

Motivation Factors Of Candidates Teachers For Their Professions¹

Factores de motivación de los maestros
en formación para elegir sus profesiones

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Abstract

The purpose of this research is to determine the motivation factors of teacher candidates regarding the teaching profession. For this purpose, this study was designed with a cross-sectional scanning model, since the data collection process was carried out in one go. The research was designed with phenomenology, one of the qualitative research designs. The study group consists of 20 teacher candidates studying in various departments of Atatürk University Kazım Karabekir Faculty of Education in the 2021-2022 academic year. The data obtained with the semi-structured interview form were analyzed with the help of content analysis. According to the results of the research, teacher candidates are more positively motivated by internal factors related to the teaching profession. Almost all of the negative motivational factors are exogenous. It is seen that these motivational factors affect the attitudes and perceptions of teacher candidates towards their profession. It can be ensured that competent teachers who are motivated by their work can be trained by increasing the motivational elements that are seen as positive by the novice teachers and by reducing the elements that are seen as negative. In this way, significant gains can be achieved at the point of achieving educational goals.

Keywords: Motivation; teacher motivation; intrinsic motivation; meaninglessness; extrinsic motivation; prospective teacher.

Resumen

El propósito de esta investigación es determinar los factores de motivación de los candidatos a docentes respecto a la profesión docente. Para ello, este estudio se diseñó con un modelo de barrido transversal, ya que el proceso de recolección de datos se realizó en un solo momento. El grupo de estudio de la investigación, que se diseñó con el patrón de fenomenología, consta de 20 candidatos a docentes que estudian en varios departamentos de la Facultad de Educación Kazım Karabekir de la Universidad de Atatürk en el año académico 2021-2022. Los datos obtenidos con el formulario de entrevista semiestructurada fueron analizados con la ayuda del análisis de contenido. Según los resultados de la investigación, los candidatos a docentes están más motivados positivamente por factores internos relacionados con la profesión docente. Casi todos los factores motivacionales negativos son exógenos. Se ve que estos factores motivacionales afectan las actitudes y percepciones de los candidatos a docentes hacia su profesión. Se puede asegurar que los docentes competentes que están motivados por su trabajo pueden ser formados aumentando los elementos motivacionales que los docentes novatos ven como positivos y reduciendo los elementos que ven como negativos. De esta manera, se pueden lograr ganancias significativas al punto de lograr las metas educativas.

Palabras clave: Motivación; motivación docente; docente en formación; motivación intrínseca; sinsentido; motivación extrínseca; futuro docente

Resumo

O propósito desta pesquisa é determinar os fatores de motivação dos candidatos a docentes com relação à profissão docente. Para isso, este estudo se desenhou com um modelo de barrido transversal, já que o processo de obtenção de dados realizou-se em um só momento. O grupo de estudo da pesquisa, que se desenhou com o padrão de fenomenologia, consta de 20 candidatos a docentes que estudem em vários departamentos da Faculdade de Educação Kazım Karabekir da Universidade de Atatürk no ano acadêmico 2021-2022. Os dados obtidos com o formulário de entrevista semiestruturada foram analisados com a ajuda da análise de conteúdo. Segundo os resultados da pesquisa, os candidatos a docentes estão mais motivados positivamente por fatores internos relacionados com a profissão docente. Quase todos os fatores motivacionais negativos são exógenos. Observa-se que estes fatores motivacionais afetam as atitudes e percepções dos candidatos a docentes em relação a sua profissão. Pode-se assegurar que os docentes competentes que estão motivados pelo seu trabalho podem ser formados aumentando os elementos motivacionais que os docentes principiantes veem como positivos e reduzindo os elementos que veem como negativos. Desta forma, podem-se conseguir ganâncias significativas até conseguir as metas educativas.

Palavras chave: Motivação; motivação docente; docente em formação; motivação intrínseca; sem sentido; motivação extrínseca; futuro docente

Introduction

The success of the education system largely depends on the school subsystem. One of the most important human resources for schools to achieve their goals is teachers. The quality of teachers in the first years of their profession largely depends on the quality of teacher candidates trained in faculties. Although many studies (Ada et al., 2013; Can, 2015; Çiftçi, 2017) have been carried out on teachers' professional motivation factors in the literature, there are no studies on the factors affecting the motivation of prospective teachers to learn the knowledge required by the profession and to perform the teaching profession. The assumption that teacher candidates' motivation to teach and acquire knowledge and skills related to the teaching profession may have an impact on their professional qualification levels necessitated such a study. According to a study by Şahin (2011), eighty-one percent of teacher candidates have negative thoughts about their professional future. Teacher candidates think that the status of teachers is low and that teachers are not respected enough by the society (Aydoğmuş & Yıldız, 2016). Similar research findings required revealing the perceptions of prospective teachers about the factors affecting their motivation to learn and do their jobs.

The changing world conditions of the twenty-first century have also affected working life, and in this context, workplace motivation, one of the elements of organizational behavior, has become one of the most important concepts that are examined and paid attention to (De Rijk et al., 2009). According to the Dictionary of the Turkish Language Association, motivation is defined as “the desire to switch to work or learning in vivo, motivation”. At the same time, it is used to explain the energy that is the cause of the behavior of the person in the group (TDK, 2019). In short, motivation is a dynamic state of arousal that initiates, directs, coordinates, strengthens, terminates and evaluates cognitive and motor processes as a result of desire and desire (Dörnyei & Ushioda, 2011). The concept of motivation, which has many definitions in the literature, is basically a concept belonging to the science of psychology and is considered as a force that motivates the individual to meet personal and environmental needs.

Effectiveness and productivity are significantly higher in organizations with highly motivated individuals. In this context, it will not go beyond a dream to expect organizations that care about the motivation of their employees and do not work in this direction to be successful (Toker, 2006). Studies on the factors that motivate individuals have attracted the attention of researchers for years. Maslow's hierarchy of needs approach is one of these studies. In addition, Douglas McGregor's (X) and (Y) theory, Herzberg's Double Factor Theory, McClelland's need for achievement theory are studies that try to explain motivation. Alderfer's ERG theory, Adams' equality theory, Vroom's expectancy theory, Locke's goal theory are the main theoretical

researches that try to explain the sources of motivation in different times and locations for the same purpose.

One of the areas where individual motivation has been examined in recent years is schools, and researchers have been examining the motivation processes of teachers and educators for many year (Yarım & Ada, 2021). Herzberg (1964) is of the opinion that giving subordinates the opportunity to develop themselves and show their talents and to be given time to achieve success increases the motivation of individuals. Oplatka (2010) states that the main motivation factors for teachers are self-actualization, managerial sensitivity, a safe and friendly working environment, professional expertise, social prestige, being a partner in the vision and mission, participating in decisions and a sense of achievement.

The main feature that distinguishes a high-energy school from others is related to the level of morale and motivation of the employees in that school (Whitaker et al., 2009). Teacher motivation in educational organizations is an extremely important situation that activates many factors in the school system and increases the effectiveness, efficiency and quality in practices. It becomes difficult for schools to be effective and efficient in case of negative effects such as teacher frustration, increased work stress, dissatisfaction and unhappiness. Teachers have both internal and external expectations and needs. These needs are motivators. It is seen that teachers who experience intrinsic motivation make intense efforts to achieve a job and realize themselves. Teachers with extrinsic motivation, on the other hand, can perform in order to obtain some resources with rewarding features such as salary, vacation, promotion. Both intrinsic and extrinsic motivation play an extremely important role in human life. Determining whether the teachers are intrinsically or extrinsically motivated will provide important data to the administrator. In this respect, it should be one of the most important goals of schools and administrators to carry out studies to increase the motivation of teachers both internally and externally in order to maximize their performance in the teaching environment (Ud Din et al., 2012).

Teachers' motivation is more influenced by internal factors than by externally initiated factors such as salary, education policy, and reform and service conditions (Barmby 2006). According to Kayuni and Tambulasi (2007), lack of motivation can have a negative effect on teachers' commitment. Understanding the importance of human resources in organizations is becoming increasingly important (Davidson, 2005). Human resources are accepted as the core of an organization, and highly motivated employees can undoubtedly have a great advantage in competitive environments (Rasheed et al., 2015). Teachers with low motivation levels will give up striving for the school's goals and success, and they will negatively affect their students and other colleagues with the individual negativity they experience. Teachers with high motivation are needed in order to provide a good education service to students in the education process in line with their interests, abilities and abilities, to raise self-realized

qualified individuals who are beneficial to the society in accordance with the aims of the education system, and more generally to ensure the growth and development of the country (Cemaloğlu, 2002; Kocabaş & Karaköse, 2005).

Reeve (2001) states that motivation is generally influenced by two sources, internal and external. Employees are intrinsically motivated when they get motivation from the job satisfaction, job design and work environment, etc., the nature of the internal work and the assigned tasks. Extrinsic motivation is related to factors such as salary and reward system. Motivated teachers are productive teachers because of their job satisfaction (Osterloh et al., 2001). This contrasts with the Bickel and Brown's study (2005), which found a significant link between the motivation of teachers in their schools and the use of external incentives given to them. Bickel and Brown (2005) emphasize that extrinsic incentives increase motivation more. Rasheed et al. (2015), external factors such as salary and compensation packages, job design and working environment, performance and management systems affect teacher motivation.

Today, the current economic and social structure in Turkey significantly affects the opportunities of individuals to choose a profession and settle in a job. Difficulties in choosing a profession and finding a job cause significant accumulation in certain areas in higher education. Teaching programs in universities are one of the most important areas in which these accumulations are observed. While the number of students who prefer teaching programs increases, the reasons and expectations of students for choosing this profession also vary. Despite the high demand for teaching programs in universities, problems in the post-graduation appointment process, gradually decreasing teacher recruitment cause problems that threaten the mental health of individuals (Yazıcı, 2008). Teaching is a profession with high human sensitivity. Individuals who choose the teaching profession are expected to have a high sensitivity towards the students and society they will serve, which is usually closely related to personal characteristics. Teaching is not only a profession preferred for economic reasons, but also a profession pursued to provide psycho-social development and satisfaction. These are also important factors in the motivation of teacher candidates.

The concept of motivation has a critical importance in ensuring a sustainable success in schools as well as in different sectors and organizations and increasing effectiveness and efficiency (Herzberg, 2003). The attitude towards the teaching profession is important in terms of its impact on the processes during the practice of the profession (Durmuşoğlu et al., 2009). This attitude is characterized by thoughts, feelings, performance and motivation related to the teaching profession (Camadan & Duysak, 2010). The motivation status of prospective teachers regarding their profession is closely related to their future commitment to their profession. Novice teachers who are more motivated about their profession are more committed to their profession and are happy in their work (Fokkens-Bruisma & Canrinus, 2013). The level of motivation affects the results such as fulfilling the responsibilities of pre-

service teachers throughout their academic and professional lives, perseverance, being successful and being happy with the work they do (Colengelo, 1997 as cited in Aydođan & Bař, 2016). Sinclair (2008) is of the opinion that the attitude and motivation of a pre-service teacher in preparation for the profession will increase job commitment and job performance. In addition, the desire to gain prestige in the environment where they live and to make their families happy increases the motivation of candidate teachers regarding the profession (Acat & Yenilmez, 2004).

Considering in this context, getting a good academic education is extremely important for teacher candidates. At the same time, having a solid pedagogical background and field knowledge in terms of teacher abilities seems sufficient to be assigned to the profession in today's assessment system. However, the reflection of all these abilities and competencies in the field depends on the motivation of the novice teachers towards their profession. Considering in the context of studies in the literature on the subject, it is seen that individuals who are not motivated enough while preparing for the profession may have difficulties in behaving in accordance with the mission of teaching. For this reason, determining how the motivation levels of the prospective teachers are related to the profession and the variables that affect this level positively or negatively will provide new data and paradigms for both candidate teachers and administrators. In this way, teacher candidates will be motivated during the preparation for the profession, and important gains will be achieved in terms of achieving the educational goals by increasing the teacher's commitment and performance.

Motivation of teacher candidates is also a very important variable with their level of benefiting from the education they have received and their upbringing. Candidates who are not motivated enough for the profession may experience problems during the education phase and show weakness in terms of acquiring the necessary gains, knowledge and skills. Candidates who are motivated towards the profession, in their education life; they are more successful in fulfilling academic skills such as doing the homework completely and completely, preparing for the exam and being successful, and completing the projects (Colengelo, 1997 as cited in Aydođan & Bař, 2016). Similarly, Gülerci and Oflaz (2010) are of the opinion that motivation and motivation are closely related to success in academic life. As can be seen, the motivational status of candidate teachers for their profession is an extremely important variable that increases the quality of these actions that guide their actions both in their education life and in their professional life. In this sense, it is important to reveal the motivation levels of teacher candidates about doing the teaching profession and the factors affecting this level.

In this context, the aim of this study is to try to determine the situations that motivate the teacher candidates towards their profession and the situations that disrupt their motivation.

In line with this general purpose, answers to the following questions were sought:

1. What are the factors that motivate teacher candidates towards the teaching profession?
2. What are the factors that reduce the motivation of teacher candidates towards the teaching profession?

Methodology

Research Design

In this study, which was conducted to reveal the motivational factors of teacher candidates, it was designed in a phenomenological pattern by using qualitative research method. Phenomenology focuses on cases that we are aware of but do not have detailed information about (Yıldırım & Şimşek, 2006). In the selection of the study group, maximum variation and easily accessible case sampling, which is one of the non-probability sampling methods, was preferred.

Study Group

In the determination of the study group of the research, maximum diversity and easily accessible sampling methods, which are among the purposive sampling methods, were used. The study group in the research consists of 20 teacher candidates studying in various departments of Atatürk University Kazım Karabekir Faculty of Education in the 2021-2022 academic year. In accordance with the purposive sampling method, the participants were determined from the 3 departments with the largest number of students (classroom teaching, Turkish teaching, mathematics) and the 2 departments with the least number of students (computer teaching and preschool teaching).

Instruments

A semi-structured interview form was used as a data collection tool in the research. Before the interview forms were created, the literature on the concept was scanned and the studies were examined. As a result of the screening and preliminary interviews with the teacher candidates, a semi-structured interview form was developed for the purpose of revealing the positive motivation and negative motivation factors of the teacher candidates. In the interview form, two questions were asked to the teacher candidates. 1- What are your internal and external motivation sources that enable you to learn this profession? 2- What are your internal and external motivation sources that

encourage you to do this profession? The developed interview form was examined by three faculty members from the field of educational administration, and it was decided to implement it after necessary corrections were made in line with the suggestions. The interviews were conducted face to face with the teacher candidates. Open-ended questions were read to the participants and their answers were noted down by the researcher. At the end of the interview, these notes were shown to the participants and their confirmations were obtained.

Data Analysis

The data obtained within the scope of the research were analyzed by content analysis method. Content analysis is based on coding the obtained data, organizing the codes on a theoretical basis, and creating explanatory themes (Yıldırım & Şimşek, 2013; Ekiz, 2015). The data collected within the scope of the research were first coded. Afterwards, themes were created according to the content of the associated codes.

Information on the Credibility, Transferability, Reliability and Confirmability of the Research

In order to increase the credibility of the research, the opinions of the participants about the findings, comments and results were taken. In order to increase the transferability of the study, the research sample was defined in detail, and each stage of the study was explained in a clear and understandable way. Before starting the interview, a conversation was held with each participant for the purpose of building trust and getting to know each other (Lincoln & Guba, 1986).

The stability in the answers of more than one coder regarding the data sets is perceived as an indicator of reliability in qualitative studies (Creswell, 2016). Reliability in the study was calculated with the help of Miles and Huberman's (1994) Reliability Formula = $\text{Consensus} / (\text{Consensus} + \text{Disagreement})$. The codes and themes were sent to another expert in the field of educational sciences, and this expert was asked to reclassify the codes under the heading of the determined themes. In the classification made by the experts and researchers, the agreement rate was determined as 76%. A consensus (reliability) of over 70% between expert evaluations is sufficient to prove the reliability of a research (Miles & Huberman, 1994). Codes classified under different themes were re-examined by field experts and researchers and placed on agreed themes. At the last stage of the analysis, the findings were interpreted (Yıldırım & Şimşek, 2013; Ekiz, 2015). Consent of the participants was obtained for the interviews, and all interviews were conducted on a voluntary basis. Participants were also informed that the data would only be used for scientific purposes and that their personal information would be kept confidential.

Findings

The data obtained from the research are presented in two parts as positive motivation elements and negative motivation elements. The negative motivational elements of teacher candidates were organized as two themes, internal and external factors. Seven categories were created: individual factors related to these themes, assignment anxiety, professional difficulties, perception of the profession, managerial practices, pre-vocational education experiences and environmental factors. A total of 33 codes were created from the negative motivational data of the research. Regarding the positive motivational factors, 2 themes were created as internal and external factors, and 6 themes were created: Instructional usefulness, personal and professional development, idealized beliefs, environmental factors, professional opportunities and pre-vocational education experience. A total of 33 codes were created from the positive motivational data of the research. Detailed findings on these themes and codes are presented in the tables below.

Table 1. Motivational Elements that Affect Teacher Candidates Negatively

Theme	Child Theme	Codes
Intrinsic Factors	Individual Factors	Belief that you chose the wrong profession (O2) Anxiety about not getting paid for one's effort (S2) Personal and professional inadequacy anxiety (M1)
External Factors	Assignment Anxiety	Exam condition for appointment (B1,B3,M2,O3,O4) The thought of not being appointed (1B1,B2,B3,M1,M3,M4,B3,B4) Perception of the family that they cannot be appointed (O1) Interview application in the appointment process O4)
	Professional Challenges	Anxiety about serving in the mandatory zone (B3) Low teacher salary (B2,M3) Difficulty of mission conditions (M4) Current education system problems (B2,B3,T1) Unnecessary workload (S2) Obligation to combat unethical behavior (M1) Teachers' retirement at an advanced age (B1)
	Perception of the Occupation	Low professional reputation (B1 , B2 , M2 , S2) Negative perspective towards the profession (O1 , O2) Thought that the profession is abrasive (B1) The low level teacher-student relationship today (B1) Managerial practices Nepotism (B3,M3,O3) Ineffective school management (S2) School administration does not value teachers (S4) Lack of performance-based wage application (S2) Not paying attention to extracurricular activities (S4)

Pre-Vocational Education Experiences	Attitudes of instructors (M1,M3,M4,O2) Unnecessary homework and projects (M2) Difficulty of the academic process (B1) Belief in the inadequacy of the received education (O2) Negative internship experience (Q2)
Environmental Factors	Examples of graduates working in different sectors (B1) Family problems (B2) Low student interest (T2,T3,S2) Negative teacher model (T1,S1,O3) Teacher profile who cannot produce a solution (S1)

According to the data in Table 1, motivation of teacher candidates is generally negatively affected by external factors. Only 3 codes were obtained as a negative internal satisfaction factor, and only 3 of the prospective teachers stated that their motivation was negatively affected by individual internal factors. The thought of choosing the wrong profession, the perception of personal inadequacy and the expectation of getting paid for their efforts are internal factors that negatively affect motivation. According to the statements of the participants, it is the factors related to the anxiety of assignment that affect motivation most negatively (15). Pre-service teachers stated that their motivation decreased mostly because of the perception they developed that they could not be appointed (8). Exam pressure for appointment (5), expectation of family and environment (1) and presence of interviews in the appointment process (1) are other external factors that affect teacher candidates the most. The theme of professional difficulties was the theme with the most codes, with 7 codes. Negative perception of the living conditions of the places to be assigned, low salary expectation, professional workload and attitude towards the system, ethical concerns and the long service period in teaching are the factors that negatively affect the teachers gathered under the theme of professional difficulties. The perception of low reputation towards the teaching profession (3), the attitude of the instructors in the teacher education process (3), the negative teacher models in the environment (3), the negative perception of student interest (3) are among the external factors that negatively affect the motivation of the teacher candidates. The statements of the participants were taken in Turkish and translated directly into English by the English language experts, and some of them are below.

“It’s a lot to be assigned. I often think about what I will do if I am not appointed. The exam scares me a lot. The fact that retirement in teaching is so long and people don’t care about teachers makes me unmotivated. My friends are studying in better departments and will have better opportunities (B1),

“The teaching profession is not as popular as it used to be. Those who work as teachers receive the same salary as those who do not work. I had a hard time in the internship, which scares me. The indifference of the students demoralized me” (S2).

“The fact that the appointment is dependent on the exam reduces my motivation a lot. I have exam stress” (O4)

“I am very depressed when I see myself as inadequate. I don't know anything about teaching. Being appointed is very unfair, the fact that I don't know anyone who can deal with them affects me negatively, and my teachers' constant telling that we will have difficulties in teaching at school breaks my motivation” (M1).

“Fear of not being appointed reduces my motivation a lot” (B4).

Table 2. Motivation Elements That Affect Teacher Candidates Positively

Theme	Child Theme	Codes
Intrinsic Factors	Instructional Usefulness	Gaining knowledge (B1 , O2) Transfer of knowledge and experience (B2,B3 , M1,M2,M4,S3,T3) Opportunity to do life coaching (M1,S1,S3,O3)
	Personal and Professional Development	Possibility of self-development (B2,O1) Professional development opportunity (B3 , O1) Seeking professional competence (B3) Desire to make a difference (B3 , S3) Opportunity to experience theoretical knowledge (S1)
	Idealized Beliefs	Contribution to production (B1) Desire to be useful to society (M2 , M4) Social status (B1 , O3) Desire to raise individuals compatible with National and Universal values (M2 , M3,T2,S3) Atatürk's mission to teaching (T2) sense of patriotism (S2) Ideal teacher models around (O1) Belief in the sanctity of the teaching profession (M1 , M2 , S2 , O1 , O3) Child love (T1 , M1 , M3 , S4 , O2,O3) Profession love (O4)
External Factors	Environmental Factors	Family expectation (M1 , O3) Awareness of students' parents about education (O1) Expectation of attention and respect from students (S4) Learning expectation in students (S1 , B2)
	Professional Opportunities	Job Opportunity (B1,M4,O3,B1,B3,O4 ,) Vacation opportunities (O4) Occupational comfort (O4) Satisfactory income (O4)
	Pre-Vocational Education Experience	Teaching the two elements positive attitude (O1) Positive experience and relationships in the internship (T4)

When the data in Table 2 is examined, it is seen that internal factors affect teacher candidates' motivation more positively. A total of 19 codes were created that affect pre-service teachers internally, and pre-service teachers made 45 statements related to these codes. The theme of instructional usefulness includes the elements that most affect positive motivation. The idea of transferring knowledge and experience is the internal factor that motivates candidate teachers the most (7). The fact that the teaching profession has the potential to be a life coach is another factor in the positive motivation of teacher candidates. The idealized beliefs theme, on the other hand, was the theme with the most diverse code. Regarding this theme, the expressions of love of children (6), belief in the sanctity of the profession (5), desire to raise value-oriented students (3), desire to be useful to society (2) are the motivation factors most frequently emphasized by pre-service teachers. In the context of positive motivational factors, 9 codes related to external processes were obtained and there are 16 participant statements regarding these codes. The fact that the teaching profession offers job opportunities is the most motivating external factor (6). Family expectations, expectations for students and parents, vacation and income opportunities, and the attitudes of instructors are among the other external motivation factors. Some of the statements of the pre-service teachers interviewed about their extrinsic motivation are given below.

“The fact that I will teach what I know to young minds increases motivation (T3),”

“It motivates me to teach new things to students, (E2),”

“The thought of holding students by the hand is that I will be life coaching them. I'd love to be called a teacher. My parents want me to be a teacher. It is very important for me to have a certain income (O3),”

“It increases my motivation to transfer everything I have learned so far to someone. While doing this sacred profession, raising children who are devoted to their homeland and nation and working for my country has a positive effect on me (M2).”

“It is my biggest goal to be useful to this society that raised those little puppies and to shed light on them. Other factors that motivate me are the greatness of this profession and my family's desire for me to be a teacher” (O3).”

Discussion and Conclusion

In this study, which was conducted to determine the factors affecting the motivation of teacher candidates, 27 positive motivation factors were determined. Of these positive motivational factors, 17 are intrinsic and 10 are extrinsic. 45 of the statements of the participants are related to intrinsic motivation and 17 of them are related to extrinsic motivation elements. In the study, 33 factors related to negative motivation

elements were determined. 30 of them are external factors and 3 are internal factors. While the participants made statements about extrinsic negative motivation 57 times, they made only 3 statements about intrinsically negative motivation. In the context of these results, it was seen that teacher candidates mostly had positive motivation stemming from internal factors. Instructional usefulness, personal and professional development needs, and idealized beliefs were found to be internal factors that increase the motivation of novice teachers. Pre-service teachers experience a high level of intrinsic motivation for the profession due to their potential to convey what they know, their desire to guide life, the thought of raising value-oriented students, their love of children and their belief in the sanctity of the teaching profession. Guaranteed job opportunities for many years; they are motivated externally by factors such as vacation, salary and comfortable job opportunities.

In their study, where they analyzed 27 studies on the subject, Yarım and Ada (2021) found that male and female teachers had similar qualifications in terms of motivation factors and levels. Similar to the results of the research, there are studies in the literature that teachers experience more work motivation (Koçak, 2002; Polat, 2010). In their study, Akhan and Kaymak (2021) concluded that the teaching practice on candidate teachers makes a difference and provides an intrinsic motivation for the teaching profession. Ada et al. (2013) and Arslantaş et al. (2018), in their study on different primary and high school teachers, they concluded that, unlike the results of the study, the participants were more motivated externally. Similarly, Büyükses (2010) and Deniz (2021) found that external factors are effective in his study on teachers' motivation. Çifçi (2017), on the other hand, concluded that organizational working opportunities are effective in increasing the motivation of teachers. Income opportunities, convenience of working opportunities, social status, wideness, completeness of necessary materials, equal workload, physical opportunities, low workload, personnel rights are among the factors that increase the motivation of teachers (Atmaca, 2004; Ertürk & Aydın, 2017).

Considering these results in the literature, it can be said that pre-service teachers were motivated by internal factors before they were appointed, while they were motivated by external factors in the teaching process after they were appointed. The change in the perception of the profession after being appointed, the professional difficulties experienced, working under difficult conditions, especially in the first years of the profession, and managerial expectations can be seen as the reason for this change in perception. Similarly Erdemir (2007), Ekinci (2010), Sarı and Altun (2015) emphasized in their studies that teachers experienced problems in the first years of their profession, such as the place where they were appointed, their relations with top administrators, the disagreements they had with school principals, and the lack of positive colleague examples. It can also be interpreted as the perception of looking at the profession more professionally and taking care of the material elements, especially after being appointed, has developed.

Assignment anxiety, professional difficulties, negative perception of the profession, negative pre-vocational education experiences, managerial bad practices and negative environmental factors are among the external factors that reduce the motivation of teacher candidates. Exam and interview conditions for appointment, non-appointment, expectation of family and environment, anxiety to work in a compulsory region, low teacher salary, difficulty in workplace conditions, current education system problems, unnecessary workload, obligation to struggle with unethical behaviors, teachers' retirement at an advanced age is low. Professional reputation, negative perspective towards the profession are the most frequently mentioned negative extrinsic factors. The belief that he chose the wrong profession, the anxiety of not getting paid for his work, the anxiety of personal and professional inadequacy are considered as internal factors that negatively affect motivation by the candidates. These results show that exogenous factors affect teacher candidates' motivation more negatively.

Ada et al. (2013), in their study on primary school teachers, similarly concluded that the participants experienced more negative motivation due to external reasons. In the research conducted by Deniz and Erdener (2016) on the motivation of high school teachers, external motivation factors such as economic concerns, environmental factors, and perspective on teaching came to the fore. Similarly, there are many studies in the literature that external factors affect teachers' motivation negatively (Ünal & Bursalı, 2013, Yaman et al., 2010, Ertürk & Aydın, 2017, Köse et al. 2018, Yıldırım, 2008; Göksoy & Argon, 2015; Yavuz 2018; Aktekin & Kuzucu, 2019, Deniz, 2021).

When considered in the context of these results, the presence of internal factors increases the motivation of pre-service teachers, but the negativity or lack of external factors reduces their motivation. This result confirms Herzberg's two-factor theory. According to Herzberg, factors such as success, recognition, responsibility and professional development, and perspective to work are internal factors, and their presence is factors that increase the work motivation of employees. Factors such as management policy, work conditions and colleagues, salary, promotion and vacation opportunities, job security are hygiene factors that cause job dissatisfaction. Deficiencies in hygiene factors in an organization reduce the motivation of employees (Özkalp & Kirel, 2016). The motivational factors that teacher candidates feel positively should be supported by the cooperation of the university and the ministry both in the pre-service training process and in the in-service process. Pre-service teachers are more concerned about external factors. For this reason, practices that will eliminate these concerns should be included both in the pre-vocational education process and in the process of selection and assignment to the profession.

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