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A Comparative Study of Career Motivations and Perceptions of Student Teachers

Öğretmen Adaylarının Kariyer Motivasyonları ve Algıları Üzerine Karşılaştırmalı Bir Çalışma

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Abstract: Choosing teaching as a career includes many different factors, reasons and parameters. These factors can vary in time by the changes in the culture, politics, or society. Teachers and their reasons about why they chose teaching as a career have been an important issue for researchers. Many researches have been done to understand the reasons of the student teachers to choose this profession. This study, in this sense, investigates the career motivations and career perceptions of student teachers in relation to their gender and grade. The participants were 48 first-year and 54 fourth-year students (totally 104) in a teacher preparation program at a state university, in Turkey. The study adopted a quantitative approach by using a scale. The data were collected in 2018-2019 academic year. The results suggested that both the first and the fourth-year students were mostly motivated by altruistic reasons and their prior teaching and learning experiences. Both male and female participants had no significant differences related to the motivational factors to become a teacher. The study also asserted that the satisfaction with the choice of teaching was predicted mostly by intrinsic career values, altruistic reasons and lastly task return (salary and status). The result were discussed in line with current studies in the literature.

Structured Abstract: Introduction: Teachers and their reasons about why they chose teaching as a career have been an important issue for researchers. Many researches have been done to understand the reasons of the student teachers to choose this profession. These reasons were generally based on motivational factors and these were mainly intrinsic, extrinsic and altruistic reasons. Understanding the student teachers' motivation towards teaching is a good way of explaining their reasons to choose teaching as a career. Dörnyei (2005) claims that even very talented and capable people cannot reach a long-term goal without sufficient motivation. The teachers play a crucial role in the creation and enrichment of a society (Erten, 2015) and, as we can understand from the previous studies, student teachers have different motives or reasons to become a teacher in Turkish context. The economic conditions, the political factors or the social factors

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may have a high influence in people's decisions, so the reasons can change over time. This study postulates, for this reason, what student teachers' career motivations and career perceptions are in Turkey and suggests some implications of whether there is a significant difference between the first-year students and the fourth-year students in terms of their reasons to become a teacher. The present study finds the answers for the research questions of; What are the career motivations and career perceptions of first-year students and fourth-year students in a teacher preparation program; Is there a significant difference between them in terms of career motivations and career perceptions?, Are female and male participants similar in terms of career motivations and career perceptions?, What are the predictors of student teachers' satisfaction with their choice of teaching?

Method

The study was conducted at a well-known state university in Turkey. There were 75 female (%72,1) and 29 male participants (27,9), totally corresponding n=104 participants. They take courses related to the content knowledge in their fields and educational sciences throughout four years. The study involved a scale by Watt and Richardson (2007). The scale was translated, adapted and validated by Kılınc, Watt and Richardson (2012) into Turkish context. A questionnaire including four background information questions eliciting the gender, age, grade and GPA (Grade-Point Average) from the participants was attached to the main scale. The sample was decided through convenient sampling from the population. After collecting the data, it was transferred to SPSS 25 statistical software. Firstly, the data was checked by normality tests and the data was detected to be normally distributed. Therefore; the data was analyzed by using parametric tests. According to the sequence of the research questions, descriptive statistics, multivariate analysis of variance (MANOVA), and standard multiple regression tests were run for the data analysis.

Findings and Discussion

This study was done to examine the student teachers' career motivations and perceptions. The participants scored "prior learning and teaching experiences" as the most important factor for choosing teaching as a career. The results also exerted that among three main motivational sources which are intrinsic, extrinsic and altruistic, the participants mostly rated altruistic reasons to become a teacher and this was followed by intrinsic reasons and extrinsic reasons. All the participants rated, as one of the least scored ones, 'the teaching choice as a fallback' or last-resort career.

The significant difference that the fourth-year student teachers have more intrinsic motivation to become a teacher than the first-year student teachers has important interpretations. As for the first-year student teachers, they did not rate intrinsic career value mostly, which may imply that because they are not acquainted with the field enough, they may not have the necessary information for having an arousal or curiosity to be intrinsically motivated, which, in result, may have directed them to have altruistic reasons mostly.

The other significant difference between the first and the fourth-year student teachers was the social influences they have for becoming a teacher. The fourth-year student teachers have been through an intense teaching program and they have been regarded by their friends, families and colleagues as 'teachers' in especially last year of the program in which they participate in an internship program where they teach at a real school environment. On the contrary, the first-year students are quite new in the teaching program and the people around them may regard them as 'students' rather than teachers. For this reason, the fourth-year student teachers may have rated that they have more social influences than the first-year students.

Unlike similar studies, current results demonstrated that there was not a statistically significant difference between genders in relation to career motivations and career perceptions about becoming a teacher. According to results of this study, it can be claimed that both males and females seem similarly motivated to become a teacher in Turkey. Another important point of this results asserted that intrinsic career values were the most important predictor of SWTC. It can be stated that the student teachers who are intrinsically motivated, do their jobs just because they love teaching may be found to be more satisfied with their teaching choice.

Conclusions and Implications

This study scrutinized for the career motivations and perceptions of the first and the fourth-year student teachers. The results suggested that the first-year and the fourth-year student teachers were mostly

motivated by altruistic reasons and prior teaching and learning experiences. In terms of gender, there was not significant difference among the participants' motivation to become a teacher. The rationale behind this study was the changing policies, culture or society which can shape people's career choices, so the student teachers' career motivations and perceptions should be enlightened and analyzed in short intervals. The present study suggested altruistic reasons as one of the most rated motivational factor for the student teachers to choose teaching as a career. However, it should be noted that the social desirability bias in this kind of scales can direct the students to choose the fancy items. Therefore, new researches are needed to give a broad framework about the career motivations of student teachers enriched by the qualitative data.

Keywords: Teacher education, career motivation, career beliefs, teaching choice, teacher training

Öz: Öğretmenliği kariyer olarak seçmek birçok farklı faktör, neden ve parametre içerir. Bu faktörler zaman içinde kültür, siyaset veya toplumdaki değişikliklere göre değişebilir. Öğretmenler ve neden öğretmenliği kariyer olarak seçtiklerine dair nedenleri araştırmacılar için önemli bir konu olmuştur. Öğretmen adaylarının bu mesleği seçme nedenlerini anlamak için pek çok araştırma yapılmıştır. Bu çalışma, bu anlamda öğretmen adaylarının cinsiyet ve sınıflarına göre kariyer motivasyonlarını ve kariyer algılarını incelemektedir. Katılımcılar, Türkiye'deki bir devlet üniversitesinde öğretmen yetiştirme programında 48 birinci sınıf ve 54 dördüncü sınıf öğrencisi olmak üzere 104 katılımcı ile gerçekleştirilmiştir. Çalışma, ölçek kullanılarak nicel bir yaklaşım benimsemiştir. Veriler 2018-2019 eğitim öğretim yılında toplanmıştır. Sonuçlar hem birinci hem de dördüncü sınıf öğrencilerinin çoğunlukla özgecil nedenlerle ve önceki öğretme ve öğrenme deneyimleriyle daha çok olmak üzere motive edildiğini göstermiş ve bu anlamda eğilimlerinin daha yüksek olduğunu göstermiştir. Hem erkek hem de kadın katılımcıların, öğretmen olmak için motivasyon faktörleri ile ilgili önemli bir farklılığa sahip olmadığı saptanmıştır. Çalışma ayrıca, öğretim seçiminden duyulan memnuniyetin en çok içsel kariyer değerleri, özgecil nedenler ve son olarak görev dönüşü (maaş ve statü) tarafından yordandığını ileri sürmüştür. Çalışmanın sonuçları alanyazında bulunan Türkiye'deki öğretmen adaylarının meslek seçme motivasyonu çalışmaları ile karşılaştırmalı olarak tartışılmıştır. Sonuçlar, öğretmen adayı yetiştirme politikaları ve öğretmenlik mesleğini seçme konusunda yakın gelecekte yapılacak diğer çalışmalara bu anlamda katkıda bulunmaktadır.

Anahtar Kelimeler: Öğretmen eğitimi, kariyer motivasyonu, kariyer inançları, öğretim seçimi, öğretmen yetiştirme

Introduction

Teachers and their reasons about why they chose teaching as a career have been an important issue for researchers. A lot of research has been done to understand the reasons of the student teachers to choose this profession. These reasons were generally based on motivational factors and these were mainly intrinsic, extrinsic and altruistic reasons. Especially, teacher education specialists have tried to propose a framework which describes the teacher motivation. In this line, one important framework was proposed by Watt and Richardson (2007). By developing Factors Influencing Teaching Choice Scale, they pioneered many researchers' studies about the student teachers' motivational factors and their perceptions toward teaching. Teaching choice is shaped by many reasons like political, cultural or societal. Student teachers' career motivations and career perceptions should be analyzed within short intervals because policies, culture and society change very quickly. These changes can have an effect on the motivational dispositions of student teachers. Therefore, it may be claimed that teacher motivation and perception are dynamic phenomena. With this respect, this study suggests the English language student teachers' career motivations and career perceptions by using FIT choice scale. Especially, by explaining intrinsic, extrinsic and altruistic motivation types, this study postulates the situation in Turkish context by referring similar studies done in Turkish and other important contexts. (i.e. Eren & Tezel, 2010; Akar, 2012; Topkaya & Uztosun, 2012).

Motivation was defined in a wide-accepted way by Williams and Burden (1997, p.120) as “a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals).” Understanding the student teachers’ motivation towards teaching is a good way of explaining their reasons to choose teaching as a career. Dörnyei (2005) claims that even very talented and capable people cannot reach a long-term goal without sufficient motivation. Therefore, a person who does not have a desire to do something is regarded as unmotivated, and the person having a desire to perform something is regarded as motivated (Ryan & Deci, 2000). This motivational stance of the individuals in relation to job selection and occupation has been examined especially under the framework of career choice and career development studies.

The theories about career and career development are varied. Of all, Super’s career development theory (1990) and Holland’s vocational choice theory (1997) took the most attention. Super’s theory (1990) has three dimensions and these are self-concept which is a picture of how people see themselves, life-span reflecting the stages of career development throughout the life and life-space which is the life roles people have in different environments. Holland (1997) suggests that people and jobs have different characteristics. People can be categorized under six personality types which are realistic, conventional, enterprising, investigative, artistic and social. If people can match their personalities with the appropriate jobs, their satisfaction will increase. In line with these ideas, self-efficacy is also an important motivational factor because people’s perceptions about their performances in a job will have an influence in their choice of that job (Topkaya & Uztosun, 2012). The reasons to become a teacher change for individuals and these theories mostly specify these reasons. Some think that they were born to teach, some think teaching is an easy way to earn money and some claim that they want to serve for their country by educating new generations. Therefore, the choice of teaching as a career can be regarded as a multi-faceted process. Many studies were conducted to understand the reasons for becoming a teacher. They specifically suggest three main reasons to become a teacher (Brown, 1992; Kyriacou & Benmansour, 1998; Kyriacou & Kobori, 1998);

1. Intrinsic reasons which are about the job itself like teaching children/adolescents, and being interested in these topics to use in the job
2. Extrinsic reasons which are related to holidays, money or status that the job gives, not the job activity itself.
3. Altruistic reasons which are about regarding “teaching” as socially worthwhile and willingness to help students and empower the society.

These reasons yield a lot of implications. However, Watt and Richardson (2007) proposed a more detailed framework by developing Factors Influencing Teaching Choice Scale (FIT Choice) in line with these basic reasons. Much research (Eren & Tezel, 2010; Fokkens-Bruinsma & Cannirus, 2012; Hennessy & Lynch, 2017; Nesje et al, 2017) has been done to detect the reasons to become a teacher by using FIT Choice scale. According to FIT Choice scale framework, the reasons to become a teacher can vary according to many different parameters like prior learning and teaching experiences, perceived teaching ability, personal utility values. Watt and Richardson (2007) also examined career perception of the teacher candidates and they focused mostly on what teacher candidates’ beliefs were about the salary, the social status and whether their beliefs were affected by the other people around them to dissuade from teaching choice. It can be claimed that career perceptions are related to what teacher candidates are expected and what are their own expectations when they become a teacher.

Turkey has a population of more than seventy-nine and half million (Turkish Statistical Institute, 2017) and seventeen million of them are students in different grades (Ministry of National Education, 2017). In Turkey, primary school, secondary school and high school education are compulsory. The students who score enough in the university entrance exam may want to have an undergraduate degree at faculties of education. According to statistics, there are more than ninety

faculties of education in which there are almost two hundred seventy thousand pre-service teachers in Turkey (Council for Higher Education, 2017). These undergraduate students, after graduation, take another exam to become a teacher, which is called as the Selection Examination for Professional Posts in Public Organizations (SEPPPO) including general culture, general ability, education and content knowledge questions. If their rank in this exam comes up in the satisfactory place which was specified by the Ministry of National Education, they have the opportunity to go through the oral interview stage which is conducted by the ministry of education inspectors. Following this stage, the students who attend and pass the oral interview claim their preferences (at most 20 schools to work as a teacher) and lastly, they are appointed to a state school according to their overall grade.

As for the in-service teachers, it is estimated that there are almost a million teachers working at state and private schools in Turkey (Ministry of National Education, 2017). These numbers are huge and the balance between the supply and the demand for teachers can be claimed as skewed. The number of the needed teachers to employ is over ninety thousand according to the statistics of Ministry of National Education (Education Union, 2017; Educators Trade Union, 2016). However, only 18 of every 100 teachers who have entered SEPPPO in 15 years have been appointed (Education Union, 2017). The cumulative number of the teachers waiting to be appointed is getting more. For all of these reasons, it can be claimed that becoming a state-school teacher in Turkey is quite a challenging career path to pursue.

The teachers play a crucial role in the creation and enrichment of a society (Erten, 2015) and Turkey with its high teacher population is a good context for making a research about these teachers' teaching choices. Eren and Tezel (2010) investigated the mediating role of the prospective English teachers' future time perspectives in relation to their motivations for teaching, beliefs about the profession, career choice satisfaction, and professional plans. They concluded that teachers' future perspectives play significant roles on their motivations related to their teaching career. About the differences between genders in terms of teachers' pre-conceptions of the teaching profession, female student teachers were found to be more contented with their decisions to become a teacher (Özsoy, Özsoy, Özkara & Memiş, 2010; Saban, 2003;). Yeşil (2011) also found significant differences in favor of the female student teachers' attitudes toward teaching profession. Another study was done by Akar (2012) and she used FIT Choice scale with 974 pre-service teachers. The results of the study suggested that social and personal utility values and prior teaching and learning experiences were the highly rated motivation factors of the pre-service teachers. In their assessment of the construct validity and reliability of the Turkish translation of FIT Choice Scale, Kılınç, Watt and Richardson (2012) revealed that the student teachers in Turkey rated highly the altruistic, 'social utility values', as the reasons to become a teacher, followed by a desire for a secure job. The results of Topkaya and Uztosun (2012) and Kılınç and Seymen (2014) echoed with the results of Kılınç et al (2012) in terms of "social utility values"; however, Topkaya and Uztosun (2012) also found some highly rated "intrinsic values" which were followed by ability related beliefs as the reasons to become a teacher.

As we can understand from the previous studies, student teachers have different motives or reasons to become a teacher in Turkish context. The economic conditions, the political factors or the social factors may have a high influence in people's decisions, so the reasons can change over time. Accordingly, a new study which investigates the rationales behind the student teachers' choice of teaching as a career seems necessary and Saban (2003, p.843) claims:

This understanding strongly points to the need for further research in Turkey to examine whether entry level teacher education students' preconceptions of teaching and learning change over time as they gain more knowledge, experience, and skills through preservice teacher training, or as they complete their practice teaching.

This study postulates, for this reason, what student teachers' career motivations and career perceptions are in Turkey and suggests some implications of whether there is a significant difference between the first-year students and the fourth-year students in terms of their reasons to become a teacher. The present study finds the answers for the research questions below:

1. What are the career motivations and career perceptions of first-year students and fourth-year students in a teacher preparation program; Is there a significant difference between them in terms of career motivations and career perceptions?
2. Are female and male participants similar in terms of career motivations and career perceptions?
3. What are the predictors of student teachers' satisfaction with their choice of teaching?

Methodology

Setting and participants

The study was conducted at a well-known state university in Turkey. There were 75 female (%72,1) and 29 male participants (27,9), totally corresponding n=104 participants. Of all participants, 48 of them is first-year student teachers and 54 of them is fourth-year student teachers. All the participants were majoring in the English language teaching (ELT) department. Especially, the number of the students in terms of gender is oppressed by females at teaching departments in Turkey. The participants' ages range from 18 to 35 which offers a variety for different ideas from different aged-people. They take courses related to the content knowledge in their fields and educational sciences throughout four years.

Instrument

The study involved a scale by Watt and Richardson (2007). The scale originally is composed of two parts which are career motivations (twelve variables) and perceptions about teaching and becoming a teacher (six variables). The scale was translated, adapted and validated by Kılınç, Watt and Richardson (2012) into Turkish context. The present study focused on career motivations and career beliefs of the participants and the adapted version was used in the study. Career motivations part consisted of twelve variables which are intrinsic career value, personal utility values (Job security, time for family, and job transferability), social utility values (shape future of children/adolescents, enhance social equity, make social contributions and work with children/adolescents), perceived teaching ability, prior teaching and learning experiences, social influences, and lastly teaching as a fallback career. Career beliefs variables included some other variables which were task demand (expert career and high demand), task return (social status and salary), social dissuasion and satisfaction with the choice of teaching (SWTC). The Cronbach Alpha coefficients of the variables were quite satisfying according to Kılınç et al., (2012). A questionnaire including four background information questions eliciting the gender, age, grade and GPA (Grade-Point Average) from the participants was attached to the main scale.

Data collection and analysis

The sample was decided through convenient sampling from the population. Before the data collection process, all the data collectors were chosen voluntarily and necessary instructions were provided face-to-face. Afterwards, the instrument was delivered to the students by the help of three instructors. After collecting the data, it was transferred to SPSS 25 statistical software. Firstly, the data was checked by normality tests and the data was detected to be normally distributed. Therefore; the data was analyzed by using parametric tests. According to the sequence of the research questions, descriptive statistics, multivariate analysis of variance (MANOVA), and standard multiple regression tests were run for the data analysis.

Findings

The current study firstly aimed to reveal what career motivations and perceptions of student teachers are. The descriptive statistics in the table given below indicated the tendency of the participants to this end.

Table 1: Descriptive Statistics for Career Motivation and Perceptions

	<i>N</i>	<i>M</i>	<i>SD</i>
Intrinsic Career Value	104	4.98	1.63
Teaching Ability	104	5.36	1.21
Fallback Career	104	3.99	1.10
Personal Utility Values	104	4.93	.74
Social Utility Values	104	5.31	1.01
Prior experiences	104	5.57	1.20
Social Influences	104	4.74	1.69
Task Demand	102	5.49	.88
Task Return	102	3.92	1.16
Social Dissuasion	102	4.40	1.61
Satisfaction with the Choice	102	5.04	1.43

According to the results of the descriptive statistics, it was clearly seen that student teachers scored mostly social utility values ($M = 5.31$, $SD = 1.01$), rather than intrinsic career value ($M = 4.98$, $SD = 1.63$) or personal utility values ($M = 4.93$, $SD = .74$). However, their prior learning and teaching experiences ($M = 5.57$, $SD = 1.20$) was found to be the most important factor. Student teachers' perceived teaching ability ($M = 5.36$, $SD = 1.21$) was high and they mostly did not choose this profession as a fallback career ($M = 3.99$, $SD = 1.10$). As for the career perceptions, the results suggested that the student teachers seem mostly satisfied with their choice of teaching ($M = 5.04$, $SD = 1.43$), although they have moderate level of dissuasion from the society ($M = 4.40$, $SD = 1.61$). They also mostly scored task demand ($M = 5.49$, $SD = .88$) which means that teaching is mostly a demanding job. However, they, at the same time, think that the return of choosing teaching (salary and status) is not high ($M = 3.92$, $SD = 1.16$).

There were first-year and fourth-year participants in the study and a one-way between groups multivariate analysis of variance (MANOVA) was conducted to see whether there was a difference between them in terms of all the "Career Motivation" variables. Preliminary assumptions were firstly checked and Box's M results were computed as $F(28, 33081.925) = 1.838$, $p > .001$ indicating that the data did not violate the assumption of homogeneity of variance-covariance. Then, Mahalonobis distances were calculated after which two outliers were removed from the analysis.

Table 2: MANOVA Results for Grade Level Differences in terms of Career Motivation

	Wilks' Λ	F (7, 94)	p	Partial η^2
Grades (Career Motivation)	.767	4.074	.001	.233

MANOVA results suggested that there was a significant difference between the first and the fourth-year student teachers in terms of career motivation variables $F(7, 94) = 4.074$, $p = .001$; Wilks' Lambda = .767; partial eta squared = .233. When the dependent variables were checked separately, there seemed two variables which were significantly different for the participants with a

Bonferroni adjusted alpha level of .009. They were intrinsic career value, $F(1, 100) = 14.656$, $p = .000$, partial eta squared = .128; and social influences $F(1, 100) = 7.666$, $p = .007$, partial eta squared = .71. The mean scores suggested that fourth-year student teachers' intrinsic career value scores ($M = 5.56$, $SD = 1.39$) were higher than that of first-year student teachers ($M = 4.41$, $SD = 1.63$). As for the social influences, the fourth-year student teachers' scores ($M = 5.13$, $SD = 1.01$) were higher than first-year student teachers' scores ($M = 4.23$, $SD = 1.77$).

Career perception variables were also inspected by running a MANOVA to see differences between the first and the fourth-year student teachers. The results suggested no significant difference among participants in terms of career perceptions variables, $F(4, 95) = .474$, $p = .754$; Wilks' Lambda = .980; partial eta squared = .020.

Student teachers' career perceptions and motivations were also investigated about whether there was any significant difference between males and females. Therefore; MANOVA was conducted for both career motivations and career perceptions separately.

Table 3: MANOVA Results for Gender Differences in terms of Career Motivation

	Wilks' Λ	$F(7, 94)$	p	Partial eta ²
Gender	.881	1.822	.092	.119

Table 4: MANOVA Results for Gender Differences in terms of Career Perceptions

	Wilks' Λ	$F(7, 94)$	p	Partial eta ²
Gender	.878	2.153	.055	.122

The results suggested that there was not a significant difference between male and female student teachers in terms of their career motivations ($F(7, 94) = 1.822$, $p = .092$; Wilks' Lambda = .881; partial eta squared = .119) and their career perceptions ($F(7, 94) = 2.153$, $p = .055$; Wilks' Lambda = .878; partial eta squared = .122).

The other research question tried find an answer about what predicts the satisfaction with the teaching choice. To this end, a standard multiple regression analysis was conducted after the data was checked for the preliminary assumptions, and the data did not violate the assumptions of normality, linearity, multicollinearity and homoscedasticity.

Table 5: Standard Multiple Regression Analysis for SWTC

Model	F	df	p	R^2
	29.202	100	.000	.549

According to the results of the standard multiple regression analysis, the variables used in the analysis explained 54% of variance ($R^2 = .549$) for the satisfaction with the teaching choice, $F(4, 96) = 29.20$, $p = .000$. Unique contributions of the variables to the model was shown in the table below.

Table 6: The Predictors of SWTC

Predictors	β	t	Sig.	Correlations		
				Zero order	Partial	Part
Task Return (Salary, Status)	.170	2.212	.029	.384	.220	.152
Intrinsic Career Value	.382	4.082	.000	.660	.385	.280
Personal Utility Values	.097	1.154	.251	.461	.117	.079
Social Utility Values	.292	3.011	.003	.639	.294	.206

* $p < .05$

The results suggested that intrinsic career values ($\beta = .382$, $t = 4.082$, $p = .000$), social utility values ($\beta = .292$, $t = 3.011$, $p = .003$), and task return ($\beta = .170$, $t = 2.212$, $p = .029$) significantly contributed to the prediction of the participants' satisfaction with their teaching choice. When uniquely inspecting the analysis of semi-partial correlation coefficients, these results indicated that intrinsic career values predicted 14% of variance, social utility values predicted 8% of variance and task return (salary, status) predicted almost 5% of variance in the satisfaction with the teaching choice.

Discussion

This study was mainly conducted to examine the student teachers' career motivations and perceptions. The participants scored "prior learning and teaching experiences" as the most important factor for choosing teaching as a career. This result was also compatible with Akar (2012) which stated the prior teaching and learning experiences have an important role in shaping the student teachers' motivation to become a teacher. This may imply that the prospective teachers can be motivated by appealing learning and teaching experiences. The results also exerted that among three main motivational sources which are intrinsic, extrinsic and altruistic, the participants mostly rated altruistic reasons to become a teacher and this was followed by intrinsic reasons and extrinsic reasons, which can also be found as a similar result with Uztosun and Topkaya (2017). For ELT student teachers, helping the society by shaping the future of the children and adolescents and working with them seems like a prime which echoed with the other studies in the field (Akar, 2012; Azman, 2013; Kılınç et al., 2012; Kılınc & Seymen, 2014). Many students have a tendency to regard becoming a teacher as an honored profession because they are involved in the development of a country (Azman, 2013). All the participants rated, as one of the least scored ones, 'the teaching choice as a fallback' or last-resort career and this finding was similar with the results of Topkaya and Uztosun (2012). This may be quite important in understanding the prospective teachers' idealism. By choosing the teaching as a first, deliberate or willing choice, the motivation they have can be sustained more.

The significant difference that the fourth-year student teachers have more intrinsic motivation to become a teacher than the first-year student teachers has important interpretations. It can be because the education the fourth-year student teachers have taken during the undergraduate years may intrigue them for the field, in this case for the English language and teaching; therefore, they want to expertise what they have learnt at the university when they become a teacher. As for the first-year student teachers, they did not rate intrinsic career value mostly, which may imply that because they are not acquainted with the field enough, they may not have the necessary information for having an arousal or curiosity to be intrinsically motivated, which, in result, may have directed them to have altruistic reasons mostly.

The other significant difference between the first and the fourth-year student teachers was the social influences they have for becoming a teacher. This result coincides with what Fokkens-Bruinsma and Canrinus (2012) found in their study. It may be expected that the fourth-year students have less social influences to become a teacher because they have more intrinsic reasons to become a teacher than the first-year students. Plus, it was investigated that fourth-year student teachers would be more autonomous and this would affect their academic and career choices (Öztürk, 2020). However, it is quite the opposite. When the context of this study was considered, this result becomes more meaningful for the student teachers in Turkey about which social factors (i.e. ought-to L2 self) regarding the learning motivation have been found as higher in related field (Yetkin & Ekin, 2018). The fourth-year student teachers have been through an intense teaching program and they have been regarded by their friends, families and colleagues as 'teachers' in especially last year of the program in which they participate in an internship program where they teach at a real school environment. On the contrary, the first-year students are quite new in the

teaching program and the people around them may regard them as ‘students’ rather than teachers. For this reason, the fourth-year student teachers may have rated that they have more social influences than the first-year students.

Unlike the studies by Saban (2003), Yeşil (2011), Özsoy et al. (2012), the independent samples t-test results demonstrated that there was not a statistically significant difference between genders in relation to career motivations and career perceptions about becoming a teacher. Although there exists a female-dominance among the participants, the results did not change in favor of females. It may be because of the perception that the teaching is for females in Turkey is a non-valid one because the male participants are not different than the female participants in terms of motivation to become a teacher in this study. The changing perspectives, cultural or political situations may have had an impact on this situation. By the help of these situations, male and female-attributed professions may become extinct, which is more preferable. According to results of this study, it can be claimed that both males and females seem similarly motivated to become a teacher in Turkey.

Another important point of this study was to investigate what predicts satisfaction with the teaching choice (SWTC) of student teachers which can change according to lots of criteria (Skaalvik & Skaalvik, 2017). This study’s results asserted that intrinsic career values were the most important predictor of SWTC. It can be stated that the student teachers who are intrinsically motivated, do their jobs just because they love teaching may be found to be more satisfied with their teaching choice. The other important predictor was social utility values which can also be expected because helping the society is an important aim for the student teachers. Lastly, the task return including the salary and status was also another predictor of SWTC. In Turkey, the student teachers think that status and salary were quite low which was also found to be quite low in some other contexts (e.g. Fokkens-Bruinsma & Canrinus, 2017; Hennessy & Lynch, 2017). This study, in this sense, contributed to the literature that the salary and the status has a predictive role on SWTC in Turkish context.

Conclusions and Implications

This study scrutinized for the career motivations and perceptions of the first and the fourth-year student teachers. The results suggested that the first-year and the fourth-year student teachers were mostly motivated by altruistic reasons and prior teaching and learning experiences. The fourth-year student teachers, however, showed a significant difference in intrinsic career value and social influences. The first-year student teachers’ intrinsic motivation can be boosted up by directing them to study at schools so that they can merge what they have learnt in the classroom with real experience, which may result in high intrinsic motivation to become a teacher. As for the social influences that the fourth-year student teachers have more, the student teachers can be encouraged to become a teacher by giving them opportunities by the universities or ministries, because if they do not have the fear of unemployment, they would most probably more intrigued to become a teacher. In terms of gender, there was not significant difference among the participants’ motivation to become a teacher. The study suggested males are as much motivated as females, which was shown vice versa in the previous studies. The study also suggested that the satisfaction with the teaching choice of ELT student teachers in Turkish context was predicted by intrinsic career values mostly, then social utility values (altruistic reasons) and lastly task return (salary and status).

The rationale behind this study was the changing policies, culture or society which can shape people’s career choices, so the student teachers’ career motivations and perceptions should be enlightened and analyzed in short intervals. This study should also be the starting point of a new research digging the career motivations of student teachers in different contexts (e.g. with in-service teacher). An important implication about FIT Choice Scale was done by Erten (2015), he stated that “serving and giving back to society and helping the betterment of individuals and the

communities alike are socially desirable behaviors expected of many in the modern world.” (p. 85). The present study suggested altruistic reasons as one of the most rated motivational factor for the student teachers to choose teaching as a career. However, it should be noted that the social desirability bias in this kind of scales can direct the students to choose the fancy items. Therefore, new researches are needed to give a broad framework about the career motivations of student teachers enriched by the qualitative data.

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