53% level. This result confirms hypothesis H2 “Teachers’ competency beliefs of teacher candidates explains teachers’ self-efficacy beliefs significantly.”

As for the third hypothesis of the study, it was found that teachers’ competency beliefs affected attitude towards teaching profession significantly and positively at the level of .31. This result confirms hypothesis H3 “Teachers’ competency beliefs of teacher candidates affect attitude towards the teaching profession positively and significantly.” However, as indicated in the model which is presented in Figure 5, teachers’ competency belief affects teachers’ self-efficacy belief higher than attitude towards the teaching profession. It was also found that teachers’ competency belief and teachers’ self-efficacy belief affected attitude towards the teaching profession positively and significantly at .43 level. This result confirms hypothesis H4 “Teachers’ competency beliefs of teacher candidates and teachers self-efficacy beliefs collectively affect attitude towards the teaching profession positively and significantly.” As for the final hypothesis of the study, it was found that teachers’ competency belief and teachers’ self-efficacy belief collectively explained attitude towards the teaching profession significantly at 49% level. In other words, it can be stated that the change in attitude towards the teaching profession depended on teachers’ competency belief and teachers’ self-efficacy belief at the 49% level. This result confirms H5 “Teachers’ competency beliefs and teachers’ self-efficacy beliefs collectively explain attitude towards the teaching profession significantly.”
Discussion and Conclusion

This study tested effect levels between teachers’ competency belief, teachers’ self-efficacy belief and attitude towards the teaching profession latent variables and the explanation ratios of these latent variables. The literature was reviewed and five hypotheses were developed from theoretical knowledge. In this section of the study, the results obtained by considering the order of the hypotheses were compared and discussed with other study results.

As for the first hypothesis of the study, it was found that teachers’ competency belief of teacher candidates affected teachers’ self-efficacy belief positively and significantly. Furthermore, as for the second hypothesis of the study, it was found that teachers’ competency belief of teacher candidates explained teachers’ self-efficacy belief sufficiently. Teachers’ self-efficacy positively affects students’ achievement and attitude, enables the teacher to show positive behaviors in the classroom and to be open to new ideas (Tschannen-Moran, Hoy & Hoy, 1998). Previous studies in this field reported that there were significant behavior changes between primary education teachers with high and low self-efficacy and that this caused different levels of student achievement (Ozkan, Tekkaya & Çakiroğlu, 2002). The findings of the present study are consistent with the findings in the literature. In a study carried out by Koparan, Ozturk and Korkmaz (2011), it was found that there was a positive correlation between physical education teachers’ self-efficacy scores and their competency scores. Tschannen-Moran and Woolfolk Hoy (2007) carried out a study on teachers and teacher candidates and reported that the factors about the conditions such as sources for teaching and interpersonal support significantly affected the self-efficacy of teacher candidates.

As for the third hypothesis of the study, it was found that teachers’ competency beliefs of teacher candidates affected attitude towards the teaching profession positively and significantly. Ertok Konuk (2011) carried out a study to determine correlation levels between teacher candidates’ attitude towards teaching and their professional competency levels. The researcher found that there was a statistically significant correlation between attitude and competency levels of teacher candidates. In addition, it was observed that teacher candidates who had teachers in their family had higher competency levels than other teacher candidates. Aslan and Koksal Akyol (2006) reported that having a teacher in the family significantly affected the professional self-respect of teacher candidates. Capri and Celikkaleli (2008) obtained similar results. The researchers analyzed teacher candidates’ attitudes and professional competency beliefs according to gender, program and faculties. They found that the faculty variable had a significant effect on professional competency beliefs of teacher candidates and there was a statistically significant difference in favor of teacher candidates.

As for the fourth hypothesis of the study, it was found that teachers’ competency beliefs and teachers’ self-efficacy belief of teacher candidates collectively affected attitude towards the teaching profession positively and significantly. This result is consistent with the findings of other studies in the literature. Fives and Alexander (2004) developed a model to explain the correlations between educational knowledge levels, self-efficacy perceptions of teachers and the products of education process. The study found that educational knowledge levels and related perceptions of teachers affected their competency beliefs. In other words, it was found that competency belief served as a tool between knowledge of teacher training and the realization of effective teaching. Sayin (2003) analyzed the effects of the empathic tendency levels of teachers candidates on their attitudes towards the teaching profession and professional self-respect. The results of the study showed that teacher candidates with high
empathic tendency levels had significantly higher attitudes towards the teaching profession and professional self-respect scores than the teachers with low empathic tendency levels. Derman (2007) aimed to determine whether teachers’ self-efficacy perceptions and attitudes towards the teaching profession of teacher candidates varies according to some variables and to identify competency perceptions of teacher candidates towards their professional knowledge and skills. Analyses showed that there were significant differences in teachers’ self-efficacy perceptions and attitudes toward the teaching profession of teacher candidates showed significant differences in terms of some variables. Moreover, Gencturk (2008) found that as long as self-efficacy perceptions of teachers increased, their job satisfaction increased as well or as long as their self-efficacy perceptions decreased, their job satisfaction decreased as well.

As for the fifth hypothesis of the study, it was concluded that teachers’ competency beliefs and teachers’ self-efficacy beliefs of teacher candidates collectively explained attitude towards the teaching profession significantly. In the theoretical framework, teachers’ competency belief is expected to affect attitude towards the teaching profession (Capri & Celikkaleli, 2008). Previous studies in the literature reported that teachers’ self-efficacy belief increased motivation and positively affected teaching behavior (Ashton, 1984), is the predictor of students’ academic achievement (Jinks & Lorsbach, 2003), is related to teaching the management factor of class management (Gencer & Cakiroglu, 2007) and that the teachers with a high teaching competency treated the students in a more humanistic manner (Woolfolk & Hoy, 1990) In addition, previous studies on this subject found that there was a low however positive correlation between teacher candidates’ self-efficacy beliefs and attitudes towards the teaching profession (Demirtas, Comert & Ozer, 2011; Oguz & Topkaya, 2008). Thus, the results of the present study are consistent with the results of similar studies. Darling-Hammond, Chung and Frelow (2002) found that the teachers who served in primary education and in the fields from which they had graduated had higher self-efficacy perceptions; that they had higher job satisfaction and had higher attitudes towards the profession. In another study, Denizoglu (2008) found that there was a statistically significant correlation between students’ self-efficacy beliefs and the changes in their attitudes. In addition, Chong, Wong & Lang (2005) carried out a study on the beliefs, attitudes and expectations of teacher candidates towards the teaching profession and teacher training. In the study it was concluded that only content knowledge and courses were not sufficient in teacher training and that the ideas, expectations and attitudes of teacher candidates should be determined at the stage of enrollment in the program and that how these evolved during teacher training should be analyzed. In addition, ten results were included in the correlation of attitude towards the teaching profession with other variables. It was found that there was a positive and significant correlation between self-respect and attitudes of teachers (Gürsoy, 2009), positive personality traits such as trusting others, being tolerant, sensitive and social and attitudes towards the teaching profession, self-efficacy and organizational citizenship behavior (Ay, 2007), self-efficacy and the attitudes of students towards courses (Erden, 2007) and professional self-respect and attitudes towards the teaching profession (Sayin, 2005).

In conclusion, it was found that teachers’ competency and teachers’ self-efficacy belief collectively affected and explained attitude towards the teaching profession significantly. In other words, teachers’ competency belief and teachers’ self-efficacy belief were found to be significant predictors of attitude towards the teaching profession. This result was theoretically and statistically confirmed and was also concretized by structural equation modeling. This result indicates the distinction of the study and its difference from similar studies. In this respect, completion of preservice (undergraduate) training in such a way as to have...
competency belief and teachers’ self-efficacy belief will have a significant function in having a positive attitude towards the teaching profession. This will contribute to the performance of the teaching profession on the part of teacher candidates by enjoying the profession at a higher level, to achieving the objective of curricula at a higher level and to increasing academic achievements of their students.

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