Investigating Why Prospective Teachers Select Teaching Profession From Critical Theory Perspective

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ABSTRACT : *Critical Theory has defined phenomenon of school as an objective setting ensuring permanence and preservation of the legal ideology in society. In this regard, it is assumed that prospective teachers select teaching profession based on the specific social ideologies derived from educucational policy in which they were raised. This study aims to investigate which social ideologies lead prospective teachers to choose teaching profession, which powers affect prospective teachers to be a teacher, and how – in which way their choice of profession results in social change. Therefore, 58 prospective teachers' choices of profession have been examined in the context of Critical Pedagogy. The study has been designed as a qualitative research; particularly following phenomenogical study framework. Participants were determined to criterion sampling requiring the participation of 1st year undergraduate students who chose teaching profession after the university exam in the 2022 – 2023 academic year. Data were gathered through semi-structured interview technique. Content analysis has been used to reach findings. According to findings, prospective teachers' choice of profession has been led by gender inequality, social pressure, and injustice. Therefore, their choice of teaching profession has centered on six social ideologies including "social belief-based choice of profession (SBBCP), academic achievement-based choice of profession(AABCP), gender-based choice of profession(GBCP), economy-based choice of profession (EBCP), social change-based choice profession (SCBCP), and inequality of opportunity-based choice of profession (IOBCP).*

KEYWORDS- *Choice of Profession, Critical Theory, Prospective Teacher.*

I. INTRODUCTION

The teaching and learning phenomenon is ontologically a very complex action. The phenomenon's conceptual integrity is commonly comprisedof a wide range of elements such as management, educational initiatives, stakeholders, contextual elements, objectives, input-output, mental processes, and technology. Due to its complex presence, the teaching and learning phenomenon might be resembled to a massive patchwork piece that requires effort, has no boundaries, and consists of various colors and shapes.

The complex nature of the phenomenon necessitates the need for individuals with specialized knowledge, skills, and expertise for its effective realization (Özmen, 2014). In this respect, teachers can be defined as a complementary element of a good patchwork of teaching and learning phenomena. Teachers have serious responsibilities in providing quality education, helping students comprehend the knowledge appropriate to the curriculum; displaying the right behavioral standards as role models; creating a safe, rich, and productive classroom environment; and supporting students' social, emotional, and academic needs (Bonney et al., 2015).

The inability of teachers to fulfill these responsibilities means the emergence of a meaningless and useless picture in terms of the needs of the 21st century.

Furthermore, teachers are strategic actors at the center of serious expectations for social development. Özden (1999) underlines that teachers play a leading role in the development of a country, training qualified manpower, ensuring peace and social harmony in society, socializing individuals and preparing them for social life, and transferring the culture and values of society to younger generations (p.9). Oğuzkan (1998) defines the responsibilities of teachers in three ways. These include the teacher as an enlightened member of Turkish society, the teacher as an alert member of the world community, and the teacher as a competent member of his/her profession. These three definitions reveal the strategic importance of the teaching profession.

One of the starting questions of this study is: What factors determine the quality of a profession that has such a significant impact on a country's future? The effective performance of the teaching profession, which requires professionalism, depends on many factors. The effectiveness of teacher training programs, in-service training, techno-pedagogical literacy, and many other factors can be listed. However, the most fundamental factor underlying the quality of the teaching profession is why teachers choose this profession, since the society in which individuals grow up and their characteristics are among the most important factors affecting their choice of profession (Holland, 1997). Among the reasons for preferring the teaching profession, there are seeing one's character as suitable, finding oneself academically competent in this field, and the sanctity attributed to the profession of teaching (Kılınç, Watt & Richardson, 2012).

Considering the literature, it is emphasized that prospective teachers' reasons for choosing the profession and their expectations from the profession play an important role in ensuring their professional development (Hacıömeroğlu & Taşkın, 2010; Tataroğlu, Özgen, & Alkan, 2011). The prospective teacher's positive attitude towards his/her profession, evaluating whether the profession is suitable for his/her personality traits while making a choice, and having extensive knowledge about the profession will ensure that he/she will be a qualified teacher in the future. Moreover, a consciously chosen profession helps the individual to change psychologically and sociologically in a positive sense and thus to reach professional satisfaction (Kuzgun, 2008).

Due to the aforementioned importance of consciously choosing a profession, it is evident that researchers have been writing postgraduate theses in different branches for about 30 years in Turkiye (Koç, 1991; Dağ, 2010; Kaygısız, 2021). Likewise, there are many academic studies on this subject in the international literature (Lam, 2012; Wang & Houston, 2021; Watt, Richardson, Klusmann, Kunter, Beyer, Trautwein, & Baumert, 2012). However, it has been determined that the majority of the studies are centered on the same conceptual framework.

Studies indicate that intrinsic, extrinsic, and altruistic motives are effective in an individual's choice of teaching profession (Balyer & Özcan 2014; Moran, Kilpatrick, Abbot, Dallat & McClune, 2001; Thomson, Turner & Nietfeld 2012). Intrinsic motivations are natural aspects related to the individual's desire to teach, the meaning of teaching for him/her, and his/her knowledge and expertise in the subject. A person's interest in and passion for a particular teaching field or activity is one of the reasons for choosing the teaching profession. The ability to educate individuals and the desire to use this ability can lead to a preference for the teaching profession. Extrinsic motives include aspects such as status, salary, vacations, and working conditions. Some individuals pursue the teaching profession because their families or society approve of or recommend it. The salaries and benefits of the teaching profession can be an important extrinsic motive for some individuals. Job opportunities and the conditions of the teaching profession may lead individuals to choose teaching as a profession. Altruistic motives include the perception of teaching as a valuable profession, the individual's desire to make a difference in teaching, and the desire to contribute to the development of children. Some individuals choose the teaching

profession out of a desire to serve. Teachers are active in this field because they have the opportunity to change the future of society. Some people decide to become teachers because it gives them the chance to strive toward educational justice and freedom. Teaching is considered a profession that is respected in society. Therefore, acquiring social prestige may be a common altruistic motive for choosing teaching as a profession.

Considering the scientific studies on prospective teachers' career choices, it is generally seen that studies have been conducted on the types of motivation and professional attitudes that affect prospective teachers' career choices (Bursal & Buldur, 2015; Çermik, Doğan, & Şahin, 2010; Ekinci, 2017; Kılıç, 2022). These studies mostly seek answers to research questions based on positivist research philosophy within the traditional paradigm of the social sciences. However, recent discussions on what reality is and its qualities in the social sciences have led to the emergence of new theories in the social sciences, including the educational sciences. One of these theories is defined as Critical Theory.

Critical Theory is historically based on the ideas of the Frankfurt School founded in Germany (Hansen, 1993; Turan, 1999; Tezcan, 2005; Bakız, 2004). It is a form of social criticism against institutionalized oppression and inequality. The aim of Critical Theory is to question the presence or absence of social justice in the realization of any phenomenon or event in a society (Demirtaş & Özer, 2015; Freire, 1998). It aims to create a free society by addressing social problems and creating a subject of discussion in political, cultural, historical, philosophical, and sociological fields (Gülenç, 2015). Critical theory is a theoretical approach widely used in education and many other social fields. Examining prospective teachers' career choices in the context of critical theory can provide us with an understanding of the characteristics such as the educational system, social structures, power relations, and inequalities that underlie the phenomenon of career choice. For this reason, the main aim of this study is to determine the social ideologies behind the career choices of prospective teachers who choose the teaching profession; the forces that are effective in prospective teachers' career choices; and the social change/inequality that their choices bring about and in which direction.

Critical theory offers a framework for seeing how social structures, power relations and ideologies influence educational and industrial choices. Therefore, examining prospective teachers' career choices from a critical perspective can provide a better understanding of their social context and their fundamental role in the education system. Therefore, this study is considered an original study that aims to examine the reasons for prospective teachers' career choices in the context of a new paradigm. In addition, it is thought to provide a new conceptual framework for the reasons for prospective teachers' career choice in the context of Critical Theory. This conceptual framework is important in terms of defining the social ideologies, inequalities, and forces behind career choice.

II. METHOD

2.1. Research Method

The method of this study is qualitative research based on the interpretive paradigm. The phenomenology design (phenomenology) was used in the study as it was aimed at revealing the meanings in the experiences.

Phenomenology has emerged as a research approach and a field of philosophy. This study design, which is a whole with the paradigms of philosophy and psychology, has been included in the social sciences (Ersoy, 2019). Phenomenology research explains the experiences of individuals about a concept or phenomenon with a qualitative research approach (Creswell, 2009). Phenomenology research investigates people's reactions to events and the reasons behind them. Therefore, the main reason for phenomenological research is to determine the similarity underlying the similar reactions of individuals to the same events and to try to make sense of this similarity (Fraenkel, Wallen & Huyn, 2012).

The aim of interviews with individuals is to reveal their experiences and meanings about phenomena. This study is phenomenological research because it is based on the comments of the first-year prospective teachers of the

Faculty of Education who have chosen the teaching profession about the reasons for choosing the teaching profession, the main force that influenced their choice, and the social change that occurred as a result of choosing the teaching profession.

2.2. Participant

This study was carried out with 35 elementary, 11 science, and 12 social sciences prospective teachers studying at Ağrı İbrahim Çeçen University, Turkiye. The mean age of the students is in the range of 18-23 years. In determining the participants, the criterion sampling technique, one of the purposeful sampling types, was used. For this reason, they were selected on the basis of volunteerism among the first-year prospective teachers who had just experienced the decision to choose the teaching profession in the 2022-2023 academic year.

2.3. Data Collection Process

The data collection process in phenomenological research involves interviews with people who have experienced the same phenomenon or event. In addition, various data obtained after a literature review such as observation processes and documents, constitute the data of phenomenology research. In phenomenology research, data collection tools include records kept during the research process, notes kept by participants, biographies and autobiographies, photographs, and video recordings (Creswell, 2018).

We collected the data for this study using semi-structured interview questions. We first conducted a literature review before formulating the interview questions. The researchers created the interview questions after conducting the literature review and finalized them with the input of field experts. Participants were asked the questions in the interview form, and data was collected online and face-to-face.

A pilot scheme was conducted with approximately 37 prospective teachers in the fall semester of 2022-2023 academic years. An interview form with three questions was applied to the prospective teachers. Following the pilot scheme, we determined that the interview questions did not adequately convey the prospective teachers' in-depth career choice experiences. The interview questions were reorganized as follows with the expert opinion:

1. The question "Why did you choose the program?" has been changed to "1. Can you write your story of choosing the teaching profession?" (Explanation: We ask for your personal story that led you to the teaching profession.).

2. The question "What does being a teacher mean to you?" has been changed to "2. What do you personally think that becoming a teacher will contribute to yourself and your environment?" (Explanation: We are curious to know how the teaching profession will change you in every aspect.).

In the spring semester of the 2022-2023 academic year, the opinions of prospective teachers were collected via e-mail, face-to-face, and WhatsApp applications through a semi-structured interview form.

2.4. Data Analysis Process

In phenomenological research, in order to understand the phenomenon, two important processes need to be carried out while analyzing it. These are phenomenological reductions and creative transformations. Phenomenological reduction is the elimination of unimportant, irrelevant, and repetitive data. Creative transformation is the process of reaching the essence of the information experienced by the participants (Moustakas, 1994, cited in Ersoy, 2019).

Therefore, we conducted some validity and reliability studies to enhance the credibility of the research findings. Content analysis is the process of analyzing the data collected for research by bringing together certain codes and categories (Yıldırım & Şimşek, 2016). The transcripts of the participants' answers to the research questions were provided, and after the researchers analyzed the data together, categories were formed and frequency and percentage values were determined. The direct opinions of the students were included during the data analysis.

2.5.   Validity and Reliability of The Study

The most important point in accepting and increasing the quality of scientific research is the validity and reliability of the research. The data collection tools used in the collection of research data, research method, and data analysis affect validity and reliability (Creswell & Miller, 2000). Therefore, researchers conducted some validity and reliability studies to enhance the credibility of the research findings.

First of all, the necessary permissions were obtained prior to starting the research, and then the research data were collected. In order to increase the credibility of the research, expert opinion was frequently sought. Therefore, different experts re-evaluated the data at certain intervals, especially during the analysis process.

The other factor in ensuring the validity and reliability of the research is to make sure that the participants are voluntary, interested, and willing to contribute to the research. These steps were taken to ensure the credibility of the research. In addition, it is necessary to spend the time required for data collection and analysis before and after the research. We ensured all these crucial points by exercising the necessary care throughout the research process. In addition, the researchers reviewed the data obtained from the research result and created codes in order to increase validity and reliability. The codes and data were examined by a different expert, and the researchers and the expert reached a consensus as a result of their examinations. The consistency of the research findings was established and the findings were confirmed both through the participants and the literature. An in-depth review of the literature was conducted, and the data were analyzed by more than one researcher. Transparency of the data is important in ensuring the validity and reliability of qualitative research. Direct quotations from prospective teachers' answers supported the findings.

III.   RESULTS

This section presents the social ideologies that are effective in prospective teachers' choice of teaching profession, the reasons for prospective teachers' choice of profession belonging to each of these social ideology themes, the main power behind these reasons, and the inequality situations that cause the choice of teaching profession.

Table1.
Social ideologies influencing prospective teachers' choice of teaching profession

Themes
Social Belief-Based Choice of Profession (SBBCP)
Academic Achievement Based Choice of Profession (AABCP)
Gender-based Choice of Profession (CBCP)
Economy Based Choice of Profession (EBCP)
Social Change Based Choice of Profession (SCBCP)
Inequality of Opportunity Based Choice of Profession (IOBCP)

Table 1 shows the social ideologies influential on prospective teachers' choice of teaching profession. Based on the information given by prospective teachers, 6 basic ideologies are effective in their choice of profession. These are social beliefs, academic achievement, gender, economy, social change, and inequality of opportunity between professions. Table 2 presents the frequencies and percentages of the social ideologies that are effective in prospective teachers' choice of profession, according to branches.

Table 2.
Frequencies and Percentages of Social Ideologies Affecting Prospective Teachers' Choice of Profession by Branches

	Classroom Teaching (35)	*Science Teaching (11)*	*Social Studies Teaching (12)*

Themes	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Social Belief-Based Career Choice (SBBCP)	25	% 67.5	7	% 77.7	11	% 91.6
Academic Achievement Based Career Choice (AABCP)	12	% 32.4	6	% 66.	0	
Gender-based Career Choice (GBCP)	3	% 8.1	1	% 11.1	0	
Economy Based Career Selection (EBCP)	2	% 5.4	2	% 22.2	1	% 8.3
Social Change Based Career Choice (SCBCP)	8	% 21.6	2	% 22.2	7	% 58.3
Inequality of Opportunity Based Career Choice (IOBCP)	12	% 32.4	3	% 33.3	1	% 8.3

Table 2 shows the frequencies and percentages of the social ideologies that are effective in prospective teachers' choice of profession, according to the branches. The table shows that social beliefs, academic achievement, and inequality of opportunity are the most influential social ideologies in pre-service classroom, science and social sciences teachers' choice of professions, respectively. Sample answers given by prospective teachers about why they chose this profession;

S_1: "*I wanted a profession where I would be more free (**IOBCP**) but I could not succeed. The university entrance exam period (**AABCP**) was incredibly difficult for me. Despite achieving better results in exam, I chose this department based on my future prospects and circumstances in effect of my destiny (**SBBCP**). Of course, my beloved brother (**Socio-cultural pressure group**) also had an influence on this (**SBBCP**). He put this profession in my mind and heart during my exam process. And I realized that I had to make my family (**Socio-cultural pressure group**) happy before myself and chose this department*."

Table 3 presents the main power and inequality situations that are effective in prospective teachers' social belief-based career choice (SBBCP).

Table 3.
Fundamental Power and Inequality Findings that are effective in Social Belief-Based Choice of Profession (SBBCP).

Social Belief-Based Choice of Profession (SBBCP)	*Power*	*Inequality*
• Teaching is a sacred profession. • To shape a little child. • It is my destiny. • Because my brother wants to. • To make my family happy. • Because it's a profession people will always talk about. • To touch a child's life. • Because the love of children is necessary for the teaching profession.	• Mother • Father • Brother • Role model teachers • Educator acquaintances • Religion	Message conveyed< Message conveyor

- Because my personality traits are suitable.
- Because of the importance of primary school teaching.
- Because I had a sweet and lovely teacher in my primary school years.
- I thought I could do it because of my commitment to children.
- Because I have the ability to communicate with children.
- I chose it on the recommendation of educators in my family.

Table 3 presents the key power and inequality situations that influence prospective teachers' social belief-based choice of profession (SBBCP). According to the table, the social force that is effective in prospective teachers' choice of teaching profession is expressed as mother, father, elder brother, role model teachers, educator acquaintances, and religious beliefs. Socio-cultural pressure groups sent prospective teachers either positive or negative messages about the nature of the teaching profession. We observe that these socio-cultural pressure groups, acting as authorities, guide prospective teachers through various behavioral or verbal messages. Therefore, there is an inequality between prospective teachers and socio-cultural pressure groups in the selection of the teaching profession in the form of message conveyed < message conveyor. Sample messages received by prospective teachers from socio-cultural pressure groups regarding social belief-based choice of profession (SBBCP) are:

S_{21}: "*I chose teaching because I think I am good at communicating with children, and I understand them well by going down to their level.*"

S_{23}: "*Teaching is a respected profession in society, and I have a character who gives importance to social status. I believe that most of today's problems are based on a lack of education and that these problems can only be solved through a solid, quality education. I can say that I chose this department for these reasons.*"

Table 4 presents the fundamental power and inequality findings that are effective in prospective teachers' academic achievement-based choice of profession (AABCP).

Table 4.
Fundamental Power and Inequality Findings in Academic Achievement-Based Career Choice (AABCP)

Academic Achievement Based Choice of Profession(AABCP)	*Power*	*Inequality*
- The department chose me due to my academic achievement. - Failing YKS exam - My ranking was insufficient for the department of law. - I didn't enter the department I wanted. - I came based on the result of the exam. - Because I couldn't enter the Department of Psychological	- Education system (secondary education) - Measurement and evaluation system - Being in the successful group (passing the minimum score) - Being in a failed group (Not being able to enter the department of law or Psychological	Failed group< Successful group

Counseling and Guidance	Counseling and Guidance)
• This is a department that was not actually my first target...	
• I chose classroom teaching due to my score.	
• I can be an academician even if I cannot enter the department of law.	
• I chose it because it is the second best department in the social sciences.	

Table 4 presents the main power and inequality situations that are effective in prospective teachers' academic achievement-based choice of profession (AABCP). According to the table, the academic power that is effective in prospective teachers' choice of teaching profession can be expressed as the education system (secondary education), the assessment system, being in the successful group (passing the minimum score) and being in the unsuccessful group (not being able to win Law or Psychological Counseling and Guidance). The inequality that is effective in prospective teachers' choice of teaching profession is between the successful and unsuccessful groups. Sample answers of prospective teachers about academic achievement-based choice of profession (AABCP);

S_{29}: "*I chose it due to my score. I wanted to study at the faculty of law, but my score was enough for classroom teaching.*" (Classroom)

$S_{science_3}$: "*My aim was to study dentistry. I made every effort to win, I enrolled in private teaching institutions, but I could not win. Then I decided to prepare for the exam again, but when my goal wasn't realized this time, I began to get bad results from my exams. The next year, when we went to choose nursing, my teacher told me that I couldn't enter the nursing department as well. I had to choose the teaching department for fear that I couldn't enter the university. I didn't want to be a teacher, but studying for the exam again the following year would be very difficult for both me and my family.*"

Table 5 presents the main power and inequality findings that affect prospective teachers' gender-based choice of profession (GBCP).

Table 5.
Fundamental Power and Inequality Findings in Gender-Based Choice of Profession (GBCP)

Gender-based Choice of Profession (GBCP)	*Power*	*Inequality*
• The comfort of classroom teaching for a woman • As a woman, it suits me very well.	• Professional legislation • Social gender stereotypes	Female< Male Male< Female

Table 5 presents the main power and inequality situations that affect prospective teachers' gender-based choice of profession (GBCP). Based on the table, the gender-based power that is effective in prospective teachers' choice of teaching profession emerges as professional legislation and gender stereotypes. The gender perception of prospective teachers reveals that the teaching profession legislation offers suitable working conditions for women. This result indicates that prospective teachers experience the decision to choose a teaching profession in a way that reinforces the inequality between men and women. It was revealed that some of the prospective

teachers emphasized the fact that male identity is conducive to working more and female identity is conducive to working less in the context of the teaching profession, or that female identity is adapted to the maternal nature of teaching. Sample answers of prospective teachers regarding gender-based career choice (GBCP);

SScience$_6$: "*I think the teaching profession will affect me in all respects. If I think about my family life in the future, I am a woman, and I will be involved in the family environment in the future. I will have some responsibilities at home outside my profession. I don't think the teaching profession will interfere with these responsibilities. Because it is a profession with more flexible working hours compared to other professions, but it is also a responsible profession because you affect the lives of students. Here, I think a teacher should think about his/her failure more than his/her success because if 10 out of 40 students fail, he/she should think about what those 10 students will do in the future and what kind of person they will be.*" (***Professional legislation and Gender stereotypes***)

S$_5$: "*Because my family wanted me to, I actually chose numeric section and I wanted to prefer the health department, but my family wanted me to prefer this department for the fact that as a woman, classroom teaching is more comfortable than health, but I can't say that I don't like it.*" (***Professional Legislation***)

S$_{36}$: "*I love children very much; I think I can get along with them; I think I can provide them with the necessary information. I think teaching is the most beautiful profession. As a woman, it suits me very well.*" (***Gender stereotypes***)

Table 6 presents the main power and inequality situations that are effective in prospective teachers' economy-based career choice (EBCP).

Table 6.
Fundamental Power and Inequality Findings Effective in Economy-Based Choice of Profession (EBCP)

Economy Based Choice of Profession (EBCP)	*Power*	*Inequality*
• I had to make a choice because the economic conditions and the situation we were in required it. • It was my biggest dream to study psychology, but I could not choose it because of job opportunities. • Actually, I was not thinking about this department at all, but in the current economic situation of the country, it was the most logical one.	• Preserving purchasing power • Increasing purchasing power	Poor < Rich

In Table 6, the main power and inequality situations that are effective in prospective teachers' economy-based choice of profession (EBCP) are given. The table presents that the economy-based power that is effective in prospective teachers' choice of teaching profession can be expressed as protecting purchasing power and increasing purchasing power. Inequality, which is effective in prospective teachers' choice of teaching profession, is between rich and poor. Sample answers of prospective teachers about economy-based career choice (EBCP);

S$_{37}$: "*Actually, I never thought about this department, but it was the most logical one in the current economic situation of the country. When I entered this department and started researching, I actually thought that this department was very important and that even the problems we are facing now are based on the education given*

in primary education. Now, in a way, the classroom teacher determines the personality we have. We regard him/her as a role model for good or bad. Maybe this is the reason why we complain about people in society."

The main power and inequality findings that are effective in prospective teachers' social change-based choice of profession (SCBCP) are presented in Table 7.

Table 7.

Fundamental Power and Inequality Findings Effective in Social Change-Based Career Choice (SCBCP)

Social Change Based Choice of Profession (SCBCP)	Power	Inequality
• To be able to touch the future. • Participating in the education of the next generation • For a bright future. • To be a light to the children in my own village and to stop them from following the wrong path. • To leave brighter and free-minded people for the future. • I believe that lack of education is at the root of today's problems and that these problems can only be solved through a substantial and high quality education. • Education starts at primary school. Our country needs conscious, loving and respectful individuals. That is why I set out on this path. • I chose this profession to convey the knowledge that my teachers have passed on to me so far to future generations. • To raise strong individuals against adversity.	• Prospective teacher • Future generations	Society=children<prospective teacher

In Table 7, the main power and inequality situations that are effective in prospective teachers' social change-based choice of professional (SCBCP) are given. According to the table, the social change-based power that is effective in prospective teachers' choice of teaching profession can be expressed by prospective teachers and future generations. The inequality emerging in prospective teachers' choice of teaching profession is between children and prospective teachers, who are among the individuals who make up society. Student teachers define themselves as the authority in changing future generations. When the ideology of social change-based career choice is compared to other ideologies, prospective teachers appear as the group that exerts power for the first time. Sample answers of prospective teachers about social change-based career choice (SCBCP);

S$_{14}$: "*I love young children very much, and my communication with them has always been good. I chose this profession in order to leave brighter and more free-minded people for the future. This profession will be the first step in life, both for me and for my future students.*"

S$_{10}$: "*The reason I chose classroom teaching is that I feel that I understand children, and I am sure that I can guide them. As I see the children in my own village, I want to be a light for them and prevent them from taking the wrong paths.*"

Table 8 presents the main power and inequality findings that are effective in prospective teachers' inequality of opportunity-based career choice (IOBCP).

Table 8.

Fundamental Power and Inequality Findings Effective in Inequality of Opportunity Based Choice of Profession (IOBCP)

Unequal Opportunity Based Choice of Profession (IOBCP)	*Power*	*Inequality*
- A profession where I will be more free - I am a student in the numeric section; I was thinking about health, but I don't want to be on duty at night. - The idea of how to get into business life in a short time - Sufficient number of appointments - Appropriate working hours - Since there is a school in every neighborhood. - I think the job conditions are good. - Classroom teaching is a profession that is easy to study and easy to be appointed.	- Professional legislation - Teacher training system - Education policy	Prospective teachers<Candidates of other professional groups

Table 8 presents the main power and inequality findings that are effective in prospective teachers' inequality of opportunity-based choice of profession (IOBCP). According to the table, the power based on inequality of opportunity that is effective in prospective teachers' choice of teaching profession can be expressed as professional legislation, teacher training system, and education policies. Prospective teachers perceive the teaching profession to be more advantageous than other professions because of the more comfortable working conditions it offers due to professional legislation, appointment opportunities, ease of undergraduate education, and a large working area. Therefore, prospective teachers' choices are based on a socio-professional inequality of opportunity between themselves and the candidates who choose other professions. Sample answers of prospective teachers regarding inequality of opportunity-based choice of profession (IOBCP);

S$_{17}$: "*Because it is the profession where I can work most comfortably among the professions. It is easy to be appointed. Working hours are not difficult. I like communicating with children. I like teaching and school.*"

As a result, when how prospective teachers experience their choice of profession was examined from a Critical Theory perspective, it was found that prospective teachers experienced their choice of profession in the context of social ideologies-power-inequality. Socio-cultural pressure groups, professional legislation, the education system, assessment and evaluation, etc. were identified as the forces behind each prospective teacher's choice. It is observed that, with the effect of the identified forces, prospective teachers' choices based on six ideologies create a new inequality situation or reinforce the existing inequality in society.

IV.   DISCUSSION AND CONCLUSION

When the reasons for prospective teachers' career choice were analyzed in the context of critical theory, it was found that the reasons were grouped around six social ideologies: career choice based on social beliefs, career choice based on academic achievement, career choice based on gender, career choice based on economy, career choice based on social change, and career choice based on inequality of opportunity.

It was determined that there are different power and inequality groups behind each ideology. For SBBCP, it was determined that prospective teachers were under the influence of a sociocultural pressure group that conveyed messages about the nature of the teaching profession. This pressure group consists of mothers, fathers, older siblings, role models, teachers, and educator relatives. In the SBBCP ideology, one side of the inequality is the prospective teachers as the message transmitter, while the other side is the sociocultural power group as the message transmitter. Durdy, Woods & O'Flynn (2005) conducted a study in Ireland and concluded that family members had a significant influence on prospective teachers' decisions to become teachers. According to the results of the study, it was stated that having a parent, sibling, or close relative as a teacher affected the preferences of individuals. Durdy, Woods & O'Flynn's (2005) study is parallel to the findings of this study in terms of SBBCP. Evans (1993)'s findings on the effect of role model teachers on career choice also support the SBBCP findings of this study. According to him, throughout their educational lives, students see their teachers as someone who exerts control, authority, and power. In addition, they consider the concept of a teacher as a kind and lovable person who conveys knowledge to others (Evans, 1993). This indirect impression of the teaching profession can be effective in the choice of the teaching profession.

The education system and the assessment and evaluation system of the country were determined to have a strong influence on the choices of prospective teachers who choose a profession based on academic achievement. It is seen that prospective teachers define themselves as successful because they have achieved the teaching minimum score or they define themselves as unsuccessful because they have not achieved the score of the law department. Therefore, it was concluded that the education system and the assessment and evaluation system recreate a structure of inequality in society in the form of successful and unsuccessful students. In the AABCP finding, it is seen that prospective teachers are part of a new inequality group instead of being liberated by their choices.

On the other hand, the educational system, according to Critical Theorists, should be an area of cultural production and transformation instead of reproduction, which will ensure the emancipation of the powerless, individuals, and groups in a just society, develop democracies that encompass difference and diversity, and realize individual and collective autonomy (Tezcan, 2005).

Prospective teachers who make gender-based career choices base their choices on inequality between men and women. Gender perception and professional legislation were found to be effective forces in their choices. Mahmood & Saleem (2015) expressed that teaching is more preferred by women due to its incentive status, salaries, and career path. Dökmen (2009) further explains the relationship between gender perception and occupational choice as follows: "It is due to gender differences that women are perceived as more sensitive, caring, nurturing, etc. and expected to be housewives, teachers, nurses, etc., while men are perceived as independent, assertive, strong, etc. and expected to be soldiers, engineers, merchants, etc."

Another result is that prospective teachers make their career choices in order to protect or increase their purchasing power. Here, capitalism emerges as a force in prospective teachers' choices. Dinç (2008) and Super & Knasel (1981) emphasized in their studies that the desire to earn high earnings is more effective in choosing a profession. Yong (1995) and Chivore (1988) stated that economic freedom and salary are strong factors in career choice. The findings obtained support this study.

Finally, prospective teachers emphasized that they chose the teaching profession because of the opportunities it provides. Here, there is an inequality of opportunity between professions. The forces that cause this inequality are professional legislation and politics. With their choices, prospective teachers reproduce inequalities in society as part of the oppressed or oppressor group (Freire, 1998). Education policies should focus on individual cultural change in order for the choice of profession to contribute to social justice.

As a result, the fact that sociocultural pressure groups, the education system, professional legislation, gender perception, capitalism, educational policies, and the prospective teachers themselves are forces in the choices of prospective teachers emerges. In the process of the existence of the teacher, who has a strategic importance in the shaping of societies, it emerges that society and the instruments of society mutually bring the teacher into existence. We should not ignore the fact that the ontology of this existence is based on inequality and power structures.

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