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Analysing prospective preschool teachers' reasons and motives for entering a teaching career

Znanstveni članek

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POVZETEK – Ni povsem jasno, kakšen je vir motivacije in razlog vzgojiteljev pripravnikov in študentov predšolske vzgoje, zaradi katerih se odločijo za pedagoški poklic – morda so posledica njihove vzgoje, odraz njihovih življenjskih izkušenj ali pa rezultat socializacijskih procesov v šolah. Poskušali smo pridobiti informacije o razlogih in motivaciji vzgojiteljev pripravnikov in študentov predšolske vzgoje, ki so se vpisali v izobraževalni program za vzgojitelje v Turčiji, glede na njihove notranje, altruistične, zunanje in druge razloge. Vprašalnik z Likertovo lestvico in vprašanji odprtega tipa smo izročili študentom predšolske vzgoje, ki so vpisani v Poklicno šolo za družbene vede ($n = 120$) in Pedagoško fakulteto Univerze v Selcuku ($n = 107$) ter vzgojiteljem pripravnikom ($n = 90$), ki so trenutno zaposleni v mestu Konya. Rezultati nakazujejo bistvene razlike med motivacijo študentov predšolske vzgoje (izrednih in dodiplomskih) ter vzgojiteljev pripravnikov za izbiro poklica vzgojitelja glede na njihove notranje, altruistične, zunanje in druge razloge.

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ABSTRACT – It is not clear what the source of the motivation and reasons practising and preschool student teachers bring to teacher education might be – a product of their upbringing, a reflection of their life experiences, or a result of the socialization processes in schools. The aim was to obtain information regarding the reasons and motivation of practising and preschool student teachers entering Preschool Teacher Education in Turkey in terms of their intrinsic, altruistic, extrinsic and other reasons, by building upon pre-existing literature, and recent data. A questionnaire consisting of Likert-type and open-ended questions was administered to preschool student teachers enrolled in the Vocational School of Social Sciences ($n = 120$) and the Faculty of Education of Selcuk University ($n = 107$) and practising teachers ($n = 90$) currently working in Konya. The results indicate that significant differences exist between pre-service (associate and undergraduate) and practising preschool teachers' motivation for the teaching profession in respect of their intrinsic, altruistic, extrinsic and other reasons.

1. Introduction

Teacher training in the twenty-first century focuses on the premise that teachers need to be team players who are skilled at operating in collaborative partnerships between teachers and parents, community agencies, university professors, cooperating teachers and student teachers, teachers and children (Landerholm, Gehrie & Hao,

2004). Although scholars in the field of preschool education promote active, involved teaching behaviours, it seems to be difficult to say that all preschool student teachers hold the true motivation and reasons about teaching that match this viewpoint. In other words, they may have different motivation and reasons for choosing the preschool teaching profession. Therefore, it is important to assess both the career choice and the reasons of prospective preschool teachers since their motivation and reasons about why they came to choose the profession has a vital importance and provides the driving force in classroom practices in respect of teaching in preschool institutions (Clark & Peterson, 1986).

2. Literature review

A teacher's career choice reasons and motivation were defined by the researchers from different aspects. The researches show that prospective teachers tend to enter the teaching profession for a number of reasons including intrinsic, extrinsic, and altruistic motivations (Çermiket all. 2010; Boz and Boz, 2008; Sinclair, 2008; Alexander, 2008; Richardson & Watt, 2006; Özbek, 2007; Saban, 2003). Betz (1989) emphasizes the importance of extrinsic factors such as the family, peer groups, as well as social support groups that influence the pursuit of a career goal both the intrinsic and extrinsic motivation of the prospective teachers should be taken into consideration equally (Fouad and Byars-Winston, 2005; Chirkov & Ryan, 2001; Spear et al., 2000). The results obtained during the qualitative part of the research carried out by Maree et al., (2009) prove that parents often make teaching career decisions on behalf of adolescents.

In one of the studies, more mixed reasons for becoming teachers were found in a sample of prospective teachers. On the one hand, one group of participants was drawn into teaching partly for intrinsic reasons, and on the other hand the participants were motivated to become teachers both because of their internal satisfaction and other pragmatic concerns (Har Lam, 2012). In addition to this, Marušić et al., (2011) found that the principal motives for the career choice of Croatian student teachers were the opportunity to work with children, the social contribution and the perceived teaching ability, while personal values such as job security and time for the family were perceived as less important.

There is thus a consequent potential for conflict both internally within the corpus of beliefs and the motivation held, and externally with the reality of teaching and of the education system within which the teachers operate (Blumenfeld-Jones, 1996; Korthagen & Lagerwerf, 1996). It is this combination of social context, and level of motivation in relating these to practise that underlies the complexity involved in the effective teaching of mathematics (Macnab & Payne, 2003). In addition to this, Ernest (1989) addresses this lack by proposing an analytic model of the different types of knowledge, beliefs and motivation of the mathematics teacher, and their relationship in practice. Furthermore, Nettle (1998) explains that teacher education does

influence student teachers' motivation about teaching and that there is stability in the motivation of student teachers.

Current research confirms the findings from the past two decades that teacher qualifications significantly affect the quality of teaching, motives and education provided to young children (Lazar, Darlington, Murray, Royce & Snipper, 1982; Oden, Schweinhart & Weikart, 2000; Phillips, Mekos, Scarr, McCartney & Abbott-Shim, 2000; Whitebook, Sakai, Gerber & Howes, 2001) and that higher qualifications in preschool children's teachers contribute to more positive short- and long-term outcomes for these children (Kontos & Wilcox-Herzog, 1997, Whitebook, Howes & Phillips, 1989).

This study is conducted to build up the knowledge base about the reasons and motives of preschool pre-service and their cooperating teachers. Much of the research that examined the teachers' motives about teaching has focused primarily on elementary and secondary school teachers (Hirsto, 2012, Çokadar, 2011) whereas, very little has been done about the motives of early childhood professionals (Hmelak & Lepicnik Vodopivec, 2012; Alisinanoğlu et al., 2012). There is also little information available that compares the motives of preschool student teachers with in-service teachers (Sumsion, 1998; Coultas & Lewin, 2002; Walkington, 2005). Therefore, further investigation is needed in order to hold the matter both from the practising and from the student teachers' (associate and undergraduate) perspectives and display the similarities and differences in the teaching images of them since the kinds of motives that pre-service and practising teachers bring to the teacher education course provide a context to discuss ways to enhance learning in preschool settings in different socio-cultural contexts.

The present study explores the practising and student teachers' motives and personal reasons for choosing preschool teaching as a career by using the Turkish context. To guide this study, the following research questions were investigated:

- What is the practising and preschool student teacher's (associate and undergraduate) motivation for choosing to become a preschool teacher?
- Is there a difference between a practising and preschool student teacher's motivation to become a preschool teacher?

3. Sample

The population for this descriptive study were preschool student teachers (undergraduates) majoring in preschool teaching and associate students involving the Child Development and Education at Selcuk University, and cooperating teachers who were still working in the preschool institutions under the domination of the Ministry of National Education. The sample (n = 317) included 107 preschool student teachers (undergraduates), 120 associate students of the Child Development and Education department and 90 cooperating preschool teachers. In the Turkish

educational system, all the students who graduated from high schools have to enter the University Entrance Exam coordinated by the Student Selection and Placement Centre (OSYM) if they want to enter one of the programmes of the universities in Turkey. There are associate, undergraduate and graduate programmes in most of the universities in Turkey. If the students are awarded to attend the associate programmes of the universities they have to attend at least 2 years to finish the programmes. When they graduate from the programme the Ministry of National Education can appoint them in one of the preschools as assistant teachers. If the students are awarded to attend the undergraduate programmes of the universities they have to attend for least 4 years to finish the programmes. When they have graduated from the undergraduate programmes the Ministry of National Education can enrol them in one of the preschools as teachers.

4. Method

This was a mixed method study employing quantitative and qualitative surveys completed by the associate, undergraduate and practising pre-school teachers. Mixed method designs yield a more complete analysis as the data complement each other and are richer and more valid; such studies also result in more reliable findings than studies that employ either qualitative or quantitative methods alone (Creswell, Fettes & Ivankova, 2004). A further advantage of employing a mixed-method approach is the likelihood of increasing the acceptance of the findings and conclusions by those who have a vested interest in the study (Heirdsfield, Walker & Walsh, 2005).

In this study, a new adapted form of the questionnaire developed by Saban (2003a, 2003b) was used to collect the data. The Cronbach Alpha reliability coefficient of the new adapted form of the questionnaire is 0.68, which is supported by the fact that the reliability coefficient between 0.60 and 0.70 is satisfactory for the studies of the reliability analysis (Cronbach, 1990). Some of the items were modified to enable the measurement of the prospective preschool teachers' career choice reasons and motivation (Rotgans & Schmidt, 2010) since all the items were developed to analyse the reasons and motivation of the classroom teachers.

The questionnaire consisted of Likert-type and open-ended questions to profile the participants' reasons for entering preschool teaching. A list of 20 reasons was presented in the order shown in Table 1. The participants were required to rate the 20 reasons based on a three-point Likert-type (1 – not influential at all, 2 – partly influential, and 3 – most influential) to indicate the items' perceived degree of influence on their decision to enter preschool teaching.

Since in hermeneutics, especially in a socio-dynamic context “... human beings are, first and foremost, story-tellers, renderers of meaning and collectively active creators of the world” (Peavy, 2002: p. 21), an open-ended question, “Why are you interested

in becoming a preschool teacher?" was included at the end of this section to offer the respondents an opportunity to explain in detail the main reason(s) influencing their decision to become a preschool teacher. The Cronbach Alpha reliability coefficient of the first part of the questionnaire including reasons is 0.72 (Saban, 2003b). Furthermore, Watt & Richardson (2007) assessed a variety of factors playing the role in choosing teaching as a career by the FIT-Choice Questionnaire, originally designed in Australia.

5. Results

In the process of analysing the data, descriptive statistics including frequency distribution, percentile statistical analysis and standard deviation are used to report the data obtained via open-ended questions and Likert-type items. In addition to this, the content analysis technique is used to learn more about what the participants quoted in two open-ended questions which have just a complementary function (Gokce, 2001). A one-way analysis of the variance (ANOVA) procedure was used to determine the difference among the associate, undergraduate and cooperating teachers. The Tukey HSD was used to clarify the difference for or against each group.

In this part, the motivation and reasons for the preschool pre-service and practising teachers entering preschool teaching was made to explore if there was a significant difference among the pre-service (associate and graduate) and practising teachers in respect of extrinsic, altruistic, intrinsic and other reasons (see Table 1).

Three out of seven *extrinsic reasons* revealed that there was a significant difference between pre-service and practising preschool teachers. In Item (2) "*Teaching offers good job security and a steady income,*" it was found that there was a significant difference both between associate (2.73) – graduate (2.43) and graduate (2.43) – practising (2.66) preschool teachers ($F = 9.13$). In addition to this, in Item (3) "*Teaching is a highly respected profession in society,*" there was a significant difference between associate (2.85) and graduate (2.60) preschool student teachers ($F = 7.07$). There also existed a significant difference between associate (2.83) and graduate (2.58) preschool student teachers in Item (5) "*My employment as a teacher is assured after graduation*" ($F = 6.49$).

Two out of six *altruistic reasons* displayed that there existed a significant difference between pre-service and practising preschool teachers. In Item (8) "*I believe that teaching is a sacred profession*", it appeared there was a significant difference both between associate (2.85) – practising (2.65) and undergraduate (2.88) – practising (2.65) preschool teachers ($F = 7.84$) and there was also a significant difference between associate (2.96) – practising (2.86) preschool teachers (3.32) in item (11). On the contrary, there existed insignificant differences between and/or among the associate and graduate and practising preschool teachers in Items, (9), ($F = 0.62$); (10), ($F = 1.73$); (12), ($F = 1.28$); (13), ($F = 0.99$).

Table 1. The participants' reasons for entering the preschool teaching profession

<i>Reasons</i>	<i>Assoc.</i> <i>(n = 120)</i> <i>M</i>	<i>Undergrad.</i> <i>(n = 107)</i> <i>M</i>	<i>Practising</i> <i>(n = 90)</i> <i>M</i>	<i>F-test</i>	<i>P-values</i>	<i>Tukey</i> <i>HSD</i>
<i>Extrinsic reasons</i>						
(1) Teachers are quite well-paid	2.20	2.10	2.15	0.765	0.466	
(2) Teaching offers good job security and a steady income	2.73	2.43	2.66	9.134	0.000*	a-b, b-c
(3) Teaching is a highly respected profession in society	2.85	2.60	2.74	7.075	0.001*	a-b
(4) Teachers have long holidays/ summer holiday	2.16	2.13	2.20	0.223	0.800	
(5) My employment as a teacher is assured after graduation	2.83	2.58	2.73	6.492	0.002*	a-b
(6) Teaching is advantageous when raising a family	2.22	2.16	2.25	0.338	0.713	
(7) Other people encouraged me to become a teacher	1.78	1.76	1.54	2.980	0.052	
<i>Altruistic reasons</i>						
(8) I believe that teaching is a sacred profession	2.85	2.88	2.65	7.842	0.000*	a-c, b-c
(9) I want to contribute to the future of society	2.94	2.89	2.91	0.622	0.538	
(10) I want to help children learn and succeed in school	2.95	2.93	2.87	1.730	0.179	
(11) I want to share my knowledge with children	2.96	2.91	2.86	3.323	0.037*	a-c
(12) I want to make difference in children's lives	2.75	2.77	2.11	1.282	0.279	
(13) I want to serve as a role model for children	2.90	2.83	2.85	0.999	0.369	
<i>Intrinsic reasons</i>						
(14) I feel a sense of calling for teaching	2.62	2.59	2.08	25.004	0.000*	a-c, b-c
(15) Teaching best suits my personality	2.70	2.66	2.41	7.833	0.000*	a-c, b-c
(16) I have a strong desire to work with preschool children	2.90	2.72	2.55	13.740	0.000*	a-b, a-c, b-c
(17) I love children	2.92	2.79	2.64	10.200	0.000*	a-c, b-c
(18) My past schooling gave me positive image of teaching	2.56	2.38	2.72	8.948	0.000*	a-c
<i>Other reasons</i>						
(19) I fell into teaching by mistake	1.16	1.42	1.15	4.216	0.001*	a-b, b-c
(20) I was not sure what else I wanted to do	1.22	1.45	1.30	0.644	0.019*	a-b

Note: n = Participants M = Mean Score 0.000* = P < 0.05 Tukey = Multiple Comparison

It is interesting that it was found that there was a significant difference between the associate, graduate and/or practising preschool teachers in all the items under the title of *intrinsic reasons*. It was found that there existed a significant difference both between associate (2.62) – practising (2.08) and graduate (2.59) – practising (2.08) preschool teachers ($F = 25.00$) in item (14) “*I feel a sense of calling for teaching*”, followed by both between the associate (2.70) – practising (2.41) and the graduate (2.66) – practising (2.41) preschool teachers ($F = 7.83$) in item (15) “*Teaching best suits my personality*”, and between the associate (2.90) – and graduate (2.90), the associate (2.70) – practising (2.55) and graduate (2.72) – practising (2.55) preschool teachers ($F = 13.74$) in item (16) “*I have a strong desire to work with children*”, and both between the associate (2.92) – practising (2.64) and graduate (2.79) – practising (2.64) preschool teachers ($F = 7.83$) in item (17) “*I love children*”, and between the associate (2.56) – practising (2.15) preschool teachers ($F = 8.94$) in item (18) “*My past schooling gave me a positive image of teaching*”.

A significant difference was also found between and/or among the associate, graduate and practising preschool teachers in all the items under the title of “*Other reasons*” for entering preschool teaching. It appeared that there existed a significant difference between the associate (1.1667) – graduate (1.4206) and graduate (1.4206) and practising (1.1556) preschool teachers ($F = 7.721$) in item (19) “*I fell into teaching by mistake*”, and between the associate (1.2250) – graduate (1.4579) preschool teachers ($F = 4.038$) in item (20) “*I was not sure what else I wanted to do*”.

In the second part of the study, an open-ended question was conducted to reveal the types of motivation the participants had. 267 out of the 317 participants’ responses to the open-ended question of “*Why are you interested in becoming a preschool teacher?*” were analysed by using the frequency distribution and percentile statistical analysis in respect of *intrinsic, altruistic, extrinsic* and *other reasons* as it was an optional one (see table 2). The study indicated that the participants had various reasons for becoming a preschool teacher such as *intrinsic, altruistic, extrinsic* and *other*. It was found that each participant explained his/her motivation just based on only one type of the motivation mentioned above.

Table 2. Frequency distribution of the participants’ responses to open-ended questions on entering preschool teaching

Participants	Intrinsic		Altruistic		Extrinsic		Other		Total	
	f	%	f	%	f	%	f	%	f	%
Associate	68	(68)	23	(23)	9	(9)			141	(52)
Undergraduate	40	(39)	29	(28)	29	(28)	5	(5)	67	(26)
Practising	33	(51)	15	(23)	10	(17)	6	(9)	48	(18)
Total	141	(52)	67	(26)	48	(18)	11	(4)	267	(100)

Overall, the study showed that 52% of the participants had intrinsic reasons followed by 26% of them who had altruistic reasons and 18% of them who had extrinsic reasons while 4% of them had other reasons (See Table 2). It appeared that the participants tended to be more intrinsically motivated towards becoming preschool teachers than being altruistically and extrinsically motivated respectively. Some of the participants' quotations explained why they were interested in becoming preschool teachers. One of the participant's quotations displays how well she was intrinsically motivated:

“I love children very much. I enjoy spending time with them. Becoming a preschool teacher has been my ambition since I was a child. I believe that teaching children best suits me and my personality as I get great pleasure from teaching them because I learn a lot from them while teaching any subject. I am sure if I came into the world again I would be a preschool teacher without any hesitation”

Some of the participants stated that they wanted to make a positive contribution to society by training and rearing healthy children, who were the base for a strong social structure. They held socio-emotional dimensions of the matter rather than they did ego-centric and financial ones. One of the participants quoted:

“I have chosen the profession in order to guide and play an important role in the socio – emotional, cognitive, moral, personal development of children which will be very important for them in the future. I will try to do my best to equip myself with the technical know-how to attain my goal since I feel very important for society. I strongly agree that those who discovered children's diseases are the doctors and preschool teachers. It is our duty to stop social and moral erosion in society by rearing and training healthy generations.”

Contrary to the altruistic reasons in the quotation above, some of the participants mentioned that they were interested in becoming a preschool teacher for just extrinsic reasons. They stated that they preferred to be a teacher for only financial and ego-centric reasons rather than social and emotional ones. They also emphasized that they chose preschool teaching just for the steady income. One participant wrote:

“What is important for me is to have a job with a steady income to earn my living without any risk. My parents are also teachers and they are leading a quite comfortable life and they have been role models for me and encouraged me to choose this career. The most important reason why I chose a preschool teaching career is that it is easier and more comfortable job-to-do than the other teaching disciplines such as physics, math and chemistry. Another reason is that I want to earn my living and get paid as a teacher, even if little, after graduation.”

Apart from the reasons mentioned above, participants have other various reasons for choosing preschool teaching. They stated that they had to choose this career although they did not have enough motivation towards preschool teaching. They mentioned that they were forced to choose this career since their University Student Placement (OSS) scores were not sufficiently high enough to go to other departments of the universities in Turkey. One of the participant's quotations shows how he/she was forced to choose a preschool teaching career:

“I am in this department as I made some mistakes in selecting the right department which suits my personality while filling the (OSS) form. I am so disappointed, that I would leave school immediately if I had any other alternative. But I feel obliged to carry on with this career and to earn my living. Perhaps I will enjoy preschool teaching and become accustomed to teaching preschool children in the following years.”

The study showed that associate student teachers stated that they had 68% intrinsic, 23% altruistic, and 9% extrinsic reasons for the preschool entry level.

As for the graduate student teachers, they mentioned that they had 40% intrinsic, 28% altruistic, 28% extrinsic and 5% other reasons for choosing the preschool career.

Regarding the practising teachers, they showed that they had 51% intrinsic, 23% altruistic, 17% extrinsic and 9% other reasons for entering a preschool career.

6. Discussion

In this study, the prospective preschool teachers' reasons and motives for entering a teaching career was investigated by using the largest university as the context in Turkey. As a result of the findings, the following could be found: Significant differences were found between the pre-service (the associate and graduate) and the cooperating teachers in Items, (2) *“Teaching offers good job security and a steady income,”* (3) *“Teaching is a highly respected profession in society,”* (5) *“My employment as a teacher is assured after graduation.”*

Concerning Item (2), it appeared there was a significant difference both between associate – undergraduate and undergraduate – practising preschool teachers. Undergraduate preschool teacher candidates were not motivated enough to enter this profession. Before 2004, the practising teachers in the system were not used to have a nation-wide proficiency exam like the Climbing the Career Paths Exam (KBYS) and they did not have to improve or be equipped themselves with the recent technical know-how and they used to retire without refreshing themselves. Due to the fact that the Ministry of National Education has taken new measures to make radical changes in the programme of the teaching profession in Turkey (Tekkaya et al. 2004) which spoils the commonly held belief among the practising and preschool student teachers that *“Teaching offers good job security and a steady income.”* Considering some criteria such as their academic performance during their teaching period, the scores they obtain from the Teacher Career Examination (OKS) carried out via the Ministry of Education and the academic titles they are awarded by the universities that institutionally grade and categorize the teachers as a teacher candidate, an expert teacher and a head teacher who will have a financially and academically different status (MEB, 2005). The new arrangements made by the Ministry seem to force the preschool teachers to refresh themselves to get a promotion in order to get a better salary.

In the item (3) “*Teaching is a highly respected profession in society*”, it proved that there was a significant difference between associate and undergraduate preschool student teachers. Guclu (2005) explains the reasons why the undergraduates do not seem to have the same opinion about Item (3): “Teachers, who are the architects of our future and the most important elements of education, unfortunately have been the scapegoats of the politicians and the students’ parents,” and continues “they have been held responsible for the rapid increase in inflation and become a toy in the hands of the politicians for a decade, they have been given a very small increase in their salary, they cannot afford to pay their rent and they have forgotten to eat, drink and to read. If a teacher of a nation is unhappy, the nation is unhappy, either of them, as in Turkey.” Moreover, before the 2000s, the fact that the Ministry of National Education employed any university graduates whether they had a teaching certificate or not, also worsened the image of the teaching profession in the eyes of the community. Due to all of the reasons mentioned above, the undergraduates may be affected more negatively than the associates because of the image of the teaching profession in Turkey.

In Item (5) “*My employment as a teacher is assured after graduation*,” the study indicated that there existed a significant difference between associate and undergraduate preschool student teachers. The Ministry of National Education would recruit almost all of the preschool graduates, whether they had associate or undergraduate education certificates or not, but, the Ministry of National Education has practised the proficiency Teacher Career Examination (KBYS) testing the knowledge of the preschool teacher candidates’ general culture and pedagogical domains. Those who get a sufficient score as a result of the competition, for example, it was 65 points for preschool teacher candidates in 2005-2006, are employed in any preschools within the limitation of the posts released by the Ministry of Finance, for example, 500 preschool teachers were recruited all over Turkey in 2005-2006. At this point, it seems to be quite difficult to say that the teacher candidates’ employment will be assured after graduation since only one-tenth of the teacher candidates were recruited last year as a result of the proficiency exam by the Ministry of National Education. Nonetheless, associates are mostly recruited by the private sectors with a low salary with a temporary post, while the undergraduates prefer to have a permanent post in one of the state preschools to get a higher salary without the risk of being fired.

There were insignificant differences between Items (1) “*Teachers are quite well-paid*,” (4) “*Teachers have long holidays/summer holidays*,” (6) “*Teaching is advantageous when raising a family*,” and (7) “*Other people encouraged me to become a teacher*” in respect of the extrinsic reasons of the participants. It is obvious that the participants seem to have similar reasons and motives for entering the teaching profession and they seem to be equally motivated to teach in preschools regarding extrinsic reasons.

There were significant differences between or among associate, undergraduate and practising preschool teachers in two Items, (8) “*I believe that teaching is a sacred profession*,” and (11) “*I want to share my knowledge with children*” regarding the altruistic reasons of the participants.

In item (8) "*I believe that teaching is a sacred profession,*" the study showed that there was a significant difference both between associate – practising and undergraduate – practising preschool teachers. Practising preschool teachers do not believe that teaching is a sacred profession since they face the daily problems of their job and their status in the community. The data finding was supported by Item (3). The fact that teaching is a profession that is the most neglected and the most exploited one in Turkey may also cause the practising preschool teachers to lose interest and belief about the sacred profession, Guclu (2005).

In Item (11) "*I want to share my knowledge with children,*" it appeared that there existed a significant difference between associate and practising preschool teachers. It can be inferred that practising preschool teachers seem to be reluctant to share their knowledge with children as they were unable to refresh themselves, as was stated in Item (3). It seems that they may become burned-out and confused with accommodation, academic and socio-economic problems and the only thing they believe they could share with the children was their chronic problems rather than the latest knowledge. On the other hand, associates with the highest commitment to the rewards of working with children may become burned-out and may tend to leave the job when they encounter problems of a teaching job in the future (Hatch, 1999).

There were found to be insignificant differences between or among the participants in the items, (9) "*I want to contribute to the future of society,*" (10) "*I want to help children learn and succeed in school,*" (12) "*I want to make a difference in children's lives*" and (13) "*I want to serve as a role model for children*" in respect of the altruistic reasons. The participants seem to be equally motivated in teaching preschool settings regarding the altruistic reasons as they are the traditional motives for the participants to be medical doctors and teachers as they are also perceived as a "Prophet professions" in Turkish society.

It is interesting that there appeared significant differences among associate, undergraduate and practising preschool teachers in terms of the intrinsic reasons in Items (14) "*I feel a sense of calling for teaching*" followed by the Items, (15) "*Teaching best suits my personality,*" (16) "*I have a strong desire to work with children,*" (17) "*I love children,*" (18) "*My past schooling gave me a positive image of teaching.*"

In Item (14) "*I feel a sense of calling for teaching,*" there was a significant difference both between associate – practising and undergraduate – practising preschool teachers. It seems that teacher candidates tend to be intrinsically motivated more than the practising preschool teachers.

It can be inferred that preschool student teachers do not face the problems of the teaching profession as much as the practising teachers do. The practising preschool teachers seem to become burned-out and fed up with the problems they have and lose their desire, ambition and belief towards the teaching profession as was mentioned in Item (11) above.

Concerning Item (15) "*Teaching best suits my personality,*" there existed a significant difference both between associate – practising and undergraduate – practising

ing preschool teachers. It shows that pre-service pre-school teachers who have higher commitments to work with the preschool students may tend to prepare themselves for the teaching profession more than practising pre-school teachers do. Erkan et al., (2002) supported this finding by saying that “60% of the participants preferred becoming a preschool teacher” (p. 114).

As for Item (16) “*I have a strong desire to work with children,*” it appeared that there was a significant difference both between associate – undergraduate, associate-practising and undergraduate – practising preschool teachers. The study shows that associate preschool teachers feel a stronger desire and are fresher than undergraduate and practising preschool teachers respectively. This finding is also supported by the explanation in Item (14) above. Saban (2003a) suggested that preschool student teachers should be instructed about the characteristics and working conditions of the school and to help them understand the complexities and daily realities of the teaching profession from the very beginning.

Regarding Item (17) “*I love children,*” there was a significant difference both between associate – practising and undergraduate – practising preschool teachers. It shows that preschool teacher candidates seem to be intrinsically motivated more than the practising ones. This finding can also be supported by the findings both (14) and (16) above. Moreover, Erkan et al., (2002) found the priorities of the reasons why pre-service preschool teachers preferred preschool teaching was that they love children (31%) and then, they love teaching (26%) and then, their employment as a teacher is assured after graduation (18%) (p. 114).

In the last item of the intrinsic reason, (18) “*My past schooling me gave a positive image of teaching,*” there was a significant difference between associate and practising preschool teachers. Recent advancements in teaching and learning strategies integrated with educational technology in the curriculum may tend to affect the preschool student teachers more positively than the practising ones as supported by Tekkaya et al. (2004).

It was found that there was a significant difference both between associate – undergraduate and undergraduate – practising preschool teachers in Item (19) “*I fell into teaching by mistake*” in respect of “*Other reasons*”. Due to the fact that undergraduate preschool teachers come from different high schools and have the right to choose one of the 18 different departments of universities while associate teachers come from child development departments of vocational schools and their preference list is confined mostly to the child development departments of the universities which maybe the reason for the differences mentioned above. Erkan et al., (2002) stated that 40% of the pre-service preschool teachers did not select preschool teaching in their first five choices (p. 114). Similarly, the significant difference between associate and undergraduate preschool teachers in item (20) “*I was not sure what else I wanted to do*” emphasizes the associates’ limitation in the department preference range.

In general, the extrinsic reasons for the preschool participants' entry level mentioned above may be the causes of the differences between the participants' intrinsic and altruistic reasons.

In the open-ended question of "*Why are you interested in becoming a preschool teacher?*" it is indicated that pre-service (both associate and undergraduate) and practising preschool teachers tend to be more intrinsically motivated towards becoming preschool teachers than being altruistically and extrinsically motivated respectively (Erkan et al., 2002).

7. Conclusion

This study was conducted to explore the practising and preschool student teachers' reasons and their motives for choosing pre-school teaching as a career in the Turkish context. The study comprised two parts. In the first part, a questionnaire was conducted to investigate the preschool student teachers' motives and reasons for choosing to become a preschool teacher in respect of extrinsic, altruistic, intrinsic and other reasons.

It was found that there existed a significant difference between/among associate, undergraduate and practising teachers in terms of the extrinsic reasons in Items (2), (3), and (5). It was inferred that both pre-service and practising teachers' extrinsic reasons may stem from a lack of refreshing themselves with the necessary technical know-how, lack of job security, getting promotion through proficiency exams, lack of salary, and lack of the job's popularity in society.

It was shown that there was a significant difference between/among associate, undergraduate and practising teachers in terms of altruistic reasons in Items (8) and (11). The difference among or between the participants may come from their lack of interest towards the teaching profession, lack of job satisfaction and rapid burn-out and being confused with accommodation, academic and socio-economic problems in respect of their altruistic reasons.

Regarding the pre-service and practising teachers' intrinsic reasons, the differences in Items (14), (15), (16), (17) and (18) comprising their intrinsic motivation tend to come from being fed up with daily and bureaucratic problems, difference in teacher training periods, being bored with the monotony of the job over a longer period without refreshing themselves.

Concerning the pre-service and practising teachers' other reasons, the differences in Items (19) and (20) may come from the type of school they graduated from and their lack of alternatives in the preferences of teacher training institutions. In the light of the results, it is suggested that preschool student teachers be introduced to the characteristics and working conditions of the school and the complexities, daily realities of the teaching profession from the very beginning; the economic conditions of the

teachers be improved; preschool teachers be taken to local and national in-service training courses to update themselves; that the syllabus of the educational faculties be frequently evaluated and developed according to the changing conditions; the social and academic status of the preschool teachers be heightened and the burn-out dimensions and job satisfaction of the preschool teachers be investigated to bring solutions to the problems.

In the second part of the study, open-ended questions were conducted to analyse the participants' motives in respect of intrinsic, altruistic, extrinsic and other reasons. As a result of the analysis, it appeared that participants tend to be more intrinsically motivated towards becoming preschool teachers than being altruistically and extrinsically motivated respectively.

While a great deal of research is necessary to gain a greater knowledge about pre-service and preschool practising teachers in this complex area of teaching and learning in preschool teaching, this study helps to build a knowledge base on the investigation of pre-service and practising teachers' motives with regard to extrinsic, altruistic, intrinsic and other reasons.

Dr. Abdülkadir Kabadayi

Analiza razlogov in motivov bodočih vzgojiteljev predšolskih otrok za izbiro poklica vzgojitelja

Čeprav se strokovnjaki na področju predšolske vzgoje zavzemajo za aktivno, angažirano poučevanje, težko rečemo, da imajo vsi študenti predšolske vzgoje pravo motivacijo in razloge za poučevanje, ki bi se ujemali s tem stališčem. Povedano drugače; morda imajo različno motivacijo in razloge za izbiro poklica vzgojitelja predšolskih otrok. Zato je pomembno, da ovrednotimo izbiro poklica bodočih vzgojiteljev predšolskih otrok, saj njihova motivacija in razlogi, zakaj so izbrali ta poklic, predstavljajo bistven vpliv in gonilno silo pri praksi v predšolskih ustanovah (Clark in Peterson, 1986). Razloge in motivacijo za izbiro poklica vzgojitelja so raziskovalci opredelili iz različnih vidikov. Raziskovalci dokazujejo, da bodoči vzgojitelji pogosto izberejo vzgojiteljski poklic iz vrste razlogov, vključno z notranjo, zunanjo in altruistično motivacijo (Çermik et al. 2010; Boz in Boz, 2008; Sinclair, 2008; Alexander, 2008; Richardson in Watt, 2006; Özbek, 2007; Saban, 2003). Čeprav Betz (1989) poudarja pomembnost zunanjih dejavnikov, kot so družina, vrstniška skupina in družbene podporne skupine, ki vplivajo na izbiro kariere, moramo v enaki meri upoštevati notranjo in zunanjo motivacijo bodočih vzgojiteljev (Fouad in Byars-Winston, 2005; Chirkov in Ryan, 2001; Spear et al., 2000).

Raziskava analizira motive in osebne razloge vzgojiteljev pripravnikov in študentov za izbiro kariere vzgojitelja predšolskih otrok v kontekstu Turčije. Raziskava je usmerjena v raziskovanje naslednjih raziskovalnih vprašanj:

- *Kakšna je motivacija vzgojiteljev pripravnikov in študentov predšolske vzgoje za odločitev, da postanejo vzgojitelji predšolskih otrok?*
- *Ali obstaja razlika med motivacijo vzgojiteljev pripravnikov in študentov predšolske vzgoje za odločitev, da postanejo vzgojitelji predšolskih otrok?*

Populacija te deskriptivne raziskave so študenti predšolske vzgoje, izredni študenti, ki študirajo razvoj in vzgojo otrok na Univerzi v Selcuku, in sodelujoči vzgojitelji, ki delajo v predšolskih ustanovah pod okriljem Ministrstva za izobraževanje. Vzorec (n = 317) zajema 107 študentov predšolske vzgoje, 120 izrednih študentov Oddelka za razvoj in vzgojo otrok ter 90 sodelujočih vzgojiteljev predšolskih otrok.

Gre za raziskavo z uporabo kvantitativnih in kvalitativnih vprašalnikov, ki so jih izpolnili izredni in dodiplomski študenti predšolske vzgoje ter vzgojitelji pripravniki. Pri raziskavi je bila za zbiranje podatkov uporabljena prilagojena oblika vprašalnika, ki ga je razvil Saban (2003a, 2003b). Na koncu vprašalnika je bilo dodano še vprašanje odprtega tipa ("Zakaj želite postati vzgojitelj predšolskih otrok?"), ki je anketirancem nudilo priložnost, da podrobno pojasnijo poglavitni razlog (razloge), zakaj so se odločili postati vzgojitelji predšolskih otrok.

V tem delu smo s pomočjo enosmerne analize variance (ANOVA) raziskali motivacijo in razloge študentov predšolske vzgoje in vzgojiteljev pripravnikov za izbiro vzgoje predšolskih otrok, da bi ugotovili, če obstaja statistično pomembna razlika med študenti (izrednimi in dodiplomskimi) in prakticirajočimi vzgojitelji glede na zunanje, altruistične, notranje in druge razloge. Trije od sedmih zunanjih razlogov so pokazali, da obstaja statistično pomembna razlika med študenti predšolske vzgoje in vzgojitelji pripravniki predšolskih otrok.

Dva od šestih altruističnih razlogov sta pokazala, da obstaja statistično pomembna razlika med študenti predšolske vzgoje in prakticirajočimi vzgojitelji predšolskih otrok.

Zanimivo je, da je bila odkrita statistično pomembna razlika med izrednimi študenti, dodiplomskimi študenti ali/in vzgojitelji pripravniki predšolskih otrok pri vseh postavkah pri notranjih razlogih.

Statistično pomembna razlika je bila odkrita tudi med izrednimi študenti, dodiplomskimi študenti in vzgojitelji pripravniki predšolskih otrok pri vseh postavkah pri ostalih razlogih za izbiro vzgoje predšolskih otrok.

V drugem delu raziskave je bilo postavljeno vprašanje odprtega tipa, s katerim smo razkrili motivacijo udeležencev. Analizirali smo odgovore 267 od 317 udeležencev na vprašanje odprtega tipa "Zakaj želite postati vzgojitelj predšolskih otrok?" z uporabo frekvenčne porazdelitve in percentilne statistične analize glede na notranje, altruistične, zunanje in druge razloge, saj je šlo za izbirno vprašanje (glejte Tabela 2). Raziskava kaže, da so imeli udeleženci različne razloge, zakaj so želeli postati vzgojitelji predšolskih otrok kot, na primer, notranje, altruistične, zunanje in druge. Ugotovili smo, da je vsak udeleženec pojasnil svojo motivacijo s pomočjo le ene od omenjenih motivacij.

Celotno gledano je raziskava razkrila, da je imelo 52% udeležencev notranje razloge, 26% je imelo altruistične razloge, 18% je imelo zunanje razloge in 4% so imeli

druge razloge (glejte Tabelo 2). Zdi se, da so udeležence za izbiro poklica vzgojitelja predšolskih otrok bolj motivirali notranji razlogi, kot pa altruistični in zunanji.

V nasprotju z altruističnimi razlogi so nekateri udeleženci omenili, da so želeli postati vzgojitelji predšolskih otrok zgolj iz zunanjih razlogov. Dejali so, da so želeli postati vzgojitelji zaradi finančnih in egocentričnih razlogov, ne pa zaradi socialnih in čustvenih razlogov.

Poleg zgoraj omenjenih razlogov so imeli udeleženci tudi številne druge razloge, zakaj so izbrali vzgojo predšolskih otrok. Dejali so, da so se morali odločiti za to kariero, čeprav niso imeli dovolj motivacije za vzgojo predšolskih otrok. Omenili so, da so bili prisiljeni izbrati to kariero, ker so dobili premajhno število točk na maturi in niso bili sprejeti na druge oddelke univerz v Turčiji.

Raziskava je pokazala, da je imelo 68% izrednih študentov vzgoje predšolskih otrok notranje razloge, 23% altruistične razloge in 9% zunanje razloge za izbor predšolske vzgoje.

Kar se tiče dodiplomskih študentov predšolske vzgoje, jih je imelo 40% notranje razloge, 28% altruistične razloge, 28% zunanje razloge in 5% druge razloge za izbor kariere vzgojitelja.

Kar se tiče vzgojiteljev pripravnikov, jih je imelo 51% notranje razloge, 23% altruistične razloge, 17% zunanje razloge in 9% druge razloge za izbor kariere vzgojitelja.

Splošno gledano so morda zunanji razlogi udeležencev predšolske vzgoje, ki so omenjeni zgoraj, vzrok razlik med notranjimi in altruističnimi razlogi udeležencev.

Vprašanje odprtega tipa "Zakaj želite postati vzgojitelj predšolskih otrok?" nakazuje, da so (izredni in dodiplomski) študenti predšolske vzgoje ter vzgojitelji pripravniki predšolskih otrok bolj notranje motivirani za poklic vzgojiteljev predšolskih otrok kot pa altruistično in zunanje motivirani.

Raziskava je bila izvedena, da bi raziskali razloge in motive vzgojiteljev pripravnikov in študentov predšolske vzgoje za izbiro kariere vzgojitelja predšolskih otrok v kontekstu Turčije. Ugotovili smo, da obstaja statistično pomembna razlika med izrednimi študenti, dodiplomskimi študenti in vzgojitelji pripravniki v zvezi z zunanjimi razlogi pri postavkah (2) "Delo vzgojitelja nudi varno zaposlitev in reden dohodek", (3) "Delo vzgojitelja je zelo cenjeno v družbi" in (5) "Delo vzgojitelja je zagotovljeno po končanem izobraževanju". Prišli smo do zaključka, da zunanji razlogi študentov predšolske vzgoje in vzgojiteljev pripravnikov morda izvirajo iz pomanjkanja nujno potrebnega strokovnega znanja in izkušenj, negotovega delovnega mesta, napredovanja po opravljenem strokovnem izpitu, prenizke plače in premajhne priljubljenosti službe v očeh družbe.

Razkrili smo, da obstaja statistično pomembna razlika med izrednimi študenti, dodiplomskimi študenti in vzgojitelji pripravniki v zvezi z altruističnimi razlogi pri postavkah (8) "Verjamem, da je delo vzgojitelja svet poklic" in (11) "Svoje znanje želim deliti z otroci". Razlika med udeleženci morda izvira iz njihovega pomanjkanja zanimanja za poklic vzgojitelja, pomanjkanja zadovoljstva pri delu, hitre izgorelosti na delovnem

mestu, zmotnega mišljenja, da gre le za nastanitev otrok in iz akademskih ter družbeno-ekonomskih problemov v povezavi z njihovimi altruističnimi razlogi.

Kar se tiče notranjih razlogov študentov predšolske vzgoje in vzgojiteljev pripravnikov, razlike med postavkami notranje motivacije (14) "Čutim se poklicanega/poklicano za delo vzgojitelja/vzgojiteljice", (15) "Delo vzgojitelja/vzgojiteljice najboljše ustreza moji osebnosti", (16) "Močno si želim delati z otroci", (17) "Imam rad/a otroke" in (18) "Lastno izobraževanje mi je predstavilo pozitiven vidik poučevanja/dela vzgojitelja" večinoma izhajajo iz dejstva, da so naveličani vsakodnevnih in birokratskih problemov, iz različnega trajanja programov za usposabljanje vzgojiteljev in dolgoročne monotonosti službe, brez možnosti izpopolnjevanja.

Kar se tiče drugih razlogov študentov predšolske vzgoje in vzgojiteljev pripravnikov, razlike med postavkama (19) "V poklicu vzgojitelja sem se znašel/a po pomoti" in (20) "Nisem bil/a prepričan/a, kaj si pravzaprav želim početi" morda izhajajo iz vrste fakultet, na katerih so diplomirali, in pomanjkanja alternativ pri izbiri ustanove za usposabljanje vzgojiteljev. Glede na rezultate priporočamo, da se študente predšolske vzgoje seznanijo z značilnostmi in delovnimi pogoji v vrtcih ter kompleksnostjo in vsakdanom poklica vzgojitelja že od samega začetka; da se izboljša ekonomske pogoje vzgojiteljev; da se vzgojiteljem predšolskih otrok nudi lokalne in državne tečaje izobraževanja ob delu, da se lahko izpopolnjujejo; da se pogosto ovrednoti učne načrte izobraževalnih ustanov in se jih razvija v skladu s spreminjajočimi se pogoji; da se izboljša socialni in akademski status vzgojiteljev predšolskih otrok; in da se raziščejo dimenzije izgorelosti na delovnem mestu in zadovoljstva pri delu vzgojiteljev predšolskih otrok, da bi na ta način prišli do rešitev.

V drugem delu raziskave je bilo postavljeno vprašanje odprtega tipa, s katerimi smo analizirali motive udeležencev glede na notranje, altruistične, zunanje in druge razloge. Opravljena analiza kaže, da so udeležence za izbiro poklica vzgojitelja predšolskih otrok bolj motivirali notranji razlogi, kot pa altruistični in zunanji.

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