

## Determining the Preservice Teachers' Motivation and Attitudes towards Teaching Profession

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**Abstract:** Before they start their profession, it is a necessity for teachers, to whom we are going to commit our future, to get a good education, have positive attitudes towards teaching profession and have higher motivation levels for future education experiences of higher quality. In this study, the attitudes and motivation of the senior students attending to the faculty of education and the students getting pedagogical formation training towards the teaching profession were evaluated in terms of various variables and the attitudes and the motivation levels of the senior students and formation students were compared. The study was conducted as a correlational survey research. The sample of the study consists of total 403 students from the senior class of education faculty of University of Ağrı İbrahim Çeçen and from the pedagogical formation training of the same university. The data of the study was collected via “The Motivation Levels of the Pre-Service Teachers related to Teaching Profession” and The Attitudes of the Pre-Service Teachers towards Teaching Profession” scales. The data of the study was analyzed by using Frequency, percentage, standard deviation, t test, ANOVA, correlation and regression. As a result of the study, it was determined that the attitudes and motivation levels of the students getting pedagogical formation training are higher than to those of the senior students of faculty of education when compared. It was concluded that motivation and attitude scores differ in terms of gender and age variables. Besides, it was determined that there is positive correlation between the scores of motivation and attitude and motivation attitude affects more.

**Keywords:** Teaching Profession Attitude, Teaching Profession Motivation, Pre-Service Teacher

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### I. Introduction

Although different opinions related to the education system in Turkey are expressed and it is criticized from time to time, one of the most important subjects that is agreed upon by everyone is that the teachers have a crucial effect in this system. The most important purpose of the educational system is, no doubt, to train qualified manpower that the country needs. To accomplish this purpose, the most important responsibility is on teachers. The teacher is the tool for learning. She plays the role of examinant, maintaining discipline, the defender and representative of middle class morals, trustee, substitute parent, student counselor, colleague and social attendant, and these are the images that are given to the teacher related to more of his profession [1,2].

Considering that the purpose of the education is to make the individuals a member of the society they live in and the modern world their society is in and equip them with the knowledge and skills the modern age requires, they need to be trained to catch up with and contribute to the changes and developments in the society and the world. And this can be done with a qualified teacher staff along with a good education system [3,4,5].

One of the most favorite professions in our country is, no doubt, teaching profession. Before they start their profession, it is a necessity for the teachers, to whom we are going to commit our future, to get a good education, have positive attitudes towards teaching profession and have higher motivation levels for future education experiences of higher quality. The word motivation has its roots from Latin. The English word was derived from “motive” and this word was used as “Movere” which is a verb meaning to move in Latin. In brief, it means moving. No matter how strong the intrinsic motivators, they will not be effective for sure if they do not correspond to our desires and evoke us. To do and to desire something is a conscious step to start a planned action. Our motivation plays a determinant role in our target-driven behaviors and as a result, we display specific behaviors which express our intentions or desires [6, 7].

The term motivation is one of the crucial subjects in teaching profession. Because the work performance of a motivated teacher is higher than the work performance of an unmotivated teacher. In this sense, having motivated teachers is of higher importance for education system. However, the question how the teachers can be motivated hasn't been completely answered yet. Because individual, cultural and social differences make it difficult to answer this question [8].

Motivation is defined as the forces that push the individual to act. If someone is so willing to learn, he studies a lot, holds his/her horses, never gives up in the face of obstacles and continues to learn only to satisfy his/her curiosity and improve his/her skills in different directions even when s/he is not forced. Learning is based on motivation. Learning can be originated from other motivating factors like wish, desire, fear, needs, etc. [9, 10].

Csikszentmihalyi [11] revealed the motivating effect of the result of losing the time and space, earthly troubles and even pain perception temporarily. Darwin stated about motivation that “The fact that a child deals with an occupation and as a result gains patience even if it seems insignificant is better than giving up with the idea that it will do no good to him/her in the future” [12].

The attitudes of the pre-service teachers towards the profession are important at the point of practicing it. Attitudes are the psychological structures that combines all the affective, cognitive and psychomotor behaviors which direct the behaviors of a person [30]. Thus, the attitudes of the teachers towards their profession is quite significant about practicing the teaching profession [13].

Attitude can be characterized as the teacher’s perception of teaching profession. The perceptions of the individuals about teaching profession can be explained as their comprehension that they like their profession, they are attached to their profession, and they know their profession is socially necessary and important. A qualified teacher is expected to improve himself constantly, to be in research and learning activities with his students [14, 15].

It is known that there is a positive relation between the attitudes of the teachers towards the profession and the success they have in educational activities [16, 17]. It is presented in the studies that the success of a teacher who has positive attitudes towards the teaching profession and who does his/her job caressively is higher compared to those with negative attitudes towards the teaching profession. The fact that a teacher is successful in his/her job directly affects every phase of education. Thus, it is a truer choice that students who are willing to be teachers should be in teacher training programs [18].

In Turkey, the teachers are trained using different training techniques. One of these techniques is formation trainings. Pedagogical formation training is a practice in which students graduated from undergraduate programs can participate and whose rules are determined by Ministry of National Education and Council of Higher Education. Graduated students with bachelor’s degree can apply to the pedagogical formation programs. As the started programs are for graduates, students who continue their undergraduate education cannot apply to them. As soon as the quotas are announced, those who are graduated can apply to the programs.

In this study, the attitudes and motivation of the senior students from the faculty of education and the students getting pedagogical formation training towards the teaching profession were evaluated in terms of various variables and the attitudes and the motivation levels of the senior students and formation students were compared.

## II. Method

The study was conducted as a correlational survey research. With correlational survey method, the needed data was collected from the individuals defined as the target population of the study with a measuring instrument. Survey model is the whole process that describes a case that exists today or existed in the past and it also helps individual develop desired behavior and realize the learning. The present case related to the problem has been described as a whole. In the relational survey model, it is aimed whether the variables change all together and if there is a change how it has happened [19, 20]. The data of the study was analyzed with IBM SPSS-22. Frequency, percentage, standard deviation, t test, ANOVA, correlation and regression analyses were used in the data analysis.

### 2.1. Study Group

The group knowledge and the gender of the participants in the study group are given in Table 1.

**Table 1.** *The Study Group of the Study*

<b>Group</b>	<b>f</b>	<b>%</b>
Formation	240	59,6
Faculty of Education	163	40,4
Total	403	100
<b>Gender</b>	<b>f</b>	<b>%</b>
Males	255	63,3
Females	148	36,7
Total	403	100

The sample of the study consists of a total 403 students from the senior class of faculty of education of University of Ağrı İbrahim Çeçen and from the pedagogical formation training of the same university. 240 of the students are Pedagogical Formation Training students, 163 of them are students of faculty of education. The sample consists of 255 male and 148 female students. 176 students in the study are 2014 graduates, 29 of them are 2013 graduates, 12 of them are 2012 graduates and 23 of them are 2011 and below graduates.

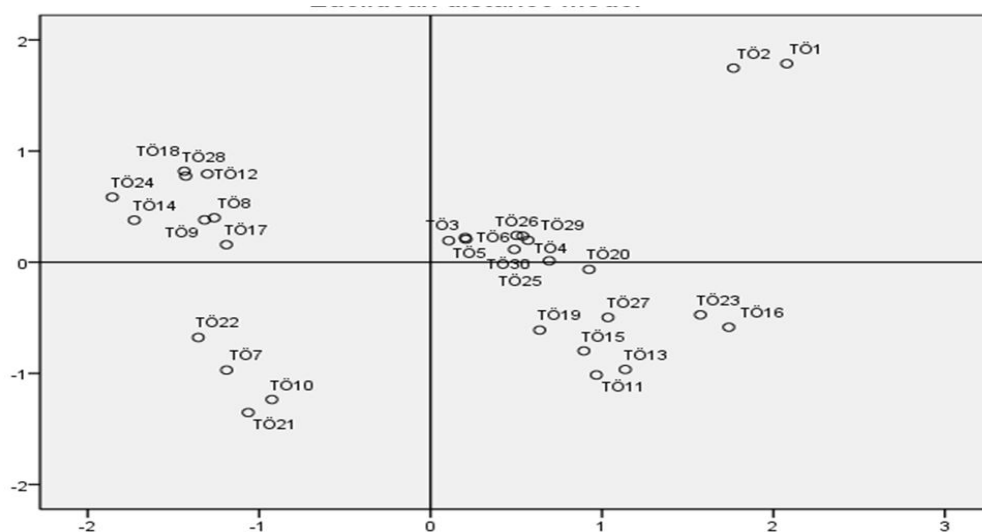
**Table 2.** *The Distribution of the Study Group according to Geographical Region and Age*

<b>Region</b>	<b>f</b>	<b>%</b>
Eastern Anatolia	206	51,1
Southeastern Anatolia	91	22,6
Black Sea	24	6,0
Central Anatolia	24	6,0
Mediterranean	16	4,0
Aegean	24	6,0
Marmara	18	4,5
Total	403	100
<b>Age</b>	<b>f</b>	<b>%</b>
23 years and below	169	41,9
24 - 27	185	45,9
28 years and above	49	12,2
Total	403	100

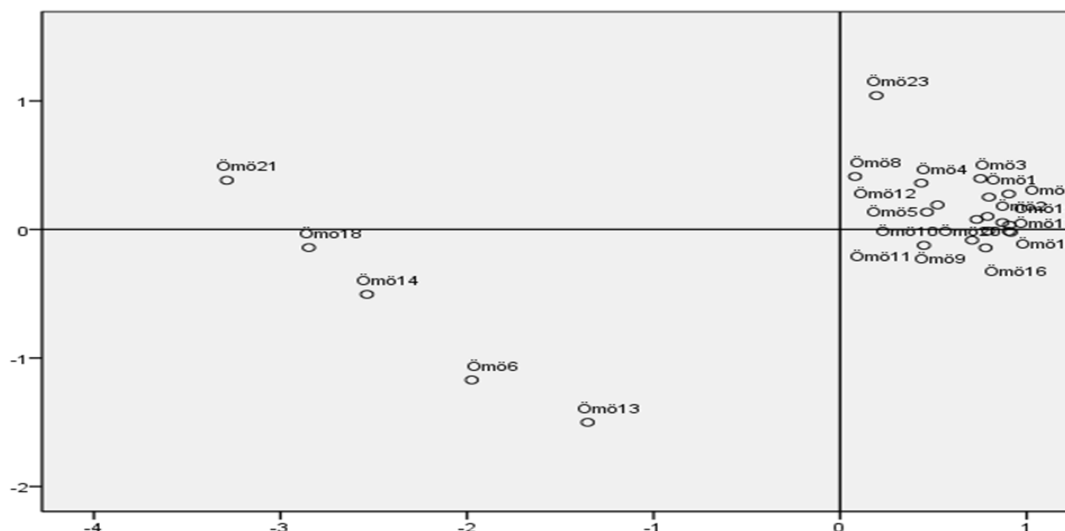
On analyzing the data presented in Table 2, it can be seen that the majority of the students in the study group are from eastern and southeastern regions of Turkey 41,9 % of them are 23 years old and below, 12,2 % of them are 28 years old and above.

**2.2. Data Collecting Tools**

The data of the study was collected via “The Motivation Levels of the Pre-Service Teachers related to Teaching Profession Scale” developed by Acet and Yenilmez [21] and “The Attitudes of the Pre-Service Teachers towards Teaching Profession Scale” developed by Bulut [22]. The Motivation Levels of the Pre-service Teachers related to Teaching Profession Scale consists of 23 items and its reliability coefficient is 0.842. The Attitudes of the Pre-Service Teachers towards Teaching Profession Scale consists of 16 items and its reliability coefficient is 0.825 Necessary permissions to use the scales were granted from their developers. Factor distributions of Attitude Scale and Motivation Scale are shown in Figure 1 and Figure 2, respectively.



**Figure 1.** Factor Distribution of Attitude Scale; AT (Attitude Scale)



**Figure 2.** Factor Distribution of Motivation Scale; TPMS (Teaching Profession Motivation Scale)

### III. Findings

In this part, the findings about the study was given. The basic statistical knowledge belonging to the senior students about the scores of attitude and motivation were given in Table 3 and 4.

**Table 3.** Basic Statistical Findings-1

	M_TPMS*	M_AT**
N	403	403
Mean	3,8933	4,2982
Std. Error of Mean	,03835	,02637
Case Summaries <sup>a</sup>		
	M_TPMS	M_AT
N	240	240
Mean	3,98	4,32
Std. Error of Mean	,041	,033
a.Group=Formation		
Case Summaries <sup>a</sup>		
	M_TPMS	M_AT
N	163	163
Mean	3,75	4,26
Std. Error of Mean	,071	,041
a.Group=Faculty of Education		

M\_TPMS\*: Mean of Teaching Profession Motivation Scale M\_AT\*\*: Mean of Teaching Profession Attitude Scale

In the basic statistical findings indicated in Table 3, the mean of attitude scores of the students from faculty of education towards teaching profession is  $X_{avg}=4,26$  while the mean of their motivation scores is  $X_{avg}=3,75$ . The mean of attitude scores of the students of formation training towards teaching profession is  $X_{avg}=4,32$ , while the mean of their motivation scores is  $X_{avg}=3,98$ . The difference between the attitude scores is statistically significant. The motivation scores of the students of formation training are higher than those of the students from faculty of education.

**Table 4. Basic Statistical Findings -2**

	<b>M_TPMS</b>	<b>M_AT</b>
N	403	403
Test Statistic	,135	,092
p	,000*	,000*
(Formation)One-Sample Kolmogorov-Smirnov Test <sup>a</sup>	<b>M_TPMS</b>	<b>M_AT</b>
N	240	240
Test Statistic	,124	,102
p	.000*	.000*
(Faculty of Education) One-Sample Kolmogorov-Smirnov Test <sup>a</sup>	<b>M_TPMS</b>	<b>M_AT</b>
N	163	163
Test Statistic	,149	,084
p	.000*	.007*

\*p < .05

The normal distribution of the scores from the test was analyzed with One-Sample Kolmogorov-Smirnov Test and the analyses were done with non-parametric tests as it isn't normally distributed (Table 4).

**Table 5. Item Analyses of Teaching Profession Motivation Scale**

<b>Group</b>		<b>TPMS1</b>	<b>TPMS7</b>	<b>TPMS8</b>	<b>TPMS10</b>	<b>TPMS12</b>	<b>TPMS22</b>
Formation	N	240	240	240	240	240	240
	Mean	4,15	4,16	3,38	3,92	3,71	3,96
	Std. Error of Mean	,067	,070	,082	,067	,072	,071
Faculty of Education	N	163	163	163	163	163	163
	Mean	3,76	3,90	3,09	3,50	3,47	3,66
	Std. Error of Mean	,103	,095	,090	,097	,094	,102
Total	N	403	403	403	403	403	403
	Mean	3,99	4,06	3,26	3,75	3,62	3,84
	Std. Error of Mean	,580	,057	,061	,057	,058	,060
		<b>TPMS1</b>	<b>TPMS7</b>	<b>TPMS8</b>	<b>TPMS10</b>	<b>TPMS12</b>	<b>TPMS22</b>
Mann Whitney U		16520	16952	16804	15818	17316	17322
Asymp Sig. (2-tailed) p		.005*	.015*	.014*	.001*	.040*	.040*

\*p < .05; TPMS: Teaching Profession Motivation Scale

When analyzing the data indicated in Table 5, it can be seen that there are differences which can be considered significant on behalf of the formation students in the items of 1,7,8,10,12 and 22 of motivation scale. The related items of the Teaching Profession Motivation Scale:

- “1. I chose the teaching profession as I'm interested in it.*
- 7. The education I get will provide me to reach more people.*
- 8. The teaching profession education I get will provide me to easily find a job in the future.*
- 10. The teaching profession education I get will provide me to advance in my career.*
- 12. The skills that I gain related to the teaching profession bring prestige to me.*
- 22. I believe that getting teaching profession education will improve the quality of my life.*

These items consist of elements like finding a job, improving quality of life and bringing prestige.

**Table 6. Item Analyses of Attitude Scale**

<b>Group</b>		<b>AT11</b>
Formation	N	240
	Mean	4,30
	Std. Error of Mean	,076
Faculty of Education	N	163
	Mean	4,51
	Std. Error of Mean	,080
Total	N	403
	Mean	4,39
	Std. Error of Mean	,056
		<b>AT11</b>
Mann Whitney U		17822
Asymp Sig. (2-tailed) p		.066

\* p < .05

On analyzing the data related to Attitude Scale, it is seen that no statistically significant difference in the items between the groups was determined. There is difference in the whole on behalf of formation students. It can be seen that only the 11<sup>th</sup> item is on behalf of the students of faculty of education. The related item of the scale; "11. Teaching profession is a blessed job.". It can be guessed that the students from the faculty of education consider the profession as blessed because of the education they get.

**Table 7. Item Analyses of Teaching Profession Motivation Scale according to Gender (Male) Variable**

<b>Group</b>		<b>TPMS2</b>	<b>TPMS7</b>
Formation	N	151	151
	Mean	4,19	4,18
	Std. Error of Mean	,083	,083
Faculty of Education	N	104	104
	Mean	3,94	3,78
	Std. Error of Mean	,111	,136
Total	N	255	255
	Mean	4,09	4,02
	Std. Error of Mean	,067	,075
		<b>TPMS2</b>	<b>TPMS7</b>
Mann Whitney U		6788	6784
Asymp Sig. (2-tailed) p		.048*	.047*

\* p < .05

**Table 8. Item Analyses of Teaching Profession Motivation Scale according to Gender (Female) Variable**

<b>Group</b>		<b>TPMS7</b>	<b>TPMS10</b>	<b>TPMS19</b>	<b>TPMS20</b>
Formation	N	89	89	89	89
	Mean	4,31	4,07	4,34	4,42
	Std. Error of Mean	,102	,100	,087	,090
Faculty of Education	N	59	59	59	59
	Mean	3,86	3,49	3,92	3,92
	Std. Error of Mean	,158	,150	,159	,161
Total	N	148	148	148	148
	Mean	4,14	3,84	4,17	4,22
	Std. Error of Mean	,089	,087	,084	,086
		<b>TPMS7</b>	<b>TPMS10</b>	<b>TPMS19</b>	<b>TPMS20</b>
Mann Whitney U		2013,50	1863,00	2160,50	2045,50
Asymp Sig. (2-tailed) p		.010*	.002*	.047*	.013*

\* p < .05

It can be seen that there is a significant difference in the items of 7, 10, 19 and 20 according to the gender variable on behalf of formation students.

**Table 9.** Item Analyses of Teaching Profession Motivation Scale/Attitude Scale according to Age Variable

Age		Tpms7	Tpms10	Tpms11	Tpms16	Tpms22
23 Years and Below	N	78	78	78	78	78
	Mean	3,79	4,15	4,31	4,50	4,21
	Std. Error of Mean	,132	,111	,104	,087	,101
24-27	N	114	114	114	114	114
	Mean	3,37	3,88	4,01	4,29	3,08
	Std. Error of Mean	,107	,096	,103	,087	,106
28 Years and Above	N	48	48	48	48	48
	Mean	3,13	3,63	3,65	4,02	3,50
	Std. Error of Mean	,180	,159	,472	,153	,179
Total	N	240	240	240	240	240
	Mean	3,46	3,92	4,03	4,30	3,96
	Std. Error of Mean	,077	,067	,070	,059	,071
		<b>Tpms4</b>	<b>Tpms10</b>	<b>Tpms11</b>	<b>Tpms16</b>	<b>Tpms22</b>
Chi-Square		11,556	9,094	11,687	9,117	11,215
Asymp. Sig (2-tailed) p		,003*	,011*	,003*	,010*	,004*

\*p< .05

On analyzing according to age variable, no significant difference was determined in terms of attitude. However, significant difference was determined in the items of 4,10,11,16, 22 of the motivation scale. In these items, it is thought that as the individual gets older the teaching profession would not be approved. Some of these items are;

- “4. The teaching profession will help me to be approved in the society.
- 11. My parents will be happy if I learn knowledge and skills related to the teaching profession.
- 22. I believe that getting teaching profession education will improve the quality of my life.”

**Table 10.** Correlation Findings between Attitude and Motivation

		M_TPMS	M_AT
M_TPMS	Pearson Correlation	1	,276*
	Sig. (2-tailed)		.000
	N	403	403
M_AT	Pearson Correlation	,279*	1
	Sig. (2-tailed)	.000	
	N	403	403

\*Correlations<sup>ab</sup> are significant at the 0.01 level (2-tailed).

		M_TPMS	M_AT
M_TPMS	Pearson Correlation	1	,307**
	Sig. (2-tailed)		.000
	N	240	240
M_AT	Pearson Correlation	,307**	1
	Sig. (2-tailed)	.000	
	N	240	240

\*\*Correlation is significant at the 0.01 level (2-tailed). a. Group=Formation Correlations<sup>a</sup>

		M_TPMS	M_AT
M_TPMS	Pearson Correlation	1	,249
	Sig. (2-tailed)		.001
	N	163	163

M_AT	Pearson Correlation	,249**	1
	Sig. (2-tailed)	.001	
	N	163	163

**\*\*Correlation is significant at the 0.01 level (2-tailed). a. Group=Faculty of Education<sup>b</sup>**

On analyzing the data indicated in Table 10 it was determined that there is a positive correlation between attitude and motivation. Correlation is higher in pedagogical formation training students, and the attitude and the motivation increase or decrease in the same way.

**Table 11. Regression Results**

Co-efficients <sup>a,b</sup>		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig
1	(Constant)	2,361	,329		7,172	.000
	M_AT	,376	,076	,307	4,971	.000
a.Group=Formation b.Dependent Variable: M_TPMS Co efficients <sup>a,b</sup>						
Model		B	Std. Error	Beta	t	Sig
1	(Constant)	1,952	,559		,492	.001
	M_AT	,423	,130	,249	,256	.001
a.Group=Faculty of Education b.Dependent Variable: M_TPMS						

As it can be seen in Table 11, there is simple linear regression between the attitude and the motivation. As the mean attitude in pedagogical formation increases one point, motivation increases ,376 point. As the mean attitude in faculty of education increases one point, motivation increases ,423 point.

#### IV. Results and Discussion

Even though Turkey has had teacher training experience for more than 150 years, unfortunately it hasn't created a tradition of teacher training. Even there has been successful implementations from time to time in Turkey, continuity hasn't been provided. And this does not serve the system to proceed in a positive direction. Even there are faculty of education, graduates of other faculties have been considered to be "potential teacher candidates". This is basically an important planning issue [23]. It is possible to imagine that the fact that the pre-service teachers who complete their education cannot start practicing their job will negatively affect their motivation and attitudes towards the teaching profession.

According to the results of the study, it is remarkable that the motivation and the attitudes of pedagogical formation training students towards the teaching profession are higher. Because the students applying to this program are not from faculty of education, they are from another faculty whose aim is to give trainings on other fields. However, with the decision on 26.01.2010 by Higher Education Council, pedagogical formation training was started to be given. As these students do not get to the faculty they get educated with the idea of becoming teachers, the possibility to get Pedagogical Formation Certificate and their views of considering the teaching profession as a job opportunity can cause their motivation and attitudes to increase [24,30].

According to gender variable, it was determined that there is no statistical difference between motivation and attitude scores. A similar result was determined in the study conducted by Semerci and Semerci [25]. According to age variable, it was determined that there is a significant difference as the teaching profession is approved in the society and will improve life quality. For those who graduate from other faculties rather than faculty of education, the teaching profession is considered to be an important job in our country.

In the studies in the literature, similar results to our study's results were found. Acet and Yenilmez [21] analyzed the motivations of the students from faculty of education, Yüksel [26]; Turhan and Ağaoğlu [27]; analyzed the motivations of the students in master's degree in secondary school branch teaching and the students from faculty of education, Doğan and Çoban [28] analyzed the motivations of students from faculty of education, Öztürk Akar [29] analyzed the motivations of pre-service teachers, and their findings are parallel to the findings of this study.

In the study, it was found that the motivation and the attitudes of the formation students towards teaching profession are higher, and it was determined that the conducted pedagogical formation training can contribute to the motivation and the attitudes of the pre-service teachers towards the teaching profession.

In the study, a positive correlation between attitude and motivation was also determined and it was determined that the correlation is higher in pedagogical formation students. As the attitude towards the



profession is increased averagely one point, motivation in pedagogical formation students increases ,37 point while it increases ,42 in the students of faculty of education. Therefore, increasing the attitudes of the pre-service teachers means increasing their motivation. It can be recommended that the study should be conducted with bigger samples and it should be compared to the results of this study and generalization should be made.

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