The Opinions of Male Pre-school Teacher Candidates on their Occupational Preferences: An Analysis in the Context of Gender

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Abstract

This study aims to examine the views of male pre-school teacher candidates about the conditions influencing their occupational preferences in depth. For the purpose, a questionnaire including demographic information and open-ended questions was implemented to 112 male students in the pre-school education department in the 2015-2016 academic year in Turkey. Open-ended questions were asked regarding the causes of choosing the department, the difficulties those encountered in the department selection process and their support, career plans for the future and opinions about the proposals to candidatesdesiring to prefer the deparment. As a result of the qualitative analysis of the reasons for the participants's pereference for the profession, the themes of the research shows that "the bussiness oppurtunities which the profession provides" (n=57, %=34.13), "being interesting in working with the children" (n=51, %=30.54), "being interested in the teaching" (n=21, %=12.57), "prefer the suitable profession in line with the University Entrance Exam score" (n=20, %=11.98), "the guidance of the family and teacher" (n=11, %=6.59), and "uninformed preference" (n=7, %=4.19). And also, it was revealed that the participants were those who supported them (n=61=, %=41.50), obstructed persons (n=60, %=40.82) and those who did not have an influence (n=26, %=17.68) when they preferred the profession. In the analysis of the participants' career plans, the themes were determined as being a teacher in the state institution (n=62, %=37.35), in the private sector (n=5, %=3), being a school director (n=38, %=22.90), establish a private pre-school education institution (n=28, %=16.87), having an academic career (n=28, %=16.87) and having no certain goals (n=5, %=3). In the qualitative analysis of the participants' suggestions to candidates preferring the pre-school education, the themes, such as those who suggest choosing in terms of the interest and the ability (n=74, %=47.74), those who suggest being considered independently of gender (n=62, %=40), those who do not suggest the department for men (n=15, %=9.68), and those who are irresolute (n=4, %=2.58), have been found out. The results have been discussed together with the findings of the similar studies in terms of the gender and the beneficial suggestions for the literature have been made.

Keywords: Pre-school education, early childhood, male pre-school teacher candidates, gender, male gender roles, career choice

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Erkek Okul Öncesi Öğretmen Adaylarının Mesleki Tercihlerine İlişkin Görüşleri: Toplumsal Cinsiyet Bağlamında Bir Analiz

Öz

Bu çalışmanın amacı, erkek okul öncesi öğretmen adaylarının mesleki tercihlerini etkileyen koşullara ilişkin görüşlerini derinlemesine incelemektir. Bu amaçla, 2015-2016 öğretim yılında Türkiye'de Okul Öncesi Öğretmenliği lisans programlarında öğrenim gören 112 erkek öğrenciye demografik bilgileri ve açık uçlu soruları içeren bir anket uygulanmıştır. Açık uçlu sorularla öğretmen adaylarının; bu bölümü tercih etme nedenleri, bölüm tercih sürecinde karşılaştıkları güçlükler ve aldıkları destekler, gelecek kariyer planları ve bölümü tercih etmek isteyen adaylara önerilerine ilişkin görüşleri alınmıştır. Katılımcıların bu mesleği tercih etme nedenlerine ilişkin nitel analiz sonucunda, mesleğin sunduğu iş imkânları (n=57, %=34.13), çocuklarla çalışmaya ilgi duyma (n=51, %=30.54), öğretmenlik mesleğine ilgi duyma (n=21, %=12.57), YGS sonucuna uygun bir bölümü tercih etme (n=20, %=11.98), aile ve öğretmen yönlendirmesi (n=11, %=6.59 ve bilinçsiz tercih (n=7, %=4.19) temaları bulunmuştur. Katılımcılar bölüm tercihinde bulunurken, çevrelerinde kendilerini destekleyenlerin (n=61, %=41.50), engel olmak isteyenlerin (n=60, %=40.82) ve hiç bir müdahalede bulunmayanların (n=26, %=17.68) olduğu ortaya çıkmıştır. Katılımcıların kariyer planlarına ilişkin nitel analiz sonucunda, devlette öğretmen olma (n=62, %=37.35), özel sektörde öğretmen olma (n=5, %=3), yönetici olma (n=38, %=22.90), özel bir okul öncesi kurumu açma (n=28, %=16.87), akademik kariyer planlama (n=28, %=16.87) ve hedefi net olmayanlar (n=5, %=3) şeklinde temalar ortaya çıkmıştır. Katılımcıların bölümü tercih etmek isteyen adaylara önerilerine bakıldığında, ilgi ve yetenek doğrultusunda seçim yapılmasını önerenler (n=74, %=47.74), toplumsal cinsiyetten bağımsız düşünülmesini önerenler (n=62, %=40), erkeklerin bu bölümde öğrenim görmelerini önermeyenler (n=15, %=9.68) ve kararsız olanlar (n=4, %=2.58) olduğu görülmüştür. Elde edilen bulgular, benzer araştırmaların bulguları ile beraber toplumsal cinsiyet bağlamında tartışılmış ve bazı önerilerde bulunulmuştur.

Anahtar Sözcükler: Okul öncesi öğretmenliği, erken çocukluk eğitimi, erkek okul öncesi öğretmen adayları, toplumsal cinsiyet, erkek toplumsal cinsiyet rolü, meslek seçimi

Introduction

Being a woman and being a man are the concepts that have a great deal of meanings into the content apart from the biological sex. These meanings vary from the culture to the culture and from the society to other. What is the similar is that the meanings have been transferred in a learning process to the individuals since the time they were born. The meaning of being a woman and being a man is shaped by social expectations. In addition, the expectations involve individual's roles in social sphere. One of the roles is the 'employee' role. The 'employee role' of the woman and man has been influenced by the gender role and has passed through certain stages until today. Moreover, gender roles have a significant effect in terms of the choice of professions of women and men in human history. It is a known fact that women having specific occupations were forbidden in many countries in the 20th century (Menkel-Meadow, 1989; Schultz, 2003; cited as Berk, 2013). Whereas the women are more related to home and domestic responsibilities, the man is conceptually approved as making money and being out (Morris, 2002).

It can be said that the characteristics attributed to women and men are related to historical process of their work lives. Thoughout the ages, even though the man is seen as powerful in making a decision and holding authority, women's characteristics such as weak, soft and subtle, obedient are found out spectacularly. In today's modern world, although women partially stand in public sphere, the stereotyped features might be said to be currently valid (is likely to be said to be currently valid).Within this context, the borders among the jobs of the man and woman are distinct at present (Kahraman, Ozansoy Tuncdemir & Ozcan, 2015).

The visibility of women and men in social life and their participation level in occupations is determined by the proportion of the gender perception in the society (Okten, 2009).). In many societies, while the gender roles expected from women are household tasks such as looking after children and cooking, males are expected to have business owners, bring home the bacon and use the car during going to a place with the whole family (Morris, 2002). Thus, when women tend to prefer occupations that are more consistent with their family duties, men are more concentrated in the professions that will be promoted to the higher status (Terzioglu & Taskin, 2008). It can be thought that such gender role patterns established in the societies influence the attitudes of the individuals towards the professions as well.

The separation of professions as 'female profession' or 'male profession' on the basis of gender roles can be considered as a communal issue. For instance, it can be predicted that, while some women have pilots in society, and that some are not found in society, related to cultural acceptance. Regardless of the cause, it is clear that the acceptance of gender plays a significant role on people's choice of profession. Some occupations are perceived as male specific while some occupations are perceived as female specific. Examples of women-specific occupations include pre-school teachers, nursing, and hostesses. Women tend to focus more on areas (such as teaching, secretarial, nursing, pediatrics) that can be considered extensions of traditional mother and wife roles (Ersoz, 1997). On the other hand, it is discussed that the professions giving the power, jobs providing to remain in the forefront of and making more money are associated to the men (Kahraman, Ozansoy Tuncdemir & Ozcan, 2015). According to Kmec (2008), women are perceived as being inferior to low-wage, feminine and the lower-status business lines, and men choosing these business lines are exposed to gender stereotyping norms.

THE OPINIONS OF MALE PRE-SCHOOL TEACHER CANDIDATES ON THEIR OCCUPATIONAL PREFERENCES: AN ANALYSIS IN THE CONTEXT OF GENDER

It is estimated that the stereotyped gender roles related to the professions are achieved in the early childhood. As social and communication skills, gaining the homemaking skills and importance of physical attractiveness are educated for the daughters, the boys learns the technical skill, the authoritativeness and the attaching importance to physical power. This situation states the great tendency toward appropriate qualifications, inclination and expectations for the professions in terms of the gender roles. Therefore, the professions the boys and daughters want to be are differentiated based on the gender roles. The vast majority of women are oriented towards occupations wherewomen are heavily involved (Kucukkalay, 1998). This shows that the perception of a job as feminine or masculine can be simply influenced by periodical tendencies. This inclination is also found in the department of the pre-school education. It is a conundrum whether it is difficult for men to prefer this profession to women's preference for pre-school teachers and therefore to be perceived as "women's profession".

Although the numbers of men in the early childhood education in recent years increase, the vast majority of pre-school teachers are still women. According to the statistics of the Ministry of National Education of the year 2015, the number of male teachers in pre-primary education institutions is 3,871 while the number of female teachers is 68,357. Therefore, the rate of male pre-school teachers in Turkey is 5.36%. According to that, the number of female teachers is approximately 18 times that of male teachers.

Having looked at the condition of male pre-school teachers around the world, in Turkey, the rate of the male pre-school teachers is higher than many countries' (Sak, Kizilkaya, Yilmaz & Dereli, 2015). The statsitics in 2010 cite that the proportion of male preschool teachers is less than 1% in 17 countries of the 27 European Union member countries (Oberhuemer, Schreyer, & Neuman, 2010). It is predicted that the approximate 90% of the teachers working at the pre-school education institutions is female (Europan Trade Union Committee for Education [ETUCE], 2012). The proportion of male teachers in pre-school education is 2.3% in the United States (Bureau of Labor Statistics, 2011). There are publications showing that this ratio is 6% in only Japan (Taguma, Litjens & Makowiecki, 2012 cited from Sak, Kizilkaya, Yilmaz & Dereli, 2015). Sak and colleagues cited in 2015, in over a 10-year period, although the rate of male preschool teachers in Turkey seemed to be small in number, a momentous increase of about 25 times has been observed. Turkey is not only separated from the other countries by the increased rate but also differs by the spontaneous emergence of this increase. When the governments and non-governmental organizations try to enhance the rate of the male pre-scholl teachers by the campaigns and practices in some countries, the process develops naturally in Turkey.

Gender discrimination on the opting for the profession gradually decreases and both woman and man can be seen to work in all professions (Anliak & Beyazkurk, 2008). In Turkey, the pre-school teaching seen as "female specific" has dwindled away in recent years. In the social media, there are groups such as "male pre-school teachers", "pre-school teachers- male students'. Therefore, the opinions and experiences of men who prefer pre-school teachers are meaningful in order to understand gender effect.

Nowadays, when the women and men works in any professions, it is a known fact that the higher education departments have the non-normally distributed departments in terms of the sex. It is seen that while the number of the girl students in the engineering departments is less than the boys, the number of the female students in both nursing and early childhood education is more. This condition results from the choice of the students. In general, it can be

said that the male students are less likely to prefer the pre-school teaching education than the female students. Though the reasons for this situation are wondered; It is clear that it is a direction originating from gender bias. Despite not being a scientific reason, a paramount people think that the early childhood education is a female profession. However, the stereotypes related to gender can damage the male students selecting, being interested in and talented for the early childhood education. As a result, the aim of the study is the analyzing deeply the opinions of the male teacher candidates studying at the pre-school education. The opinions of the male teacher candidates about the reasons for the selecting the profession, the difficulties encountered, getting the support and the future plans; is aimed to learn. To this end, several questions were asked to participants about the demographic information as well as the reasons for choosing the pre-school education, what they have experienced in the process of choice and their future expectations. The observed situation on the society: 'how the gender affect the male students studying for pre-school education', is the topic of the study.

Method

Participants

The participants are 112 male students studying pre-school education at different universities in Turkey. The distribution of the universities where students study is presented in Table 1.

Table 1. *Distribution of universities where participants study*

University	n	%	University	n	%
Hacettepe University	7	6.3	Yildiz Technical University	3	2.7
Cukurova University	6	5.4	Ataturk University	2	1.8
European University of Lefke	6	5.4	Bahcesehir University	2	1.8
Mersin University	6	5.4	Cumhuriyet University	2	1.8
Mugla Sitki Kocman University	6	5.4	Dumlupinar University	2	1.8
Anadolu University	5	4.5	Karadeniz Tecnical University	2	1.8
Marmara University	5	4.5	Kirikkale University	2	1.8
METU	5	4.5	Mus Alparslan University	2	1.8
Pamukkale University	5	5.4	Necmettin Erbakan University	2	1.8
Adiyaman University	4	3.6	Trakya University	2	1.8
Dokuz Eylul University	4	3.6	Adnan Menderes University	1	0.9
Ege University	4	3.6	Afyon Kocatepe University	1	0.9
Gazi University	4	3.6	Ahi Evran University	1	0.9
Giresun University	4	3.6	Canakkale Onsekiz Mart University	1	0.9
Abant İzzet Baysal University	3	2.7	Dicle University	1	0.9
Bulent Ecevit University	3	2.7	Eastern Mediterranean University	1	0.9
Kocaeli University	3	2.7	Istanbul Aydin University	1	0.9
Sinop University	3	2.7	Cyprus International University	1	0.9
		Total number of participants: 112			

While trying to reach the participants in the research process, it has been learned that the number of male students in the department of pre-school education in universities is low in general. For instance, in a large state university in Ankara, staff in the department of pre-

school education reported that there were a total of 7 male students at four grade levels in education period of 2015-2016. The similar situations were also encountered in other universities interviewed by the researshers. In addition, some of the students may not continue their education. Thereby, it was difficult to reach a diversified sampling. The participant's demographic information is showed in Table 2.

Table 2. *Demographical characteristics of participants*

		n	%
Age	19	3	3
	20	24	21
	21	19	17
	22	29	26
	23	21	19
	24+	16	14
Mother's profession	Housewife	96	86
	Nursing	3	3
	Worker	3	3
	Retired	2	2
	Other professions	7	6
Father's profession	Retired	26	23
	Artisan	11	10
	Farmer	10	9
	Civil cervant	17	15
	Freelancer	9	8
	Worker	17	15
	Unemployed	3	3
	Other professions	19	17
Class Level	1st grade	20	17.5
	2nd grade	36	32.5
	3rd grade	24	21.4
	4th grade	32	28.6
The place where the most of life is experienced	Metropolis	32	28.6
	City	27	23.8
	County	37	33.3
	Village	16	14.3
Mother's level of education	Illiterate	17	15.1
	Primary school graduate	63	56.3
	Secondary school graduate	11	10.1
	High-school graduate	15	13.5
	Bachelor	6	5
Father's level of education	Illiterate	6	5
	Primary school graduate	44	39
	Secondary school graduate	13	12
	High-school graduate	34	30
	Bachelor	15	13.5
	Master's degree	1	1
The order of preference of this department (after univ. entr. exam)	First preference	44	39
	In the top 5 preferences	30	27
	In preferences after 5	38	34

Procedure

Initially, previous studies and instruments related to the topic were investigated by the researchers. The semi-structured interview form including the demographic information and four open-ended questions was created in order to gather the information from the participants. In order to obtain demographic information in the interview, the students were asked about their ages, class level, the order of preference, where the most of the life is experienced, their mother's and father's profession and educational level. The open-ended questions in the interview are "*What were the causes of choosinng this department?*", "*Which difficulties and supports did you encounter during choosing for this department? "Which professions do you plan to work in the future?*", "*What are your suggestions for students who ask to choose this department?*". With this questionniare, 112 male students studying in pre-school education programs in Turkey were applied. The other participants suggested by the volunteer participants who agreed to answer to the questionniare, were reached and their opinions were evaluated. Therefore, the convenience sampling and snowball sampling method (Yildirim & Simsek, 2013) were utilized for reaching 112 participants in the study.

Measures

The content analysis method was used in the analysis of the data. It was tried to identify the data and to reveal the facts which might be hidden in the data, by means of the content analysis (Yildirim & Simsek, 2013). Each expression of the answers given to open-ended questions formed the unit of analysis of the research. Thus, if a participant has multiple responses to open-ended questions, each can be considered separately. After data collection was completed, the entire data was read and coded. The themes that can explain the data at the general level based upon the codes, and collect the codes under the certain categories, are determined (Yildirim & Simsek, 2013). After reading and coding the data set in this way, the data set was examined independently by researchers in order to ensure consistency. Thus, the generated codes and themes are reasssessed, and than the revisions were done as agreed upon. A conceptual framework has been reached for each open-ended question by defining themes. After steps, the frequency of the each theme was determined from the answers which the participants gave to the questions asked.

Findings

In this section, qualitative analyzes of the reasons for choosing this occupation by participants, their support and the difficulties they encountered in participating during selecting the department, and their suggestions to future prospective career planners and students who want to choose the profession are presented.

1. The Qualitative Analysis of the Reasons for the Participants' Preference for The Profession

The qualitative analysis of the reasons for the participants' pre-school teaching preferences and the number and percentage of the themes and themes reached are presented in Table 3.

Table 3. *The Reasons why participants choose this profession*

Reasons	%	n
The business opportunities	57	34.13
Interest in working with the children	51	30.54
Interest in the teaching profession	21	12.57
The suitable profession in line with the university entr. exam score	20	11.98
The guidance of the family and teachers	11	6.59
Uninformed preference	7	4.19

As seen in the table, 34.13% of the male teacher candidates prefer this profession because of the bussiness opportunities. 30.54% are interested in working with children. 12.57% are interested in the teaching profession, 11.98% are suitable for the profession in line with the University Entrance Exam score score, 6.59% select due to the guidance of the family and teachers, and 4.19% have the uninformed preference.

The some striking expressions regarding the causes the participants choose the pre-school teaching education are presented below with a direct quote:

Theme of the business opportunity: *"I did not prefer this profession fondly. It was a popular job then as now. I prefered it due to prospective advantages. It becomed very affective because of the high probability of job opennings and assignments."*

The theme of interest in the teaching profession: *"The fact that the teachers have a big role in the progress of the society and the role becomes more important as the age adressessed is smaller."*

The theme of the suitable profession in line with the university entrance exam score: *"My exam score is the only reason for my election."*

The theme of the guidance of the family and teachers: *"It is not a profession that I like. I choosed it, because my school counselor and my family supported it. They confronted me with the fact that if I choose other professions I will be unemployed. And I found myself here- in this department."*

2. The Qualitative Analysis of the Participants' Difficulties and Supports During Preferring the Department

The qualitative analysis of the participants' difficulties and support they received during preferring the pre-school teaching was presented in the table 4. The origin of the supporters and the obstacles is discussed in the theme. The numbers and percentages related to the theme are presented in the Table 4.

As seen in the table, 34.70% of the students prefering this department were supported by their families and relatives; 6.80% from the environment (teacher, friend, etc.). 28.57% of the students opting for the department stated that their families and relatives did not support and 12.25% of them said that the environment (teachers, friends etc.) prevents themselves.

Table 4. *The participants' difficulties and supports during preferring the department*

During preferring the department	n	%
The supporters		
The family, relatives	51	34.70
The envinroment (teacher, friend etc.)	10	6.80
The obstacles		
The family, relatives	42	28.57
The environment (teacher, friend etc.)	18	12.25
The neutral people	26	17.68

The some of the striking expressions about the difficulties and supports that participants have encountered in choosing the pre-school teaching are directly addressed below:

The theme of the supporters (the family): *"My family supported me. They always support me because they believe that I will make the right decision for myself."*

The theme of the supporters (the teacher*): "I had the doubts, but I selected without hesitation while my teacher said that you could easily do it."*

The obstacles (the family): *"My father and elder brother tried to prevent in the belief that men should never be a pre-school teacher."*

The obstacles (the friend): *"My parents don't know much about my job as well as the these things, they are not interested in that, but my friends were very opposed and said that it was a profession which "female specific"."*

A significant point observed in participants' responses in the study is; in the theme of those who want to prevent, the reasons for the blocking are completely gender-related. It is understood that in general in the process of choosing a profession, the male students are under pressure because of that this profession is a "women's profession" andin order to not choosing the profession

3. The Qualitative Analysis Regarding Participants' Targeted Status

The number and percentage of the themes and the themes reached by the qualitative analysis of the status of the participants in the future were presented in Table 5.

Table 5. *The qualitative analysis regarding participants's target status*

Target status	n	%
Being a teacher		
In the public schools	62	37.35
In the private schools	5	3
Being school director	38	22.90
Establish a private pre-school institution	28	16.87
Having an academic career	28	16.87
Those who have no certain goals	5	3

As seen in the table 5, 37.35% of the male teacher candidates aim to be teachers in the public schools, 3% of those desire to be a teacher in the private schools; 22,90% of those want to be school director; the goal of 16.87% is establish a private pre-school education institution (kindergarten, ets.); 16,87% purpose to pursue their academic career. 3% of them have no certain goals. The some striking expressions of the status of the participants for the future are demonstrated below with the direct quotation:

The theme of being a teacher in the public schools: *"I want to be appointed as a teacher for the first time."*

The theme of being a teacher in the private schools*: "I first think of teaching a private institution to learn profession thoroughly."*

The theme of being a school director: *"I am planning to work as a manager at the school."*

The theme of establish a private pre-school education institution: *"I think I will found my own school and continue as a teacher."*

The theme of having an academic career: "*I aim to be an academican at the university."*

The theme of those who have no certain goals*: "I can not say anything clear. If i do not want to practice my profession and also if my health condition is available, maybe I can be a police or a soldier".*

4. The Qualitative Analysis of The Participants' Suggestions to Candidates Preferring The Pre-School Education

The qualitative analysis of the participants' suggestions to candidates preferring the pre-school education and the number and percentage of the themes and themes reached are presented in Table 6.

Table 6. *The qualitative analysis of the participants' suggestions to candidates preferring the pre-school education*

Suggestions	n	%
Those who do not suggest the department for the men	15	9.68
Those who suggest to act independent from the gender roles	62	40
Those who suggest choosing in terms of the interest and the ability	74	47.74
Those who are irresolute	4	2.58

As seen in the table, 9.68% of the students do not suggest the department for men. 40% suggest to act independent from the gender roles. 47.74% suggest choosing in terms of the interest and the ability. 2.58 % of the participants are irresolute about the issue. The some of the striking statements about the participants' suggestions to candidates preferring the pre-school education are presented below, with a direct quote.

Those who do not suggest the department for the men: *"I think they should not prefer or they should prefer if they are sure of it. If it is possible, they should visit a pre-school. I don't think that they prefer after visiting."*

Those who suggest to act independent from the gender roles: *"I think, nowadays there isn't any difference between woman and man. I have learnt it from my family all the time. There is only human. Let you prefer this profession (as a suggestion); there are not the gender discrimination in the profession anymore; and if a woman succeeds in being an engineer, also a man can succeed to be a preschool teacher. The only reason why this department is not preferred by the men is that I think there is no advertisement for choosing and there some who do not know that the men can opt for the division."*

Those who suggest choosing in terms of the interest and the ability: *"I recommend they do not come by thinking to greduate easily and the assignment possibility of the division is high. I suggest, only if they love this profession and believe to do. I suggest, if they love children and relax in a noisy environment as well as having the belief they will provide the classroom management. They shouldn't choose, if they are not willing enough. This profession is not a profession to love afterwards."*

Those who are irresolute: *"I do not know what is recommended. I am undecided. I do not regret being here, but I have some worries".*

The sincere proposal of the one of the participants to those who wish to prefer this profession is presented below as well as related to the general purpose of the research:

"I do badly at pre-school education. If you believe you can do, not think twice about it. Don't forget, the cleanest part of the society will be your pupils. The education you give them will influence the society. I take a dislike to doing this job because of my incompetence and personal traits. You should decide whether you prefer or not this profession by analysis your own skill and personal traits."

Conclusion, Discussion and Recommendation

That the women mostly work in the profession such as the pre-school teaching and nursing leads as if these professions are unique for the woman, and prepares the ground for the men to face the gender inequalities (Niles & Harris-Bowlsbey, 2013). According to the statistical data of the Ministry of National Education for the years of 2015-2016, 18,083 teachers are working in the pre-school education institutions; 307 of the total number are men; 17,776 are women. In the light of this information, the pre-school teaching is confronted as a profession in which the representation of the woman and the man is not equal.

Just as in many societies, women in Turkey also need to work in the professions with the maternal features such as teaching, nursing, hostess, and services; It seems appropriate for men to work in jobs such as engineering, contracting, directorship / governorship and politics that require greater independence, power, and leadership (Kandiyoti, 1982). In the

research, it is wondered what men's motivational resources, which can overcome such social norms, affect the vocational selection process. The one of the outstanding results of the study relates how the men prefer the pre-school teaching. The findings focuses on "the opportunities of the profession" and "the interest in working with and care for the children". A similar result is encountered in different researches made in the recent years. Cruickshank (2012), who compiled research on why men chose the early childhood teaching, cited that they have reached the outcome of their choice, just like their female counterparts, with a desire to make a difference in the children's lives, to prepare them for a good education and to be a good role model for the children. It is a significant motivation to opt for this profession as it can be predicted to love and care for the children. However, it is necessary not to overlook the such spesific social-economical factors of Turkey. While preferring this occupation, it is seen that the participants choose mainly (34%) thanks to the labor-job protection of the profession. The high possibility of working in the state institutions etc. This suggests that it may face a re-biased picture in terms of the gender if the profession of the early childhood teaching loses the such advantages.

Another important finding of the study concerns the targeted status. It is also noted that the statues targeted by the participants are more masculine perceived statutory. The teacher candidates have expressed their preference mainly to be principals in the institutions and to work in administrative positions when they will work. Even the majority of those declaring to be teacher in the state were hit by what they see as a stepping stone to the administration of teaching. Therefore, they estimate their future as a manager rather than a teacher. In addition, this suggests that they imagine positions that are more masculine in comparison with the teacher in the society. The common findings are also founded in the results of the varied investigation. In the study by Smith (2004), it is stated that they also tried to specialize in certain areas as a way for the male pre-school teachers to differentiate themselves from their female colleagues and to appear more masculine at the same time. It is cited that these fields are especially sports and the technological knowledge. Consequently, the male pre-school teacher candidates may not completely reject the gender bias regarding their profession in their societyThose may be directed to the business lines, which the society have approved based on their own gender roles. It is controversial whether the some of the participants have the conception of the latent sexism (Benokraities & Feagin, 1995), which means "to indicate that women and men are equal, but to see many behaviors that ignore this equality as normal". Even if they indigenize the existing mold judgements, wanting to be a manager can be a way of reducing the pressure on themselves.

The stereotypes related to the gender influence the choice of the profession of both men and women. Unremarkably, it is expected that the men are more ambitious and success-oriented. It may even be thought that the men in the professions the women prefer more seen feminine (Lease, 2003). The patriarchal understanding in Turkey can sense being homosexual and feminine as a threat to the heterosexual manhood. According to the results of the research, it can be considered that that if the male students have the gendered stereotypes directed towards themselves, they turn to socially masculine business lines in the name of not being feminine. This situation shows that they feel pressure; in other words, it is possible that they feel "stereotype threat" (Sears, Taylor & Peplau, 2016) on themselves. Stereotype threat can defined as a situational misconduct in which people feel themselves to be at risk of conforming to stereotypes about their social group. And may be the participants experience masculine gender role stress (Eisler, Skidmore & Ward, 1988) which mean that male gender-role identification affects whether specific situations are appraised as stressful.

In this context, it may be useful to measure the masculine gender role stress level of male pre-school teacher candidates with a valid instrument (Bayar, Haskan Avcı & Koç, 2018).

Another result of this research is the increase in the number of the men who prefer pre-school teachers and do not perceive as a profession of the women. In general, is is understood that the expressions of the students become quesioning and criticizing the gender stereotypes. Even if they study only in this profession, they may be reducing the stereotype of the students. Furthermore, the expression of the students show that the acceptance of the male pre-school teachers increases throughout the society. The studies related to the nursing profession, which shares a similar view with the early childhood teaching in terms of the gender distribution, also relfects common situations. In a survey conducted by Kaya, Turan & Ozturk (2011) on 1482 people in order to determine the male nurse image in Turkey, 71,4% of the individuals know that men can also do nursing in Turkey; 62,6% said that nursing is a profession that both women and men can do; 71,7% stated that nurses' sucsess in their practice was more significant than the sex. It can be considered that the spereotypes regarding the gender related to the occupations in Turkey decrease with time on the occasion of the such studies' promosing results.

The suggestions that can be presented by way of the result of the research are also mentioned. In Turkey, it is explained to the students on the eve of their profession that the jobs such as the pre-school teaching, nursing and the child development are not "women's occupations" and aimed at the female. The findings of the researches can be showed to male high school students who want to the pre-school teaching. Moreover, the male students' first word of the mouth will be more effective as a peer. Particularly in this search, the direct expressions of some participants seen as an alarm and offer realistic ideas to the candidates wishing to opt for this profession. In addition, the projects may be produced in order to bring together candidates who wish to select with those performing this occupation.

As a result of the research, it is understood that there is a need for countrywide efforts to reduce gender bias. The students attending the pre-school teaching education programs in different parts of Turkey participated in this study. It can therefore be assumed that a significant portion of the participants were able to enroll in this department by overcoming the gender-related environmental obstacles or the stereotypes tending towards themselves. However, many students who have not been able to overcome the obstacles and have become the victims of the stereotypes should not be overlooked. There might be so many youngers who have a sense of social gender oppression notwithstanding their interest and abilities are in this direction. Hence, there is a requirement for the studies to creating awareness of gender issues. It gains the importance that the increasing the number of the projects such as "ETCEP" (co-financed by the European Union and the Republic of Turkey), "Honey Bees are Becoming Engineers" and the being made more inclusive by increasing. The more awareness about gender impact can be achieved for male high school students in choosing a profession. If the research findings indicate that the most critical obstacles faced by the students are related to gender and originated mostly from the family, it is more particularly showed that the projects involving the teachers and the mothers are the necessity.

Additionally, a finding that emerges as a result of the research is concerned with not loving this profession by the teachers but about their choices in terms of the job opportunities. However, this condition should be considered as a concern of the society. The tough jobs such as the child care and eldercare are difficult to perform without the interest. Moreover, these areas are vulnerable to exploitation and neglect, as they are thought to be in

a position where the caregivers are weak and needing the help.Therefore, the research underlines that the realistic information should be given to the students wishing to prefer the profession only due to their job opportunities and it is critical to establish a consciousness regarding the contents and the difficulties of the work in the society. It is a need for a scientifically based vocational guidance understanding that promotes them in all aspects and helps individuals to recognize their interests and different values, rather than understanding their career counseling in a shallow field and assessing the occupations only with job parameters. In vocational guidance services, it is extremely crucial that the techniques of individual recognition are utilized to help the students identify their interest and talents before they reach the latest stage.

It is thought-provoking that a significant proportion of the participants aims to become managers at the schools in the future. Nowadays, when the rates of administrators and teachers working in schools are evaluated, it is obvious that the fewer people can take part in the school management in the future. Thousands of teachers, men and women from the varied branches are appointed to the state institutions each year. In the study, it is clear that all of the students who purpose to "be an administrator" might not be "an administrator". It is very important to inform students realistically who want to opt for a career with such expectations. Especially during the period of the preference and in general while the vocational selection progress, the school counselors and career counselors need to illuminate the students on the unrealistic perceptions and expectations.

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