

# An Investigation of Prospective Teachers' Reasons for Preferring Teaching as a Profession: Turkish Context<sup>1</sup>

Una Investigación de las Razones de  
los Futuros Docentes para Preferir la  
Enseñanza como una Profesión: Contexto  
Turco

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## Abstract

The survey model was used in this study, which aimed to reveal the level of differences of pedagogical formation students' reasons for choosing teaching according to various variables. The universe consisted of approximately 250 pedagogical formation education certificate program students studying at a University in Eastern Anatolia in Turkey in 2022. The sample consists of 158 randomly selected pedagogical formation education certificate program students. The "Reasons for Choosing Teaching as a Career Scale", which was developed by Lai, Chan, Ko, and So in 2005 and adapted into Turkish by Balyer and Özcan in 2014, was used as a data collection tool. As a result of the study, it was seen that the level of choosing to teach for internal reasons of pedagogical formation education certificate program students was higher than the level of choice for external reasons and the level of being affected by (others). In addition, it was concluded that the reasons for choosing the teaching profession of pedagogical formation education certificate program students differed according to gender, place of residence, income, order of preference, and education level of parents.

Keywords: Pedagogical Formation Education Certificate Program, Preferring Profession, Profession, Teacher Candidates, Teacher Training, Teaching Profession.

## Resumen

En este estudio se utilizó el modelo de cribado, que tuvo como objetivo revelar el nivel de las diferencias de las razones de los estudiantes de formación pedagógica para elegir la enseñanza de acuerdo con diversas variables. El universo consistió en aproximadamente 250 estudiantes del programa de certificado de educación en formación pedagógica que estudiaban en una universidad en el este de Anatolia en Turquía en 2022. La muestra consta de 158 estudiantes del programa de certificado de educación en formación pedagógica seleccionados al azar. La "Razones para elegir la enseñanza como escala de carrera", que fue desarrollada por Lai, Chan, Ko y So en 2005 y adaptada al turco por Balyer y Özcan en 2014, se utilizó como herramienta de recopilación de datos. Como resultado del estudio, se vio que el nivel de elección de enseñar por razones internas de los estudiantes del programa de certificación de educación en formación pedagógica fue más alto que el nivel de elección por razones externas y el nivel de ser afectado por (otros). Además, se concluyó que las razones para elegir la profesión docente de los estudiantes del programa de certificado de educación de formación pedagógica diferían según el género, el lugar de residencia, los ingresos, el orden de preferencia y el nivel educativo de los padres.

Palabras clave: Programa de Certificado de Educación de Formación Pedagógica, Preferencia de Profesión, Profesión, Candidatos a Maestro, Capacitación de Maestros, Profesión de Enseñanza.

## Resumo

Neste estudo foi utilizado o modelo de crivado, que teve como objetivo revelar o nível das diferenças das razões dos estudantes de formação pedagógica para escolher o ensino de acordo com diversas variáveis. O universo consistiu em aproximadamente 250 estudantes do programa de certificado de educação em formação pedagógica que estudavam em uma universidade no leste de Anatólia na Turquia, em 2022. A amostra consta de 158 estudantes do programa de certificado de educação em formação pedagógica selecionados aleatoriamente. A “Razões para escolher o ensino como escala de carreira”, que foi desenvolvida por Lai, Chan, Ko e So em 2005 e adaptada ao turco por Balyer e Özcan em 2014, foi utilizada como ferramenta de recopilação de dados. Como resultado do estudo, observou-se que o nível de escolha de ensinar por razões internas dos estudantes do programa de certificação de educação em formação pedagógica foi mais alto que o nível de escolha por razões externas e o nível de ser afetado por (outros). Além disso, concluiu-se que as razões para escolher a profissão docente dos estudantes do programa de certificado de educação de formação pedagógica diferiam de acordo com o gênero, o lugar de residência, os ingressos, a ordem de preferência e o nível educativo dos pais.

Palavras chave: Programa de Certificado de Educação de Formação Pedagógica, Preferência de Profissão, Profissão, Candidatos a Mestre, Capacitação de Mestres, Profissão de Ensino.

## Introduction

**B**efore starting a profession actively, starting the education of the profession can also be considered as a choice of profession. For example, to have professions such as engineering, medical doctor, military service, clergy, pharmacy, and teaching, it is needed to have the necessary vocational training. The wrong choice of vocational education may cause the individual to turn to the wrong profession. As a result of this situation, a business life with low motivation and thus failure may be caused (Çekten, Şanal & Yeni, 2005; Nalçaçı & Sökmen, 2016). It can be stated that it is extremely important to make the right vocational education preferences for individuals for preventing these situations.

The choice of a profession can be made for internal and external reasons and by being influenced by others (Balyer & Özcan, 2014, pp.104-105; Bastick, 2000). Personal factors are effective in choosing a profession made by internal reasons (Coulthard & Kyriacou, 2002). Internal reasons can be mentioned in choosing a profession with internal motivation in line with individual expectations and needs. On the other hand, external reasons are those that exist outside of the individual's expectations and that the individual chooses a profession despite not being able to associate himself/herself with the profession in question (Bursal & Burdur, 2016, p.352). Generally, economic reasons and working conditions can be effective here (Buldur, Keskin & Börekçi, 2021, p.168). Sometimes, other people around the individual can be quite influential in the career choices of individuals. Individuals can also choose a profession by being influenced by others (Butcher & Lewis, 2002). These people, whom individuals are affected by, can usually be parents, teachers, and close friends. Orienting an individual to a profession for internal reasons may cause him/her to do his/her job with higher motivation and thus increase his/her professional success (Balyer & Özcan, 2014, p.104; Bruinsma & Jansen, 2010; Coulthard & Kyriacou 2002).

As in other professions, choosing the teaching profession for the right reasons can support professional success. For this reason, it is important that teacher candidates who receive teacher education turn to teaching for internal reasons rather than the professional choices they make due to external reasons and being influenced by others (Watt & Richardson, 2008, p.408). The importance of teaching, which has a history of thousands of years, is better understood today and teaching has become a profession that can be earned after four, five, or six years of higher education, especially in developed countries. Considering its contribution to social progress, the teaching profession maintains its importance (Nalçaçı & Sökmen, 2016, p.718). For this reason, both the teacher training system and the reasons why teacher candidates, who are the subjects of this system, prefer teaching remain important (Şişman, 2012).

In the related research, it is seen that similar studies are carried out with the students and teachers who receive teacher education, and it has been observed that

the explanatory and current studies conducted with students who have received higher education in a field other than teaching and who receive pedagogical formation education, a certificate given by education faculties for those who want to be teachers in Turkey although they get education in non-teaching related fields of other faculties, are insufficient. It is because the program of pedagogical formation is highly discussed in the literature in that the pedagogical formation program created a confusion in teacher training since Turkey give training both the students of education faculties and the students who are enrolled in the pedagogical formation program. Although the Council of Higher Education has agreed on the idea that these programs are lacking in some aspects such as the practicum opportunities, and content and time allocated for teaching (Eraslan & Çakıcı, 2011), universities in Turkey continued to educate these students to become teachers through pedagogical formation programs. For this reason, this research aims to reveal the reasons for pedagogical formation education certificate program students to choose teaching and to examine the differences in the reasons for choosing teaching according to gender, place of residence, high school, monthly income of the family, and parental education level and preference order variables. As a result of this study, the reasons for pedagogical formation education certificate program students prefer teaching are revealed, and various suggestions are presented to improve teaching and increase the preferability of the profession. Therefore, it was deemed necessary to examine the reasons for choosing the teaching profession of the students who received pedagogical formation certificate training. Research questions sought to be answered in the study:

1. What are the reasons for preferring teaching (internal, external, being influenced by others?)
2. Do the reasons for choosing to teach differ according to gender, place of residence, high school, monthly income of the family, education level of the parents, and the order of preference?

## Methodology

### Research Model

In this study, it was aimed to obtain data from students who received pedagogical formation education certificate program. Since data can be obtained from large populations with data collection tools that have passed the validity-reliability analyses with the survey model (Büyüköztürk, 2014, p.2), the survey model was used in this quantitative study.

## Population and Sample

The population of the study consisted of approximately 250 students who continue their activities in Eastern Anatolia in Turkey in 2022 and get pedagogical formation education in addition to their undergraduate education (to gain the right to be a teacher). The sample size to be reached in the study formula was calculated as 152 and 182 students were reached using the simple random sampling method, 24 responses to the scale were not taken into consideration because they were filled in incorrectly, and analyzes were carried out with 158 scales at the final stage. The distribution of the sample according to the variables that are the subject of the research is presented in Table 1.

Table 1. Distribution of the Sample

Variables		n	%
Gender	Female	118	74.7
	Male	40	25.3
Place of residence	City centre	88	55.7
	District centre	36	22.8
	Town-Village	34	21.5
High school	General high school	39	24.7
	Anatolian high school	85	53.8
	Other high schools	34	21.5
Family monthly income	0-5.000TRY	53	33.5
	5.001-10.000 TRY	64	40.5
	10.001+ TRY	41	25.9
Mother education level	Illiterate	39	24.7
	Primary school	50	31.6
	Secondary school	37	23.4
	High school+	32	20.3
Father education level	Illiterate	33	20.9
	Primary school	43	27.2
	Secondary school	36	22.8
	High school+	46	29.1
Order of choice	First	98	62.0
	Second+	60	38.0

### Data collection tool

The “Reasons for Choosing Teaching as a Career Scale-RCTCS”, which was developed by Lai, Chan, Ko, and So in 2005 and adapted into Turkish by Balyer and Özcan in 2014, was used as a data collection tool. It consists of 22 items and 3 sub-dimensions (Internal Causes used as a data collection tool. It consists of 22 items and 3 sub-dimensions (Internal Causes Sub-Dimension: 1, 2, 3, 4, 5, 6, 7, 8, 9; External Causes Sub-Dimension: 10, 11, 12, 13, 14, 15, 16, 17 ; Sub-Dimensions of Affecting Others: 18, 19, 20, 21, 22), and the items are in the 5-point Likert type of RCTCS. The average score ranges obtained in RCTCS; 1.00/1.80=Very Low, 1.81/2.60=Low, 2.61/3.40=Medium, 3.41/4.20=High, and 4.21/5.00=Very High. The fit indices obtained from the Confirmatory Factor Analysis (CFA) results in the adaptation study conducted by Bayer and Özcan (2014) 1410 pre-service teachers in 8 universities RMR=.10, RMSEA=.08, GFI=.90, AGFI=.80, NFI=.95, CFI=.92,  $\chi^2/sd=2.3$ . The internal consistency coefficient (Cronbach’s alpha) values for the reliability analysis were found to be between .76 and .89 in the sub-dimensions. In this study, CFA was applied to test the construct validity of RCTCS. The obtained DFA results are presented in the figure.

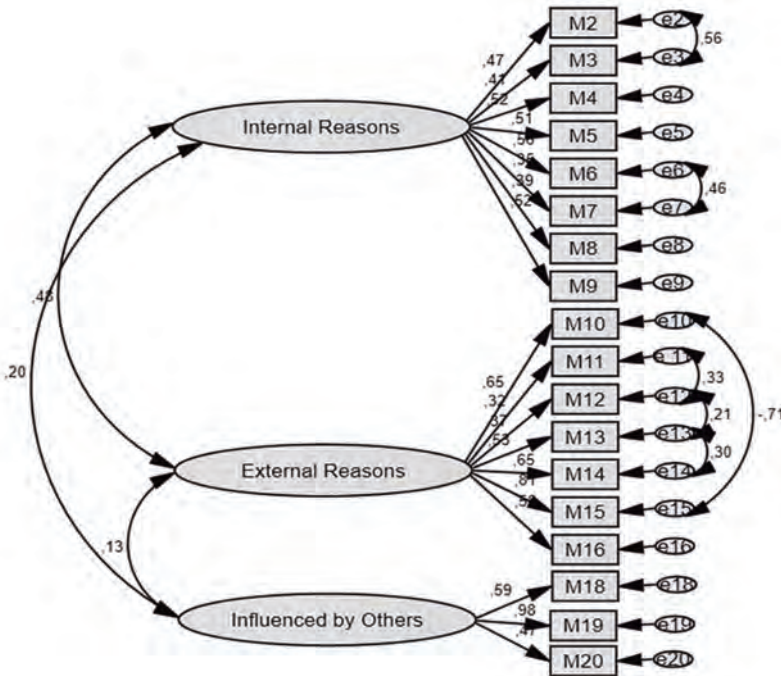


Figure 1. RCTCS CFA Results

As a result of CFA, item factor loads should not be below .30 (Harrington, 2009). For this reason, in line with the CFA results of RCTCS, items 1, 17, 21, and 22 were removed from the scale, since their item factor loads were below .30, and the analysis process was started. To adapt the fit indices of the RCTCS to the reference ranges, the items 2-3, 6-7, 10-15, 11-12, 12-13, and 13-14 were combined as shown in the figure. The fit index data obtained as a result of DFA is;  $\chi^2/sd=1.830$ ,  $TLI=.90$ ;  $GFI=.92$ ;  $NFI=.90$ ;  $CFI=.91$ ,  $RMSEA=.07$ ;  $RMR=.10$ ; shaped was found. These data are within reference ranges according to Schermelleh-Engel, Moosbrugger, and Müller (2003) and Stevens (2001). In other words, the construct validity of the three-dimensional structure of the RCTCS was accepted. The internal consistency coefficient (Cronbach's alpha) calculated for the reliability of the RCTCS was found to be .72 for the Internal Causes Sub-Dimension; .77 for the External Causes Sub-Dimension; .71 for the Affected by Others Sub-Dimension and .79 for the whole of the RCTCS. According to Kılıç (2016), these data show that RCTCS is reliable.

## Data analysis

To decide which techniques to use in the tests to be applied in the data analysis process, the normality of the data was checked first. For this reason, first of all, the mode, median, mean values, and graphs (Q-Q Plot, Box Plot, etc.) of the distribution were examined. Then, skewness/kurtosis data and normality test results were evaluated. The normality data for all sub-dimensions of RCTCS and all are presented in Table 2.

Table 2. Normality Data of RCTCS

RCTCS	Kolmogorov-Smirnov			Shapiro-Wilk			Skewness	Kurtosis
	Statistics	Sd	p	Statistics	Sd	p		
Internal reasons	.104	158	.043	.969	158	.041	-.105	-.407
External reasons	.087	158	.066	.985	158	.084	-.185	-.427
Influenced by others	.100	158	.021	.975	158	.045	.229	-.328
General	.087	158	.085	.990	158	.348	.269	-.070

When the data in Table 2 and the mode, median, mean, and graphs (Q-Q Plot, Box Plot, etc.) of the distribution were evaluated as a whole, it was assumed that the data were normally distributed and for this reason, parametric techniques (one-way analysis of variance (ANOVA) and independent sample t-test) were used in data analysis. The level of significance in data analysis was .05.



## Findings

The first question of the research was “1. *What are the reasons for choosing to teach (internal, external, being influenced by others)?*” In order to analyze the scale, the mean ( $\bar{x}$ ) and standard deviation (sd) values of the scale sub-dimensions and all are given in Table 3.

Table 3. ( $\bar{x}$ ) and (sd) Values of RCTCS

RCTCS	n	$\bar{x}$	ss	Level
Internal reasons	158	4.25	.48	Very high
External reasons	158	3.32	.78	Medium
Influenced by others	158	2.63	1.06	Medium
General	158	3.62	.50	High

As shown in Table 3, pedagogical formation education certificate program students' mean and standard deviation values of the RCTCS sub-dimension are ( ( $\bar{x}=4.25$ ,  $sd=.48$ : Very High) in the Internal Reasons sub-dimension, ( $\bar{x}=3.32$ ,  $sd=.78$ : Moderate) in the External Reasons sub-dimension, Influence by Others sub-dimension ( $\bar{x}=2.63$ ,  $sd=.50$ : Moderate) and overall scale ( $\bar{x}=3.62$ ,  $sd=.50$ : High). These data reveal that the level of pedagogical formation education certificate program students who choose to teach for internal reasons is higher than the level of external and being influenced by others.

The second research question was “2. *Do the reasons for choosing to teach differ according to gender, place of residence, high school, monthly income of the family, education level of the parents, and the order of preference?*” The results of the independent sample t-test and ANOVA performed in the solution of the problem are given in Tables 4, 5, and 6.

Table 4. Independent Sample T-Test Results Based on Gender and Order of Preference

	RCTCS	Variable	n	$\bar{X}$	ss.	sd.	t	p
Gender	Internal reasons	Female	118	4.30	.43	156	2.262	.025*
		Male	40	4.10	.56			
	External reasons	Female	118	3.36	.78	156	.872	.385
		Male	40	3.23	.77			
	Influenced by others	Female	118	2.62	1.08	156	-.089	.929
		Male	40	2.64	1.01			
General	Female	118	3.65	.50	156	1.454	.148	
	Male	40	3.52	.48				
Order of choice	Internal reasons	First	98	4.28	.48	156	1.043	.298
		Second+	60	4.20	.47			
	External reasons	First	98	3.34	.83	156	.311	.756
		Second+	60	3.30	.69			
	Influenced by others	First	98	2.76	1.02	156	2.038	.043*
		Second+	60	2.40	1.09			
General	First	98	3.66	.51	156	1.355	.177	
	Second+	60	3.55	.47				

\*  $p < 0,05$  level of significance.

In Table 4, it was seen that there was a statistical difference between the reasons why pedagogical formation education certificate program students preferred teaching and their gender and order of preference for their departments. This difference was in the sub-dimension of internal reasons in the gender variable, and it was observed that there was a difference in favor of female students between male students ( $\bar{X} = 4.10$ ,  $sd = .56$ ) and female students ( $\bar{X} = 4.30$ ,  $sd = .43$ ). In the order of preference variable, this difference was found in the sub-dimension of being affected by others and between the students whose departments were in the first preference order ( $\bar{X} = 2.76$ ,  $sd = 1.02$ ) and the students who were in the second or higher order of preference ( $\bar{X} = 2.40$ ,  $sd = 1.09$ ) in favor of the students whose departments were in the first preference order.

Table 5. ANOVA Results Based on Place of Residence, High School, and Monthly Income

RCTCS	variable	n	$\bar{X}$	ss.	sd.		Sq. mean	F	p	Difference
Internal reasons	City centre (1)	88	4.18	.49	G. İçi	155	.22	2.395	.095	---
	District centre (2)	36	4.32	.47						
	Town-Village (3)	34	4.36	.41	G. Ar.	2	.53			
External reasons	City centre (1)	88	3.15	.75	G İçi	155	.57	5.069	.007*	2>1. 3>1
	District centre (2)	36	3.56	.84						
	Town-Village (3)	34	3.52	.68	G. Ar.	2	2.89			
Influenced by others	City centre (1)	88	2.52	1.06	G. İçi	155	1.12	1.006	.368	---
	District centre (2)	36	2.74	.99						
	Town-Village (3)	34	2.78	1.13	G. Ar.	2	1.13			
General	City centre (1)	88	3.50	.48	G. İçi	155	.23	5.749	.004*	2>1. 3>1
	District centre (2)	36	3.76	.46						
	Town-Village (3)	34	3.77	.50	G. Ar.	2	1.33			
Internal reasons	General high school (1)	39	4.36	.49	G. İçi	155	.22	2.304	.103	---
	Anatolian high school (2)	85	4.17	.48						
	Other high schools (3)	34	4.29	.39	G. Ar.	2	.51			
External reasons	General high school (1)	39	3.30	.82	G İçi	155	.60	.085	.918	---
	Anatolian high school (2)	85	3.34	.74						
	Other high schools (3)	34	3.28	.80	G. Ar.	2	.05			

Influenced by others	General high school (1)	39	2.68	1.02	G. İçi	155	1.13	.425	.654	---
	Anatolian high school (2)	85	2.66	1.02						
	Other high schools (3)	34	2.48	1.18	G. Ar.	2	.48			
General	General high school (1)	39	3.67	.51	G. İçi	155	.24	.278	.757	---
	Anatolian high school (2)	85	3.60	.48						
	Other high schools (3)	34	3.60	.50	G. Ar.	2	.06			
Internal reasons	0-5.000TRY (1)	53	4.09	.48	G. İçi	155	.22	2.754	.047*	2>1, 2>3
	5.001-10.000 TRY (2)	64	4.35	.48						
	10.001+ TRY (3)	41	4.05	.41	G. Ar.	2	.61			
External reasons	0-5.000 TRY (1)	53	3.15	.72	G İçi	155	.58	3.254	.041*	2>1, 2>3
	5.001-10.000 TRY (2)	64	3.50	.75						
	10.001+ TRY (3)	41	3.20	.82	G. Ar.	2	1.90			
Influenced by others	0-5.000 TRY (1)	53	2.73	1.12	G. İçi	155	1.13	.492	.612	---
	5.001-10.000 TRY (2)	64	2.60	1.02						
	10.001+ TRY (3)	41	2.52	1.04	G. Ar.	2	.55			
General	0-5.000 TRY (1)	53	3.44	.48	G. İçi	155	.24	2.926	.037*	2>1, 2>3
	5.001-10.000 TRY (2)	64	3.73	.48						
	10.001+ TRY (3)	41	3.43	.50	G. Ar.	2	.70			

\*  $p < 0,05$  level of significance.

Table 5 shows that there are statistically significant differences between the reasons why pedagogical formation education certificate program students prefer teaching and their place of residence and income. Tukey test was applied to determine the orientation of the differences within the group. As a result of the Tukey test; the first of these differences was in the dimension of external causes in the settlement variable,

and students living in the city centre ( $\bar{X}=3.15$ ,  $sd=.75$ ) and the students living in the district centre ( $\bar{X}=3.56$ ,  $sd=.84$ ) and town-village ( $\bar{X}=3.52$ ,  $sd=.68$ ) in favor of students living in the district centre and town-village. Another difference in the settlement variable belonged to the whole of the RCTCS, and similar to the external causes sub-dimension, students living in the city centre ( $\bar{X}=3.50$ ,  $sd=.48$ ) compared to the district centre ( $\bar{X}=3.76$ ,  $sd=.46$ ) and town-village ( $\bar{X}=3.77$ ,  $sd=.50$ ) were in favor of students living in the district centre and town-village.

In the sub-dimension of internal causes in the income variable, students with an average income of 5.001-10.000 TRY ( $\bar{X}=4.35$ ,  $sd=.48$ ) and 0-5.000 TRY ( $\bar{X}=4.09$ ,  $sd=.48$ ) and 10.001+ TRY ( $\bar{X}=4.05$ ,  $sd=.41$ ), it was in favor of students with an income of 5.001-10.000 TRY among students with income. In the sub-dimension of external causes in the income variable, students with an average income of 5.001-10.000 TRY ( $\bar{X}=3.50$ ,  $sd=.75$ ) and 0-5.000 TRY ( $\bar{X}=3.15$ ,  $sd=.72$ ) and 10.001+ TRY ( $\bar{X}=3.20$ ,  $sd=.82$ ), it was in favor of students with an income of 5.001-10.000 TRY among students with income. Similar to the sub-dimensions of internal and external causes, the difference reached in the income variable in the whole of RCTCS was 5.001-10.000 TRY ( $\bar{X}=3.73$ ,  $sd=.48$ ), and students with an average income of 0-5.000 TRY ( $\bar{X}=3.44$ ,  $sd=.48$ ) and 10.001+ TRY ( $\bar{X}=3.43$ ,  $sd=.50$ ) in favor of students with an income of 5.001-10.000 TRY. There was no significant difference between the reasons why pedagogical formation education certificate program students preferred teaching and the high schools they graduated from. [( $F_{\text{Internal reasons}(2-155)}=2.304$ ,  $p>.05$ ); ( $F_{\text{External reasons}(2-155)}=.085$ ,  $p>.05$ ); ( $F_{\text{Influenced by others}(2-155)}=.425$ ,  $p>.05$ ); ( $F_{\text{General}(2-155)}=.278$ ,  $p>.05$ )].

Table 6. Results of ANOVA-Tukey Test Based on Parent Education Level

RCTCS	variable	n	$\bar{X}$	ss.	sd.	Sq.	F	p	
Internal reasons	Illiterate (1)	39	4.36	.46	Within groups	154	2.757	.044*	1>3, 4>3
	Primary school (2)	50	4.20	.45					
	Secondary school (3)	37	4.09	.52	Between groups	3			
	High school+ (4)	32	4.35	.42					
External reasons	Illiterate (1)	39	3.26	.79	Within groups	154	.812	.489	---
	Primary school (2)	50	3.22	.87					
	Secondary school (3)	37	3.39	.66	Between groups	3			
	High school+ (4)	32	3.47	.71					
Influenced by others	Illiterate (1)	39	2.50	.90	Within groups	154	.512	.675	---
	Primary school (2)	50	2.76	1.29					
	Secondary school (3)	37	2.54	.83	Between groups	3			
	High school+ (4)	32	2.66	1.08					
General	Illiterate (1)	39	3.62	.48	Within groups	154	.774	.510	---
	Primary school (2)	50	3.58	.57					
	Secondary school (3)	37	3.56	.44	Between groups	3			
	High school+ (4)	32	3.73	.43					
Internal reasons	Illiterate (1)	33	4.24	.56	Within groups	154	.188	.904	---
	Primary school (2)	43	4.22	.41					
	Secondary school (3)	36	4.29	.42	Between groups	3			
	High school+ (4)	46	4.23	.50					

External reasons	Illiterate (1)	33	3.11	.69	Within groups	154	.58	2.892	.037*	4>1
	Primary school (2)	43	3.28	.76						
	Secondary school (3)	36	3.23	.83	Between groups	3	1.67			
	High school+ (4)	46	3.58	.73						
Influenced by others	Illiterate (1)	33	2.45	.82	Within groups	154	1.11	1.622	.186	---
	Primary school (2)	43	2.87	1.19						
	Secondary school (3)	36	2.41	1.01	Between groups	3	1.80			
	High school+ (4)	46	2.68	1.08						
General	Illiterate (1)	33	3.50	.48	Within groups	154	.24	1.413	.241	---
	Primary school (2)	43	3.63	.49						
	Secondary school (3)	36	3.56	.48	Between groups	3	.34			
	High school+ (4)	46	3.72	.51						

Table 6 shows that there are statistical differences between the reasons why pedagogical formation education certificate program students prefer teaching and their parents' education levels. Tukey test was applied to determine the orientation of the differences within the group. As a result of the Tukey test; the first of these differences was in the sub-dimension of internal causes in the mother education level variable. Among the students whose mothers were illiterate ( $\bar{X}=4.36$ ,  $sd=.46$ ) and those with a high school or higher graduation ( $\bar{X}=4.35$ ,  $sd=.42$ ), and those whose mothers were secondary school graduates ( $\bar{X}=4.09$ ,  $sd=.52$ ), there were students whose mothers were illiterate and it was observed that there was a difference in favor of students who graduated from high school and above.

There was a difference in the sub-dimension of extrinsic causes in the father's education level variable. It was determined that there was a difference between the students whose mothers graduated from high school or above ( $\bar{X}=3.58$ ,  $sd=.73$ ) and illiterate students ( $\bar{X}=3.11$ ,  $sd=.69$ ) in favor of students whose mothers graduated from high school or above.

## Discussion, Conclusion and Recommendations

The first research question of this study, when the mean and standard deviation values of RCTCS are examined in the analyzes made to answer the question “1. *What are the reasons for preferring teaching (internal, external, being influenced by others)?*”; The Internal Causes sub-dimension is too high; The sub-dimension of External Causes and Influence by Others was moderate; It was concluded that all of the RCTCS were high level. This result revealed that the level of pedagogical formation education certificate program students choosing to teach for internal reasons was higher than the level of choice for external reasons and being influenced by others. Based on this finding, it can be stated that the pedagogical formation education certificate program students turn to teach with their own will and intrinsic motivation.

The second research question of the study was: “2. *Do the reasons for choosing to teach differ according to gender, place of residence, high school, monthly income of the family, education level of parents, and order of preference?*” It was concluded that there was a significant difference between the reasons why pedagogical formation education certificate program students preferred teaching and **their gender**, and this difference was in favor of female students in the sub-dimension of internal reasons. This result may reveal that female students tend to become teachers for internal reasons more than male students. It was found that there was a significant difference between the reasons why pedagogical formation education certificate program students prefer teaching and **the order of preference** in the transition to higher education exams. In the preference order variable, a difference was found in favor of pedagogical formation education certificate program students with the first preference order in the sub-dimension of being affected by others. This result reveals that the level of pedagogical formation education certificate program students who prefer teaching in the first place, being influenced by others, is higher than the students with other preference order. Based on this result, it can be stated that the pedagogical formation education certificate program students who prefer teaching in higher education in the first place, being influenced by others, have a higher level of preference for teaching than the students with other preference order.

It was concluded that there was a significant difference between the reasons why pedagogical formation education certificate program students preferred teaching and the **variable of residence**, and this difference was in favor of the students living in the district centre and town-village between the students living in the city centre and the students living in the town centre and town-village in the whole of RCTCS with the sub-dimension of external reasons. Based on this result, it can be stated that pedagogical formation education certificate program students living in districts, villages, and towns prefer teaching for internal reasons and in general, are higher than students living in city centres. The findings revealed that there was a significant difference between the reasons why pedagogical formation education certificate program students preferred



teaching and **their income**. In the income variable, it was concluded that there was a difference in favor of the students with an income of 5.001-10.000 TRY between the students with an average income of 5.001-10.000TRY and those with an income of 0-5.000 TRY and 10.001+ TRY in all of the internal causes, external reasons and RCTCS. This result can reveal that pedagogical formation education certificate program students who have an income of 5.001-10.000 TRY, which can be expressed as middle-income level with current figures, are higher than students with low income (0-5.000 TRY) and high income (10.001+ TRY).

There was a significant difference between the reasons why pedagogical formation education certificate program students preferred teaching and **their mother's education levels**. It was found that there was a difference in favor of the students. In other words, it was concluded that the pedagogical formation students whose mothers are illiterate and the pedagogical formation students who graduated from high school or higher were more likely to choose teaching due to internal reasons than the students whose mothers were secondary school graduates. There was also a significant difference between the reasons why pedagogical formation education certificate program students preferred teaching and **their father's education levels**. In the sub-dimension of external causes, it was concluded that there was a difference between the students whose mothers graduated from high school and above and those who were illiterate, in favor of the students whose mothers graduated from high school or above. This result shows that the pedagogical formation education certificate program students whose fathers were high school graduates or above were more likely to choose to teach for external reasons than those whose fathers were illiterate. In addition to these results, it can be stated that there is no significant difference between the reasons why pedagogical formation education certificate program students prefer teaching and **the high schools they graduated from**.

When the results obtained in this study were evaluated in general, it was seen that the level of pedagogical formation education certificate program students choosing to teach for internal reasons was higher than the level of choice for external reasons and being influenced by others. In other words, it can be stated that the pedagogical formation education certificate program students turn to teach with their own will and intrinsic motivation. In addition, it was found that female pedagogical formation education certificate program students chose to be a teacher for internal reasons higher than males; pedagogical formation students, who were the first choice of teaching, had a higher level of choosing teaching due to external reasons than the students who have second+ preference; pedagogical formation education certificate program students living in districts, villages and towns preferred teaching for internal reasons and generally were higher than students living in provincial centres; It was found that the pedagogical formation education certificate program students with an income of 5.001-10.000 TRY preferred to be a teacher, higher than the students with an income of 0-5.000 TRY and 10.001+TRY; pedagogical formation education certificate

program students whose mothers were illiterate and graduated from high school or above had higher levels of choosing teaching due to internal reasons than students whose mothers were secondary school graduates; pedagogical formation education certificate program students whose fathers graduated from high school or above were higher than students whose fathers were illiterate. It was concluded that there was no significant difference between the reasons why pedagogical formation education certificate program students prefer teaching and the high schools they graduated from.

In the examinations and evaluations made in the domestic and foreign literature, it has been understood that there are results consistent with those obtained in this study. The study conducted by Özbek, Kahyaoğlu, and Özgen in 2007, the study conducted by Zounhia, Chatoupisi, Amoutzas, and Hatziharistos in 2006, and the study conducted by Buldur, Keskin, and Börekçi in 2021, it was determined that the participants turned to the teaching profession for internal reasons. In the study conducted by Yiğit in 2018, it was determined that the professional preferences of teacher candidates were realized for internal reasons, influenced by others, and external reasons, respectively. In the study by Bursal and Buldur in 2016, the study by Bruinsma and Jansen in 2010, the study by Özsoy, Özsoy, Özkara and Memiş in 2010, the study by Özbek, Kahyaoğlu and Özgen in 2007 and Hellsten and Pyrtula in 2011, it was seen that the reasons for choosing the teaching profession of female and male teacher candidates differed in favor of women. In the study carried out by Türkdöğün in 2014, significant differences were found between the reasons for the professional preferences of the teacher candidates and the gender and education levels of the parents.

There are also studies in the literature that have different results from the results obtained in this study. In the study conducted by Saban in 2003 and the study conducted by Özsoy, Özsoy, Özkara, and Memiş in 2010, it was observed that the participants preferred the teaching profession for external reasons and being influenced by others. In the study conducted by Bursal and Buldur in 2016, it was determined that the reasons for the professional preferences of the teacher candidates were respectively (in order of importance) being influenced by others, internal and external reasons. In the study conducted by Çetin in 2012 it was understood that the participants preferred the teaching profession for external reasons. In the study conducted by the same writers in 2010, no significant difference was found between the reasons for choosing the teaching profession of the participants and their gender, income, and place of residence. In the study conducted by MacKenzie in 2013 and the study conducted by Övet in 2006, it was found that the career preferences of teacher candidates did not change according to gender; In the study conducted by Aydın in 2011, it was seen that the professional preferences of teacher candidates did not differ according to gender, income, and place of residence.

Based on the studies conducted in Turkey and other countries in the literature, it has been seen that the results obtained in this study can be supported by similar studies of national and international nature. However, it can be seen that different

results are obtained from the results obtained in some studies carried out especially in the foreign literature. One of the reasons for achieving different results from the literature in the study can be cited as not collecting data directly from students or teachers receiving teacher education and obtaining data from teacher candidates who get teacher education through pedagogical formation courses (certificate programs) in addition to undergraduate education. Suggestions developed in line with the results of the study can be listed as follows:

- Considering that the professional success achieved due to internal reasons is higher than the professional success achieved due to external reasons and being influenced by others (Watt & Richardson, 2008, p.424), it can be suggested to switch to teacher selection models in which students who turn to teach due to internal reasons can be chosen in teacher selection.
- Since it is determined in the study that female pedagogical formation education certificate program students' level of choosing to teach for internal reasons is higher than that of males, it can be suggested that males' internal orientation towards teaching should also be supported.
- It can be stated that it is thought-provoking that the pedagogical formation education certificate program students, who are the first choice of teaching in the study, have higher levels of choosing teaching due to external reasons than the students who have the second + preference. For this reason, it can be suggested to carry out studies that will enable the students, who are the first choice of teaching, to make these choices due to external reasons, and to make their choices due to internal reasons.
- In the study, it was seen that the pedagogical formation education certificate program students with a medium income level of preference for teaching were higher than those of the students with low and high-income level students. For this reason, it can be suggested to investigate the reasons why the lower and upper-income groups have lower levels of choosing teaching as a teacher.
- In the study, it was seen that the level of pedagogical formation education certificate program students who live in districts, villages, and towns was higher than the students living in city centres. For this reason, it can be suggested to carry out activities such as seminars and career days to inform the students who will take the University entrance exams in the city centres about the teaching profession.
- Since the education levels of the parents can affect the level of choosing to be a teacher it can be suggested that students with disadvantaged parents in terms of their parents' education level should be able to access a deeper guidance service in their career choice.

- It may be recommended to conduct studies examining other demographic variables and differentiation levels that are not covered in this study and to conduct studies examining the relationship or predictiveness between the reasons for choosing teaching and other variables.
- This study was conducted with pedagogical formation education certificate program students. It can be suggested to carry out similar studies with students studying at different levels.
- In this study, the survey model, one of the quantitative patterns, was used. To reveal more detailed results, it may be recommended to conduct qualitative or mixed-design studies.

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