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Understanding the Underlying Factors Affecting the Perception of Pre-Service Teachers' Teacher Identity: A New Instrument to Support Teacher Education

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Abstract

The study aimed to understand the factors affecting pre-service teachers' teacher identity. The sample of the study was comprised of 286 fourth-year preservice teachers. The draft item pool of the scale was based on the teacher education literature related to the factors affecting teacher identity administered to the preservice teachers studying at a public university in Turkey's Mugla province. The finding of the study revealed that the scale, which was consisted of 28 items, had six factors. The scale's six factors explained 63.50% of all the variance as well as the factor loading of the scale ranged from .50 to .88. The internal consistency scores of the scale dimensions ranged from .77 to .90. The item analysis of 27% upper and lower means calculation yielded statistically significant *t* values. Additionally, confirmatory factor analysis resulted good and pretty high fit indices. This showed that the scale with six factors was acceptable.

Keywords: teacher identity scale, teacher education, pre-service teachers.



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Introduction

The concept of identity encompassing characteristics differentiating one person from another is directly associated with how the individual is perceived by other people. In this regard, identity can be defined as how an individual is perceived in any given environment (O'Connor, 2008). Teacher identity, on the other hand, is the professional personality structure constructed during the period covering an individual's educational process and career development. It is related to how teachers make themselves known to others (Lasky, 2005). In this regard, teacher identity means an awareness of an identity expected to be possessed and maintained by teachers (Zembylas, 2003). In other words, teacher identity is a concept related to how teachers conceive and demonstrate their teaching characteristics. Pre-service teachers construct their teacher identities by combining teaching profession-related beliefs, values and living styles with their own perceptions and this construction process is greatly affected by the family, the work and the society in which they are living (Bauer & McAdams, 2004).

The perception of teacher identity involves a process starting from birth and evolving with the contributions and influences of the family, the environment and the whole educational process parallel to the development of personality characteristics. During this process, teachers at schools can exert an important influence on both children's personality development and perceptions of teachers. Particularly at the elementary school period, the reason for some children to think of being a teacher in the future is their interaction with their teachers and taking them as their role models. Given that "identity is not something which is innately possessed but something which is formed over time" (Beijaard, Meijer, & Verloop, 2004, p. 750), it can be argued that the most important period of forming a teacher identity is probably the teacher training period. During this training period, while pre-service teachers are affected by their instructors' teaching styles, communication with their students and applications, they are also affected by the attitudes and behaviors of the teachers who they observe during their teaching practice and practicum teaching. Thus, instructors' viewpoint of education and constructivist or traditional instructional environments constructed by them on the basis of this viewpoint might have positive or negative influences on pre-service teachers. Then, these negative or positive influences might find reflections during their professional lives. In this connection, it can be maintained that the quality of education at faculties of education and schools, instructors and mentors' educational viewpoints, their interactions with their students and their positive and negative personality characteristics can be quite effective on the perception of the professional identity of pre-service teachers.

Teacher education literature maintains that teacher identity is not stable but in a constant process of change and development throughout the learning-teaching process; thus, it can be defined as a dynamic process (Beijaard et al., 2004). Research findings have revealed that, in the perception of teacher identity, external factors covering previous experiences of pre-service teachers are just as important as internal factors including motivation and emotions (Akyeampong & Stephens, 2002; Beauchamp & Thomas, 2009; Findlay, 2006; Maclean & White, 2007; Olsen, 2008; Trent, 2010). Izadinia (2013) stated that, in the perception of pre-service teachers' teacher identities, their metacognitive awareness, self-awareness, critical consciousness, self-confidence, colleagues, students and interactions with parents, emotions and perceptions, learning community and prior experiences have

significant effects. Pearce and Morrison (2011) pointed to the importance of the learning process pre-service teachers are exposed to during their teacher training in the acquisition of their professional identities and evaluated the effects of their instructors, their mentors at schools and their interactions with their peers on this acquisition process. In a similar manner, Yasar, Karabay, and Bilaloglu (2013) concluded that personality characteristics, teaching motivation, training taken at university, social milieu and teaching practice as well as practicum teaching experiences during their undergraduate education are quite influential on the development of the teacher identities of pre-service teachers. However, the factors found to be affecting the perception of pre-service teachers' teacher identities have been elicited through interviews conducted with teachers or pre-service teachers, and no scale has yet been developed in the field to explore the factors affecting teacher identity. In this regard, the current study aims to determine the factors that affect teacher identity that can be quite effective in directing pre-service teachers' perception of their profession. This is believed to make some contributions to teacher education and improving the quality of the teacher.

Teacher identity constructed by pre-service teachers is of great importance in terms of how they will instruct in the future when they become a teacher and what kinds of attitudes they will adopt towards the changes taking place in the field of education (Beijaard, Meijer, & Vermunt, 2000). Moreover, efforts and motivation of pre-service teachers towards their professional development are closely associated with how they professionally perceive themselves; that is, with the professional identity they have constructed for themselves (Day, Elliot, & Kington, 2005). In other words, the determination of what kind of teacher they will be depends, to a great extent, on the teacher identity they have constructed or not constructed during their educational lives. In this regard, it is important to determine how pre-service teachers construct their teacher identity and how they will perceive their teacher identity in terms of improving the quality of the teaching profession and accordingly the quality of education.

Knowing the factors affecting pre-service teachers' teacher identities can provide useful opportunities for shaping teacher education programs, making and implementing decisions about these programs and for pre-service teachers' constructing their professional identities (Izadinia, 2013). Teachers' professional identities play an important role in their educational efforts, their interactions with students and their decisions related to the learning process (Izadinia, 2013). Furthermore, pre-service teachers can render learning-teaching process effective and have the required motivation to teach only when they have a positive professional identity. In addition to this, research focusing on the professional identity of the teacher is of great importance for teacher educators to understand the needs of pre-service teachers and to empower them (Beijaard et al., 2004). When all of these are taken into consideration, it becomes clear that the determination of the factors affecting the perception of the teacher identities of pre-service teachers and perception developed by pre-service teachers for their teacher identity is very important.

In the literature, a high majority of research was carried out with measurement tools developed to evaluate teachers or pre-service teachers' teacher identity (Beijaard et al., 2004; Cheung, 2008; Friesen & Besley, 2013; Izadinia, 2013; Starr et al., 2006) or with qualitative data collection techniques (Findlay, 2006). However, only one study was found focusing on the determination of factors affecting pre-service teachers' teacher identity (Yasar et al., 2013). And in this only study, the measurement tool used is a questionnaire. As

a result, a scale with adequate psychometric features related to the construct of the factors affecting pre-service teachers' teacher identity was needed. The scale developed in the current study is expected to make an important contribution to the literature in terms of the determination of factors affecting the perception of pre-service teachers' teacher identity and their perception of teacher identity they have developed.

The current study sought to investigate the underlying factors affecting the perception of preservice teachers' teacher identity. Through the overall purpose of the current research, the aims were twofold: a) develop a valid and reliable scale regarding the underlying factors affecting the perception of pre-service teachers' teacher identity and (b) identify the right subscales based on the analyses and the related scientific literature. In the following sections, a description of the data, methodology, statistical analyses, findings, and discussion can be found.

Methodology

The sample of the current research comprised 286 senior students from a public university in Turkey's Mugla province during the 2015-2016 academic year, and who agreed to participate in the study on a volunteer basis. The formal ethical process was not followed due to absence of an Ethics Committee in the university in which the study took place. However, the participants of the research each gave informed consent letters and the ethical process was adopted for the current research. As the purpose of the study was to determine the factors affecting pre-service teachers' teacher identity and one of these factors was thought to be undergraduate education process, it was decided to include only senior students in the study. Of the participating pre-service teachers, 62.2% (n=178) are females and 37.8% (n=108) are males. Of the participants, 14% (n=40) are from the department of preschool teacher education, 5.9% (n=17) from classroom teacher education, 14.7% (n=42) from Turkish language teaching, 10.8% (n=31) from social studies teaching, 16.8% (n=48) from English language teaching (ELT), 3.8% (n=11) from German language teaching, 6.3% (n=18) from art teaching, 6.3% (n=18) from music teaching, and 21.3% (n=61) from the department of psychological counseling and guidance.

For the Scale of the Factors Affecting Pre-service Teachers' Teacher Identity (FAPTTI), an item pool was constructed. While developing this item pool, first, related literature (Beauchamp & Thomas, 2009; Beijaard et al., 2000; Beijaard et al., 2004; Day et al., 2005; Findlay, 2006; Izadinia, 2013; O'Connor, 2008; Olsen, 2008; Pearce & Morrison, 2011; Trent, 2010; Yasar et al., 2013; Zembylas, 2003) was reviewed and thus, a general theoretical framework was constructed. Initially, there were 62 items in this framework. For the answer alternatives of the scale, it was decided to use five-point Likert-type scaling. The answer alternatives to the scale items were organized as "1-did not affect at all, 2-affected very little, 3-affected little, 4- affected and 5- affected very much". For the items to be short and more comprehensible, the statement "What kind of teacher I will be in the future is affected by..." was used as the common subject of all the items.

The items in the item pool were submitted to the scrutiny of five field experts and were evaluated in terms of their meanings, scope, compensability and clarity. Four of these experts are specialized in educational sciences and one of them is specialized in language teaching. On the basis of the expert opinions, some items were divided and some were discarded from the scale or corrected. At the end of this process, 46 items were left in the

scale. Then, the scale was administered to 10 senior students not included in the sampling to test its features such as comprehensibility, easiness of responding to the items and response time. At the end of this application, the students were asked whether or not there were any incomprehensible items. Following the feedback given by the students, the final form of the 46-item scale was given and was administered to the preservice teachers in the study group.

In order to test the construct validity of the scale, exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were performed. To establish reliability, internal consistency coefficient (Cronbach alpha α), Spearman-Brown Test Split-Half correlation coefficient were used, and for item reliability, independent samples t-test was employed to test for any significant difference between the top 27% and bottom 27%. Finally, in order to apply factor analysis to the data, sampling adequacy and Barlett Sphericity tests were run. According to Buyukozturk (2009), for the fitness of the data for factor analysis, Kaiser-Meyer-Olkin value should be higher than .60 and Barlett test should be significant. In the analysis of the data, SPSS, Mplus and AMOS programs were used.

Findings

Findings related to Exploratory Factor Analysis

In order to test the construct validity of the scale, first, exploratory factor analysis (EFA) was conducted. However, before this, to test the fitness of the data for factor analysis, Kaiser-Meyer-Olkin (KMO) value and Bartlett Sphericity Test result were analyzed. In the current study, KMO value was calculated to be .85. Bartlett Sphericity Test results were found to be significant [$\chi^2=6551.763$; $df=1035$; $p<.00$]. These results indicate that the data came from multiple variable normal distribution and are suitable for EFA (Buyukozturk, 2009; Leech, Barrett, & Morgan, 2005; Tavsancil, 2005). Then, in order to determine the factor structure of FAPTTI, EFA analysis was performed. Due to the assumption that the factors of the scale would be independent of each other, in the analyses, the Varimax Rotation method was employed. In EFA, the lower limit of the factor loading value used to determine whether items would be kept in the scale was set to be .30 (Tabachnick & Fidell, 2001). Moreover, great care was taken for the difference between a factor for which an item yields the highest loading value and the values it loads to the other factors to be at least 10 (Buyukozturk, 2009). Items not meeting this condition were considered to be overlapped items and discarded from the scale. As a result of the first factor analysis, the scale items were subsumed under 11 factors with eigenvalues smaller than 1. The factor loading values of the items were found to be ranging from .50 to .80. The emerging 11-factor structure explains 65.76% of the total variance. However, when the number of the items subsumed under the factors, contributions of the factors to the total variance, scree plot graph and comprehensibility of the emerging factors were evaluated (Ozdamar, 2004), it was found that the structure was unsuitable. For example, in two of the eleven factors, there is only one item each. Therefore, the emerging structure was analyzed in terms of the aforementioned characteristics in a detailed manner and the scale was reduced to six factors, and then the data reanalyzed.

During the factor analysis process, factor loading values and the items giving high loading values to a factor were examined and six items not meeting the criteria were excluded one by one and the same operation repeated over again. The item exclusion process started with the exclusion of the overlapped items and then proceeded with the

items with lower factor loading values (Cokluk, Sekercioglu, & Buyukozturk, 2010). Furthermore, 12 items not complying with the other items in their factors were discarded from the analysis. As a result of these operations, the scale was reduced to 28 items. Prior to the factor analysis of the remaining 28 items in the scale, KMO value was found to be .82 (>.60) and Bartlett test result was found to be significant ($\chi^2 = 3795.69$, $df = 378$; $p < .001$). After the determination of the suitability of the items remaining in the scale for factor analysis, factor analysis was repeated. As a result of this analysis, a six-factor construct was obtained. These factors are named as “Factor 1: Close social environment, Factor 2: Education life before higher education, Factor 3: Teaching experience, Factor 4: Personal characteristics, Factor 5: Features of the profession, and Factor 6: Media effect. The EFA results are given in Table 1.

Table 1. Summary of Exploratory Factor Analysis Results for the Scale

Item	Shared Variance	Factor Loadings						Explained variance (%)
		Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	
Item1	.61	.76	.03	.07	.07	.12	.12	8.19
Item2	.73	.80	.24	.08	.03	.11	.14	
Item3	.81	.88	.16	.06	-.01	.04	.11	
Item4	.63	.10	.74	.04	.26	.06	.02	9.71
Item5	.60	.15	.73	.02	.15	.06	.15	
Item6	.74	.07	.82	.11	.07	.05	.21	
Item7	.62	.04	.78	.05	.05	.01	.02	
Item8	.64	.26	.03	.71	-.05	.14	.22	8.60
Item9	.67	.04	.07	.78	.23	.01	-.01	
Item10	.60	.21	.07	.70	-.05	.17	.18	
Item11	.69	.11	.06	.75	.33	.09	-.01	
Item12	.53	.04	.15	.31	.64	.01	-.01	13.09
Item13	.55	.03	.25	.17	.64	.21	.03	
Item14	.57	.08	.23	.09	.70	.07	.04	
Item15	.53	.07	.10	-.04	.71	-.03	.06	
Item16	.56	.18	.04	.01	.69	.21	.03	
Item17	.53	.05	.01	.03	.71	.08	.13	
Item18	.43	.03	.03	.05	.62	-.06	.19	
Item19	.58	.14	.07	.07	-.03	.72	.17	
Item20	.59	.06	.20	.04	.26	.67	.16	
Item21	.70	.02	.02	.09	.13	.80	.16	
Item22	.66	.03	.02	.10	.10	.79	.11	
Item23	.59	.13	.01	.14	-.03	.74	.07	
Item24	.70	.01	.19	.05	.23	.12	.77	12.72
Item25	.75	.02	.15	.07	.22	.04	.82	
Item26	.72	.17	.01	.11	.02	.25	.79	
Item27	.77	.11	.14	.05	.05	.15	.84	
Item28	.70	.17	.02	.10	.01	.19	.50	
							Total	63.5

As can be seen in Table 1, there are three items in the first factor of FAPTTI that are “Close social environment” and the factor loading values of the items range from .76 to .88. The variance explained by this factor on its own is 8.19%. The second factor of the scale is “Education life before higher education” and includes four items. Factor loading values of the items range from .73 to .82. The variance explained by this factor on its own is 9.71%. The third factor of the scale is “Teaching experience” including four factors. The factor loading values of the items range from .70 to .75. The variance explained by this factor on its own is 8.60%. The fourth factor of the scale is “Personal characteristics” and has seven items. Factor loading values of the items range from .62 to .71. The variance explained by this factor on its own is 13.09%. The fifth factor of the scale is “Features of the profession” and has five items. The factor loading values of the items range from .67 to .80. The variance explained by this factor on its own is 11.19%. The sixth and final factor is “Media effect” and has five items. The factor loading values of the items range from .50 to .84. The variance explained by this factor on its own is 12.72%. All of the factors explain 63.50% of all the variance. Sample items for the factors of FAPTTI are as follows: *Factor 1 – Close social environment*: Item1: My family’s directing me to the profession of teaching, Item3: My relatives’ directing me to the profession of teaching, *Factor 2 – Education life before higher education*: Item5: My admiration for my elementary school teacher, Item7: Teachers I admired during my high school education, *Factor 3 – Teaching experience* : Item9: Interaction with the students in the school I conducted my practicum teaching, Item11: My successful practices in the school I conducted my practicum teaching, *Factor 4 – Personal characteristics*: Item12: My love for children, M16: My being a warm-blooded person, *Factor 5 – Features of the profession*: Item20: Social status of the profession of teaching, Item21: Flexible working conditions of the profession of teaching, *Factor 6 – Media effect*: Item24: Teachers I saw in films, and Item26: News issued in the social media about teachers.

Findings related to Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis was performed to test whether or not the construct obtained through EFA is confirmed. During the process of confirmation of FAPTTI, first-level confirmatory factor analysis was performed and in this process, covariance matrix and maximum likelihood method were used. Given that the findings of CFA were analyzed, χ^2/df ratio was found to be 1.77 (588.469/333). In the literature, it is stated that when this ratio is ≤ 3 , it means “a good fit” (Kline, 2011). Other goodness-of-fit indices calculated with CFA are as follows: RMSEA= .052, GFI= .90, TLI= .92, CFI= .93, RMR= 0.112, SRMR= 0.077. When these goodness-of-fit values are examined, it can be argued that the goodness-of-fit value of the secondary level six-factor construct is at the acceptable cut-points (Hooper, Coughlan, & Mullen, 2008; Hu & Bentler, 1999; Kline, 2011). Factor loadings and construct for the model obtained through CFA are presented in Figure 1. In the path diagram, the arrows from the latent variable to the observed variables show the standardized factor loadings (regression weights/coefficients). As can be seen in Figure 1, these values vary between .39 and .67.

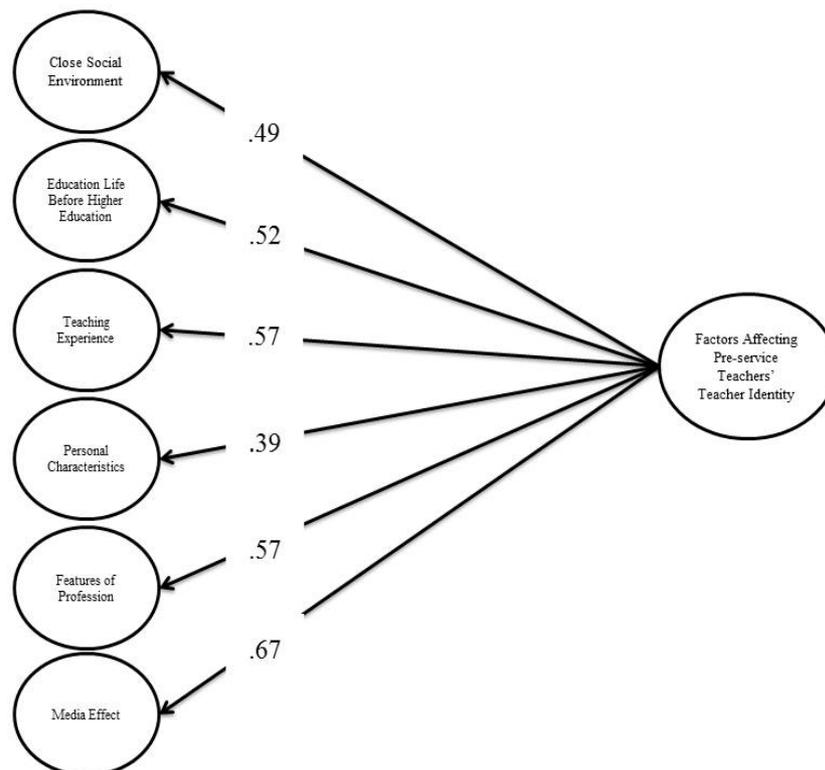


Figure 1. Path diagram extracted from confirmatory analysis related to scale of factors affecting perception of pre-service teachers' teacher identity

Findings concerning Scale Reliability

As for the reliability of the scale, item-total correlation and Cronbach's Alpha internal consistency coefficient were analyzed. For the first factor of FAPTTI "Close social environment", item-total correlations were found to be ranging from .56 to .76, for "Education life before higher education" from .58 to .72, for "Teaching experience" from .56 to .57, for "Personal characteristics" from .48 to .64, for "Features of the profession" from .58 to .65, and for "Media effect" from .71 to .79. When item-total correlation is $\geq .30$, it is interpreted as items' discriminatory power is high (Buyukozturk, 2009). Finally, Cronbach's Alpha internal consistency coefficients (α) were calculated to test the reliability. This coefficient was found to be .80 for "Close social environment", .81 for "Education life before higher education", .77 for "Teaching experience", .82 for "Personal characteristics", .83 for "Features of the profession", .90 for "Media effect", and .88 for the whole scale. In addition to these, in the item analysis, it was found that t-test values related to the difference between the 27% bottom group and the 27% top group determined according to the mean of each item were found to be significant [$t_{(152)}=29.73$] $p<.001$ and this significant difference found between the groups indicates the extent to which the items differentiate participants from each other in relation to the measured behavior (Buyukozturk, 2009). This is an indication of the reliability of the measurement tool. Given that the findings obtained in relation to the reliability and validity of the scale are evaluated in general, it seems that FAPTTI is a scale with strong psychometric features that can be used to determine the factors affecting the perception of pre-service teachers' teacher identity.

Discussion

The purpose of the current study was to develop a scale to determine the underlying factors affecting the perception of preservice teachers' teacher identity. The sample of the study is comprised of 286 senior preservice teachers attending a College of Education at a public university in Turkey and participating in the study on a volunteer basis. Initially, the scale was made up of 62 items and after taking expert opinions and preliminary application of the scale, some corrections were made, the resulting 46-item scale was administered to the sample and analyses of the collected data were then performed.

As a result of EFA, the scale items were found to be gathered under 11 factors at first. Due to the assumption that the factors of the scale would be independent of each other, in the analyses, the Varimax Rotation method was employed. Considering the factor structure, contributions of the factors to the variance, scree plot graph and comprehensibility of the factors, it was decided that the scale would be a six-factor scale and EFA was repeated. During the factor analysis process, six items with low factor loading values or overlapped were discarded from the scale. The factors emerging from EFA applied to FAPTTI consisting of 40 items were named as "Close social environment, education life before higher education, teaching experience, personal characteristics, features of the profession and media effect". After naming the factors, 12 items giving high values to their respective factors, but not complying with the other items in the same factor, were discarded from the scale one-by-one and the analysis was repeated each time. After these operations, the scale was reduced to 28 items. Factor loading values and item-total correlations of the three items in the "Close social environment" factor ranged from .76 to .88 and from .56 to .76 respectively, of the four items in the "Education life before higher education" the factor ranged from .73 to .82 and from .58 to .72 respectively; of the four items in the "Teaching experience" the factor ranged from .70 to .75 and from .56 to .57 respectively; of the seven items in the "Personal characteristics" the factor ranged from .62 to .71 and from .48 to .64 respectively; of the five items in the "Features of the profession" the factor ranged from .67 to .80 and from .58 to .65 respectively; of the four items in the "Media effect" the factor ranged from .50 to .84 and from .71 to .79 respectively. The variance explained by the "Close social environment" factor on its own is 8.19%, by the "Education life before higher education" factor 9.71%, by the "Teaching experience" factor 8.60%, by the "Personal characteristics" factor 13.09%, by the "Features of the profession" factor 11.19%, and by the "Media effect" factor 12.72%. The variance explained by these six factors together is 63.50%.

CFA analysis was applied to the 28-item structure built under the six factors of the scale, and the goodness-of-fit indices values calculated with CFA are as follows: $\chi^2/df= 1.77$, RMSEA= .052, GFI= .90, TLI= .92, CFI= .93, RMR= 0.112, SRMR= 0.077. All the goodness-of-fit indices obtained are at a sufficient level for fitness to the model. Thus, it was decided that the construct was confirmed. Finally, Cronbach's Alpha internal consistency coefficients (α) were calculated to test the reliability. This coefficient was found to be .80 for "Close social environment", .81 for "Education life before higher education", .77 for "Teaching experience", .82 for "Personal characteristics", .83 for "Features of the profession", .90 for "Media effect" and .88 for the whole scale. Independent sample t-test values concerning the difference between the top 27% and the bottom 27% groups of the scale were also found to be statistically significant.

As a conclusion, the final form of FAPTTI consists of 28 items and all the items are scored as; “1-did not affect at all, 2-affected very little, 3-affected little, 4- affected, and 5- affected very much”. In the scale, there is no reverse item. A total score cannot be taken from the whole scale. Since there are different numbers of items in each factor, it is necessary to divide the score taken from each factor by the number of items in the respective factor to reach a score ranging from 1 to 5. Thus they can be rendered to be comparable to each other. The increasing score obtained from any factor means that the items in this factor have a stronger influence on the perception of teacher identity. Given that the findings related to the reliability and validity of the scale are evaluated together, it can be argued that the scale is a reliable and valid measurement tool that can be used in the determination of factors affecting the perception of preservice teachers’ teacher identity. The scale developed within the context of the current study is believed to fill an important gap in the field of teacher education and has adequate psychometric features that make it a useful data collection tool for further studies.

The research reported in the literature focusing on the factors affecting the perception of teacher identity and the sub-dimensions of the scale developed in the current study seem to be similar. Beijaard et al. (2004) found that beliefs and attitudes, early childhood experiences and teacher training have important effects on the evolution of teacher identity. Knowles (1992), with a similar point of view, determined that undergraduate education, children experiences related to learning, families and role models are quite influential on the perception of teacher identity and on the perception of the profession of teaching. Franzak (2002) also stressed that in the perception of teacher identity, experiences prior to undergraduate education, teacher training and environmental factors interacted throughout the teacher education, personal experiences and the media have significant influences. Similarly, Yasar et al. (2013) administered a questionnaire to preservice preschool teachers and novice teachers, and on the basis of the data collected through this questionnaire it was decided that personal characteristics, desire to learn, internship applications, university education, environment (teacher, peers, family), as well as the books they read and the films they watch are important factors affecting the perception of teacher identity.

Notes

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Appendix

Öğretmen Adaylarının Öğretmen Kimliğinin Oluşmasını Etkileyen Etmenler Ölçeği Factors Affecting Pre-service Teachers' Teacher Identity Scale (FAPTTI)	
Madde No [Item Number]	Ölçek Maddeleri [Scale Items]
<i>Gelecekte nasıl bir öğretmen olacağımı;</i>	
1	Ailemin beni öğretmenlik mesleğine yönlendirmesi
2	Yakın arkadaşlarımla beni öğretmenlik mesleğine yönlendirmesi
3	Akrabalarımın beni öğretmenlik mesleğine yönlendirmesi
4	Yakın çevremde rol model aldığım öğretmenler
5	İlkokul öğretmenime duyduğum hayranlık
6	Ortaokul eğitimim sürecinde hayranlık duyduğum öğretmenler
7	Lise eğitimim sürecinde hayranlık duyduğum öğretmenler
8	Öğretmenlik uygulaması için gittiğim okuldaki öğretmenlerin birbiri ile olan dayanışması
9	Uygulama yaptığım okuldaki öğrencilerle etkileşimim
10	Uygulama yaptığım okuldaki yönetici davranışları
11	Uygulama yaptığım okuldaki başarılı uygulama deneyimlerim
12	Çocukları çok seviyor olmam
13	Kişilik özelliklerime uygun bir meslek olduğuna inanmam
14	Birilerine bir şey öğretmekten duyduğum haz
15	Herkesten farklı bir öğretmen olmak istemem
16	Sıcakkanlı birisi olmam
17	Hoşgörülü olmam
18	Sürekli öğrenme isteğim
19	Öğretmenlerin gelir düzeyi
20	Öğretmenlik mesleğinin toplumsal statüsü
21	Öğretmenlik mesleğinin daha esnek çalışma koşulları
22	Aileme daha fazla zaman ayırabilme olanağı
23	Cinsiyetime uygun bir meslek olduğunu düşünmem
24	Filmlerde gördüğüm öğretmen figürleri
25	Okuduğum kitaplardaki öğretmen figürleri
26	Sosyal medyadaki öğretmenlere yönelik haberler
27	TV dizilerinde izlediğim öğretmen figürleri
28	Gazetelerde okuduğum öğretmenlere yönelik haberler
Note: Yakın Sosyal Çevresi (1-4); Yükseköğrenim öncesi okul yaşantısı (5-7); Öğretmenlik deneyimi (8-11); Kişisel özellikler (12-18); Mesleğin Özellikleri (19-23); Medya etkisi (24-28).	