



| Research Article / Araştırma Makalesi |

Determining Education Faculty Students' Motivations Which Are Effective in the Choice of Profession and Field

Eğitim Fakültesi Öğrencilerinin Meslek ve Alan Seçiminde Etkili Olan Motivasyonların Belirlenmesi

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Keywords

1. Profession choice
2. Field choice
3. Teacher candidate
4. Intrinsic motivation
- Extrinsic motivation

Anahtar Kelimeler

1. Meslek seçimi
2. Alan seçimi
3. Öğretmen aday
4. İçsel motivasyon
5. Dışsal motivasyon

Received/Başvuru Tarihi

22.02.2021

Accepted / Kabul Tarihi

28.07.2022

Abstract

Purpose: This study aimed to determine the motivations that are effective in teachers' candidates' choosing the teaching profession and the field they study. In addition, it aimed to examine the intrinsic and extrinsic motivations that are effective in profession and field choices regarding gender, year of study and the field of education.

Design/Methodology/Approach: The research was conducted with the relational screening model. The research population comprised students studying at Inonu University, Faculty of Education. The sample was composed of students studying in Preschool Teaching, Turkish Language Teaching, Mathematics Teaching and Classroom Teaching departments at Inonu University Faculty of Education. Non-parametric tests were used because the data did not show normal distribution.

Findings: It was determined that the motivation sources effective in teacher candidates' choice of profession and field of education were at the level of "Agree" in the intrinsic field, intrinsic profession, outside profession dimensions and throughout the scale while they were at the level of "Partially Agree" in the outside field dimension. Differences were found in gender in the intrinsic and extrinsic professions and the extrinsic field subdimensions. No difference was found in motivations that are effective in choosing a profession and field according to a year of study. Differences were found in terms of the department of study.

Highlights: The motivation of teacher candidates to choose their profession and the field of education is primarily intrinsic. However, it was observed that besides intrinsic motivation sources, a certain level of extrinsic motivation sources was also practical. This situation is promising for the future of education and the teaching profession in Turkey.

Öz

Çalışmanın amacı: Bu araştırmanın amacı, öğretmen adaylarının öğretmenlik mesleğini ve öğrenim gördükleri alanı tercih etmelerinde etkili olan motivasyonları tespit etmektir. Bunun yanında meslek ve alan tercihlerinde etkili olan içsel ve dışsal motivasyonların cinsiyet, sınıf düzeyi ve öğrenim görülen alan bakımından incelenmesi amaçlanmıştır.

Materyal ve Yöntem: Araştırma, ilişkisel tarama modeli ile yürütülmüştür. Araştırmanın evrenini İnönü Üniversitesi Eğitim Fakültesi öğrencileri oluşturmaktadır. Örneklem ise İnönü Üniversitesi Eğitim Fakültesi Okul Öncesi Öğretmenliği, Türkçe öğretmenliği, Matematik Öğretmenliği ve Sınıf Öğretmenliği bölümlerinde öğrenim gören öğrenciler oluşturmaktadır. Veriler normal dağılım göstermediğinden parametrik olmayan testler kullanılmıştır.

Bulgular: Öğretmen adaylarının meslek ve öğrenim gördükleri alanı tercih etmelerinde etkili olan motivasyon kaynakları; içsel alan, içsel meslek, dışsal meslek boyutlarında ve ölçek genelinde katılıyorum düzeyinde iken dışsal alan boyutunda ise kısmen katılıyorum düzeyinde olduğu görülmüştür. İçsel ve dışsal meslek, dışsal alan alt boyutlarında cinsiyet açısından farklılaşmalar bulunmuştur. Sınıf düzeyine göre meslek ve alan seçiminde etkili olan motivasyonlar açısından farklılaşma bulunmamıştır. Öğrenim görülen bölüm açısından farklılaşmalar bulunmuştur.

Önemli Vurgular: Öğretmen adaylarının mesleklerini ve öğrenim gördükleri alanı tercih etme motivasyonları daha çok içsel kaynaklıdır. Bu durum Türkiye'nin eğitim geleceği ve öğretmenlik mesleği bakımından umut vericidir. Ancak içsel motivasyon kaynaklarının yanında belirli düzeyde dışsal motivasyon kaynakları da etkili olduğu görülmüştür.

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INTRODUCTION

As a result of people's struggle with nature and each other, cooperation and professions emerged (Sarpkaya, 2008, p. 55). The profession is defined as "a job with defined rules, based on systematic knowledge and skills, acquired through a certain education, and done in order to produce useful goods, provide services and earn money in return" (Turkish Language Association [TDK]). Countries use education systems to raise a qualified workforce to increase their level of development (Çevik & Yiğit, 2009, p. 89). Teachers, who are the essential elements of the education system (Küçükahmet, 2012, p. 180), are at the centre of education systems in raising the qualified workforce that the country needs (Organization for Economic Co-operation and Development [OECD], 2005, p. 1). In this sense, it can be said that teaching is one of the professions that are considered fundamental for the development and welfare of a country (Watt et al., 2014, p. 1).

Individuals who will perform in the teaching profession that requires excellent sacrifice should have personality traits compatible with their professions, be satisfied in their professions, love learning and teaching, and be happy to do their profession (Dağ, 2010, p. 1). Choice of the profession is a process whose education and development continue throughout life (Yazıcı, 2009, p. 35), and which will make the individual happy for a lifetime and provide job satisfaction when it is chosen in line with the interests and skills of the individual (Karakuş-Kaçmaz, 2015, p. 19). Many positive and negative factors affect young people's career choices (Yüce, Şahin, Koçer & Kana, 2013, p. 295). In this context, it is seen that many studies have been conducted on the reasons why teacher candidates choose their profession. In the studies conducted, it was determined that teacher candidates choose teaching professions for reasons such as liking to teach, the desire to work with children and young people, being effective in the future of children and young people, contributing to the development and welfare of the society, teaching being suitable for their own abilities, the desire to make a difference, having job security, enjoying teaching, its compatibility with family life, being able to spare time for the family, contributing to increasing social equality, previous teaching and learning experiences, vacation time, additional job opportunities, salary, graduate education and career opportunities, gender eligibility, not having enough points for another field, lack of other options, convenience of working hours, ease of finding a job, being close to their residence, the teaching profession being valuable and respected in society, the influence of family, friend and a teacher, and the high social aspect of teaching (Anılan & Anılan, 2014; Aydın, 2011; Bastick, 2000; Boz & Boz, 2008; Bursal & Buldur, 2013; Çermik H., Doğan & Şahin, 2010; Dağ, 2010; Eş, 2010; Karadağ, 2012; Kılcan, Keçe, Çepni & Kılınç, 2014; Övet, 2006; Özbek, 2007; Özsoy, Özsoy, Özkara & Memiş, 2010; Papanastasiou & Papanastasiou, 1997; Sarıkaya & Khorshid, 2009; Şeker & Çapri, 2020; Tataroğlu, Özgen & Alkan, 2011; Ubuz & Sarı, 2008; Watt & Richardson, 2007; Young, 1995). However, it is seen that the number of studies based on the motivation of teacher candidates in their choice of profession is somewhat limited (Çelik et al., 2018; Ekinci, 2017; Hellsten & Prytula, 2011; König & Rothland, 2012; Öztürk-Akar, 2012; Watt & Richardson, 2007; Yüce, Şahin, Koçer & Kana, 2013; Yu & Bieger, 2013; Yong, 1995), and that in many countries, there are very few systematically collected and analyzed data about people's motivation to choose teaching as a profession (Watt et al., 2014, p. 2).

Motivation is the most crucial power that guides an individual's behaviour and ensures the behaviour's intensity, speed and continuity (Akbaba, 2006, p. 343). While sources of motivation are influential in choosing the teaching profession (Yazıcı, 2009, p. 33), they are also essential for the development of teacher candidates (Çelik et al., 2018, p. 40). While extrinsic motivation emerges with external effects such as reward and punishment, intrinsic motivation is internal reactions such as love, curiosity, knowing, being sufficient, and the desire to develop (Akbaba, 2006, pp. 343-345). While activities that are intrinsically motivated provide the basic psychological needs to be met (Ryan & Deci, 2017, p. 113), individuals who are motivated in this way enjoy realizing their goals rather than seeing their activities as a tool for another purpose (Hilker, 1993, p. 8).

The motivation for teacher candidates to choose a profession is considered an essential factor in admission, progression, and graduation from a teacher education program, as well as a fundamental premise for motivation and enthusiasm in the teaching profession (König & Rothland, 2012, p. 289). It is known that teacher candidates with high intrinsic motivation generally perform better than those with less intrinsic motivation (Baker, 2004, p. 190). Teacher candidates' choice of a profession cannot be considered separately from the social context. Studies have shown that while extrinsic motivation sources such as salary, job security and career in underdeveloped and developing countries are determinants in teacher candidates' choice of profession, altruistic and intrinsic motivation sources are determinant factors in developed countries in this respect (Bastick, 2000; Yong, 1995). Considering the effects of economic development on motivation, these results show that the differences between underdeveloped or developing countries and developed countries are consistent with Maslow's motivation theory (Bastick, 2000). The individual's consideration of his/her interests, desires and personality traits in the choice of the profession rather than attributing material meanings to the profession s/he chooses will ensure that many psychological and sociological problems that the individual may face in the future can be prevented at the very beginning (Dağ, 2010, p. 5). Considering that intrinsic motivation contributes positively to the learning process and the quality of learning (Baker, 2004, p. 190), the quality and nature of education in a country are directly proportional to the quality of teachers in the country (Celep, 2004, p. 25), and that the teaching profession requires loving children and the profession above all (Kiroğlu, 2014, p. 345), determining the motivations of teachers in choosing their professions and their fields, and arranging the teacher selection, training and appointment systems accordingly are essential in terms of meeting the expectations of countries from education.

Countries achieve their goals of raising new generations by age requirements, ensuring the transfer of culture, and meeting their future labour force needs through education systems. Teachers are at the centre of the effectiveness and efficiency of this system, and they directly affect the quality and efficiency of education systems. The motivation of teacher candidates to choose their profession will affect their training during their education, future teaching life, attitudes towards their professions and students' success. In this context, it is crucial to determine the motivations of teacher candidates in choosing their profession and field. It is seen that there are limited studies on the motivations that are effective in teacher candidates' choice of their profession and the field of education. This study is vital in that it will determine teacher candidates' intrinsic and extrinsic motivations that are effective in their choice of profession and field and thus contribute to the literature. It will provide insight for the researchers and the policies to be followed in selecting, training and employing teachers.

Purpose of the Study

The purpose of this study was to determine the motivations that are effective in teachers candidates' choosing the teaching profession and their field of study. In addition, it was aimed to examine the intrinsic and extrinsic motivations that are effective in profession and field choices in terms of gender, year of study and the field of study. In line with this purpose, answers to the following questions were sought:

1. What are the intrinsic and extrinsic motivations of the teacher candidates that affect their preference of the teaching profession and the field they study?
2. Do the intrinsic and extrinsic motivations that affect teachers candidates' choosing the teaching profession and the field they study differ by gender?
3. Do the intrinsic and extrinsic motivations that affect teacher candidates' choosing the teaching profession and the field they study differ according to the year of study?
4. Do the intrinsic and extrinsic motivations that affect teacher candidates' choosing the teaching profession and the field they study differ according to the departments they study in?

METHOD/MATERIALS

The research has the relational screening model. Relational screening studies are studies conducted to determine the relationships between two or more variables. It is tried to find out to what extent the relationship type or types exist (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2013, p. 15).

Population and Sample

The research population consisted of students studying at Inonu University, Faculty of Education. The sample was composed of students studying in Preschool Teaching, Turkish Language Teaching, Mathematics Teaching and Classroom Teaching departments at Inonu University Faculty of Education. Information on the distribution of demographic characteristics of teacher candidates according to independent variables is given in Table 1 as frequency and percentage.

Table 1. Frequency and Percentage Distribution of the Number of Students by Demographic Characteristics

		f	%
Gender	Female	283	65.7
	Male	148	34.3
	Total	431	100.0
Department	Preschool Teaching	104	24.1
	Turkish Language Teaching	102	23.7
	Mathematics Teaching	122	28.3
	Classroom Teaching	103	23.9
	Total	431	100.0
Year of Study	1st Year	112	26.0
	2nd Year	102	23.7
	3rd Year	103	23.8
	4th Year	114	26.5
	Total	431	100.0

Looking at Table 1, it is seen that 65.7% of the teacher candidates included in the sample were female, 34.3% were male, 24.1% were studying in preschool teaching, 23.7% in the Turkish language teaching, 28.3% in mathematics teaching departments, and that 26% of them were first year students, 23.7% were second year students, 23.9% were third year students, and 26.5% were in their fourth year of study.

Data Collection Tool

The research data were collected via the "Motivation in Profession and Field Selection Scale" developed by Mayr (1998) and adapted to Turkish by Atav and Altunoğlu (2013). The scale consists of 4 subdimensions as intrinsic field, extrinsic field, intrinsic profession, extrinsic profession, and 21 items.

Data Analysis

The data obtained were analyzed using the SPSS program. Kolmogorov-Smirnov test was used to determine whether the data were distributed normally or not.

Table 2. Normality Test Analysis Results

	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Intrinsic Field	.181	431	.00
Extrinsic Field	.071	431	.00
Intrinsic Profession	.128	431	.00
Extrinsic Profession	.121	431	.00
General Average	.077	431	.00

In Table 2, it is seen that the data do not show a normal distribution due to the Kolmogorov-Smirnov values were found to be (0.00; $p > 0.05$) in all subdimensions and throughout the scale. While analyzing the data obtained in the research, descriptive statistics calculations were made first. The Mann-Whitney U test was used to determine whether the intrinsic and extrinsic motivation levels, which are effective in teacher candidates' choosing the teaching profession and the field they study, differed according to gender variables, and the Kruskal-Wallis test was employed to determine whether they differed according to the variables of the department and year of study levels. In cases where a significant difference was determined as a result of the Kruskal-Wallis test, multiple comparisons were made to determine which group or groups the difference originated from.

The score ranges given in Table 3 were used in the evaluation and interpretation of the intrinsic and extrinsic motivation levels that affect the teacher candidates' preferences of the teaching profession and the field they study. The ranges were assumed to be equal, and the score range for the arithmetic averages was calculated as 0.80 (Score Range = (Highest Value - Lowest Value)/5 = (5 - 1)/5 = 4/5 = 0.80). According to this calculation, the evaluation range of the arithmetic means is given in Table 3.

Table 3. Score Ranges of Teacher Candidates' Motivation Levels

Score Ranges	Level Of Agreeing	Quality
1.00–1.79	Strongly Disagree	Very Little Effective
1.80–2.59	Disagree	Little Effective
2.60–3.39	Partially Agree	Moderately Effective
3.40–4.19	Agree	Effective
4.20–5.00	Totally Agree	Very effective

The arithmetic mean values of the items related to the motivation sources that are effective in teacher candidates' choosing their profession and the field of study were determined to be ranging from 1.00 to 1.79 as "very little effective" at the level of strongly disagree, from 1.80 to 2.59 as "little effective" at the level of disagree, from 2.60 to 3.39 as "moderately effective" at the level of partially agree, from 3.40 to 4.19 as "Effective" at the level of agree, and from 4.20 to 5.00 as "very effective" at the level of totally agree.

FINDINGS

Findings regarding the intrinsic and extrinsic motivation levels of teacher candidates, which are effective in their profession and field preferences, are given in Table 4.

Table 4. Arithmetic Averages and Standard Deviation Values of the Motivation Levels Effective in the Teacher Candidates' Selection of Profession and Field

Subdimension	\bar{X}	s
Intrinsic Field	4.0928	.70
Extrinsic Field	3.3577	.62
Intrinsic Profession	4.1433	.57
Extrinsic Profession	3.8300	.74
General Average	3.8560	.40

Looking at Table 4, when the arithmetic averages of the sources of motivation that affect the teacher candidates' choice of profession and the field of study are examined, it is seen that while it is at the "agree" level and effective in the intrinsic field, intrinsic profession, extrinsic profession dimensions and throughout the scale, it is at the "partially agree" level and moderately effective in the extrinsic field dimension.

Finding with Regard to the Second Sub-Problem

The results of the Mann-Whitney U test conducted to determine whether there was a difference according to the gender variable in the intrinsic and extrinsic motivation levels that are effective in the teacher candidates' choosing the teaching profession and the field they study are shown in Table 5.

Table 5. Analysis of the Teacher Candidates' Motivation Levels Effective in Choosing Profession and Field According to the Gender Variable

Dimension	Gender	n	Mean Rank	Sum of Ranks	U	p
Intrinsic Field	Female	283	223.26	63181.50	18888.500	.09
	Male	148	202.13	29914.50		
Extrinsic Field	Female	283	227.24	64310.00	17760.000	.00*
	Male	148	194.50	28786.00		
Intrinsic Profession	Female	283	232.41	65771.00	16299.000	.00*
	Male	148	184.63	27325.00		
Extrinsic Profession	Female	283	234.60	66391.00	15679.000	.00*
	Male	148	180.44	26705.00		

When Table 5 is examined, it is seen that the motivation levels of teacher candidates in choosing their profession and the field they study in did not differ in the intrinsic field subdimension according to the gender variable ($p = .09$; $p > 0.05$), but they differed in the extrinsic field ($p = .00$; $p < 0.05$), intrinsic profession ($p = .00$; $p < 0.05$), and extrinsic profession ($p = .00$; $p < 0.05$). Considering the mean rank, it is seen that the significant differences in the subdimensions are in favor of the female teacher candidates.

Finding with Regard to the Third Sub-Problem

In order to determine whether the intrinsic and extrinsic motivation levels of teacher candidates', which are effective in their choice of the teaching profession and the field they study, differed according to their year of study, Kruskal-Wallis test was performed. Analysis results are given in Table 6.

Table 6. Analysis of the Teacher Candidates' Motivation Levels Effective in Choosing Profession and Field According to Their Year of Study Variable

Dimension	Year of Study	n	Mean Rank	df	p
Intrinsic Field	1st Year	112	202.53	3	.08
	2nd Year	102	241.45		
	3rd Year	103	204.46		
	4th Year	114	216.89		
Extrinsic Field	1st Year	112	222.67	3	.09
	2nd Year	102	200.26		
	3rd Year	103	238.37		
	4th Year	114	203.31		
Intrinsic Profession	1st Year	112	204.86	3	.23
	2nd Year	102	216.32		
	3rd Year	103	206.59		
	4th Year	114	235.17		
Extrinsic Profession	1st Year	112	199.37	3	.26
	2nd Year	102	210.88		
	3rd Year	103	228.36		
	4th Year	114	225.75		

When Table 6 is examined, it is seen that intrinsic and extrinsic motivation levels of teacher candidates' choosing teaching profession and the field they study in did not differ in the subdimensions of intrinsic field ($p = .08$; $p > 0.05$), extrinsic field ($p = .09$; $p > 0.05$), intrinsic profession ($p = .23$; $p > 0.05$) and extrinsic profession ($p = .26$; $p > 0.05$).

Finding with Regard to the Fourth Sub-Problem

In order to determine whether the intrinsic and extrinsic motivation levels of teacher candidates', which are effective in their choice of the teaching profession and the field they study, differed according to the departments they study in, Kruskal-Wallis test was performed. The analysis results are given in Table 7.

Table 7. Analysis of the Teacher Candidates' Motivation Levels Effective in Choosing Profession and Field According to the Variable of the Departments They Study in

Dimension	Department	n	Mean Rank	df	p	Significant Difference
Intrinsic Field	Preschool Teaching (P)	104	258.22	3	.00*	C-M PM, T
	Turkish Language Teaching (T)	102	206.26			
	Mathematics Teaching (M)	122	172.80			
	Classroom Teaching (C)	103	234.18			
Extrinsic Field	Preschool Teaching	104	231.39	3	.01*	T-M
	Turkish Language Teaching	102	239.56			
	Mathematics Teaching	122	188.87			
	Classroom Teaching	103	209.26			
Intrinsic Profession	Preschool Teaching	104	213.56	3	.45	
	Turkish Language Teaching	102	227.57			
	Mathematics Teaching	122	202.75			
Extrinsic Profession	Preschool Teaching	104	207.17	3	.23	
	Turkish Language Teaching	102	232.79			
	Mathematics Teaching	122	222.30			
	Classroom Teaching	103	200.83			

According to Table 7, The intrinsic and extrinsic motivation levels of teacher candidates effective in their preference of the teaching profession and the field they study in according to the departments in which they study did not differ in the subdimensions of intrinsic profession ($p = .45$; $p > 0.05$) and extrinsic profession ($p = .23$; $p > 0.05$), but showed a difference in intrinsic field ($p = .00$; $p < 0.05$) and extrinsic field ($p = .00$; $p < 0.05$). It is seen that in dual comparisons in sub-dimensions where there is a significant difference, in terms of intrinsic field subdimension, there is a difference between preschool teaching and mathematics teaching in favor of preschool teaching, between preschool teaching and mathematics and Turkish language teaching in favor of preschool teaching, and in terms of extrinsic field subdimension, there is a difference between Turkish language teaching and mathematics teaching in favor of Turkish language teaching.

CONCLUSION AND DISCUSSION

In the study, the intrinsic and extrinsic motivation levels, which are influential in teacher candidates' choosing the teaching profession and the field they study, were determined by using the "Motivation in Profession and Field Selection Scale" developed by Mayr (1998) and adapted to Turkish by Atav & Altunoğlu (2013).

It was observed that the motivations that are effective in teacher candidates' choosing the teaching profession and the field they study were higher in the intrinsic and intrinsic profession subdimensions and lower in the extrinsic and extrinsic professions subdimensions. However, extrinsic motivation sources, as well as intrinsic motivation sources, were influential in teacher candidates' choice of profession and field. Most teacher candidates chose the teaching profession for altruistic or intrinsic reasons, and very few preferred it for extrinsic reasons. Extrinsic motivation sources are essential in choosing teaching as a profession, albeit not so much as altruistic and intrinsic sources of motivation (Yong, 1995, p. 275). However, there are studies similar to this study showing that the intrinsic sources of motivation are more effective in teacher candidates' choosing their profession and the field of study (Acat & Yenilmez, 2004; Bursal & Buldur, 2016; Ekinci, 2017; Çelik et al., 2018; Hellsten & Prytula, 2011; Kahyaoğlu & Kırıktaş, 2017; Yu & Bieger, 2013), there are also studies showing that extrinsic sources of motivation are more effective (İncikabı, Lentil, Biber & Serin, 2016; Yüce, Şahin, Koçer & Kana, 2013; Yong, 1995).

Motivation sources are critical in choosing the teaching profession and the fields of study (Yazıcı, 2009, p. 33). These sources of motivation are influential in teacher candidates' choosing the teaching profession and the field they will study, their academic success during their education and graduation from their faculties. However, they also affect the success of their students after graduation and are a prerequisite for their enthusiasm and motivation in their professional lives (Atav & Altunoğlu, 2013, p. 60; Rothland, 2012, p. 289). It was observed that teacher candidates with high levels of intrinsic motivation generally performed better than those with less intrinsic motivation (Baker, 2004, p. 190), had more positive attitudes toward their profession, were more open to learning and had lower anxiety, and that teacher candidates who chose the profession due to extrinsic factors had more negative attitudes towards the profession (Bozdoğan, Aydın & Yıldırım, 2007; Doğan & Çoban, 2009; Hellsten & Prytula, 2011; Kılcan, Keçe, Çepni & Kılınç, 2014; Bursal & Buldur, 2015). For this reason, it can be said that teacher candidates' sources and levels of motivation in their choice of profession and field have a significant effect on their vocational education and teaching life. It was seen that intrinsic sources of motivation might be more determinant in choosing the profession and field of study for education faculty students. Although the teaching profession is considered advantageous and a common area of employment, intrinsic motivation is seen as the primary factor in selecting the teaching profession, and the field of study is favourable.

It was observed that the motivation of teacher candidates in choosing their profession and the field they study differed in favour of female teacher candidates in the subdimensions of extrinsic field, intrinsic profession, and extrinsic profession according

to gender variable. In the research conducted by Deniz and Görgen (2019), a difference in favour of female teacher candidates was found in the intrinsic profession and extrinsic profession subdimensions and the intrinsic field and intrinsic profession subdimensions in the study conducted by Ekinçi (2017). In addition to the studies in which a difference was found in favour of female teacher candidates in terms of intrinsic sources of motivation in teacher candidates' choice of profession and field (Bursal & Buldur, 2016; Hellsten & Prytula, 2011; Yüce, Şahin, Koçer & Kana, 2013), there are also studies in which no significant difference could be detected in terms of intrinsic and extrinsic motivation sources in female and male teacher candidates' choosing their profession and field (Çelik, 2018; Dağ, 2010). In the study conducted by Acat and Yenilmez (2004, p. 137), the finding that female teacher candidates expressed a more favourable opinion regarding their competencies being sufficient for the teaching profession supports the findings of this study. While social gender roles were more effective in the choice of profession in the past, it is seen that individuals' interests and abilities are also taken into account today (Korkut-Owen et al., 2012, p. 144). Teachers' beliefs about their interests and talents in their profession significantly affect their motivation (Yazıcı, 2009, p. 38). In this context, it is seen that male and female teachers consider their interests and abilities at similar levels while choosing their fields.

Considering that the first condition of having a positive attitude towards the teaching profession, which requires patience and dedication, is to love the teaching profession (Dağ, 2010, p. 68), it is seen that teacher candidates preferred the department they studied considering their interests and abilities. It can be said that this situation is vital in terms of increasing the academic success of the teacher candidates, their love of their professions, reaching professional satisfaction and being more effective educators. It was seen that the idea that field education cannot be challenging, the proximity of the place of education to where they live, and family and friends circle were influential in the extrinsic motivation of female teacher candidates to choose the fields they study. It was seen that the intrinsic motivations that were effective for female teacher candidates to choose their profession was being happy to be with children and young people, interest in education, the versatility of the teaching profession and good memories of school age. OECD (2019) data show that the ratio of female teachers in Turkey (59%) is higher compared to the ratio of male teachers (41%). Especially in primary education areas such as kindergarten and primary school teaching, it is seen that female employment is concentrated in parallel with gender roles (Gökçen & Büyükgöze-Kavas, 2018, p. 50). The first teachers of all living things in nature are mothers. With the birth of a human being, the first teacher is mothers, who are female. It is seen that while teaching requires some qualities that should be acquired later, inborn characteristics can also be a determining factor in the selection of the teaching profession.

It was determined that extrinsic sources of motivation for female teacher candidates in choosing a profession were job security, the opportunity to work close to the place of residence and convenient working hours. Economic independence, desire to have a career, and personal satisfaction are among the reasons for working for females (Kumaş & Fidan, 2010, p. 519). In working life, women are inclined or directed towards professions where they can fulfil their home and family responsibilities in line with traditional gender roles. This is because, even if women participate in working life, they continue to fulfil their home and family responsibilities at the same rate (Gökçen & Büyükgöze-Kavas, 2018, p. 50). In this context, it is seen that female teacher candidates, under the effect of extrinsic sources of motivation, prefer the teaching profession that allows them to be close to their families and continue their domestic responsibilities as they have to gain economic independence and raise their children by working.

It was determined that the motivation of teacher candidates to choose their profession and the field of study did not differ according to the variable of the year of study. According to the research conducted by Deniz and Görgen (2019, p. 337), while the motivational sources that are effective about teacher candidates' professional and field preferences were intrinsic in the first year, they turned into more realistic extrinsic factors such as job security and the convenience of working conditions in the last year of the education process. In the study conducted by Acat and Yenilmez (2004, p. 134), it was seen that 1st-year students thought teaching was less suitable for their interests and abilities, while 4th-year students thought teaching as a profession suitable for them. The education environment and climate are essential to teacher candidates' mental and psychological preparation for the teaching profession (Kartal, 2011, p. 54). In particular, the school experience courses and teaching practices that teacher candidates receive during their education are critical in transforming theoretical knowledge and skills learned into practice. In the research conducted by Kavas and Bugay (2009, pp. 16-17), the teacher candidates stated that they did not see their school experience and teaching practice courses as sufficient for the post-graduation period in terms of hours and content and that they found these courses quite limited for them to gain the necessary teaching skills. The fact that intrinsic and extrinsic motivations in the choice of profession and field did not cause a meaningful differentiation at the year of study level shows that the education they received in the education faculty did not cause a change in their thinking about the choice of profession and field over time. However, it should be considered that the time spent in the education faculty alone without teaching experience and school practices will not be a predictive factor as the education provided in education faculties is primarily theoretical. Since teaching is a profession with practical aspects being more critical than theoretical knowledge, it is predictable that determining motivations for both professional and field preferences would not differ only with the education received in the faculty of education. In this context, it can be said that increasing professional practice courses may significantly affect teacher candidates' motivation regarding the teaching profession.

It was seen that the motivations of teacher candidates in choosing their profession and the field they study in differed in the intrinsic and extrinsic field subdimensions according to the variable of the department they study in. The differentiation in the intrinsic field subdimension between classroom teaching and mathematics teaching departments was in favour of the classroom

teaching department. Between preschool teaching and mathematics and Turkish language teaching departments, it was in favour of the preschool teaching department. Ekinci (2017, pp. 399-340) found no difference in the intrinsic profession and extrinsic field subdimensions according to the variable of the department they studied in the preferences of teacher candidates, while he found a difference in the extrinsic profession and intrinsic field subdimensions. On the other hand, Bursal and Buldur (2016, pp. 336-337) determined that Turkish language and social sciences teacher candidates had higher altruistic and intrinsic preference reasons in the field selection. That teacher candidates studying in preschool, elementary education mathematics and classroom teaching departments had higher extrinsic reasons. Preschool and classroom teaching, which constitute primary education, are the departments that require dealing with young children (Gökçen & Büyükgöze-Kavas, 2018, p. 50). It is seen that teacher candidates who studied in preschool and classroom teaching departments acted with the awareness that they had interests and skills in this field and loved children in their motivation for field preference. The fact that there was a significant difference in the intrinsic motivations of teacher candidates in choosing a field in favour of basic education levels can be considered an indicator of the importance attached to teaching, especially at early childhood and primary education levels. In the extrinsic field subdimension, a significant difference was observed between the Turkish language teaching and mathematics teaching departments in favour of the Turkish language teaching department. It is seen that Turkish language teacher candidates' choosing their fields was affected more by extrinsic sources of motivation such as the education being relatively straightforward, the location where education is received being close to the place of residence, and the influence of the family and friends. Family, school, friends and intimate environment influence the development of general and professional interests (Gati & Givon, 1993 as cited in Dağ, 2010, p. 7). In this context, it is seen that extrinsic motivation sources more influenced Turkish teacher candidates in their field selection.

As a result, it is seen that the motivations of teacher candidates to choose their profession and the field they study mainly originated from intrinsic motivations. This situation is promising for the future of education and the teaching profession in Turkey. However, it was observed that besides intrinsic sources of motivation, a certain level of extrinsic sources of motivation were also influential. These results show that besides the cognitive field, the affective field is also vital in teacher preparation for the profession.

RECOMMENDATIONS

1. Emphasis should be placed on professional practices in the affective field, which motivates preparing teacher candidates for the profession.
2. Before university education, guidance and orientation studies can be conducted to enable them to discover their interests and talents and increase their intrinsic motivation in choosing a profession.
3. To increase professional motivation, practical lesson hours can be increased, so that teacher candidates can get to know their profession in the school environment and spend time with students starting from the first year of study. In this way, it is thought that their intrinsic motivation will increase as they move on to the following years of study.
4. The research is limited to the teacher candidates studying preschool teaching, classroom teaching, mathematics teaching and Turkish language teaching departments in the Faculty of Education at İnönü University. In this context, research can be conducted in different universities and include more departments.
5. The reasons why female teacher candidates' intrinsic motivation is higher than male teacher candidates can be determined in more detail with qualitative research.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The authors received no financial support for the research, author-ship, and/or publication of this article.

Statements of publication ethics

We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Researchers' contribution rate

The study was conducted and reported with equal collaboration of the researchers.

Ethics Committee Approval Information

Institution: İnönü University Social Sciences and Humanities Ethical Committee

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