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INVESTIGATING FACTORS INFLUENCING PRE-SERVICE ENGLISH TEACHERS' DECISIONS TO BECOME TEACHERS

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Başlık: İngilizce Öğretmen Adaylarının Öğretmen Olma Kararlarını Etkileyen Faktörlerin İncelenmesi

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ÖZET

Araştırma, İngilizce öğretmen adaylarının meslek seçme nedenlerini ve motivasyonlarını incelemek amacıyla karma yöntem yaklaşımıyla tasarlanmıştır. Böylelikle nicel ve nitel veriler birlikte kullanılarak konu hakkında daha ayrıntılı bilgi edilmesi amaçlanmaktadır. Araştırmanın nicel verileri, İngilizce öğretmen adaylarına uygulanan ölçek aracılığıyla toplanmıştır. Nitel veriler ise yarı yapılandırılmış mülakatlarla yüz yüze toplanmıştır. Nicel veriler, Öğretmenlik Seçimini Etkileyen Faktörler (ÖSEF) ölçeği kullanılarak elde edilmiştir. Veri toplama prosedürü, Trakya Üniversitesi İngilizce Öğretmenliği programında öğrenim gören ve gönüllü olan toplam 198 öğretmen adayıyla gerçekleştirilmiştir. Ölçeğin yanı sıra, öğretmen adaylarının motivasyonlarındaki farklılaşmayı inceleyebilmemize kaynaklık etmesi için, öğretmen adaylarının sosyo ekonomik geçmişi, aile eğitim durumu, cinsiyet, sınıf düzeyi bilgilerine dair verileri içeren demografik bilgi formu da uygulanmıştır. Katılımcılardan kişisel bilgileri ve öğretmenlik mesleğini seçme motivasyonlarına ilişkin ayrıntılı veriler elde edilmiştir. Ayrıca, nitel veriler her sınıf düzeyinden 3 olmak üzere toplam 12 gönüllü öğretmen adayıyla yüz yüze gerçekleştirilen yarı yapılandırılmış görüşmeler yoluyla toplanmış, anketin ötesinde daha ayrıntılı bilgiler toplanmıştır.

Toplanan nicel verilerin analizi SPSS 26 programı kullanılarak yapılmış, nitel veriler ise içerik analizi yöntemiyle incelenmiştir. Elde edilen bulgular, öğretmen adaylarının meslek motivasyonlarına dair verilerin belirlenmesine, sınıflandırılmasına ve demografik özelliklerle birlikte öğretmenlik mesleğinin ağırlıklı olarak hangi profiller tarafından tercih edildiği ortaya çıkarılmıştır. Demografik değişkenler ile motivasyon düzeyleri arasındaki ilişki t-testi ve tek yönlü varyans analizi (ANOVA) ile test edilmiştir. Elde edilen bulgular, öğretmen adaylarının genel olarak meslek motivasyonlarının yüksek

olduğunu ve bu motivasyonu etkileyen temel unsurları ortaya koymuştur. Ayrıca, demografik değişkenlere göre cinsiyet dışında motivasyon düzeylerinde anlamlı farklar bulunmamıştır. Yarı yapılandırılmış görüşmeler ise anket yoluyla elde ettiğimiz faktörler hakkında daha ayrıntılı verilere ulaşmamızı sağlamıştır.

Anahtar Kelimeler: İngilizce öğretmeni, motivasyon, kariyer seçimi, öğretmen motivasyonu, motivasyonu etkileyen faktörler

Title: Investigating Factors Influencing Pre-Service English Teachers' Decisions to Become Teachers

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ABSTRACT

The study was designed with a mixed-method approach in order to examine the reasons and motivations of pre-service English language teachers for choosing a profession. Thus, it is aimed to provide more detailed information about the subject by using quantitative and qualitative data together. Quantitative data were collected through a questionnaire administered to pre-service English language teachers. Qualitative data were collected face-to-face through semi-structured interviews. Quantitative data were obtained by using the "(FIT-Choice)" scale. The data collection procedure was carried out with a total of 198 volunteer pre-service teachers studying in the English Language Teaching program at Trakya University. In addition to the scale, a demographic information form, which includes data on the socio-economic background, family education status, gender, and grade level of the pre-service teachers, was also applied to examine the differentiation in the motivation of the pre-service teachers. Detailed data were obtained from the participants regarding their personal information and their motivation for choosing the teaching profession. In addition, qualitative data were collected through face-to-face semi-structured interviews with a total of 12 volunteer pre-service teachers, 3 from each grade level, and more detailed information was collected beyond the questionnaire.

The quantitative data collected were analyzed using the SPSS 26 program, while the qualitative data were analyzed by content analysis. The findings were used to determine and categorize the data on pre-service teachers' professional motivation and to reveal which profiles predominantly prefer the teaching profession together with demographic characteristics. The relationship between demographic variables and motivation levels was tested with t-test and one-way analysis of variance (ANOVA). The findings revealed that pre-service teachers generally have high motivation for the

profession and the main factors affecting this motivation. In addition, no significant differences were found in motivation levels according to demographic variables except gender. Semi-structured interviews provided us with more detailed data on the factors we obtained through the questionnaire.

Keywords: English language teacher, motivation, career choice, teacher motivation, factors influencing motivation

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LIST OF ABBREVIATIONS

AGT **:** Achievement Goal Theory

CEFR **:** Common European Framework of Reference for Languages

EFL **:** English as a Foreign Language

ELT **:** English Language Teaching

ERG **:** Existence Relatedness Growth

ESL : English as a Second Language

EVT **:** Expectancy Value Theory

FIT **:** Factors Influencing Teaching

KPSS **:** Kamu Personeli Seçme Sınavı

MONE **:** Ministry of National Education

OSYM **:** Öğrenci Seçme ve Yerleştirme Merkezi

SDT **:** Self Determination Theory

SPSS **:** Statistical package for the social sciences

YDT **:** Yabancı Dil Testi

USA **:** United States of America

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CHAPTER 1: INTRODUCTION

1.1. Background of the Study

This introduction provides an essential background on the research topic and explains its significance. It reviews previous studies to highlight existing knowledge, provide information about general situation and identify gaps that the current research will address. It presents the research question, importance of the study and gives an overview about the research methodology.

In addition, it provides the blueprint of the thesis, thus enabling the reader what is ought to come on the succeeding sections. The motivation of pre-service teachers is one of the most critical factors that have a great bearing on their professional development and later effectiveness in the field of teaching. This is especially true for pre-service English teachers who work amidst with challenges and opportunities in the fast-paced and complex landscape of language education. Understanding the factors that influence their disposition can also give further insights to pre-service teacher education programs, policymakers and to the teachers themselves (Topkaya & Uztosun, 2012).

Studies have shown that pre-service English teachers are motivated by the combination of intrinsic, extrinsic, and altruistic factors. Intrinsic motivation, such as the interest and enjoyment in the teaching, is often cited as one of the main drivers. Studies have identified the profound love for the English language and the motivation to transfer this to others as the main reason why pre-service teachers want to become English teachers (Topkaya & Uztosun, 2012). In addition, intrinsic values towards a career in teaching and interest in the subject matter are other interesting motivations to rebut (Asriani, Apriliaswati, & Riyanti, 2022).

Extrinsic factors, which include job security, various career opportunities, and financial conditions are also influential in motivating pre-service English teachers. Such variables are very pertinent to places where the demand for proficient English teachers is

high that promises job security and possible career opportunities (Hartono, Hidayati, & Wiyaka, 2023).

Another fundemental category is altruistic motivations, which emphasise commitments to contribution in society and make positive affect in students lives, touch their lives, and contribute to society as a part of it, is frequently noted in research. A strong devotion to helping students reach their full potential and fostering a love for learning English is typical of many pre-service teachers (Brookhart and Freeman, 1992).

Moreover, socio-cultural context of a particular country positively or negatively influences motivation in connection with social positioning of the teaching profession and the global positioning of English language. Positive motivation is mostly noted in the countries, where English is a second or foreign language, and the motive derives importance from proficiency in English due to the availability of various career opportunities (Bolton & Meierkord, 2013)

This study seeks to investigate the various factors affecting the motivation of pre-service English teachers. By exploring both intrinsic and extrinsic motivational factors, as well as other socio-cultural factors, this research aims to provide a comprehensive understanding of the elements that inspire these future educators.

A key factor of a nation's growth and destiny is its educational system. Since it has such a strong, worldwide impact on societal growth and evolution, every nation strives to establish this vital system. In this system, teachers play a crucial role and are considered as corner stones. Therefore, the challenges of teachers and teacher education have received attention in the industrialized world in an effort to improve worker productivity and student learning outcomes (Barro, 2001).

As facilitators of education system, teachers play a crucial role in the education systems that have a widely acknowledged impact on the development of their nations. The efficacy and quality of teaching and learning are also greatly influenced by instructors. Consequently, the effectiveness of instruction and students' learning outcomes are greatly influenced by the competency, character, and commitment of instructors (Fauth et al., 2019). There are numerous politicians, educators, and scholars

who have emphasized why education quality is a global priority. For this reason, the literature has a wide range of definitions. says that the quality of education depends on both the content taught and acquired and the extent to which it satisfies the requirements of the learners both now and in the future (Hunt, 2015; Kunter et al., 2013) . From this viewpoint, learning the appropriate things at the appropriate time and location and doing so well is considered as quality education.

Teachers and their abilities to lead are the most important aspects of a school that promote learning because they create classrooms that are collaborative, inspiring, and influenced by their students. assert that the elements impacting the quality of education are deeply interdependent on teacher quality, teacher enhancement policies, the schooling atmosphere, and the dynamics of teaching and learning. Nonetheless, two points from the relevant literature on education and learning are the importance of high-quality teachers' impact on students' performance and the challenges faced by national policy efforts in breaking into the school setting. Therefore, educators, researchers, and politicians all agree that effective administration and well-supported teachers are crucial to the improvement and growth of education (Barile et al., 2012; Cullen, Koedel, & Parsons, 2016)

Language education is vital in preparing individuals for various aspects of life, such as entering the workforce, pursuing higher education, or securing employment. Emphasizing practical communication through interactive methods, communicative language teaching equips students with the skills needed to confidently use the language in real-world situations. This method not only improves their language abilities but also enhances their critical thinking and problem-solving skills, which are crucial in both personal and professional domains (Azimova, 2019). Additionally, language education plays a key role in fostering global connections by enabling communication between diverse linguistic groups, thus helping to build strong relationships among the world's six billion people. This connectivity is essential for promoting international cooperation, cultural exchange, and mutual understanding in our interconnected World.

In developing nations, English language education has become a crucial component due to its prominence in the global economy, media, academia, and various

other fields. Proficiency in English gives learners access to a vast array of information and resources, allowing them to engage more effectively in the global marketplace. It also provides numerous opportunities for higher education and career advancement, contributing to both personal and national development (Crystal, 2003).

Given that English is the global lingua franca, English instructors have played a critical role in assisting students in acquiring English language skills at a young age in Turkey. The Ministry of National Education (MONE) implemented the 1997 education reform, which redefined the role of English instructors as guides within a student-focused program of study for English language teaching, commencing with the second stage of primary education. The significance of supporting positive attitudes toward English learning and guiding students toward effective communicative abilities was underscored by this reform (Kırkgöz, 2007). Furthermore, the reform resulted in substantial modifications to higher education that were designed to enhance teacher training programs. These enhancements encompassed the addition of new courses, such as Teaching English to Young Learners, the extension of the number of courses, and the extension of practical training periods in schools to more effectively address current educational requirements (Kırkgöz, 2005). The purpose of these modifications was to improve the quality of English instructors in order to more effectively address the requirements of students. Ongoing efforts to advance teacher training and professional development have been crucial in assuring that teachers can effectively fulfill their roles and achieve curriculum objectives (Celik & Kasapoglu, 2014).

According to the research that is relevant to the topic in both national and international settings, the motivation of English instructors is one of the teacher-related characteristics that has a major and unquestionabe influence on pre service teacher performance and, therefore, the standard of English Language Teaching (Damar, 2018; Salı, 2013). When we examine the research conducted in Turkey, we observe focus on teacher motivation. Nevertheless, there has not been an in depth and comprehensive assessment of the motivations and reasons that have led English teachers to pursue a career in this field (Topkaya & Uztosun, 2012). Although the importance of teacher motivation is widely recognized, many existing studies do not fully reflect the factors that

influenced their choice of English language teaching as a profession, particularly in ELT departments. Due to the unique educational, cultural and social influences of each country, there is a need for local studies specific to the region rather than broad generalizations. Without studies of the local context, it is difficult to have a detailed understanding of what factors encourage English teachers to choose the profession. This makes it necessary not only to explain the factors that influence the choice of teaching profession, but also to reveal the underlying reasons.

1.2 Significance of the Study

The majority of studies conducted in this field look at the variables influencing students' motivation or strategies for boosting it. The investigation of motivation in educational environments often focuses on the motivation of students. However, despite its importance in numerous aspects of educational practices, teacher motivation has not received significant attention as a distinct study subject (Kocabas, 2009).

If educating students and producing effective results is the major goal of schools, then elements such as teacher motivation—which is the key factor impacting student achievement—should also be taken into consideration (Skinner & Belmont, 1993). It is important to analyze factors that affect teachers' motivation. Additionally, steps that are essential to support teachers' motivation should be performed in order to raise the standard of education. In this regard, the study may provide the academics and other stakeholders in education something to think about. English language teachers' motivation has not been extensively investigated in comparison to learners' motivation, as opposed to general teacher motivation. From this perspective, Dörnyei (2001) emphasizes that the quantity of studies that focused on language teachers, this research area is deserving considerably greater consideration.

It is considered that English language teachers are an integral part and the cornerstone of the education system. for this reason, it is of great importance that English language teachers' motivations for entering the profession should be addressed in a detailed and holistic approach. clarifying the characteristics, beliefs and thoughts

underlying their motivations for choosing the profession will shed light on the process of examining the factors affecting their motivation.

Moreover, the implementation of the previously investigations in teacher-related domains for later assessment and enhancement may provide a substantial advantage in the establishment of a successful teacher curriculum and the creation of a more effective environment for the professional development of English teachers. Consequently, it is possible to assert that the quality of language education will be improved as a result of the increased motivation of instructors for their work and responsibilities. Consequently, there are numerous elements of the significance of the current study that require further explanation.

This study aims to provide a general understanding of teacher motivation by utilizing the FIT-Choice framework developed by Watt and Richardson, based on Eccles and Wigfield's Expectancy-Value theory (2007). The model examines motivations for teaching, perceptions of the profession, and satisfaction with career choice, offering a detailed categorization of motivations. The FIT-Choice model has been validated across diverse socio-cultural contexts, including Germany, Norway, the USA, Australia, Turkey, and China, demonstrating its reliability. The findings of this study are expected to significantly contribute to teacher training by identifying and addressing issues, thus improving programs to attract and retain qualified candidates. This will enhance the professional development and career commitment of pre-service teachers.

1.3 Purpose of the Study

The primary objective of this research is to do an investigation on the variables that influence the teaching profession choice of pre-service teachers those who teach English.

Another aim of the research is to find out whether pre-service English language teachers' motivation to choose teaching and their beliefs and thoughts about the profession show a significant change according to which variables, for example, family education

level, gender, monthly income, and grade level, and to compare them with studies conducted in similar contexts in Turkey and abroad and to discuss the results.

The final goal of the research is to enhance our comprehension of the factors that influence the motivation of pre-service English language teachers who choose for a career in English language teaching in our country. This is particularly important in light of the rapidly changing environment and its direct impact on educational circumstances. The findings of this research will be valuable to academicians involved in teacher training, program developers, and policymakers.

1.4 Statement of Problem

English language teaching is highly valued matter of subject in Turkey's educational system because of its global significance and international recognition. Turkish authorities have implemented some sort of reforms in order tto enhance the quality of ongoing language education, with a particular emphasis on the function of English language teachers in language education (Kirkgoz, 2007). The factors that influence the choice of a teacher are also significant; however, they have not been extensively investigated in Turkey. The comprehension of these factors can provide great benefit to English education, as they are regarded as sources of motivation for the teaching profession (Topkaya & Uztosun, 2012).

In language teacher-related matters, such as the selection of qualified candidates for teacher education programs and the retention of highly motivated teachers, it is essential to examine the factors that influence teaching choice. The effectiveness of teacher education programs can be enhanced by utilizing the characteristics of teachers to identify suitable candidates (Watt & Richardson, 2007) . Teacher education programs in colleges can also be evaluated and enhanced by the characteristics of effective teachers (Subaşı, 2010), as they prepare pre-service teachers for their profession and have a significant impact on their performance.

In other words, consciousness of teachers is another essential factor affecting the performance of educators in the education field, because it allows for the recognition of both his/her own behaviors and dispositions during the teaching process(Sylvia Chong, 2009). The analysis of the factors that affect the preference of teaching will eventually help during the recognition and removal of demotivating factors for language instructors, thus avoiding teacher-related problems and problem (Onyefulu et al., 2022).

Language instructors are the fundemental aspects of language education systems, so that the purposes and objectives of language education can not be achieved without any language instructors. Another fact is that the teachers' efficacy during the process of language teaching depends on different factors such as learners, schools' management, authorities, and the environment. Analysis of the factors regarding the teaching preference would help in understanding the motivators and de-motivators of the teachers and their efficacy and efficiency in motivating language instructors and, accordingly, achieving more effective results in language education (Kılınç et al. 2012).

In other words, the objective of this study is to evaluate which potential variables influence the teaching preferences of language teacher candidates who are studying in a teacher-training program of a state university. The results will provide better knowledge of language instructors and candidates about their motivation, and how the authorities will motivate them, and an addition to the existing literature of language teacher motivation.

1.5 Research Questions

1) What are factors influencing pre-service English teachers' decisions to become teachers?
2) Does pre-service English teachers' motivation differ according to their gender?
3) Do pre-service English teachers' beliefs and decisions differ according to their gender?
4) Does pre-service English teachers' motivation differ according to grade level?
5) Do pre-service English teachers' beliefs and decisions differ according to grade level?

6) Does pre-service English teachers' motivation differ according to family education level?
7) Do pre-service English teachers' beliefs and decisions differ according to family education level?
8) Does pre-service English teachers' motivation differ according to socio economic status?
9) Do pre service English teachers' beliefs and decisions differ according to socio economic status?

CHAPTER 2: LITERATURE REVIEW

This chapter provides a clear definition of motivation, emphasizes its significance, explores how it is defined by various theorists in the literature, examines different motivation theories and their perspectives, discusses its influence in the field of education and language teaching, and presents detailed information about the Expect Value Theory. This theory serves as the foundation for the FIT Choice Scale, which is used as the data collection tool in the present research. The study encompasses both national and international research on the motivation of pre-service teachers.

2.1 Motivation

While it may be challenging to find a precise translation for the concept of motivation in our language, this term, derived from the Latin word "movere," essentially refers to the process of mobilizing, arousing desire, encouraging, and stimulating the urge to do action. This term, derived from the English word "motive," refers to the force, internal impetus, or specific motivation that compels an individual to behave in accordance with particular objectives (Ryan & Deci, 2000) .

Motivation is a broad notion that includes desires, expectations, wishes, and impulses. It is influenced by both internal and external influences and plays a role in determining the persistence of actions and guiding conduct itself. Another definition of motivation states that it involves subjecting an individual to specific factors in order to prompt them to behave differently than they would have otherwise. (Deci & Ryan, 1985).

Motivation is considered as a multidimesional psychological construct that explains how individuals select and maintain specific behaviors. Typically, motivation is sparked by both internal drives (such as desires and aspirations) and external elements (like rewards and incentives) (Tohidi & Jabbari, 2012). It is characterized as the force that activates and guides behavior toward a particular objective This process is propelled by an internal feeling that urges individuals to fulfill their needs (Cook & Artino, 2016). Furthermore, motivation is the force that ensures the persistence of behavior, assisting individuals in moving toward a specific goal (McInerney, 2019). Thus, motivation

embodies a blend of internal and external forces that initiate and steer individuals' actions toward achieving their objectives.

Motivation is the impetus that leads individuals towards a particular action, thereby fulfilling specific human needs. The satisfaction of human desires both physical and mental, mostly relies on certain both inner and outer circumstances (Maslow, 1943) Motivation is affected by personal as well as environmental variables. Major internal mechanisms that play a role in motivation include goals, confidence, comparisons to others, principles, and self-regulation (Schunk & DiBenedetto, 2020). Motivation is an internal urge that drives an individual to actively pursue a certain objective, while also demonstrating endurance and effective control over their behavior in response to both internal and external influences. The notion of motivation has been repeatedly defined in many manners. The integrating element across these definitions is that motivation is the capacity to maintain influence over one's actions and to mobilize oneself towards a particular direction. It encompasses needs or expectations, behaviors, goals, and feedback (McCombs, 1984).

2.2 Intrinsic And Extrinsic Motivation

The study of human behavior relies heavily on intrinsic and extrinsic motivation which become crucial concepts for understanding pre-service teacher education. Different motivational types show significant variation in how they originate and function as well as their effects on personal actions and results (Niemiec & Ryan, 2009).

Intrinsic motivation develops from a person's natural interest or pleasure in performing the task. The fundamental nature of intrinsic motivation manifests through active involvement that stems from personal curiosity or the pursuit of personal achievements. Self-determined behaviors performed without external rewards or pressures typically reflect this specific form of motivation (Ryan & Deci, 2000). Teaching becomes a chosen profession for intrinsically motivated people who take pleasure in educating others or who appreciate learning and knowledge dissemination processes. The authors explain that intrinsic motivation includes acts of exploration where individuals do not expect any external rewards, thereby demonstrating its self-driven quality. The

proactive nature of intrinsic drivers like enjoyment and interest helps maintain long-term involvement (Di Domenico & Ryan, 2017; Ryan & Deci, 2020).

Extrinsic motivation arises from external elements like rewards and recognition or the desire to escape negative outcomes. This type of motivation emerges in response to external influences while focusing on specific results that exist beyond the primary task. Pre-service teachers may pursue a teaching career because of job security and financial stability or societal pressure instead of authentic enthusiasm for the teaching field. Bastick (2000) states that affordable training fees and generous vacation time represent external motivators for joining the teaching profession. External incentives drive these motivations instead of internal satisfaction.

Educational contexts have been the primary field for in-depth studies examining the contrast between two motivation types. Research shows that intrinsic motivation correlates with greater creative output, sustained effort, and improved mental health (Grant & Berry, 2011). The practice of engaging in tasks because of genuine interest results in deep learning and sustained commitment to tasks. While extrinsic motivation boosts short-term performance it fails to maintain long-term engagement once external rewards diminish or vanish (Bruinsma & Jansen, 2010; Morris et al., 2022). Pre-service teachers with maladaptive extrinsic motivations engage in negative teaching activities and tend to leave their careers early in comparison to their peers motivated by intrinsic factors (Bruinsma & Jansen, 2010).

The connection between internal and external motivators creates a complex interaction. According to some researchers these constructs can function together or interact positively under specific conditions although they are usually considered distinct. Financial rewards can start as external motivators but eventually lead people to experience internal satisfaction with their work suggests Morris et al. (2022). The "overjustification effect" occurs when excessive reliance on external rewards reduces a person's internal motivation. When external rewards overshadow internal motivation individuals experience a decline in their natural enthusiasm for an activity.

The Expectancy-Value Theory provides a functional framework for studying how various types of motivation affect decision-making processes. According to the theory people decide based on their success expectations which incorporate their self-perceived abilities and the significance they assign to different outcomes including personal utility (Eccles, 2002). People motivated from within choose tasks they enjoy or find meaningful without needing external approval. Those motivated by external factors usually choose tasks which offer concrete rewards or help avoid potential losses. Pre-service teacher effectiveness and experiences during teacher education depend critically on both intrinsic and extrinsic motivational factors. Educators who possess intrinsic motivation adopt new teaching methods and form strong student connections because of their deep-seated love for teaching (Eccles, 2002). Extrinsically motivated teachers treat teaching as a way to achieve other goals instead of seeing teaching as their primary goal. The potential effectiveness of teachers remains intact but this intrinsic motivation factor holds the power to shape their enduring dedication to the profession.

Research suggests that teachers' commitment and adaptability in education varies with their motivation levels (Bastick, 2000; Bruinsma & Jansen, 2010). Designing interventions to support pre-service teachers' development requires a deep understanding of motivational dynamics. Providing chances for autonomy along with mastery and purpose strengthens intrinsic motivation which helps students engage better and withstand educational challenges (Eccles, 2002; Morris et al., 2022). Teachers' professional development is likely to benefit as extrinsic problems such as job assurance and financial welfare are resolved, as these tasks pose potential obstructions to career growth (Bastick, 2000; Paulick et al., 2013). Expectancy-Value Theory and results from other studies allow researchers to gain a better understanding of how intrinsic and extrinsic motivation influences educational behavior patterns. Motivation data enables educators to maintain pre-service teacher dedication and tackle larger issues of teacher retention and effectiveness (Bruinsma & Jansen, 2010; Harith et al., 2022; Morris et al., 2022).

2.3 Altruistic motivation

Altruistic motivation is a key aspect of motivational concepts, particularly in relevance with pre-service teachers. This type of motivation is characterized by a serious attempt and intention to make a meaningful contribution to individual lives and society. Altruism in education is apparent by the dedication an educator shows for student growth and efforts to address societal concerns through educational means. Some studies show that people become teachers to make meaningful impacts on student lives and contribute to society through altruistic aims (Bergmark et al., 2018). Studies indicate that altruistic teaching motivation is highly associated with both social values and ethical values shaped by society already live in it. Altruistically motivated educators treat the teaching occupation as a sacred duty rather than a typical job to live. Research findings of Kavanoz & Yüksel (2017) suggest that financial gain and job security do not outweigh the fact that pre-service teachers value shaping future generations highly and moreover creating social progress. Altruistically motivated teachers find educational acts highly rewarding when education occurs to close social gaps and help members of community who are overlooked and neglected by educational system and government.

Altruistic motivation interwines with intrinsic and social-altruistic aspects since these aspects both emphasise how helping others and building relationships can be intrinsically rewarding for pre eervice teachers. Glutsch & König (2019) report students who value their academic field in general mobilise stronger intrinsic and altruistic motivations. Pre-service teachers who realise their personal interests coincide with what they perceive as the societal needs, will have stronger altruistic tendencies. Motivational aspects include complex interactions in terms of how and why people start to teaching career and continue their teaching profession. Through necessary motivational constructs, such as intrinsic career value and personal utility value the FIT-Choice scale develops our comprehension of altruistic motivation by clustering it. Research conducted within this framework suggest altruistic motivation is a priority for pre-service teachers involvement in their profession in different countries, including Canada, Oman and Australia (Damar, 2018; Klassen et al., 2011). People choose teaching through altruistic motivation across different cultures while cultural contexts shape how this altruism is manifested.

Studies demonstrate that altruistic motivation display varieties as students progress through different stages of teacher education. The third-year teacher education students show diminished focus on altruistic motivations compared to both second-year and fourth-year students indicating a shift in priorities or professional challenges during their educational journey (Kavanoz & Yüksel, 2017). Teacher education programs need to develop and sustain altruistic values by creating opportunities and providing skills training together with engaging students in real-world problems because motivational factors change constantly under shifting conditions. Teaching careers achieve sustained success through a foundation built on both intrinsic, extrinsic and altruistic motivational factors. Bergmark et al. (2018) demonstrates that teacher retention and performance benefit from combining different motivational elements which build professional challenge resilience. While altruism cannot function solely as the motivator of teacher motivation, it provides a basic foundation in which teacher empathy commitment and moral duty are derived from.

The impacts of altruistic motivation may range from students individual career decisions to the development foundation of the entire educational systems. Teachers who act through altruistic motivations practice student-centred pedagogy, and prioritise holistic student education over standardised test results (Bergmark et al., 2018). Altruistically motivated teachers can be more successful within the interpersonal challenges of the classroom by focusing on teaching relationships. The professional aims and practices of pre-service teachers are greatly influenced by their altruistic motivation. A teacher's determination to improve society through their service as an educator is an example of strong altruistic motivation in action while operating alongside other motivational factors, such as intrinsic or extrinsic interest, and social utility value. Application of knowledge of these motivational factors can allow teacher education programs to attract engaged individuals that will continue to lead positive educational outcomes in students and their broader communities (Anderson et al., 2001).

2.4 Maslow’s Hierarchy of Needs

Maslow’s Hierarchy of Needs is considered a seminal theoretical framework in human motivation research because it provides an illustration of how human needs are ordered.(Maslow, 1954) constructed this theory to reflect human needs as sequential, five-tiered pyramid structure. The most basic needs are physiological followed by safety needs (e.g., employment, safety, and shelter), love and belongingness, esteem needs, and self-actualization. Each tier contains a specific type of human need whereas the lower tiers driven by deficiency, are necessary to support aspirations of higher tiers.

Physiological needs set the baseline for any human's necessary requirements for them to operate successfully and sustaining life. Physiological needs are composes of the basic but most important needs for survival such as food, water, shelter and clothing. Maslow suggests that humans address only higher-level needs once lower-level needs are satisfied. Humans shift their attention to addressing safety needs once their physiological needs are satisfied. Safety refers to freedom from threat, danger, and physical or psychological harm or injury. Safety is further broken down into personal and financial security alongside health and well-being. Maslow defines safety needs as apparent in an individual's behavior with a preference for job security, medical insurance, financial reserves and the like (Maslow, 1954).

The third stage of Maslow's hierarchy focuses on love and belongingness needs. At this level of development the focus is on establishing connections through friendships, family relationships and intimate partnerships. Because humans naturally seek social connections their emotional health improves through these relationships while loneliness decreases. Following this is the esteem level, which involves two dimensions: The esteem level includes self-esteem which reflects personal confidence in abilities along with external validation which represents recognition and respect from peers. An individual’s sense of value and ability develops substantially through achieving esteem (Maslow, 1954).

Maslow first described his hierarchy as a strict sequence requiring complete satisfaction of lower-level needs before moving to higher ones but revised his viewpoint

later. He revised his initial theory to state that human motivation operates non-linearly because people can experience different levels at the same time or even fall back under certain conditions. A person may work towards gaining esteem while simultaneously managing their safety needs. The adaptable nature of the hierarchy has proven essential for its usage in education as well as healthcare and organizational management domains. Educators who understand which basic needs their students have not met can better develop learning environments that support student success. Nursing practice within healthcare settings shows better patient recovery outcomes when both physical and emotional needs are addressed holistically. Maslow's theory provided the foundation for later motivational frameworks which developed his ideas further while also fixing its weaknesses. For example, Alderfer's ERG theory condenses Maslow's five tiers into three categories (Alderfer, 1969): Alderfer's ERG theory categorizes Maslow's five levels into three groups which consist of existence needs (physiological and safety needs), relatedness needs (social connections), and growth needs (esteem and self-actualization). Both theories begin with the concept that people work to fulfill basic needs before pursuing higher goals yet they vary in how much flexibility they allow during these phases (Arogundade & Akpa, 2023).

Maslow's hierarchy remains influential but receives criticism because of its inadequate empirical support and non-universal application across cultures. The prioritization of human needs changes between cultures because they have different values and social systems. In collectivist cultures social belonging usually takes precedence over individualistic goals like self-actualization. The hierarchy retains its usefulness because its clear conceptual framework helps us understand human behavior. Maslow's framework maintains its applicability due to its ability to explain the impact of unmet needs on motivation and its identification of development strategies for different environments (Mcleod, 2025).

2.5 Self-Determination Theory

Self-Determination Theory (SDT) delivers a comprehensive framework to understand human motivation by examining both internal and external motivational

factors. The fundamental principle of Self-Determination Theory states that people reach their highest level of motivation when they experience autonomy together with competence and relatedness (Deci & Ryan, 2017). Three universal psychological needs form the foundation for optimal functioning and well-being. SDT distinguishes between different motivational types based on their self-determination level ranging from intrinsic motivation which involves authentic interest or pleasure to extrinsic motivation driven by external rewards or pressures (Deci & Ryan, 1985).

Self-Determination Theory positions intrinsic motivation as both the most self-driven type of motivation and the fundamental element of its framework. Intrinsic motivation refers to the natural motivation human beings experience when they engage in activities that they find naturally fun and without the purpose of receiving any external rewards. Research suggests that intrinsic motivation not only increases persistence and creativity but that it also predicts performance in academic and work settings (Morris et al., 2022; Rigby et al., 1992). Morris and colleagues (2022) found that teaching with approaches that support intrinsic motivation increase students' perceptions of their abilities and their resultant performance during challenging tasks. Research demonstrates that intrinsic motivation evolves over time and plays a vital role in predicting long-term success.

Extrinsic motivation refers to performing an activity in order to attain some separable outcome. It refers to behaviors that are driven by external rewards or the threat of punishment along with general social expectations. SDT divides the types of extrinsic motivation in terms of the degree to which they have been internalized. Integrated regulation is the most autonomous kind of extrinsic motivation. Integrated regulation occurs when regulations are fully assimilated with self so they are included in a person's self evaluations and beliefs on personal needs. Because of the congruence with a person's values and identity, extrinsic motivation becomes self-determined (i.e. regulated) in congruence. "The regulatory process of bringing extrinsic motivators into congruence with one's values and needs is called integration" (Rigby et al., 1992). Thus, self-determination is shown in the fullest way by integrative regulation. The research on integration (Rigby et al., 1992) shows that regulations can be deeply integrated while they

are extrinsic, thus demonstrating that they emanate from one's sense of self. Introjected regulation and external regulation are a less autonomous form of extrinsic motivation, because introjected regulation holds a person internally accountable and external regulation is based on external rewards (Yusof et al., 2023). "Self-Determination Theory (SDT) draws from a number of separate but related theorial frameworks and these frameworks provide knowledge and insight into motivational processes, those frameworks are the following: the theoretical framework of expectancy- value theory, the framework of goal theory, the framework of self-efficacy beliefs and the framework of flow theory." On the basis of this framework, SDT frames multiple meta-theoretical frameworks which represent the broad range of complex human behavior within variouly domain. "SDT framework provides a macro-theory through which to understand different theoretical perspectives within a domain" (Deci & Ryan, 1985; Ryan & Deci, 2000).

SDT highlights the importance of environmental factors that can facilitate or undermine the satisfaction of the three basic psychological needs. Contexts that provide more choice and less control naturally facilitate the increase of intrinsic motivation. The opportunity for skill development would create a perception of competence and the establishment of social networks would satisfy the need for relatedness (Yusof et al., 2023). The implications of these factors are significant for educational environments, as motivation towards self-determination leads to better learning outcomes and higher engagement within the classroom(Yusof et al., 2023). Research into motivation through the lens of Self-Determination Theory provides significant insights into the workings of motivational factors on career choice and professional development in pre-service educators. Teachers are motivated by deeply-held internal values that include making a difference to society and the lives of others (Akçalı, 2017) Altruistic motivators of the educational environment describe how these factors blend with intrinsic motivators to illustrate the multi-dimensional nature of teacher motivation.

Findings of SDT frameworks for cross-national and cross-cultural studies show motivational types differ in accordşng to various cultural contexts. Research by Kılınç et al. (2012) found that whereas in some cultures autonomy is seen as primary motivation factor in some other cultures relatedness and communal motivation arises as the primary

motivational factors. Findings are consistent with SDT main propositions but integrates different cultural contexts. SDT provides a solid theoretical framework to analyses motivation across different domains and institution settings. Through autonomy-supportive environments and satisfaction of basic psychological needs, organizations are able to increase individual well-being and advance organizational performance (Harith et al., 2022; Morris et al., 2022; Rigby et al., 1992).

2.6 Alderfer's ERG Theory

Alderfer's ERG Theory is a noteworthy advance on understanding human motivation, it offers a flexible and active model that seeks to offer a better account for human motivation than earlier, reductionist models such as Maslow's hierarchy of needs. The theory was developed by Clayton Alderfer between 1961 and 1978 and defines three core need dimensions: Existence, Relatedness, and Growth (ERG). Alderfer's ERG Theory expanded on physical and mental needs, focusing on three categories (existence, relatedness and growth) and allows for needs to overlap and for different needs to become a forefront focus due to the non-linear progression methods (Caulton, 2012).

The Existence category deals with basic material and physiological necessities such as food and water to shelter and safety. The basic level of needs in this model is comparable to Maslow's basic levels but it provides a more flexible structural approach. Relatedness considers social relationships among people and accounts for the roles of belongingness and emotional support in developing these social ties. The growth aspect in the ERG model represents self-actualization and development as it describes how people look for achievement and fulfillment (McLeod, 2007; (Yusof et al., 2023). The ERG Theory by Alderfer provides a more flexible scaffolding compared to Maslow's model by allowing individuals to deal with multiple needs simultaneously or regress to basic needs depending on their situation (McLeod, 2007). The ERG model has an innate flexibility which can be very advantageous for educational environments. Research has shown drastic improvements in classroom motivation of students after their existence needs have been satisfied with safe learning settings.

When students have meaningful social interactions and supportive relationships—experiences that fulfil a sense of relatedness— they are more engaged. Learning environments allowing for the development of student skills and intellectual challenges allow for continued student motivation (Cote & Levine, 1997). ERG Theory has flexible capabilities seen in the importance of studying varying patterns of motivation. The ERG model provides important theoretical insight but still faces obstacles in practical application. As noted above, computational models to evaluate the result of intrinsic rewards in motivational situations primarily focus on the extrinsic aspect of a goal because the operationalization of intrinsic estimations, such as task satisfaction and personal growth is difficult (Morris et al., 2022). The limitations underline that further refinement is needed for theories to achieve more complete empirical confirmation and greater practical benefit. Researchers have used Alderfer's ERG Theory in organizational contexts—situations extending beyond an educational scope. In evaluation of employee motivation, individuals experience an equilibrium between their existence needs, their relatedness needs, and their growth needs that they are experiencing (Caulton, 2012). Employees express existence needs such as adequate salary, relatedness needs like relationships with colleagues, and growth needs including career opportunities.

2.7 Expectancy-Value Theory

Expectancy-Value Theory continues to be an influential motivational model because it helps shows how people decide to engage in an activity based on how successful they anticipate to be and how much they value the results of doing the activity. This theory suggests that motivation is divided into two main parts: Expectancy-value Theory identifies expectancy beliefs based on how self-confident individuals are in completing a task and subjective task values based on how individuals perceive the importance of completing the task as sources of motivation (Klassen et al., 2011; Wigfield & Eccles, 2000). These constructs allow us to better understand how individuals select what activities they engage in and persist in accomplishing their goals. The expectancy component refers to the question of whether a person believes they can succeed in a task. This component pertains to how confident people are when completing tasks, and their belief of having the skills needed to accomplish such tasks. People form their perceptions

of a task based on past experiences, feedback they have received, and their skill assessment versus that of their peers. The value component assesses whether an individual wants to take part in the task. The value component integrates multiple dimensions including intrinsic value which covers enjoyment during task performance utility value which explains how the task relates to future goals attainment value which reflects task alignment with personal identity or self-concept and cost which outlines perceived disadvantages like effort and missed opportunities (Çelen, 2022; Wigfield & Eccles, 2000).

Research has identified the basic roles of these constructs in the Expectancy-Value Theory and has indicated that similar constructs are also present in other motivational models, and in these aspects, the models may overlap. Expectancy-Value Theory proves to be a versatile and applicable framework in numerous contexts (Wigfield & Eccles, 2000). Expectancy-Value Theory has been frequently applied in educational settings to study career motivation among pre-service teachers. Watt and Richardson used Expectancy-Value Theory within the FIT-Choice framework to link teachers' success expectations and their teaching task evaluations with their educational career decision-making processes (Klassen et al., 2011; König & Rothland, 2012). The FIT-Choice scale proves effective at analyzing the motivational aspects that shape future educators.

The FIT-Choice scale research indicates future educators possess strong intrinsic motivation combined with social utility values and personal utility factors including job security (König & Rothland, 2012; Zehir Topkaya & Uztosun, 2012). Expectancy beliefs and subjective values influence instructional practices through intermediary factors such as achievement goals according to research evidence. Paulick et al. (2013) showed how student interest in specific subjects causes holistic learning methods to emerge through ability-approach goals effects. The expectancy-value theory outlines the reasons behind career choices and describes subsequent professional performance and behavior.

The research identifies cost considerations as essential elements that differentiate individuals who demonstrate positive motivational patterns from those who show negative motivational patterns. Students who anticipate high costs for task completion display lower engagement levels even when they expect to succeed and highly value the

task outcomes according to Eccles et al. (2000). Expectancy-Value Theory considers decision-making tendencies in individuals and identifies trends amongst different groups. Previous studies have shown that pre-service teachers' motivations are derived from both intrinsic desires to teach and extrinsic factors such as job security. Social influences and professional standards provide additional motivations for teaching and are enhanced by social norms (Fokkens- Bruinsma & Canrinus, 2012; Zehir Topkaya & Uztosun, 2012).

Expectancy-Value Theory provides a strong structural framework to examine motivational elements of a variety of academic disciplines. Expectancy-Value Theory proves to be successful as a framework to understand how expectancy beliefs and subjective values come together to influence career choice and professional practice and hold long-term teaching commitment in teacher education (Çelen, 2022; Klassen et al., 2011; Wigfield & Eccles, 2000).

2.8 Achievement Goal Theory

Achievement Goal Theory serves as the dominant framework for motivational research, especially in educational contexts. Achievement Goal Theory examines how the achievement goals individuals choose to pursue create a purpose for their actions and how they subsequently impact thought patterns and emotional reactions. The theory divides achievement goals into two main categories: mastery goals and performance goals. Mastery goals focus on mastering and developing competence and understanding whereas performance goals focus on demonstrating competence relative to others (Eccles et al., 2000; Paulick et al., 2013).Those who pursue mastery goals, adapted from Dweck's definition, demonstrate intrinsic motivation since they seek to increase their competence and understanding through effortful learning. A mastery-approach fosters adaptive learning by emphasizing individual intrinsic motives, self-referential standards, and a sense of responsibility resulting in greater invested effort and strategic reasoning. Those who work to attain relative performance goals exhibit extrinsic motivation because they strive to demonstrate competence by outperforming others and avoiding negative judgements. Performance goals bifurcate into the performance-approach goals, which

maximize favorable and minimize unfavorable judgements, and performance-avoidance aims to avoid failure and negative evaluations of competence (Elliot & McGregor, 2001).

To comprehend AGT's implications one must grasp the crucial distinction between intrinsic motivation and extrinsic motivation. Personal interest and enjoyment of tasks create a robust link between intrinsic motivation and mastery goals. Performance goals tend to match extrinsic motivation because extrinsic motivation is based on the pursuit of external outcomes and rewards (Ryan & Deci, 2000). Research indicates that individuals remain engaged and learning experiences improve when driven by internal motivation. Educational settings must develop mastery-oriented environments because the study of different motivation types shows their importance (Ryan & Deci, 2000; Liu, 2025).

AGT incorporates expectancy-value theory elements while investigating how people evaluate the costs needed to achieve specific achievement goals. Students who perceive high costs in terms of effort and potential failure tend to employ avoidance tactics that hinder their educational progress. Students who display positive motivational patterns perceive costs differently compared to their peers who show negative motivational tendencies according to Eccles et al. (2000). The combination of goal orientation and perceived barriers determines the motivational outcomes experienced by students. The analysis of achievement goals through AGT shows how pre-service teachers' motivation shapes their instructional methods and career trajectories. Teacher achievement goals affect their educational methods and their effectiveness in the classroom according to study findings (Paulick et al., 2013). Teachers who aim to master their subjects use teaching methods that focus on students and promote exploration alongside critical thinking. Teachers with performance goals mainly concentrate on outcomes that are easy to quantify such as the scores in standardized tests or rankings.

Research indicates that pre-service teachers through their training programs demonstrate changes in the levels of motivation expressed by pre-service teachers. It is reported that teachers lose their intrinsic motivation over time throughout their careers (Bruinsma & Jansen, 2010), therefore educational interventions are needed that would sustain mastery-oriented goals in teacher programs. Teacher training programs and the

effectiveness of teaching over the course of a teacher's career require the preservation of their intrinsic motivation. The FIT Choice Scale investigates the antecedents of pre-service teachers' decision to enter into the career, in an effort to provide new perspectives standing behind AGT. König & Rothland (2012) developed a scale that takes into account altruistic motivations along with achievement-related factors. Teaching that is driven by altruistic motives aims to make a difference in society and work towards mastery-related goals that focus on the development of self and being involved. Achievement Goal Theory assesses the basic structure of how multiple goal orientations impact personal experiences in achievement contexts. Achievement Goal Theory can be applied to broader contexts outside of education into all domains in which motivation accounts for behavior and its outcomes (Bruinsma & Jansen, 2010; Eccles et al., 2000; Ryan & Deci, 2000).

2.9 Studies On Pre-Service Teacher Motivation

The research of Yüce et al. (2013) assessed career motivations among 283 pre-service teachers who were freshmen and sophomores at the Turkish Language Teaching Department. The study revealed that pre-service teachers displayed stronger extrinsic and altruistic motivations than intrinsic ones. Research revealed that women displayed altruistic, intrinsic and influence-driven external motivations in teaching and picked teaching as their initial career choice more frequently than men who showed external and self-serving motivations. The study revealed pre-service teachers seek a professional path that offers sustainable and rewarding career in the long term.

These students chose teaching because they admired their teachers' attitudes as well as developed a passion for their specific subjects. Some pre-service teachers reported choosing their profession because of job satisfaction and the social contributions teachers make while university entrance exam scores created a sense of obligation to enter teaching.

Bergmark, Lundström, Manderstedt and Palo (2018) investigated how Swiss pre-service teachers perceive the teaching profession along with the motivational factors that lead them to choose this career path. The results of the study demonstrate that teacher

candidates from primary to upper secondary education display a consistent link between their professional teaching perceptions and their career choice motivations. The primary driving forces behind teachers' career choices stemmed from their authentic love of teaching combined with their wish to support student growth and welfare rather than external incentives like financial gain or societal prestige. Aspiring Swiss educators find their sense of personal fulfillment and their ability to effect positive change more important than practical or material benefits. Teacher preparation programs should cultivate internal motivations since they show a strong connection to trainees' vocational commitment and professional perspective.

Two studies led by Malmberg (2006) examined Finnish pre-service teachers' professional motivations and their goal-orientation. Malmberg's study involving 230 participants from various departments at Abo University in Finland showed that mastery goals lead to intrinsic motivations which then affect university entrance scores while secondary school achievements influence performance goals and subsequently extrinsic motivations. The second study involving 114 pre-service students from various university departments discovered that intrinsic motivations shape mastery goals and extrinsic motivations shape performance and avoidance goals. The study demonstrates that mastery goals among pre-service teachers enhance their professional motivations.

The study conducted by Kyriacou and Kobori (1998) examined the reasons behind 226 English as a foreign language learners wanting to teach English and 95 future English language teachers from two Sloveina universities. The study found that the worldwide use of English combined with its professional importance and educational advancement opportunities emerged as the strongest motivators for EFL learners to enroll in the ELT department. University students who want to become English teachers often cite their enjoyment of the subject and the worldwide importance of English as their primary motivations.

2.10 Factors Influencing Pre Service Teacher Motivation Social, Economic, Intrinsic, Extrinsic, Altruistic Factors

Socio-cultural influences on motivation have been shown to interact with socio-economic status and identity factors such as subject area specialisation. Research using the FIT-Choice scale in South Korea reflects the salience of identity factors (Lee et al., 2019) in influencing perspectives of pre-service teachers on their career choice. For lower socio-economic individuals, for example, teaching provides an accessible option for upward mobility or social respectability among their communities. Intrinsic motivations often overlap with socio-cultural motivations where intrinsic motivations align closely with cultural idealisations of social value. Research suggests that language teachers are heavily motivated by intrinsic values such as self-fulfilment and human relationships involved in their work (İpek & Kanatlar, 2018). At the same time, extrinsic motivations are likely inflated by socio-cultural pressures where extrinsic pushes such as job security or financial security are emphasised under various cultural contexts. Economic insecurities or high regard for the teaching profession in many regions contribute to the perception of teaching as a stable career option.

FIT-Choice scale has been facilitating the investigation of these socio-cultural factors through its usage in different contexts. The studies that used FIT-Choice in different countries demonstrated how cultural norms influence intrinsic and extrinsic motivations to be a teacher (e.g., implementing FIT-Choice scale into Dutch and South Korean contexts, studies provided supporting evidence that the scale is adaptable to these contexts with cultural specific motivational patterns) (Lee et al., 2019).

The socio-cultural context influences pre-service teacher motivation through religious beliefs and ideas, collectivist vs. individualistic values, gender roles, power distance and economic considerations. The mechanisms are quite different across cultures. However, these studies are indicative of the necessity to conduct motivational studies in local contexts to interpret the findings properly and make meaningful policy recommendations (Klassen et al., 2011).

Country-specific factors substantially affect pre-service teacher motivation as they are closely linked with cultural, social and economic contexts. Different societal values, economic conditions, and educational systems impact the profession's perception and teaching motivations. Intrinsic motivations are emphasized in some countries. Having a passion for teaching and working with children are associated with personal satisfaction deriving from the intrinsic value of teaching (Başöz, 2021; Damar, 2018). Intrinsic motivations associated with internal satisfaction such as helping children cognitively and emotionally develop and thereby contributing to the society, are often strong in contexts where teaching is culturally giving a positive impact associated with being a noble profession. Intrinsic motivations differ culturally depending on how respected the teaching profession is in the eyes of public. In cases like Taiwan, intrinsic motivations exist along with the extrinsic ones such as financial concerns. It is perceived to provide relatively good salary, so is a popular career choice for many people. Social utility values vary in different contexts according to social expectations, too. In Turkey, pre-service EFL teachers regard helping students to progress in life and enhancing social equity as important values, leading them to choose teaching as their profession (Başöz, 2021). This reflects dominant cultural values considering collective benefits and enhancing equity as a primary aim in education field. In other contexts, too, such as Greece and China, social utility values establishing a connection between societal contribution and teaching are valuable. However, the dissatisfaction with financial benefits is an identified source of demotivation.

Another reason pre-service teachers are motivated by higher status is that it's country specific. Now the reasons for this vary from country to country, but ultimately revolve around the same idea: pre-service teachers in Korea expect their future roles as professionals will bring them respect and recognition from society. Cultures in which education often results in higher status has evidently made its way into initial teacher motivation (Han & Yin, 2016; Lee et al., 2019). In contradiction to social respect, economic independence was an extrinsic motivation in almost all cultures, environments, and settings studied throughout all motivational research. Teachers and teaching students have noted that there was a mismatch between the public's understanding and the reality of the economic status of teachers. That is, pre-service teachers have indicated that the

gap in perceived income between the public's estimation and their actual income is unsatisfying. Furthermore, high school students and parents tend to view teaching as economically safe and respectable in terms of career choice. While they hold this view for stable salary, pre-service teachers themselves, through their experiences, consider different aspects of the motivation. (Lee et al., 2019) The economy plays a significant role in one's motivation, especially since country-specific economic conditions greatly influence peoples priorities and career goals. Specific motivations are therefore a product of these country's conditions; e.g. in places where it's normal for job stability to be taken into account (perhaps severe economic conditions or limited job prospects outside the teaching industry), job security is point among pre-service teachers with extrinsic motivations (Akçalı, 2017; Damar, 2018). Personal utility values such as job transferability (Damar, 2018) or time flexibility (Damar, 2018) are frequently used within responses of pre-service teachers that mention they're pursuing teaching for jobs that allow for more balance between work and family life (Aksu et al., 2010; Akçalı, 2017; Chan, 2018) which exemplifies these rational goals. Countries have different motivations for becoming a teacher due to cultural perspectives or cultural attitudes towards gender roles. Studies have found that some variables like gender have influenced how high the pre-service teachers self concept beliefs are while participating in their programs (Akçalı, 2017).

Teacher training programs vary widely across countries, and different forms of training programs may affect motivational factors. Differences in training program structure and duration could affect the influence of motivational factors in teaching (Akçalı, 2017; Kavanoz & Yüksel, 2017). For example, longer training times might increase self-efficacy and decrease perceived preparedness and long-term commitment levels (i.e., persistence and enthusiasm) for particular components of the job, deterring those who primarily value the immediate payoff of finding a job quickly.

It is imperative that we must understand these country-specific factors in order to develop policies and interventions for pre service teachers. Contextually adapted support mechanisms that are aligned with local cultural values and economic realities can improve

teacher recruitment and retention (Guarino, Santibañez, & Daley, 2006; İpek & Kanatlar, 2018; Kavanoz & Yüksel, 2017).

Teacher education programmes are also critical where global and local trends come together, they are often discipline-specific contexts in which pre-service teachers have more structured environment to develop professional identity and adapt to teaching profession. However, pre-service teachers shape their motivations in teacher education programmes within the influence of wider social factors (Kavanoz & Yüksel, 2017). In this sense, the dynamic nature of identity work implies that trends in motivation are interrelated with pre-service teacher peers, mentors and institutional cultures. Differences in motivational trends are not improved by recourse to particular national contexts but also develop in dynamic interplay with developmental experiences of individual pre-service teachers. While intrinsic and altruistic motivations are consistently strong sources of motivation for pre-service teachers around the globe, extrinsic factors and satisfying roles as a teacher show important variations across cultural contexts. Hence, motivation to become a teacher remains a complex phenomenon, produced through a dynamic negotiation between universal human concerns and the contextual differences in the forms that they take. Paying attention to global-local motivational trends allows us to understand how pre-service teachers globally use similar motivational factors in differently shaped contexts so that we can consider both in the same framework (Başöz, 2021, Çelen, 2022; Klassen et al., 2011).

Salary and job security are two crucial economic factors which influence the motivation of pre-service teachers. These factors seem to overlap somewhat with the broader motivations of intrinsic and extrinsic motivations. Researchers have highlighted the problematic role of salary in motivation. Salary is often placed at the center of debates about job satisfaction, yet most researchers place salary in the category of a hygiene factor and not a direct motivator. Hygiene factors are the conditions that surround the doing of the job. They don't directly contribute to the job conditions. The existence of them prevents dissatisfaction but their improvement doesn't seem to increase satisfaction levels. Salary is generally viewed as a dissatisfier, in that if it is viewed as inadequate or inequitable, as a result annoyance may arise. The possibility for salary to become a

positive contributor to the overall job satisfaction/teacher motivation may be when it is tied to appreciation and recognition for a job well-done (Guarino et al., 2006). Although high salary doesn't always bring people into teaching, low salary can certainly drive them away – or keep them from entering or staying in the profession.

Economic factors are placed above the societal view of the teaching profession in a way that undermines its reputation. This economic dimension can override the high importance that pre-service teachers place on enjoying teaching; that is, in addition to this ideal, pre-service teachers also give importance to pragmatic concerns such as how valuable a career is financially and how secure employment is (Zehir Topkaya & Uztosun, 2012). In this point of view, the tension of whether a pre-service teacher's sense of calling to teach comes from an intrinsic liking of teaching or an extrinsic liking of what the job can give them ties into economic factors that are part of social expectations of what types of careers are acceptable. In a similar way that parental beliefs and behaviors have been found to influence their children's level of motivation, the expectation placed on pre service teachers (Eccles et al., 2002).

While salary and job security might not directly motivate people to teach, their sufficiency still impacts satisfaction with and retention in the profession. However, it remains unclear how economic factors—financial incentives or secured job contracts may shape the development of pedagogical knowledge in teacher education programs (König & Rothland, 2012).

The economic context additionally shapes the intrinsic and extrinsic motivations for career choices. For example, (Akilli & Keskin, 2016) note that intrinsic and altruistic motivations predominated in making career choice decisions, while extrinsic factors like cash rewards were present but not dominant among their participants depending on the economic condition of that region. In more affluent regions of the community where alternative, more lucrative occupational choices are available and within reach of the candidates, intrinsic satisfaction may at least partly compensate for lower pay. Whereas in poorer regions, extrinsic motivations such as job security and salary are more likely to play a role in shaping the career choices.

Differences between cultures and economies in different countries also interacts to result in motivational concepts. The differences found in (Heinz, 2015) indicates comparison of motivators in different countries to reveal how economic factors influence their career motivations. For example, where education is well funded and teacher salaries are higher, education may be perceived as a more desirable career choice. Contrastingly, less well funded education systems and lower teacher salaries, may lead to perceptions of teaching as a career choice for only those who cannot get another career choice, the teaching 'by default' perception.

Regional economic disparities lead to distinct levels of access to quality teacher education programs. Contextual differences should be taken into consideration while evaluating motivational scales across different sociocultural settings (Watt et al., 2012). Pre-service teachers from economically disadvantaged regional, rural, or remote locations are potentially likely to experience some barriers such as limited access to training resources or a lack of professional development opportunities, which may adversely affect their motivation levels and preparedness for the teaching profession.

Research, Watt et al (2008) shows that changes occur in overall satisfaction with career choice during the teacher education, which are closely linked to the initial motivations of pre-service teachers. The economic challenges faced during teacher education, such as income difficulties or a lack of effective support mechanisms, contribute to the potential deepening of failure of pre-service teachers from the economically disadvantaged regions. economic inequalities between regions may have a profound effect on perceptions of teaching, intrinsic and extrinsic motivations for teaching, recruitment conditions, access to education, professional identity formation and satisfaction with career choice (Akilli & Keskin, 2016; Fokkens-Bruinsma & Canrinus, 2012; Heinz, 2015; Kavanoz & Yüksel, 2017).

2.11 Teachers' Career Choice

Motivation remains a universal issue that researchers can examine to enhance any specific domain. The existing research explores career motivation and subsequently this study examines teacher motivation specifically. Research has examined pre-service and

in-service teachers through different theories and methodologies to understand the motives and goals behind choosing teaching as a career. In this respect, to investigate the career choice phenomenon, the conceptual framework was established according to the constructivist perspective of career development and depended on three theories: The analysis incorporates Maslow's (1970) hierarchy of needs theory alongside Bandura's (1997) theory of self-efficacy and Bass's (1985) transformational leadership . The content motivation theories include Maslow's needs theory. Individuals gain motivation through the fulfillment of their needs which follows a structured progression from basic to advanced levels lower-level to higher-level ones (Maslow, 1954; 1970). Therefore, people may achieve self-actualization through their work-related experiences. In this respect, pre-service teacher candidates who experience self-actualization through their teaching activities tend to show stronger motivation toward pursuing a teaching career.

The transformational leadership theory introduced by Bass in 1985 represents the final theory under discussion. The conceptual framework demonstrates that leaders and their followers interact through three primary ways motivate leaders and followers through behaviour as Bass's theory explains the first method involves raising follower awareness of the importance of both their actual and idealized task goals.

The theory suggests that transformational leaders motivate followers by making them aware of their idealized task goals followed by encouraging them to put aside personal interests for team benefits and by inspiring them to pursue higher-level needs (Bass, 1985). Teachers seen as leaders improve school culture and boost job satisfaction which influences pre-service teachers in their teaching career.

According to Bandura's self-efficacy theory the beliefs individuals hold about their capacity to succeed in their work or career significantly affect their motivation levels and their commitment to preparing for and completing their job responsibilities along with their perseverance through challenges in their career path (Bandura, 1997). According to self-efficacy theory in the context of teaching careers we can expect teacher candidates who have strong beliefs in their teaching abilities to show more interest in teaching careers and to pursue teaching positions teaching (Bandura, 1997).

Brown's (1992) study presents an alternative classification system for career choice that includes three distinct categories: pragmatic reasons, altruistic motives, and developmental factors. The three classes of career choice reasons interact with each other rather than exist in isolation; for example, people with altruistic motivations must still address basic needs. The balance of reason classes needs to remain intact for people to achieve satisfaction and personal development. The desire to serve their community brings teachers and teacher candidates intrinsic satisfaction which motivates their altruistic decision to teach. The teaching profession continues to motivate people developmentally when it enables them to experience continuous learning and intellectual advancement. Pragmatic factors motivate individuals because their lifestyle aligns with the teaching profession's lifestyle requirements which include economic factors and family time flexibility (Brown, 1992).

2.12 Expectancy-Value Theory and FIT-Choice Scale

Educational researchers developed the FIT-Choice scale to systematically measure the motivations guiding individuals toward teaching. The framework seeks to capture an array of motivational factors; thus, intrinsic, extrinsic and altruistic motivators are considered to influence teaching decisions. Researchers developed the FIT-Choice scale based on extensive research. This scale is a "statistically valid and psychometrically reliable" tool to measure teaching motivations in different contexts (Watt et al., 2012). The FIT-Choice scale is structured around the Expectancy–Value Theory because it suggests that individuals choose an option due to holding positive beliefs about their success, and the value they place on the consequences or importance in achieving a task. Researchers utilize this theory to create an organized framework to identify and separate the components of motivation (perceiving an opportunity as useful or enjoyable). In a study by Fokkens-Bruinsma & Canrinus (2012) and Watt et al. (2012), it is shown that "personal interest in teaching" and "enjoyment in working with youth" produced high intrinsic or subjective task values ". Findings support that intrinsic motivators such as passion teaching or enjoyment in working with youth produce high subjective task value whereas extrinsic motivators like job security and salary produces utility value. In the career decision-making process, altruistic motivators such as giving "contribution to

society" or shaping "the future of children/adolescents" contain the social and ethical elements Wit (Fokkens-Bruinsma & Canrinus, 2012; Krečič & Grmek, 2005).

Large-scale Australian pre-service teacher research served as the basis for the initial validation of the FIT-Choice scale. Research findings demonstrated that this scale presents reliable and valid measurements of various motivational factors. Watt et al. The initial sample Watt et al. The study by Watt et al. (2012) included 1,653 participants which enabled comprehensive psychometric evaluation. Successful applications of the FIT-Choice scale in South Korea and the United States confirmed its effectiveness and cross-cultural adaptability and relevance according to findings (Robinson et al., 2019). According to Hennessy & Lynch (2017) and (Robinson et al., 2019) researchers tested the scale's effectiveness across multiple educational settings for different populations and environments.

The FIT-Choice framework distinguishes motivational constructs with shared common areas. Australian pre-service teachers generally perceive shaping adolescents' futures and socially contributing separately as motivational constructs. Dutch pre-service teachers see these areas individually and collectively under a one-factor solution, Personal Utility Value (Fokkens-Bruinsma & Canrinus, 2012). The research findings illustrate cultural context as an important factor in interpreting motivational data, and that localising theoretical models increases theoretical precision. The FIT-Choice scale demonstrates methodological precision through measuring responses using Likert-type scales. Likert-type scales are a continuum scale that range over "Does not apply at all" to "fully applies" allowing participants to express how much they disagree or agree with a given statement, which produces in-depth data collection (in Paulick et al. 2013). Statistical methods, such as adjusted values, allow researchers to produce precise population-level trend estimates from shortcomings of small sample sizes.

The alignment provides actionable recommendations for teacher education policies and practices by demonstrating how motivational factors interact with academic achievement and career goals (Başöz, 2021).

The FIT-Choice scale operates as a multidimensional framework designed to assess motivations together with perceptions in prospective teachers. The components and dimensions of the theory emerge from a model that shows choices and behaviors develop through the interaction of success expectations with personal task values (Watt & Richardson, 2008; Wigfield & Eccles, 2000). The FIT-Choice scale derives its ability to measure important motivational elements that affect pre-service teachers from its underlying theoretical foundation.

The FIT-Choice scale consists of three main elements: influential factors, teaching beliefs, and teacher career decision-making. External incentives like salary expectations and job security together with internal motivations such as teaching interest and societal contribution desires constitute influential factors (Başöz, 2021; König & Rothland, 2012). The elements show motivation's dual nature by aligning with Self-Determination Theory (SDT) which separates internalized motivation from externally regulated actions (Ryan & Deci, 2000). The FIT-Choice scale considers beliefs about teaching as an essential dimension. The beliefs discussed relate to how people view teaching as a profession through its social usefulness and its intellectual challenges alongside emotional benefits.

The beliefs that teachers develop come from their past experiences combined with professional expectations and their personal values. The decision-making component investigates what drives people to select teaching as their chosen career path. Pre-service teachers draw on their personal commitment and situated social influences to negotiate their own motivations according to social pressures that conflict with their personal motivations (Başöz, 2021). Decision-making processes were discovered to require perceptions of both domain success expectations as well as of the value of several subjective task value constructs (Watt & Richardson, 2008). The scales within the FIT-Choice scale are evaluative measures that assess the latent linkages that exist between multiple scales. Relationships between internal and external motivations were examined and intrinsic motivations were found to align more closely with altruistic motivations while external motivations like convenience with respect to the anticipated salary were stronger aligned with job security motivations (König & Rothland, 2012; Watt et al., 2012). These relationships are demonstrative of the interactive function multiple

dimensions of motivation serve within pre-service teacher educative contexts. Eccles et al.'s expectancy-value theory is adapted into an instrument with measurable elements by the FIT-Choice scale to produce a comprehensive instrument to assess pre-service teacher motivations. Integrating influential factors with beliefs about teaching and career choice, the FIT-Choice scale provides a framework within which to demonstrate their influence on teacher education program experience (Eccles, 2002; Watt & Richardson, 2008; Wigfield & Eccles, 2000).

The framework provides a comprehensive, coherent and systematically validated approach to studying why people choose teaching as a career. The framework has been less explored within the motivation literature and career choice literature because framework has only been recently developed. The FIT-Choice framework incorporates core themes from the teacher education literature on teaching-choice motivations, and key themes from the more general literature on career choice.The framework applies expectancy-value theory to present its themes which makes it the most complete design for studying academic and career decisions(Eccles & Wigfield, 2002). The FIT-Choice framework includes teaching career choice literature's altruistic motivations with general career choice literature's personally utilitarian inspirations alongside intrinsic motivations and ability related beliefs. The framework integrates personal views about teaching career demands and rewards together with a measurement scale for career satisfaction and commitment. The framework establishes a complete structure that integrates Expectancy-value theory and Social Cognitive career theory alongside essential components from the teacher education literature.

2.13 FIT Choice Scale Studies

Numerous research studies successfully applied the FIT-Choice scale which was validated across different countries. Researchers initially developed and validated the scale in Australia. Watt and Richardson (2007) created and validated the FIT-Choice scale using data from 1,651 Australian pre-service teachers. This study aimed to evaluate the psychometric properties of the FIT-Choice scale. As a result, construct validity and the study achieved reliability between two large-scale and independent representative

samples obtained. The findings suggested the FIT-Choice scale delivers a theoretically strong psychometric structure for future teaching career choice research.

The FIT-Choice scale delivers a framework that combines strong psychometric and theoretical foundations which researchers can use to study career choices for teaching because it originates from theories of psychology, study discovered a significant outcome relating to participants' perspectives on fallback careers. The study results showed participants rated the fallback career as a low priority factor which demonstrated the participants considered teaching as their preferred career path rather than turning to it as their last resort when they failed to gain entry into their top choice profession. The researchers found moderate social dissuasion since they mentioned teaching holds low status in Australia. The results of the task perceptions section revealed teaching to be a career with numerous demands but few rewards (Richardson & Watt, 2007).

The study by Richardson and Watt (2007) indicated how future research outcomes will be important for educational systems struggling to recruit and maintain teachers. The educational authorities participate in shaping future of educational settings and educational program developers would benefit from future research conducted in this field.

The research was particularly beneficial for educational authorities who faced challenges in hiring and maintaining qualified teachers in their regions. They pointed out that the aging education workforce in these countries represented another important issue emphasizing the area's significance. The study delivered initial important findings regarding the FIT-Choice scale and demonstrated its practical application and validation within related context. Richardson and Watt (2006) conducted research to profile the background characteristics of participants and explore the motivations for teacher candidates entering major urban teacher provider universities in Australia. The research profiles background characteristics of participants along with teaching motivations among teacher candidates. This study examines teacher candidates' motivations for joining Australia's three major established urban teacher education providers, universities. All first-year pre-service teacher education students across three universities formed the study participant group which included 1,653 students.

The study identified that teacher recruitment campaigns could benefit from integrating both social utility values and personal utility values. The study showed that teacher recruitment campaigns use all social utility values and personal utility values along with intrinsic values to achieve improved results. Since it was appropriate, According to Richardson and Watt's 2006 research findings it would be most effective to focus not only onThe research demonstrated that potential teacher candidates should be presented with the chance to both work with children for social benefit and other factors related to teaching, factors in teacher-related issues. The principal reasons people picked teaching as a career included their positive assessment of their teaching skills along with the intrinsically fulfilling nature of teaching careers, their beneficial learning experiences, job security features and their desire to make social contributions to children and adolescents.

The main reasons people selected teaching as their career path include their positive perception of their teaching abilities and their positive learning experiences combined with the inherent rewards of teaching careers the teaching profession offers both substantial job security and meaningful social contributions towards children's development, children and adolescents. The research concluded that a limited set of values fails to fully explain why individuals choose teaching as a profession.

The study found that examining only a limited number of values was insufficient for comprehending the factors that influence teaching career choice. The study showed that examining only several values failed to provide a comprehensive understanding of teaching career choices. It was essential to utilize the study indicated that understanding teaching career choice needed more than singular values because it required the perspective of multiple factors according to (Richardson & Watt 2006).

Moreover, Watt et al. The research executed by Watt and his team (2012) took place within an international setting. The study by Watt et al. (2012) took place across four international locations: the United States, Australia, Germany, and Norway. They aimed to reach strong factorial invariance demonstrated that the scale works consistently across different environments where it is implied. The primary/elementary and secondary teachers from the research included participants from Australia with 1438 subjects, the

U.S. with 511 subjects, Germany with 210 subjects, and Norway with 131 subjects place as the study participants. Therefore, the study substantiated that the FIT-Choice scale demonstrated its ability to produce valuable outcomes across multiple settings.

Based on their results Watt and others confirmed that the FIT-Choice scale performed effectively across diverse groups and locations. Their findings showed that not every situation accommodates every option such as backup career job possibilities. The researchers noted that their sample selection leaned toward randomness with notable examples in Germany and Norway. The team recommended performing additional research using diverse and precisely chosen samples in various locations (Watt et al. 2012). Watt et al. (2012) showed that participants consistently gave low ratings to "job security," "time for family," and "enhancing social equity" across four distinct contexts. It was unexpected that "time for family" emerged as a low-rated motivation because teaching typically attracts individuals who prioritize this aspect. The FIT-Choice framework caused participants to overlook "time for family" as a motivation even though it typically holds significant importance due to how it directs their rating process. The study proves that the FIT-Choice scale serves as both a thorough and reliable measurement tool applicable to multiple research contexts. Additionally, Watt et al.(2012) worked to assist governments and authorities enhance teacher recruitment and retention and improve the teaching profession and training programs.

König and Rothland (2012), pre-service teachers (N=1287), investigated how teaching motivations connect to general professional knowledge for trainee teachers in Germany. The researchers replicated the FITChoice scale which demonstrated positive correlations between intrinsic motivation and general pedagogical knowledge and negative correlations with extrinsic knowledge. The study identified 'work with children/adolescents', 'intrinsic value', and 'make social contribution' as the main factors that influenced pre-service teachers the most. The study demonstrated that intrinsic motivation together with extrinsic and altruistic motivations were critical influences on pre-service teachers deciding to enroll in teacher education programs. The training process showed no link between motivation levels and acquired knowledge because pre-service teachers were in advanced semesters. Researchers recommend additional study

into the motivational elements that shape professional knowledge growth during initial teacher education stages.

Fokkens-Bruinsma and Canrinus (2012) conducted research with pre-service teachers in the Dutch educational context using the FIT Choice scale to verify their adapted version of the scale in a research setting. The researchers collected findings from two pre-service teacher cohorts (Ns=62) at both the start and finish of their one-year teacher education program. The research additionally seeks to examine pre-service teachers' motivations while exploring potential connections with their affective commitment to teaching. Their research also aimed to examine how this relationship varied between different cohorts.

The primary factor influencing pre-service teachers in the study was their self-perception of teaching ability according to the research findings by Fokkens-Bruinsma and Canrinus (2012). The survey findings reveal that social influences along with time for family and previous teaching experiences and social equity enhancement played minor roles in decision-making. The study revealed that pre-service teachers valued their satisfaction with the teaching profession as one of their primary motivations for entering the field but found salary and status to be low priority. The research findings indicated that the salary and status results did not align with the Dutch government's goal to enhance job satisfaction. The research by Fokkens-Bruinsma and Canrinus (2012) explored how pre-service teachers' motivations and perceptions connect to their professional commitment. The pre-service teachers' level of affective commitment was influenced by their experience working with children combined with their previous teaching and learning experiences and their ability to balance family time. The unexpected finding that time spent with family negatively impacts professional development opportunities arose because teachers who dedicate more time to their family responsibilities have less time available for professional development. The study found that the fallback career factor could negatively predict affective commitment but researchers failed to confirm their hypothesis because job security measures which included fallback career factors did not emerge as predictors of affective commitment.

Lin et al. (2012) applied the FIT-Choice model in an international study to explore comparable and distinct initial motivations among US teachers. (N=257) and China (N=542). The research demonstrated two distinct contexts for teacher motivations through the application of the FIT-Choice scale. The analysis pointed out three key findings with the top-rated motivations across both settings identified as “shaping the future of children/adolescents” and “making a social contribution”. In addition, the researchers stated that participants in the US showed significantly higher motivations in certain factors: The US participants displayed greater motivation levels in social utility values and teaching abilities while also showing strong intrinsic career value and prior teaching and learning experiences yet had diminished motivation toward the fallback career factor. It was notable to report that Chinese participants displayed teaching motivation levels that were similar in extent to those of their counterparts. Despite reporting that the teaching profession offers low salary and social status returns US pre-service teachers surprisingly chose this career path because of altruistic motivations. Regarding the Chinese context, the result demonstrated that multiple teacher candidates abandoned their teacher training programs or selected them after receiving low university entrance scores. Teacher training programs attracted many candidates because they received low entrance scores for university education. The level of passion and dedication towards the teaching profession among teacher candidates exhibited greater diversity than that observed in US candidates. Maslow’s theory suggests that US teacher candidates had a better chance of fulfilling their potential in the profession even when they selected it as a secondary career choice (Lin et al., 2012).

The study showed that US participants showed higher motivation concerning teaching abilities than Chinese participants did. US participants exhibited stronger motivation toward teaching abilities than Chinese individuals even though they considered teaching a challenging occupation that requires specialized knowledge but holds low social status. Studying two educational settings revealed that Chinese pre-service teachers found teaching to be an attractive career option financially speaking when compared to their US peers and additional research confirmed this observation. Chinese pre-service teachers viewed teaching as a well-paid profession yet showed lower

satisfaction levels than their peers. Lin et al. (2012) confirmed that the decision to pursue teaching as a career brings rewards that transcend monetary compensation.

Eren and Tezel (2010) explored how future time perspectives influence pre-service English teachers' motivation, beliefs, career-choice satisfaction, and professional plans. The sample of 243 participants were recruited and surveyed with three established measurement instruments. Participants with higher future orientation showed significant correlations between motivational factors in line with value and expectancy-value theory leading to greater hopefulness in addition to career-choice satisfaction. While future time perspective is weakly related to teaching beliefs, the authors suggest that this may be attributed to participants' perceptions that the teaching profession as a demanding form of work that requires considerable expertise. Ultimately, the study suggests that pre-service teachers can benefit from motivation and satisfaction from future planning and goal-setting for motivation and satisfaction despite overall beliefs about the profession being demanding.

Kılınç et al. (2012) developed the FIT Choice scale to explore the motivational factors and perceptions of 1577 pre-service teachers. The researchers concluded from their findings that perceived teaching ability along with intrinsic value did not emerge as the dominant factor. The economic status of Turkey can be considered as developing country status, influenced this outcome because people there do not seek jobs that match their abilities, fulfillment, satisfaction or attractions. Results show that altruistic motivations play a major role while secure job motivation comes as the second most important factor. The collectivist culture of Turkish society makes social goals and benefits appear more important in this situation. Pre-service teachers from low-income backgrounds show greater motivation to deliver strong job security. The Turkish pre-service teachers impacted by positive teaching experiences and exemplary teacher role models demonstrate similar effects within the Australian educational environment. The fallback career demonstrates greater effectiveness in Turkey compared to Australia study's results.

Topkaya and Uzuntosun (2012) implemented the FIT-Choice adapted version scale to examine career motivations of 207 pre-service English teachers. The researchers

conducted an investigation into what drove the participants to choose their career paths. The researchers found that participant averages on the FIT-Choice scale demonstrated high levels of social utility and intrinsic career values. The research produced significant results which improved educational program teacher quality and influenced school placements for future teachers. Topkaya and Uzuntosun concluded that pre-service teachers choose teaching as their preferred career path rather than as their last resort. The research showed that motivation factors were not significant concerning participants' gender or grades but recommended additional observations and studies for further analysis. Since career choice shapes individuals throughout their lives it becomes crucial to understand how adverse career choice results can lead to reduced academic performance during teacher education. The participants experienced dissatisfaction with their career choice along with early burnout when they followed an undesired teaching career path.

CHAPTER 3: METHODOLOGY

3.1 Research Design

In this study, a mixed method research method was used in order to better explain the topic, to analyze the collected qualitative and quantitative data in a combined approach, and to provide more detailed and comprehensive answers to the research questions. This approach allowed the researcher to utilize the strengths of both methods, enabling a more effective approach to the research problem. According to Creswell and Clark (2018), research design refers to the overall plan outlining how data will be gathered, examined, interpreted, and analysed during a study. They note that different types of research designs are linked to specific strategies for carrying out investigations. Once the research problem and questions are clearly defined, choosing an appropriate research design becomes essential, as it shapes the entire research process.

Qualitative and quantitative research designs vary significantly in terms of their purposes, approaches, and data analysis methods: Qualitative research aims to explore and understand complex phenomena by gathering rich, in-depth information, often through open-ended data collection methods such as interviews, observations, and analysis of texts. This approach is typically inductive, seeking to develop theories rather than test them (Creswell & Clark, 2018). Quantitative research seeks to measure and quantify variables, test hypotheses, and analyze numerical data to discern patterns or relationships. This approach is generally deductive, aiming to test and validate existing theories (Creswell & Clark, 2018).

Whereas qualitative designs emphasize meaning and context by using small samples and relatively open-ended, flexible procedures, quantitative designs emphasize objective measurements and analysis by using standardized instrument, larger samples, and elaborate, replicable procedures (Plano Clark & Ivankova, 2016). Methodological differences reflect underlying philosophical differences: constructivism for qualitative research, post positivism for quantitative research. Mixed- method research: It integrates both qualitative and quantitative approaches by combining both narrative information and

numerical data and analysis (Tashakkori et al., 2021). Mixed method research design while qualitative research has been accepted more widely among educational researchers recently, quantitative research has longer history in the field. Compared to the two approaches, mixed-method research is becoming increasingly popular. Instead of using only one of the qualitative or quantitative research methods, favoring mixed methods research allows for a deeper understanding of the research question (Fraenkel & Wallen, 1993). Also (Tashakkori et al., 2021) point out that the design is still relatively new for some people and they explain the design as a new research community of thinkers that are drawing from the traditions of qualitative and quantitative research. Bryman (2006) suggests that mixing the two forms of data goes beyond simply collecting both qualitative and quantitative data, how the data was actually integrated, connected, or embedded, and why the two forms of data were mixed would allow researchers to really mix them.

The mixed-method research design has many significant advantages gained by combining qualitative and quantitative designs. Integrating qualitative and quantitative approaches help researchers acquire a profound comprehension of complex research problems than either approach alone (Creswell and Plano Clark, 2018). One advantage is triangulation. Mixed-methods allow for triangulation by validating the findings through using multiple methods. When a conclusion is supported by many findings, it increases the researchers' confidence that their results are valid and not a methodological artifact (Tashakkori et al., 2021). Moreover, the strengths of one design offset the weaknesses of the other (Bryman, 2006). Limitations due to one type of data are overcome by the superiority of another. For example, qualitative data such as open-ended interviews offer rich content about what participants think and provide quotes to give insight to their personal experiences. But the data may be limited to a few individuals. The qualitative data lends generalizability to the study results. Mixed-method research design strengths outweigh the limitations, providing researchers with a more comprehensive picture to study complex news events such as media coverage of ground wars. Another strength of mixed-method research designs is the ability to use an exploratory and explanatory sequential design (Ivankova et al., 2006). Researchers can qualitatively explore a phenomenon then quantitatively test it on a larger sample.

3.2 Participants and Sampling

The participants of the study consisted of 198 students studying to become English teachers in the Department of English Language and Education at Trakya University. In order to gain the right to enroll in this department, students must score within a certain score and ranking range in the foreign language test exam organized by ÖSYM, although the minimum and maximum scores vary each year. Since they will be trained as English teacher candidates, they are subjected to another exam by the university at the beginning of the semester. In order to pass to the English teaching department, they must score at least 70 points on this exam. Otherwise, they take an exam as a result of two semesters of preparatory education at the School of Foreign Languages and if they get at least 70 points from this exam, they will be able to transfer to the English teaching department. Although there are 4 classes in the department and 3 sections in each class, the students took place in the study were selected on a voluntary basis.

Convenience sampling was used in the selection of students. This method was preferred to select the most suitable candidates for the study. Although not all of the students studying in the department could be reached, the total number we reached seems to be sufficient to generalize the results of the study to all department students. Detailed statistical data about the students in the study, including their class, gender, family income, and family education levels are given in detail in the table below, along with their percentages. Convenience sampling may be the only option available in situations when researchers are unable to gain access to an entire population but do have access to a portion of that population, such as highly rare populations or those who are difficult to reach because of their geographic location. This pragmatic approach to data collection is especially useful when randomization is impossible, such as when the population is almost limitless (Etikan, 2016). Convenience sampling is much easier to implement and reduced costs, convenience sampling can be considered an affordable and easy way of collecting data. This method allows a researcher to easily grab cases from a larger population, which can be useful if the researcher is not otherwise able to obtain participants to study or if they are bound by strict time constraints. Even though convenience sampling method may suffer with bias, it may be helpful to find useful

information or meaningful or new relationships. Regarding generalization, convenience sampling can help a researcher access useful data of a specific group in a limited situation that can hopefully be used to stimulate more research in the field. Convenience sampling helps you to take advantage of unforeseen events that allow you to collect data in a shorter period of time (Palinkas et al.,2015). According to Creswell (2012), the reasons for choosing to conduct research with individuals are their availability and voluntariness, yet it is mentioned that, the sample does not accurately represent the population in convenience sampling. However, he states that, the convenience sampling method might help a researcher gathering valuable material for an investigation.

Table 1 *:Participants Profile Quantitative Data Collection*

Variable	Category	Number	Percentage
Gender	Female	126/198	63.6
	Male	72/198	36.4
Grade	First	50/198	25.3
	Second	49/198	24.7
	Third	54/198	27.3
	Fourth	45/198	22.7
Income	Income 1	18/198	9.1
	Income 2	57/198	28.8
	Income 3	77/198	38.9
	Income 4	29/198	14.6
	Income 5	10/198	5.1
	Income 6	7/198	3.5
Parental Edu. Level	Undergraduate (EDU_LVL 1)	101/198	51.0
	Bachelor's degree (EDU_LVL 2)	93/198	47.0
	Master's degree (EDU_LVL 3)	4/198	2.0

Income 1: minimum wage

Income 2: 2*minimum wage

Income 3: 3*minimum wage

Income 4: 4*minimum wage

Income 5: 5*minimum wage

Income 6: 6*minimum wage

When the study was conducted, the minimum wage was 17,002 TL. Calculations can be made using the current minimum wage amount for different periods of time.

This table presents the demographic profile of the 198 participants involved in the quantitative data collection phase of the study. The majority of participants were female, accounting for 63.6% (126/198), while males made up 36.4% (72). Grade level, the distribution was almost even across all four years of study. First-year students made up 25.3%, second-year students 24.7%, third-year students 27.3%, and fourth-year students 22.7% of the sample. Family income levels, most participants came from middle-income backgrounds. The largest group was from Income 3, representing 38.9%, followed by Income 2 with 28.8%, and Income 4 at 14.6%. Smaller portions of the sample came from Income 1 (9.1%), Income 5 (5.1%), and Income 6 (3.5%), involves fewer participants from very low or very high-income levels.

For parental education levels, just over half of the participants (51.0%) had parents whose highest education was primary school or high school. Nearly half (47.0%) had at least one parent with a bachelor's degree, while a small size (2.0%) had parents with a master's degree.

The data show a participant group that is predominantly female, from diverse grade levels, mostly from low-middle-income families, and with generally come from mid level parental educational backgrounds.

Table 2: *Participants Profile in Qualitative Data Collection*

Category	Number (n/N)	Percentage (%)
Gender		
Male	7/12	58.3
Female	5/12	41.6
Grade		
First	3/12	25
Second	3/12	25
Third	3/12	25
Fourth	3/12	25
Parents' Income		
Income 1	1/12	8.33
Income 2	3/12	25
Income 3	8/12	66.67

This table presents the demographic profile of the 12 participants who took part in the qualitative data collection phase of the study. Gender representation, the group consisted of 7 male participants (58.3%) and 5 female participants (41.6%). The grade level, participants were evenly distributed across all four academic years. Each grade level—first, second, third, and fourth year—was represented by 3 participants, making up 25% of the sample size for per group.

Parental income, the most of participants, 8 out of 12 (66.67%), came from families in the Income 3 category. Three participants (25%) reported that coming from Income 2 category, while only one participant (8.33%) came from the lowest income group, Income 1 category. The qualitative sample was evenly balanced in terms of class level and gender distrubition, with a dominant number of participants coming from middle-income families.

3.3 Research Context

The study was conducted at Trakya University, Faculty of Education, Department of Foreign Languages Education, Department of English Language and Education. Individuals who want to become an English teacher have to take the YDT exam to qualify for enrollment in the department. YDT is an exam that students who want to study in language related departments in terms of literature, translation and interpreting, linguistics, translation science, English language teaching are required to take. Although criticized from different perspectives by experts in the field, it is a multiple-choice test that is administered every year and measures language proficiency to a certain extent. it mainly tests the reading comprehension, grammar and vocabulary knowledge of the candidates who take the test. It does not measure other language competences including writing, listening comprehension and speaking.

In order to earn the title of English teacher and graduate from the department, students are required to successfully complete the practical and theoretical courses that last 4 years and 8 semesters and are calculated as 30 credits per semester and 240 credits in total. Students who meet the requirements graduate as English teachers. After graduation, they can work in public or private educational institutions. Those who want

to work in public schools must take the KPSS exam and their ranking must be in the English teacher quota determined as the need of that year, and then they must successfully pass the oral interview where 3 times as many candidates as the number of quota are called. The weighing of the written exam and oral interview is calculated as 50%+50%. Candidates whose security background investigations are completed and announced positively are placed by the Ministry of National Education and the candidates are appointed to their positions. After 3 years of contracted teaching, they continue their employment as teacher with permanent staff.

3.4 Data Collection Procedure

Before proceeding to the data collection phase of the study, the faculty members of the English Language Education Department of the Foreign Languages Education Department at Trakya University were visited, and they were informed about the purpose of the study, and the necessary permissions for data collection were received. Subsequently, the questionnaire and demographic information form to be used in the study were reproduced and distributed to students from each grade level with the help of the professors working in the department after providing them with the necessary information regarding the purpose of the study, voluntariness, confidentiality, and ethical issues. The data collection process was conducted face-to-face and on a voluntary basis. Quantitative data were collected through the questionnaire. The open-ended question on the scale, “Please briefly state your main reason(s) for choosing to become a teacher...,” asked pre-service English teachers to briefly explain their reasons for choosing their profession, and this constitutes part of the qualitative data collected in the study. Data was collected from a total of 198 pre-service English teachers, 126 of whom were female and 72 were male. Detailed information about the participants was provided in the participants section. The other part of the qualitative data used in the study was collected in the second phase of the data collection process.

In the second phase of the data collection stage, semi-structured interviews were conducted face-to-face to collect qualitative data to be evaluated together with the quantitative data collected. Before the semi-structured interviews were conducted,

participants were informed that the data collected would only be used in this study and were informed about ethical issues. The interviews were carried out on a voluntary basis with a total of 12 students, three from each grade, majoring in English language education. Although the questions were prepared in advance, the pre-service English teachers were given the opportunity to express their opinions freely and without any restrictions regarding the factors that influence their career choices. This approach is important in terms of gathering detailed information related to the subject. The interviews were recorded by an audio recorder and transcribed in order to be analyzed.

3.5 Data collection tools

3.5.1 Questionnaire

In literature, it is stated that the questionnaire is one of the data collection tools used frequently due to its many advantages (Marshall, 2005). Questionnaires, which can be administered on paper or directly on a computer, allow participants to provide responses to structured or unstructured questions. Moreover, questionnaires are useful when gathering data regarding subjective or abstract ideas like opinions, attitudes, and beliefs, or about behaviors that are hard to observe directly (Artino & Cook, 2016).

Questionnaires are categorized into three types according to the used question type. The first type consists of questions to which the participant must provide a short answer, and the second type consists of questions that provide participants multiple answer options from which to choose. The third type is the combination between the first and the second questions, which allows the participants to use both multiple choice and short answers (Artino & Cook, 2016). Accuracy and consistency are important in using research methodology, which are crucial for validity and reliability of questionnaire(Andersson et al., 2024).

Another highlight of structured questionnaires is being economical and time efficient, especially upon applying to large populations . The structured characteristics of

questionnaires enable researchers to collect responses more easily and reduce the effort needed to analyze responses (Dewi, 2016).

The Factors Influencing Teaching Choice (FIT-Choice) Scale is a validated scale which measures the motivational factors and beliefs of those entering the teaching professions. It's the result of the work of Watt and Richardson (2007). Their framework consists of constructs derived from expectancy-value theory, covering intrinsic value and social utility as major influences as well as perceptions of the profession including levels of social status and difficulty. The reliability and structural validity of the instrument has been established in various cultural and/or national contexts such as Serbia (Šimić et al., 2021), Finland, Germany (Goller et al., 2019), the Netherlands (Fokkens-Bruinsma & Canrinus, 2012) and international comparisons amongst Australia, the United States, Germany and Norway (Watt et al., 2012). The FIT-Choice Scale provides insight for educators and policymakers into what motivates people to teach, supporting the development of recruitment and retention strategies

Table 3: Motivation Scale Subscale Alpha

Subscale	*Alfa*
Ability	.89
Intrinsic career value	.88
Fallback career	.67
Job security	.80
Time for family	.78
Job transferability	.58
Bludging	.72
Shape future of children/adolescents	.83
Enhance social equity	.73
Make social contrubition	.89
Work with children/adolescents	.96
Prior teaching and learning experinces	.92
Social influences	.82
Total	.94

If $0.00 \leq \alpha < 0.40$, the scale is not reliable,
If $0.40 \leq \alpha < 0.60$, the scale has low reliability,
If $0.60 \leq \alpha < 0.80$, the scale is highly reliable,
and if $0.80 \leq \alpha < 1.00$, the scale is a highly reliable scale.

Cronbach's α values of the subscales varied between .58 and .96 and the highest Cronbach's alpha was calculated for the “Work with children/adolescents” subscale (α = .96), while the lowest value was obtained for the “Job transferability” subscale (α = .58). When the entire scale was evaluated, the α value was found to be .94 and it can be said that the Cronbach's alfa is high and therefore it has a high level of reliability.

Table 4: Belief And Decisions Scale Subscale Alpha

Subscale	*Alfa*
Expert career	.85
High demand	.77
Social status	.83
Teacher morale	.81
Good salary	.86
Social dissuasion	.66
Satisfaction with choice	.85
Total	.83

Cronbach's α values of the subscales varied between .66 and .86 and the highest Cronbach's alpha was calculated for the “Good salary” subscale (α = .86), while the lowest value was calculated for the “Social dissuasion” subscale (α = .58). When the entire scale was evaluated, the α value was found to be .83 and it can be said that the Cronbach's alfa value high and therefore it has a high level of reliability.

3.5.2 Semi structered interviews

Mixed methods research design is a flexible research approach that can be used to integrate qualitative and quantitative data interchangeably throughout the design process, during data collection, in the analysis or at the interpretation phase (Palinkas et al., 2015). They allow researchers to explore emergent ideas that appear to be relevant to the phenomenon under investigation which is an advantage that quantitative data cannot provide (Adeoye-Olatunde & Olenik, 2021). Semi-structured interviews are utilized to gather data in which the researcher asks subjects open-ended but also pre-defined

questions. This method is frequently used alone in qualitative research and is also used in mixed method studies.

The interview subjects coincide with the questionnaires (first phase of data collecting) to provide a comprehensive explanation to data in the first phase of this mixed-method design. The interviews concentrate on the variables that influence particular participants' decision of English teaching career, their thoughts about English teaching, and their willingness to become an English teacher. Thus, a full investigation of the interviewers' opinions is possible. Throughout the interview phase, the interviewer was guided by a prepared list of questions; however, participants have an opportunity to express themselves without fixed limitations of organized questions.

3.5.2.1 Interview Questions

Could you briefly introduce yourself?

What are the factors that influenced you to choose English language teaching?

Which of these factors are relatively more important to you?

What role did your family, teachers, or role models play in your decision chosing teaching?

Can you share any special memories that influenced your choice (learning experience, teacher interaction)?

How do you perceive the extrinsic, intrinsic and altruistic factors on career choice, which one is superior?

Did your gender, grade level, parental income, parental education level affect your decision? Do you think that these are affective factors on career choice?

Did your motivation for the profession change during your time at the faculty of education?

Would you evaluate the teaching profession in the context of the country and society you live in? Would you choose this profession again with your current experience?

Anything you want to add?

These ten (10) interview questions were developed based on the approach suggested by Castillo-Montoya (2016), by focusing on how personal, social, and other external factors influence career choices of pre service English teachers in faculty of education. The questions aim to explain both individual motivations and learning experiences also the roles of family members, teachers, and any factor can contribute career choice motivation. These questions helps to take a overall picture of why participants chose English language teaching as a profession in terms of motivational factors.

Table 5: *Structure and Purpose of Interview Section*

Section	Purpose
Opening questions	Build warmth and trust with the participant
Motivation theme	Explore core motivational factors such as family influence, early exposure, or career calling
Contextual experiences	Understand how grade level, practicum experiences, and personal background shape motivation
Beliefs & identity	Examine participants' beliefs about teaching and how their professional identity evolves

3.6 Data Analyses

Table 6*:* *Data Analysis Table: Research Questions and Analysis Methods*

Research Question	Data Type	Analysis Method	Explanation / Purpose
1. What are factors influencing pre-service English teachers' decisions to become teachers?	Qualitative	Thematic Analysis	To explore underlying motivational factors (intrinsic, extrinsic, altruistic, social) through coding of interview data
2. Does pre-service English teachers' motivation differ according to their gender?	Quantitative	Independent Samples t-test	To compare mean motivation scores between male and female participants
3. Do pre-service English teachers' beliefs and decisions differ according to their gender?	Quantitative	Independent Samples t-test	To assess whether teaching-related beliefs differ significantly between male and female participants
4. Does pre-service English teachers' motivation differ according to grade level?	Quantitative	One-Way ANOVA	To determine whether motivation scores vary significantly across different academic years
5. Do pre-service English teachers' beliefs and decisions differ according to grade level?	Quantitative	One-Way ANOVA	To assess variation in beliefs about teaching across different grade levels
6. Does pre-service English teachers' motivation differ according to family education level?	Quantitative	Independent Samples t-test	To examine whether parental education background influences motivation levels
7. Do pre-service English teachers' beliefs and decisions differ according to family education level?	Quantitative	Independent Samples t-test	To determine if family education level affects beliefs and professional choices
8. Does pre-service English teachers' motivation differ	Quantitative	Kruskal-Wallis H test	The data did not meet the assumptions of normality, so a non-parametric Kruskal-Wallis test

Research Question	Data Type	Analysis Method	Explanation / Purpose
according to socio-economic status?			was used to compare motivation scores across income groups
9. Do pre-service English teachers' beliefs and decisions differ according to socio-economic status?	Quantitative	Kruskal-Wallis H test + Post-hoc test	Since normal distribution assumptions were not met, Kruskal-Wallis was applied to compare belief scores by income level, followed by pairwise comparisons to identify specific group differences

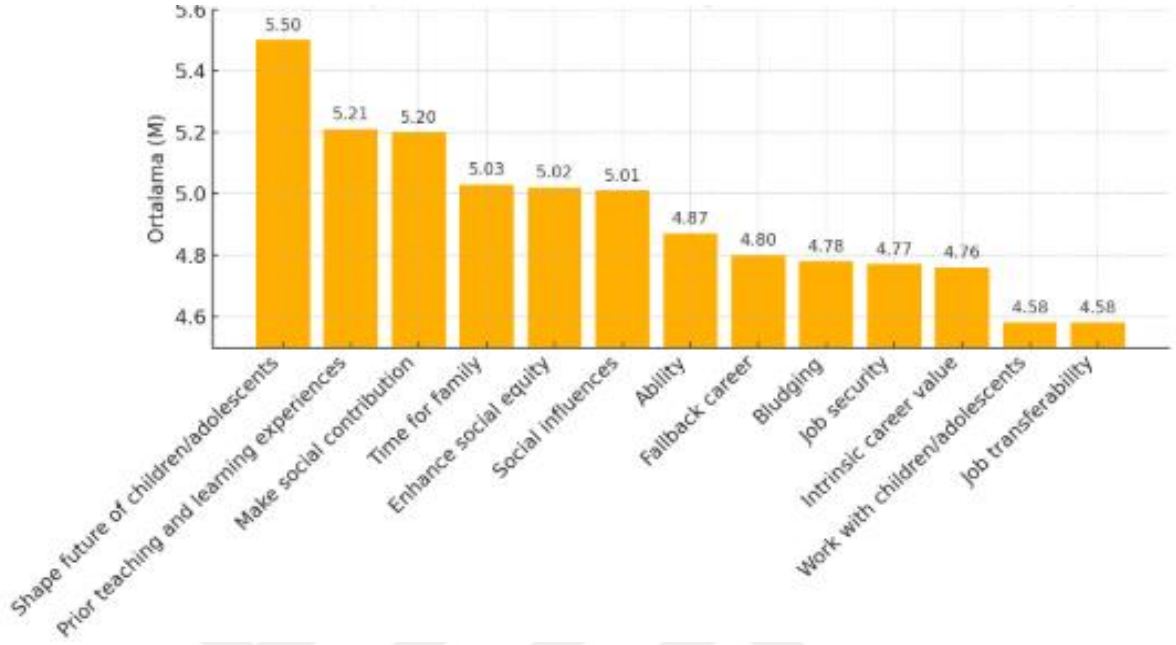
CHAPTER 4: FINDINGS

4.1 Quantitative Data Analyses Results

4.1.1 Motivation Scale

Table 7: Subscale Alpha And Descriptive Statistical Analyses Findings

Subscale	*Alfa*	*M*	*SD*
Ability	.89	4.87	1.34
Intrinsic career value	.88	4.76	1.75
Fallback career	.67	4.80	1.65
Job security	.80	4.77	1.36
Time for family	.78	5.03	1.31
Job transferability	.58	4.58	1.27
Bludging	.72	4.78	1.47
Shape future of children/adolescents	.83	5.50	1.49
Enhance social equity	.73	5.02	1.51
Make social contrubition	.89	5.20	1.55
Work with children/adolescents	.96	4.58	1.90
Prior teaching and learning experinces	.92	5.21	1.74
Social influences	.82	5.01	1.64
Total	.94	4.91	1.03



The highest mean was in the subscales “Shape future of children/adolescents” (*M* = 5.50, *SD* = 1.49) and “Prior teaching and learning experiences” (*M* = 5.21, *SD* = 1.74).

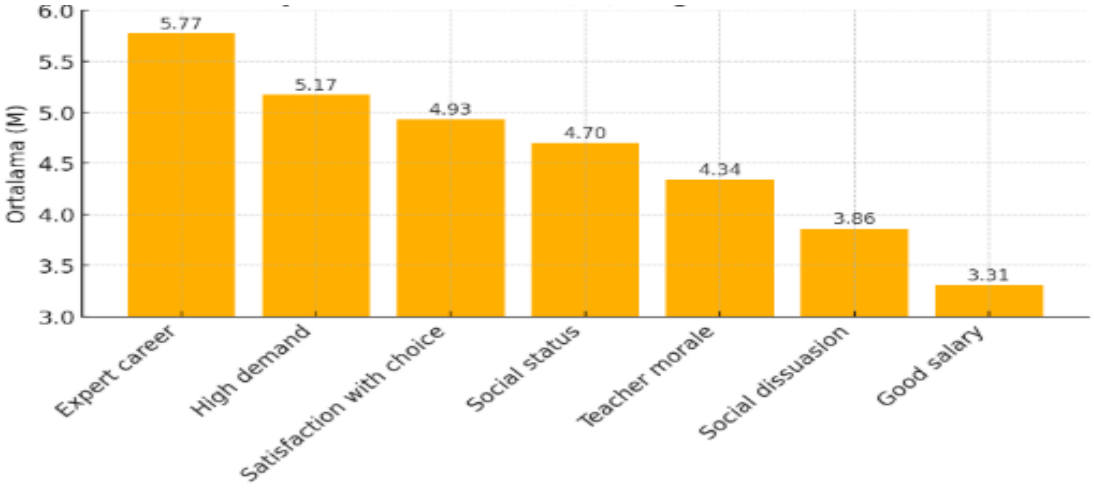
The lowest mean was in the subscales “Job transferability” *(M* = 4.58, *SD* = 1.27) and “Work with children/adolescents” (*M* = 4.58, *SD* = 1.90).

The graph showing the preferences of the participants in the study is evaluated, the factors that affect participants motivation to choose the teaching profession at the highest level mean scores are “shape future of children/adolescents”, “prior teaching and learning experiences” and “make social contribution”. Lowest mean scores are “intrinsic career value”, work with children/adolescents” and “job transferability”. This pattern shows that idealistic, social contribution-oriented altruistic factors are more effective in individuals who choose the teaching profession.

4.1.2 Belief And Decisions Scale

Table 8: Subscale Alpha And Descriptive Statistical Analyses Findings

Subscale	*Alfa*	*M*	*SD*
Expert career	.85	5.77	1.27
High demand	.77	5.17	1.29
Social status	.83	4.70	1.56
Teacher morale	.81	4.34	1.46
Good salary	.86	3.31	1.42
Social dissuasion	.66	3.86	1.51
Satisfaction with choice	.85	4.93	1.57
Total	.83	4.59	0.85



The highest mean was in the subscales “expert career” (*M* = 5.77, *SD* = 1.27) and “high demand” (*M* = 5.17, *SD* = 1.29). The lowest mean was in the subscales “social dissuasion” (*M* = 3,86 *SD* = 1.51) and “good salary” (*M* = 3.31, *SD* = 1.42).

The low mean score of this dimension, which means that others try to discourage pre service teachers from teaching and criticize the profession, reveals that “social dissuasion” has relatively little effect on participants teaching motivation.

“Good salary” (*M* = 3,31) low mean score represents, the factor affecting the choice of teaching profession are relatively less influential and that pre-service teachers do not choose this profession with the expectation of "good salary". On the previous table, “Shape future of children/adolescents” (*M* = 5.50, *SD* = 1.49) was high mean score, This shows that pre-service teachers have an idealistic approach rather than a materialistic approach in choosing teaching as a profession.

4.1.3 Analysis Findings According To Gender

In order to determine the differentiation of the motivation scores of pre-service teachers for teaching according to gender, a t-test for independent groups was applied. The findings obtained as a result of the analysis are shown in Table X.

Table 9*: Difference in Pre-service Teachers' Motivation for Teaching Scores According to Gender*

Gender	***n***	***M***	***sd***	***t***	***df***	***p***	η^2
Female	126	190.11	33.41	4.105	123.874	.000	.079
Male	72	166.64	41.43				

As seen in Table 9, it was determined that the mean motivation scores of pre-service teachers for teaching differed significantly according to gender, t(123,874)=4.105, p=.000, □2=.079. Accordingly, the mean motivation score of female pre-service teachers (*M*=190.11) is higher than the mean motivation score of male pre-service teachers (*M*=166.64). When the eta-square related to this difference is evaluated, it can be said that the effect size is average.

In order to determine the differentiation of pre-service teachers' beliefs about teaching scores according to gender, t-test for independent groups was applied. The findings obtained as a result of the analysis are shown in Table 10.

Table 10: *Difference in Pre-service Teachers' Beliefs about Teaching Scores by Gender*

Gender	***n***	***M***	***sd***	***t***	***df***	***p***	η^2
Female	126	89.98	14.76	3.296	196	.001	.052
Male	72	82.33	17.22				

As seen in Table 10, it was determined that the mean scores of pre-service teachers' beliefs about teaching differed significantly according to gender, t(196)=3.296, p=.001, □2=.052. Accordingly, the mean belief score of female pre-service teachers ($\bar{M}$=89.98) is higher than the mean score of male pre-service teachers ($\bar{X}$=82.33). When the eta-square related to this difference is evaluated, it can be stated that the effect size is average.

4.1.4 Analysis of Findings According To Grade Level

One-factor ANOVA was applied to determine the differentiation of pre-service teachers' motivation for teaching scores according to grade level. The findings obtained as a result of the analysis are shown in Table 11.

Table 11*: Difference in Preservice Teachers' Motivation for Teaching Scores According to Class Level*

	Sum of Squares	***df***	***Mean Square***	***F***	***p***	η^2
Between Groups	4013.309	3	1337.770	.918	.433	–
Within Groups	282641.054	194	1456.913			
Total	286654.364	197				

As seen in Table 11, it was determined that the mean scores of pre-service teachers' motivation for teaching did not differ significantly according to the grade level, F(3,194)=.918, p=.433.

One-factor ANOVA was applied to determine the differentiation of pre-service teachers' beliefs about teaching scores according to grade level. The findings obtained as a result of the analysis are shown in Table 12.

Table 12*: Difference in Pre-service Teachers' Beliefs about Teaching Scores According to Class Level*

	Sum of Squares	***df***	***Mean Square***	***F***	***p***	η^2
Between Groups	105.305	3	35.102	.134	.940	–
Within Groups	50854.014	194	262.134			
Total	50959.318	197				

As seen in Table 12, it was determined that the mean scores of pre-service teachers' beliefs about teaching did not differ significantly according to grade level, F(3,194)=.134, p=.940.

4.1.5 Analysis Findings According to Family Education Level

In order to determine the differentiation of the motivation scores of pre-service teachers for teaching according to the education level of their families, t-test for independent groups was applied. The findings obtained as a result of the analysis are shown in Table 13.

Table 13*: Difference in Preservice Teachers' Motivation for Teaching Scores According to the Educational Level of Their Families*

level	***n***	***M***	***sd***	***t***	***df***	***p***	η^2
Undergraduate	101	183.51	37.03	.729	196	.467	–
Bachelor degree & post graduate	97	179.56	39.36				

As seen in Table 13, it was determined that the mean scores of pre-service teachers' motivation for teaching did not differ significantly according to the educational level of their families, t(196)=4.105, p=.467.

In order to determine the differentiation of pre-service teachers' beliefs about teaching scores according to the educational level of their families, t-test for independent groups was applied. The findings obtained as a result of the analysis are shown in Table 14.

Table 14*: The Difference in Pre-Service Teachers' Beliefs about Teaching Scores According to the Educational Level of Their Families*

level	***n***	***M***	***sd***	***t***	***df***	***p***	η^2
undergraduate	101	87.56	16.55	.327	196	.744	–
Bachelor degree & post graduate	97	86.81	15.65				

As seen in Table 14, it was determined that the mean scores of pre-service teachers' beliefs about teaching differed significantly according to the educational level of their families, t(196)=.327, p=.744.

4.1.6 Analysis Findings According to Income Level

Kruskal-Wallis H test was applied in order to determine the differentiation of the mean ranks of pre-service teachers' motivation for teaching according to income level. The findings obtained as a result of the analysis are shown in Table 15.

Table 15*: Difference in Mean Ranks of Pre-service Teachers' Motivation for Teaching According to Income Level*

Level	***n***	***Mean Rank***	***H***	***df***	***p***
0-17000 TL	18	100.19	3.375	5	.642
17001-34000 TL	57	105.43			
34001-52000 TL	77	97.56			
52001-70000 TL	29	99.45			
70001-100000 TL	10	104.00			
100001 and over TL	7	64.50			

As seen in Table 15, it was determined that the mean ranks of pre-service teachers' motivation for teaching did not differ significantly according to income level, H(5)=3.375, p=.642.

Kruskal-Wallis H test was applied to determine the differentiation of the mean ranks of pre-service teachers' beliefs about teaching according to income level. The findings obtained as a result of the analysis are shown in Table 16.

Table 16*: Difference in the Mean Ranks of Pre-service Teachers' Beliefs about Teaching according to Income Level*

Level	***n***	***Mean Rank***	***H***	***df***	***p***
0-17000 TL	18	122.08	14.250	5	.014
17001-34000 TL	57	112.18			
34001-52000 TL	77	92.38			
52001-70000 TL	29	88.28			
70001-100000 TL	10	110.90			
100001 and over TL	7	46.64			

As seen in Table 16, it was determined that the mean ranks of pre-service teachers' beliefs about teaching differed significantly according to income level, H(5)=14.250, p=.014. A multiple comparison test was conducted to determine between which levels of the independent variable this difference was. Accordingly, it was determined that the mean rank of beliefs about teaching of pre-service teachers with an income level between 0-17000 TL (122.08) was higher than the mean rank of pre-service teachers with an income level of 100001 and above TL (46.64).

4.2 Qualitative Data Analysis Results

In this part of the study, the thematic analysis method was used to analyze the data obtained from the open-ended question in the questionnaire and semi-structured interviews through one-to-one interviews. First of all, face-to-face interviews were conducted with the participants and with the consent of the participant, the interviews were recorded to be used in this study. The recorded interviews were transcribed and transcribed into written form and the data were cleaned. Then, the data were examined in detail and themes and codes were created according to frequency. While creating the codes, the factors in the scale were taken into consideration along with the structure of the qualitative data itself. This is important in order to analyze the data in line with the same or similar factors and to produce a consistent and reliable result. The qualitative data, which we could not obtain through the scale, were collected through semi-structured interviews and helped us to gain better understanding of which factors were effective in the pre-service English teachers' choice of their profession. For the semi-structured interviews, data were collected through face-to-face interviews with a total of 12 students, 3 students from each grade level, on a voluntary basis. Another qualitative data source was the open-ended question in the scale. The data obtained were first cleaned, then analyzed and grouped according to the relevant themes and codes.

4.2.1 The Findings of the Semi-Structured Interviews

As a result of the analysis of the data and in the light of the factors in the scale, codes were created and similar codes were grouped under the same category.

Below each table are the quotations obtained from semi-structured interviews related to the codes and categories in the table.

4.2.1.1 Affective/Intrinsic Motivations

Table 17: Affective/Intrinsic Motivations

Code	**n**	**%**
Love to teach	1	0.78
Childhood dream	2	1.55
Love English	6	4.65
Personal interest	9	6.98

My main goal is to really teach people English (P1)

I actually wanted to study English teaching since I was a child.(P2)

The two most frequent codes in this category are “personal interest” and “love english”. the high frequency of these codes indicates that pre-service English teachers' motivation for choosing a profession is influenced by the concepts of “personal interest”, “love of English” and “love to teach”. It is seen that they love English and their personal interest is in this direction. The quotations explaining the subject are given below

One of the most significant reasons reported by participants for choosing English language teaching was their personal interest and love in the English language itself. This intrinsic connection often began at an early age of the life and increased over time through learning experiences, school and enviromental exposure, or self discoveries as more engage in English.

For instance, participant P11 described how their interest was emerged through childhood gaming experiences:

"I learned English from the games I played in my childhood, etc., and this has been my interest since my childhood."

Such informal environments not only fostered curiosity but also created a sense of familiarity with the language early. Similarly, P12 followed their motivation through music, teacher support and more time spent with English in school:

"My interest started by listening to foreign songs in primary and middle school... our teacher in primary and middle school sent us to an English course every year. There I actually discovered my interest in English a little bit more."

This highlights how consistent exposure to the language and external encouragement and support can nurture and advance the personal interest over time.

Some participants expressed a strong emotional connection to English, it was not seen as an only academic subject, commitment. P8 stated:

"I already knew that I would be successful in this subject because I love English so much."

P3 emphasized the appeal of English as a global language:

"My love for English started completely in middle school by chatting with foreign people, and then when I discovered how beautiful English is, I started to be quite predisposed to having a global language in that way."

These statements suggest a motivation based on enjoy and loving English language learning, which prevails over pragmatic considerations on career choice motivation.

Not all participants had a linear path or pure love of English. For some, English was the most feasible option among limited alternatives, maybe It was the only option. As P4 reflected:

"First I wanted to study English Language and Literature, but since I did not have such an option, I chose English teaching."

Others, like P5, noted that their strength in English was decisive, failures on other subjects and the love of English motivated the participant and turned into a career choice:

"I wanted to study English, my other subjects were bad, I liked English very much, so I wanted to study English."

Overall, these statements reveal that participants have a deep interest in English—whether through music, computer games from childhood, social interaction, or academic comfort zone—played a critical role in affecting the participants' career choices. It appears that for many of them, teaching English was not seen as just a profession but a natural part of something they had enjoyed and engaged by interest -not obligatory- for years.

4.2.1.2 Competence-Related Motivations

Table 18: *Competence-Related Motivations*

Code	n	%
Teaching skills	4	3.10
Confidence in language proficiency	5	3.88

In this category, “proficiency level” and “teaching skills” were frequently mentioned as factors affecting pre-service English teachers' motivation to choose the profession. The quotations related to the mentioned factors were given below

Many participants highlighted their confidence in English and their own abilities—particularly their English proficiency and communication skills—played a crucial role in their decision to follow along English language teaching as a career choice.

This belief that they “I can do it” often prevail over potential doubts about profession or other external expectations.

“I trusted my knowledge of English, I thought I could do it, I don't like children very much, but I believed I could teach.” (P2)

This statement suggests that while certain aspects of the teaching profession—such as working with children—were not appealing much, the participant’s trust in their own language ability provided enough motivation to choose teaching as a career. Similarly, others highlighted their strengths in communication skills and self confidence which are crucial elements for language teachers:

“I love to explain everything and I think teaching is suitable for this.” (P3)

“I like to convey things to people, I am good at being in front of a group of people.” (P5)

These expressions reflect how participants viewed teaching as a platform to utilize their natural skills—such as clarity in expression and comfort in front of the public, being comfortable in social settings.

In addition, several participants emphasized their interpersonal communication skills, which helped them feel prepared to be in the classroom

“In general, I get along with children and people, I like to communicate very easily with everyone... so I was thinking about teaching.” (P6)

Another participant drew attention to their academic performance in English compared to their peers showing her confidence came from doing well on English:

“*English has never been a difficult subject for me... when I looked at the other students around me and compared my own English level, I knew in my heart that I could really do this job... it was something I achieved with my own effort.” (P8)*

These statements show that their confidence grew through experience and comparing themselves to others, which made them feel more confident in English language teaching.

Other participants also stated similar beliefs in their language related abilities:

"I trusted my knowledge of English and thought I could do it." (P10)

"I thought about my potential and I thought it was the right thing for me." (P11)

"My English was always at a higher level than my classmates." (P12)

The fact that pre-service English teachers' preferences were shaped around language and language-related professions can be explained that they are already skilled in language, they are predisposed to language, and they feel themselves more talented and advanced in terms of English language and communicative skills. The self-confidence they felt in this subject affected positively their motivation and was effective in their choice of teaching as a profession

4.2.1.3 Practical and Work-Related/Extrinsic Motivations

Table 19: *Practical and Work-Related/Extrinsic Motivations*

Code	n	%
Comfortable profession	4	3.10
Job opportunities	6	4.65
Salary	7	5.43
Job security	10	7.75
Other professions	10	7.75

In this category, the participants expressed their opinions about the factors that influenced them to choose English language teaching as a profession, such as job security, finding a job, salary, or the adaptability of their English language knowledge to other fields of work. When the collected data were analyzed, it was seen that the codes "job security", "other professions" and 'salary' were expressed with high frequency, while the code "comfortable profession" was expressed with low frequency. From this point of view, it can be concluded that "job security" and 'salary' factors are more important for

pre-service teachers and “comfortable profession” factor is less effective, and contrary to the general opinion, teaching is preferred not because it is an easy profession but because of the “job security” factor.

A major reason for many participants chose English teaching was the perception of job security and long-term financial stability, as they come from mid class families, financial stability and job guarantee are critical concerns on career choice. The idea of becoming a civil servant, with a predictable and stable income and the ability to find work even in less developed regions of the country, was mentioned frequently.

“There is a job guarantee, my mother is already a principal in a private school, I thought that I would work with the worst backdoor.” (P2)

“If I were very rich I would not study. If I were very poor I would want to study teaching again since it is a guaranteed profession.” (P3)

“Frankly, the maximum I expect from English teaching is to be a civil servant... a guarantee like a civil servant is worth a life guarantee for a person.” (P3)

For some of the participants, being a teacher was not necessarily a childhood dream or passion but a strategic career decision shaped by economic factors. The opportunity to be appointed and to receive a fixed salary outweighed the other choices.

“*I thought that English teaching was more guaranteed because I thought that there would be no job opportunities afterwards.” (P5)*

“Yes, in fact, because teachers are civil servants, so it is clear what salary I will get.” (P11)

In a country where job insecurity is a common concern, becoming a teacher offered peace of mind. Even if income expectations were not high, knowing that one could *"always find a job in the east" (P11)* was enough for many to commit to this path.

Beyond financial stability, participants also valued the practical aspects of being a teacher, predictable working hours and a more structured daily routine, a stable life.

"I think it is a guaranteed job; at least I will have a stable life." (P6)

"English teaching in Turkey is the profession that can be appointed most easily and has the most comfortable hours." (P8)

For other participants, the profession appeared emotionally and physically less demanding, easy, comfortable compared to other job alternatives.

"I think that English teaching is a comfortable profession." (P12)

"It is a more comfortable profession; the hours are determined, the work is determined... act according to the curriculum." (P12)

"I had English teachers in high school, and when I look at their lives, I think they have a lot of fun." (P12)

Despite knowing the downsides of the profession, such as low prestige or low salaries, participants still found that teaching appealing due to the balance it offered between effort and reward.

"Teachers' salaries are clear... it is certain that they do not get the value they deserve." (P11)

"It'll be more for me, it'll be stable, it'll be a financial gain." (P5)

A number of participants expressed interest in other academic or professional fields before choosing English teaching. However, there are various constraints—such as university entrance requirements, financial risks, or limited job opportunuties— finally led them to choose teaching instead. They are not risk takers.

"I had translation and interpreting, I thought of tourism, I thought I would be an animator." (P4)

"First I wanted to study English Language and Literature, I chose English teaching because I did not have such an option." (P7)

"The profession I really wanted was already interpreting." (P6)

For others, fields such as archaeology, psychology, history, and business administration were options on the table. Yet at the end, teaching emerged as the more practical or safe choice.

"I thought about military service and I still think about military service." (P10)

"I wanted archaeology, I wanted psychology... but I liked to deal with trade more." (P2)

These responses show that while some participants chose teaching with their own will, others chose the profession after eliminating other possibilities.

Many participants perceived teaching English not as a narrow path, but as a gateway to many potential careers. Their fluency in the language offered them the flexibility to look for other jobs beyond the classroom.

"I think that the career I will make can bring me to better places abroad." (P4)

"I can be an English teacher, I can be an interpreter, or I can work at an airport... or I can work in private courses." (P5)

Language proficiency was seen as a transferable skill that could open up both national and international doors to pre service English teachers.

"If I learn another language, I think I will find a job in both English and that plus one language." (P10)

"It will be teaching, it will be a classroom, it will be interpreting, it will be advantageous in every way." (P12)

Thus, even for those who had doubts about teaching career, the versatility provided by English allowed them to see the profession as part of a broader career.

4.2.1.4 Social and External Influence Motivations

Table 20*: Social and External Influence Motivations*

Code	n	%
Contribution to society	4	3.10
Socio-economic status	7	3.10
Attitude change	9	6.98
Gender influence	12	9.30
Family/community influence	24	18.60

This category focuses on social and external factors that influence pre-service teachers' choice of profession and high frequency of "family/community influence" and "gender influence" representative quotes of relevant factors were given below

Many participants emphasized the crucial role of their families, especially their mothers, in guiding their career decisions. The encouragement—or in some cases, pressure—they received from relatives who were already in the teaching profession played a key part in their motivation to pursue English teaching.

"My mother and uncle are both teachers and both of them said that if you are going to do a profession, you already know English well, at least study English teaching." (P1)

“My mother said that you will become a teacher.” (P2)

“My mother graduated from this school... so I ate a lot of propaganda.” (P2)

These statements suggest that family members' experiences in the profession often served as both inspiration and justification. In contrast, some also pointed to resistance or conflicting directions from their families:

“My family has always preferred me to study in health departments.” (P3)

“There is a prejudice against language departments from their generation.” (P6)

Still, several participants clearly expressed that their families’ guidance and encouragement directly influenced their decision:

“My whole family supported me.” (P12)

“I can definitely say that I chose this department with the support and guidance they gave.” (P4)

This theme reveals how personal interest and social influence can intertwine, and how family support can shape a career path.

Participants shared different views on the role of gender in their decision to enter the teaching profession. While some felt that gender had no effect, others acknowledged it as a societal force, sometimes limiting options or shaping expectations. The fact that the society in which we live attributes different meanings to the gender-occupation relationship and the orientation based on this from early childhood is also effective in the fact that they have different thoughts about the effect of gender on professions

“I don't think it is not a male profession, I think we don't like children much, we don't even like them.” (P2)

“The logic that women should be teachers does not suit me in any way, it is something that varies from person to person.” (P3)

“Gender is an effective thing in society.” (P9)

Several male participants reflected on how gender might shape their teaching future:

"As a man, I don't think I will be a preschool teacher, so I think I will be more of a middle school high school teacher." (P10)

In this excerpt he clearly states that he would not go into pre-school because he is a boy. in society, pre-school teaching and working with young age groups is often associated with girls.

They emphasize that gender is a determining factor in different professions, even if not in English teaching:

"In some professions yes, but not in English teaching." (P12)

"I think it is not in English teaching... but for example, I am a courier... there are not 10 female couriers in the whole of Edirne." (P11)

These comments show how participants are aware of gender dynamics—even if they do not personally feel constrained by them in terms of language teaching.

For many participants, motivation toward teaching was not constant—it evolved through the language teaching education. Some reported entering the program with little enthusiasm but later developed a stronger commitment to the profession through coursework, teacher influence, or interaction with teachers and students. They all affected the motivation toward teaching in time.

"I didn't care much when I first entered English teaching... but the more I entered, the more I started to like it." (P3)

"At first I was colder; now I look more warm-blooded." (P4)

In many cases, instructors played a crucial role in this transformation and affected positively:

"My interest has increased more because some of my teachers... I started to be more sympathetic to the profession." (P3)

"My love for both children and teaching grew even more, and now I even think that I was definitely created for teaching." (P5)

This theme reveals that professional identity and commitment to a profession are not always fully formed at the beginning, we can start with a lack of motivation but rather grow over time through positive experience and positive interaction with teachers.

Economic background emerged as another determinant factor influencing the participants' career decisions. While some noted that they would have made different choices under different financial conditions, others highlighted teaching as a stable option given their current situation.

"If I were richer, I don't think I would have chosen this kind of profession." (P7)

"If my family had not provided me with this economic comfort, I would not have chosen a profession where I was unlikely to earn a lot of money in the future." (P12)

Others saw teaching as a profession that still valuable and makes sense regardless of their financial standing:

"If I were very poor I would want to study teaching again since it is a guaranteed profession." (P8)

"If I were richer, I would still choose this department." (P6)

Unlike more pragmatic motivations such as job security or stable income, some participants reported that their main reason for choosing English language teaching was the desire to contribute to others—whether by sharing knowledge, representing their culture, or serving the broader needs of society.

"English language teaching is more about sharing my knowledge of English than being a teacher... other teachers... do this department to take care of children rather than teaching them, but English teachers are interested in this department for the sake of language." (P3)

This quote shows how the participant sees English teaching as distinct from other teaching branches, not simply just looking after children or keeping them in order like a baby sitter.

Others expressed a clear intention to serve and educate society, contribute society through language teaching:

"My main goal is to really teach English to people, so I did not have any problems while studying the department because I proceeded with this purpose." (P4)

"I think that I will be of benefit to the society... teaching is already a holy profession. It is a profession that I chose because I think that I will provide a benefit to society." (P5)

These comments show that teaching means more than just having a job and seen as a tool for fixed income . For the participant, it is a way to help society and even teachers are seen respected role models, also emphasizes the teaching as sacred job.

This feeling of responsibility for the society that we live together is also linked to helping the country grow and represent its culture, English as a tool for the development of society:

"*I think that our society already needs to improve itself and open up to other countries... I chose to improve myself on language. Thus, I think that I can be more useful to myself, to the society and to my country... I think that I can represent my country and my community better in other countries." (P7)*

The personal satisfaction of transfering knowledge to others and standing in front of others which considered anxious for some is also emphasized:

"*I like to convey something to people very much. I am successful in the situation in front of a group of people... people in Turkey see teaching as a sacred profession. It is a slightly more prestigious profession." (P5)*

The participant not only refers to a personal strength in public speaking, but also relates it to the social respect for the teaching profession.

These statements show that for some participants, the teaching profession is a deeper passion and has deeper meanings such as helping the development of the country and contributing to the education of the society.

4.2.1.5 Inspirational Motivations

Table 21: *Inspirational Motivations*

Code	n	%
To be a role model	1	0.78
Influence of a teacher	10	7.75

This category lists quotations explaining the codes “Influence of a teacher” and “to be a role model” among the factors influencing the choice of teaching as a profession.

When it comes to choosing a profession, the role models we have encountered so far affect the decision we make, positively or negatively. Teachers also play a key role in our choice of teaching profession. some of them clearly support us, but others can influence our decisions in a negative way.

“On the contrary, my teachers always told me not to become a teacher. My mother and uncle are both teachers, and they said that since I already speak English well, I should study English teaching. That made sense to me.” (P1)

Even when school teachers discouraged the idea of becoming a teacher, teacher's lack of support may be due to their own negative experiences, family members stepped in to provide guidance. In this case, the participant’s fluency and confidince in English became the reason for him decision. Similarly, P3 noted:

“I trusted my English skills and thought I could do it. I don't love children very much, but I believed I could teach. My teachers didn't support me much, but my mother said, ‘You can be a teacher.’ That's why.” (P3)

There is no teacher support here either, encouragement from family helped form the teaching choice.

Some participants, on the other hand, were directly inspired by their teachers—especially by those who served as role models:

"*I had one teacher, an elderly lady whom I loved very much, and she was the one who first planted the idea of teaching English in my mind. She actually became a role model for me." (P2)*

Teachers who love their profession and have positive experiences are role models for their students and guide them in their career decisions.

Other participants explained how consistent academic support and encouragement from teachers played a crucial role in their decision:

"*They always said that you are at a high level and that you should definitely study something related to English." (P4)*

"Thanks to their support, I believe I am now a successful student." (P4)

Positive teacher–student relationships appeared to shape not only the participants' subject interests but also effect them positively and shape their career goals.

In some cases, teacher support extended beyond formal classroom settings, teachers, aware of their students' interest in English, supported them and helped them to improve:

"*My teachers were very supportive, especially my English teacher in middle school. With her support, I became more interested in English in high school." (P7)*

"Especially my English teacher in high school... whenever there was a competition or research project, I wanted to participate because it was English-focused, so they supported me." (P8)

Even just one teacher's support or positive approach can influence a student's career choice:

"*I only had one teacher who supported me, and he was a teacher at the course center I attended." (P10)*

Not only role models or language teachers, but also inspirations for their students to become role models like them in the future

"Of course, I would like to be a role model like my teachers in my past who I loved and cared for me very much." (P11)

The teachers we encounter during our education have often influenced our choice of profession, either positively or negatively. The positive relationship between the student and the teacher and the teacher's approach to the student positively affected the choice of teaching profession. Another factor is that we have not had the opportunity to observe any other profession other than teaching for such long periods of time. Our teachers, with whom we share the same classroom for many years, provide an invaluable opportunity to observe the profession and deeply influence our career choice.

4.3 The Findings of the Open-Ended Question

In addition to the quantitative data collected in the questionnaire, one open-ended question was included to collect qualitative data.

" *Please state briefly your main reason/s for choosing to become a teacher ……"*

Unlike semi-structured interviews, participants did not give long and detailed answers in this section but briefly explained their motivations for choosing their profession; hence, long and detailed quotes will not be included. Answers to open-ended questions consist of short explanations such as "I like teaching", "I am good at English" and "my only choice".

4.3.1 Frequencies and Percentages for Intrinsic Motivation

Table 22: *Frequencies and Percentages for Intrinsic Motivation*

Code	Frequency	Percentage
Enjoy teaching	5	7.9%
Teaching skills	13	20.6%
Childhood dream job	15	23.8%
Like teaching	30	47.6%

Table 22 shows the frequencies and percentages of intrinsic factors among the factors for choosing teaching profession.

The codes in this category indicate that participants chose their profession based on their own desires and personal satisfaction. Analyzing participant statements, the category with the highest percentage is “I like teaching,” indicating that the choice of teaching is based on an approach that is not driven by pressure but rather by love. The majority of participants chose the profession of their own free will, accompanied by the code “Enjoy teaching.” Additionally, another code with high frequency, “Childhood dream job,” indicates that participants have desired to pursue this profession since childhood.

“Teaching skills” indicates that individuals who choose teaching as a career prefer this profession because they have self-awareness and are conscious of their abilities and competencies.

4.3.2 Frequencies and Percentages for Job Stability

Table 23: *Frequencies and Percentages for Job Stability*

Code	Frequency	Percentage
Job guarantee	2	20.0%
Steady career path	8	80.0%

Table 23 shows the frequency and percentage distribution of participants who frequently used the phrases “job security and career stability” in their choice of profession. Pre-service English teachers who used the phrases “steady career path” and “job guarantee” appear to have chosen this profession because they are seeking a “guaranteed” career that will be relatively less affected by long-term economic fluctuations, as they stated. It can be said that this choice was made more out of concern for the future than internal motivation.

4.3.3 Frequencies and Percentages for Altruistic Motivation

Table 24: *Frequencies and Percentages for Altruistic Motivation*

Code	Frequency	Percentage
Better future for children	1	12.5%
Help children	3	37.5%
Educate next generation	4	50.0%

Table 24 shows the frequency and percentages of altruistic factors in the choice of teaching as a profession. The codes formed from the participants' statements indicate that pre-service English teachers chose the profession for reasons beyond their own interests, such as social benefit, contributing to people, and shaping the future of children.

Factors such as the development of society and preparing for the future are more significant than individualism in the career choice. It has been considered significant that teacher candidates, who are important actors in social development, have chosen a community-oriented profession.

4.3.4 Frequencies and Percentages for Extrinsic Motivation

Table 25: *Frequencies and Percentages for Extrinsic Motivation*

Code	Frequency	Percentage
Salary	4	26.7%
Variety and opportunity	4	26.7%
Obligation/only option	7	46.7%

Table 25 was examined; the most frequent code under the external motivation category, according to the participants' statements, was “necessity/only option” with 46.7%; in other words, half of the participants in this category chose the teaching profession not because of their own preference, but because they had no other option or felt compelled to do so. The codes “salary” and “opportunity diversity” were equally represented at 26.7%; this finding indicates that approximately one-quarter of the group was primarily motivated by financial gain, a sentiment we also observed in the interviews, where participants referred to “regular income.” The idea that knowing English could provide advantages in career options during or after teaching was prominent. Overall, external factors were seen as economic and necessity-based factors in the career choice of a significant portion of candidates.

4.3.5 Frequencies and Percentages for Inspirational Motivation

Table 26 *: Frequencies and Percentages for Inspirational Motivation*

Code	Frequency	Percentage
Be a role model	5	17.9%
Inspired by teachers	9	32.1%
Influence people/students	14	50.0%

When examining the codes listed under the inspirational motivation category in Table 26, it is seen that half of the participants in this category chose teaching because of their desire to influence people. This high percentage indicates that candidates chose their profession not only for job security but also to make a lasting impact on their students and their communities. The code “inspired by teachers” ranks second with 32.1% (n=9), indicating that many candidates were influenced by their own teachers as role models during their career selection process. Although the code “be a role model” has a lower share at 17.9% (n=5), this sub-code also shows that candidates want to influence their students and society by being role models. The codes that stand out in this category and the participants' statements refer to the leadership role of the teaching profession, showing that they see teachers not only as transmitters of knowledge, but also as leaders who guide and inspire society and students and support their development, and that they chose their profession based on these factors.

CHAPTER 5: DISCUSSION

Table 27: *Findings Comparison Table*

Study / Author – Year	Key Findings	Relation to My Study
Bergmark et al. (2018)	Swiss teacher candidates were mainly driven by a genuine love of teaching and the desire to support student growth, while material benefits had little influence.	My findings also showed strong intrinsic and altruistic motives, but unlike the Swiss context, Turkish participants placed greater importance on job security and economic stability.
Malmberg (2006)	Demonstrated that mastery goals strengthened intrinsic motivation, whereas academic performance was linked to performance-oriented and extrinsic motives.	My study similarly underlined the role of intrinsic motivation in fostering professional commitment, though I did not specifically investigate its link to goal orientations.
Kyriacou & Kobori (1998)	The global importance of English and opportunities for advancement were leading motivators; enjoyment of the subject was also frequently cited.	Some of my participants mentioned these factors as well, yet concerns about job security and contributing to society were more decisive in the Turkish context.
Richardson & Watt (2006)	With 1,653 Australian pre-service teachers, they validated the FIT-Choice scale and found that intrinsic values, teaching ability beliefs, social contribution, and job security were major drivers. Recruitment campaigns should highlight both social and personal utility values.	My results also share their emphasis on intrinsic and altruistic motives, but Turkish participants placed even stronger weight on job stability due to economic uncertainty.
Watt et al. (2012)	Tested FIT-Choice across Australia, US, Germany, and Norway. Found invariance across contexts, though job security, time for family, and social equity consistently received low ratings.	Unlike their cross-national results, my study revealed job security as a significant motivator in Turkey, showing the local socio-economic context matters.
König & Rothland (2012)	In Germany (N=1,287), intrinsic value, working with children, and making a social contribution were strongest	My participants also stressed intrinsic and altruistic values, but extrinsic concerns such as

Study / Author – Year	Key Findings	Relation to My Study
	motivators; extrinsic factors had weaker links. Motivation correlated positively with pedagogical knowledge.	career stability were more pronounced than in the German sample.
Fokkens-Bruinsma & Canrinus (2012)	Dutch pre-service teachers valued teaching ability and intrinsic satisfaction most, while salary and status were low priorities. Time for family sometimes conflicted with professional development.	Similar to their findings, my participants valued teaching skills and intrinsic rewards. However, unlike in the Netherlands, job security emerged as a stronger motivator.
Lin et al. (2012)	Compared US (N=257) and China (N=542). Both valued shaping children's future and social contribution. US candidates stressed teaching ability and intrinsic value; Chinese candidates often entered due to lower entrance scores and viewed teaching as financially attractive.	My findings align with both contexts on altruistic values, but differ as Turkish participants highlighted both economic security and passion for teaching, combining aspects of both US and Chinese patterns.

Table 28: *Turkish Context Comparison Table*

Study / Author – Year	Key Findings	Relation to My Study
Öztürk Akar (2012)	Showed that social and personal utility values were central in shaping career choice, alongside prior learning experiences. The professional image of teaching in Turkish society was also influential.	My findings resonate with the importance of social utility but differ in that participants emphasized intrinsic enjoyment of teaching and the assurance of job stability more strongly than reported in Akar's work.
Başöz (2021)	Found that motivations such as shaping children's future, intrinsic values, and social contribution were dominant, while fallback career motives were minimal. Motivation levels did not vary by grade, and certain factors predicted academic achievement.	Like in my study, altruistic and intrinsic reasons were at the forefront. A contrast, however, lies in the greater role of economic concerns and job security in my context, which were less pronounced in Başöz's findings.
Damar (2018)	Reported that pre-service teachers were strongly influenced by their earlier	My results align with Damar's in recognizing the importance of

Study / Author – Year	Key Findings	Relation to My Study
	learning experiences and by social utility values. The study also pointed to the role of wider socio-cultural influences in shaping teaching motivation.	social utility and past experiences, but they also highlight financial security and gender-based differences as more decisive than what Damar observed.
İpek & Kanatlar (2018)	Identified student-related aspects (feedback, progress, participation), collegial relations, and administrative practices as central to sustaining motivation among in-service EFL instructors. Negative influences included heavy workload, unfair treatment, and lack of recognition.	While my research focused on pre-service teachers, not active instructors, both sets of findings underline the strong motivational role of students. Unlike their participants, mine had not yet encountered institutional barriers, so concerns centered more on future expectations such as job stability.
Kocabaş (2009)	Found that teachers' motivation was shaped by safety in school, student success, professional self-efficacy, social respect, recognition, and positive school climate. Negative factors included competition, fear of discipline, and lack of resources.	My study similarly points to the importance of social recognition and student-related outcomes. However, pre-service teachers in my sample emphasized job security and career stability more strongly than the in-service teachers studied by Kocabaş.
Pınar Salı (2013)	Identified a mix of intrinsic, extrinsic, and socio-cultural factors among Turkish ELT trainees. The most common were intrinsic value, love of subject, social influences, and extrinsic career value, while "enhancing social equity" was rarely cited.	My results overlap in terms of intrinsic value and social contribution, but diverge as participants in my study stressed pragmatic issues like economic stability and fallback career options more heavily.
Yüce et al. (2013)	Reported that extrinsic, altruistic, and intrinsic motivations all influenced Turkish pre-service teachers. Female students leaned toward altruistic and intrinsic motives, while males more often mentioned mercenary-based extrinsic motives.	These findings align closely with my results, where gender differences also emerged: women emphasized altruistic and intrinsic reasons, while men focused more on pragmatic concerns.
Kavanoz & Yüksel (2017)	Examined English teacher candidates' motivations and concerns during their education. Found that while extrinsic motives (job opportunities, security) were important in earlier years,	My study also revealed strong intrinsic and altruistic factors, yet job security remained highly influential across all year levels. This suggests that, unlike in their

Study / Author – Year	Key Findings	Relation to My Study
	intrinsic and altruistic motives (love of subject, contributing to students) became more prominent as training progressed. Motivation shifted alongside professional identity development.	sample where motivations evolved over time, economic stability remains a constant concern for Turkish ELT trainees in my research.

5.1 What are factors influencing pre-service English teachers' decisions to become teachers?

This study found that shaping the future of children, making a contribution to society and country, intrinsic motivational factors were the most influential factors in participants' decisions. This data aligns with Topkaya and Uztosun (2012), who reported that social utility values played a significant role in Turkish pre-service English teachers' motivation. Participants take place in this study frequently cited intrinsic factors are driving force on career choice and they are intrinsicly motivated, this motivation is expressed by terms such as personal interest in English, love for teaching, and positive learning experiences. Ölmez&Çağlar (2022) highlighted the importance of intrinsic motivation and states that individuals with strong intrinsic motivation more likely to develop stronger professional identity. Similarly, the English-language content that we are exposed to in early childhood, such as music, computer games, movies, contributes positively to this process, and as seen in the statements of the participants. This supports the idea that early language experiences can contribute to shape the identity and future career choice can also be shaped around this interest (Dewi & Al Fajri, 2023).

Participants stated that early teaching role models interact with —such as inspiring high school English teachers or tutors at an English course— significantly affected their career choice motivation. This idea is supported by Flores-Delgado, Olave-Moreno & Villarreal-Ballesteros (2020), who found that reshapes teachers'

attitudes and motivation towards the profession, which they interact with during their learning process, both positive and negative. Li & Guo (2024) also suggest how teachers with whom one feels socially and cognitively close and admired increase intrinsic and altruistic career motivation. Both the exposure to English at an early age through various mediums and the teachers encountered throughout the educational life and their functioning as role models contributed positively to the choice of profession

This study shows that participants were motivated largely by the desire to shape children' futures, contribute them as role models and serve society and country accompanied by intrinsic enthusiasm for English, dominate their motivation. Turkish, Chinese, Mexican, and Australian studies show that social utility, intrinsic interest, early exposure to target language, and role modeling by teachers are key motivational factors for pre service English teachers (Topkaya & Uztosun, 2012; Dewi & Al Fajri, 2023; Flores-Delgado et al., 2020; Li & Guo, 2024). This study suggests that in addition to their intrinsic interest in English, the influence of their own teachers and the time they spent with them had a great impact on their motivation for choosing a profession. In this context, it is crucial to provide teachers in service with adequate working and living conditions. Because teachers who have the longest and closest contact with future teachers can transfer their own negative professional experiences to future teachers and pre-service English teachers can be negatively affected even though they are intrinsicly motivated.

5.2 Do pre-service English teachers' motivation/beliefs and decisions differ according to their gender?

In this study, motivation scores and beliefs and decisions scores differed significantly according to gender, that females score higher both motivation and belief scales. This means female pre service English teachers are highly motivated and have positive beliefs and decisons about the profession according to male counterparts. This qualitative data was supported by the statements of semi structured interviews female pre service English teachers clearly express "love of English, like teaching, role model

teachers, contribution to society" and from these statements they are more intrinsically and altruistically motivated rather extrinsicly motivated. In line with this male scores lower motivation, belief and decision about the profession as they are more extrinsicly motivated and stated in the semi structured interviews they are more interested in job guarantee and salary issues. The fact that teaching is seen as a means to a guaranteed job and salary may have caused them to score lower. Qualitative data confirmed these findings that female pre service English teachers put emphasis on their commitment to profession and making a difference why they are altruisticly motivated. The perception of profession imposed by the society from an early age may also be effective in the emergence of this result. Although not explicitly expressed by the participants, the fact that girls are raised as more maternal, nurturing and care takers in Turkish society may have contributed to this result as a cultural factor. This pattern suggests that gender-based socialization in that society may influence how teaching is perceived by distinct genders Watt et al. (2012)**.**

This difference is supported by other studies show that female pre-service teachers often display higher intrinsic motivation and long-term commitment to the profession. For example, Asriani et al. (2022) and Watt & Richardson (2007) highlight that women are more likely to give importance social utility and intrinsic fulfillment, while male interested in extrinsic motivators such as job stability or salary. A study from Croatia states that teaching motivations among females were altruisticly more motivated (*M*=23.4 %) and intrinsicly (*M*=19.3 %), compared to(*M*=9.8 %) and (*M*=10.7 %)for males (Jugovic et al., 2012).

Another study of Turkish pre-service English teachers showed that females had significantly higher intrinsic motivation scores *(M* = 5.93) than males (*M* = 5.47) (Yütük, 2018). These results may be due to society's expectations of girls and the gender roles imposed on them. According to Katz's (2017) research, females feel more supported by their teachers and emotionally connected to teachers, this feeling explains their higher level of motivation, that reveals gender-related motivational differences.

In this study qualitative data, female pre service English teachers talked about their admiration for their role models, their desire to be like them and their love for their

teachers. This is in line with the literature and explains the higher motivation of girls in relation to both their social upbringing and their closeness to their teachers emotionally.

5.3 Do pre-service English teachers' motivation/ beliefs and decisions differ according to grade level?

There is no significant difference in motivation scores and belief/decision scores according to grade levels of pre service English teachers. They have similar motivation and belief/decision pattern about the profession and did not show significant difference. When analyzed according to the grades, it can be expected that there would be a difference between the grades in terms of motivation or belief in the profession. This is because the freshmen had spent only a few months in the English language teaching department, whereas the fourth graders had spent almost 3.5 years at the time of data collection and had now graduated. This may mean that students start with a certain motivation level when they start this department and they maintain this motivation throughout their education, initial motivations may persist throughout the whole training process. that start with high motivation and continue with high motivation, which starts with intrinsic and altruistic motivation.

Students who start with low motivation continue in the same way, and when analyzed, there are no significant differences between the grades. In line with Bilim (2014), worked with 341 pre-service elementary teachers in Turkish context and did not found grade level related motivational changes that intrinsic and altruistic motivations were the highest, used FIT Choice model.

Another study from (Watt & Richardson, 2008) suggests that although pre-service teachers tend to remain high throughout their education, they may show a downward trend in the first years of their career. This study also shows that there is no significant difference in motivation as the grade level changes. pre-service teachers maintain their intrinsic motivation and self-efficacy-based motivation throughout the training period (Watt & Richardson, 2008). On the other hand, while a single measurement applied to all

grade levels at once would yield these results, repeated measurements applied to the same group of students every year starting from the first grade may yield different results.

Bruinsima & Jansen (2010) state that the lack of a significant difference in motivation scores according to grade level may be due to pre service teachers consistent internship experiences and personal commitment which is in line with the data of our study. In semi-structured interviews and in their answers to the open-ended question in the scale, the participants clearly expressed their commitment and love for the profession.

Although the data we obtained from the scale was consistent with the literature when analyzed, it was seen that this was not the case for all pre-service teachers when the semi-structured interviews were analyzed. Some of the participants stated that they did not start with high motivation when they started the department, but that their motivation and beliefs and decisions towards the department changed positively in the process. They cited the professors in the department, the content of the courses, the positive learning experiences they gained, internship experiences and the positive approach of the professors as the source of this positive change.

5.4 Do pre-service English teachers' motivation/ beliefs and decisions differ according to family education level?

In our study, the fact that there was no significant difference between parental education level and motivation and belief/decision scores towards teaching can be explained by the fact that they already entered the English language teaching department with a high intrinsic and altruistic motivation and were resistant to external influences such as parental education level or other extrinsic factors that may lower their motivation towards profession.

Culturally speaking, in our society, teaching is considered as a holy profession. Li and Guo (2024) stated that when the occupation is culturally valued, altruistic motivations are higher regardless of socioeconomic factors, emphasizing that cultural influence overshadows socio-economic factors. Parental education did not affect in our study may be due to culturally the profession is considered valuable and prestigious.

Mustapha (2020) suggests that in a study 6088 students took part and it was examined whether there was a relationship between family influence and students' choice of profession. As a result of the study, it was seen that families have an important influence on students' choice of profession. Although socio-economic characteristics were also effective, they were not found to be significant, and students were advised to choose a profession according to their personal characteristics and competencies. While there was no significant familial effect due to educational level in our study, as recommended in the aforementioned study, participants stated that they preferred teaching profession according to their individual characteristics and predispositions such as teaching ability, love of English, communication skills.

In another study conducted on 407 students studying at the Faculty of Education, students' reasons for choosing a profession were investigated (Günal & Birol, 2018). As a result of the study, it was found that parental education level and other socio-economic factors did not have a significant effect on the choice of teaching profession which is in line with this study.

In a study conducted on 158 students randomly selected from among the students who received pedagogical formation training to do the teaching profession, the reasons why students chose teaching were investigated (Kaya & Korucuk, 2022). As a result of the study, it was observed that those who chose the profession for intrinsic reasons were more prevalent than those who chose the profession for extrinsic reasons, confirming the above-mentioned situation that personal characteristics are at the forefront in career selection. Another finding is that the reasons for choosing this certificate program vary according to gender, income and family income. In this study, unlike our study, social factors such as family education status were effective in the decision-making process.

Although studies provide different results in terms of choosing a profession, the main determining factor for individuals who will choose a profession is whether they have the qualifications required by the profession and the love and dedication they feel towards the profession. However, the influence of external factors cannot be ignored

5.5 Do pre-service English teachers' motivation/ beliefs and decisions differ according to socio economic status?

In this study, no significant difference was found between occupational motivation scores according to income level. On the other hand, a significant difference was found when belief/decisions scores and income level were analyzed. the highest belief and decision scores were observed at the lowest income levels. this may be due to the fact that among the students who prefer teaching, students with high income levels do not choose this profession with intrinsic motivation, they have low expectations towards the profession, and different factors may be effective in their choice. On the other hand, the fact that the lowest income group obtained the highest belief and decision score may indicate that they make their choice with intrinsic and altruistic motivation, have high beliefs in the profession and do not see it only as a job guarantee or a fixed salary.

In semi-structured interviews, some stated that their financial situation had no effect on their choice, while others stated that they would not choose this profession if their financial situation was much better. The participants in the study are predominantly students from middle and lower income groups, and at this point, the fact that they persistently consider the profession as a job guarantee and a fixed salary can be explained in this way.

Kaya&Korucuk (2022) In their study, they stated that students who prefer teaching “pedagogical formation certificate program” differ according to various socio-economic factors, including income status. Another study, various factors examined related to the choice of teaching profession such as income status, family education, gender and stated that these factors did not have a significant effect on the choice of profession (Günal & Birol, 2018). Similar to our study, the majority of the participants in this study were from middle and lower socio-economic status. It can be concluded that the teaching profession is preferred by children from middle and lower class families. While children from families with lower income are expected to prefer professions with higher returns, their preference for teaching can be explained by their intrinsic and

altruistic motivations. Because in our study, participants in the lowest income group had the highest belief and decision scores.

Polat (2025) conducted a study with 48 pre service teachers to investigate various intrinsic, extrinsic factors in career choice. Although participants in the study emphasized factors such as personal satisfaction, intrinsic motivation, and contribution to society, financial stability is the predominant factor. In the study, participants emphasized factors such as personal satisfaction, intrinsic motivation and contribution to society, but financial stability dominates. Moreover, it emphasizes the conflict between financial situations and professional norms. Although this result was not obtained from the numerical data in our study, job security and financial stability are among the factors frequently mentioned in semi-structured interviews.

Although the studies show different results, the common points are that the students who prefer teaching come from families belonging to the low middle income group and the preference factor that is expressed significantly, although not the most important, is the job guarantee and the expectation of a stable salary.

CHAPTER 6 CONCLUSION

6.1 Summary of the Study

This thesis looked into the reasons pre-service English teachers choose their career by gathering both qualitative and quantitative data. The first part aimed to identify which factors affect the choice of an ELT career and how strongly they affect it, using the FIT-Choice scale with ELT students. The second part investigated whether these factors vary in their effectiveness by gender, by income background, or by university grade level. The final part of this research offers some insights for policymakers so they can make better decisions about who to select as teacher candidates and about where to place them.

To ensure valid results and address the research questions, the study collected data through a Likert-scale questionnaire adapted from the FIT-Choice scale and conducted semi-structured interviews with 12 pre-service English teachers. The quantitative data were analyzed using SPSS 25. The qualitative data were examined through thematic analysis.

The results indicated that pre-service English teachers were, for the most part, not only satisfied with their career choice but also very motivated by the factors identified on the FIT-Choice scale. Overall, the study found that those are the variables of income or grade level did not but gender show significant influence in determining major motivators for being in the teaching profession.

6.2 Limitations

This investigation was concerned with the elements that shape the career choice of pre-service English teachers at a state university, using a convenience sampling method, Trakya University was selected as the site for this research, which the author obtained official permission to conduct. The author suggests that because the data were obtained from only one university, the findings may not generalize well to all pre-service

English teachers in Turkey. The study also has a positive bias because it only includes students who have chosen an English Language Teaching (ELT) career.

6.3 Educational Implications

According to findings of this study reveal that the motivations behind choosing English language teaching as a career in Turkey are affected by several factors that can be categorized as individual and societal factors. Many pre-service English teachers teachers are motivated by practical concerns such as job security, environment of economic instability, and external influences from family members, experiences of elderly or other factors they interact with. While some participants show sincere devotion to teaching profession and self confidence in their language and teaching skills, others seem to approach the profession as an obligation or backup plan rather than a passion.

In light of these findings, several educational implications may emerge for stakeholders take place in education. Both in service and pre service teachers should think carefully about why they chose this job and must always look for opportunities to grow professionally and ways to feel more connected to their role as educators. Teacher education programs should create more opportunities for students to engage meaningfully with the profession rather than burdening students with theoretical knowledge, unaware of what the teaching profession really means. This can be done by through active mentoring, classroom experience, internship opportunities in different schools and starting from the first year of school. Considering the economic situation of students who choose teaching as a profession, time and costs are even more crucial. Program developers and curriculum planners need to design curricula with the scope of the issue mentioned also paying attention to the practical realities of teaching in Turkey's dynamic educational environment.

Policymakers, on the other hand, must be aware of that teaching is increasingly being chosen not for idealistic or intrinsic reasons but for pragmatic reasons. To attract and retain passionate English teachers, they must address the structural issues such as low salaries and limited career advancement. Public messaging and recruitment campaigns should aim to reshape societal perceptions of the teaching profession, efforts should be

made to change the image of teachers in the eyes of the public and the teaching profession should not be seen as a last option or a job guarantee. Finally, guidance counselors and educational advisors should ensure that students make informed choices based on their interest, ability, and realistic expectations about the profession—not only job job guarantee. Although this is theoretically the right practice, dramatic changes in the economy, education and job opportunities lead students to choose professions with job guarantees, even if they are not in line with their interests and abilities.

Taking into account the issues mentioned above and by making the necessary structural regulations education stakeholders can contribute to the development of a more motivated, committed and professionally satisfied generation of English teachers.

6.4 Suggestions for Future Studies

Future studies need to cast a wider net by including pre-service English teachers from a variety of colleges in different parts of the country. This would help ensure that the findings are not overly influenced by the particular context of any one institution, while also providing a more national perspective on the kinds of motivations that potential English teachers have throughout Turkey. Next, there is the value of coupling the kinds of quantitative data just mentioned with rich qualitative insights that get at the personal and individual dimensions of teaching. What are the pre-service teachers' experiences? What do they really think and feel about the teaching profession? Research that is focused on these kinds of questions can reveal much needed depth regarding the motivations of English teacher candidates. It is certainly worth tracking the kinds of changes in motivation that are likely to occur when someone is going through a prolonged teacher training process. Instead of conducting a single assessment for all grade levels, repeated assessments conducted on the same group of students starting from first grade may yield different results in terms of motivation.

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APPENDICIES

INVESTIGATING FACTORS INFLUENCING PRE-SERVICE EFL TEACHERS' DECISIONS TO BECOME TEACHERS

FIT (Factors Influencing Teaching) CHOICE SCALE

Please state briefly your main reason/s for choosing to become a teacher…….

TABLE 1 Items for Theorized Factors Influencing Teaching Choice (FITChoice) Motivation Constructs

Rate the importance of each influence on your choice of a teaching career on a scale ranging from 1 (not at all important) to 7 (extremely important).

		1	2	3	4	5	6	7
1	I have the qualities of a good teacher.							
2	I have good teaching skills.							
3	Teaching is a career suited to my abilities.							
4	I am interested in teaching.							
5	I have always wanted to be a teacher.							
6	I like teaching.							
7	I was unsure of what career I wanted.							
8	I was not accepted into my first-choice career.							
9	I chose teaching as a last-resort career.							
10	Teaching will offer a steady career path.							
11	Teaching will provide a reliable income.							
12	Teaching will be a secure job.							
13	Part-time teaching could allow more family time.							
14	Teaching hours will fit with the responsibilities of having a family.							
15	School holidays will fit in with family commitments.							
16	Teaching will be a useful job for me to have when traveling.							
17	A teaching qualification is recognized everywhere.							
18	A teaching job will allow me to choose where I wish to live.							
19	As a teacher I will have lengthy holidays.							
20	As a teacher I will have a short workday.							
21	Teaching will allow me to shape child and adolescent values.							

22	Teaching will allow me to influence the next generation.							
23	Teaching will allow me to raise the equity ambitions of under-privileged youth.							
24	Teaching will allow me to benefit the socially disadvantaged.							
25	Teaching will allow me to provide a contribution service to society.							
26	Teachers make a worthwhile social contribution.							
27	Teaching enables me to give back to society.							
28	I want a job that involves working with children/ children and adolescents.							
29	I want to work in a child and adolescent-centered environment.							
30	I like working with children and adolescents.							
31	I want to help children and adolescents learn.							
32	I have had inspirational teachers.							
33	I have had good teachers as role models.							
34	I have had positive learning experiences.							
35	My friends think I should become a influences teacher.							
36	My family thinks I should become a teacher.							
37	People I have worked with think I should become a teacher.							

TABLE 2. Items for Beliefs About Teaching and Your Decision to Become a Teacher Factors Influencing Teaching Choice (FIT-Choice) Constructs

Rate the importance of each influence on your choice of a teaching career on a scale ranging from 1 (not at all important) to 7 (extremely important).

		1	2	3	4	5	6	7
1	Do you think teaching requires high levels of expert knowledge?							
2	Do you think teachers need high levels of technical knowledge?							
3	Do you think teachers have a heavy workload?							
4	Do you think teaching is emotionally demanding?							
5	Do you think teaching is hard work?							
6	Do you believe teachers are perceived as professionals?							
7	Do you believe teaching is perceived as a high-status occupation?							

8	Do you believe teaching is a well- respected career?							
9	Do you think teachers have high morale?							
10	Do you think teachers feel valued by society?							
11	Do you think teachers feel their occupation has high social status?							
12	Do you think teaching is well paid?							
13	Do you think teachers earn a good salary?							
14	Were you encouraged to pursue careers other than teaching?							
15	Did others tell you teaching was not a good career choice?							
16	Did others influence you to consider careers other than teaching?							
17	How carefully have you thought about with choice becoming a teacher?							
18	How satisfied are you with your choice of becoming a teacher?							
19	How happy are you with your decision to become a teacher?							

TABLE 3 Sample Items and Subscale Reliabilities (α) for Phase Two Teaching Engagement and Career Development Aspirations Outcome Variables

Rate the importance of each influence on your choice of a teaching career on a scale ranging from 1 (not at all important) to 7 (extremely important).

		1	2	3	4	5	6	7
1	How much effort do you plan to exert as a teacher?							
2	How sure are you that you will stay in the teaching profession?							
3	Continue learning how to improve your development and teaching skills?							
4	Have leadership responsibility in schools?							

Note. Items for both factors were rated on a scale of 1 (not at all) to 7 (extremely).

DEMOGRAPHIC DATA FORM

1. Age:…..
2. Gender

   Female ( ) Male ( )
3. Class 1() 2() 3() 4()
4. Family relation status/relation between parents:
   a) Married ()
   b) Divorced ()
   c) Other _____
5. Parents education level. Please check according to your parents current education level.

(Father=F, Mother=M)	F	M
a) High school or less	☐	☐
b) Some college	☐	☐
c) Associate's degree	☐	☐
d) Bachelor's degree	☐	☐
e) Master's degree	☐	☐
f) Professional/Doctorate	☐	☐

6. Marital status?

   Unmarried ( ) Married ( ) Widowed ( ) Other ( )
7. Education level?

   Some college ( ) Master's Degree ( ) Doctorate ( )
8. Do you currently have a regular job?

   Yes ( ) No ( )
9. How long have you been working?

Less than 1 year ( ) 1-5 years ( ) 5-10 years ( ) More than 10 years()

10. Monthly total family income?

0-17.002 TL ( ) 17.002-34.000 TL( ) 34.000.-52.000 TL ( ) 52.000-70.000 TL ( )

70.000-100.000 () 100.000+ ()