

Examining the contributions of support and class belonging to preservice teachers' career motivation in Turkey

Muhammet Mustafa Alpaslan

Mugla Sitki Kocman University, Mugla, Turkey, mustafaalpaslan@mu.edu.tr

ORCID: 0000-0003-4222-7468

Ozgur Ulubey

Mugla Sitki Kocman University, Mugla, Turkey, oulubey@mu.edu.tr

ORCID: 0000-0001-7672-1937

Kasim Yıldırım

Mugla Sitki Kocman University, Mugla, Turkey, kasimyildirim@mu.edu.tr

ORCID: 0000-0003-1406-709X

ABSTRACT This study aims to examine the contribution of the perceived support and sense of class belonging to pre-service teachers' career motivation. A total of 670 pre-service teachers majoring in various teaching areas including science, social studies, Turkish and mathematics at a state university in Aegean Region participated in the study. Self-report questionnaires including the FIT-Choice Scale, the Psychological Sense of School Membership Scale, and the Support Scale were used as data collection tools. Hierarchical multiple regression analysis was utilized to determine the extent to what level of the variance explained in the motivational factors and the perception about teaching by support and sense of class belonging. Results of analysis showed statistically significant relations between sense of class belonging and the FIT-Choice scale. Additional to this, it was found to be statistically significant relations between the support types and the FIT-Choice scale, while support from instructors was the strongest predictor of motivation. Future directions and implications were discussed.

Keywords: *Sense of belonging, Support, Teacher career motivation, Teacher education,*

Türkiye'de destek ve sınıfa aitlik algısının öğretmen adaylarının öğretmenlik mesleğine yönelik motivasyonuna katkısının incelenmesi

ÖZ Bu çalışmada, öğretmen adaylarının sınıfa aitlik ve algılanan destek düzeylerinin öğretmenlik mesleğine yönelik motivasyona katkısının incelenmesi amaçlanmıştır. Araştırmaya, Ege Bölgesindeki bir devlet üniversitesinde, fen bilgisi, sosyal bilgiler, Türkçe ve matematik öğretmenliği alanlarında öğrenim gören toplam 670 öğretmen adayı katılmıştır. Veri toplama araçları olarak Öğretmenin Seçimine Etki Eden Faktörler, Okula Aidiyet Duygusu ve Destek Ölçekleri kullanılmıştır. Veriler hiyerarşik çoklu regresyon analizi tekniği ile çözümlenmiştir. Analiz sonuçları, sınıf aidiyeti duygusu ile öğretmenlik mesleğine yönelik motivasyon arasında istatistiksel olarak anlamlı ilişkiler olduğunu göstermiştir. Buna ek olarak, destek türleri ile öğretmenlik mesleğine yönelik motivasyon arasında istatistiksel olarak anlamlı ilişkiler olduğu ve öğretim üyelerinden alınan desteğin öğretmenlik mesleğine yönelik motivasyonun en güçlü belirleyicisi olduğu belirlenmiştir. Eğitimsel uygulamalar ve öneriler tartışılmıştır.

Anahtar Kelimeler: *Aitlik algısı, Destek, Öğretmenlik motivasyonu, Öğretmen eğitimi,*

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INTRODUCTION

Teachers are at the center of every educational system and thus, the quality of teachers directly and indirectly influences the quality of teaching and learning in the classroom. Being an effective teacher does not only mean to have the required knowledge and skills but also having a positive attitude and motivation for the teaching profession, which is necessary to fulfill the demanded responsibilities (Heinz, 2015; Watt, Richardson, & Wilkins, 2014). Thus, teachers are expected to see the teaching profession more than a strictly job. Therefore, what motivates people to become a teacher, how they view the teaching profession and what aspirations they have towards career development are important topics to be addressed in order to increase the quality of teachers in the classroom (Cheng, Tang, & Cheng, 2015; Eren & Tezel, 2010).

In recent years, pre-service teachers' career motivation has gained the attention of many researchers because beliefs and attitudes that preservice teachers bring into their profession shape their success in their future professional lives (Fokkens-Bruinsma & Canrinus, 2012; Heinz, 2015; Watt & Richardson, 2012; Watt, Richardson, & Wilkins, 2014). Thus, it is important to examine factors contributing to pre-service teachers' career motivation. In the literature, research has identified that individual variables including gender, self- and task-perceptions and values contribute to individuals' decisions to choose teaching as a career (Watt et al., 2014). In addition to this, adapting the social cognitive theory, recent theories and research addressing teacher motivation have highlighted that socio-contextual factors may influence individuals' teaching career motivation and to retain them in the teaching profession (Flores & Day, 2006; Heinz, 2015). The quality of social networks, communication and interaction with other peers and their teacher educators, therefore, may contribute to pre-service teachers' career motivation. That is because teachers' motivation and attitudes towards teaching profession are shaped by their experience during teacher education in college (Heinz, 2015; Watt & Richardson, 2012; Watt et al., 2014).

In this study, the authors intend to examine the contributions of two socio-contextual variables, supports and class belonging, to pre-service teachers' career motivation because previous studies have reported these two socio-contextual variables significantly predicted teachers' job satisfaction and self-efficacy (Freeman, Anderman, & Jensen, 2007; Skaalvik & Skaalvik, 2011). Support refers to individuals' perception of assisting with issues, care and love they receive from others, whereas belonging stands for the feeling of being respected, accepted and supported by others. We have not located any study examining the contributions of these socio-contextual variables to pre-service teachers' teaching career motivation. The findings from this study would have important implications for the effectiveness of teacher education programs and the higher education policy at colleges.

Motivation for Teaching as a Career

In broad terms, motivation refers to an individual's values, expectations, goals, and beliefs about their abilities. Many different frameworks have been theorized to explore motivation in educational settings (e.g., expectancy-value model). In teacher education literature, one widely used framework for investigating teachers' career motivation is the Factor Influencing Teaching Choice (FIT-Choice) framework theorized by Watt and Richardson (2007). Based on Eccles's and his colleagues' expectancy-value theory, FIT-Choice is a multidimensional approach to explore individuals' motivation for having preferred teaching as a career and their perceptions related to the teaching professions. The FIT-Choice involves three major dimensions including self, value and task. Self includes individuals' perceptions about abilities to fulfill teaching. Value includes individuals' intrinsic, subjective attainment and utility values. Finally, task is to choose teaching for task demand and task return.

FIT-Choice has been utilized to investigate pre-service teachers' career motivation in Turkey and other countries including the United States of America and Australia. For instance, Kilinc, Watt and Richardson (2012) studied Turkish pre-service teachers' career motivation and perceptions about the teaching profession in Turkey. A total of 1577 pre-service teachers from different subject areas were administered to the FIT-Choice scale. Turkish pre-service teachers in their study reported the altruistic social utility value as the most influential factor because of which they had chosen the teaching profession. In another study, Eren and Tezel (2010) examined the roles of the professional engagement and the career development aspiration on pre-service teachers' career motivation. A total of 423 pre-service teachers participated in their study. Eren and Tezel (2010) reported that the professional engagement predicted teachers' career motivations including intrinsic career value, ability and making social contribution.

Sense of Belonging

Sense of belonging is about to what degree students feel personally accepted, respected and included by others in the classroom or in the school (Goodenow, 1993). The teacher education programs (e.g., schools of education) are the social environment that preservice teachers are recruited for in the teaching profession. The quality of social relations among peers in teacher education programs then becomes an important variable that may contribute to their social well-being, motivation and learning (Cheng et al., 2015). Students with a low level of belonging are likely to show a lower interest and engagement, whereas those with a high level of belonging are expected to exhibit more involvement and participation in classroom activities (Freeman et al., 2007; Gummadam, Pittman, & Ioffe, 2016).

Research addressing sense of belonging has examined the relations of sense of belonging with educational outcomes including engagement, academic motivation and academic achievement. We have not located any study examining the relations between pre-service teachers' sense of belonging and teaching as a career motivation. Yet, studies have reported sense of belonging are related to students' academic motivation (e.g., Gummadam et al., 2016), and in-service teachers' job satisfaction (e.g. Skaalvik & Skaalvik, 2011). Gummadam et al. (2016), for instance, examined the relations amongst sense of belonging, depression, self-worth and social acceptance. Analysis revealed that sense of school belonging was positively associated with self-worth ($\beta = .40, p < .001$), scholastic competence ($\beta = .30, p < .001$), and social acceptance ($\beta = .37, p < .001$); yet, it was negatively related to depression ($\beta = -.48, p < .001$). In another study, Freeman et al. (2007) studied the relations of class belonging with academic motivation and perceptions of instructors' characteristics. A total of 238 college students participated in the study. Freeman and her colleagues found the positive relations of class belonging with self-efficacy ($\beta = .58, p < .001$), intrinsic motivation ($\beta = .38, p < .001$) and task value ($\beta = .46, p < .001$). The reports from these studies suggest that sense of belonging is an important variable that may contribute to pre-service teachers' motivation for the teaching profession.

Support

Support refers to an individual's perception in terms of being cared and assisted by other people. A supportive social network is necessary for pre-service teachers to maintain their physical and psychological well-being (Heinz, 2015). Research has reported that supports from different sources including classmates, instructors and families, generally make students less stressful and increase their sense of belonging (Anderman, 2002). Furthermore, support from classmates and instructors was related to higher academic achievement (Buhs, 2005). For instance, Zumbrunn, McKim, Buhs and Hawley (2014) examined the relations amongst support, motivation, sense of belonging, engagement and academic achievement among college students. The authors found that the support positively predicted the sense of belonging ($\beta=0.52, p < .001$) and motivational constructs including task value ($\beta=0.28, p <$

.001). In addition to this, sense of belonging significantly contributed to self-efficacy ($\beta=0.43$, $p < .001$) and task value ($\beta=0.30$, $p < .001$). In another study, Skaalvik and Skaalvik (2011) studied the relations of socio-contextual variables including support and sense of belonging with teachers' job satisfaction and motivation to leave the profession. The authors found that the support from family, peers and supervisory predicted sense of belonging and job satisfaction. Additionally, sense of belonging was related to emotional exhaustion and job motivation. Overall, these studies indicate that support from people including peers, instructors and families may help pre-service teachers feel better and less stressful.

Rationale of the Present Study

Recent studies on teachers' career motivation have highlighted that teachers' initial teacher education experience is one of the main factors that contribute to what they are and what the kinds of teachers they would become (Heinz, 2015). Understanding the roles of such socio-contextual variables on pre-service teachers' career motivation would be important implications for teacher education policy, and planning and curriculum designs in teacher education programs. Thus, the purpose of this study was to examine the contributions of the socio-contextual factors including support and sense of belonging to pre-service teachers' career motivation in Turkey. With this overarching aim, the present study sought to address the following research questions:

To what extent did pre-service teachers' perceived support from classmates, instructors and family statistically significantly predict their teacher career motivation in Turkey?

To what extent did pre-service teachers' sense of class belonging statistically significantly predict their teacher career motivation in Turkey?

METHODOLOGY

A quantitative survey design was employed to address the purposes of the study. Self-report questionnaires were used to collect data. Hierarchical multiple regression analyses were utilized to address the aforementioned research questions.

Sample

Convenience sampling strategy was used in this study. Because of its convenience to the researchers, pre-service teachers who were at the teacher education program in a state university in the Southwestern Turkey were invited to take a part in the study. A total of 670 pre-service teachers (449 females and 221 male) voluntarily participated in the study (See Table 1). The participants were from various subject areas including science teaching (209 participants), mathematics (137 participants), social studies (156 participants) and Turkish language studies (168 participants). The data were collected in April 2017. The data collection tools were administered to the participants in their classrooms under the supervisions of their teachers, and 30 minutes were given to complete the instruments.

Table 1
The demographical features of participants

	Science		Social studies		Mathematics		Turkish	
	Female	Male	Female	Male	Female	Male	Female	Male
Freshmen	53	11	24	22	29	7	38	16
Sophomore	34	18	21	20	25	10	22	23
Junior	47	9	11	16	27	5	36	20
Senior	29	8	17	25	28	6	8	5
Total	163	46	73	83	109	28	104	64

Data Collection Tools

Self-report questionnaires including FIT-Choice Scale, the Psychological Sense of School Membership Scale (PSSMS), and Type of Support Scale, were used as the data collection tools.

The FIT-Choice Scale was established by Watt and Richardson (2007) to assess pre-service teachers' career motivation, based on the FIT-Choice framework. The FIT-Choice Scale was adapted into Turkish by Eren and Tezel (2010) and used by researchers in the Turkish context (e.g., Kilinc et al., 2012). The FIT-Choice Scale consists of eighteen dimensions that can be put into two groups as a) motivational factors and b) perceptions about teaching (Kilinc et al., 2012). Motivational factors include twelve sub-dimensions as time for family, job transferability, ability, job security, prior teaching and learning experiences, work with children/adolescents, intrinsic career value, make social contribution, fallback career, enhance social equity, social influences and shape future of children/adolescents. Perceptions about teaching include six sub-dimensions as social dissuasion, salary, high demand, expert career, social status and satisfaction with choice. As a 7 Point-Likert scale, the FIT-Choice consists of a total of 59 items.

Psychological Sense of School Membership Scale (PSSMS) was used to assess pre-service teachers' sense of belonging. The PSSMS was developed by Goodenow (1993) and adapted into Turkish culture by Sari (2012). In the literature, studies have used two versions of the PSSMS to measure sense of class belonging and school belonging. In this study, the class version of the PSSMS was used because pre-service teachers were more likely to spend more time in their classes. As a five-point Likert scale, the PSSMS consists of 18 items in two sub-dimensions as sense of belonging and feeling of rejection.

Three different sources of support that pre-service teachers possibly perceived were identified. These were support from classmates, support from instructors and support from family. Three items developed by Skaalvik and Skaalvik (2011) were adapted to assess each type of support.

Data Analysis

To analyze the collected data, several analysis procedures were followed. First, to check the validity and reliability of the data collection tools, the confirmatory factor analysis and the reliability analysis were run. Table 2 displays the Cronbach alpha values for the internal consistency reliability values of each sub-scale and bivariate correlation between variables whereas Table 3 shows the results of the confirmatory factor analysis for the validity of data collection tools. Minimum and maximum values of factor loadings of each sub-scales were given in appendix. These results indicated that the data collections tools were reliable and valid. Then, mean scores and standard deviations were computed. Because the FIT-Choice Scale includes eighteen sub-dimensions, we averaged the mean scores under two groups a) motivation for teaching and b) perceptions about teaching (Kilinc et al., 2012). Lastly, hierarchical multiple regression analysis was used in SPSS 22 software to determine the extent to what

level of variance in motivational factors and perception about teaching explained by exogenous variables.

Table 2
Cronbach's alpha and correlations of variables

	α	1	2	3	4	5	6
Motivation for teaching	.75						
Perception about teaching	.78	.28*					
Sense of belonging	.84	.24*	.21*				
Feeling of rejection	.82	-.46*	-.24*	-.19*			
Supports from classmates	.75	.43*	.39*	.27*	-.34*		
Supports from instructors	.77	.50*	.40*	.19*	-.33*	.44*	
Supports from family	.78	.29*	.37*	.24*	-.16**	.31*	.28*

Note: * $p < .01$, ** $p < .05$

Table 3
Results of confirmatory factor analysis

Instrument	χ^2	df	CFI	RMSEA
FIT-Choice scale	2412.55	1399	0.92	0.06
PSSMS	1212.09	745	0.97	0.04
Support scale	572.41	245	0.97	0.04

Note. CFI = Comparative Fit Index, RMSEA = Root Mean Square Error of Approximation.

FINDINGS

The mean scores and standard deviation for variables in the study were presented in Table 4. As seen in Table 4, the mean scores of pre-service teachers' motivation for teaching as a career were between moderate and high in the seven-point scale (1-low, 4- moderate, 7-high). The mean score of motivation for teaching ($M=5.34$, $SD= 1.57$) was slightly higher than the mean score of perceptions about teaching ($M=5.18$, $SD= 1.17$). Addition to this, the mean scores of supports and sense of belonging were between moderate and high in the five-point scale. Among support types, pre-service teachers reported that the highest mean value was for support from family ($M=3.84$, $SD= 1.23$), whereas the lowest mean value was for support from instructors ($M=3.22$, $SD= 1.31$).

Table 4
Descriptive statistics for the variables in the study

		Mean (SD)	Skewness	Kurtosis
FIT-Choice scale ^a	Motivational factors	5.34 (1.57)	-0.87	0.72
	Perception about teaching	5.18 (1.17)	0.75	-0.54
	Total	5.28 (1.32)	0.58	-0.75
PSSMS ^b	Sense of belonging	3.51 (1.18)	-0.76	0.14
	Feel of rejection	2.63 (1.11)	-0.44	0.65
	Total	3.33 (1.01)	-0.99	-0.78
Support scale ^b	Supports from classmates	3.61 (1.11)	-0.87	0.12
	Supports from instructors	3.22 (1.31)	-0.73	-0.61
	Supports from family	3.84 (1.23)	-0.21	-0.81
	Total	3.51 (1.18)	-0.76	0.14

Note: ^a 1-7 Likert type, ^b 1-5 Likert type

To address research questions, two separate hierarchical multiple regression analyses were run. The first one was to examine the predictions of sense of class belonging and support types to motivation for

teaching and the second one was to test the predictions of sense of class belonging and support types to perceptions about teaching. Hierarchical multiple regression analyses enable researchers to enter predictor variables in predetermined blocks. In hierarchical multiple regression analyses, first support types were entered and then sense of class belonging variables were entered into the regression model. The logic for this order was that sense of class belonging is related to students feeling being accepted and respected in the classroom (Goodenow, 1993). Therefore, support type may be superior to sense of belonging.

The results of hierarchical multiple regression analysis were presented in Table 5 and Table 6. The results of regression analysis showed that there were some statistically significant contributions of support and sense of belonging on the FIT-Choice scales. According to Table 5, the first model including only support from classmate, instructors and family explained a significant amount, 31%, of the variance in the motivation for teaching ($F(3, 666) = 101.76, p < .001$). Additionally, analysis of revealed that the standardized regressions coefficients of support from classmate, instructors and family with motivation for teaching were statistically significant ($\beta = .23, p < .01, \beta = .37, p < .01, \text{ and } \beta = .11, p < .01$, respectively). When the unique contributions of support types were examined, it was found that support from instructors had the largest contribution on motivation for teaching ($sr^2 = .11, p < .01$) followed by support from classmate ($sr^2 = .04, p < .05$) and support from family ($sr^2 = .02, p < .01$).

Table 5
Result of hierarchical regression analysis the contributions of variables on motivation for teaching

	Model 1			Model 2		
Model 1	β	t	sr^2	β	t	sr^2
Supports from classmates	.23	6.22*	.04*	.15	4.10*	.02*
Supports from instructors	.37	10.18*	.11*	.30	8.68*	.07*
Supports from family	.11	3.26*	.02*	.10	2.88*	.01**
Model 2						
Sense of belonging				.07	2.08**	.01**
Feel of rejection				-.28	-8.45*	.07*
R^2	.31			.39		
R^2 Changes				.07		
$F(df)$	101.76(3)*			84.19(5)*		

Note: * $p < .01$, ** $p < .05$

Table 6
Result of hierarchical regression analysis the contributions of variables on perceptions about teaching

	Model 1			Model 2		
Model 1	β	t	sr^2	β	t	sr^2
Supports from classmates	.21	5.60*	.04*	.19	4.80*	.03*
Supports from instructors	.24	6.47*	.05*	.22	5.96*	.04*
Supports from family	.22	6.29*	.05*	.21	5.88*	.04*
Model 2						
Sense of belonging				.08	3.01**	.02*
Feel of rejection				-.06	-2.45**	.01**
R^2	.27			.30		
R^2 Changes				.03		
$F(df)$	80.50(3)*			60.61(5)*		

Note: * $p < .01$, ** $p < .05$

The second model including sense of belonging significantly predicted motivation for teaching ($F(5, 664) = 84.19, p < .001$). When variables related to sense of belonging added in the first model, explained variance of motivation for teaching increased from .31 to .39. The standardized regressions coefficients of sense of belonging and feeling of rejection with motivation for teaching were statistically significant ($\beta = .07, p < .05$, and $\beta = -.28, p < .001$, respectively). As expected, the sign of standardized regressions coefficients between feeling of rejection and motivation for teaching was negative. In the second model,

the unique contributions of variables indicated that the largest contributions on the motivation for teaching were from feel of rejection ($sr^2=.07, p < .001$) and support from instructors ($sr^2=.07, p < .001$).

As seen Table 6, the first model including only support from classmate, instructors and family explained a significant amount, 27%, of the variance in perceptions about teaching ($F(3, 666) = 80.50, p < .001$). It was found that the standardized regressions coefficients of support from classmate, instructors and family with perceptions about teaching were statistically significant ($\beta = .21, p < .001, \beta = .24, p < .001$, and $\beta = .22, p < .001$, respectively). The unique contributions of support types showed that all support types significantly contributed to perceptions about teaching whereas the largest contributions on perceptions about teaching were from support from instructors ($sr^2=.05, p < .01$) and support from family ($sr^2=.05, p < .05$), and followed by support from classmates ($sr^2=.04, p < .01$). The second model including sense of belonging significantly predicted perceptions about teaching ($F(5, 664) = 60.61, p < .001$). These findings indicated that when variables related to sense of belonging added in the first model, explained variance of perceptions about teaching increased from .27 to .30. The standardized regression coefficients of sense of belonging and feeling of rejection with perceptions about teaching were statistically significant ($\beta = .08, p < .05$, and $\beta = -.06, p < .05$, respectively). Again, feeling of rejection was negatively related to perceptions about teaching. The unique contributions of variables showed that the largest contributions on perceptions about teaching were from support from instructors ($sr^2=.04, p < .01$) and support from family ($sr^2=.04, p < .01$). The contributions of sense of belonging and feel of rejection ($sr^2=.07, p < .001$) were statistically significant ($sr^2=.02, p < .001$ and $sr^2=.01, p < .05$, respectively).

To sum up, the results of hierarchical multiple regression analysis revealed that support and sense of class belonging predicted pre-service teachers' career motivation. Addition to this, explained proportions of motivation for teaching and perceptions about teaching significantly increased when sense of class belonging was added in the model. All standardized regression coefficients were statistically significant and positive, except that coefficients of feeling of rejection were negative. Overall, these results indicated that support from classmates, instructors and family, and sense of class belonging and rejection were related to preservice teachers' career motivation.

DISCUSSION and IMPLICATION

What motives people to choose teaching as a career is a multidimensional and complex construct. Teachers' career motivations start developing through their experience at teacher education programs and continue being shaped over their experience at schools they would work. Studies have highlighted the importance of teacher education programs in teachers' career motivation as they have started feeling themselves as teachers and see what teachers do, what they are expected and so forth. Previous studies on pre-service teacher' career motivation have mostly focused on what types of motivation (e.g., instincts or extrinsic motivation) pre-service teachers have (e.g., Kilinc et al., 2012; Sinclair, 2008). These studies reported that pre-service teachers mostly seemed to have intrinsic motivation, which indicated that internal satisfaction and interest were the main reason to choose teaching as a career.

Previous studies addressing preservice teachers' career motivation in the Turkish context reported pre-service teachers' career motivation score was to be between moderate and high scores (1-7 Likert type, 1= low, 4= moderate, 7= high). For example, Kilinc et al. (2012) reported that for Turkish pre-service teachers the weighted mean scores of FIT-Choice scales were between moderate and high (for motivation for teaching $M=4.92, SD=1.51$ and for perceptions about teaching $M=4.53, SD=1.41$). Results of this study indicated that our pre-service teacher sample tend to have similar mean scores, between moderate and high career motivations ($M= 5.34, SD= 1.57$ and $M= 5.18, SD= 1.17$, respectively). Although we did not test its statistical significance, pre-service students' means scores for

motivation for teaching was slightly higher than their mean score for perception about teaching. The reason behind this may be the fact that in the Turkish culture being a teacher at a state school provides job security, which may lead Turkish pre-service teachers to report a higher mean score for motivation for teaching than perceptions about teaching. Kilinc et al. (2012) argued that individuals who came from lower socio-economic status would view teaching as a job secure career because in the Turkish context working as a teacher at state schools provides a high job security.

Motivation theories highlight what we are, what we want to do and why we want to do depend on the social environment including whom we are acting with, by whom we are supported and by whom we are led. This study furthers our understanding of pre-service teachers' career motivation by examining its relation with the social-contextual variables. In this study, the contribution of social-contextual variables including belonging and support to the pre-service teachers' career motivation were examined in the Turkish context. The results of this study suggest that social-contextual variables including support from classmates, instructors and family, and sense of belonging predicted pre-service teacher' motivation for teaching and their perceptions about teaching.

One important result of this study is that the pre-service teachers' sense of class belonging and feeling of rejection made strong contributions to the pre-service teachers' motivation for teaching. While sense of belonging had a positive relation with motivation, feeling of rejection was negative relation with motivation for teaching. Both variables made statistically significant contribution to the prediction of motivation for teaching. The previous research addressing sense of belonging and teacher motivation reported that there were positive correlations between sense of belonging and motivation (e.g., Furrer & Skinner, 2003; Goodenow & Grady, 1993; Skaalvik & Skaalvik, 2011; Weiss, 1999). Consistent with these studies, the present study revealed that there were strong relations between sense of belonging and the pre-service teachers' motivation for teaching. Baumeister and Leary (1995) underscore that the need to belong is an essential to human motivation. Skaalvik and Skaalvik (2011) argued that the teachers' feelings of belonging are positively related to satisfaction and positive affect. In addition to this, Strayhorn (2012) and Zumbunn et al. (2014) suggest that sense of belonging is the context-dependent and particular types of belonging (e.g., classroom, school) has important effects on educational outcomes including adjustment, achievement and motivation. Considering the literature given, it would be reasonable to say that the relations of sense of belonging with teacher motivation should be tested in different contexts to better understand the nature of the context on teacher motivation.

Another important result of this study was that there were strong and positive relations between the pre-service teachers' perceived support from classmates, instructors, and family and their motivation for teaching as a career. These findings of the current study also were consistent with the previous research results (e.g., Skaalvik & Skaalvik, 2011; Zumbunn et al., 2014). The previous research reported that perceived support positively predicted motivation. Consistent with the studies carried out by Weiss (1999, 2002) supportive environments were associated with teachers' career motivation. Additionally, studies addressing teachers' beliefs and behaviors concluded that learners with greater perceptions of support from various sources including peers and instructors generally tend to have more enjoyment and higher levels of academic achievement (Anderman 2002; Buhs 2005; Umbach & Wawrzynski 2005). For instance, Eret-Orhan, Ok and Capa-Aydin (2017) reported that faculty environment and teaching staff significantly contributed to Turkish preservice teachers of the adequacy of their education ($sr^2=.04$, $p<.05$ and $sr^2=.01$, $p<.14$, respectively). Consequently, consistent with the previous studies, findings of this study suggest that a supportive and friendly learning environment at teacher education schools is important to foster their perception and motivation for teaching profession.

The predictor variables explained higher variation of motivation for teaching than did variation of perceptions about teaching ($R^2=.39$ vs $R^2=.30$). It may be related to the fact that perceptions about teaching includes salary and social status that may not be related to pre-service teachers' in-class experience. When looked at standardized regression coefficients of support from family in Table 5 and 6, its coefficient with perception about teaching was higher than did with motivation for teaching ($\beta=.22$ vs, $\beta=.11$). It can be concluded that because support from family may be related to the salary and

social status of teaching profession, support from family significantly contributed to the preservice teachers' perceptions about teaching.

One implication from findings of this study suggest is to pay attention to the relations between support from instructors and pre-service teachers' career motivation. Given the standardized regression coefficients, support from instructors was the best predictor of motivation for teaching. Previous studies addressing pre-service teacher education reported that pre-service teachers seemed to take their instructors at teacher education programs as a role model on the implementation of educational practices or to be what kinds of a teacher (Goktas, Yildirim, & Yildirim, 2009). The results of this study suggest that instructors at teacher education programs are important for pre-service teachers' motivations for teaching career. The higher pre-service teachers perceived support from instructors the more they motivated to become a teacher. Yet, the pre-service teachers in the sample of this study reported the lowest mean score for support from instructors. This result indicated that support from instructors was not at the satisfactory level and that can lead pre-service teachers' career motivation to be between moderate and high. Research addressing teacher education programs in Turkey indicated that teacher education programs suffer from large class sizes (Sendag & Gedik, 2015). According to the 2013 report of the Council of Higher Education, for example, the ratio of the number of students to the number of instruction at social studies programs including teacher education programs was 48 (Cetinsaya, 2014). The large class size would negatively influence pre-service teachers' motivation (Sendag & Gedik, 2015). More importantly, a large class size would restrain instructors to get close relationships with their students and lead pre-service teachers to have a lower support from their instructors. The results of this study suggest that teacher education programs should find a way to help pre-service teachers to get more support from their instructors. Considering the results of the previous studies, reducing class size can be a way to increase support from instructors.

Another implication that results of this study suggest is to increase pre-service teachers' sense of class belonging. Findings of this study indicate that a higher sense of belonging would positively contribute to pre-service teachers' career motivation. Yet, the mean score of pre-service teachers' sense of class belonging was slightly higher than moderate, not at a satisfactory level. The reason behind this may be the large class size. Previous studies reported that instructors were restrained to implement more constructivist teaching approaches and techniques in crowded classrooms, and choose more direct-lecturing oriented teaching techniques (Aykac & Ulubey, 2012; Goktas et al., 2009). More direct lecturing oriented techniques; however, were more likely to create more isolated and less friendly classroom environment (Yigit, Alpaslan, Cinemre, & Balcin, 2017). This might reduce pre-service teachers' sense of class belonging. The findings of this study suggest that instructors should give more space to more constructivist teaching approaches to encourage cooperative learning. As a conclusion, this study demonstrates the relations between the pre-service teachers' perceived supports and their teacher career motivation and between the pre-service teachers' sense of belonging and their teacher career motivation as well. Although certain conclusions about causality cannot be drawn from this study, there are high and strong relations between the variables in this study.

This study has certain limitations. First, in this study the data were collected from a single institution in Turkey. Yet, in Turkey because pre-service teachers were enrolled in teacher education programs based on the central enrolment examination, pre-service teacher sample in the study represented at moderate achievers and came from various regions of Turkey. There is a need for further studies examining the relations between variables with data that would be collected different institutions in Turkey. Second, the study examined separately the contributions of sense of class belonging and supports to pre-service teachers' career motivation. An interaction effect between sense of class belonging and support might exist. It is plausible to assume that the strength of relations between variables can be different when a total of contributions of sense of class belonging and supports to pre-service teachers' career motivation is examined. Further studies can examine the relations among variables by using higher statistical techniques including structural equation modelling.

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TÜRKÇE GENİŞLETİLMİŞ ÖZET

Öğretmenlerin mesleğe yönelik inanç ve tutumları, gelecekteki mesleki başarılarını şekillendirdiği için son yıllarda öğretmen adaylarının öğretmenlik mesleğine yönelik motivasyonu araştırmacıların dikkatini çekmektedir. Bu nedenle, öğretmen adaylarının mesleğe yönelik motivasyonu ile ilişkili olan değişkenlerin incelenmesi oldukça önemlidir. Bu çalışmada, öğretmen eğitimi ile ilgili alanyazında, öğretmenlerin mesleğe yönelik motivasyonunu araştırmak için yaygın olarak kullanılan ve Watt ve Richardson (2007) tarafından geliştirilen Öğretmenin Seçimine Etki Eden Faktörler (Factors Influencing Teaching Choice [FIT-Choice]) kuramsal modeli kullanılmıştır. Eccles ve meslektaşlarının beklenti-değer kuramına dayanan FIT-Choice, bireylerin meslek olarak seçtikleri ve öğretmenlik meslekleriyle ilgili algılarını belirlemeye ve motivasyonlarını keşfetmeye yönelik çok boyutlu ve kişilik odaklı bir yaklaşımdır. Alanyazındaki çalışmalar, cinsiyet, benlik, görev ve değer algıları gibi değişkenlerin meslek olarak öğretmenliği seçme kararlarını etkilediğini göstermektedir. Buna ek olarak, sosyal bilişsel kuramı temel alan motivasyon ve meslek ile ilgili yakın zamanda ortaya atılan kuramlar ve öğretmen motivasyonuna yönelik araştırmalar, sosyal bağlamsal faktörlerin bireylerin öğretmenlik mesleğe yönelik motivasyonunu etkileyebileceğini ve öğretmenlik mesleğini yürütmede onlara destek sağlayacağını vurgulamıştır. Bu nedenle öğretmen eğitimi sürecince kurulan sosyal ilişkilerin kalitesi, diğer akranlar ve öğretim elemanları ile iletişim ve etkileşim, öğretmen adaylarının mesleğe yönelik motivasyonu ile ilişkili olabilir. Çünkü öğretmenlerin öğretmenlik mesleğine yönelik motivasyon ve tutumları, hizmet öncesi eğitimleri sırasında edindikleri deneyimlerle şekillenmektedir.

Alanyazında yapılan çalışmalar destek ve sınıf aidiyetinin öğretmenlerin iş tatmini ve öz-yeterlik gibi duyuşsal öğeleri anlamlı bir şekilde yordadığını göstermiştir. Bu çalışmada, yazarlar, iki değişkenin öğretmen adaylarının öğretmenlik mesleğe yönelik motivasyonuna ilişkisini ve yordama gücünü incelemeyi amaçlamışlardır. Destek, bireylerin diğerlerinden sorunlara karşı aldıkları yardım, ilgi ve sevgi algısını ifade ederken, aidiyet, başkaları tarafından saygı görmesi, kabul edilmesi ve desteklenmesi duygusunu ifade eder. Alanyazında bu iki sosyal bağlamsal değişkenlerin öğretmen adaylarının öğretmenlik mesleğe yönelik motivasyonlarına olan katkılarını inceleyen herhangi bir çalışma bulunmamaktadır. Bu çalışmadan elde edilen bulgular, öğretmen eğitim programlarının etkinliğinin artırılması ve yükseköğretim politikalarının geliştirilmesi için önemli katkılar sunabilir.

Bu çalışmaya, Ege Bölgesindeki bir devlet üniversitesinde öğrenim gören 670 öğretmen adayı (449 kadın ve 221 erkek) katılmıştır. Katılımcılar, fen bilgisi (209 katılımcı), matematik (137 katılımcı), sosyal bilgiler (156 katılımcı) ve Türkçe öğretmenliği (168 katılımcı) branşlarında eğitim görmektedir. Veriler Nisan 2017’de toplanmıştır. Bu çalışmada üç farklı ölçme aracı kullanılmıştır. FIT-Choice Ölçeği, öğretmen adaylarının mesleğe yönelik motivasyonunu FIT-Choice çerçevesine dayanarak değerlendirmek için Watt ve Richardson (2007) tarafından geliştirilmiştir. Ölçek, motivasyon faktörleri ve öğretim ile ilgili algılar olmak üzere iki gruba ayrılmakta ve 18 alt boyuttan oluşmaktadır. Öğretmen adaylarının sınıf aidiyet duygusunu değerlendirmek için Okula Aidiyet Duygusu Ölçeği kullanılmıştır. Ölçek, Goodenow (1993) tarafından geliştirilmiş ve Sarı (2012) tarafından Türk kültürüne uyarlanmıştır. Alanyazında yapılan çalışmalar üç farklı destek türü üzerine odaklanmıştır. Bunlar sınıf arkadaşlarından, öğretim üyelerinden ve aileden alınan destektir. Skaalvik ve Skaalvik (2011) tarafından geliştirilen üç madde, her bir destek türünü ölçmek için uyarlanmıştır. Veri toplama araçlarının geçerliliği ve güvenilirliğini test etmek için doğrulayıcı faktör analizi ve güvenilirlik analizi yapılmıştır. Sonuçlar veri toplama araçlarının güvenilir ve geçerli olduğunu göstermiştir. Toplanan verileri analiz etmek için istatistiksel yöntemler kullanılmıştır. Betimleyici istatistiklerin yanı sıra SPSS 22 yazılımında hiyerarşik çoklu regresyon analizi, sosyal bağlamsal değişkenlerin motivasyon değişkenlerini ne derece yordadıklarını belirlemek için kullanılmıştır.

Öğretmen adaylarının mesleğe yönelik ortalama motivasyon puanları orta ve yüksek arasındadır (orta-yüksek, 4-orta, 7-yüksek). Öğretmenlik mesleğine yönelik ortalama motivasyon puanı ($M = 5.34$, $SS = 1.57$), öğretim ile ilgili algı ortalama puanından biraz daha yüksek bulunmuştur ($M = 5.18$, $SS = 1.17$).

Destek türleri arasında en yüksek ortalama değer in aile desteğine yönelik olduğu belirlenmiştir ($M = 3.84$, $SS = 1.23$). En düşük ortalama puan ise öğretim elemanlarının desteğindedir ($M = 3.22$, $SS = 1.31$).

Regresyon analizi sonuçları, destek ve aidiyet duygusunun öğretmenliğe yönelik motivasyon ve öğretim ile ilgili algı değişkenlerine istatistiksel olarak anlamlı katkıları olduğunu göstermiştir. Sınıf arkadaşlarından, öğretim elemanlarından ve aileden alınan destek ile sınıfa ait olma duygusunu içeren model öğretmenlik motivasyonun %39'luk varyansını anlamlı bir şekilde açıklamıştır ($F(5, 664) = 84.76$, $p < .001$). Ayrıca, sınıf arkadaşlarından, öğretim elemanlarından ve aileden alınan destek ile sınıfa ait olma duygusunu içeren model, öğretmen adaylarının öğretim ile ilgili algılarının %30'luk varyansını anlamlı bir şekilde açıklamıştır ($F(5, 664) = 60.61$, $p < .001$). Özetle, hiyerarşik çoklu regresyon analizinin sonuçları, destek ve sınıfa aitlik düzeyinin öğretmen adaylarının mesleğe yönelik motivasyonunu yordadığını göstermiştir. Tüm standart regresyon katsayıları, istatistiksel olarak anlamlı ve pozitif iken, reddedilme duygusu katsayıları negatif olarak bulunmuştur. Diğer bir ifadeyle, sınıf arkadaşlarından, öğretim elemanlarından ve aileden gelen desteğin sınıf aidiyeti ve reddedilme duygusunun öğretmen adaylarının mesleğe yönelik motivasyonu ile ilgili olduğunu göstermiştir.

Bu çalışmanın sonuçları, öğretim elemanlarının öğretmen adaylarına sundukları desteğin öğretmenlik mesleğe yönelik motivasyonları açısından önemli olduğunu göstermektedir. Ancak, öğretmen adayları destek türleri içerisinde en düşük ortalama puanının öğretim elemanlarından alınan destek olduğunu belirtmiştir. Bu sonuç, öğretim elemanlarından alınan desteğin yeterli düzeyde olmaması nedeniyle öğretmen adaylarının mesleğe yönelik motivasyonlarının orta düzeyde olduğu söylenebilir. Öğretmen adayları ile öğretim elemanları arasındaki ilişki zenginleştirilmeli ve bunun için eğitim fakültelerindeki sınıf mevcudu ve öğretim üzerindeki ders yükü azaltılması önerilebilir.

Öğretmen adaylarının sınıf aidiyet duygularının, orta dereceden biraz daha yüksek bulunmuştur. Bunun sebebi sınıflardaki öğrenci sayısının fazlalığı olabilir. Alanyazındaki çalışmalar, öğretim elemanlarının kalabalık sınıflarda yapılandırıcı öğretim yaklaşımının gereği olan yöntem ve teknikleri uygulamaktan kaçındıkları ve öğretmen merkezli yöntem ve tekniklerini seçtiklerini göstermektedir (Aykac & Ulubey, 2012; Goktas, Yildirim, & Yildirim, 2009). Öğretmen merkezli yöntem ve tekniklerin kullanılması sınıf içinde daha az iletişim kurmasına neden olabilir (Yiğit, Alpaslan, Cinemre, & Balcin, 2017). Bu durum, öğretmen adaylarının sınıf aidiyet duygusunu azaltabilir. Öğretmen adaylarının sınıfa aitlik duygularının geliştirilmesi için iş birliğine dayalı ve öğrenciyi merkeze alan yöntem ve tekniklerin kullanılması önerilir.