

RELATIONSHIP BETWEEN ATTITUDE AND READINESS

**The Relationship between Teacher Candidates' Attitudes and Readiness
Levels Towards the Teaching Profession.**

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Science
in
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October 2020

Dear Akerke Ayaganova.

This letter now confirms that your research project entitled: The relationship between teacher candidates' attitude and readiness levels towards teaching profession has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

OR

The changes recommended by the reviewer have been addressed and the proposed study now complies with all of the requirements of Nazarbayev University.
You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely,
Munyaradzi Hwami

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Abstract

Training prospective teachers with positive attitudes towards and better readiness for the teaching profession is crucial since their inner beliefs, initial attitudes, motivations, and feelings might influence the way how they complete their works after graduating from universities. Despite the legislative actions and policies to develop positive conditions for teachers to work at educational institutions, Kazakhstani schools lack qualified teaching staff. Therefore, this research aims to investigate the relationship between teacher candidates' attitudes towards and readiness levels for the teaching profession. Moreover, it tends to determine whether teacher candidates' attitudes towards and readiness for the teaching profession change in terms of their GPA, gender, and having a teacher relative.

The study was based on the quantitative research method with explanatory correlational research design. The online survey questionnaire with restricted items using a Likert scale was developed in order to measure teacher candidates' attitudes towards and readiness for the teaching profession. The findings of the study indicated a positive relationship between teacher candidates' attitudes towards and readiness for the teaching profession. Based on the results of this study, it was concluded that teacher candidates' attitudes towards and readiness levels for the teaching profession may be considered while admitting them into teacher training departments. In addition to that, providing specific courses on improving prospective teachers' attitudes towards and readiness levels for the teaching profession might be a considerable contribution to training successful teachers.

Аңдатпа**Болашақ мұғалімдердің мұғалім мамандығына деген көзқарасы мен дайындығы арасындағы байланыс**

Болашақ мұғалімдердің мамандықтарына деген оң көзқарастары және дайындықтары оларға білім беруде өте маңызды. Себебі болашақ мұғалімдердің мұғалім мамандығына деген ішкі сенімдері, алғашқы көзқарастары, уәждері мен сезімдері олардың жоғары оқу орнын бітіргеннен кейінгі жұмыс таңдауларына әсер етуі мүмкін. Мұғалімдердің білім беру ұйымдарында жұмыс істеуі үшін жағымды жағдай жасау жөніндегі заңнамалық актілер мен саясатқа қарамастан, қазақстандық мектептерде білікті мұғалімдер құрамы әлі күнге дейін жетіспейді. Сондықтан, бұл зерттеу болашақ мұғалімдердің мұғалім мамандығына деген көзқарасы мен дайындығы арасындағы байланысты зерттеуге бағытталған. Сонымен қатар, бұл зерттеу жұмысы болашақ мұғалімдердің мұғалім мамандығына деген көзқарасы мен дайындығының олардың GPA, жынысы және мұғалімнің туысы болу тұрғысынан қаншалықты өзгертіндігіне де көңіл бөледі.

Бұл зерттеу жұмысында сандық зерттеу әдісіне негізделген түсіндірмелі корреляциялық дизайн қолданылды. Болашақ мұғалімдердің мұғалім мамандығына деген көзқарасы мен дайындығын өлшеу мақсатында Лайкерт шкаласын қолдану арқылы шектелген элементтері бар онлайн-сауалнама жасалынды. Зерттеудің нәтижелері мұғалімге үміткер студенттердің мұғалім мамандығына деген көзқарасы мен дайындығы арасындағы жағымды байланысты көрсетті. Осы зерттеудің нәтижелері бойынша мұғалімдерді даярлау факультеттеріне қабылдау кезінде мұғалімдікке үміткер студенттердің мұғалім мамандығына деген көзқарасы мен дайындығы ескерілсе екен деген қорытынды жасалынды. Сонымен қатар, болашақ мұғалімдердің мұғалім мамандығына деген көзқарастарын және дайындық

деңгейлерін жақсарту мақсатында арнайы пәндердің енгізілуі болашақ мұғалімдерді даярлауға айтарлықтай үлес қосар еді.

Аннотация

Взаимосвязь между отношением и готовностью будущих учителей к профессии учителя

Позитивное отношение и хорошая подготовка будущих учителей к своей профессии являются неотъемлемой частью в их подготовке, поскольку внутренние убеждения, изначальное отношение, мотивация и чувства студентов по отношению к профессии могут повлиять на их дальнейший карьерный выбор. Несмотря на законодательные меры и политику, которые принимаются для создания положительных условий для работы учителей в образовательных учреждениях, в казахстанских школах до сих пор наблюдается нехватка учителей. Следовательно, данное исследование направлено на изучение взаимосвязи между отношением и подготовкой будущих учителей к профессии учителя. Более того, оно сосредоточено на связи между отношением и подготовкой будущих учителей к профессии учителя с точки зрения их GPA, пола и наличия родственника-учителя.

Данное исследование проводилось на основе количественных методов исследования с эксплицитным корреляционным дизайном. Был разработан онлайн-опрос с ограниченными пунктами с использованием шкалы Лайкерта для измерения отношения и подготовки будущих учителей к профессии учителя. Результаты исследования показали положительную взаимосвязь между отношением и подготовкой будущих учителей к профессии учителя. На основе результатов данного исследования был сделан вывод о том, что отношение и подготовка кандидатов в учителя к педагогической профессии могут быть приняты во внимание при приеме их на педагогические факультеты. Более того, проведение специальных курсов по улучшению отношения будущих учителей к профессии учителя и

повышению уровня готовности к ней может стать значительным вкладом в подготовку квалифицированных учителей.

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Chapter I

Introduction to the study

Introduction

Education tends to be one of the essential issues of development for all nations. Any social, political and economic development positions education as the key to social advancement (Ozdemir & Gungor, 2017). Since the rapid changes are taking place globally, educational institutions need to be on the same page in order to meet the societal expectations. The role of actors in transforming educational systems is crucial; however, the most important component of the effort to improve educational systems is considered to be teachers (OECD, 2005). Therefore, this chapter aims to give a background regarding this study of teacher candidates' attitudes and readiness levels towards the teaching profession. The chapter will also explain the statement of the problem, followed by an examination of the research questions and the significance of the study.

Background to the Study

Raising children to be responsible citizens depends on teachers to some extent (OECD, 2009). Therefore, teachers are often asked to improve their qualifications and skills. Teachers' professional knowledge levels, their experience and status are some of the critical factors. However, there are other characteristics such as teachers' feelings, thoughts, and attitudes that influence the level of education that they provide (Ozdemir & Gungor, 2017). Teachers' level of qualifications, knowledge, or skills will not matter if they are not interested in the profession and do not feel the social responsibility that is required from the teaching profession. Therefore, in the teaching profession, a positive attitude and inner readiness prior to studying for this career are of great importance.

Attitude and its role in people's behaviour have been studied by a number of researchers. Attitude can be considered as an evaluation of an object of thought (Bohner &

Dickel, 2011) and as a person's positive or negative behaviour towards an individual, object, event, or institution (Ajzen, 1989). In general, there are three components of attitude: cognitive, emotional or affective, and behavioural. A cognitive component considers a person's ideas and beliefs about an object; an affective component covers emotional responses such as likes and dislikes; and a behavioural component refers to behavioural responses (Jain, 2014).

It is obvious that attitude is one of the most important factors that defines a person's behaviour, feeling, and thought regarding a particular object, event, or profession. In this term, teacher candidates' attitudes play an important role in the teaching profession since positive attitudes can also affect the education system positively as well (Ozcan, 2020). Therefore, one of the main tasks to consider is determining teacher candidates' attitudes towards the teaching profession while admitting them to the faculty and working on constructing and improving their positive attitudes from the first stages of their studies.

Another important factor that affects and determines a person's behaviour is his or her readiness. Readiness may be described as "a characteristic of a person, group of individuals, or organization that captures at a particular point both the willingness and the capacity to take on a new practice or perform an existing practice in a new way" (Halle et al., 2019, p 4.). In other words, readiness is the extent to which individuals cognitively and emotionally strive to gain new experiences. Thus, another task to take into consideration is to define to what extent teacher candidates are ready to become teachers in the future.

Another reason to consider is that the teaching profession is not attractive for talented and capable students in a Kazakhstani context. Only 7% out of 2116 holders of "Altyn belgi" chose the teaching profession in Kazakhstan (IAC, 2015). Altyn belgi (gold medal) award is presented for school leavers with distinguished results in studies. Low Unified National Test (UNT) scores and state scholarships are believed to be the main

reasons for choosing the teaching profession. Therefore, the students who usually chose the teaching profession owing to the ease of admission onto the teacher training departments either drop out during the study or do not go on to teach, producing a shortage of staff in schools. According to the statistics, in 2014, 7063 students out of 9368, who held state grants graduated from the universities, and only 4699 of them were employed. In general, out of 45 298 students who studied in education departments, 35 127 graduated from the university, and 27 094 entered the teaching profession (IAC, 2015). Due to the fact that not all potential teachers go on to work in their fields, the lack of qualified teachers in schools becomes an issue at the national level.

Since the Kazakhstani government is providing a large number of grants to the teaching profession, there is a need to admit talented teacher candidates who have real potentials to teach and work with students. In order to educate motivated and qualified teachers, it is important to pay attention to the preparedness levels and attitudes of teacher candidates while admitting them into the teacher training faculties. Teacher candidates' existing attitudes prior to entering the programs may be quite resistant to change (Kagan, 1992; Pajares, 1992), which means that if they initially are not interested in teaching, this is quite difficult to change them during the training programs.

Statement of the Problem

Positive attitudes towards the teaching profession influence classroom behaviour and contribute to fulfil better the role of a teacher (Sahin, 2009). In other words, the teachers' attitude and readiness levels towards the profession will affect not only the way students learn, but also teachers' own professional satisfaction in general.

Although many students graduate from teacher training departments every year in Kazakhstan, schools lack qualified teaching staff, which means that not many graduates may go to work in their fields (IAC, 2015). On the other hand, teacher candidates that enter

the profession do not realize the level of dedication that is required to become successful teachers (Henning et al., 2019). The majority of teacher candidates are not familiar with the amount of preparation time required and additional time spent in meetings to become successful in this field. Consequently, many new teachers become less committed or disinterested in their profession (Henning et al., 2019). As a result, they often cannot manage the workload and work-life balance and decide to leave the job (Perryman & Calvert, 2019). Therefore, schools experience a shortage of teaching staff that can influence the quality of education they provide.

Purpose of the Study and Research Questions

The purpose of this study is to investigate teacher candidates' attitudes towards and readiness levels for the teaching profession. In this regard, the following research questions will be addressed:

1. What are teacher candidates' attitudes towards the teaching profession?
2. What are teacher candidates' readiness levels for the teaching profession?
3. What is the relationship between teacher candidates' attitudes towards and readiness levels for the teaching profession?
4. What are the effective methods of admitting suitable teacher candidates into the teaching profession?

Significance of the Study

If teacher candidates have positive attitudes towards and better readiness levels for the teaching profession, they may understand the vitality of this profession. Moreover, they may work in the educational field after graduation from universities. Therefore, consideration of prospective teachers' attitudes towards and readiness for the teaching profession while admitting them onto teacher training departments may contribute to the training of successful future teachers. Therefore, the significance of this research is to find

a positive relationship between teacher candidates' attitudes towards and readiness levels for the teaching profession.

Another significance of the study is to urge educational actors and policymakers to reconsider admission policies regarding the teaching profession. Admitting talented individuals to the teaching profession helps not only to educate socially responsible teachers but also to save the state money on students who do not justify the state grant. In other words, the government will probably be positive that the students who receive the state grant will significantly benefit the country.

Moreover, there is no work carried out on investigating the relationship between teacher candidates' attitudes towards and readiness levels for the teaching profession in a Kazakhstani context. The only study on the relative topic was conducted by Akhmetova et al. (2016), who investigated the psychological and pedagogical readiness of the future teachers for the moral and spiritual development of senior school students. Therefore, this given research study will be one of the first works that examined prospective teachers' attitudes and readiness levels towards the teaching profession in Kazakhstan.

Limitations of the Study

There are some limitations in this study, and one of them is the sample size. The second limitation concerns the single national university that cannot be the representative of all Kazakhstani universities. There are not research studies conducted on this topic in a Kazakhstani context, which is also a limitation of the study. Moreover, the access to the participants can also be considered as a limitation since most Kazakhstani students do not use corporate e-mails in universities which means that it is quite difficult to find their contact details. Finally, the current global situation relating to COVID-19 might also cause particular difficulties in not making it possible to go to the university and work on significant computer programs.

Outline of the Thesis

This thesis paper consists of six chapters: Chapter 1 introduces the study, Chapter 2 will cover the literature review of the study, Chapter 3 contains the methodology. Chapter 4 describes the findings of the study, Chapter 5 discusses the results, and Chapter 6 concludes the conducted study and provides some suggestions for future researchers.

Summary

To summarize, this chapter has discussed the reasons for investigating teacher candidates' attitudes and readiness levels towards the teaching profession while admitting them to the education programs. Since teachers are considered to be pillars of society, the importance of educating socially responsible teachers cannot be overlooked. Therefore, the following chapters will elaborate on the other elements of the study.

Chapter II

Literature Review

Introduction

The present research study investigates the relationship between teacher candidates' attitudes and readiness levels towards the teaching profession. The review of the literature concentrates on both Kazakhstani and international research studies that cover prospective teachers' attitudes and readiness levels towards the teaching profession.

This literature review begins with a theoretical framework that describes the main concepts of this study. It addresses concepts such as attitude and readiness in general terms. Next, teacher candidates' attitudes towards and readiness for the teaching profession will be explained based on the existing research. Furthermore, diverse admission methods for teacher training departments will be discussed.

Theoretical Framework

Prior to studying the effect of attitude on professions, it will be appropriate to explore its meaning. Bohner and Dickel (2011) considered attitude as an evaluation of an object of thought. Ajzen (1989) described attitude as a person's positive or negative behaviour towards a person, object, event, or institution. Similarly, Uyanik (2016) defined attitude as a personal interest, feeling, and emotion towards a particular object or an individual. Therefore, attitude can be described as a person's initial belief, evaluation, positive or negative behaviour, and personal interest towards a subject, object, event, or institution.

Another important concept to consider is readiness. Krutetsky and Kandybovich (1996, as cited in Akhmetova et al., 2016) characterized readiness as a "synthesis of the properties of personality and its purposeful expression" (p. 112). According to Strakova (2015), readiness is the existence of certain abilities that lead to coping with changes. However, Topses defines (as cited in Ozcan, 2020) readiness as a person's behavioural

competence in terms of physiological and psychological complements. Consequently, readiness can be described as the existence of personal qualities, practical skills, and theoretical knowledge that allow a person to change his or her approaches in dealing with changes in a particular sphere.

Attitudes Towards the Teaching Profession

Attitude can be considered “as a complex mental state including personal behaviours” (Oznur, 2018, p. 159). Attitude towards professions includes people’s emotions, feelings, behaviour, and sense of responsibility related to their vocations. Teachers’ positive or negative attitudes can greatly influence their code of professional conduct (Oznur, 2018). This means that the role of a positive attitude towards the profession tends to be essential in becoming a successful teacher.

Prospective teachers’ attitudes towards the teaching profession may be diverse. Some teacher candidates perceive the teaching profession as one of the ways of helping and encouraging children to study (Aldemir & Sezer, 2009) while others consider it as a noble profession (Hazadiah & Jamiah, 2006). However, according to Richardson and Watt (2005), some prospective teachers consider the teaching profession low in status compared to other professions. Türkay (2012) concluded that although some teacher candidates, who choose the profession unwillingly, have negative beliefs towards the profession, their attitudes may become positive during their study in the program or career path. The reasons for that could include the difficulties of getting another qualification, employment concerns, and the time that takes to adapt to a new sphere. Therefore, stable salary and career prospects might influence teachers’ attitudes towards the teaching profession, although they initially had negative attitudes.

In addition to that, even though some teacher candidates have negative attitudes towards the profession, they often choose this profession willingly due to pragmatic

reasons (Türkay, 2012). Armstrong and Dawson (1989) asserted that adopting certain attitudes towards the profession due to necessity or practical reasons is also important since it could cover the gap of the unemployment problem. Chivore (1988) and Yong (1995) found out that teacher candidates' personal disinterest is another attitude that should be taken into account. Türkay (2012) also argued that teacher candidates' ideal job description does not always match teaching and "the teaching profession was the last profession they would want to pursue" (p. 392). The reason for choosing the profession might be the employment opportunities and convenient working conditions. However, other studies revealed that the teaching profession is perceived as worthy by teacher candidates (Bontempo & Digman, 1985; Kasten, 1984, as cited in Türkay, 2012).

Overall, teachers are able to change their attitudes towards the profession during their career paths (Can, 1987). Since every stage of professional life influences the construction of attitude, an individual should take active participation in his or her professional choice. Attitudes can be learned, and during the learning process, people may define their self-concept or sense of unique identity differentiated from others. For this reason, it is pointless to expect that teacher candidates who have low attitudes towards the teaching profession cannot be successful later in their careers. Consequently, understanding what attitude teacher candidates hold is crucial in facilitating a positive shift in attitudes.

Readiness (Levels) for the Teaching Profession

Psychological readiness for professional life is one of the important features to highlight while studying teacher candidates' readiness for the profession. It can be "analyzed through the prism of the knowledge and skills that allow specialists to keep up with the requirements of modern science and technology and include a conscious choice of profession according to one's abilities and capabilities" (Uhryn, 2013, p. 98). In other

words, psychologically ready specialists choose their career paths consciously and understand the need to upgrade their qualification skills to meet modern requirements. Psychological readiness considers the professional orientation (professional readiness), the process of mastering professional abilities (professional readiness), existence of personal skills that correspond to the nature of the profession (personal readiness), and adaptation to the profession after graduation from university (personal readiness) (Bochelyuk et al., 2007, pp. 1-4, as cited in Uhryn, 2013). In this vein, according to Dyachenko and Kandybovich (1978), psychological characteristics of students' readiness can be classified into the following components: motivational, orientational, cognitive-operational, and emotional-volitional. The motivational component is based on professional orientation, interests, and ambition; the orientational component includes professional views, ideals, principles, and readiness to act according to them; the cognitive-operational component characterizes professional orientation of ideas, perception, attention, memory, thinking, and understanding; the emotional-volitional component includes volitional processes such as purposefulness, initiative, self-control, decisiveness and other features that ensure successful teacher performance. As a result, psychological readiness for the profession includes two important components of readiness such as personal and professional.

A teacher's sense of efficacy in teaching and confidence in his or her professional ability influence students' learning. Effective teachers realize how to interact with students and how to meet educational outcomes. Moreover, there is a strong correlation between teacher candidates' readiness and their future success in teaching (Lee et al., 2012). In other words, teachers tend to work more effectively when they feel professionally better prepared.

Thus, professional and personal readiness are closely interrelated and might be considered as the integral components of teacher candidates' readiness for the teaching

profession. Professional aspects include professional knowledge and skills, whereas personal aspects include initial beliefs, interests, thinking, and attention, as well as the emotional and moral potential of an individual. These features may contribute to the successful fulfilment of professional functions.

The same readiness components – professional and personal – were also explored by Kazakhstani researchers. If the personal component of readiness considers students' actions in terms of the spiritual and moral development of their personalities, the professional component envisages teacher candidates' readiness for the ability to formulate or solve educational and professional tasks (Akhmetova et al., 2016). Therefore, readiness has a specific characteristic that comprises diverse elements such as professional skills and abilities, understanding of the spiritual and moral depth of the profession, and a high level of other essential skills that are needed for the successful realization of the teaching profession.

Factors Affecting Teacher Candidates' Attitudes Towards and Readiness Levels For the Teaching Profession

There are various factors that affect teacher candidates' attitudes and readiness levels towards the teaching profession. However, the most widespread factors that the majority of researchers examine tend to be teacher candidates' GPA, gender, and having a teacher relative. The results of studies are different – teacher candidates' attitudes may and may not differ in accordance with the given factors.

According to the study of Parylo et al. (2015), pre-service teachers' attitudes towards the teaching profession do not differ in respect to their GPA. The same result was found by Kinyota and Kavenuke (2019) who studied the extent to which teacher trainees hold a positive attitude on two dimensions, such as attitude towards the teaching profession and teaching subjects. Another research conducted by Al-Rawahi and Al-Yarabi (2013)

who investigated the difference between physical education teachers' attitudes and motives for choosing the physical education as a career discovered no difference between prospective teachers' attitudes and their GPA.

Another important feature to consider while examining teacher candidates' attitudes and readiness levels towards the teaching profession is gender. According to Mohd et al. (2018) female teacher candidates tend to choose the teaching profession more than male teacher candidates, and their attitudes are more positive than that of men in terms of the profession. This conclusion was also supported by Tezer and Beyooglu (2018) who examined pre-service teachers' readiness and attitudes towards mobile learning. Moreover, Ustuner et al. (2009), whose work was intended to determine the attitudes of prospective teachers towards the profession of teaching, observed a significant difference between teacher candidates' attitudes towards the teaching profession and their gender. However, other studies state that prospective teachers' attitudes or readiness levels towards the teaching profession do not differ in respect to gender. For example, studies of researchers such as Metin et al. (2012), Amankwah et al. (2017), Ozcan (2020), and Mehmetlioglu and Haser (2013) confirmed that prospective teachers' attitudes and readiness levels do not correlate with their gender.

Lastly, having a teacher relative can be considered as another form of factor that might influence teacher candidates' attitudes and readiness levels towards the teaching profession. According to Ozcan's (2020) study, there is a significant difference between teacher candidates' attitudes and readiness levels towards the teaching profession. This means that prospective teachers' attitudes and readiness levels towards the teaching profession differ with respect to having a teacher relative.

The Relationship Between Teacher Candidates' Attitudes and Readiness Levels Towards the Teaching Profession

According to Ozcan's (2020) research study, there is a positive relationship between teacher candidate's attitudes and readiness levels for the teaching profession. The findings show that the readiness level of a teacher candidate also raises in accordance with the attitude as well. Ozcan (2020) states that a teacher candidate's attitude needs to be supported and improved to help them become prepared for the teaching profession. Moreover, certain studies support teacher candidates' positive attitudes in relation to other aspects such as credential courses, learning competencies, and communication skills. For instance, Gül (2017) found out the positive relationship between teacher candidates' attitudes and credential courses they take. Another study found a significantly positive relationship between teacher candidate's attitudes and their communication skills (Yesil, 2010). Thus, the more teacher candidates improve their readiness levels, communication skills, learning competencies, and credential courses they take, the more their positive attitudes towards the teaching profession may increase.

Effective Methods of Admitting Prospective Teachers onto the Teacher Training Programs

Admission of the talented candidates to teacher education programs has been a subject of discussion for many years. Each country has its own admission criteria and most current teacher training program admissions include minimal academic achievement (GPA), interviews, completion of certain courses, and letters of recommendation (Caskey et al., 2001). Since admission onto educational program usually leads to admission into the teaching profession, there is a vital need to select teacher candidates who are suitable for the teacher training program (Child & Ferguson, 2015).

Teacher education programs in higher educational institutions use various admissions practices to determine which candidates will be the most suitable for the program. In their research work Holden et al. (2016) stated that "broadly, admissions

requirements may include some or all of the following: primary requirements set by the university, secondary requirements set by specific programs, cognitive indicators such as academic performance, and non-cognitive indicators such as applicant values and experiences” (p. 4). However, there are no specific requirements that can be considered as the most applicable.

The majority of teacher education programs use students’ grade point average (GPA) as a criterion for admission (Mikotovics & Crehan, 2002; Riggs & Riggs, 1990). This is considered to measure students’ academic abilities and to predict their potential academic success after being admitted to educational programs. Although GPA is the most used criterion for admission onto educational programs, some research has revealed a weak relationship between GPA and students’ further academic performance. For instance, Riggs and Riggs (1990) found that undergraduate GPA did not function as an essential predictor of program performance. Moreover, Shechtman (1991) concluded that neither GPA nor intelligence test scores could serve as reliable predictors of success in practice teaching. In contrast to GPA, group assessment (GA) is considered to be an effective predictor of students’ further academic success (Shechtman, 1991). GA consists of eight groups of students who must solve tasks for approximately 90 minutes, with two professors who grade them on leadership, human interaction, and oral communication (Kosnik et al., 2005). As stated by Shechtman (1989), GA may help to reveal “the candidate’s general interest in people” and qualities of “human interaction, self-confidence, and effective leadership” (as cited in Kosnik et al., 2005, p.104).

Another approach that is used to select talented teacher candidates is the interview. The interview enables university admissions to receive necessary information about a candidate’s interpersonal skills, attitudes to the profession, initial beliefs, and readiness to study (Casey & Childs, 2007). Moreover, Caskey et al. (2001) observed that “face

validity” may provide a unique opportunity for those in charge of admissions to satisfy their intuitive concerns. However, abundant literature claims that the interview is not the most reliable and valid aspect of the selection process. For instance, Jacobwitz (1994) suggested that the interview is not sufficient to determine either the personal skills or abilities of a candidate. Shechtman (1989) concluded that the individual interview’s predictive validity for initial teaching success was zero.

Written statements or letters of reference are other selection methods. Gathering information about a candidate’s initial motivation to become a teacher or life experience relevant to teaching enables teacher training departments to select more suitable students for the teacher training programs. Smith and Pratt (1996) revealed that many students who would not have been admitted to the teaching program because of their low GPA in fact became successful students on the program and competitive teachers later in their professional lives. They concluded that both academic grades and biodata should be equally required. Moreover, Caskey et al. (2001) suggested using a written essay as part of the admission process since it can reveal a candidate’s motivation, vision, and interest in the teaching profession.

A written statement or profile which assesses applicants’ teaching experiences (Kosnik et al., 2005), standardized tests which test candidates’ basic skills in reading, writing, and mathematic knowledge, and education courses that require students who wish to apply to take some pre-requisite courses in child psychology, as well as pedagogical psychology and methods (Casey & Childs, 2007) are other types of admission policies. Some teacher education programs use multiple criteria that consist of several stages and comprise diverse selection processes. Consequently, there is not a concretely effective selection procedure that ensures the admission of only successful candidates into the teacher education programs.

There is a necessity for initial teacher education programs to re-evaluate their admission criteria constantly. Most universities continue to use the GPA, if only as a minimum requirement. However, other selection procedures such as written profiles, as well as motivational or recommendation letters might also be required in order to enable applicants to demonstrate their personal skills and interests towards the teaching profession. In addition to this, the way those procedures are used should be carefully assessed in advance to ensure their applicability in that national context.

Admission into Educational Programs in Kazakhstan

After the collapse of the Soviet Union, fifteen countries began their independent journeys, and Kazakhstan, with the ninth largest territory in the world and relatively low population density, faced severe challenges in finding its own position in the world economy (Tazhibayeva, 2017). Since the country had used the centralized educational system of the Soviet Union, it was necessary to implement new reforms and strategies unique to the country. Thus, as a young and independent country, Kazakhstan aimed at setting new reforms and strategies in the educational system.

Historically, Kazakhstan practiced oral examinations as one of the methods for assessing pupils' academic success at the end of schooling. Kazakhstani schools also included ten years of studies, as did other ex-Soviet countries. After gaining independence, Kazakhstan transitioned to an 11-year school system, and certain schools have since adopted a 12-year system. Thus, the Unified National Test (hereinafter referred to as UNT) in 2004 was one of the important reforms that has been introduced in the history of the Kazakhstani educational system (Jumabayeva, 2016). The UNT is a "form of unified, combined examination for completing secondary education and entering university" (OECD, 2007, as cited in Jumabayeva, 2016).

Since 2017 there have been some changes in the secondary school graduates' assessment system. Nowadays, graduates take two-step examinations: 1) examinations in schools – to obtain a certificate of secondary education and “Altyn belgi”; 2) UNT – to enter universities and obtain state grants (UNT in Kazakhstan: preparation and order of conduction, 2020). The UNT format consists of 2 blocks, which include 3 compulsory subjects by 20 tasks: mathematical literacy, reading literacy, history of Kazakhstan, and 2 profile subjects by 30 tasks (for example, Mathematics + Physics, Mathematics + Geography, Biology + Chemistry, and others).

Each university program, including pedagogical or teacher training programs, has its own criteria in terms of UNT results to accept students. However, test scores for pedagogical programs have changed periodically since there is a concern regarding the prospective teachers who choose this profession. To be exact, there is a current shortage of 5000 school teachers across the country. Even though about 40 000 prospective teachers graduate from universities, the problem of teacher shortage has not yet been solved (Prohodnoi ball dliya postupaiushih na pedagogicheskie specialnosti povysili v Kazakhstane, 2020). According to the latest message of the Minister of Education of Kazakhstan Askhat Aimagambetov, the reasons for this problem are: 1) teacher candidates do not want to go to schools to teach, and 2) they have little motivation to work. Therefore, the pedagogical program's passing grade is planned to increase up to 70 out of 140 points. Thus, it is expected to see more prospective students with better academic knowledge and skills in pedagogical programs.

Summary

To sum up, attitude is defined as feelings towards any events, thoughts, object, or subject. Moreover, it influences people's behaviour, and people behave in accordance with their attitudes. Consequently, teacher candidates' attitudes towards the teaching profession

can be considered as their feelings and the way they behave towards the profession.

Another defined concept was readiness for the teaching profession. The ability to change and be ready to cope with any difficulties may be identified as readiness. Thus, teacher candidates should be ready for all aspects of the teaching profession.

The research studies on the relationship between teacher candidates' attitudes and readiness levels demonstrate a positive relationship between the prospective teachers' attitudes and their readiness levels. Teacher candidates' readiness levels also tend to increase in accordance with their attitudes as well. In addition to this, other studies show a significantly positive relationship between teacher candidates' attitudes and credential courses, learning competencies, and communication skills.

In discussing prospective teachers' beliefs, attitudes, motivation, and readiness towards the profession, the theme of admission into educational programs needs special consideration. Each country has its own process for accepting students onto educational programs, and Kazakhstan is not an exception. Minimal academic achievement (GPA), interviews, completion of certain courses, and letters of recommendation are considered in many countries to be the tools to identify the most suitable applicants to the program. However, in the Kazakhstani educational system, only UNT results are used to enter the teaching profession. Since UNT cannot define a teacher candidate's initial belief, interest, attitude, and readiness towards the teaching profession, there is a need to adopt another additional procedure in selecting prospective teachers for the program.

The next chapter of the study will discuss the research methodology used to answer the research questions. It will elaborate on diverse sections such as research design, research method, sampling, data collection methods, and ethical considerations. The reasons for using the particular instruments or methods will also be explained.

Chapter III

Methodology

Introduction

This chapter addresses the methodology procedures which are implemented in this study in order to answer the research questions. The chapter is composed of diverse sections such as research design, research method, sampling, data collection methods, and ethical considerations. Each section explains the reasons for using the particular instrument or method in order to conduct this research. The definitions of each concept or term will also be explained. In addition to that, certain examples from previous studies conducted on this topic will be provided which serve as literature support.

Research Design

This study employed the explanatory correlational research design. The correlational research enables one to observe two or more variables in order to establish a statistically corresponding relationship between them (Creswell, 2012, p. 338). In other words, the correlational research design aims to determine certain variables if they have a relationship or association between each other. There are two forms of correlational research such as explanation and prediction (Creswell, 2012). If an explanatory correlational design refers to the explanation of the association between two variables, where the changes in the one variable affect the changes in the other, a prediction design accounts for an outcome that variables positively predict.

One of the reasons for using the correlational research design is owing to its one of the forms – the explanation. According to Creswell (2012, p. 340) the explanatory correlational design has the following characteristics, which can be very applicable to this study:

- The ability to correlate two or more variables – the correlation statistical test and the usage of multiple variables will be reported in advance.
- The ability to collect data at one point in time – the participants will be involved in the procedure only once, and their neither past nor future performance will be investigated.
- The ability to consider all the participants as a single group – the data will be collected from only one group and will not be divided into categories or subgroups.
- The ability to obtain at least two scores for each individual – for instance, for each individual in a study of teacher candidates' attitudes towards and preparedness levels for the teaching profession, two scores would be collected: a readiness level score and an attitude score.
- The ability to use the correlation statistical test – it enables to report about the strength and direction of the correlational test.

Moreover, quantitative research designed as a correlational model is supported by Ozcan (2020) who also investigated the relationship between teacher candidates' attitude and readiness levels towards the teaching profession.

Therefore, considering certain features of the explanatory correlational design such as the ability to correlate two or more variables, to consider all the participants as a single group, to utilize the correlation statistical test and the study by Ozcan (2020) who employed the correlational model of quantitative research method, this study also tends to use the explanatory correlational research design.

Research Method

In this study the quantitative research method was employed. Muijs (2004) stated that "Quantitative research is explaining phenomena by collecting numerical data that are

analysed using mathematically based methods (in particular statistics)” (p. 1). In other words, quantitative research enables one to explain anything that we are investigating with the help of numerical data. Since this study aims to investigate the relationship between teacher candidates’ attitudes and readiness levels towards the teaching profession based on numerical data, the quantitative research method is best suited to conduct the research. There are certain reasons for choosing particularly quantitative research method.

First of all, quantitative research gives an opportunity to research a problem that is based on the trends of a specific field (Creswell, 2012). The concept “trends” indicates the overall tendency of participants’ responses; therefore, this tendency is used by a researcher to identify how it varies among people. The quantitative approach provides an opportunity to illustrate the attitudes and readiness levels of the larger population (teacher candidates) towards the teaching profession.

Moreover, the quantitative research allows for the investigation of the relationship between teacher candidates’ attitudes and readiness levels towards the teaching profession as well as factors such as GPA, gender, and having a teacher relative that may influence them. To be exact, the quantitative approach provides a range of various options such as measurements, testing hypotheses, making forecasts, and exploration (Walliman, 2011).

Finally, other studies that explored this topic also employed the quantitative research. The main reason for that was the usage of the correlational survey model and diverse tests such as T-test, Kruskal Wallis H test, Mann-Whitney U and others that mainly require the quantitative research method. For instance, Ozcan (2020) used the quantitative research method since “correlational survey model was employed to investigate the relationship between attitude and readiness level of teacher candidates towards teaching profession” (p. 102). Tok (2012) also employed the quantitative research method to determine if there is a considerable relationship between certain variables such as manner

of teaching, desire to perform the profession and attitudes of teachers towards the teaching profession.

Consequently, the aforementioned reasons such as the opportunity to identify the tendency in terms of the teacher candidates' attitudes and readiness levels, the ability to measure the relationship between teacher candidates' attitudes and readiness levels towards the teaching profession along with other factors such as GPA, gender, and having a teacher relative, and reference to previous studies which also used the quantitative research method in order to find answers to their research questions, have made this research to employ the quantitative approach.

Research Questions

The purpose of this study was to investigate the relationship between teacher candidates' attitudes and readiness levels towards the teaching profession. In order to determine teacher candidates' attitudes and readiness levels, a questionnaire that includes attitude and readiness components such as students' emotions, feelings, behaviour, responsibility, sense of efficacy, belief, psychological readiness, motivation, opinion, and confidence was developed. Background indicators such as gender, GPA, and having a teacher relative were also covered in the questionnaire. Therefore, the questionnaire answered to the two research questions of the given study:

Q1. What are teacher candidates' attitudes towards the teaching profession?

Q2. What are teacher candidates' readiness levels towards the teaching profession?

The participants' responses to the aforementioned two research questions were collected and analysed in order to answer the third research question of this study:

Q3. What is the relationship between teacher candidates' attitudes and readiness levels towards the teaching profession?

Based on the aforementioned three research questions, the hypotheses were developed. In order to understand the relationship between teacher candidates' attitudes and readiness levels towards the teaching profession, the following null hypothesis was tested: H_0 : There is no positive relationship between teacher candidates' positive attitudes towards and better readiness levels for the teaching profession. In order to understand whether teacher candidates' attitudes towards and readiness levels for the teaching profession differ in accordance with their background indicators such as GPA, gender, and having a teacher relative, the subsequent null hypotheses were tested:

H_0 : There is not a significant difference between teacher candidates' attitudes towards and readiness for the teaching profession and their GPA scores.

H_0 : There is not a significant difference between teacher candidates' attitudes towards and readiness for the teaching profession and their gender.

H_0 : There is not a significant difference between teacher candidates' attitudes towards and readiness for the teaching profession and having a teacher relative.

Population and Sample

This study recruited 82 teacher candidates, who are undergraduate (3rd and 4th year) bachelor students from one Kazakhstani National university. They are studying at 5 teacher training faculties such as Faculty of Social Sciences, Faculty of Mechanics and Mathematics, Faculty of Philology, Faculty of Physics and Technology, and Faculty of History. The reason for choosing that particular research site was associated with certain facts. Firstly, this national university includes the greatest number of teacher training departments among other universities in Nur-Sultan city. Secondly, it receives the most number of state grants on the pedagogical programs annually. Finally, most of the students choose this university owing to its historical background and authority among other higher educational institutions.

The participants of the study were recruited using convenience and snowball types of sampling. Convenience sampling was used because the participants were willing and available to be studied (Creswell, 2012). The applicable candidates were chosen in the list of state grant holders and found on the social networking sites such as VKontakte, Facebook, and Instagram. After reaching at least one participant from each teacher training department, he or she was asked to send the survey to their groups via WhatsApp. Therefore, snowball sampling was employed since it enabled the study to ask “participants to identify others to become members of the sample” (Creswell, 2012, p. 146).

In terms of the number of participants, Creswell (2012) explained that in order to establish relationship in correlation method there should be at least 30 participants. Fraenkel et al. (2012, p. 339) also stated that the minimum number of participants for correlation study is 30. Based on the abovementioned arguments, in this research, 82 participants were studied.

Data Collection Methods

After obtaining permission from the Nazarbayev University Institutional Research Ethics Committee to collect data of the research study, I started the data collection procedure. Overall, it took about a month to collect the data.

In order to identify teacher candidates' readiness levels and attitudes towards the teaching profession, survey design was employed. Survey in quantitative research is a procedure that is used to “describe the attitudes, opinions, behaviours, or characteristics of the population” (Creswell, 2012, p. 376). It enables the collection of numbered data through questionnaires and analyse the obtained data statistically to describe trends and test hypothesis. Moreover, the usage of survey model to collect data had been supported by other researchers such as Ozdemir and Gungor (2017), and Ozcan (2020), who also studied attitudes of students who enrolled in pedagogical formation certificate programs towards

the teaching profession. As the authors stated, “survey models are approaches that aim to describe a past or present situation as it is and that define the event, individual or object in the study as it exists within its own circumstances” (Ozdemir & Gungor, 2017, p. 59).

There are two basic forms of surveys such as cross-sectional and longitudinal. In this study cross-sectional survey was used. A cross-sectional survey is a type of survey design that enables a researcher to “collect data at one point in time” (Creswell, 2012, p. 377). Moreover, it gives an opportunity to collect data about current opinions, beliefs, and attitudes at one moment in time (Muijs, 2004).

There are three types of questions that may be included in a survey such as open-ended items, partially open-ended items, and restricted items. Open-ended or partially open-ended items can be given either as a statement or a question; however, they are mostly used in the qualitative research design since the responses in the survey tend to be descriptive (Creswell, 2012). Therefore, in this study, the restricted items were employed since they are the most commonly used survey items in the quantitative research design and consist of confining number of answer options.

There are various ways of administering surveys such as in person, by telephone, by mail, via the Internet and others. However, the most popular method of collecting data is via the Internet surveys (Creswell, 2012). Online survey of this study was constructed with the help of online site – Survey Monkey and forwarded to the participants using WhatsApp.

Instruments

In order to measure teacher candidates’ attitudes and readiness levels towards the teaching profession, 16 items were developed based on attitude and readiness components (Table 1). Attitudes and readiness components were developed with the help of their

definitions, types, and features that were identified and described in the Literature Review part of this study.

Table 1. Items on identifying teacher candidates' attitudes and readiness levels towards the teaching profession

Attitudes	Readiness levels
I like the teaching profession	I believe I will become successful in the teaching profession
I am interested in the teaching profession	I am willing to become a teacher
I have respect for the teaching profession	I am proud of myself, because I will become a teacher
Teaching profession is a beneficial profession both for me and the society	I believe in that teaching profession will change me in a positive way
If I had to choose a profession again, I would still prefer becoming a teacher	I believe teaching profession requires self-sacrifice
I find it honourable to guide people's lives by working as a teacher	I believe I can overcome the difficulties I will have in the teaching profession
I choose teaching because of my family's encouragement/advice	I feel sure of the requirements of the teaching profession
I chose teaching because I failed to qualify for my first-choice program	I think I will have much to do when I become a teacher
	Teachers are respected in our society
	The conditions of service for teachers are good

As it has been mentioned above, the questionnaire composed of restricted items. Restricted items are often provided with a Likert scale to answer (Creswell, 2012). Likert scale is a numeric response scale that is used to administer a participant's level or rating of agreement towards the question or statement. Therefore, the answers of the provided questionnaire consisted of five-level Likert items such as strongly disagree, disagree, neutral, agree, and strongly agree.

In addition to the attitude and readiness items, the questions on teacher candidates' gender, GPA, and having a teacher relative were asked.

In order to ensure the reliability of the questionnaire and appropriateness of the items, a pilot test was conducted. According to Johnson and Christensen (2014), the pilot test is a "preliminary test of your questionnaire" (p. 286). I asked my seven groupmates to

take the survey and share their thoughts and perceptions on the items. While conducting the pilot test, I also asked the participants to pay attention to the length of the survey, clearness of the items, and whether the items meet the purpose of the study. After filling out the questionnaire, I organised a group discussion on Zoom to discuss with participants their thoughts and recommendations to improve the questionnaire.

Data Analysis

Statistical analysis such as descriptive, Independent t-test, Mann-Whitney U test, and Spearman's rho was employed in order to analyse the obtained data. The Statistical Package for the Social Sciences (SPSS) was used to conduct the statistical analysis.

The percentage distribution of participants was demonstrated using the descriptive statistics. In order to explore the relationship between variables inferential analysis was used. Independent t-test was employed to see whether teacher candidates' attitudes and readiness levels towards the teaching profession differ with respect to their GPA and gender variable. To see the relationship between teacher candidates' attitudes, readiness levels and having a teacher relative, Mann-Whitney U test was employed.

Finally, to answer the main research question of the study - What is the relationship between teacher candidates' attitudes and readiness levels towards the teaching profession? – correlation analysis was needed. The most popular forms of correlation analysis are considered to be Pearson product-moment correlation (Pearson r), Spearman Rank correlation, and Autocorrelation. Before using a particular test, the type of correlation – parametric or non-parametric – was identified. Since the p-value of Shapiro-Wilk in tests of normality was less than .05, non-parametric correlation had appeared between the variables that were tested. Consequently, while analysing the relationship between teacher candidates' attitudes and readiness levels towards the teaching profession, Spearman's rho was used.

When the value r had been obtained, the result was interpreted based on the next criteria (Creswell, 2012, p. 347):

Table 2. Coefficient Interpretation

Coefficient Interval	Interpretation
0.20-0.35	Slight relationship
0.36-0.65	Moderate (useful for limited prediction)
0.66-0.85	Strong (Good prediction can result from one variable to the other)
0.86 and above	Very strong relationship

Ethical Considerations

Prior to collecting any data, it is crucial to ensure the privacy of participants and that any of them will not be subjected to harm in any ways. The main aim of any researcher is to be sure that all participants have decided to assist him or her and that they are informed about potential negative consequences that may arise (Polonsky, 1998). In general, there are six wide ethical areas such as voluntary participation, informed consent, confidentiality and anonymity, the potential for harm, communicating the results, and more specific ethical issues that need to be strongly considered before starting the study.

First of all, the participation in this research study was voluntary and, respondents were not forced to participate. Moreover, all participants were provided with the informed consent prior to taking part in the survey. The informed consent clarified that any action is voluntary, no penalty is provided for not participating, and all answers are anonymous.

Confidentiality and anonymity of participants were considered very thoroughly in the study. Within the information sheet, which was given to participants, it was mentioned that respondents' answers will be kept confidential and anonymous. As Johnson and Christensen (2014) stated "Anonymity – keeping the identity of the participant from everyone, including the researcher" while "Confidentiality – not revealing the identity of the participant to anyone other than the researcher and his or her staff" (p. 200). Since the survey of the study did not ask for any personal information such as participants' names,

surnames, and ages, the anonymity of each respondent was guaranteed. The confidentiality of other answers was assured by keeping the respondents' answers strictly private and using them only for statistical analysis.

Summary

To sum up, this chapter has discussed all methodological procedures such as research method, sampling, data collection methods, and ethical considerations that were used to find out the answers to the research questions. The reasons for using that particular methodology procedure have been explained and supported with diverse literature and sources. Moreover, the definitions of all methods or procedures have been provided.

Chapter IV

Data Presentation

Introduction

This chapter presents the findings of the data on the relationship between teacher candidates' attitudes and readiness levels towards the teaching profession. The data were gathered through the survey that consisted of 21 questions which were then transformed into items for the variables such as "Attitude (A)" and "Readiness (R)". The findings are presented in tabular form after being analysed with SPSS.

Demographic Characteristics of the Participants

Overall, 82, undergraduate students participated in the survey. They are 3rd and 4th year students at five teacher training faculties of National university: Faculty of Social Sciences, Faculty of Mechanics and Mathematics, Faculty of Philology, Faculty of Physics and Technology, and Faculty of History. All 82 students completed the survey, and their answers were analyzed. Table 3 shows the demographic characteristics of participants in this study.

Table 3. Demographic Characteristics of Participants

	Categories	n	%
Gender	Female	65	79.2%
	Male	17	20.7%
GPA	2.7-3.0	5	6.09%
	3.0-3.3	17	20.7%
	3.3-3.7	41	50%
	3.7-4.0	19	23.1%
Having a teacher relative	Yes	49	59.7%
	No	33	40.2%

As seen in Table 3, female participants' ratio (n=65) is higher than male participants (n=17). Half of the participants have a GPA range of 3.3-3.7, while nearly 7 % have the lowest GPA range. Moreover, almost 60 % of the respondents stated that they have a teacher relative.

Descriptive Statistics of Teacher Candidates' Attitudes Towards the Teaching Profession

In order to respond to the research question 1 of the given study, descriptive analysis was employed. Eight diverse items that characterize teacher candidates' attitudes towards the teaching profession were constructed according to Likert-scale questionnaire. Table 4 below illustrates the descriptive statistics of teacher candidates' attitudes towards the teaching profession in terms of mean and standard deviation.

Table 4. Descriptive statistics of items forming teacher candidates' attitudes towards the teaching profession

Items that form teacher candidates' attitudes	Mean	SD
I like the teaching profession	3.70	1.27
I am interested in the teaching profession	3.72	1.17
I have respect for the teaching profession	4.41	.80
Teaching profession is a beneficial profession both for me and the society	4.37	.88
If I had to choose a profession again, I would still prefer becoming a teacher	3.51	1.23
I find it honourable to guide people's lives by working as a teacher	4.15	.86
I choose teaching because of my family's encouragement/advice	2.80	1.29
I chose teaching because I failed to qualify for my first-choice program	2.04	1.17

As it has been demonstrated in Table 4, most of the teacher candidates have a positive attitude towards the teaching profession. The majority of students pointed out that they "have respect for the teaching profession" ($M = 4.41$, $SD = .80$). Moreover, the second significant portion of students indicated that the teaching profession is a beneficial profession both for them and the society ($M = 4.37$, $SD = .88$). The third large group of respondents selected an option "I find it honourable to guide people's lives by working as a teacher" ($M = 4,15$, $SD = .86$). The least number of respondents stated that they chose the

teaching profession since they had failed to qualify for their first-choice programs ($M = 2.04$, $SD = 1.17$).

Descriptive Statistics of Teacher Candidates' Readiness Levels for the Teaching Profession

In order to answer to the research question 2, 10 various items were constructed in a Likert-scale questionnaire, and their answers were analyzed.

As it has been illustrated in Table 5, most of the teacher candidates have a comparatively high level of preparedness for the teaching profession. The majority of students believe that they will have much to do when they become teachers ($M = 4.24$, $SD = .95$), and they can overcome the difficulties they will have in the teaching profession ($M = 4.06$, $SD = .94$). Moreover, most of the teacher candidates stated that they would become successful in the teaching profession ($M = 3.99$, $SD = 1.12$).

The items "Teachers are respected in our society" and "The conditions of service for teachers are good" could be considered as the least popular options among the teacher candidates ($M = 3.22$ and $M = 2.89$, respectively).

Table 5. Descriptive statistics of items forming teacher candidates' readiness levels for the teaching profession

Items that form teacher candidates' readiness levels	Mean	SD
I believe I will become successful in the teaching profession	3.99	1.12
I am willing to become a teacher	3.70	1.27
I am proud of myself, because I will become a teacher	3.77	1.16
I believe in that teaching profession will change me in a positive way	3.82	1.14
I believe teaching profession requires self-sacrifice	3.82	1.24
I believe I can overcome the difficulties I will have in the teaching profession	4.06	.94
I feel sure of the requirements of the teaching profession	3.88	.93
I think I will have much to do when I become a teacher	4.24	.95
Teachers are respected in our society	3.22	1.23
The conditions of service for teachers are good	2.89	1.28

The Relationship between Teacher Candidates' Attitudes and Readiness Levels and their GPA

According to Tables 6 and 7 below, the Independent Samples t-Test was used to define whether teacher candidates' attitudes and readiness levels differ in terms of their GPA ranges. As it has been demonstrated, the p values of each case are more than the alpha level. To be exact, p value of teacher candidates' attitudes is $p > 0.05$ and teacher candidates' readiness levels is $p > 0.05$. Therefore, we fail to reject the null hypothesis, which means there are not significant differences between teacher candidates' attitudes and readiness and GPA.

Table 6. Independent t-test: results of teacher candidates' attitudes according to their GPA

	Categories	N	\bar{X}	sd	df	t	p
GPA	2.7-3.0	5	3.67	.370	20	.044	.965
	3.0-3.3	17	3.66	.637			
	3.3-3.7	42	3.64	.533	58	1.480	.144
	3.7-4.0	18	3.35	.991			

* $p < 0.05$

Table 7. Independent t-test: results of teacher candidates' readiness levels according to their GPA

	Categories	N	\bar{X}	sd	df	t	p
GPA	2.7-3.0	5	4.08	.277	20	.543	.593
	3.0-3.3	17	3.88	.788			
	3.3-3.7	42	3.75	.820	58	1.107	.273
	3.7-4.0	18	3.47	1.062			

* $p < 0.05$

The Relationship Between Teacher Candidates' Attitudes and Readiness Levels and their Gender

According to Table 8, teacher candidates' attitudes towards the teaching profession do not differ significantly with respect to gender ($p > .05$). Since the two-tailed p-value is more than .05, we fail to reject the null hypothesis. Consequently, it can be concluded that there is not a significant difference between teacher candidates' attitudes and their gender.

Table 8. Independent t-test: results of teacher candidates' attitudes towards the teaching profession mean scores according to gender

	Categories	N	\bar{X}	sd	df	t	p
Gender	Male	19	3.60	.594	80	.135	.893
	Female	63	3.58	.699			

* $p < 0.05$

Similarly, teacher candidates' readiness levels towards the teaching profession also do not differ significantly with respect to gender ($p > .05$). The two-tailed p-value being more than .05 (.956) leads us to fail to reject the null hypothesis (Table 9). This means the readiness levels of teacher candidates do not differ with respect to their gender.

Table 9. Independent t-test: results of teacher candidates' readiness levels for the teaching profession mean scores according to gender

	Categories	N	\bar{X}	sd	df	t	p
Gender	Male	19	3.74	.703	80	.055	.956
	Female	63	3.73	.901			

* $p < 0.05$

The Relationship Between Teacher Candidates' Attitudes and Readiness Levels and Having a Teacher Relative

Considering the non-normal distribution of data, to define if there are relationships between teacher candidates' attitudes and having a teacher relative and teacher candidates' readiness levels and having a teacher relative, Mann-Whitney U test was employed.

As it is illustrated in table 10, according to the Mann-Whitney U test, p value equals to $p < 0.05$. Since the p value is less than .05, we reject the null hypothesis of equal mean ranks. Consequently, we could assert that there is a significance difference between teacher candidates' attitudes and having a teacher relative.

Table 10. Mann-Whitney U: results of teacher candidates' attitudes towards the teaching profession mean scores according to having a teacher relative variable

	Categories	N	\bar{X}	\bar{X}_{rank}	\sum_{rank}	Z	r	U	p
Having a teacher relative	Yes	48		48,45	2325,50	-3,150		482, 500	,002
	No	34		31,69	1077,50				

* $p < 0.05$

Similarly, according to Table 11, p value of Mann-Whitney U test is $p < 0,001$. This will lead us to reject the null hypothesis since the p value is less than .05. Therefore, there is a significant difference between teacher candidates readiness levels and having a teacher relative.

Table 11. Mann-Whitney U: results of teacher candidates' readiness levels for the teaching profession mean scores according to having a teacher relative variable

	Categories	N	\bar{X}	\bar{X}_{rank}	\sum_{rank}	Z	r	U	p
Having a teacher relative	Yes	48		48,78	2341,50	-3,295		466, 500	<,001
	No	34		31,22	1061,50				

* $p < 0.05$

The Relationship Between Teacher Candidates Attitudes and Readiness Levels Towards the Teaching Profession

In order to see the relationship between teacher candidates' attitudes and readiness levels, Spearman's rho test was employed. As it has been illustrated in Table 12, r value is above 0.86. According to Creswell (2012), if r value equals to or above 0.86, there is a strong relationship between the two variables. Therefore, it can be concluded that there is a high level of correlation between teacher candidates' attitudes and readiness levels towards

the teaching profession ($r_s=.822$). In addition to that, p value is less than .05, which leads to reject the null hypothesis. Therefore, we can conclude that there is a relationship between teacher candidates' attitudes and readiness levels.

Table 12. The relationship between teacher candidates' attitudes towards and readiness levels for the teaching profession

	N	Readiness towards teaching profession	
Spearman's rho	82	r_s	p
Attitude towards teaching profession		.822	.000

*p<0.05

Summary

To sum up, this chapter has presented the findings of this research study. As results show, there is a positive relationship between teacher candidates' attitudes and readiness levels towards the teaching profession. This implies that teacher candidates' attitudes towards the teaching profession change along with their readiness levels. Another factor such as having a teacher relative also influences teacher candidates' attitudes and readiness levels towards the teaching profession. In other words, teacher candidates' attitudes and readiness levels differ with respect to having a teacher relative. However, there were not observed any relationships between teacher candidates' attitudes and readiness levels for the teaching profession and other variables such as GPA and gender.

Chapter V

Discussion

Introduction

This chapter provides a comprehensive discussion and critical analysis of the findings illustrated in the previous chapter. It presents the answers to the major research questions of the study. In order to present data in a logical manner throughout, the sub-chapters are formulated to discuss each research question separately.

Teacher Candidates' Attitudes Towards and Readiness for the Teaching Profession

Overall, the findings of the study illustrate that teacher candidates have positive attitudes towards the teaching profession. The majority of respondents stated they respect the teaching profession and find it beneficial both for themselves and society. Moreover, a significant number of respondents indicated that they are ready to invest more effort in becoming teachers. They also stated that they are ready to overcome any challenges they may face in their teaching careers and become successful teachers. However, since these results were based on the quantitative research method, discussing their meanings and making certain conclusions are difficult. Therefore, exploring teacher candidates' attitudes towards and readiness for the teaching profession using the qualitative approach enables us to understand and analyse their answers deeply.

Teacher Candidates' Attitudes and Readiness Levels with Respect to GPA

The results conclude that teacher candidates' attitudes and readiness levels do not differ in accordance with GPA. The same conclusion was reached by Parylo et al. (2015), as well as Kinyota and Kavenuke (2019). Al-Rawahi and Al-Yarabi (2013), who also investigated the relationship between prospective teachers' attitudes towards participation in physical activities and motives for choosing to teach physical education as a career, found no correlation between attitude, motives, and GPA.

The results imply that teacher candidates' attitudes or readiness levels towards the teaching profession do not change according to their GPA levels. This may lead to the conclusion that teacher candidates' academic achievements, within the framework of GPA, do not define their attitudes and readiness levels towards the teaching profession. The reasons for having a high or low GPA may be diverse. One of the reasons might be that teacher candidates work hard at their studies not because of the willingness to become a qualified teacher, but to maintain their scholarships. This reason may be an applicable reason to Kazakhstani teacher candidates, since, as it has been stated in previous chapters, most teacher candidates are state grant holders.

Therefore, in order to make conclusions about teacher candidates' attitudes and readiness levels towards the teaching profession according to their GPA, it is essential to study various factors that may influence them. These findings may help us understand the lack of sufficient research studies on reasons for having high or low GPA and its influence on teacher candidates' attitudes towards and readiness for the teaching profession. Therefore, this finding has an important implication for future researchers to examine the question thoroughly.

Teacher Candidates' Attitudes and Readiness Levels with Respect to Gender

Secondly, the findings of the study illustrate that teacher candidates' attitudes and readiness levels do not differ significantly in respect to gender. These results are similar to those of Metin et al. (2012), Adedaja and Omotunde (2014), and Amankwah et al. (2017). The findings of these studies confirm that there is no significant relationship between teacher candidates' attitudes and their gender. Moreover, Mehmetlioglu and Haser's (2013) research study illustrates similar results, indicating that teacher candidates' readiness does not differ in accordance with gender.

However, in contrast to the abovementioned findings, Mohd et al. (2018), Tezer and Beyooglu (2018), and Üstüner et al. (2009) discovered that gender difference has an essential effect on prospective teachers' attitudes towards and readiness levels for the teaching profession. It was found that female teacher candidates tend to have more positive attitudes towards the profession compared to their male counterparts. This can be explained by Özdemir and Gungor (2017), who stated that "teaching is compatible with the womanhood roles in the distribution of dominant gender roles and that teaching seen as a women's job" (p. 65). Since the number of women in the teaching profession predominates the number of men, it may be considered as a female job. This may lead to the conclusion that gender roles affect prospective teachers' attitudes towards or readiness levels for the teaching profession rather than biological roles. Therefore, one of the issues that emerges from these findings is that conducting further studies which differentiate between teacher candidates' gender roles and biological sex towards the teaching profession would be meaningful. Furthermore, conducting qualitative research that is able to describe deep reasons for choosing the teaching profession and willingness to study at teacher training departments would be a significant contribution to developing the current topic.

Teacher Candidates' Attitudes and Readiness Levels with Respect to Having a Teacher Relative

Thirdly, in this study, a significant difference between teacher candidates' attitudes and readiness and having a teacher relative has been observed. This finding of the study is consistent with that of Ozcan (2020), who also found out that "teacher candidates' readiness towards teaching profession significantly differs according to having teacher relative variable" (p. 107). A possible explanation for this might be that having a teacher relative affects prospective teachers' attitudes towards and readiness levels for the teaching profession. Teacher candidates who have teacher relatives may have more positive

attitudes towards the teaching profession than those who do not. One reason for this could be the role and status that teacher relatives play in each prospective teacher's life. This may also lead teacher candidates to have higher readiness levels towards the teaching profession since they may have learned from their teacher relatives what challenges they might expect and what qualities they need in order to improve their qualifications and meet societal needs. Moreover, being aware of certain features of the profession, such as the expected challenges or required skills, could lead teacher candidates to choose the teaching profession more consciously. In order to find detailed answers to this, it would be meaningful to conduct research that will discuss the roles teacher relatives play in prospective teachers' career paths.

The Relationship Between Teacher Candidates' Attitudes Towards and Readiness Levels for the Teaching Profession

The last findings of the current study explain that teacher candidates' attitudes towards and readiness levels for the teaching profession are strongly correlated. This finding is in agreement with Ozcan's (2020) findings, who also observed a positive relationship between teacher candidates' attitudes and readiness levels towards the teaching profession in a Turkish university. These findings imply that teacher candidates' attitudes towards the teaching profession improve along with their readiness levels. If prospective teachers have positive attitudes towards the teaching profession, they will probably have better readiness levels for this career path.

A positive attitude towards and better readiness levels for the teaching profession might influence teacher candidates' further career choices. Teacher candidates with positive attitudes and better readiness levels may choose to work at schools after graduation from higher educational institutions. Moreover, they may be ready to make permanent changes in their behaviours, knowledge, and abilities as long as they are

interested, engaged, and involved in the profession. Students or pupils who are taught by such kinds of teachers might also have positive attitudes towards the teaching profession and become motivated to become successful teachers themselves in the future.

Consequently, preparing prospective teacher candidates who have positive attitudes towards and better readiness levels for the teaching profession is crucial in educating the next generation of quality teachers within society.

Summary

In conclusion, interpretation of the research findings of the given study indicates that there is a positive relationship between teacher candidates' attitudes towards and readiness levels for the teaching profession. Teacher candidates' attitudes towards the teaching profession tend to change with respect to their readiness levels. If prospective teachers' attitudes are positive towards the teaching profession, they are more likely to have better readiness levels for the profession.

The study also investigated other factors such as GPA, gender, and having a teacher relative that might influence teacher candidates' attitudes towards and readiness levels for the teaching profession. As a result, it was found that teacher candidates' attitudes and readiness levels do not differ with respect to their GPA and gender. However, the fact that this study failed to reject the null hypothesis does not mean that there are no any relationships between teacher candidates' attitudes and readiness levels and other variables such as GPA and gender. The sample size that is not large in this study might influence discovering the relationships between these variables.

However, a significant difference was observed between teacher candidates' attitudes and readiness levels and having a teacher relative. This means that prospective teachers who have a teacher relative might have more positive attitudes towards and better readiness levels for the teaching profession since they may understand what challenges the

teaching profession has and how hard they should study and work in order to master their skills. Consequently, being aware of certain features of a profession and understanding a clear career path prior to choosing it may lead teacher candidates to having more positive attitudes towards and better readiness levels for the teaching profession.

Chapter VI

Conclusion

Introduction

This chapter presents a summary of this research study. Moreover, it provides recommendations for future research in terms of teacher candidates' attitudes and readiness levels towards the teaching profession as well as recommendations for improvement of current practices in admission policies in Kazakhstani higher educational institutions. These recommendations are likely to contribute to solving the main problem with teaching staff at educational institutions.

Revisiting Purpose and Objectives

This study investigated the relationship between teacher candidates' attitudes and readiness levels towards the teaching profession. The prospective teachers who currently study at teacher training departments of National university participated in the study and provided an insight into their attitudes and readiness levels towards the teaching profession. Their responses enabled this study to make conclusions about teacher candidates' attitudes and readiness levels and whether they change in accordance with their GPA, gender, and having a teacher relative.

Summary of the Major Findings

Overall, the findings of this study illustrate that most of the teacher candidates have positive attitudes towards the teaching profession in terms of respect for the profession and its usefulness both for them and society. Moreover, the majority of students indicated that they found it honourable to guide people's lives by working as teachers. In terms of teacher candidates' readiness levels for the teaching profession, most of the respondents stated that they are aware of the effort that they have to put into becoming successful teachers. In addition to that, they believe they can overcome difficulties in the future.

Furthermore, this research has found out a strong relationship between teacher candidates' attitudes towards and readiness for the teaching profession. This implies that teacher candidates' attitudes towards the teaching profession improve along with their readiness levels. Therefore, it was assumed that the more teacher candidates have a positive attitude towards the teaching profession, the better they are prepared for the teaching profession. A positive attitude towards and better readiness levels for the teaching profession is likely to influence teacher candidates' further career choices. Teacher candidates with more positive attitudes towards and better readiness levels for the teaching profession tend to work at educational institutions as teachers after graduation from universities and contribute to mitigating the problem with the shortage of teaching staff.

Teacher candidates' attitudes towards and readiness for the teaching profession do not differ in accordance with their GPA. A possible explanation for this might be that teacher candidates' GPA level or academic achievements cannot define their attitudes towards and readiness for the teaching profession. For example, many teacher candidates in Kazakhstan study at universities on state grants. Therefore, they may have high GPAs and good academic results not owing to their willingness to study for becoming teachers but to maintain their scholarships.

Teacher candidates' attitudes towards and readiness for the teaching profession do not change with respect to gender. Despite the hypothesis that female teacher candidates tend to have more positive attitudes towards and better readiness levels for the teaching profession in comparison to male teacher candidates, the finding of this study rejects it. Since the number of female teachers is significantly more than that of men, the teaching profession may be considered a female job. However, the results of this study have assumed that teacher candidates' attitudes towards and readiness for the teaching profession do not change with respect to their gender.

Finally, the findings of this study have observed that teacher candidates' attitudes towards and readiness for the teaching profession differ in relation to having a teacher relative. This probably means that teacher candidates' teacher relatives might influence their attitudes towards and readiness for the teaching profession. Since prospective teachers may be aware of the challenges they need to overcome and skills they need to improve from their relatives prior to entering the teacher training faculties, their choice of the teaching profession can be seen as deliberate. Therefore, a conscious choice of the future profession might lead teacher candidates to have positive attitudes towards and better readiness levels for the teaching profession.

Recommendations

As it has been found out, there is a positive relationship between teacher candidates' attitudes and readiness levels towards the teaching profession. This means the more positive teacher candidates' attitudes are, the better they become prepared for the career path. If teacher candidates have positive attitudes and better readiness levels towards the teaching profession, they will probably go to educational institutions such as schools, pre-school organizations, universities, and others after graduation from the teacher training faculties. Such kind of approach would solve the main two problems that have been stated in the Statement of Problems section of this study – the lack of teachers in Kazakhstani schools and teachers' low motivation to work there.

In order to have more teacher candidates with positive attitudes and better readiness levels at teacher training faculties, it is important to admit into the teacher training departments the applicants who really want to study and work hard to become teachers after graduation. Since Kazakhstani universities use only the UNT results while selecting teacher candidates, it is quite difficult to predict applicants' attitudes and readiness levels towards the teaching profession. Therefore, it would be better to have other types of

admission tools such as interviews, recommendation letters, motivation letters, or group assessment that enable universities to identify candidates' general interest and motivations to study at the teacher training departments. Such kind of selection will probably help not only to admit the most suitable candidates into the teacher training departments but also to determine the candidates who demand particular attention in changing their attitudes and readiness levels to the positive side.

Since the results of the current and previous research studies show a positive relationship between teacher candidates' attitudes and readiness levels, it is recommended to have certain courses on improving prospective teachers' attitudes, opinions, inner feelings, and motivation towards the teaching profession. Prospective teachers' educational curriculum would be improved if it consisted of other essential courses that contribute to their inner motivation, attitude, and behaviour along with pedagogical, psychological, and methodological competencies. In this way, it is expected to have more prospective teachers with positive attitudes and readiness levels towards the teaching profession.

Limitation of the Study

Since this study used non-probability sampling to collect data from the 3rd and 4th year prospective teachers who study at National university and given that this was small-scale research, the findings cannot be generalized. In order to ensure the reliability of the research, it is suggested to conduct a study with a larger population considering other Kazakhstani universities' teacher candidates. Besides, future researchers might investigate whether teacher candidates' attitudes and readiness levels towards the teaching profession differ with respect to their family background or economic and social condition.

Future Research Directions

Firstly, in order to generalize the findings of the given study, it is suggested to conduct this research on a broad scale. It was challenging to make conclusions on the basis

of each finding of this study since there had not been enough research studies on certain topics. Therefore, considering the findings of this study, it is suggested to conduct research that focuses on teacher candidates' motivations to study at teacher training faculties, the difference between gender and biological roles that might affect their attitudes towards and readiness for the teaching profession, and teacher relatives' roles that play in each candidate's career path.

Another suggestion is to study the effective admission procedures at teacher training departments since the UNT results cannot illustrate teacher applicants' inner thoughts, beliefs, and motivation while admitting them into teacher training faculties. Therefore, providing effective admission policies for higher educational institutions based on concrete research study results would be a huge contribution to educating prospective teachers with positive attitudes and better readiness levels towards the teaching profession.

Finally, it is suggested to pay more attention to the research of the effective courses that help improve prospective teachers' attitudes, readiness to work, inner voice, motivation to educate, and other features that might influence their future career path. Teacher candidates' educational curriculum should not be limited to courses that contribute only to their pedagogical and methodological competencies. Therefore, concrete studies need to be conducted in this field to address the importance of broadening the scope of the curriculum in order to have more prospective teachers with positive attitudes and readiness levels towards the teaching profession.

Personal Reflection

Investigating the relationship between teacher candidates' attitudes towards and readiness for the teaching profession has been a valuable yet challenging experience for me. This study has been started with exploring the concepts such as "attitude" and "readiness" towards the teaching profession and accomplished with discovering a strong

relationship between teacher candidates' attitudes towards and readiness levels for the teaching profession. In general, the aim of the research has been achieved and the answers to the research questions have been found.

As I was conducting this study, I could observe that teacher candidates, who have been involved in this research, generally have positive attitudes towards the teaching profession. They respect this profession and recognize its importance. Despite this, I noticed that not all teacher candidates like this profession, and not all of them are willing to become teachers in the future. Therefore, I believe that this study will lead future researchers to explore other factors that may affect teacher candidates' willingness to become teachers.

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Appendices

Appendix A: Informed consent

Introduction. You are invited to participate in a research study entitled “*The relationship between the teacher candidates’ attitudes and readiness levels towards the teaching profession*”.

Procedures. The purpose of this study is to investigate the relationship between the teacher candidates’ attitudes and readiness levels towards the teaching profession. This study employed the correlational research design since it enables one to observe two or more variables in order to establish a statistically corresponding relationship between them.

Risks. Invasion of privacy or breach of confidentiality tend to be the risks of this study. This is why all information will be collected anonymously, and confidentiality will strictly be kept.

Benefits. Anticipated benefits from this study are that the participants will reconsider their views or opinion regarding the teaching profession. In general, this study is likely to make educational actors and policy makers to reconsider admission policies regarding teaching profession. Moreover, this study will serve as a useful literature for the future scholars and researchers.

Compensation. No tangible compensation will be given. A copy of the research results will be available at the conclusion of the study. The participants will reconsider their views or opinion regarding teaching profession. The result of the study can be shared with the participants if they request it prior to taking a survey.

Confidentiality & Privacy. Any information that is obtained during this study will be kept confidentially to the full extent possible. All efforts, within reason, will be made to keep your personal information in your research record confidential but total confidentiality cannot be guaranteed.

The participants’ names will not be asked in the survey, in addition to that, their gender, faculty, groups, date of birth, phone numbers, e-mail addresses, or any other information that can define their identity will not be disclosed.

Only the researcher, I, will be aware who is involved in the study, and only I will have an access to the data records. In addition to that, all information will be removed or deleted in the final reports from the study.

Voluntary Nature of the Study. Participation in this study is strictly voluntary, and if agreement to participation is given, it can be withdrawn at any time without prejudice.

Points of Contact. It is understood that should any questions or comments arise regarding this project, or a research related injury is received. In that case *Akerke Ayaganova*, 8 708 490 97 45, akerke.ayaganova@nu.edu.kz should be contacted. Any other questions or concerns may be addressed to the Nazarbayev University Institutional Research Ethics Committee, resethics@nu.edu.kz.

Statement of Consent.

By clicking “I agree” below you are indicating that you are at least 18 years old, have read and understood this consent form and agree to participate in this research study.

- I Agree
- I Disagree

Форма информированного согласия на проведение интернет-опросов

Представление. Вам предлагается принять участие в исследовании под названием “Корреляция между отношением и уровнем готовности кандидатов в учителя к педагогической профессии”.

Процедуры. Целью данного исследования является изучение взаимосвязи между отношением кандидатов в учителя и уровнем готовности к педагогической профессии. В этом исследовании использовался корреляционный дизайн исследования, поскольку он позволяет наблюдать две или более переменных, чтобы установить статистически соответствующую связь между ними.

Риски. Вторжение в частную жизнь или нарушение конфиденциальности, как правило, являются рисками этого исследования. Именно поэтому вся информация будет собираться анонимно, а конфиденциальность будет строго соблюдаться.

Выгоды. Ожидаемые выгоды от этого исследования заключаются в том, что участники пересмотрят свои взгляды или мнение относительно профессии учителя. В целом данное исследование, скорее всего, заставит акторов образования пересмотреть политику приема в отношении профессии учителя. Кроме того, это исследование послужит полезной литературой для будущих ученых и исследователей.

Компенсация. Никакой материальной компенсации не будет рассматриваться. Копия результатов исследования будет доступна по завершении исследования. Участники будут пересматривать свои взгляды или мнения относительно профессии учителя. Результаты исследования могут быть переданы участникам, если они попросят об этом до проведения опроса.

Конфиденциальность и приватность. Любая информация, полученная в ходе этого исследования, будет храниться конфиденциально в максимально возможной степени. Все усилия, в пределах разумного, будут приложены к тому, чтобы сохранить вашу личную информацию в вашей исследовательской записи конфиденциальной.

Имена участников не будут запрашиваться в ходе опроса, кроме того, их пол, факультет, группы, дата рождения, номера телефонов, адреса электронной почты или любая другая информация, которая может определить их личность, не будет раскрыта.

Только исследователь, точнее я, буду знать, кто участвует в исследовании, и только я буду иметь доступ к записям данных. Кроме того, вся информация будет удалена в окончательных отчетах по результатам исследования.

Добровольный характер исследования. Участие в этом исследовании является строго добровольным, и, если согласие на участие будет дано, оно может быть отозвано в любое время без ущерба для него.

Контактные пункты. В случае возникновения каких-либо вопросов или замечаний относительно этого проекта, можно будет связаться с Акерке Аягановой, 8 708 490 97 45, akerke.ayaganova@nu.edu.kz. Любые другие вопросы или проблемы могут быть адресованы в Комитет по этике институциональных исследований Назарбаев Университета, resethics@nu.edu.kz.

Заявление о согласии.

Нажав кнопку “Я согласен(а)” ниже, вы указываете, что вам исполнилось не менее 18 лет, вы прочитали и поняли настоящую форму согласия и согласны принять участие в данном исследовании.

- Я Согласен(а)
- Я Не Согласен(а)

Интернет-сауаламаны жүргізуге арналған ақпараттандырылған келісім үлгісі

Кіріспе. Сізге "Мұғалімдікке үміткер студенттердің педагогикалық мамандыққа көзқарасы мен дайындық деңгейі арасындағы байланыс" атты зерттеуге қатысу ұсынылады.

Зерттеу тәртібі. Бұл зерттеудің мақсаты – мұғалімдікке үміткер студенттердің педагогикалық мамандыққа деген көзқарасы мен дайындық деңгейі арасындағы байланысты зерттеу. Бұл зерттеу корреляциялық зерттеу дизайнын қолданды, өйткені ол тәсіл екі немесе одан да көп айнымалылардың арасында статистикалық байланыс орнатуға мүмкіндік береді.

Қауіп-қатер. Қатысушының жеке өміріне қол сұғушылық немесе құпияларды ашу, әдетте, осы зерттеудің қауіптерінің бірі болып табылады. Сондықтан барлық ақпарат жасырын түрде жиналады және құпиялылық қатаң сақталады.

Пайдасы. Бұл зерттеудің күтілетін пайдасы-қатысушылардың мұғалім мамандығына қатысты көзқарастарын немесе пікірлерін қайта қарастыруы. Жалпы, бұл зерттеу білім беру акторларын мұғалім мамандығына қабылдау саясатына қатысты кейбір өзгерістер енгізуге алып келуі мүмкін. Сонымен қатар, бұл зерттеу болашақ ғалымдар мен зерттеушілер үшін пайдалы әдебиет болады.

Өтемақы. Бұл зерттеуде ешқандай материалдық өтемақы қарастырылмайды. Зерттеу нәтижелерінің көшірмесі зерттеу аяқталғаннан кейін қол жетімді болады. Осы зерттеудің арқасында қатысушылар мұғалім мамандығына қатысты өз көзқарастарын немесе пікірлерін қайта қарастырулары мүмкін. Зерттеу нәтижелері зерттеу соңында қатысушылардың өтініштері бойынша электронды пошталарына жіберіледі.

Құпиялылық. Осы зерттеу барысында алынған кез-келген ақпарат мүмкіндігінше құпия түрде сақталады. Сіздің жеке ақпаратыңыздың барлығы құпия зерттеу жазбаңызда сақталатын болады, бірақ толық құпиялылыққа кепілдік берілмейді.

Сауалнама барысында қатысушылардың есімдері сұралмайды, сонымен қатар олардың жынысы, факультеті, топтары, туған күні, телефон нөмірлері, электрондық пошта мекенжайлары немесе олардың жеке басын анықтайтын басқа ақпарат ашылмайды.

Тек зерттеуші, дәлірек айтқанда, мен зерттеуге кім қатысатынын білемін және деректер жазбаларына тек мен ғана қол жеткізе аламын. Сонымен қатар, барлық ақпарат зерттеу нәтижелері бойынша соңғы есептерде жойылатын болады.

Зерттеудің ерікті сипаты. Бұл зерттеуге қатысу қатаң ерікті болып табылады. Зерттеуге қатыспау туралы өтініш кез-келген уақытта қатысушыға зиян келтірместен қайтарылынып алына алады.

Байланыс пункттері. Осы жобаға қатысты қандай да бір сұрақтар немесе ескертулер туындаған жағдайда, Ақерке Аяғановамен байланысуға болады, 8 708 490 97 45, akerke.ayaganova@nu.edu.kz. Кез келген басқа мәселелер Назарбаев Университетінің Институционалдық зерттеулер этикасы комитетіне жіберіліне алынады, resethics@nu.edu.kz .

Келісім туралы өтініш.

Төмендегі "Мен келісемін" түймесін басу арқылы сіз кем дегенде 18 жаста екеніңізді көрсетесіз, осы келісім үлгісін оқып, түсіндіңіз және осы зерттеуге қатысуға келісім бересіз.

- Мен келісемін
- Мен келіспеймін

Appendix B: Questionnaire on identifying teacher candidates' attitudes towards and readiness levels for the teaching profession

		Items	Agreement Scale				
			SD	D	U	A	SA
			1	2	3	4	5
Attitude	A1	I like the teaching profession					
	A2	I am interested in the teaching profession					
	A3	I have respect for the teaching profession					
	A4	Teaching profession is a beneficial profession both for me and the society					
	A5	If I had to choose a profession again, I would still prefer becoming a teacher					
	A6	I find it honourable to guide people's lives by working as a teacher					
	A7	I choose teaching because of my family's encouragement/advice					
	A8	I chose teaching because I failed to qualify for my first choice program					
Readiness	R1	I believe I will become successful in the teaching profession					
	R2	I am willing to become a teacher					
	R3	I am proud of myself, because I will become a teacher					
	R4	I believe in that teaching profession will change me in a positive way					
	R5	I believe teaching profession requires self-sacrifice					
	R6	I believe I can overcome the difficulties I will have in the teaching profession					
	R7	I feel sure of the requirements of the teaching profession					
	R8	I think I will have much to do when I become a teacher					
	R9	Teachers are respected in our society					
	R10	The conditions of service for teachers are good					

Appendix C: “Teacher candidates’ attitudes and readiness levels towards the teaching profession” Survey

Welcome to the “Teacher candidates’ attitudes and readiness levels towards teaching profession” survey!

As an undergraduate student of National university at teacher training department, you are kindly invited to participate in this survey that is part of a study “Teacher candidates’ attitudes and readiness levels towards teaching profession”.

The study involves participation in an online anonymous questionnaire. This survey should only take 10-15 minutes to complete.

By participating in this study, you will contribute to the improvement of teacher training programs in Kazakhstani higher educational institutions. Participation in this survey will also encourage you to reconsider your beliefs, opinions, and attitudes towards teaching profession.

You can be assured that all answers you provide will be kept strictly confidential and anonymous.

Please click Next to begin.

Could you please select your gender? Male Female

Do you have a teacher relative? Yes No

Could you please select your GPA range? 2.7-3.0 3.0-3.3. 3.3-3.7 3.7-4.0

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
I like the teaching profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in the teaching profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching profession is enjoyable for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have respect for the teaching profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching profession is a beneficial profession both for me and the society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If I had to choose a profession again, I would still prefer becoming a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it honourable to guide people's lives by working as a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I will become successful in the teaching profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to become a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud of myself, because I will become a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe in that teaching profession will change me in a positive way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe teaching profession requires self-sacrifice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I can overcome the difficulties I will have in the teaching profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel sure of the requirements of the teaching profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think I will have much to do when I become a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are respected in our society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The conditions of service for teachers are good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I choose teaching because of my family's encouragement/advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I chose teaching because I failed to qualify for my first choice program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Добро пожаловать на опрос «Взаимосвязь между отношением и готовностью будущих учителей к профессии учителя»!

Приглашаем Вас, как студента 3/4 курса национального университета, принять участие в опросе, который является частью исследования «Взаимосвязь между отношением и готовностью будущих учителей к профессии учителя».

Исследование предполагает участие в анонимной онлайн-анкете. Заполнение этого опроса займет примерно 10–15 минут.

Участвуя в этом исследовании, вы внесете свой вклад в улучшение программ подготовки учителей в казахстанских высших учебных заведениях. Участие в этом опросе также побудит вас пересмотреть свои убеждения, мнения и отношение к профессии учителя.

Вы можете быть уверены, что все предоставленные вами ответы будут строго конфиденциальными и анонимными.

Пожалуйста, нажмите Далее, чтобы начать.

Укажите, пожалуйста, Ваш пол Мужской Женский

У вас родственник-учитель? Да Нет

Укажите, пожалуйста, Ваш средний балл (GPA)? 2.7-3.0 3.0-3.3 3.3-3.7 3.7-4.0

	Полностью согласен(а)	Согласен(а)	Затрудняюсь ответить	Не согласен(а)	Полностью не согласен(а)
Мне нравится профессия учителя	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Меня интересует профессия учителя	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Я уважаю профессию учителя	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Профессия учителя – полезная профессия как для меня, так и для общества	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Если бы мне снова пришлось выбирать профессию, я бы все	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

первой программе
выбора

“Болашақ мұғалімдердің мұғалім мамандығына деген көзқарасы мен дайындығы арасындағы байланыс” сауалнамасына қош келдіңіздер!

Сіздерді ұлттық университеттің 3/4 курс студенті ретінде "Болашақ мұғалімдердің мұғалім мамандығына деген көзқарасы мен дайындығы арасындағы байланыс" зерттеуінің бір бөлігі болып табылатын сауалнамаға қатысуға шақырамыз.

Анонимді онлайн-сауалнамаға қатысу зерттеу талаптарының бірі болып табылады. Бұл сауалнаманы толтыру шамамен 10-15 минут уақытты алады.

Осы зерттеуге қатыса отырып, сіз қазақстандық жоғары оқу орындарында мұғалімдерді даярлау бағдарламаларын жақсартуға өз үлесіңізді қосасыз. Осы сауалнамаға қатысу сізді мұғалім мамандығына деген сеніміңізді, пікіріңізді және көзқарасыңызды қайта қарауға итермелейді.

Сауалнамада берілген барлық жауаптар қатаң құпия және жасырын түрде сақталатынына кепілдік беріледі.

Сауалнаманы бастау үшін Әрі қарай батырмасын басыңыз.

Жынысыңызды көрсетіңіз Ер Әйел

Сіздің мұғалім-туысыңыз бар ма? Ия Жоқ

Орташа GPA баллыңызды көрсетіңіз 2.7-3.0 3.0-3.3. 3.3-3.7 3.7-4.0

	Толықтай келісемін	Келісемін	Жауап беруге қиналамын	Келіспеймін	Толықтай келіспеймін
Маған мұғалім мамандығы ұнайды	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мені мұғалім мамандығы қызықтырады	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мен мұғалім мамандығын құрметтеймін	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мұғалім мамандығы мен үшін де, қоғам үшін де өте пайдалы	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Егер тағыда мамандық таңдауға мүмкіндік болса, мұғалім мамандығын таңдар едім	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мен мұғалім ретінде адамдарға дұрыс бағыт беруді мақтаныш санаймын	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мен мұғалімдік қызметте жетістікке жететіндігіме сенемін	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мен мұғалім болғым келеді	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мен мұғалім болатынымды мақтан тұтамын	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мен мұғалімдік мені жақсы жаққа өзгертетініне сенемін	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мен мұғалім болу өз-өзін құрбандыққа шалуды талап етеді деп есептеймін	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мен мұғалімдік жолында кездесетін қиындықтарды жеңе алатындығыма сенемін	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мен мұғалім болуға қажетті талаптармен таныспен	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мен мұғалім болған кезде, көп жұмыс істеуім керекпін деп ойлаймын	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Біздің қоғамда мұғалімдерді құрметтейді	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Біздің елде мұғалімдерге жақсы жағдай жасалған	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Мен мұғалімдікті отбасымның ықпалы әсерінен таңдадым	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Мен мұғалімдікті ең
бірінші таңдаған
мамандығыма өте
алмағандықтан
таңдадым