



## Teaching Motivation and Attitude towards Teaching Profession: The Case of Pre-Service Primary School Teachers

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### Abstract

It has been aimed in the present study to examine teaching motivations and teaching profession attitudes of pre-service primary school teachers. The research is a quantitative study designed in survey model for comparing teaching motivations and teaching profession attitudes of pre-service primary school teachers. It has been inferred from the study that teaching motivations and teaching profession attitudes of pre-service primary school teachers are positive and high; teaching motivation does not differ by gender but teaching profession attitude differs in favor of female preservice teachers; as the grade level increases, both teaching motivation and teaching profession attitude increase and there is a low positive relationship between teaching motivations and teaching profession attitudes. The fact that preservice teachers can do more effectively the requirements of the profession and become successful in their profession is based on their positive attitudes towards the profession. These positive attitudes shall direct their expectations from profession and increase their teaching motivation. Within this scope, the present study has been carried out by considering that it is important to determine teaching motivations and teaching profession attitudes of pre-service primary school teachers.

**Keywords:** Preservice classroom teacher, teaching motivation, teaching profession attitude.

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## **Öğretme Motivasyonu ve Öğretmenlik Mesleğine Yönelik Tutum: Sınıf Öğretmeni Adayları Örneği**

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### **Öz**

Bu araştırmada sınıf öğretmeni adaylarının öğretim motivasyonları ve öğretmenlik mesleği tutumlarını incelemek amaçlanmıştır. Araştırma, sınıf öğretmeni adaylarının öğretim motivasyonları ve öğretmenlik mesleği tutumlarının karşılaştırmasına yönelik tarama modelinde tasarlanan bir nicel çalışmadır. Araştırmada, sınıf öğretmeni adaylarının öğretim motivasyonları ve öğretmenlik mesleği tutumlarının olumlu ve yüksek seviyede olduğu, cinsiyete göre öğretim motivasyonunun farklılaşmadığı ancak öğretmenlik mesleği tutumunun kadın öğretmen adayları lehine farklılaştığı, sınıf seviyesi arttıkça hem öğretim motivasyonunun hem de öğretmenlik mesleği tutumunun arttığı, öğretim motivasyonları ve öğretmenlik mesleği tutumları arasında ise düşük pozitif yönde bir ilişkinin olduğu sonuçlarına ulaşılmıştır. Öğretmen adaylarının mesleğin gerekliliklerini daha etkili biçimde yerine getirebilmeleri ve meslekte başarılı olabilmeleri mesleğe yönelik tutumlarının olumlu olmasına bağlıdır. Bu olumlu tutumlar, öğretmen adaylarının meslekten beklentilerine yön verecek ve öğretim motivasyonlarını da arttıracaktır. Bu bağlamda, sınıf öğretmeni adaylarının öğretim motivasyonları ve öğretmenlik mesleği tutumlarının belirlenmesinin önemli olduğu düşünülerek bu araştırmanın yapılması düşünülmüştür.

**Anahtar kelimeler:** Sınıf öğretmeni adayı, öğretim motivasyonu, öğretmenlik mesleği tutum.

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## **1. Introduction**

One of the most important cases directing lives of individuals is the profession they have chosen. The individual's choice of a suitable profession for them and their positive attitudes towards this profession shall make them happy and make serious contributions to the development of the society (Bozdoğan, Aydın, & Yıldırım, 2007). One such profession, the profession of teaching is extremely important for humanitarian sensitivity. There should be some factors to stimulate the individual in gaining satisfaction from this profession. Such factors play an important role for the individual to get motivated for their profession (Ayık & Ataş, 2014). Teacher training, as in other societies, has always been an issue that needs to be kept up-to-date in Turkey. The continuously changing social structure has required the restructuring of educational systems, and every new restructuring has caused new debates and conflicts (Baykara-Pehlivan, 2008). Today, the profession of teaching has become one of the most preferred professions. Therefore, students who prefer this profession should be highly motivated towards its "teaching" function which they shall fulfill when they start their jobs (Yenilmez, Balbağ, & Turğut, 2018).

It is seen that there are many definitions and explanations related to motivation, which is one of the most frequently examined topics in the field of social sciences. Educators and psychologists agree that motivation has a real and important effect on human behaviors. One motivation theory is the Self-Determination Theory. When considered in terms of this theory, motivation may be described to be based on the will or free choices of individuals to a certain degree. The Self-Determination Theory is a metatheory that expresses motivation and personality, and one of the most important characteristics of this theory is the idea that the motivation of the individual is in a continuity extending from a pure and internal form to an external form (Kauffman, Soylu, & Duke, 2011). Endler, Rey and Butz (2012) defined motivation as 'an internal condition that directs behavior, stimulates the individual toward their aim by giving energy and is a part of learning processes'. Accordingly, it is one of the most important components which affect both learning and teaching. According to findings on motivation, external components, such as learning environment and reward, and self-beliefs of students have effects on the motivation of students towards learning processes (Palmer, 2005; Ünal & Bursalı, 2013). Therefore, the motivation of students may be discussed in two parts as external motivation and internal motivation (Afzal & Khan, 2010). The main difference between internal and external motivation is caused by the causality of behavior, and control is in the individual in internal motivation while it is in the environment in external motivation (Yıldız, 2010). Teaching motivation is also divided into two as external and internal teaching motivation. External motivation involves factors which include firstly the individuals or the conditions excluding the individual themselves. For example, the sources of motivation for teachers, their external motivations that get them to joining the profession teaching are conditions such as salary and working environment. Internal motivation is the motivation that involves the effort of starting, carrying on and going deeper into an activity which firstly depends on the beliefs, values and perceptions of the teacher. Such individuals are motivated by personal interest, satisfaction or the desire to help others (Sinclair, 2008). For the teaching motivations of teachers, internal motivations may be considered to be more important than external motivations. Teachers with internal teaching motivation that occurs without an external expectation choose teaching activities without a reward in exchange and become more patient and insistent in struggling against difficulties (Kauffman, Yılmaz Soylu, & Duke, 2011).

The attitude of teachers towards their profession was shown as another important factor that affects the success of teachers (Güneyli & Aslan, 2009). Teachers' ability to fulfill their responsibilities and increase the quality of the education system they are in requires developing

positive attitudes towards the profession before employment and having effective competencies in the domain (Karadağ, 2012). Attitude towards profession means 'feelings, behaviors and loyalty to the profession of the individual' (Hussain, Ali, Khan, Ramzan, & Qadeer, 2011). Attitude towards profession is important in determining the level of loyalty to the profession and has an effect on the performance of an individual. The same situation is also valid for the profession of teaching. The attitude of a teacher reveals itself with positive or negative behaviors against stimuli. While a positive attitude helps build a positive and enriching environment for both the teacher and students, a negative attitude turns the task of teaching into a process students do not like (Jahan, 2017). Attitudes of teachers towards their profession are generally related to whether they are loyal to their professions, they are conscious of the fact that their profession is a social necessity and important, they love their professions and thus they believe they should improve themselves continuously (Temizkan, 2008; Eraslan & Çakıcı, 2011). Çiğdem and Memiş (2011) defined attitudes towards the profession of teaching as 'individuals' positive or negative thoughts towards the aim, content and application of the profession of teaching'. In other words, it is the thoughts of the individual about the profession of teaching, their feelings about it and the performance shown while working (Camadan & Duysak, 2010). Teachers who exhibit a positive attitude towards teaching play an important role in the effectiveness of learning and teaching processes. Moreover, the professional careers of teachers somehow depend on their professional attitudes. Positive attitudes enable teachers to always work hard and effectively. Negative or undesirable attitude can harm to progression of the profession of teaching. Then, if teachers have positive attitudes towards the profession of teaching, this may affect their professional lives positively (Merdassa, 2012). Kaya and Büyükkasap (2005) stated that it is necessary in qualified teacher training to consider the characteristics of teachers such as personality, attitude and concerns towards the profession. Çeliköz and Çetin (2004) stated that, when preservice teachers develop a positive attitude towards their profession, they shall fulfill their duties completely, develop investigative and creative thinking, motivate students more easily, convey verbal and non-verbal messages to students in harmony, use time effectively and be open to new ideas and innovations when they become teachers.

If positive attitude of preservice teachers towards the profession of teaching show consistency in the behavior they exhibit when they enter the profession, all the teacher-associated elements are considered to be positively affected by this condition (Baykara-Pehlivan, 2008). The attitude of a teacher towards the profession of teaching shall reflect one of the most powerful determinants of their behaviors in the profession, that is to say "sense of the profession of teaching" (Kesen & Polat, 2014). In short, when this general condition related to attitude is considered, it is important in indicating that preservice teachers' development of high levels of positive attitudes shall have an important place in their success and their conscious choice of this profession. The cases that people have to practice professions they do not like is a condition which may prevent their success in their profession from the very beginning (Terzi & Tezci, 2007). As it was seen in previous studies, the attitudes of teachers towards their profession have great importance since they determine how they practice the profession of teaching (Erdem & Anılan, 2000; Şenel, et al., 2004). The ability of preservice teachers to perform the requirements of this profession more effectively and become successful in their profession is based on their positive attitudes towards the profession. These positive attitudes shall direct the expectations of preservice teachers from the profession and increase their motivation (Ayık & Ataş, 2014). It is apparent in the light of previous studies that positive or negative attitudes related to the profession of teaching affect behaviors of teachers, and especially the training that preservice teachers receive should be incentivizing in developing positive attitudes towards the profession (Özkaya, 2013). Within this context, it is very important for both teachers building the future and students those teachers will train to determine teaching-related motivation levels, sources and factors which may affect these motivation levels of preservice teachers who receive training at faculties of education, the institutions that train teachers (Yenilmez, Balbağ, & Turğut, 2018).

When the literature was reviewed, there were studies in which pre-service primary school teachers' teaching motivations (Afzal, Ali, & Khan, 2010; Ayık, Akdemir, & Seçer, 2015; Endler, Rey, & Butz, 2012; Gün & Turabik, 2019; Kauffman, Yılmaz Soylu, & Duke, 2011; Lam, 2012; Sinclair, Dowson, & Mcinerney, 2006; Ömür & Nartgün, 2013; Wanga & Liub, 2008; Watters & Ginns, 2000; Yenilmez, Balbağ, & Turğut, 2018; Yıldız, 2010; Yıldız Demirtaş, 2018) and teaching profession attitudes (Altunkeser & Ünal, 2015; Baykara-Pehlivan, 2004; Baykara-Pehlivan, 2008; Çiğdem, 2010; Çiğdem & Memiş, 2011; Dağ, 2010; Doğan, 2013; Erdem & Anılan, 2000; Hoşgörür, Kılıç, & Dünder, 2002; Jahan, 2017; İlder & Köksalan, 2011; İpek & Camadan, 2012; İpek, Kahveci & Camadan, 2015; Kahramanoğlu, et. al., 2018; Kahyaoğlu & Yangın, 2007; Kaya, 2017; Kılıç & Bektaş, 2008; Sarıkaya, Töman, & Öztürk, 2018; Serin, Güneş, & Değirmenci, 2015; Soibamcha, 2016; Sönmez, Işık, & Sulak, 2017; Şen, 2006; Şenol & Akdağ, 2018; Tümkaya, 2011; Özkan, 2017; Taşkın & Hacıömeroğlu, 2010; Uğurlu & Polat, 2011; Uyanık, 2017) were examined. Moreover, a study (Ayık & Atas, 2014) was found to examine both the teaching motivations and teaching profession attitudes of preservice teachers. However, this study was conducted with 294 students studying in Kazım Karabekir Education Faculty of Atatürk University in the 2012-2013 academic year. No information has been given on which sections of teacher candidates were selected. In addition, research examining the teaching motivations and teaching profession attitudes of only two and fourth-grade prospective teachers is also in the literature (Gök & Atalay-Kabasakal, 2019). As can be seen, there is not a study which includes only classroom teacher candidates and the teaching motivations and teaching profession attitudes together. Therefore, examining two very important affective variables such as teaching motivation and teaching attitude is important in the education of prospective teachers. Based on this deficiency in the field, this study aims to determine the relationship between pre-service teachers' motivations and attitudes of the teaching profession by examining them according to gender and class variables. For this purpose, answers were sought for the questions below:

1. On what level are the teaching motivations and teaching profession attitudes of pre-service primary school teachers?
2. Do the teaching motivations and teaching profession attitudes of pre-service primary school teachers differ significantly by gender?
3. Do the teaching motivations and teaching profession attitudes of pre-service primary school teachers differ significantly by their grade levels on which they have been receiving training?
4. Is there a significant relationship between the teaching motivations and teaching profession attitudes of pre-service primary school teachers?
- 5.

## 2. Method

### 2.1. Design

This research is a quantitative study in the survey model, which was conducted to examine the motivation of teaching teacher candidates and the attitudes of the teaching profession in a survey model. A survey model aims to describe a past or present situation as it is (Karasar. 2005). As it was aimed to examine the current status of teacher candidates, it was decided to conduct this research in a screening model.

### 2.2. Sample

The sample consisted of a total of 228 pre-service primary school teachers (F: 176; M: 52) studying in Turkey selected by the method of purposive sampling. The prospective classroom teachers in the curriculum related to the research subject; In the first year, they took 'Basic Mathematics in Primary School' and the third year 'Mathematics Teaching I-II.' As it is seen that primary school teacher candidates take different courses in different classes, the sample is

especially composed of prospective teachers at all grade levels. Table 1 shows the gender distribution of the sample based on their grades.

**Table 1. Gender distribution of the pre-service primary school teachers based on their grades**

Grades	Gender	f	%
1 <sup>st</sup> Grade	Female	47	74.6
	Male	16	25.4
	Total	63	100.0
2 <sup>nd</sup> Grade	Female	34	69.4
	Male	15	30.6
	Total	49	100.0
3 <sup>rd</sup> Grade	Female	55	88.7
	Male	7	11.3
	Total	62	100.0
4 <sup>th</sup> Grade	Female	40	74.1
	Male	14	25.9
	Total	54	100.0

47 (74.6%) of the first grade pre-service primary school teachers in the sample were female, and 16 (25.4%) were male. Thirty-four of the second-grade pre-service primary school teachers (69.4%) were female, and 15 (30.6%) were male. 55 (88.7%) of the third-grade pre-service primary school teachers were female, and 7 (11.3%) were male, while 40 (74.1%) of the fourth-grade pre-service primary school teachers were female, and 14 (25.9%) were male.

### 2.3. Data Collection Tools, Data Collection and Analysis

In this study, the “Motivation to Teach Scale” and the “Profession of Teaching Attitude Scale” were applied as data collection tools.

**Motivation to Teach Scale:** This study used the 12-item “Motivation to Teach Scale,” which was developed by Ayık, Akdemir, & Seçer (2015) in order to determine the teaching motivations of preservice teachers. In the scale, the items are scored as ‘Disagree’ ‘1’, ‘Partly Agree’ ‘2’, ‘Somehow Agree’ ‘3’, ‘Mostly Agree’ ‘4’, and ‘Completely Agree’ ‘5’. Teaching motivations were calculated by obtaining a total score from the scale by including all the items. Accordingly, the lowest possible score on the scale is 12, while the highest possible score is 60. The results of the exploratory factor analysis revealed that the scale explained 52.41% of the variance in two dimensions, and in the confirmatory factor analysis, it was found that this two-dimensional structure fits well with the second level CFA (RMSEA= .064, RMR= .010, NFI= .95, NNFI= .96, CFI= .97, IFI= .97, RFI= .93, AGFI= .90, GFI= .94). The reliability of the scale, validity, and reliability studies of which were carried out by Ayık, Akdemir, and Seçer (2015), was calculated as 0.84. The reliability coefficient of the scale related to the procedures in this study was found as 0.81.

**Profession of Teaching Attitude Scale:** The 35-item “Profession of Teaching Attitude Scale,” developed by Çetin (2006) in order to measure the teaching profession attitudes of pre-service primary school teachers, is graded as ‘Strongly Agree,’ ‘Agree,’ ‘Undecided,’ ‘Disagree’ and ‘Strongly Disagree.’ For the 15 negatively and 20 positively scored scale items; positive statements are given points as 5, 4, 3, 2, 1 from the option ‘Strongly Agree’ to the option ‘Strongly Disagree,’ negative statements, following a reversely score path, where the points range among options 1, 2, 3, 4, 5 from ‘Strongly Agree’ to ‘Strongly Disagree’ (Çetin, 2006). As a result of the factor analysis conducted to determine the construct validity of the scale, factor loadings of the scale items varied between 0.48-0.80, Kaiser-Meyer Olkin (KMO) value was 0.95, and the internal consistency coefficient (Cronbach alpha) value was calculated as  $\alpha = 0.95$ . The reliability coefficient of the scale related to the procedures in this study was found 0.93.

The statistical analyses of the data were carried out using SPSS 19.0. The results of the Kolmogorov-Smirnov normality test were examined to determine whether the data were fit for normal distribution before going into the analysis process. The results of the Kolmogorov-Smirnov normality test were found to be normal for all the dependent groups, and parametric tests were used in this context. In the analysis of the data, Independent-Samples test and One-Way Analysis of Variance (ANOVA) were used as parametric tests depending on the variables. The analysis of the relationship between motivation to teach and the profession of teaching attitude was calculated by the Pearson Correlation Coefficient Technique

### 3. Findings

This section reports the findings of the study. The findings of the first research question are presented in Table 2.

**Table 2. “Motivation to Teach Scale” and “The Profession of Teaching Attitude Scale” scores of the pre-service primary school teachers**

Scales	N	Mean	Std.D.
Motivation to Teach Scale	228	3.57	.80
The Profession of Teaching Attitude Scale	228	3.69	.68

To determine pre-service primary school teachers' levels as per their scores obtained from the scales, the range width of the scale was calculated by using the formula “array width/number of groups to be applied” ( $4/5=0.80$ ) (Tekin, 1993). The arithmetic mean ranges of the scale were determined as 1.00-1.79 ‘Very Low,’ 1.80-2.59 ‘Low,’ 2.60-3.39 ‘Medium’ 3.40-4.19 ‘High’ and 4.20-5.00 ‘Very High.’ Analyzing the scales, it may be stated that the pre-service primary school teachers' motivations to teach and teaching attitudes were on a high level.

**Table 3. Results of the Unpaired t-Test by Gender of the “Motivation to Teach Scale” and the “profession of teaching attitude scale” scores of the pre-service primary school teachers**

Scales	Gender	N	Mean	Std. Deviation	t	p
Motivation to Teach	Female	176	3.61	.75	1.441	.151
	Male	52	3.43	.95		
The Profession of Teaching Attitude	Female	176	3.75	.68	2.405	.017
	Male	52	3.50	.64		

Significant differences were found between the genders of the pre-service primary school teachers and their scores in the “Profession of Teaching Attitude Scale” ( $t=2.405$ ,  $p<.05$ ). Accordingly, the mean points of the teaching profession attitudes of the women ( $\bar{x}=3.75$ ) were calculated to be higher than those of men ( $\bar{x}=3.50$ ). As a result of the analyses, no significant difference could be found between the total mean scores of the “Motivation to Teach Scale” and the genders in the sample ( $t=1.441$ ,  $p>.05$ ) (Table 3).

**Table 4. Results of One-way Analysis of Variance (ANOVA) by grades of the “Motivation to Teach Scale” and the “Profession of Teaching Attitude Scale” scores of the pre-service primary school teachers**

Scales	Grade	N	Mean	Std. Deviation	Sum of squares	Mean square	F	p
Motivation to Teach	1	63	38.62	9.42	30.391	10.130	19.260	.000
	2	49	33.27	5.88	117.819	.526		
	3	62	42.19	7.72	148.210			
	4	54	43.67	9.04				
	Total	228	39.64	9.02				
The Profession of Teaching Attitude	1	63	128.10	20.05	41.073	13.691	47.571	.000
	2	49	99.33	6.11	64.468	.288		
	3	62	136.74	17.31	105.541			
	4	54	134.46	23.52				
	Total	228	125.77	23.03				

There was a significant difference between the “Motivation to Teach Scale” [ $F_{(3-224)}= 19.260, p<.01$ ] and the class levels of the pre-service primary school teachers. According to results of the Post-hoc Tukey HSD test, the mean teaching motivation total score of the pre-service primary school teachers of among the first-graders was higher than those of the pre-service primary school teachers among the second graders, while the teaching the mean total motivation scores of the pre-service primary school teachers among the third graders were higher than those of the pre-service primary school teachers among the first and second graders. The mean teaching motivation total scores of pre-service primary school teachers of fourth-graders are higher than those of pre-service primary school teachers of first and second graders. In the “Profession of Teaching Attitude Scale” total [ $F_{(3-224)}= 47.571, p<.01$ ], a significant difference was encountered by the participants’ grades (Table 4). According to the results of the Post-hoc Tukey HSD test, it may be seen in Table 4 that the teaching profession attitude mean total score of the pre-service primary school teachers among first-graders were higher than those of the pre-service primary school teachers among the second graders; the mean teaching profession attitude total score of the pre-service primary school teachers among third-graders was higher than those of the pre-service primary school teachers among the first and second graders, while the mean teaching the profession of teaching attitude total point averages of preservice s scores among the fourth graders were higher than those among the pre-service primary school teachers who consisted of second graders.

**Table 5. Pearson’s correlation coefficient analysis results for the relationship between the “Motivation to Teach Scale” and the “Profession of Teaching Attitude Scale.”**

Scales	N	r	p
Motivation to Teach Scale	228	.543	.000
The Profession of Teaching Attitude			

A statistically significant, low, and positive correlation was found between the “Motivation to Teach Scale” and the “Profession of Teaching Attitude Scale” total scores of the classroom teacher candidates ( $r = .543, p<.01$ ).

#### 4. Discussion and Conclusion

In this study, which was carried out to determine the teaching motivations and teaching profession attitudes of pre-service primary school teachers at a faculty of education in Turkey, firstly, it was concluded that the teaching motivations and teaching profession attitudes of preservice teachers were positive and on a high level. The finding that their teaching motivations were high and their attitudes towards the profession they may practice were also positive may suggest that pre-service primary school teachers have preferred this profession willingly and



training the training they receive at the faculty may have affected them positively. Ayık and Ataş (2014) found that teaching motivation perceptions of preservice teachers were on a medium level. When examined in terms of dimensions, preservice teachers had a higher perception in the internal motivation dimension than in the external motivation dimension. The finding that the preservice teachers had a high internal motivation level may be an indicator of they may be practicing their professions willingly and be successful in their profession. In many previous studies, high teaching motivation was also related to internal motivation, and this was associated with loving the act of teaching (Scott, Stone, & Dinham, 2001; Sinclair, 2008). In a study where there were pre-service primary school teachers enrolled in Ethiopia's Wollega University, it was concluded that a moderate positive attitude was exhibited towards the profession of teaching (Merdassa, 2012). When the studies carried out related to this topic are examined, it is seen that pre-service primary school teachers have positive and high teaching motivations (Büyükses, 2010; Gün & Turabik, 2019; Lam, 2012; Wang & Liub, 2008; Yıldız Demirtaş, 2018). When the studies are analyzed, whereas the participants' teaching profession attitudes, the other dimension of the study, are examined, Ayık & Ataş (2014) showed in their study that preservice teachers had a positive attitude towards their professions. As a result of the study carried out over pre-service primary school teachers among fourth-graders, their teaching profession attitude levels were found highly positive (Kesen & Polat, 2014). In a study where the teaching profession attitudes of fourth-year preservice teachers at undergraduate programs of Ege University, Faculty of Education were examined, the level of attitudes was also seen to be positive and high (Engin, Çiçekli Koç, 2014). Terzi and Tezci (2007) concluded in their study, covering also pre-service primary school teachers, that teaching professional attitudes of all the preservice teachers in the study, as in this study, were high and positive. Küçüköğlü, Taşgın, and Saadnie (2014) concluded that preservice teachers had a positive attitude towards the profession as a result of their study on the comparison and examination of views of Turkish and Iranian preservice teachers in terms of the profession of teaching. In another study, in which the attitudes of Turkish and Azeri preservice teachers towards the profession were examined, it was concluded that the scores of the attitudes of the Azeri preservice teachers towards the profession (Durmuşoğlu, Yanık, & Akkoyunlu, 2009). As a result of the research conducted by Gök and Atalay Kabasakal (2019), the prospective teachers who graduated or read the department willingly chose the department, those who unwillingly chose the department and those who wanted to teach when they graduated according to the teaching motivation (intrinsic and extrinsic motivation) and attitude levels towards teaching profession. It was found to be high. This finding of the study matched up with the results of several studies that have been carried out on pre-service primary school teachers (AbouDagga, 2005; Aksoy, 2016; Alsheha, 1988; Babu & Raju, 2013; Baykara-Pehlivan, 2008; Çiğdem & Memiş, 2011; Baykara-Pehlivan, 2008; Bektaş & Nalçacı, 2012; Bulut, 2009; Dağ, 2010; Doğan & Çoban, 2009; Fadlelmula, 2015; İltar, 2009; Kanadlı, 2017; Kerimgil Çelik, 2015; Kılıç & Bektaş, 2008; Korkmaz & Usta, 2010; Lašek & Wiesenbergová, 2007; Mehmood, Akhter, Ch, Hç., & Azam, 2013; Musa & Bichi, 2015; Özder, Konedralı, & Zeki, 2010; Özkan, 2017; Sarıkaya, Töman, & Öztürk, 2018; Serin, Güneş, & Değirmenci, 2015; Sönmez, Işık, Sulak, 2017; Şen, 2006; Uğurlu & Polat, 2011; Yokuş, 2015).

The second result of the study was that the teaching motivations of pre-service primary school teachers did not differ by their gender, but their teaching profession attitudes differed in favor of the female preservice teachers. Accordingly, it may be stated that it is necessary to carry out more studies in order to exactly determine the effects of gender on the profession of teaching and teaching motivation. The profession of teaching is regarded as a female-specific profession in Turkey and preferred more by women (Naymansoy, 2010; Yalçın-Ağgöl, Yalçın, & Macun, 2017). Therefore, teaching profession attitudes of female pre-service primary school teachers may be higher than those of male pre-service primary school teachers. Although Smith (1973) did not find a statistically significant difference in terms of gender between the teaching profession attitudes of the students at Garnett University in the United Kingdom, the researcher that was cited stated that the attitude points of female students were higher than those of male students. In a longitudinal study carried out with pre-service primary school teachers, Uyanık (2017)

determined in the scores of teaching profession attitudes that the difference between the profession of teaching attitudes of female and male preservice teachers at their first and fourth grades was statistically significant in the favor of the female preservice teachers. Erdamar, Aytaç, Türk and Arseven (2016) reached a conclusion in a meta-analysis study, in which 35 studies in Turkey covering a total of 10371 preservice teachers were examined, where female preservice teachers had a higher teaching profession attitude than male preservice teachers. As a result of the meta-analysis study in which prospective teachers' attitudes towards teaching profession changed according to gender, grade level, the family status of being a teacher and the type of faculty that was taught/graduated, the results of the meta-analysis study showed that the female teacher candidates were more positive than the male teacher candidates. They are in the attitude of the statistical data that emerged (Atalmış & Köse, 2018). In the study, in which Musa and Bichi (2015) examined the teaching profession attitudes of preservice teachers and particularly preservice primary school teachers at the Northwest University in Nigeria, they reached a conclusion that the scores of the female preservice teachers were higher than those of the male preservice teachers, like in the study that was mentioned. Yet similarly, there are many studies, in which it is concluded that the profession of the teaching attitudes of female pre-service primary school teachers were more positive than those of the male pre-service primary school teachers (Altunkeser & Ünal, 2015; Aydın & Sağlam, 2012; Baykara-Pehlivan, 2008; Camadan & Duysak, 2010; Chakraborty & Mondal, 2014; Çapri & Çelikkaleli, 2008; Çiğdem & Memiş, 2011; Durmuşoğlu, Yanık, & Akkoyunlu, 2009; Doğan, 2013; Gökçe & Sezer, 2012; İlter, 2009; İlter & Köksalan, 2011; İpek & Camadan, 2010; İpek, Kahveci, & Camadan, 2015; Kesen & Polat, 2014; Maliki, 2009; Oral, 2004; Özkan, 2017; Şahin & Şahin, 2017; Şen, 2006; Tekerek & Polat 2011; Terzi & Tezci, 2007; Tümkaya, 2011; Uğurlu & Polat, 2011; Üstüner, Demirtaş, & Cömert, 2009).

When the teaching motivation levels and teaching profession attitudes of pre-service primary school teachers were examined by their grades, which they are at, as their grade level increased, both teaching motivations and teaching profession attitudes increased. The number of the applied courses of preservice classroom teacher classroom teachers increased as the last grades, and preservice teachers served their internship by going to elementary schools, where they could observe and apply the things they had learned during the last two years. The causes of the increase in teaching motivations and the profession of teaching attitudes of the preservice teachers were considerate to result in the from performing their practice, and experience the real classroom environments. Sinclair, Dowson, and Mcinerney (2006) and Sinclair (2008) reached the conclusion in their study that teaching motivations of pre-service primary school teachers increased as their grade levels or ages increased, in parallel with the results of this study. It was concluded in the longitudinal study by Uyanık (2017) that the teaching profession attitudes of pre-service primary school teachers increased gradually year by year during their four-year undergraduate education. Based on these results, it was determined that attitudes that were low at the first and second grades, which increased significantly at the third and fourth grades. It was concluded in the study by Oral (2004) that the positive teaching profession the profession of teaching attitudes of students increased as they proceeded to the upper grades. This result of the study supports the results of other studies carried out over pre-service primary school teachers (Divya, 2014; Soibamcha, 2016, Tümkaya, 2011, Durmuşoğlu, Yanık & Akkoyunlu, 2009).

According to the latest result of the study, there was a low and positive relationship between the teaching motivations and the profession of teaching attitudes of the pre-service primary school teachers. Then, it can be claimed that the profession of teaching attitudes of the pre-service primary school teachers shall increase if their teaching motivations increase. Ayık and Ataş (2014), in their study, found a positive and significant relationship between the profession of teaching attitudes of preservice teachers and their teaching motivation, internal motivation and external motivation.

In conclusion, it was considered that the preservice teacher had a positive attitude towards the profession of teaching, which shall increase their teaching motivations. It may be stated that preservice teachers with high motivation should practice their professions willingly and make so much effort to increase the quality of education (Ayık & Ataş, 2014). The education, which

preservice teachers have received, has great importance in the development of the profession of teaching attitude of them (Taşkın & Hacıömeroğlu, 2010; YÖK, 2007). Studies can be carried out in the education faculties to increase the motivation of teacher candidates for teaching and to develop the positive attitude necessary for a successful professional life. Accordingly, it is necessary to create environments in which preservice teachers shall work with elementary school students during their education. In addition, teaching motivations and attitudes towards the teaching profession of all departments can be examined with a much wider sample. For some sections, longitudinal studies can be conducted, and the subject can be discussed in more depth.

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#### **Etik Beyannamesi**

Bu makalede "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında belirtilen bütün kurallara uyduğumu, "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerden hiçbirini gerçekleştirmediğimi, hiçbir çıkar çatışmasının olmadığını ve oluşabilecek her türlü etik ihlalinde sorumluluğun makale yazarına ait olduğunu beyan ederim.

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