

Predicting Vocational Satisfaction of Pre-Service ELT Teachers by Vocational Values

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Abstract

Identification and recognition of the values that an individual possesses can help predict his future behaviors. In this context, it is important to examine the concept of values since it leads individual's preferences. It is also possible to see one's value orientation in profession choice. Individuals are expected to work in professions where their values can be met. It can be assumed that values are also related to vocational satisfaction. Individuals caring about their independency would be more satisfied if their occupation allows them to work independently. According to the Theory of Work Adjustment, which examines the place of vocational values in occupational choice and occupational satisfaction, the harmony between the individuals' values and the characteristics of the environment they work with ensures high vocational satisfaction. The aim of this study is to examine the relationship between the departmental satisfaction, vocational values and predicted reinforcer pattern for each type of value of pre-service English language teachers studying in Çanakkale Onsekiz Mart University, Faculty of Education, and Department of English Language in the context of Work Adjustment theory. In this descriptive study, Turkish version of the Minnesota Importance Questionnaire (TMIQ) and Predicted Reinforcer Pattern (PRP) scale were used as data collection tools. Results of the study are presented using descriptive statistics, mean comparison tables and graphics. Although females were more satisfied than males, pre-service ELT teachers were found to being satisfied for choosing ELT major in general. Results suggest that the majority of ELT students believe that becoming a teacher will probably satisfy their needs associated to achievement, altruism and safety. However, majority of ELT students believe that becoming a teacher will probably not satisfy their need for; autonomy, status and comfort.

Keywords: Vocational values, departmental satisfaction, preservice ELT teacher

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Introduction

There are many definitions of the term “values”. Basically the phenomena can be defined as “the beliefs that people have about what is right, wrong, and most important in life, business, etc. which control their behavior” (Values, Cambridge Academic Content Dictionary, 2018) and “principles or standards of behavior; one's judgement of what is important in life” (Values, Oxford Dictionaries, 2018). Çalışkur, Demirhan, & Bozkurt (2012) define values as the basic concept which constitutes the judgments of the individual about the good or the accuracy of the events around him/her. In another definition, the values are described as criteria that are desirable, useful and appreciated without regard to a particular situation or condition (Şirin, 1986). Schwartz (1996) defined the values as phenomena that lead to a specific filter and directing the events in the environment. As seen from the definitions values directs one's behavior and knowing the individual's values can help to estimate his/her behaviors in the future. In this context, values lead to individuals' preferences and in this case it is important to examine the concept of values.

It is possible to see effect of values in professional choices (Çalışkur, Demirhan, & Bozkurt, 2012). Research shows that there is a relationship between the values of individuals and the choice of profession (Lamsa, Sakkinen, & Turjanmaa, 2000; Myyry & Helkama, 2001; Uyguç, 2003). In this context, it is expected that people will want to work in the occupations which their values that can be fulfilled. For example; it is expected that individuals who give importance to money prefer to choose the most profitable professions, and individuals who give importance to comfort can be expected to choose non-stressful professions.

Job satisfaction is defined as employees' status of being happy or unhappy with their jobs (Kunin, 1955). The term has been defined by other researchers as; what individuals feel about various aspects of their professions (Spector, 1977), emotional reactions of individuals to their profession (Weiss, 2002), total of the individual's beliefs and feelings about his profession (George & Jones, 2008), satisfaction of individuals as doing their jobs (Karanikola & Papathanassoglou, 2015).

Job satisfaction theory based on Turner and Lawrence (1965) and Hackman and Lawler (1971) proposes that positive personal and work outcomes are obtained when three critical psychological states; (1) experienced meaningfulness of the work, (2) experienced responsibility for the outcomes of the work and (3) knowledge of the results of the work activities, are present. According to the theory, experienced meaningfulness of the work is enhanced by three core dimensions; skill variety, task identity, and task significance. Experienced responsibility for work outcomes is increased when a job has high autonomy and knowledge of results is increased when a job is high on feedback (Hackman & Oldham, 1975). This theory specifies the importance of harmony between the human and the environment.

The importance of the harmony between the human and the environment in job satisfaction is also stated by some other theories; Theory of Vocational Choice (Holland, 1959) and Theory of Work Adjustment (Davis & Lofquist, 1984). Identifying six personality types (realistic, investigative, artistic, social, enterprising and conventional) and six types of work environments with the same names, Holland’s theory of vocational choices states that people’s job satisfaction and vocational success depends largely on the congruence between their personality and work environment (Holland, 1959).

Theory of Work Adjustment (TWA) was developed in the early 1960s as an organizing framework for the career-related constructs that were studied by the Work Adjustment Project at the University of Minnesota (Davis, 2005). The TWA is based on the assumptions that optimal vocational outcomes occur when the individual’s abilities match the skills required for success in the job and the individual’s needs are satisfied by the occupation. Focusing on individuals’ needs and values, TWA aims to explain how person–environment correspondence contributes to job satisfaction and retention with an organization (Davis & Lofquist, 1984). Correspondence is a special term in this theory referred to the quality of the match between the individual’s personality and the work environment and the occupation. TWA is a person-environment fit (P-E fit) theory (Psychology Research and Reference, 2018) which identifies two important variables; person (P) and environment (E) that interact with each other. (P) has certain needs and values and the (E) has a mechanism to meet the P’s needs and values (Perkmen, 2012).

TWA identified 21 needs, which work as reinforces (see Table 1), influencing the individual’s reaction to a particular occupation and its environment. These 21 needs/reinforces are grouped in six value dimensions (Davis & Lofquist, 1984). Multiple studies have examined the TWA, especially its aspects of the relation between worker-need, occupational-reward correspondence and job satisfaction. The results show that (1) need-reward correspondence is positively related to job satisfaction, (1) the greater correspondence on a specific dimension, the more satisfied the worker is with that aspect of the job, (3) the greater the overall correspondence between the total set of worker needs and environmental rewards, the greater the overall job satisfaction (Bretz & Judge, 1994; Melchiori & Church, 1997; Degges-White & Shoffner, 2002; Tziner, Meir, & Segal, 2002; Perkmen, Cevik, & Alkan, 2012; Sonmezer & Eryaman, 2008; Feij, van der Velde, Taris, & Taris, 1999).

Table 1. Definitions of the Values identified by TWA and Associated Needs

Value	Definition	Needs
Achievement	the importance of using one’s abilities and having a sense of accomplishment	Ability utilization, Achievement
Autonomy	the importance of being independent	Creativity, Responsibility, Autonomy

	and being in control	
Status	the importance of recognition, prestige, and being important	Advancement, Recognition, Authority, Status
Altruism	the importance of harmony with, and being of service to, others	Co-worker relations, Social service, Moral values
Comfort	the importance of being comfortable and avoiding distress	Activity, Independence, Variety, Compensation, Security, Working conditions
Safety	the importance of predictability, stability, and order	Company policies, Supervision-human relations, Supervision-technical

In summary, TWA propose that job satisfaction results when the rewards provided by the occupation satisfy the needs of the worker. For example, if the individual gives importance to self-employment, and if the job she/he works in allows her to work independently, he/she will most likely to be satisfied with the job (Yildirim, 2015). In this respect, it is important that the characteristics of the job and the working environment meet the individual's values in order to be satisfied with the work done by the individuals.

Purpose of the Study

When students settle in department they will study at the university, they also determine their future profession to a large extent. University students' satisfaction with the department they are studying would be expected to show their future occupational satisfaction. So that, it can be hypotised that there is a relationship between university students' department satisfaction and their future job satisfaction. Based on the Theory of Work Adjustment (TWA), the purpose of this study was to investigate pre-service ELT teachers';

- satisfaction level of choosing to become an ELT teacher,
- vocational values,
- correspondence in their predicted vocational satisfaction.

Method

The research design of this study was non-experimental and causal-comparative, which seeks to find relationships between independent and dependent variables after an action or event has already occurred (Salkind, 2010), as it studied the relationship between the ELT teachers' vocational values and demographics and also occupational satisfaction.

Participants

Participants were teacher candidates studying in Department of English Language Education in Faculty of Education at Çanakkale Onsekiz Mart University in the academic year of 2017-2018 (see Table 2). After deleting the missing data, (n=8), a total of 364 ELT teacher candidates (76 males, 288 females) from the Department of English Language Education participated in this study.

Table 2. Demographics of the Participants

		Gender		Total
		Male	Female	
1 st Grade	F	18	73	91
	% within grade level	19,8%	80,2%	100,0%
	% within gender	23,7%	25,3%	25,0%
2 nd Grade	F	14	75	89
	% within grade level	15,7%	84,3%	100,0%
	% within gender	18,4%	26,0%	24,5%
3 rd Grade	F	19	72	91
	% within grade level	20,9%	79,1%	100,0%
	% within gender	25,0%	25,0%	25,0%
4 th Grade	F	25	68	93
	% within grade level	26,9%	73,1%	100,0%
	% within gender	32,9%	23,6%	25,5%
Total	F	76	288	364
	% within grade level	20,9%	79,1%	100,0%
	% within gender	100,0%	100,0%	100,0%

Data Collection Tool

The data collection tool used in the study consisted of four sections. In the first section, there were 2 items for determining the demographic information; gender and grade level of the participants.

In the second section, there was one item asking the question of “how satisfied are you for choosing the ELT teaching department to study in the university. (in other words, choosing ELT teacher as a profession and career)?”, which aims to determine how satisfied the participants are in choosing the department they are studying. This item was conducted with 5 point Likert-type scale (1=Not satisfied at all, 2=Unsatisfied, 3=Neither unsatisfied, nor satisfied, 4=Satisfied, 5=Very satisfied).

In the third section, Turkish version of the Minnesota Importance Questionnaire (TMIQ), which was revised and adopted to 5 point Likert-type by Perkmen, Cevik, & Alkan (2012) was used to measure the vocational needs and values of the ELT pre-service teachers. Based on TWA and MIQ, this questionnaire consists of 21 needs items that make up six types of values (see Table 2). Participants were asked to indicate their level of importance with each item on a 5 point Likert-type scale; starting from “not important at all” to “very important”.

In the last section, Predicted Reinforcer Pattern (PRP) scale, developed by Perkmen, Cevik, & Alkan (2012), which aims to identify pre-service teachers’ perceived probability that their needs and values would be met if they were employed as a teacher in a public school was used. The PRP scale consists of 21 items and a 5-point Likert-type scale ranging from “do not agree at all” to “totally agree” is used.

Table 3. Values and Needs Identified by TWA and TMIQ items

Value	Need	Items
Achievement	Ability utilization	I could do something that makes use of my abilities
	Achievement	The job could give me a feeling of accomplishment
Autonomy	Creativity	I could try out some of my own ideas
	Responsibility	I could make decisions on my own
	Autonomy	I could plan my work with little supervision
Status	Advancement	The job would provide an opportunity for advancement
	Recognition	I could get recognition for the work I do
	Authority	I could tell people what to do
	Social status	I could be “somebody” in the community
Altruism	Co-worker relations	My co-workers would be easy to make friends with
	Social service	I could do things for other people
	Moral values	I could do the work without feeling that it is morally wrong
Comfort	Activity	I could be busy all the time
	Independence	I could work alone on the job
	Variety	I could do something different every day
	Compensation	My pay would compare well with that of other workers
	Security	The job would provide for steady employment
	Working conditions	The job would have good working conditions
Safety	Company policies	The company would administer its policies fairly
	Supervision-human relations	My boss would back up his men (with top management).
	Supervision-technical	My boss would train his men well

Data Collection and Analysis

The data were collected on a voluntary basis by the researcher in the classes of the students studying in Department of English Language Education. Then the responses of the participants entered to the statistical software; SPSS 22.0, where all other analysis were conducted. Mean scores of each dimensions/vocational values for both the Turkish version of the Minnesota Importance Questionnaire and the Predicted Reinforcer Pattern (PRP) were calculated. As TWA propose, in order to identify the quality of the match between the ELT students' personality and the work environment/occupation, correspondence scores for each value dimension were calculated by subtracting the associated PRP scores from the TMIQ scores. In order determine the internal consistency of the scales, Cronbach's α values were calculated. For the entire Turkish version of the Minnesota Importance Questionnaire, Cronbach's α was 0.803. And for the sub-scales/vocational values dimensions; achievement, autonomy, status, altruism, comfort and safety, Cronbach's α values were 0.659, 0.651, 0.874, 0.731, 0.757 and 0.776 respectively. Cronbach's α was calculated as 0.791 for the entire Predicted Reinforcer Pattern (PRP) scale. And for the sub-scales/vocational values dimensions; achievement, autonomy, status, altruism, comfort and safety, Cronbach's α values were 0.629, 0.711, 0.829, 0.781, 0.721 and 0.802 respectively. The Skewness and Kurtosis values were examined for the normality of the groups to be compared and found to be between -2 and +2 for each group which is sufficient for the use of parametric tests (Field, 2005). Therefore, parametric tests used when comparing means.

Findings

In this section, the findings of the research are presented in tables and graphics and explained together with the results of the analysis.

An independent-samples t-test was conducted to compare departmental satisfaction in male and female conditions.

Table 4. t-test Results Comparing Males and Females on Departmental Satisfaction

Gender	n	Mean	Std. Dev.	T	df	p
Male	76	3.68	.637	-2.301	362	.022*
Female	288	3.89	.717			

*: $p < .05$

Table 4 illustrates the t-test results. There was a significant difference in the departmental satisfaction level of males ($M=3.68$, $SD=0.64$) and females ($M=3.89$, $SD=0.72$); $t(362) = -2.301$, $p=0.022$. Female students were more satisfied of choosing to become an English language teacher.

A one-way between subjects ANOVA was conducted to compare the effect of grade level on departmental satisfaction level of ELT students in 1st, 2nd, 3rd and 4th grader conditions. 91 participants

in the 1st graders had a mean score of 3.96 (SD=0.63); 89 participants in the 2nd graders had a mean score of 3.80 (SD=0.73); 91 participants in the 3rd graders had a mean score of 3.79 (SD=0.77) and the 93 participants in the 4th graders had a mean score of 3.85 (SD=0.69).

Table 5. ANOVA Results Comparing Grade Levels on Departmental Satisfaction Level

	Sum of Squares	df	Mean Square	F	p
Between Groups	1580	3	.527		
Within Groups	179.109	360	.498	1.059	.367
Total	180.690	363			

Table 5 illustrates the ANOVA results which showed that the effect of grade level on departmental satisfaction level of ELT students was not significant [$F(3, 360) = 1.059, p = 0.367$].

Analysis of the data revealed that, of the six values, pre-service ELT teachers gave most importance to achievement ($M=3.43, SD=.61$) and then altruism ($M=3.31, SD=.56$), safety ($M=3.20, SD=.67$), comfort ($M=2.87, SD=.75$), autonomy ($M=2.68, SD=.81$) and status ($M=2.53, SD=.90$), (see table 6).

Multiple number of independent-samples t-tests were conducted to compare ELT students' values in male and female conditions.

Table 6. t-test Results Comparing Males and Females on Vocational Values

Values	Gender	n	Mean	Std. Dev.	t	df	p
Achievement	M	76	3.5000	.61101	1.146	362	.253
	F	288	3.4097	.61103			
	Total	364	3,4285	,61128			
Autonomy	M	76	2.8728	.92695	2.368	362	.018*
	F	288	2.6273	.76825			
	Total	364	2,6785	,80879			
Status	M	76	2.6217	.95873	0.999	362	.319
	F	288	2.5052	.88982			
	Total	364	2,5295	,90452			
Altruism	M	76	3.3516	.49597	0.716	362	.475
	F	288	3.3000	.57371			
	Total	364	3,3108	,55811			
Comfort	M	76	2.8711	.68889	0.790	362	.937
	F	288	2.8634	.76195			
	Total	364	2,8650	,74637			
Safety	M	76	3.0958	.59098	-1.471	362	.142
	F	288	3.2225	.68678			
	Total	364	3,1960	,66913			

*: $p < .05$

Table 6 illustrates the t-test results of six values. There was not a significant difference in the achievement scores of males ($M=3.50$, $SD=0.61$) and females ($M=3.41$, $SD=0.61$); $t(362) = 1.146$, $p=0.253$. There was a significant difference in the autonomy scores of males ($M=2.87$, $SD=0.93$) and females ($M=2.63$, $SD=0.77$); $t(362) = 2.368$, $p=0.018$. Male pre-service ELT teachers gave more importance to the autonomy value the than females. There was not a significant difference in the status scores of males ($M=2.62$, $SD=0.96$) and females ($M=2.51$, $SD=0.89$); $t(362) = 0.999$, $p=0.319$. There was not a significant difference in the altruism scores of males ($M=3.35$, $SD=0.50$) and females ($M=3.30$, $SD=0.57$); $t(362) = 0.716$, $p=0.475$. There was not a significant difference in the comfort scores of males ($M=2.87$, $SD=0.69$) and females ($M=2.86$, $SD=0.76$); $t(362) = 0.790$, $p=0.937$. There was not a significant difference in the safety scores of males ($M=3.10$, $SD=0.60$) and females ($M=3.22$, $SD=0.69$); $t(362) = -1.471$, $p=0.142$.

Multiple number of ANOVA were conducted to compare ELT students' vocational values in four grade level conditions.

Table 7. ANOVA Results Comparing Grade Levels on Vocational Values

Values		Sum of Squares	df	Mean Square	F	p	Tukey
Achievement	Between Groups	11.864	3	3.955	11.502	.000*	1-3, 1-4 2-3, 2-4
	Within Groups	123.779	360	.344			
	Total	135.643	363				
Autonomy	Between Groups	.108	3	.036	.055	.983	
	Within Groups	237.347	360	.659			
	Total	237.455	363				
Status	Between Groups	4.690	3	1.563	1.926	.125	
	Within Groups	292.305	360	.812			
	Total	296.995	363				
Altruism	Between Groups	1.388	3	.463	1.492	.217	
	Within Groups	111.685	360	.310			
	Total	113.073	363				
Comfort	Between Groups	.201	3	.067	.119	.949	
	Within Groups	202.018	360	.561			
	Total	202.219	363				
Safety	Between Groups	5.583	3	1.861	4.268	.006*	1-2, 1-3 1-4
	Within Groups	156.946	360	.436			
	Total	162.529	363				

*: $p < .05$

Table 7 illustrates the ANOVA results. There was a significant effect of the grade level on achievement scores of ELT students at the $p < .01$ level for the four conditions [$F(3, 360) = 11.502, p = 0.000$]. Post hoc comparisons using the Tukey HSD test indicated that the mean achievement scores of the 1st graders ($M = 3.69, SD = 0.65$) was significantly different than the 3rd graders ($M = 3.27, SD = 0.60$) and the 4th graders ($M = 3.25, SD = 0.53$). However, mean achievement scores of the 1st graders did not significantly differ from the 2nd graders ($M = 3.51, SD = 0.56$). Mean achievement scores of the 2nd graders did not significantly differ from the 3rd and 4th graders. And mean achievement scores of the 3rd graders also did not significantly differ from the 4th graders. 1st and 2nd graders gave more importance to the achievement value than the 3rd and 4th graders.

There was not a significant effect of the grade level on the mean autonomy scores [$F(3, 360) = 0.055, p = 0.983$], the mean status scores [$F(3, 360) = 1.926, p = 0.125$], the mean altruism scores [$F(3, 360) = 1.492, p = 0.217$] and the mean comfort scores [$F(3, 360) = 0.119, p = 0.949$]. A one-way analysis of variance showed that the effect of grade level on mean safety scores of the ELT students was significant [$F(3, 360) = 4.268, p = 0.006$]. Post hoc comparisons using the Tukey HSD test indicated that the mean safety scores of the 1st graders ($M = 3.41, SD = 0.52$) was significantly different than the

2nd graders (M=3.13, SD=0.60), 3rd graders (M=3.11, SD=0.74) and the 4th graders (M=3.13, SD=0.76). However, mean safety scores of the 2nd graders did not significantly differ from the 3rd graders and the 4th graders. And also, mean safety scores of the 3rd graders did not significantly differ from the 4th graders. 1st graders gave more importance to the safety value than the other three graders.

Table 8. TMIQ, PRP and Correspondence Scores

Vocational values	TMIQ		PRP		Correspondence	
	Mean	Std. D.	Mean	Std. D.	Mean	Std. D.
Achievement	3.43	0.61	3.22	0.57	-0.21	0.07
Autonomy	2.68	0.81	1.66	0.51	-1.02	0.31
Status	2.53	0.90	1.73	0.62	-0.80	0.33
Altruism	3.31	0.56	3.12	0.53	-0.19	0.08
Comfort	2.87	0.75	1.88	0.49	-0.98	0.26
Safety	3.20	0.67	3.09	0.65	-0.11	0.08

Table 6 illustrates correspondence scores calculated to identify the quality of the match between the ELT students' vocational values and the work environment. Since lower correspondence scores (differences between vocational value scores and PRP scores) indicate better fits, the safety correspondence has the best correspondence score and then altruism and achievement. However correspondence scores for the autonomy, status and status are large, which represent worse correspondences. These results suggest that the majority of ELT students believe that becoming a teacher will probably satisfy their needs associated to achievement, altruism and safety. However, majority of ELT students believe that becoming a teacher will probably not satisfy their needs for; autonomy (creativity, responsibility and autonomy), status (advancement, recognition, authority, social status) and comfort (activity, independence, variety, compensation, security and working conditions).

Table 9. Regression Results of Correspondence Scores Predicting Satisfaction

	Sum of Squares	df	Mean Square	F	p
Regression	26,968	6	4,495		
Residual	12,275	357	,034	130,718	,000*
Total	39,243	363			

*: p < .05

Table 7 illustrates the results of multiple linear regression that was calculated to predict vocational satisfaction based on correspondence scores; achievement, autonomy, status, altruism, comfort and safety. A significant regression equation was found [F (6, 357) =130.718, p=0.000], with an R² of .682. The results of the regression analysis indicated the six predictors; correspondence scores of vocational values, explained 68% of the variance in vocational satisfaction.

Table 10. Multiple Linear Regression Model Parameters (Coefficients)

Variable	B	SE(B)	β	t	p
(Constant)	,869	,064		13,589	,000
Achievement-correspondence	-1,711	,234	-,383	-7,317	,000*
Autonomy-correspondence	-,371	,034	-,348	-10,889	,000*
Status-correspondence	-,288	,035	-,286	-8,275	,000*
Altruism-correspondence	-1,616	,149	-,408	-10,858	,000*
Comfort-correspondence	-,386	,040	-,305	-9,646	,000*
Safety-correspondence	,588	,184	,147	3,202	,001*
R ²			,682		

*: p < .05

Table 10 illustrates details of multiple linear regression model parameters. All of the correspondence scores was significant predictors of vocational satisfaction at 0.05 level. Pre-service ELT teachers' predicted vocational satisfaction is equal to 0.869 -1.711 (achievement) – 0.371 (autonomy) – 0.288 (status) -1.616 (altruism) -0.386 (comfort) +0.588 (safety).

Discussion and Conclusion

Gender difference on departmental satisfaction revealed in this study is both supported (Tessema, Ready, & Malone, 2012; Gill, Herbert, Mathur, & Nagpal, 2011) and not supported (Perkmen & Sivrikaya, 2016) by the literature. Since this study was conducted in one department and departmental satisfaction was measured with only one item it is difficult to generalize its findings to other studies.

In this study, pre-service ELT teachers valued achievement most followed by altruism, safety, comfort, autonomy and status, which support the literature. Scott and Dinham (1999) stated that the strongest motivational factors for teachers are altruism, commitment and personal improvement. (Scott & Dinham, 1999). Erten (2015) also noted that altruistic reasons that were rated as the most important reasons for choosing teaching as a career (Erten, 2015). Olitalia, Wijaya, Almakiyah, & Saraswati (2013) stated that altruistic is one of the characters to be desire in a teacher (Olitalia, Wijaya, Almakiyah, & Saraswati, 2013). Suditu (2012) also expressed that altruism and achievement are most observed vales among teachers (Suditu, 2012).

The results of this study with regards to differences of vocational values between males and females partially support earlier research. Hales and Hartman's study (1998) which was conducted on elementary teachers found that means for females were above the means for males on altruism. Similarly, multiple research also reported gender differences of individuals on different value types

(Hales & Hartman, 1998; Hammond, 1996; Veugelers, 1995; Unos, 2017; Moses, Wilfried F, & Berry, 2016; Elien & Antonia, 2007).

The only grade level difference revealed in this study was in autonomy value which is partially supported by the literature. Besides the autonomy value, literature also states some other values differs by grade level (Wijting, Arnold, & AConrad, 1978). Shamashuddin (2008) also states that the emphasis on values differs at different grade levels and in different institutions (Shamashuddin, 2008). Suditu (2012) also noted grade level differences among pre-school and primary education and philology pre-service teachers (Suditu, 2012).

Regarding the correspondence scores, it is important to note that high level of correspondences was observed in achievement, altruism and safety values. However, correspondence scores were low for the values; “autonomy, status and comfort compared to others. Besides, all six of the correspondence scores were significant on predicted future job satisfaction. These results suggest that work adjustment theory offers a good framework for understanding pre-service ELT teachers’ satisfaction level with becoming a music teacher.

This study has its own limitations like every other study. First, this article is based solely on quantitative data obtained through a self-report survey so that it may be expanded by conducting in-depth analysis via qualitative methods. Second limitation of this study is that sampling was used for data collection, so that, larger samples or actual population represent more accurate results. In general, this study extends our knowledge on pre-service ELT teachers’ values and predicting their occupational satisfaction in regard to TWA.

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