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Research Article

The Relationship Between Pre-Service Teachers' Motivation to Teach and Curriculum Literacy

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Abstract: This study aims to determine the relationships between teaching motivation and curriculum literacies. A total of 154 pre-service teachers studying in their final year at a state university participated in the study. Data were collected with the Motivation to Teach and Curriculum Literacies scales. This study was conducted in a relational survey model. Correlation and regression coefficients were calculated to analyze the study questions. Analyses were performed using SPSS 25.0. Findings revealed that there were moderate relationships between pre-service teachers' intrinsic motivation and assessment, subject matter knowledge, psychological foundation, and extrinsic motivation. It was determined that there was a high correlation between content knowledge and assessment basis. Extrinsic motivation was moderately related to psychological foundation and weakly related to other foundations of curriculum literacy. The relationship between the assessment and subject matter knowledge dimensions of curriculum literacy was found to be high. Motivation to teach explains curriculum literacy at a weak level. Intrinsic motivation was found to be one of the variables affecting subject matter knowledge and assessment literacy. Overall, the results suggest that the scope of curriculum literacy and other factors that may be associated with it need to be redefined.

Keywords: Curriculum Literacy, Motivation to Teach, Teacher Education, Pre-Service Teachers

1. Introduction

In a developing and transforming world, the importance attached to education is rapidly increasing. The education system consists of many components such as teachers, students, and schools. The teacher is one of the most important elements. As important as the development of the student is the development process of the teacher who is responsible for his/her upbringing. In the last quarter of the century, there has been significant literature on the meaning of being a teacher, motivation, self-efficacy, decision-making, career choice, and self, etc. that affect the professional tendencies of pre-service teachers and teachers (Bedel, 2016; Bilim, 2014; Barni et al., 2019; Calkins et al., 2023; Han & Yin, 2016; Lauermann et al., 2017; Neves de Jesus & Lens, 2005; Wagner & Imanel Noy, 2014; Watt & Richardson, 2015; Wolf et al., 2021). One of the issues that researchers have focused on is motivation to teach. The most fundamental reason for focusing on pre-service teachers and/or teachers' motivation to teach is that motivation is the greatest force that drives people to initiate and sustain any action (Han & Yin, 2016). A human being is a living being with a purpose. The teaching profession is a specialized field that requires teacher qualities such as dedication to the profession for the sake of students without expectation of profit, a love of teaching, an emphasis on social development, and a role of guidance based on wisdom. These qualities are based on the desire of human beings to reveal their raison d'être and to succeed by realizing their existing potential. It is known that the initial motivation of candidate teachers are effective in their success (Sivrikaya, 2019) and in their choice of teaching as a professional profession (Štemberger, 2020). Intrinsic motivation, which is related to the interest of individuals as a reason for choosing and starting to be a teacher, extrinsic motivation, which is shaped by the influence of external conditions, and altruism, which refers to trying to be useful to humanity without expecting any reward (Rutten & Badiali, 2020).

Studies on the motivation are based on theories of motivation. According to Han and Yin (2016), in studies investigating the motivation levels of candidate teachers and teachers on the axis of social cognitive-based motivation theories such as goal setting, expectancy-value, etc., no consensus has been

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reached on the validity of these theories since there are many theories. However, individuals may choose to become a teacher with certain expectations. Underlying these expectations are a number of intrinsic, extrinsic, or altruistic factors such as *love of teaching, belief in the prestige of the profession, and job security* (Htang, 2019). It can be therefore expected that candidate teachers will show intense interest in teaching content knowledge courses with the effect of their initial motivation and that their self-efficacy and curriculum literacy will also be high. This is because motivation is a variable related to self-efficacy belief (Saracaloğlu & Dinçer, 2009). Given that motivation levels are related to self-efficacy levels, this result suggests that motivation and curriculum literacy, which refers to becoming competent and skilled, may be related variables.

In the literature, there is limited evidence that draws attention to the relationship between motivation and curriculum literacy. However, the evidence of a study by Dağ (2020) showed that curriculum literacy competencies had a low impact on teachers' motivation to teach. Although a similar situation may be valid for pre-service teachers, it can be thought that the curriculum literacy competencies of candidate teachers may be more related to the intrinsic dimension of their motivation to teach. Rutten and Badiali (2020) emphasize the need to pay attention to the initial teaching motivation of candidate teachers and point out that intrinsic motivation is the main force that drives pre-service teachers to teach. Siera and Siera (2011) found that pre-service teachers' motivation to teach/reasons for continuing teaching was explained by the factors of *altruism, personal satisfaction, and utilitarianism*. In a comprehensive study by Han and Yin (2016), it was found that the main importance of teacher motivation is understood from the research evidence on its impact on student motivation. It is also thought that teachers' motivation to teach can affect the way they communicate with students, which is of great importance in education (Vermoto et al., 2020). Therefore, it is quite logical to focus on the connection between teacher-learning motivation levels and curriculum literacy of candidate teachers who have reached the last stage of their education process.

The teacher is the person responsible for the education and training of students in accordance with predetermined official programs. The theoretical and practical knowledge of teachers about these programs is based on the teacher training process. The curricula of teacher training faculties also include general and specific field knowledge courses in educational sciences. With these courses, pre-service teachers learn the definition, the foundations, the subjects, and the structure of the curriculum from a theoretical point of view. Then they make applications in accordance with the teaching program with special field teaching courses. Pre-service teachers are therefore expected to reach a level of literacy for curricula based on curriculum foundations during the teacher training process. Curriculum literacy is accepted as a basic skill that pre-service teachers/teachers should acquire; candidates are expected to be curriculum literate with the education received in faculties of education (Bolat, 2017; Erdem & Eymür, 2018); teachers' ability to comprehend curricula in terms of structure-items and their relationships and to plan teaching is considered important in the implementation of curricula (Akınoğlu & Doğan, 2012). Nevertheless, two different views have been put forward on curriculum literacy: curriculum literacy and curriculum literacy. The first of these is the fact that curricula, like educational programs, are based on philosophical, social, economic, and psychological foundations (Yıldırım, 2020). Pre-service teachers are hoped to be known of the foundations of the curriculum, to be able to select content knowledge, and to be able to organize teaching-assessment processes. In this approach, it can be stated that curriculum literacy is considered as a more comprehensive term and a curriculum literacy understanding is adopted in line with the foundations and elements that make up educational programs.

Demirel (2015) identified four structural elements for an educational program as "Goal, Content, Instructional Procedures, and Assessment." These elements of the education program interact with each other (Gelen, 2020). Akpınar (2015), in the context of in-course elements, handled the curriculum and syllabi, which he classified as its sub-elements, within the scope of in-course elements. In the second approach, Erdem and Eymir (2018, 125) explained in detail that the view that curriculum literacy can

be evaluated according to the questions and structural elements based on curriculum development in the literature and stated that the general acceptance is in favor of the second view. The aim of this study, however, is to investigate the issue based on one of the approaches in the literature rather than what and how the structure of literacy for education or curriculum is. The studies conducted with measurement tools shaped according to the second approach show that curriculum literacy has a weak effect on teaching motivation (Dağ, 2020). It can be expected that the effect of curriculum literacy on motivation to teach will be higher in a study based on the first approach, and this study can also be a source of prediction about the elements of the curriculum. Within this scope, this study focalizes on the relation between curriculum literacy, which is based on an understanding that also covers the foundations of curriculum, and motivation to teach.

It can be said that research on curriculum literacy focuses on pre-service teachers (Bolat, 2017; Erdem & Eymir, 2018; Atlı et al., 2021; Şahin & Tekkol, 2023); teachers (Aslan & Gürlen, 2019; Dağ, 2021; Demir & Toraman, 2021; Kahramanoğlu, 2019; Kasapoğlu, 2020; Keskin & Korkmaz, 2021; Sami, 2023; Saracaloğlu & Çetin, 2023; Sarıca, 2021; Şınego & Çakmak, 2021; Ustabulut, 2021; Yıldırım, 2020) and school administrators (Aygün & Taşdan, 2023). Five of them are scale development studies on curriculum literacy targeting teachers or pre-service teachers (Akyıldız, 2020; Kahramanoğlu, 2019; Kasapoğlu, 2020; Keskin & Korkmaz, 2021; Yıldırım, 2020). Relational research has focused on teachers' curriculum literacy, curriculum orientations and curriculum commitment (Yılmaz & Kahramanoğlu, 2021); administrators' views on teachers' curriculum literacy (Erdamar & Akpınar, 2021); pre-service teacher curriculum literacies and teaching competencies (Gülpek, 2020); teachers' curriculum literacies, individual innovativeness and epistemological beliefs (Kahraman, 2020); curriculum literacy and curriculum leadership (Bolat & Baş, 2023); curriculum literacy and critical thinking (Barut & Gündoğdu, 2023); curriculum literacy and metaphorical perception towards curriculum (Güngör, 2023); the relationship between curriculum literacy and teacher self-efficacy beliefs (Yalçın, Bahar & Yalçın, 2023) issues.

Erdem and Eymir (2018) emphasized that teachers should have knowledge and skills about the elements of the curriculum and that the concept of curriculum literacy is a concept that should be emphasized in teacher education. Pre-service teachers can also be expected to reach the level of knowledge and competence in curriculum literacy. Pre-service teachers are also on a teaching internship. Hence, they demonstrate the knowledge they have acquired in the teacher training program through practices in the teaching internship. Designing teaching plans in accordance with the curriculum, organizing the teaching process, preparing materials, and preparing and implementing assessment activities can be expected to increase their motivation to teach by applying the theoretical knowledge they have previously acquired and putting it into practice during the internship. The increase in this motivation may lead pre-service teachers to strive to recognize-know-apply the curriculum elements; in other words, it may lead to the positive development of their perceptions of curriculum literacy competence. In the literature, a study on curriculum literacy and motivation to teach variables that stand out in teacher education was found (Dağ, 2021). This study examined the relationship between teachers' motivation to teach and curriculum literacy and found that this relationship was positive but weak. It was seen that intrinsic motivation explained the writing dimension of curriculum literacy by 1.5%. Curriculum literacy is one of the concepts that should be carefully considered in the context of teacher training. The literature, some of which is given above, draws attention to the relationship between curriculum literacy and a number of cognitive and affective factors such as motivation, self-efficacy beliefs, teaching competencies, and commitment to the curriculum, which constitute the focus of teacher training programs. On the other hand, curriculum literacy's relationship with a variable such as motivation, which has both affective and cognitive aspects, has not been questioned sufficiently.

To some extent, motivation to teach is a factor that can be reflected in teachers' teaching practices. For example, in a study conducted by Paulick et al. (2013), it was determined that high intrinsic motivation mediated the effect of achievement goal orientations of pre-service teachers on their motivation to continue teaching profession on their teaching practice. Qualitatively different motivations for choosing teacher education as a career, however, are hypothesized to influence teachers' teaching practices and their motivation to teach. Thus, it can be thought that motivation to teach may also be related to curriculum literacy. The results of a study by Coombs et al. (2020) show that pre-service teachers' personal characteristics such as motivation, learning experiences, and context shape their assessment literacy (i.e., understanding of teaching, learning-assessment principles, and teaching practices). Considering the results of the studies given above together, it can be expected that pre-service teachers' motivation to teach affects curriculum literacy as well as assessment literacy. Since motivation to teach is known to be a factor that affects teachers' continuation in the profession and future teaching practices, it is necessary to investigate the curriculum literacy competencies of senior candidate teachers that may be related to this motivation. Teaching vocational education can thus be contributed to.

Pre-service teachers take a large number of curriculum literacy courses during their student years. It can also be thought that the high motivation of candidates to teach can increase and affect their competencies in curriculum literacy sub-dimensions. Dağ (2021) found some evidence that the effect of curriculum literacy on teachers' motivation is weak. It is also possible that the data collected with curriculum literacy measurement tools in which curriculum components are diversified will provide deeper information about the motivation of pre-service teachers to teach. The determination of the relationship between the curriculum literacy of pre-service teachers and intrinsic or extrinsic aspects of teaching motivation can be considered important in terms of the teacher training process. The present study aims to state te relation between candidate teachers' curriculum literacy and their motivation to teach. To this end, the following questions were aimed to be answered in the study:

- What are the average levels of program literacy and motivation to teach scores, including sub-dimensions and total scores, for pre-service teachers?
- Is there a relation between candidate teachers' program literacy and motivation to teach scores, both in terms of sub-dimensions and total scores?
- Does motivation to teach predict candidate teachers' curriculum literacy?
- Do intrinsic and extrinsic motivation sub-dimensions of motivation predict the sub-dimensions of curriculum literacy?

2. Study Method

This descriptive study was conducted based on the relational survey model since it was aimed to determine the relationships between variables (Fraenkel, Wallen & Hyun, 2012). This study aimed to state the relationships between candidate teachers' motivation to teach and their curriculum literacy and to describe the explanatory power of motivation on the sub-dimensions of curriculum literacy.

2.1. Participants of the study

This study was conducted in the spring semester of the 2022-2023 academic year. The participants are studying at a state university located in the Marmara Region. Candidate teachers in their final year at the faculty of education. Candidate teachers are studying in 9 different teaching disciplines. In February 2023, due to the earthquake that occurred in Türkiye, the participants could be reached online. The participants of the study consisted of 154 pre-service teachers who voluntarily participated in the online forms. (see Table 1).

Table 1

Demographic Information of the Participants (Pre-service Teachers)

Demographic Information		f	%
Gender	Male	35	22.7
	Female	119	77.3
	Total	154	100

Table 1 shows that 22.7% of the participants were male and 77.3% were female. The higher number of female pre-service teachers compared to male pre-service teachers is in line with the gender distribution of students who prefer teacher education departments.

2.2. Data collection tools

In the study, a Personal Information Form including the participants' gender, age, and department of study was used. The Curriculum Literacy Scale was developed by Yıldırım (2019). The scale consists of five sub-dimensions: Philosophical Foundation, Social Foundation, Psychological Foundation, Measurement and Evaluation Foundation, and Content Knowledge. The scale items were prepared as a 5-point Likert scale. There is no reverse item in the scale. As a result of the first-level CFA, first and second-level CFA were performed. It was determined that the indices of the scale indicated acceptable to excellent values. As a result of the second-level CFA, it was reported that the scale was a strong component of a single construct. The Cronbach's Alpha reliability coefficients of the scale are .94 for the total scale, .84 for philosophical foundation, .85 for social foundation, .85 for psychological foundation, .89 for content knowledge, and .90 for assessment.

The Motivation to Teach scale - the scale developed by Kauffman, et al. (2011) - was adapted into Turkish by Ayık et al. (2015). The scale consists of two factors: extrinsic and intrinsic motivation. The adaptation of the scale was carried out with 210 pre-service teachers. Exploratory factor analysis revealed that the first factor (intrinsic) explained 38.36% of the variance, the second factor (extrinsic) explained 14.04%, and the two factors together explained .52 of the total variance. The correlation coefficient between these two factors was calculated as .31. The correlations of the items were reported to be above .30 and the correlation between them and the total score ranged between medium and high, and the correlation between the factors was reported to be .70. Confirmatory Factor Analysis results indicated that the fit indices of the scale were good and the structure was confirmed. Within the scope of the reliability analysis of the scale, the internal consistency coefficient (.84 for total score, .70 for intrinsic, .76 for extrinsic) and a two-half reliability coefficient (Spearman-Brown) were calculated. In the present study, Cronbach's Alpha Reliability value for Motivation for Learning-Teaching was .90, and .88 and .94 for Extrinsic and Intrinsic Motivation Subscales, respectively. Cronbach's alpha for Curriculum Literacies Competence was calculated as .79 for the total score, Philosophical Foundations of Education Literacy as .75, Social Foundations Literacy as .74, Psychological Foundations Literacy as .82, Assessment Literacy as .72, and Purpose and Subject Matter Knowledge Literacy as .71.

2.3. Data collection process

The measurement tools were conveyed to pre-service teachers through Google Forms, using WhatsApp group accounts of senior students in the main disciplines. The first part of the submitted forms included ethical information and the purpose of the research. In the second part, demographic information was asked. The third part included the scale items. The pre-service teachers were allowed to fill in the scales once and the scales were closed for a second time. Data were collected in March-April 2023. It took approximately one month to collect the questionnaires. This study was conducted in accordance with the decision of the university ethics committee dated 16.03.2023 and numbered 17/40.

2.4. Data analysis

Assumptions regarding the suitability of the data set for the analysis were tested. Variables are continuous variables at an equally spaced measurement level. Initially, the kurtosis-skewness and normality values of the variables were calculated, and after it was understood that the kurtosis and skewness values were within acceptable limits (Hair et al., 2013) and that the data were normally distributed, the mean and standard deviations of the total score of the Motivation to Teach and Curriculum Literacy scales and the scores for the sub-dimensions were calculated. The relationship between the variables was then examined using the Pearson Rank Difference Correlation Coefficient and it was found that there was a linear relationship between the variables. Simple linear regression analysis was conducted to determine the explanatory power of Motivation to Teach on Curriculum Literacy. To this end, whether the data set meets the necessary conditions for regression analysis was examined. Comparing the probability values according to Mahalanobis Distance and quartile, 1 data with probability values less than .01 was deleted from the data set, and the procedures (N=153) were carried out. The Residuals Statistical Table was examined in the next step and it was determined that the minimum-maximum values were between ±standard values of 3.29. In the same table, Cook's Distince row was examined and it was seen that the maximum value did not exceed 1, so it was understood that there were no outliers. A histogram graph was then examined to determine whether the errors were normally distributed or not, and it was observed that the distribution was similar to a bell curve and the points were parallel to the line. When the scatterplot graph is analyzed, it is understood that the variables are co-variance. At last, the Durbin-Vatson coefficient was calculated for simple linear regression to determine whether the errors are independent of each other. Since the coefficient is 2 in this study, it can be said that the errors are independent of each other. Multiple linear regression analyses were carried to state the effect of learning-teaching motivation sub-dimensions on curriculum literacy sub-dimensions. For the suitability of the data set for multiple regression analyses, Mahalanobis Distance and likelihood values according to the quartile were compared, and 1 data with a Cook's Distance value less than .01, Cook's Distance value above 1 and Centered Leverage value above 0.03 was deleted from the data set and the procedures (N=152) were carried out. The analysis revealed that the data set meets the conditions required for regression analysis (VIF <3; tolerance >.20; condition index <20).

3. Results

The variables of the study are abbreviated as Assessment and Evaluation Literacy (AEL), Subject Matter Literacy (SML), Philosophical Foundation Literacy (PhFL), Psychological Foundation Literacy (PsFL), Social Foundation Literacy (SFL), Program Literacy Total (PLT), Extrinsic Motivation (EM), Intrinsic Motivation (IM), and Total Motivation (TM). In the study, arithmetic means and standard deviations of the variables were calculated first. Table 2 presents the findings.

Table 2

Descriptive Statistics Values of Variables

DIMENSIONS	N	Minimum	Maximum	x̄	sd
Assessment	154	2.22	5.00	3.99	.69
Content Knowledge	154	2.75	5.00	4.23	.61
Philosophical Foundation	154	1.67	5.00	3.80	.79
Psychological Foundation	154	2.00	5.00	4.08	.70
Social Foundation	154	2.25	5.00	4.10	.68
Program Literacy Total	154	2.48	5.00	4.07	.56
Motivation Extrinsic	154	1.67	5.00	3.21	.75
Motivation Intrinsic	154	1.50	5.00	3.52	.75
Motivation Total	154	1.67	5.00	3.37	.67

Table 2 shows that the mean values of pre-service teachers' curriculum literacy scores were (x̄=4.07) for the total score of Program Literacy, (x̄=3.99) for the curriculum sub-dimensions of AEL (x̄=3.99), SML (x̄=4.23), PhFL (x̄=3.80), PsFL (x̄=4.08), SFL (x̄=4.10). The highest score that can be obtained from the Program Literacy scale is 5. Since their mean scores are above 4, it can be said that pre-service teachers' curriculum literacy is sufficient. The mean values of pre-service teachers' motivation for teaching and learning are for the total score (TM x̄=3.37), extrinsic sub-dimension (EM x̄=3.21), and intrinsic sub-dimension (IM x̄=3.52).

The relationships between learning motivation, learning motivation sub-dimensions, and Curriculum Literacy and its sub-dimensions were calculated with the Pearson Product Moment Correlation Coefficient. Table 3 presents the findings.

Table 3

Relationships Between Variables

Dimensions	Assessment	Subject Matter Knowledge	Philosophical Foundation	Psychological Foundation	Social Foundation	Motivation Extrinsic	Motivation Intrinsic	Program Literacy Total	Motivation Total
Assessment	1								
Subject Matter Knowledge	.77**	1							
Philosophical Foundation	.50**	.45**	1						
Psychological Foundation	.38**	.32**	.22**	1					
Social Foundation	.49**	.55**	.62**	.60**	1				
Motivation Extrinsic	.23**	.22**	.19**	.48**	.22**	1			
Motivation Intrinsic	.32**	.30**	.22**	.69**	.14	.59**	1		
Program Literacy Total	.90**	.88**	.69**	.37**	.74**	.26**	.31**	1	
Motivation Total	.28**	.27**	.22**	.60**	.23**	.95**	.79**	.30**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows that there is a moderate positive correlation between the AEL sub-dimension of the curriculum literacy scale and the other sub-dimensions of the curriculum literacy scale, namely, SML (r=.77), PhFL (r=50), PsFL (r=.38), and SFL (r=49). Table 2 also shows that the Subject Matter Knowledge Literacy Total sub-dimension is positively and moderately correlated with PhFL (r=.45), PsFL (r=.32) and SFL (r=.55). The PhFL sub-dimension is positively and moderately correlated with PsFL (r=.50) and SFL (r=.62). The PsFL sub-dimension is also positively and moderately related to SFL (r=.60). It can be said that the relationship between the total score of the curriculum literacy scale and its sub-dimensions (r=.37-.90) is positive and varies at medium-high levels. It can be said that there are positive and high-level relationships between the total score of curriculum literacy and AEL (r=.90), SML (r=.88), PhFL (r=.69), and SFL (r=.74) respectively. It is seen that the total score of the Motivation for Teaching and Learning scale is highly and positively correlated with the Extrinsic (r=.95) and Intrinsic dimension (r=.79). It can be said that intrinsic and extrinsic motivation (r=.59) are positively and moderately related. It is understood that intrinsic motivation is related to the sub-dimensions of the Curriculum Literacy Scale: AEL (r=.32), SML (r=.30), PhFL (r=.22), PsFL (r=.69) and SFL (r=.14). It is understood that extrinsic motivation is related to the sub-dimensions of the Curriculum Literacy Scale: AEL (r=.23), SML (r=.22), PhFL (r=.19), PsFL (r=.48) and SFL (r=.22). These findings indicate that intrinsic motivation is moderately related to the assessment and purpose-subject matter literacy dimensions of curriculum literacy, and although the relationship with philosophical foundation and social foundation literacies is positive, its strength is quite weak. Extrinsic motivation was positively correlated with all sub-dimensions of curriculum literacy, but the strength of the relationship with the sub-dimensions other than PsFL (r=.48) was quite low. It was also found that there was a positive and moderate relationship between the total scores of curriculum literacy and learning-teaching motivation (r=.30).

In the study, simple linear regression analysis was conducted to determine the effect of Learning-Teaching Motivation on Curriculum Literacy. Table 4 presents the findings.

Table 4

Regression Analysis of Motivation in Predicting Curriculum Literacy

Model		Predicted Variable: Curriculum Literacy								
Independent Variable	Dependent Variable	B	ShB	β	t	p	R	R^2	F	p
Motivation	Constant	.28	.06	.33	4.72	.00	.33	.11	22.368	.00

Table 4 shows that the regression model is significant since the significance level is p<.05. According to the regression analysis results, the explanatory power of motivation for curriculum literacy is positive but weakly significant. Only .11% of the variance in curriculum literacy is explained by the motivation to teach variable (R=.33; R2=.11; p<.05). The β coefficient of the program motivation (independent) variable included in the model is .33 (p<.05). According to this finding, motivation (significance value p<.05) is effective on curriculum literacy. Table 5 presents the results of the multiple regression analysis conducted to determine the effects of Curriculum Literacy on Assessment Literacy, Intrinsic and Extrinsic Dimensions of Motivation to Learn.

Table 5

Regression Analysis Results on the Prediction of Assessment Literacy

Model	Predicted Variable: Program Literacy (Assessment)						
Variables	B	ShB	β	t	p	Binary r	Partial r
Constant	2.8	.27		10.34	.00		
M_EXT	.00	.04	.004	.04	.30	.00	.00
M_INT	.32	.08	.345	3.63	.00	.28	.28
R=.35	R^2=.12	Ad. R^2=11	F=10.30	p=.00			

Table 5 shows that there is a positive and significant relationship between Assessment Literacy and Intrinsic Motivation (t=-3.63 p≤.05). These two variables explain .12% of the variance in Assessment Literacy (R=.35; R^2=.12, Ad. R^2=.11). The standardized (β) indicates that the relatively important predictor variable for assessment literacy is intrinsic motivation. Considering the t-test results, it is understood that the Internal Motivation variable has a significant effect on Assessment Literacy, while External Motivation does not have a significant effect. Extrinsic Motivation has no significant effect on Assessment Literacy.

Multiple regression analysis was performed to determine the effects of Intrinsic and Extrinsic Dimensions of Motivation to Learn on the Subject Matter Knowledge Literacy of Curriculum Literacy. Table 6 presents the findings.

Table 6

Regression Analysis Results on the Prediction of Subject Matter Knowledge Literacy

Model	Predicted Variable: Program Literacy (Subject Matter Knowledge)						
Variables	B	ShB	β	t	p	Binary r	Partial r
Constant	2.83	.27		10.35	.00		
M_EXT	.00	.08	.00	.04	.96	.00	.00
M_INT	.32	.08	.34	3.63	.00	.28	.28
R=.35	R^2=.12	Ad. R^2=11	F=10.30	p=.000			

In Table 6, the relationship between Subject Matter Knowledge Literacy and Intrinsic Motivation is positive and significant (t=-3.63 p≤.05). These two variables explain .12% of the variance in Subject Matter Knowledge Literacy (R=.35; R^2=.12, Ad. R^2= 11). The standardized (β) indicates that the relatively important variable affecting Subject Matter Knowledge Literacy is Intrinsic Motivation. According to the t-test results, it is understood that Internal Motivation has a significant effect on Subject Matter Knowledge Literacy, whereas External Motivation does not have a significant effect.

Multiple regression analysis was performed to determine the effects of Intrinsic and Extrinsic Dimensions of Motivation to Learn on the Psychological Foundation Literacy of Curriculum Literacy. Table 7 presents the findings.

Table 7

Multiple Linear Regression Analysis Results for Predicting Psychological Foundation Literacy

Model	Predicted Variable: Program Literacy (Psychological Foundation)						
Variables	B	ShB	β	t	p	Binary r	Partial r
Constant	3.15	.28		10.94	.00		
M_EXT	.13	.09	.14	1.44	.15	.11	.11
M_INT	.14	.09	.15	1.52	.13	.12	.12
R=.26	R^2=.07	Ad. R^2=.05	F=5.36	p=.00			

In Table 7, the relationship between Psychological Foundation Literacy and Intrinsic Motivation is not significant (t=-1.52 p≥.05). The relationship between Psychological Foundation Literacy and Extrinsic Motivation is not significant (t=-1.44 p≥.05). These two variables explain .07% of the variance in Psychological Foundation Literacy (R=.26; R^2=.07, Ad. R^2=.05). İt can be said that the relative order of importance of the variables affecting Psychological Foundation Literacy is Intrinsic Motivation and Extrinsic Motivation. T-test results show that the sum of Intrinsic and Extrinsic Motivation variables has a significant effect on Psychological Foundation Literacy, while the effect of Intrinsic and Extrinsic Motivation alone is not significant.

Multiple regression analysis was performed to determine the effects of Intrinsic and Extrinsic Dimensions of Motivation to Learn on the Philosophical Foundation Literacy of Curriculum Literacy. Table 8 presents the results.

Table 8

Regression Analysis Results on the Prediction of Philosophical Foundation Literacy

Model	Predicted Variable: Program Literacy (Philosophical Foundation)						
Variables	B	ShB	β	t	p	Binary r	Partial r
Constant	2.88	.32		8.76	.00		
M_EXT	.12	.10	.11	1.15	.25	.09	.09
M_INT	.15	.10	.14	1.40	.16	.11	.11
R=.23	R^2=.05	Ad. R^2=.03	F=4.00	p=.00			

In Table 8, the relationship between Philosophical Foundation Literacy and Intrinsic Motivation is not significant (t=1.40 p≥.05). The relationship between Philosophical Foundation Literacy and Extrinsic Motivation is not significant (t=1.15 p≥.05). These two variables explain .05% of the variance in Philosophical Foundation Literacy (R=.23; R^2=.05, Ad. R^2=.03). It can be said that the relative order of importance of the variables affecting Philosophical Foundation Literacy is Intrinsic Motivation and Extrinsic Motivation. T-test results show that Internal and Extrinsic Motivation variables together have a significant effect on Philosophical Foundation Literacy, while the effects of extrinsic and intrinsic motivation alone are not significant.

Multiple regression analysis was conducted to determine the effects of Intrinsic and Extrinsic Dimensions of Learning Motivation on Sociological Foundation Literacy of Program Literacy and the results are presented in Table 9.

Table 9

Regression Analysis Results on the Prediction of Sociological Foundation Literacy

Model	Predicted Variable: Program Literacy (Sociological Foundation)						
Variables	B	ShB	β	t	p	Binary r	Partial r
Constant	3.35	.28		11.96	.00		
M_EXT	.15	.08	.17	1.78	.07	.14	.14
M_INT	.06	.09	.07	.72	.47	.05	.05
R=.22	R^2=.05	Ad. R^2=.03	F=4.03	p=.02			

In Table 9, the relationship between Sociological Foundation Literacy and Intrinsic Motivation is not significant (t=72 p≥.05). The relationship between Sociological Foundation Literacy and Extrinsic Motivation is not significant (t=1.78 p≥.05). Together, these two variables explain .05% of the variance in Sociological Foundation Literacy (R=.22 R^2=.05; Ad. R^2=.03). It can be said that the relative order of importance of the variables affecting Sociological Foundation Literacy is Extrinsic Motivation and Intrinsic Motivation. T-test results indicate that the effect of Intrinsic and Extrinsic Motivation variables on Sociological Foundation Literacy individually is not significant, but together they have a significant effect.

4. Conclusion, Discussion, and Suggestions

In this study, it was aimed to examine the relationships between motivation to teach and curriculum literacy of pre-service teachers studying in the final year of teacher education. The outcomes show that candidate teachers have a moderate level of motivation to teach. Candidates' intrinsic motivation levels are relatively higher than extrinsic motivation levels. Because an arithmetic mean between 3-4 points to a moderate level of teaching motivation (Ayık et al., 2015). The relationship between the total score of motivation to teach and intrinsic and extrinsic motivation was found to be quite high. The relationship with the extrinsic motivation dimension of the total score of motivation to teach is higher than the intrinsic dimension. The relationship between extrinsic and intrinsic motivation dimensions is close to the previously known study results of the scale (Ayık et al., 2015). The total scores of pre-service teachers' motivation to teach at the entry into the teaching profession were moderate. These results can be considered positive in terms of teacher education since their intrinsic motivation is relatively high. In the last decade, the transformation of the teaching profession into a career profession, efforts to increase its prestige, and the fact that it is a profession that carries a state guarantee may have led to a partial increase in the motivation of pre-service teachers to teach.

Motivation to teach at the beginning of teacher education can be influenced by pre-service teachers' attitudes towards the teaching profession (Ayık & Ataş, 2014). It is known that pre-service teachers' possible selves also have effects on their motivation to teach (Gün & Turabik, 2019). Besides, this motivation at the beginning may affect the self-efficacy beliefs of the candidates (Saracaloğlu & Dinçer, 2009). As the participants of this study were senior students, the teaching practice courses they had taken may have had a positive effect on their motivation. Considering these results together, it can be thought that the candidates' moderate motivation to teach and high intrinsic motivation levels may be the basis for their high motivation to teach in the future and their self-efficacy beliefs may also be high. The intrinsic motivation of pre-service teachers must be high. Thus, it can be said that candidates tend to shape their tendency to teach for more decisive reasons such as liking teaching, satisfaction, and enjoyment of the job instead of external reasons such as finding a job easily, having many job

opportunities, and having a good future position. It is considered as an indicator that they will be able to do their professions in the future with love and without financial expectations (Gün & Turabik, 2019). It is thought that the pre-service teachers who are the participants of this study will do their jobs with love and that they will do their jobs with the pleasure of being a teacher and the desire to teach rather than factors such as reward-money-status. Considering the opinions that teachers with high motivation to teach can communicate better with their students and that students have higher motivation to learn (Vermote et al., 2020), it can be assumed that the pre-service teachers in this study will be able to progress toward becoming teachers with the desired qualifications in the future.

It can be said that candidate teachers' curriculum literacy levels are high. Pre-service teachers have a very high average level in the content and subject matter knowledge literacy dimension of the curriculum. They received the lowest score in the Philosophical Foundation Literacy Dimension. This was followed by the Assessment Literacy sub-dimension score. These results suggest that pre-service teachers perceive themselves as highly competent in the dimensions of Content Knowledge and Content Knowledge, Social and Psychological Basic Literacies. According to these results, it can be said that pre-service teachers see themselves as highly competent in the dimensions of Subject Matter Knowledge and social and Psychological Basic Literacies. Similar results were found in studies on the curriculum literacy of teachers/pre-service teachers (Aslan & Gürlen, 2019; Erdem & Eğmir, 2018). Although the curriculum literacy levels of senior student pre-service teachers, in general, were found to be high in this study, the fact that, like teachers (Kahramanoğlu, 2019), their competencies in understanding the philosophical principles of the curriculum and in selecting and applying appropriate assessment and evaluation approaches are partially sufficient points to knowledge gaps in this regard. Participant pre-service teachers may have difficulties in understanding and implementing the underlying philosophies and assessment activities during the lesson planning phase in the future. It is therefore advisable to design activities that raise the awareness of pre-service teachers about the philosophical and social foundations behind lesson planning.

The teachers' relatively low philosophical and assessment literacy may be due to two reasons. The first one may be that these two subjects contain concepts that are relatively difficult for pre-service teachers in terms of learning content, and the second one may be that the structure of the curricula negatively affects literacy in these two foundations. In a study by Dedeoğlu and Polat (2021) in which they evaluated primary school curricula, it was determined that especially in the MoNE course-based curriculum development studies, problems continue within the scope of philosophical foundations, levels of achievements, curriculum design, and content regulation. Kalender and Baysal (2021) found that the compatibility between the textbooks and the curriculum in terms of the elements of the curriculum was not sufficiently taken into account in the Life Sciences course. Although the results of a study examining assessment, one of the components of secondary mathematics curricula, showed that teachers had difficulties in preparing measurement tools despite adopting the principles for the assessment and evaluation component (Tuncel & Kazu, 2019). These and similar problems may also affect pre-service teachers' curriculum literacy competencies. It is also known that pre-service teachers' approaches to assessment are shaped by learning experiences, context, and personal dispositions (Coombs et al., 2020). Even though the participants in this study were senior students, their curriculum evaluation literacy may be partially adequate due to their inability to sufficiently internalize their learning experiences in assessment, their negative attitudes towards assessment and evaluation, and their lack of experience.

One of the other results of the study shows that the psychological, social, and philosophical sub-dimensions of the curriculum literacy scale are moderately related. There was a high correlation between subject matter knowledge and assessment foundation. Assessment is an essential process in teachers' lesson planning in terms of informing students about their learning process and monitoring their learning progress (Slavin, 2013). Pre-service teachers have to consider assessment and evaluation

activities in lesson planning. The relationship between subject matter knowledge and assessment foundation may be high for this reason. Besides, the sub-dimensions of curriculum literacy other than psychological base literacy were found to have a low correlation with both total motivation to teach and intrinsic and extrinsic motivation. The obtained result may be due to motivation to teach and psychological foundation literacy being patterned with more effective content. Psychological foundation literacy, as it is known, has contents based on human development and learning. Therefore, motivation to teach may be relatively more related to other program literacy sub-dimensions with a psychological foundation. In conclusion, motivation to teach can be said to be one of the factors related to curriculum literacy.

The effect of extrinsic and intrinsic dimensions of motivation to teach on the literacy of all sub-dimensions of curriculum literacy together was found to be positive but weak. The variance explained by the motivation to teach in Subject Matter Knowledge and Assessment Literacy dimensions is relatively higher than the other sub-dimensions. Nevertheless, the effect of intrinsic motivation is significant in these two dimensions, whereas the effect of extrinsic motivation is not significant. Considering these results together, it can be suggested that approaches that address the elements of curriculum literacy in a way that includes Subject Matter Knowledge and Assessment Literacy should be carefully evaluated. That only the contribution of intrinsic motivation to teaching motivation explaining these dimensions was found to be significant suggests that the curriculum literacy competencies of the senior students, who are the participants of this study, are partially shaped by the effect of intrinsic motivation.

It can be thought that candidate teachers with high intrinsic motivation tend to see themselves as competent in literacy in planning teaching, determining educational situations, selecting and applying appropriate assessment approaches with the pleasure they get from their profession, and with the consciousness of belonging. The effect of the teaching practices in the last year and the micro-teaching practices in the courses in the previous years may also affect this result. Besides, during their teaching practice, pre-service teachers' peer teaching, in-class experiences, and continuous lesson planning may have led them to feel their literacy towards these two sub-dimensions of the curriculum more adequate than other dimensions. Just as teachers need subject matter knowledge to make evaluations about a subject (Kahramanoğlu, 2019), pre-service teachers need subject knowledge to make evaluations about curriculum literacy.

The result that the variance explained by the motivation to teach the curriculum is weak is in line with the results of Dağ (2021). In this study, the fact that the effect of teaching motivation on curriculum literacy was found to be weak suggests that future studies should focus on different variables such as teaching practice experiences, peer teaching, professional course teaching micros, self-efficacy beliefs, and self-perceptions that may affect teaching/education curriculum literacy or motivation to teach. Mixed studies can also be conducted on the reasons why candidates find themselves sufficient based on subject matter knowledge. It can be said that program literacy in teaching/education is more based on conceptual and applied knowledge, and factors such as lesson planning skills and experience should not be overlooked.

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