



Educational Policy Analysis and Strategic Research

Volume 14, Issue 4 December 2019

epasr.penpublishing.net

ISSN: 1949-4270 (Print) 1949-4289 (Online)

Evaluation of Teacher Trainees' Career Expectations in Terms of Various Variables

Muhammet Baki Minaz & Mehmet Ali Akin

To cite this article

Minaz, M.B. & Akin, M.A. (2019). Evaluation of Teacher Trainees' Career Expectations in Terms of Various Variables. Educational Policy Analysis and Strategic Research, 14(4), 114-136. doi: 10.29329/epasr.2019.220.7

Published Online	December 29, 2019
Article Views	5 single - 8 cumulative
Article Download	27 single - 35 cumulative
DOI	https://doi.org/10.29329/epasr.2019.220.7

Pen Academic is an independent international publisher committed to publishing academic books, journals, encyclopedias, handbooks of research of the highest quality in the fields of Education, Social Sciences, Science and Agriculture. Pen Academic created an open access system to spread the scientific knowledge freely. For more information about PEN, please contact: info@penpublishing.net



Evaluation of Teacher Trainees' Career Expectations in Terms of Various Variables

Muhammet Baki MİNAZ¹

Siirt University

Mehmet Ali AKIN²

Mardin Artuklu University

Abstract

This study seeks to evaluate teacher trainees' career expectations in terms of gender, age, parental living status, place of birth and marital status. A mixed model was used in the study. The population of the study is comprised of students of the Siirt University Faculty of Education, while the sample for the quantitative research and qualitative research is comprised of 283 students and 30 volunteers, respectively. The career planning questionnaire (Minaz, 2019) and the semi-structured interview questions developed by the researcher were used to collect data. As a result of the study, it was found that there was a statistically significant difference between the career plans according to variables such as the students' department and grade point average (GPA), that the career planning levels of the students at the Social Sciences Department were lower than the students studying in the other departments, and that the students with GPA between 71 and 80 had a higher career planning score. According to the content analysis results of qualitative findings, it was determined that the students did not do enough research when choosing this department while those who did failed to search in detail and that the students were placed into universities only based on their scores. More than half of the students stated that they are in the department in which they can use their skills. Finally, teacher trainees stated that they are aware of the difficult and easy aspects of their profession while the students expressed that they fail to keep up with the innovations in the field because of the ever-increasing information

Keywords: Teaching, Career, Teacher Trainees, Career Expectations

DOI: 10.29329/epasr.2019.220.7

1 Assist. Prof. Dr., Faculty of Education, Siirt University, Turkey, ORCID ID: 0000-0002-0024-1854

Correspondence: mbakiminaz@gmail.com

2 Assist. Prof. Dr., Literature Faculty, Mardin Artuklu University, Turkey, ORCID ID: 0000-0002-9387-0149

Introduction

One of the indicators of development levels of countries is the effective use of human resources. In the modern world, professions or careers should be chosen based on the skills of individuals. Career planning is of paramount importance for the effective use of resources and employee satisfaction. It is crucial for the newly graduated young people to determine their career paths with the right decision both for their happiness and their contribution to national economies.

Career goals are far beyond the responses such as “I want to become a teacher, doctor, or an officer” given to the questions asked to a child at an early age such as “What do you want to be in the future?” and shaped by the effects of systematic difficulties in the country and different variables. Jarvis and Woodrow (2005) stated that many factors influence and motivate in career choice. The most important concept in career planning is the choice of profession.

It can be said that the choice of profession is one of the most important factors that affect people's lives and enable them to live a successful and happy life (Taş & Minaz, 2019; Taş & Kıröğlü, 2018). The profession is a set of activities based on systematic knowledge and skills gained through a certain education, which is performed to produce useful goods and services for people and to earn money in return with certain rules determined by society (Kuzgun, 2000). Fontaine (2009) stated that the construction of professional development is a social process that takes place in the interaction of the individual with himself, with others and with his social environment, depending on the opportunities that may arise in the life of the individual.

Although earnings are necessary for the continuation of the profession, this is not the only factor affecting the individual's choice of profession. Different sources of satisfaction, such as social status and regular living, can also be mentioned. The choice of teaching profession should also be considered based on several factors beyond earnings. Educators need to know and avoid unethical behaviors to fulfil their mission committed by society to raise people (Taş, 2019). Understanding the motives of becoming a teacher can contribute to finding ways and methods to add new powers to the teaching profession and to improve teachers' subsequent professional development, commitment, and teaching qualifications (Bruinsma and Jansen, 2010; Mansfield, Wosnitza, & Beltman, 2012; Subaşı, 2010; Richardson and Watt, 2005). The study is considered to be important in this respect.

The Concept of Career

The concept of “*carriere*”, which originated in French, refers to the direction given to our lives from the distance that must be covered to the way of life we choose (Ayanoğlu Şişman, 2013). The concept of traditional career planning has changed over the last two decades. Now a new career perspective has emerged signifying that a person can change the roles s/he chooses as distinct from the perspective which signifies that individuals accept the roles chosen at an earlier stage of life and their

remaining roles throughout their working life (Bridges, 1994). Although the word career planning is often perceived as a limited concept of promotion in the profession, achieving a certain status, progress and preference of a profession, it is a dynamic process that continues throughout life. It does not discontinue after choosing a profession. The concept of career planning should be considered as a broad phenomenon that includes pre-profession, during-profession, post-profession tasks, leisure activities, and other roles undertaken in society.

Career is a dynamic process that lasts throughout the lives of individuals, and choosing a profession includes deliberate and planned activities such as preparing yourself for a profession, starting a profession, continuing a profession by getting education apart from entering a profession. The fact that the individual follows the abovementioned process amounts to the concept of career as content (Erdoğmuş, 2003). Career is a process directly linked to personal and organizational goals and to the work experience and activity that the individual will have throughout his/her life with sometimes the role of controller.

Career Planning

Career planning involves the individuals' decision-making process and skills assessment. It also involves comparing alternatives. Since career planning is an important part of life and it is not always easy for a person to change career, a person must reach a certain level of maturity before making this choice. Some researchers have emphasized that people's professional destinies depend not only on their characteristics but also on the historical, social, political, economic, family and other contexts (Gatti, 2009; Ramos; Lima, 1996; Soares, 2002; Valle, 2006). The decision for career planning for Krecic and Grmek (2005) is based on the possibility of identification with the work, the realistic view of one's skills, and persistence at work.

Individuals who want to achieve their career goals have to find a profession first and then make efforts to adapt themselves to the differences required by their living conditions and develop themselves (Belen, 2016). As researching and understanding the underlying causes of a person's career planning and career decision making is a complex process, career choice is very important for both the individual and society (Gati, Krausz and Osipow, 1996).

Career planning is regarded as one of the most important concerns for young people near the end of their school (Alberts, Mbalo and Ackermann, 2003). As teachers play an effective role in the lives of learners, it is even more important to investigate the career choices of teachers (Aksu, Demir, Daloğlu, Yıldırım & Kiraz, 2010). As career choice is difficult, decision-making is important for both parents and their children. Since teaching plays a vital role in the preparation of the next generation of any society, it is essential to choose teaching willingly and consciously to train qualified and dedicated teachers in the profession. For this reason, it is important to determine the teacher trainees' career expectations.

Career Expectations of Teacher Trainees

According to OECD (2005), teachers in many Western countries experience difficulties in continue in their profession. Teacher training and retention are among the challenging and problematic issues in many countries. For example, in a country like the United Kingdom, 40% of those who receive teacher training cannot become teachers. Besides, in the UK, 40% of those who receive teacher training leave their profession in the first five years (Kyriacou and Kunc, 2007). Research in Australia reveals that 30% of teachers quit the profession during the same period (Watt and Richardson, 2007). Ingersoll (2003) also reported that only 48% of the American teachers who graduated in 1993 taught after graduation.

It is stated that new teachers' commitment to the profession is low, and the attrition rate is high (Jalongo and Heider, 2006). Teaching is seen as a challenging and stressful profession (Stoeber and Rennert, 2008; Riedler and Eryaman, 2016). In the studies conducted by Skaalvik and Skaalvik (2008), one-third of the teachers stated that if they could choose again, they would choose another profession.

Teachers experience 'ups and downs' throughout their careers due to changes in their work or life (Day and Gu, 2010). Being a teacher can be challenging and stressful both at the beginning and later stages of their careers (Guarino, Santibañez and Daley, 2006; Skaalvik and Skaalvik, 2011; Veldman, Van Tartwijk, Brekelmans, and Wubbels, 2013). Some teachers remain positive, determined and motivated, while others may engage in disturbing issues or become occupationally concerned (Hargreaves, 2005; Huberman, 1993). According to Valle (2006), the reason for low expectations for teaching career depends on the following factors: 1) uncertainty about the future of the profession; 2) low salaries; 3) limited personal growth and promotion, and 4) insecurity in working conditions. Barbosa (2011; 2012) concluded that salary is one of the main factors that lead to an increase in the precariousness of teacher work.

Meens, Bakx, Klimstra, and Denissen (2018) investigated whether identity formation and motivation predicted academic achievement among prospective students at the moment of choosing a bachelor's program. Besides, they divided the participants into four different students' achievement groups (i.e., "successful dropouts", "successful stayers", "unsuccessful stayers", and "unsuccessful dropouts") and examined whether identity and motivation separately predicted academic achievement, whether identity and motivation dimensions could be combined into new distinct profiles, and whether these new profiles predicted academic achievement. Meens et al. (2018) found that motivation was associated with academic achievement, whereas identity was not.

It is concluded from a review of related literature that the teachers analyse the factors connected with the reasons behind preferring to choose to teach as a career in three main categories: "altruistic reasons", "internal reasons", and "external reasons". "Altruism" is the concern for the well-

being of children, contribution to the development of society and teaching, which is a socially worthwhile profession. "Internal reasons" can be defined by the desire to be in the school setting, the pleasure of the business activity itself, and the intense interest in the subject taught (Kyriacou and Coulthard, 2000; Kyriacou, Hultgren and Stephens, 1999; Moran, Kilpatrick, Abbott, Dallat and McClune, 2010). In their research studies in England and Wales, Spear, Gould, and Lee (2000) revealed that internal and altruistic motivations affect the reasons for entering the profession.

Besides, teachers who educate them in their professional roles, identities, and practices have a pioneering role in choosing to teach as a career (Atkinson, 2006; Krecic and Grmek, 2005; Richardson and Watt, 2006; Saban, 2003). Students' professional expectations are directly related to student attitudes towards themselves and to other people's attitudes towards them, and this is connected with the issues of teacher personality and individuality analysed by researchers (Aramavičiūtė, Martišauskienė, 2011). Krecić and Grmek (2005) stated that the teacher is not only teaching, but also personally influencing the students.

Among the reasons of choosing the teaching profession is the "love for the child", while altruistic reasons are listed as "contribution to society" and "contribution to child development" (Bastick, 2000; Stichert, 2005; Brown, 1992). It was shown that due to external reasons, teachers and teacher trainees agree that long holidays are good motivation, but that they do not agree on salaries (Bastick, 2000; Stichert, 2005; Brown, 1992). Souza (2010) stated that teacher trainees chose the department of teaching because they like teaching. The love for the profession was also shown as a reason for teachers to continue in the profession (Giesta, 2008). The study conducted by Garduño and Sandoval (2006) revealed that almost half those interviewed had chosen the profession for extrinsic reasons as a result of a study of three generations studying at a public university in Mexico City.

Personal fulfilment, working with young people, working conditions, lifestyle and professional status were among the most influential factors affecting the teaching motivation of Australian teacher trainees (Manuel and Hughes, 2006). Many other factors, both within and outside the family, have also been associated with a career choice in the teaching profession and other professions. In the case of teacher recruitment, it is claimed that the profession cannot attract bright young people (Murnane, Singer, Willett, Kemple and Olsen, 1991; Kyriacou and Coulthard, 2000). This has some structural, social, and psychological reasons (Ingersoll, 2001; Lai, Mok, Ko and Li, 2000; Menter, Hutchings and Ross, 2002; Coulthard and Kyriacou, 2002). It has been found that teachers take into account career opportunities and contributions to society when choosing the profession (Lai, KO, & Li, 2000). Oruc (2011) found that teacher trainees have positive perceptions about the teaching profession. Holland (1996) noted that his projection was based on innate personal characteristics. In the study of Kauchak and Eggen (2008), the desire to work with young people and to contribute to society was listed as the two most important reasons for choosing to teach.

Other factors that affect the choice of the profession include the possibility and conditions of appointment. The results of the research show that teacher trainees are largely influenced by the social and economic conditions of the country as well as the lack of guidance and social support. It is understood that in parallel with the studies regarding the increasing number of graduates of the teaching program, the decreasing number of staff within the Ministry of National Education, the exam anxiety related to Public Personnel Selection Exam (KPSS), and the decrease in appointment quotas (Atav and NDnmez, 2013; Belen, 2016; Budak, 1999; Cirit Gül, 2015; Erdem and Soylu, 2013; Ergün, 2005; Karataş and Güleş, 2013; Kuran, 2012), teacher trainees' achievement-based motivation is influenced negatively. To increase interest in teaching requires strengthening the sources of motivation that attract people to teaching (Richardson and Watt, 2006). Yuce, Şahin, Koçer, and Kana (2013) determined that extrinsic, altruistic, and intrinsic motivations play important roles in choosing the teaching profession. Öztürk and Akar (2012) stated that the social-cultural context of Turkish society shapes the motivations and perceptions of the participants. In this context, it may be useful to provide training for teacher trainees about the motivating elements of teaching and to conduct activities to allow them to recognize themselves.

It is thought that the appointment system affects the selection of teaching programs and the appointment of teachers. Teachers were selected to be appointed as civil servants through the Civil Service Examination (DMS) in 1999 and 2000, while the Central Selection Examination for Institutions (KMS) was implemented in 2001, and the Public Personnel Selection Exam (KPSS) has been implemented since 2002 to employ teachers within the Ministry of National Education (Odabaş, 2010). Although the teaching field information test was included in this examination in the following years, the relevant examination, which was the only determinant in admissions to the profession, was criticized for ignoring the success and practice performance during the pre-service period (Eraslan, 2006). Another problem is that the teacher trainees in some branches with high KPSS scores are not appointed or only a small number of them are appointed.

Teacher appointments are made at least once a year in line with the needs determined by the Ministry of National Education. The career plans of each professional group are shaped according to various variables, particularly the social and economic conditions at the time of graduation. On the other hand, it is known that individuals, who graduate from education faculties such as health graduates, prioritize public institutions, which are the biggest employers in the sector in their career plans (Saç, 2016). In the selection process, there is a point where efficiency and effectiveness contrast with the qualifications sought in teacher trainees. Non-personal criteria such as grade averages and appropriate academic work can be used impartially; however, when they are met, subsequent selections become more difficult. An interview with teacher trainees may be the most appropriate step to take (Alexander, Chant, and Cox, 1994).

In line with these explanations, the researchers aimed to evaluate teacher trainees' career expectations in terms of some variables. Besides, the question of whether adequate research is done while choosing the teaching profession, whether they are influenced by their circle, whether they find themselves suitable for the profession, and whether they have consciousness about the characteristics of the teaching profession, was investigated.

Method

Research Model

A mixed model was used in the study. The mixed model requires the use of both quantitative and qualitative methods. Variables including gender, department, grade point average, age, parental living status, place of birth, and marital status of teacher trainees were examined in the quantitative dimension of the study.

In qualitative research, rich, concrete, and descriptive data are collected with the belief that results are more interpretive than generalized for a larger population (Denzin and Lincoln, 1994).

Population and Sample

The population of the study is comprised of students of the Siirt University Faculty of Education. The sample is comprised of 283 students enrolled in the 2018-2019 academic year for the quantitative dimension, and of 10 4th-grade students from the Social Sciences, 10 students with low GPA (under 75), and 10 students with high GPA (over 75) for the qualitative dimension.

Table 1. Characteristics of the Sample Group

Students of Social Sciences Teaching Department		Those with a low GPA		Those with a high GPA	
Codes	Gender	Codes	Gender	Codes	Gender
ND1	Female	ND1	Male	NY1	Female
ND2	Female	ND2	Female	NY2	Female
ND3	Male	ND3	Male	NY3	Male
ND4	Female	ND4	Male	NY4	Male
ND5	Male	ND5	Male	NY5	Female
ND6	Female	ND6	Female	NY6	Male
ND7	Female	ND7	Female	NY7	Male
ND8	Female	ND8	Female	NY8	Female
ND9	Female	ND9	Female	NY9	Male
ND10	Female	ND10	Female	NY10	Female

Data Collection Tools

Career planning questionnaire and semi-structured interview form were used in the study.

Career Planning Scale

The “Teacher Trainees’ Career Expectations Scale”, which was developed by the researchers related to the career plans of the teacher trainees, was used. Minaz (2019) researched 283 students in

total (180 female and 103 male) for the reliability and validity of the scale. A one-dimensional 11-item measuring tool with an eigenvalue of 4.54 explaining 41.35% of the total variance was obtained as a result of the exploratory factor analysis made for the construct validity of the Teacher Trainees' Perspective towards Their Department and Career Expectations Scale. KMO sample conformity coefficient of the scale was found to be .86. Factor loads of the scale ranged between .44 and .78. Cronbach alpha internal consistency reliability coefficient was found as .85. The corrected-item total correlation coefficients of the scale ranged between .36 and .69. The Teacher Trainees' Perspective towards Their Department and Career Expectations Scale has a 5-point Likert-type rating where 1 refers to "always", and 5 refers to "never".

Semi-structured Interview Form

The main goal of semi-structured interview questions was to obtain in-depth data. While preparing the form, first related literature was reviewed and then the questionnaires and scales related to the career plan were examined. The draft form was prepared in consultation with field experts at Artuklu University and Siirt University and finalized after the students who were revised in line with common views were subjected to the sample application.

Answers to the following questions were sought:

1. Did you conduct enough research while choosing this department (profession)?
2. Were you influenced by your circle while choosing this department (profession)?
3. Do you find yourself fitted for this profession?
4. Are you aware of the characteristics of the teaching profession?

Findings

While presenting the research findings, firstly, quantitative findings were given based on variables. Then, the qualitative findings of the research were given.

The results of the analysis to determine whether demographic variables make a significant difference in career planning are given below.

Table 2. Statistical Data Related to the Gender Variable

Career	Gender	N	X	SS	t-test	Sig.
Planning	Female	180	3.53	,58	1,353	,270
	Male	103	3,43	,66		

*:p<0,05

Table 2 demonstrates that the arithmetic mean of female students' answers is $X = 3.53$, and the arithmetic mean of male students' answers is $X = 3.43$ according to the gender variable. As the result of the t-test made to determine whether the difference according to the gender variable was significant

was $p = 0,270 > 0,05$, there was no significant difference between the students' career plans depending on the gender variable.

Table 3. Statistical Data Related to the Department Variable

Department	N	X	SS	Source of Variance	Sum of squares	sd	Mean Square	F	p
Elementary Mathematics	59	3,61	,510	Intergroup In-group Total	9,595	5	1,919	5,465	,000
Primary School	76	3,64	,537		97,269	277			
Computer Science	24	3,63	,498		106,864	282			
Social Sciences	43	3,48	,663						
Turkish	41	3,12	,707						
Total	283	3,49	,615						

*: $p < 0,05$

Table 3 highlights that there is a statistically significant difference between students' departments and career planning based on $F(5,46)$, $p < 0.05$. Tukey Test results were examined to see which groups had a significant difference.

Table 4. Tukey Test Results According to Departments

Department	Departments	Mean Difference	SS	p
Social Sciences	Elementary Mathematics	-,49616*	,12048	,005*
	Primary School	-,51895*	,11483	,001*
	Computer Science	-,51619*	,15230	,045*
	Science	-,36468	,12935	,163
	Turkish	-,22452	,13169	,714

* $p < .05$

According to Table 4, it is seen that there is a statistically significant difference against the students of the social sciences between the students of the social studies and of the elementary, mathematics, classroom teaching, and computer teaching related to the career planning according to the department variable ($p < 0.05$).

Table 5. Statistical Data Related to GPA

GPA	N	X	SS	Source of Variance	Sum of squares	sd	Mean Square	F	p
40-60	9	3,03	,69	Intergroup In-group Total	3,643	4	,911	2,453	,046
61-70	48	3,38	,58		103,221	278	,371		
71-80	152	3,57	,59		106,864	282			
81-90	28	3,49	,75						
91-100	46	3,43	,57						
Total	283	3,49	,61						

*: $p < 0,05$

It is seen from Table 5 that there is a statistically significant difference between students' GPA and career planning according to $F(2,453)$, $p < 0.05$. Tukey Test results were examined to see which groups had a significant difference.

Table 6. Tukey Test Results According to GPA

GPA	GPA	Mean Difference	SS	p
40-60	61-70	-,35020	,22134	,115
	71-80	-,53905*	,20904	,010*
	81-90	-,45522	,23349	,052
	91-100	-,39235	,22210	,078

* p<.05

According to Table 6, it is seen that there is a statistically significant difference between the career planning of students with a grade point average of 40-60 and career planning of students with a grade point average of 71-80 ($p < 0.05$) in favor of those with a grade point average of 71-80.

Table 7. Statistical Data Related to the Age Variable

Age	N	X	SS	Source of Variance	Sum of squares	sd	Mean Square	F	p
17-23	244	3,49	,61	Intergroup	,106	2	,053	,139	,871
24-30	36	3,47	,66	In-group	106,758	280	,381		
31- +	3	3,66	,28	Total	106,864	282			
Total	283	3,49	,61						

*:p<0,05

Table 7 shows that there is not a statistically significant difference between the students' ages and career planning based on $F(, 139)$, $p > 0.05$.

Table 8. Statistical Data Related to the Parental Living Status Variable

Age	N	X	SS	Source of Variance	Sum of squares	sd	Mean Square	F	p
Both Alive	260	3,51	,60	Intergroup	1,181	2	,590	1,564	,211
Father Alive	8	3,44	,52	In-group	105,683	280	,377		
Mother Alive	15	3,22	,83	Total	106,864	282			
Total	283	3,49	,61						

*:p<0,05

Table 8 shows that there is not a statistically significant difference between the students' parental living status and career planning based on $F(1,564)$, $p > 0,05$.

Table 9. Statistical Data Related to the Place of Birth Variable

Age	N	X	SS	Source of variance	Sum of squares	sd	Mean Square	F	p
Centrum	113	3,56	,58	Intergroup	1,063	2	,532	1,407	,247
County Town	122	3,46	,63	In-group	105,801	280	,378		
Town, village - others	48	3,41	,63	Total	106,864	282			
Total	283	3,49	,61						

*:p<0,05

Table 9 shows that there is not a statistically significant difference between the students' place of birth variable and career planning based on $F(1,407)$, $p > 0,05$.

Table 10. Statistical Data Related to the Marital Status Variable

Age	N	X	SS	Source of Variance	Sum of Squares	sd	Mean Square	F	p
Single	275	3,49	,61	Intergroup	,501	2	,251	,660	,518
Married	4	3,83	,48	In-group	106,363	280	,380		
Widow	4	3,41	,97	Total	106,864	282			
Total	283	3,49	,61						

*:p<0,05

Table 10 shows that there is not a statistically significant difference between the students' marital status variable and career planning based on F(660), p>0,05.

Qualitative Findings

Findings Related to the Content Analysis of Student Responses

In this study, 10 randomly selected students (2 males and 8 females) from social studies teaching department answered the questions. They stated that they did not do enough research when choosing this department (ND1, ND2, ND3, ND5, ND6, ND9, ND10) and were placed into the university based on their scores and that those who did research did not conduct detailed research (ND4, ND7, ND8). It was found that at the moment of choosing this department, the majority of them did not get an opinion from their society (ND1, ND3, ND4, ND5, ND6, ND7, ND8, ND10) and that a few of them took into consideration their opinions (ND2, ND8). One of the students, who stated that he was not affected by the opinions of those around him, stated that if he had been informed by a person studying in the same department, his decision would be different now (S3).

More than half of the students stated that they are in the department where they could use their skills (ND1, ND3, ND4, ND5, ND7, ND8, ND9), while the rest of them stated that they are not in the department where they could use their abilities. They stated that one of the factors that influence their contentedness with their departments is the social value of teaching and that the issue of appointment is distressing (ND1, ND3, ND4, ND5, ND7, ND8, ND9).

3 students stated that they are not happy in their departments (ND2, ND6, ND10). Most of the students stated that they were aware of the difficulties of their profession before the choice (ND2, ND3, ND4, ND6, ND7, ND9, ND10).

All the students except for 4 stated that students fail to keep up with innovations in their fields along with ever-increasing information (ND1, ND2, ND4, ND5). It was also found that half of the students (ND1, ND2, ND4, ND7, ND8) participated in the training activities in the field within and outside of the university, 4 students did not attend any activities and conferences (ND3, ND5, ND6, ND9), and 1 student sometimes attended this type of training activities (ND10). 8 students stated that they would be successful in their profession (ND1, ND2, ND3, ND4, ND5, ND7, ND8, ND10).

One of the students stated that he did not want to choose his department but he began to enjoy it at school over time and wanted to succeed in his profession (ND2). Another one stated that he had negative attitudes towards his department and thought that he would not be successful in his profession (ND6). Most of the students were doubtful about the question posed as “I can find any job I want in line with the career I have chosen”, while 1 student stated that he is able to find a job only in educational institutions, which is a limitation for him (ND1, ND2, ND8, ND5, ND8, ND8). 3 students stated that they would not be able to find a job in line with their career (ND2, ND3, ND5). Most of the students stated that they can determine the steps to be taken in the face of the problems they will face (ND1, ND2, ND3, ND4, ND6, ND9, ND10). Most students stated that they have not set any targets related to any plans for the next 5 years (ND1, ND2, ND4, ND6, ND7, ND10), while 2 students stated that they are undecided (ND3, ND8) and 2 students stated that they would prepare a plan (ND5, ND9).

Regarding the question whether their field will be in a better position in the future or not, most of the students believe that they do not know in what position the field will be in the future (ND2, ND3, ND4, ND5, ND7, ND8, ND9), while 2 of them feel that they are about to lose their faith (ND1, ND6). Besides, one of them thinks that although his field has a wider position than other branches, course hours of the relevant field are not enough and that the field will be in a better position in the future (ND10). The majority of the students believe that a master’s degree is not necessary for the future (ND1, ND2, ND3, ND4, ND6, ND7, ND8, ND9, ND10), while only one student believes that students must improve themselves and master’s degree is necessary (ND5).

Statements of Students with High GPA:

In this study, 10 randomly selected students (5 male, 5 female) answered the questions. It was found that while choosing their departments, 6 of the students did research (NY1, NY3, NY4, NY5, NY6, NY9), while the rest preferred the department without doing research (NY2, NY7, NY8, NY10). One student stated that he was not affected by his circle when choosing his department (NY5), while others stated that their circle influenced them (NY1, NY2, NY3, NY4, NY6, NY7, NY8, NY9, NY10). Besides, 6 students stated that they were influenced by their teachers (NY1, NY4, NY6, NY7, NY8, NY10), while 3 students stated that they were affected by their family and friends (NY2, NY3, NY9).

Two students stated that they are not in the department where they can use their skills (NY3, NY5) adding that the department is far from their skills. The rest of the students stated that they are in the department where they can use their skills (NY1, NY2, NY4, NY6, NY7, NY8, NY9, NY10).

A majority of students believe that they are happy with their department (NY1, NY2, NY3, NY4, NY6, NY7, NY9, NY10). While a student believes that he is not happy at all (NY5), a student states that he is a little bit happy and a little bit disappointed (NY8). It was understood that all of the students are aware of the difficult and easy aspects of their professions and that most of the students

searched for innovations in their fields at odd moments (NY1, NY2, NY4, NY6, NY7, NY8, NY9, NY10). One student is seen to report that he has been researching to advance in his field (NY1).

Regarding participation in works in other fields than their field, 6 of the students stated that they sometimes participated (NY1, NY3, NY4, NY6, NY9, NY10), two of them stated that they participated at odd moments (NY7, NY8), one student stated that he frequently participated (NY2), and one of them stated that he does not participate for the time being but would do so in the future (NY5). It was also found that one student thinks that he will be unsuccessful in his profession although his academic success is very high (NY1) and the rest of them think they will be successful. 3 of the students were doubtful about the question posed as “I can find any job I want in line with the career I have chosen” (NY3, NY5, NY7), while others stated that they can find any job I want in line with their career. Besides, all the students believe that they can determine the steps they will take in the field in case of any problem.

When asked whether preparing a plan for the next 5 years was on their agenda, two students responded positively (NY3, NY6), while the remaining students said that they did not prepare a plan. One of the students who failed to prepare a plan believes that the 5-year plan depends on whether he will be appointed or not (NY1), while 8 of the students believe that they will be in a good position in the future (NY1, NY2, NY4, NY5, NY6, NY8, NY9, NY10). Besides, 2 students believe that they will not be in a good position (NY3, NY7). One of the two students who stated that their department would not be in a good position in the future added that their department is ignored (NY3), while the other believes things will be worse (NY7). Except for one of the students (NY9), the rest of the students pointed out that a master’s degree is necessary with one of the students adding that there must be a requirement for a master's degree in education. In response to the question “I will evaluate offers from the professional group with better economic conditions”, it is observed that two of the students will not (NY5, NY7), whereas the others will. One of the two respondents who believe he will not (NY5) adds that he does not want to change his profession, whereas the other student thinks he will not accept every offer because he wants to do a profession he enjoys. The two students who believe they will add that they will evaluate it for their future (NY2, NY6).

Statements of Students with Low GPA:

In this study, 10 randomly selected students (4 male, 6 female) answered the questions. 3 students stated that they did enough research while choosing this department, (ND1, ND4, ND7) and the rest of them were seen to prefer the department without research. 5 students who stated that they were affected by their circle added that they were affected by their families (ND1, ND3, ND4, ND6, ND10), whereas the remaining students preferred the department based on their own decisions.

4 students (ND1, ND4, ND5, ND10) stated that they are studying in a department where they can use their skills properly. The participants who gave negative responses had a low GPA because they did not choose a department or profession that reflected their skills (ND2, ND3, ND6, ND7, ND8, ND9, ND10).

3 of them are unhappy with their department (ND3, ND6, ND7), while the rest are seen to be unhappy at first but got happy in time. The students also express that they are aware of the difficult and easy aspects of their profession. Most of the students stated that they keep up with the innovations in their field (ND1, ND2, ND5, ND6, ND7, ND8, ND9, ND10). The remaining participants stated that they did not conduct research (ND4, ND5) and were not interested in their departments. Regarding participation in works in other fields than their field, 3 students expressed that they would participate (ND1, ND5, ND7), while the majority of them stated that they were undecided. In line with the answers from the students, it was observed that they would participate in works to improve themselves in their fields if possible with some of the students thinking that their education is sufficient for their development (ND3, ND5, ND6, ND9, ND10).

It was also found that most of the students were undecided about whether they would be successful or not in their profession (ND1, ND2, ND4, ND6, ND7, ND9, ND10), while one of them believed he would be successful (ND3). Regarding the question posed as “I can find any job I want in line with the career I have chosen”, the students stated that the profession they chose does not pose an obstacle while those with a negative response stated that they would like to work in other professions than their profession and that they would not be able to find job in their profession (ND3, ND5, ND7). Most of the students believe that they can determine the steps they will take in the field in case of any problem (ND1, ND2, ND4, ND6, ND8, ND9, ND10). Those with a negative response stated that they would not be able to take steps on their own and should get assistance from others (ND3, ND7). Only one student said that he prepares a plan for the next 5 years (ND2). Another student said that he would run a Café (ND10). The remaining students said that they did not have any plan. A majority of students had a positive opinion about the future position of their field (ND1, ND3, ND5, ND6, ND8, ND9, ND10). 3 of the students found a master’s degree necessary (ND3, ND7, ND10) while the remaining students did find it necessary. In response to the question “I will evaluate proposals from the professional group with better economic conditions”, two of the students said that they would not (ND5, ND8) and the rest of them said they would.

Result and Discussion

Teaching is different from other professions due to its mission of benefiting people and taking on the task of ensuring their development. What drives us to become a teacher? In this study, teacher trainees' career expectations were examined in terms of some variables. As a result of the study, it was found that there was a statistically significant difference between students' departments and career

planning and a significant difference between the students of social studies and elementary school mathematics, classroom teaching, and computer teaching students. It was also found that the career planning levels of social studies students were lower. Differences in the chances of appointment of the departments are thought to lead to differences in interdepartmental career planning. Similar to this result, Alemdar (2018) found that there are interdepartmental differences.

It was seen that there was a statistically significant difference between the grade point averages of the students and career planning, and the career planning scores of the students with a grade point average of 71-80 were higher. It is thought that the reason for higher career planning scores of students with high course success is due to the difference in their perceptions about their profession.

There was no statistically significant difference between students' career planning according to the gender, age, parental living status, place of birth and marital status. Johnson, Mckoewn and Mcewen (1999) found that male teachers paid less attention to working with children than female teachers. On the other hand, King (1993) found that female trainees were more interested in practical reasons, whereas male teachers were more affected by factors such as salary, professional prestige, contribution to society, control over one's own work, and dealing with the issue. Besides, the study conducted by Eđitim-Bir-Sen (A Union) (2004) found that female teachers prefer to teach because they prefer to be a teacher, but male teachers choose to teach due to reasons such as job security.

It was determined that the students did not do enough research at the moment of choosing this department, while those who did failed to research in detail and that the students were placed into universities only based on their scores. It was found out that at the moment of choosing this department, the majority of students did not get opinions from their circle, and a few of them were affected by their opinions. The student who was not affected by the opinions of his circle added that his decision would have been different if he had been informed by someone studying in the same department. This result shows that students do not act consciously in their preferences. It is understood that high school students prefer this subject without making enough research. According to OECD (2005), there are problems in the selection of teachers in many western countries and current teachers find it difficult to continue in their profession. In the studies conducted by Skaalvik and Skaalvik (2008), one-third of the teachers stated that if they could choose again, they would choose another profession. These research findings are in line with our research findings.

More than half of the students stated that they were in the department where they could use their skills while the rest of them stated that they were not in a department where they could use their skills. They stated that one of the factors that affect their happiness in their departments is the social value of teaching and the problem of appointment is worrying. The results of the research show that teacher trainees are largely influenced by the social and economic conditions of the country as well as

the lack of guidance and social support. It is understood that in parallel with the studies regarding the increasing number of graduates of the teaching program, the decreasing number of staff within the Ministry of National Education, the exam anxiety related to KPSS, the decrease in appointment quotas (Atav and NĐnmez, 2013; Belen, 2016; Budak, 1999; Cirit Gül, 2015; Erdem and Soylu, 2013; Ergün, 2005; Karataş and Güleş, 2013; Kuran, 2012), teacher trainees' success-based motivation is influenced negatively. The way to increase interest in teaching is to strengthen the sources of motivation that attract people to teaching (Richardson and Watt, 2006).

Teachers improving themselves in their professional roles, identities, and practices have a pioneering role in leading to students choosing to teach as a career (Atkinson, 2006; Krecic and Grmek, 2005; Richardson and Watt, 2006; Saban, 2003). The fact that professional expectations of students are directly related to the attitudes of the students towards themselves and other people is associated with the personality of the teacher and individual problems. It is an undeniable fact that teachers affect students' lives and orientation to learning.

It was found that the students are aware of the difficult and easy aspects of their profession. New teachers' commitment to the profession is low, while the attrition rate is high (Jalongo and Heider, 2006). Teaching is seen as a challenging and stressful profession (Stoeber and Rennert, 2008). Akın (2019) found similar findings in the study.

Taşkın (2015) concluded in his study related to the examination of teacher trainees' value orientations and academic motivation levels in terms of various variables that teacher trainees' value orientations were high and academic motivation levels were moderate. While the sub-dimensions of success, harmony, and altruism contributed most to the academic motivations of teacher trainees, the sub-dimensions of self-control, universality, and power had the least contribution. In the study conducted by Akın (2018), it was observed that teacher trainees were had more of the values such as "Universalism", "Kindness", "Self-Orientation", "Security", and "Compliance", while they had less of values such as "Traditionalism", "Stimulation", "Success", "Hedonism" and "Power". In another study conducted by Akın (2018), it was found that teacher trainees primarily preferred "Universality", "Self-Orientation", and "Altruism" values, while they preferred "Power", "Success" and "Hedonism" values less. Besides, the findings of this research overlap with others.

Saban (2003) stated that most of the participants in his study decided to become class teachers for traditional altruistic rewards and intrinsic and extrinsic motivations were effective to some extent. However, considering studies in Turkey, it is obvious that these altruistic, intrinsic, and extrinsic rewards, as well as some other factors, are prominent. The first finding shared by the majority of the studies is that teacher trainees come from the middle-socio-economic class (Aksu et al., 2010; Arslan, 2007; Karagözoğlu and Murray, 1988; Saban, 2003).

Trainees are required to take the university entrance examination to register for a faculty of education and KPSS after graduating from faculties. Therefore, the academic success of the trainees is of great importance in entering the profession (Aksu, et al., 2010). There may be differences between what people want and what they can do. As a result of wrong choices, people may have to spend their lives doing things they don't like. The way to solve this problem is to get to know yourself and get expert help when necessary. According to Valle (2006), the reason for low expectations for teaching career depends on the following factors: 1) uncertainty about the future of the profession; 2) low salaries; 3) limitation of personal growth, and 4) insecurity in working conditions. Barbosa (2011; 2012) concluded that salary was one of the main factors responsible for increasing the precariousness of teacher work.

Each individual has different interests and skills. Each profession also requires different skills. A person may be successful in professions requiring her or his qualifications. S/he fails in professions that do not require her or his qualifications. Nowadays, the increase in professional options, the increase in specialization in the profession, and the necessity of long-term training for the profession increase the importance of the choice of profession.

Recommendations

Training is one of the most challenging career journeys a person can pursue. Teachers have the power to deeply affect the lives of their students. Guiding preschool playgroups, conducting scientific research projects with high school students, and having an influential role in developing their students' potential reveal the importance of choosing their professions willingly. The choice of the teaching profession should be directly related to the characteristics required by the profession. In this context, it may be suggested that students who will choose teaching fields should observe whether their characteristics contain the characteristics required by the profession and get expert support when necessary.

After the young generation thinking about teaching is familiar with the characteristics of the profession, it may be suggested that s/he should establish personal career goals within the context of the characteristics required by the profession and then should head for the profession. Researchers may be advised to examine the conditions of appointment, guidance, and exam scores that are thought to be effective in teacher trainees' career plans.

References

- Akın, M. A. (2019). An Investigation into Teacher Burnout in Relation To Some Variables. *International Journal of Progressive Education*, Volume 15 Number 4, 2019. Pp.. 47-66.
- Akın, M. A. (2018). Analysis of the Relationship between Pre-service Teachers' Value Orientations and Empathic Tendencies. *Educational Policy Analysis and Strategic Research*, V 13,N 3.

- Akın, M. A. (2018). The pre-service teachers' value orientations. *Educational Research and Reviews*. Vol. 13(6), pp. 173-187.
- Aksu, M., Demir, C. E., Daloğlu, A., Yıldırım, S., & Kiraz, E. (2010). Who are the future teachers in Turkey? Characteristics of Entering Student Teachers. *International Journal of Educational Development*, 30, 91 – 101.
- Alberts, C., Mbalo, N. F., & Ackermann, C. J. (2003). Adolescents' perceptions of the relevance of domains of identity formation: A South African cross-cultural study. *Journal Youth and Adolescence*, 32(3), 169-184. <http://dx.doi.org/10.1023/A:1022591302909>
- Alemdar, E. (2018). Öğretmen Adaylarının İş Umutları, Akademik Motivasyonları Ve Kariyer Planları, (Yüksek Lisans Tezi). *Sakarya Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Bilimleri Anabilim Dalı Yükseköğretim Araştırmaları Bilim Dalı*. Sakarya.
- Alexander, D., Chant, D., & Cox, B. (1994). What Motivates People to Become Teachers.. *Australian Journal of Teacher Education*, 19(2).
- Aramavičiūtė, V., & Martišauskienė, E. (2011). The discourse of attitude to spiritual values expressed by graduates from bachelor study programme. In Gerd-Bodo von Carlsburg (Ed.), *Enculturation by acquiring of social competences* (pp. 349-360). *Frankfurt am Main*: Peter Lang.
- Arslan, A. (2007). Yarının Türk öğretmenleri: İlköğretim öğretmen adaylarının sosyolojik profilleri. *Uluslararası İnsan Bilimleri Dergisi*, ISSN: 1303 – 5134.
- Atav, E. ve Donmez, S. (2013). Öğretmen adaylarının kamu personeli seçme sınavı (KPSS)'na ilişkin görüşleri. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, Özel Sayı, 1, 01-13.
- Atkinson, E. S. (2000). An investigation into the relationship between teacher motivation and pupil motivation. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 20(1), 45-57.
- Ayanoğlu Şişman, F. (2013). Kariyer yolunda adım adım. *İstanbul: Avrasya Etnografya Vakfı Yayınları*.
- Barbosa, A. (2011). Os salários dos professores brasileiros: implicações para o trabalho docente. *Brasília, DF: Liber Livro*.
- Barbosa, A. (2012). Implicações dos baixos salários para o trabalho dos professores brasileiros. *Revista Educação e Políticas em Debate*, v. 2, n. 2, p. 384-408, jul./dez.
- Bastick, T. (2000). Why teacher trainees choose the teaching profession: Comparing trainees in metropolitan and developing Countries. *International Review of Education*, 46, 343 – 349.
- Belen, M. (2016). Yaygın eğitim yoluyla bilişim teknolojileri alanında mesleki eğitim alan bireylerin iş umudu, sosyal destek, denetim odağı ilişkisi. Yayımlanmamış yüksek lisans tezi. *Bahçeşehir Üniversitesi, Eğitim Bilimleri Enstitüsü*.

- Bridges, W. (1994). *Job Shift: how to prosper in a workplace without jobs*. New York: Addison- Wesley.
- Bruinsma, M. & Jansen, E. P.W.A. (2010). Is the motivation to become a teacher related to pre service teachers' intentions to remain in the profession? *European Journal of Teacher Education*, 33 (2), 185-200.
- Brown, M. M. (1992). Caribbean first-year teachers' reasons for choosing teaching as a career. *Journal of Education for Teaching*, 18 (2). Retrieved June 10, 2011.
- Budak, B. (1999). Lise öğrencilerinde algılanan sosyal destek düzeyi ile problem çözme becerileri arasındaki ilişki. Yayınlanmamış yüksek lisans tezi. *Ondokuz Mayıs Üniversitesi, Sosyal Bilimler Enstitüsü*.
- Cirit Gül, A. (2015). KPSS'nin öğretmen adaylarının akademik ve sosyal yaşamlarına etkileri. Yayınlanmamış yüksek lisans tezi. *Ondokuz Mayıs Üniversitesi, Eğitim Bilimleri Enstitüsü*.
- Coulthard, M., & Kyriacou, C. (2002). Does teaching as a career offer what students are looking for? In I. Menter, M. Hutchings, & A. Ross (Eds.), *The Crisis in Teacher Supply. Research and strategies for retention*. Stoke on Trent: Trentham.
- Day, C., & Gu, Q. (2010). *The new lives of teachers*. London: Routledge.
- Denzin, N.K. & Lincoln, Y.S. (Eds) (1994). *Handbook of Qualitative Research*. Thousand Oaks: Sage.
- Eğitim-Bir Sen (2004). *Öğretmen Sorunları Araştırması*, Ankara.
- Erdem, E. ve Soylu, Y. (2013). Öğretmen adaylarının KPSS ve alan sınavına ilişkin görüşleri. *Çankırı Karatekin Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 4(1), 223-236.
- Ergün, M. (2005). İlköğretim okulları öğretmen adaylarının KPSS'deki başarı düzeylerinin bazı değişkenlere göre incelenmesi (Kastamonu İli Örneği). *Kastamonu Eğitim Dergisi*, 13(2), 311-326.
- Eraslan, L. (2006). Öğretmenlik mesleğine girişte Kamu Personeli Seçme Sınavı (KPSS) yönteminin değerlendirilmesi. *Uluslararası İnsan Bilimleri Dergisi*, 1(1), 1-31.
- Erdoğan, N. (2003). *Kariyer geliştirme kuram ve uygulama*. Ankara: Nobel Yayın Dağıtım.
- Ferreira, A. F.; Nascimento, I.; Fontaine, A. M. (2009). O papel do professor na transmissão de representações acerca de questões vocacionais. *Revista Brasileira de Orientação Profissional*, v. 10, n. 2, p. 43-56, dez. 2009.
- Garduño, J. M. G.; Sandoval, J. O. (2006). Motivación y expectativas para ingresar a la carrera de profesor de educación primaria: un estudio de tres generaciones de estudiantes normalistas mexicanos de primer ingreso. *Revista Electrónica de Investigación Educativa*, v. 8, n. 2, 2006. Available from: <<http://redie.uabc.mx/vol8no2/contenido-garduno.html>>. Access: 2011 Nov. 30

- Gatti, B. A. (2009). Atratividade da carreira docente no Brasil: relatório preliminar. *São Paulo: Fundação Carlos Chagas*,
- Gati, I., Krausz, M., & Osipow S.H. (1996). A taxonomy of difficulties in career decision making. *Journal of Counseling Psychology*, 43(4), 510-526.
- Giesta, N. C. (2008). Professores do ensino médio em escolas públicas: o gosto pelo que sabem e fazem na profissão docente. *Araraquara: Junqueira & Marin*.
- Guarino, C. M., Santibañez, L., & Daley, G. A. (2006). Teacher recruitment and teacher retention: A review of the recent empirical literature. *Review of Educational Research*, 76(2), 173–208.
- Hargreaves, A. (2005). Educational change takes ages: Life, career and generational factors in teachers' emotional responses to educational change. *Teachers and Teaching*, 21(8), 967–983.
- Holland, J. L. (1996). Exploring careers with a typology: What we have learned and some new directions. *American Psychologist*, 51(4), 397-406
- Huberman, M. (1993). *Steps toward a developmental model of the teaching career*. In L. Kremer- Hayon, H. C. Vonk, & R. Fessler (Eds.), *Teacher professional development: A multiple perspective approach* (pp. 93–118). Amsterdam: Swets & Zeitlinger.
- Ingersoll, R. M. (2003). *Is there really a teacher shortage?* Washington: Center for the Study of Teaching and Policy.
- Ingersoll, R. (2001). *Teacher turnover, teacher shortages, and the organization of schools*. Center for the Study of Teacher and Policy. University of Washington, Seattle.
- Jalongo, M. R., & Heider, K. (2006). Teacher attrition: An issue of national concern. *Early Childhood Education Journal*, 33(6), 379-380. <http://dx.doi.org/10.1007/s10643-006-0122-y>
- Jarvis, J., & Woodrow, D. (2005). Reasons for choosing a teacher training course. *Research in Education*, 73, 29-35.
- Johnston, J., Mckeown, E., & Mcewen, A. (1999). Choosing primary teaching as a career: The Perspective of Males and Females in Training. *Journal of Education for Teaching*, 25(1), 55 – 64.
- Karagözoğlu, G., & Murray, K. B. (1988). Profile of new teachers in the turkish educational system. *Higher Education in Europe*, 13(4), 27 – 35.
- Karataş, S. ve Güleş, H. (2013). Öğretmen atamalarında esas alınan merkezi sınavın (KPSS) öğretmen adaylarının görüşlerine göre değerlendirilmesi. *Kuramsal Eğitimbilim Dergisi*, 6(1), 102-119.
- Kauchak, D., & Eggen, P. (2008). *Introduction to Teaching: Becoming a Professional* (3rd. Ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- King, H. S. (1993). Why did we choose teaching careers and what will enable us to stay?: Insights from one cohort of the African American teaching. *The Journal of Negro Education*, 62(4), 475 – 492.

- Krecic, M.J., & Grmek, M.I. (2005). The reasons students choose teaching profession. *Educational Studies*, 31(3), 265-274.
- Kuran, K. (2012). Öğretmen adaylarının KPSS kursu veren dershanelere ve KPSS'ye ilişkin görüşleri. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 9(18), 143-157.
- Kuzgun, Y.(200). *Meslek Danışmanlığı*, Nobel Yayın Dağıtım, Ankara.
- Kyriacou, C., & Kunc, R. (2007). Beginning teachers' expectations of teaching. *Teaching and Teacher Education*, 23(8), 1246-1257.
- Kyriacou, C., & Coulthard, M. (2000). Undergraduates' views of teaching as a career choice. *Journal of Education for Teaching*, 26(2), 117-126.
- Kyriacou, C., Hultgren, A., & Stephens, P. (1999). Student teachers' motivation to become a secondary school teacher in England and Norway. *Teacher Development*, 3(3), 373 – 381.
- Lai, K. C., Mok, A., Ko, K. W., & Li, C. (2000). *Issues in teacher supply and retention in England and their implications for Hong Kong*. Office of Planning and Academic Implementation, Hong Kong Institute of Education, Hong Kong.
- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029–1038.
- Mansfield, C., Wosnitza, M. & Beltman, S. (2012). Goals for teaching: Towards a framework for examining motivation of graduating teachers. *Australian Journal of Educational & Developmental Psychology*, 12, 21-34.
- Manuel, J., & Hughes, J. (2006) . 'It has always been my dream': Exploring pre-service teachers' motivations for choosing to teach. *Teacher Development: An International Journal of Teachers' Professional Development*, 10(1), 5-24.
- Menter, I., Hutchings, M., Ross, A. (Eds.). (2002). *The crisis in teacher supply: Research and strategies for retention* (1st ed.). Wiltshire: Cormwell Press.
- Moran, A., Kilpatrick, R., Abbott, L., Dallat, J., & McClune, B. (2001). Training to teach: Motivating factors and implications for recruitment. *Evaluation & Research in Education*, 15(1), 17 – 32
- Meens, E.E.M., Bakx, A.W.E.A, Klimstra, T.A. ve Denissen, J.J.A. (2018). The association of identity and motivation with students' academic achievement in higher education. *Learning And Individual Differences*, 64, 54-70.
- Murnane, R. J., Singer, J. D., Willett, J. B., Kemple, J. J., & Olsen, R. J. (Eds.). (1991). *Who will teach? Policies that matter*. Cambridge, MA: Harvard University Press.

- Odabaş, S. (2010). *Öğretmen adaylarının KPSS sınavına ilişkin görüşleri (Ankara Örneği)*. Yayınlanmamış yüksek lisans tezi. Sakarya Üniversitesi, Sosyal Bilimler Enstitüsü.
- Organisation for Economic Co-operation and Development (OECD). (2005). *Teachers matter: Attracting, developing, and retaining effective teachers*. Paris: OECD.
- Oruc, N. (2011). The Perception of Teaching as a Profession by Turkish Trainee Teachers: Attitudes towards Being a Teacher. *International Journal of Humanities and Social Science*, 1(4), 83-87.
- Ozturk Akar, E. (2012). Motivations of Turkish Pre-service Teachers to Choose Teaching as a Career. *Australian Journal of Teacher Education*, 37(10), 67-84. <http://dx.doi.org/10.14221/ajte.2012v37n10.7>
- Riedler, M. & Eryaman M.Y. (2016). Complexity, Diversity and Ambiguity in Teaching and Teacher Education: Practical Wisdom, Pedagogical Fitness and Tact of Teaching. *International Journal of Progressive Education*. 12(3): 172-186
- Saban, A. (2003). A Turkish profile of expectationive elementary school teachers and their views of teaching. *Teaching and Teacher Education*, 19, 829 – 846.
- Saç, C. (2016). *2002-2014 Yılları arasında öğretmen yetiştirme ve atama politikalarının değerlendirilmesi*. Yayınlanmamış yüksek lisans tezi. Atatürk Üniversitesi, Eğitim Bilimleri Enstitüsü.
- Skaalvik, E. M., & Skaalvik, S. (2008). Trivsel, utbrenthet og mestringsforventning hos lærere: En utfordring for skoleledere. [Satisfaction, burnout and self-efficacy among teachers: A challenge for school leaders]. In R. A. Andreassen, E. J. Irgens, & E. M. Skaalvik (Eds.), *Skoleledelse. Betingelser for læring og ledelse i skolen [Management in schools. Conditions for learning and management in school]* (pp. 141-152). Trondheim: Tapir Akademisk Forlag.
- Spear, M., Gould, K., & Lee, B. (2000). Who would be a teacher? A review of factors motivating and demotivating expectationive and practising teachers. NFER, Slough.
- Soares, D. H. P. (2002). *A escolha profissional: do jovem ao adulto*. 2. ed. São Paulo: Summus.
- Souza, L. O. (2010). *Motivações para a escolha da Licenciatura em Matemática e Pedagogia: um estudo com alunos da PUC/SP e UFMT*. 2010. 104f.
- Subaşı, G. (2010). *Why do I want to become an English teacher? Developing a questionnaire*. Unpublished PhD thesis. Anadolu University, Eskişehir, Turkey.
- Stichert, G. E. (2005). *Preservice Science Teachers Perception of Profession with Metaphorical Images and Reasons of Choosing Teaching as a Profession*. [Unpublished master's thesis] Middle East Technical University, Ankara, Turkey.
- Stoeber, J., & Rennert, D. (2008). Perfectionism in school teachers: Relations with stress appraisals, coping styles, and burnout. *Anxiety, Stress & Coping*, 21(1), 37-53. <http://dx.doi.org/10.1080/10615800701742461>

- Ramos, S. G.; Lima, E. R. (1996). O secundarista e o processo de escolha da profisso. *Revista Brasileira de Estudos Pedaggicos*, 77, (185) 191-219.
- Richardson, P. W., & Watt, H. M. G. (2006). Who chooses teaching and why? profiling characteristics and motivations across three Australian universities. *Asia-Pacific Journal of Teacher Education*, 34(1), 27 – 56.
- Richardson, P. W. & Watt, H. M. G. (2005). ‘I’ve decided to become a teacher: influences on career change. *Teaching and Teacher Education*, 21, 475–489.
- Taş, H. (2019). Yolsuzluk olgusuna eđitimsel bir deđinme. M. B. Minaz (Ed.). *Eđitim Bilimleri Alanında Arařtırma ve Deđerlendirmeler-2019* içinde (s.119-138). Ankara: Gece Akademi
- Taş, H. ve Kırođlu, K. (2018). Sınıf đretmenlerinin disiplin sularına ve disiplin cezalarına iliřkin bilgi dzeylerinin eřitli deđerřenler aısından incelenmesi. *Mersin niversitesi Eđitim Fakltesi Dergisi*, 14(3), 1120-1137
- Taş, H. ve Minaz, M. B. (2019). İlkokul drdnc sınıf đrencilerinin meslek seimlerine etki eden faktrler. E. İslamođlu ve S. Yıldırımlp (Ed.). *Sosyal Bilimlerde Yeni Arařtırmalar* içinde (s. 315-330). Ankara: Berikan yayınevi
- Taşkın, Y.O. (2015). đretmen adaylarının deđer ynelimleri ile akademik motivasyonları arasındaki iliřki. Yayınlanmamıř yksek lisans tezi. anakkale Onsekiz Mart niversitesi, Eđitim Bilimleri Enstits.
- Watt, H. M. G., & Richardson, P. P. W. (2007). Motivational factors influencing teaching as a career choice: Development and validation of the FIT-choice scale. *Journal of Experimental Education*, 75(3), 167-202.
- Valle, I. R. (2006). Carreira do magistrio: uma escolha profissional deliberada? *Revista Brasileira de Estudos Pedaggicos*, 87, 216, 178-187,
- Veldman, I., Van Tartwijk, J., Brekelmans, M., & Wubbels, T. (2013). Job satisfaction and teacher-student relationships across the teaching career: Four case studies. *Teaching and Teacher Education*, 32, 55–65.
- Yuce, K., řahin, E., Kocer, O., & Kana, F. (2013). Motivations for choosing teaching as a career: A perspective of pre-service teachers from a Turkish context. *Asia Pacific Educ. Rev.*, 14, 295-306.