ELEMENTARY SCHOOL TEACHERS' MOTIVES TO PURSUE A CAREER IN TEACHING

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ABSTRACT

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The present study aimed to investigate elementary school teachers' motives to pursue a teaching career. Teachers' motives to follow a teaching career were analyzed in terms of their gender, year of experience, graduate higher education institution, graduate high school, subject, and the presence or absence of other teachers in their families.

The participants were 905 teachers from 38 public elementary schools in six central districts of Ankara. A forty-three-item, five point Likert scale questionnaire, developed by the researcher, was used for data collection. SPSS was utilized for the descriptive statistical analyses. Responses to open-ended question were qualitatively analyzed.

The results of the study revealed that elementary school teachers agreed on mostly intrinsic and altruistic motives as their reasons to enter teaching. A liking for children, a desire to make a contribution to their development, and a wish for setting good models for them were among the motives teachers mostly agreed on. However, elementary school teachers mostly disagreed on extrinsic motives and miscellaneous reasons. Of the extrinsic motives the motives with the lowest mean scores were the one suggesting the financial advantages of teaching. Lastly, of the miscellaneous reasons teachers mostly disagreed they entered teaching because they did not know what else to do or they had no other choice. In other words, teachers disagreed they entered teaching because of an obligation or lack of opportunities. In conclusion, the results of this study can contribute to fill the gap in the literature on teachers' motives to pursue a teaching career.

Keywords: Motives to Enter Teaching, Intrinsic Motives, Altruistic Motives, Extrinsic Motives, Elementary School Teachers

ÖZ

İLKÖĞRETİM OKULU ÖĞRETMENLERİNİN ÖĞRETMENLİK MESLEĞİNE GİRMELERİNDEKİ GÜDÜLERİ

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Yüksek Lisans, Eğitim Bilimleri Bölümü

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Bu çalışmanın amacı ilköğretim okulu öğretmenlerinin öğretmenlik mesleğine girmelerindeki güdüleri belirlemektir. Öğretmenlerin bu mesleğe girmelerindeki güdüler cinsiyetleri, deneyimleri, mezun oldukları bölümleri, mezun oldukları lise türleri, alanları ve birinci derece yakınlarında öğretmen olup olmaması açılarından ele alınmıştır.

Çalışmanın örneklemini, Ankara'nın altı merkez ilçesinde 38 ilköğretim okulundan çalışan 905 ilköğretim okulu öğretmeni oluşturmuştur. Araştırmacı tarafından hazırlanan ve 43 maddeden oluşan beş dereceli anket, veri toplama aracı olarak kullanılmıştır. Betimsel istatistik analizler, SPSS Paket Programı kullanılarak yapılmıştır. Açık-uçlu bölümlere verilen cevaplar nitel çözümleme yöntemiyle analiz edilmiştir.

Çalışma bulgularına göre, ilköğretim okulu öğretmenlerinin öğretmenlik mesleğine girmelerindeki güdüler çoğunlukla içsel güdüler ve özveri kaynaklı güdülerdir. Çocuk sevgisi, çocukların akademik, sosyal ve kişisel gelişimlerine katkıda bulunma arzusu, ve çocuklara örnek olma isteği öğretmenlerin çoğunlukla katıldıkları güdüler arasındadır. Diğer taraftan, ilköğretim okulu öğretmenleri çoğunlukla dışsal ve diğer kategorisindeki güdülere katılmamaktadırlar. Dışsal güdülerden, öğretmenlik mesleğinin maddi getirileri ile ilgili olan güdüler en düşük ortalamaya sahiptir. Başka ne iş yapacağını bilmemek ya da başka seçeneklerinin olmaması da öğretmenlerin çoğunlukla katılmadığı diğer kategorisindeki güdülerdir. Diğer bir deyişle, öğretmenler öğretmenlik mesleğine zorunluluk ya da seçeneksizlikten girmemişlerdir. Sonuç olarak, çalışmanın bulguları öğretmenlerin mesleğe girmelerindeki güdüler konusundaki alanyazındaki eksikliğin giderilmesine katkıda bulunabilir.

Anahtar Kelimeler: Öğretmenlik Mesleğine Girmedeki Güdüler, İçsel Güdüler, Özveri Kaynaklı Güdüler, Dışsal Güdüler, İlköğretim Okulu Öğretmenleri

To my parents & husband …

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Studying and understanding the underlying reasons behind a person's career choice is of high significance because making a careers decision is a complex process and the quality of career choice is momentous for both the individual himself and society (Gati, Krausz, & Osipow, 1996). Moreover, there are many influences and motivations in a person's career choice (Jarvis & Woodrow, 2005). For Krecic and Grmek (2005), the decision of choosing a career depends on: the possibility of identifying with the work, the realistic view of one's own abilities, and persistence. As stated by Brown (1992) deciding what career to choose and pursue is one of the most important decisions an individual takes. People spend most of their time at work and transferring from one job to another is not always easy. One's interests and aptitudes have a considerable role in his decision; moreover, the job needs to be appealing for the person in some aspects. That is to say, when a person decides on a career path, individual factors act together with external factors like social and economic ones (Evans, 1993). The career one follows can be seen as a major part of his personality. On the other hand, deciding on a career path and just working at a job are two separate concepts. Career choice involves individuals' undertaking a decision-making process and evaluating their capabilities. It also includes a comparison of alternatives. Since career choice is an important part of one's life and it is not always easy for a person to change his career, it is necessary for a person to reach a certain maturity level before making this choice. For Savickas (1990), a

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person is ready to make decisive and reasonable career choices when he demonstrates concern for and a control over the professional decision-making process, holds a practical view of how to make a choice, states intrinsic reasons for his choices, and wants to base his choices on a synthesis of his needs, interests, abilities, and values.

While it is important to study people's career choices, it is even more essential to investigate teacher's career choices for the reason that teachers have an influential role on the lives of their learners; therefore, it is important to understand them fully (Aksu, Demir, Daloğlu, Yıldırım & Kiraz, 2010). The students, teachers and curricula are perceived as the three major elements of the education process and the teacher factor has an important effect on the others, thus studying teachers' motives and demographics is of high value (Karagözoğlu & Murray, 1988). As suggested by Krecic and Grmek (2005), teachers are not only teaching, but they are also personally influencing the students, so teachers' human qualities are also important and besides all the work they do, teachers work with children that are in a very sensitive stage of their development. In her small scale investigation concerning the relationship between teacher motivation and student motivation, Atkinson (2000) found a positive relationship between the two. Teachers' past educational experiences and personal reasons for choosing teaching as a career shape their professional roles, identities, and practices (Saban, 2003). It is an undeniable fact that teachers influence the lives of the students and their orientation towards learning, so it is important to target the motivations attracting people to teaching to improve the teacher recruitment (Richardson & Watt, 2006).

Studying teachers' motives to pursue a career in teaching will be helpful in providing more adequate information to college students in teacher recruitment (Jantzen, 1981). Furthermore, determining the factors influencing elementary school teachers' motives will be of great help in managing the elementary schools more effectively (Gökçe, 2011). As emphasized by Aksu et. al. (2010), effective teacher education should be built on the characteristics and motivations students bring to the education programs with them.

However, as Book and Freeman (1986) states when there is a lack in inclusive data portraying the entering characteristics of teachers and teacher candidates, teacher education keeps on being built upon unproven suppositions. This lack in inclusive data portraying the entering characteristics of teachers and teacher candidates also results in some stereotypical generalities which may not reflect the realities at all. For Delong (1987) the first of these common generalities is that those who do not meet the criteria for a different profession or graduate school become teachers, and secondly most of the time people choose teaching because they want more leisure time and long vacations.

When the related literature is reviewed in detail, it is realized that the studies concerning teachers' reasons to choose teaching as a career analyze the factors having an influence on their choices in three main categories namely "altruistic reasons", "intrinsic reasons" and "extrinsic reasons". "Altruistic reasons" are related to the aspiration of helping children, contributing to the improvement of the society and regarding teaching as a socially significant and important job. "Intrinsic reasons" can be identified with the desire to be in the school environment, a liking for the job activity itself and a keen interest in the subject taught (Kyriacou & Coulthard, 2000; Kyriacou, Hultgren & Stephens, 1999; Moran, Kilpatrick, Abbott, Dallat & McClune, 2010). Intrinsic reasons are worth fostering and developing because they promote many important benefits to the person, including determination, creativity, conceptual understanding and subjective well-being (Reeve, 2009). Lastly, "extrinsic reasons" are made up of the material benefits of the teaching job such as the salary, status gained through the job, vacations and other fringe benefits (Kyriacou & Coulthard, 2010; Kyriacou et al., 1999; Moran et al., 2010).

As for altruistic reasons, in Kauchak and Eggen's (2008) study the desire to work with youth and wanting to contribute to society were ranked as the two most important reasons to choose teaching. As for the intrinsic reasons, the opportunity of self growth and content interest took the third and fourth ranks out of nine in the aforementioned study. Motives under the category of extrinsic reasons such as summer vacations and job security were not among the favorite ones. Other extrinsic

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rewards of the teaching profession for Kauchak and Eggen's (2008) were convenient work schedules and salaries. They stated although compared to other professions teachers' salaries were low, when the work schedules and other benefits were taken into consideration, salary might be listed as an extrinsic reward for some.

Saban (2003) found that most participants of his study decided to become classroom teachers for traditional altruistic rewards; moreover, intrinsic and extrinsic motives were influential to some extent. However, when the studies conducted in Turkey is examined, besides these altruistic, intrinsic and extrinsic rewards, some other different factors come to the fore. The first finding shared by the majority of the studies is that both in-service and pre-spective teachers come from lower- middle socio-economic status (Aksu et al., 2010; Arslan, 2007; Karagözoğlu & Murray, 1988; Ok & Önkol, 2007; Saban, 2003). As emphasized by Karagözoğlu and Murray (1988) this finding can be an indication that teaching career serves as a tool for upward mobility. Another thought provoking finding is that one of the frequently mentioned reasons to choose teaching as a profession is the candidates' scores they get from the exams delivered by Student Selection and Placement Center (OSYM). Candidates need to take the university entrance examination to enroll in a faculty of education and KPSS after graduating from the faculties. Hence, candidates' academic achievements are of high importance in their entering the profession (Aksu, et al., 2010).

1.2 Purpose of the Study

The basic objectives of this study are to investigate elementary school teachers' motives to choose teaching as a profession and to find out whether teachers' motives vary in terms of their gender, year of experience, graduate faculty, graduate high school, the subject they teach, and the presence or absence of other teachers in the immediate family.

1.3 Statement of the Problem

The main research question and the sub-questions undertaken in present study are as following:

1. What are the main motives attracting elementary school teachers to pursue a career in teaching?

    1.1 What are the motives that attract male and female teachers to pursue a career in teaching?

    1.2 What are the motives that attract teachers with different years of experience to pursue a career in teaching?

    1.3 What are the motives that attract elementary school teachers from different subject areas to pursue a career in teaching?

    1.4 What are the motives that attract teachers who graduated from different high schools to pursue a career in teaching?

    1.5 What are the motives that attract teachers graduated from different faculties to pursue a career in teaching?

    1.6 What are the motives that attract teachers who have other teachers in their immediate families and teachers who don't have other teachers in their immediate families to pursue a career in teaching?

1.4 Significance of the Study

The related literature shed light on the problem that so far most studies have been conducted with pre-service teachers. This is a problem because they reflect the

perceptions of a group between certain age ranges and prevent examining a broader age group. In addition, most of the studies have been conducted in certain, limited number of universities and this hinders diversity of the sample. This present study will address to aforementioned problem as it is carried out with in-service teachers and the teachers are graduates of various higher education institutions.

This study also provides an answer to the question of whether elementary school teacher's motives to pursue a career in teaching differ with respect to their years of experience in teaching; in other words, it gives a chance to compare teacher's reasons to pursue a teaching career with respect to the time period they entered teaching. Of course, teachers' reasons change with respect to time with the improvements and changing needs in the society.

It is common sense that those who choose to teach choose it because of the reasons that are not directly connected to the requirements of the profession. To illustrate, it is thought that most people choose teaching just because of their university entrance exam score. This study provides some background to weaken or strengthen this common belief. Moreover there are some stereotypical generalities as mentioned by Delong (1987), this study is helpful in clarifying these biases.

Moreover, when the related literature in Turkey is examined, it is seen that the main research question of this study has been answered as a sub-question in other studies so far. However, since it is the main research question in this study, it is investigated in detail and this brings the study uniqueness.

Last but not least, the results of this study can be of assistance to the policy makers and faculties of educations. To attract more qualified people to teaching and to increase in-service teachers' motivations and consequently student's motivation and learning outcome, understanding the motives that attract and that do not attract teachers to the profession is vitally important (Atkinson, 2006; Krecic & Grmek, 2005; Richardson & Watt, 2006; Saban, 2003).

1.5 Definition of Terms

Motive: Motive means the underlying reason that makes a person do something. In the present study, motive refers to the underlying reasons that attract a person to choose teaching as a career.

Intrinsic Motivation (reasons / rewards): In the present study, intrinsic motivation is defined as the natural motivation emerging spontaneously out of one's psychological needs for autonomy, competence, and relatedness (Reeve, 2009).

Extrinsic Motivation (reasons / rewards): In the present study, extrinsic motivation is defined as the environmentally produced reasons to start or continue an action and this motivation derives from some outcomes separate from the activity itself such as gaining high academic grade or beating a deadline (Reeve, 2009).

Altruistic Motivation (reasons / rewards): In the present study, altruistic motivation is defined as the motivation originating from care about and desire to help other people and the society without expecting any advantages for oneself. These reasons are related to seeing teaching as a valuable and important job, a desire to help children thrive, and a yearning to help society progress (Stichert, 2005).

Elementary School Teacher: In the present study, elementary school teacher refers to the teachers working at public elementary schools and teaching from 1st to 8th grades. They can be classroom teachers, subject teachers, language teachers etc.

Subject Teacher: In the present study, subject teacher refers to teachers who teach a particular subject from 4th to 8th grades.

Career: For Donald (1980) a career is a chain and mixture of all the roles a person plays during his/ her lifespan. However, in the present study, career will refer to the job or profession a person is trained for and do to make a living.

Anatolian High School: In the present study, Anatolian high school refers to the schools where students enroll in with the nation-wide high school entrance exam (OKS) scores. These schools prepare students to higher education institutes in accordance with their abilities, interests and achievements. These schools also aim to make students learn a foreign language to a level enough to follow the scientific and technologic developments in the works.

Anatolian Teacher High School: These schools were established in 1989. Students enroll in these schools with the nation-wide high school entrance exam (OKS) scores. Besides preparing students to higher education institutes in accordance with their abilities, interests and achievements, these schools also offer teacher training courses to prepare students for faculties of education. These schools also provide intensive second language curricula. Graduates of these schools are awarded with extra points in university entrance exam if they prefer faculties of education as their field of study.

Science High School: Students enroll in these schools with the nation-wide high school entrance exam (OKS) scores. These schools offer specialized and advanced curriculum in science and mathematics to prepare its graduates for careers in science and technology.

Public High School: There is not any prerequisite exam score to enroll in these schools; any elementary school graduate can study at these schools. These schools prepare students to higher education institutes in accordance with their abilities, interests and achievements.

İmam-Hatip High School: These schools offer specialized curriculum in religion and Arabic. The aim of these schools is to prepare its graduates for careers in religion fields.

Vocational High school: These schools focus on certain types of professions (such as Tourism Vocational High Schools, Industrial Vocational High Schools, and Electrical Vocational High Schools) and offer specialized curriculum to prepare its students for careers in that certain type of profession.

Super High School: Students enroll in these schools according to their grade point averages (GPA). These schools prepare students to higher education institutes in accordance with their abilities, interests and achievements.

Higher Education Institution Graduated: In the present study, higher education institution graduated refers to the schools teachers attended to get their teaching diplomas or to get s degree. These schools included faculties of education, institutes of education, higher teacher schools and other faculties such as faculty of arts and sciences.

Institutes of Education: These were the boarding schools that graduated teachers before 1973. They were also called "teacher schools". Institutes of Education were two or three year higher education institutes, which admitted students after graduating from high schools (Çakıroğlu & Çakıroğlu, 2003).

Higher Teacher Schools: Education institutes were redesigned as higher teacher schools in 1973 with the acceptance of Basic Law for National Education. Teacher education programs for elementary education were changed to two-year-post secondary "education institutes". Graduates of these schools became classroom teachers (Çakıroğlu & Çakıroğlu, 2003).

CHAPTER II

LITERATURE REVIEW

In this chapter the related literature most relevant to the purpose of this study is presented with reference to the variables in the research questions. First, the importance of career choice and the theoretical background in the career choice are provided. Different motives which attract people to a career are explained and exemplified. Next, relevant research studies conducted in Turkey and around the world are presented.

2.1 Career Choice

It is an unquestionable fact that career choice is one of the most important decisions one makes and most of time shifting from one career to another is not easy. Moreover, when a person is motivated and gets fulfillment from his success, he is more likely to be successful in his career. There are various factors affecting one's job satisfaction and in this way his efficiency. Entering a job by giving mature decisions and with an internal desire to carry out that particular job is one of the most important influential factors; hence, making a well-thought and healthy career choice is of high importance. However, for some external factors, it is not possible for everybody to enter the career they set their hearth on (Gati et. al., 1996; Krecic & Grmek, 2005).

In the light of the related literature, the three main motives which attract people to a job are intrinsic, extrinsic and altruistic motives. Therefore, teacher's motives to

choose teaching as a career are examined under three categories namely "intrinsic motives", "extrinsic motives", "altruistic motives" in the present study.

2.1.1 Intrinsic Motives

Intrinsic motives also referred as "intrinsic motivation", "intrinsic rewards" or "intrinsic reasons" are the motives in the nature or character of someone. A teacher's longing to be in the school environment or fondness for the activities involved in the job or a deep interest in the subject matter can be examples of this type of motive (Kyriacou & Coulthard, 2010; Kyriacou et al., 1999; Moran et al., 2010). To exemplify more; if a teacher states that teaching fits well with his/her personality, or teaching enables him/her to use his subject, or he/she is good at his/her subject matter, it can be concluded that the teacher has intrinsic motives to pursue a teaching career. Intrinsic movies are included into the scope of this study because as stated by Reeve (2009) these motives make people more persistent and creative. When one carries intrinsic motives, he is not discouraged by external factors easily. On the other hand, the absence of intrinsic motives can lead to dullness and lack of motivation in time.

2.1.2 Extrinsic Motives

Extrinsic motives also referred as "extrinsic motivation", "extrinsic rewards" or "extrinsic reasons" are the motives coming from outside sources. These motives are not directly related to the job itself. A teacher's extrinsic motives are related to the material benefits of the teaching job such as the salary or vacations (Kyriacou & Coulthard, 2010; Kyriacou et al., 1999; Moran et al., 2010). To illustrate more, if a teacher states reasons like job security, reasonable workload and social work hours for his/her reasons to choose teaching, it can be an indication that he/she has extrinsic motives to pursue a teaching career. Extrinsic motives are included into this study because extrinsic motives are the easiest ones for the policy maker to work on and improve to attract more qualified and motivated students to teaching profession and to increase the in-service teachers' motivation levels.

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2.1.3 Altruistic Motives

Altruistic Motives, also referred as "altruistic reasons", "altruistic rewards", or "altruistic motivations", are the motives showing that one cares about and wishes to help the others without expecting any personal advantages. A teacher's altruistic motives can be explained by a desire to help students and to contribute to the betterment of the society (Kyriacou & Coulthard, 2010; Kyriacou et al., 1999; Moran, et al., 2010). If a person thinks that teaching is a worthwhile job, and has moral worth, that person has altruistic motives for the teaching profession. Altruistic are examined in the present study because, as intrinsic motives, altruistic motives can help teachers be dedicated and motivated.

2.1.4 Miscellaneous Motives

The reasons under this category do not fit any of the categories mentioned above but they have their place in the literature, thus they are group under the "miscellaneous". Reasons under this category mostly show hopelessness or obligation to enter the profession rather than a desire or motivation. To illustrate more, reasons like entering teaching because of having no other choice or because of not being able to find any jobs in the other fields are grouped under this category.

Research results reported from different countries with different samples indicate diverse and somewhat contrasting findings. According to Johnston, Mckeown and Mcewen (1999) females put greater weight on intrinsic motives, while males are more affected by extrinsic motives of the teaching profession. However, for King (1993) females are relatively more attracted to teaching for practical reasons. On the other hand, for Bastick (2000) extrinsic motivation is the most influential one in developing countries. Moreover, Stichert (2005) and Brown (1992) stated that altruistic reasons are the most important ones for teacher candidates and first year teachers. Of the intrinsic reasons the most frequently stated one is "love of children", and of the altruistic reasons "contribution to the society" is a popular

reason. For the extrinsic reason, while teachers and teacher candidates agree that long holidays is a good source of motivation to be a teacher, they reported opposite views on the salary.

2.2 Demographics and Choosing Teaching as a Career

In this study, as required by the research questions, the demographic gathered from the participants can be grouped into six; gender, year of experience, subject area, graduate high school, close environment and graduate higher education institution. Some of these demographics have been studied by the previous researchers, but some of them are quite rarely given place in the literature.

2.2.1 Teachers' Genders and Reasons to Choose Teaching as a Career

Gender is one of the frequently studied variables in the similar studies and most of them found out significant differences which deserve attention and further investigation. This is an important variable to study because it is necessary for the policy makers and employing authorities to understand different motivating factors for males and females to even out the gender imbalance among teachers (Richardson & Watt, 2006). Johnston, Mckeown, and Mcewen (1999) started their study, Choosing Primary Teaching as a Career: The Perspectives of Males and Females in training, with the concern about the downfall in the numbers of males entering the primary teaching profession in the United Kingdom. The study focused on the outlook of male and female primary school teacher candidates and the reason influencing their decision to go in the teaching profession. The data was collected from a sample of 334 first, second and third year primary education teacher trainees. 15% of the sample were male and 85% were female. The data were collected through focus group discussions and a questionnaire. It is revealed in the study that males and females are of the same opinion on the altruistic aspects of being a teacher. Moreover, it is revealed in the study that male trainees are aware of the feminization trend in primary teaching and they emphasize the importance of having male teachers in primary schools. Moreover, males complained about getting some

negative comments from the society for choosing to work with young kids. Furthermore, it was found out that male trainees give less importance than females to working with children. Finally, the researchers conclude that female trainees put greater emphasis on intrinsic rewards while male trainees are charmed by the extrinsic rewards of the teaching profession.

The study was conducted by King (1993) had some parallel results. This study investigated particularly African American teachers. The sample of this study was composed of 41 participants identifying themselves as African American, Carribbean American and African. 14 of the participants were prospective teachers, 26 of the participants were in the beginning stages of their careers, and 1 of them was a former beginning teacher. 83% of the participants were female and 17% percent of them were male. King (1993) links this imbalance in the ratios to the fact that teaching is for the most part a female profession. The data were gathered through questionnaires and interviews. As for the gender issue, the study revealed that factors like salary considerations, professional prestige expected in teaching, the view that teaching contributes to the society, having control over the work, high demand for teachers and interest in the subject matter are attractive to the males than they are to the females. On the other hand, females are more interested in practical reasons. King (1993) explains this finding with the parental and professional burden faced by females. Furthermore, teaching is a favorable profession for females because it can go hand in hand with being a parent, has a good vacation time and is not restricted to a specific region. One other reason stated by female participants is that they are motivated by the society to teach.

Marso and Pigge conducted a study in 1986 on entering teacher trainees' characteristics and motivations. The sample was 266 teacher trainees from different grade levels. The sample was predominantly composed of females (80%). A questionnaire was used to gather the data. Trainees' motives to choose teaching as a career were found to be associated with gender. Male trainees' most frequently stated reasons to choose teaching were social prestige and enthusiasm for the subject. They also considered teaching as a stepping stone to other careers. On the other hand,

female teacher candidates' number one reason to choose teaching was a love for children.

The studies carried out in different regions of Turkey also reveal some parallel findings. Stichert (2005) conducted a study with a number of 441 senior pre-service elementary and secondary school science teachers attending teacher education programs of three different universities in Ankara. The number of females was 287 and the number of the males was 153. The data in this study was collected via a questionnaire. The ANOVA results of the study showed significant difference between males' and females' motives to choose teaching profession with respect to altruistic, intrinsic and extrinsic rewards. Basing on the analysis the researcher concludes that prospective female teachers have more influential altruistic reasons, extrinsic rewards and intrinsic motives to choose the teaching as a profession that do their male counterparts.

Eğitim-Bir-Sen, in 2004 conducted a nation-wide study with a number of 9790 in-service teachers around Turkey. The aim of the research was to investigate Turkish teachers' problems. For the gender variable, it was found out in the study that female teachers have chosen to teach because they like teaching; on the other hand, male teachers stated that they had chosen teaching because of job security.

Saban (2002) carried out a study with the students of elementary teacher education enrolled in the Faculty of Education at Selcuk University. The aim of the study was an exploration of characteristics and perceptions of those currently entering elementary teacher education in Turkey. A total of 381 participants attended the study. A questionnaire composed of agreement scale and open-ended questions was administered to the students. The study indicated that participants' attitudes and orientations towards teaching are affected by their gender. Female students showed a tendency to give more importance to the altruistic and intrinsic reasons than extrinsic rewards.

To conclude, studies conducted both around the world and in Turkey showed some differences between male and female teachers' motives to pursue a teaching career. Male and female teachers / teacher candidates share the same altruistic reasons; however, they differ in terms of intrinsic and extrinsic rewards. While intrinsic rewards appeal to females, males are more attracted by extrinsic rewards.

2.2.2 Teachers' Years of Experience and Reasons to Choose Teaching as a Career

The aim in using teachers' years of experience as a variable in this study is to see if there is a changing trend in teachers' motives to enter teaching; however, since a great majority of the studies investigating the motives to choose teaching selected their samples from pre-service teachers, it is difficult to observe whether there is a changing trend in teacher's motives in time. However, teachers' year of experience is important to study because as stated by Stichert (2005), the motives to choose teaching change over time and from county to country.

A small minority of the studies in the literature had this variable and one of them is the longitudinal survey carried out by J. Marc Jantzen in the years 1946, 1949, 1951, 1956, and 1979. In the study the researcher used a questionnaire as an instrument and the questionnaire was administered to teacher education classes. The results of this longitudinal study showed significant upward and downward shifts in certain motives. "Interest in working with children, lifelong opportunity to learn", "an opportunity for individual initiative", "enthusiasm for a former teacher", and "service to mankind and ethics for the teaching profession" were the motives which showed upward shift. On the other hand, motives suggesting "a reasonable assurance of an adequate income", a summer for travel, study and relaxation", "obligation to society because of need for teacher", "retirement provisions" and "tenure laws" showed a downward shift (Jantzen, 1981). In short, the results of the aforementioned study indicated that while there is an upward shift in intrinsic and altruistic reasons, there is a downward ship in extrinsic reasons.

Since there are not many studies searching this variable it is better to look at some old studies and some newer ones. Delong (1987) carried out a study with 139 randomly selected elementary and secondary school teachers. The teachers were selected based on geographic location and years of teaching experience. The data in this study were collected through interviews. In the study the motives on which most of the teachers agreed were that they liked working with children, they liked to help others learn and develop and teaching fulfilled a need of theirs to feel useful. The hours and vacations had the fourth rank among the eight items. The motive on which teachers least agreed was that they liked teaching. Like the study carried out by Jantzen (1981), it can be concluded that intrinsic reasons and altruistic attracted teachers more than extrinsic ones.

The purpose of Book and Freeman's (1986) study was to identify differences among candidates entering elementary and secondary programs. They looked for variables such as candidates' academic backgrounds, previous teaching experience and reasons for pursuing a career in teaching. 174 elementary and 178 secondary candidates participated in this study and they filled a questionnaire. The results of this study showed that elementary candidates' reasons for choosing a teaching career tended to be child-centered while secondary candidates were more likely to be attracted to the profession by a desire to teach their subject matters. Moreover, both elementary and secondary school teachers stated it was truly important that through teaching they could help students gain a sense of personal achievement and self-esteem and become more excited about learning new things. It was concluded in this study that service motive – altruistic motive - was a dominant reason for choosing a career in teaching especially among elementary candidates.

One of the studies which can be considered relatively new is the study reported by Richardson and Watt (2006). This study was carried out with students in three major teacher provider universities in Australia with a questionnaire in the academic year of 2002-2003. The aim of this study was to profile the background characteristics and students' motives to enter teaching. According to the results of the study, perceived teaching abilities, the intrinsic values of teaching, and the desire to make a

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social contribution, shape the future, and work with children/adolescents were among the motives with the highest rates. On the other hand, the lowest rated motive was choosing teaching as a "fallback" career, followed by social influences of the others encouraging them to enter teaching. Furthermore, among the other high rated motives were participants' teaching ability-related beliefs, personal and social utility values and positive prior experience of teaching and learning.

One of oldest studies in the related literature is the study carried out by Karagözoğlu and Murray (1988). Rather than looking for motives to enter teaching, the aim of this study was to get a profile of the students who entered faculties of education. Demographic and academic information of the students were obtained from the University Entrance Examination for 1982 and 1986. The findings of the study revealed that students who chose teaching were low achieving and came from low-income families. From this demographic information, the researchers concluded that entering teaching was a vehicle for upward mobility.

Although studies carried out in Turkey on motives to enter teaching are quite limited, a very comprehensive one was carried out by Aksu et.al. in 2010. The aim of this study was to explore faculty of education students' background characteristics, socio-cultural values and pedagogical beliefs. In addition, they looked for teachers reasons to choose teaching as their future profession. A total of 18,226 first-years student teachers from 51 faculties of education participated in this study. The results of this study indicated that more than half of the students entered faculties of education voluntarily as 51% percent of the participants stated that they wanted to become teachers. Among the other frequently given reasons were "the university entrance exam scores", "opportunity to find a job" and "working conditions". A minority of the students stated that they entered teaching because of teachers' high status in society. Moreover, motives like job security, flexible work hour, holidays and the possibility of engaging in secondary employment were also the motives that attracted future teachers to the profession. In short, according to the results of the study carried out by Aksu et al. both the intrinsic and extrinsic reasons are important in future teachers' choosing the teaching profession.

To conclude, the literature review suggests that while intrinsic reasons have always been strong motives for the teachers to enter the teaching profession. Especially a liking for children and a desire to teach have always been influential. On the other hand, the extrinsic motives started to lose their attractiveness in time and they are less influential than they were in the past. Moreover, when some old and new studies are compared, it is seen that extrinsic motives lost their attractiveness in years and intrinsic motives got more popular.

2.2.3 Teachers' Subject Areas and Reasons to Choose Teaching as a Career

Another variable that is investigated in the scope of this study is teachers' subject areas. The literature on this variable is also limited because so far most of the studies have been carried with homogenous samples in relation to subject matter. As a result, it is almost impossible to compare teachers' and teacher candidate's reason to teach with respect to their subject areas. Although the relevant studies don't provide enough evidence to compare teachers' motives from different subject areas, there are some significant results on the importance of subject area in teachers' career choices.

One of the relatively old studies providing results on the motives of teachers from different subject areas is the study conducted by Book and Freeman (1986). The purpose of this study was to indentify differences among students entering elementary and secondary programs, in terms of their characteristics and implications for course and program development in teacher education. One of the related sub-questions of the study was looking for their motives to enter teaching. The participants of this study were 174 elementary and 178 secondary education candidates. The survey results revealed that while elementary education candidates' reasons for pursuing a career in teaching tended to be child-centered, secondary education candidates' reasons were more likely to be the desire to teach their subject matter. Moreover, secondary males were more likely than both elementary and secondary females to choose teaching for being unsuccessful in courses that would have prepared them for their first career choices.

A related study was conducted with a total of 483 students training to become secondary level teachers specializing in a variety of subjects at Manchester Metropolitan University by Jarvis and Woodrow (2005). The results of the study indicated that mathematics trainees were tended to be career-minded whereas English and humanities trainees were more motivated for vocational reasons such as such as love of subject, wanting to work with children and always having wanted to teach. Furthermore, English undergraduates and trainees stated inclination for interactive activity, looked for understanding and interconnected knowledge; in other words, they were intrinsically motivated. On the other hand, mathematics trainees were more interested in gaining knowledge than interaction, and tended to give more importance to knowledge than understanding; that is to say, they were relatively more extrinsically motivated.

A study with similar results was conducted at Maribor, Slovenia. The purpose of this study was to find students' reasons to enter faculties of education and therefore teaching (Krecic & Grmek, 2005). In the academic years of 2003/2004, a total of 237 secondary-year students took part in this study. The students were from different disciplines and important differences were found between the disciplines. 84.0% of the sample was female and 15.5% of sample was male in this descriptive study. One of the important finding in this study was that elementary education students were more certain about the suitability of their choice of profession than the students from other subject areas. Moreover, elementary education and art education students were mostly attracted by self-realization reasons. Altruistic reasons were most frequent among mixed two-subject programs. Material reasons were mostly given by students of art education; on the other hand, elementary education students were the group least attracted by material reasons.

As for the importance of the subject area in choosing to pursue a teaching career, Kyriacou et al. (1999) explored student teachers' reasons to become secondary school teachers in England and Norway. They compared 105 student teachers from Stavanger to 112 student teachers from York. The data were gathered through a questionnaire and interviews. Both groups held the opinion that they liked the subject

they would teach and this had an influence on their choice. Similarly, Marso and Pigge (1986) reported that liking the subject area was a significant factor for the participants of their study to enter the teaching profession.

Parallel results were also reported by Morgan et al. (2001). Their questionnaire was administered to a sample of 466 Northern Ireland students. 248 of them (53%) were attending to the Postgraduate Certificate of Education and 218 of them were enrolled in a three-year course for a degree of Bachelor of Education. Their study revealed that interest in a particular subject area is likely to have a strong effect on the students following the Postgraduate Certificate of Education program. Lastly, in King's study (1993) which was investigating African American teacher candidates' motives 57% of the male and 47% of the female participants stated that an enthusiasm for the subject matter field was influential in their decisions.

The studies from Turkey also do not provide profound evidence to understand whether teacher's choices differ according to their subject area or not. Moreover, there is not enough evidence to understand the extent to which subject matter had an effect on their decisions. Ok and Önkol (2007) in their study, The Profile of Prospective Teachers in Teacher Education Programs, analyzed subject matter interest as a variable. In this study, six different faculties of education from different regions of Turkey were selected. 1013 Freshman students answered a 30-item data collection instrument. Subject area interest was one of the frequently mentioned reasons of choice in this study.

In addition, Stichert (2005) carried out a study in the spring semester of 2004-2005 academic year with 441 (n=287 females; n=153 males) senior pre-service elementary and secondary science teachers who were studying in the elementary science and secondary science (biology, physics and chemistry) teacher education programs of three universities in Ankara. One of the purposes of this study was to investigate elementary and secondary science teachers' reasons to choose the teaching profession. The data were collected through questionnaire developed by Saban (2003). The results of this study revealed that teacher candidates were mostly

attracted by altruistic reasons followed by extrinsic rewards and intrinsic motives. Moreover, in terms of extrinsic reasons, the data analysis revealed statistically significant difference between secondary and elementary science teacher candidates' extrinsic reasons to enter teaching while there were not statistically significant differences in terms of altruistic and intrinsic reasons.

To sum up, studies carried out both in Turkey and around the world show that subject area interest is one of the influential motives to enter the teaching profession. Especially, secondary education candidates stated subject area as an influential motive to their preference teaching as a career.

2.2.4 Teachers Graduate High Schools and Their Reasons to Choose Teaching as a Career

In the Turkish education system, when students graduate from high school, they take a centralized university entrance exam. Their average scores are determined by their university entrance exam scores and high school weighted averages. Upon getting their scores, students make a list of the universities and departments they would like to study at and rank these faculties and universities according to their preferences. Graduates of some high schools are given bonus scores in the university entrance exam for some departments. For the faculties of education, graduates of Anatolian teacher high schools have a privilege because they are given some extra points. Therefore, it is important to study teachers' graduate high schools since the type of high school one attends can be influential on his decision. Moreover, it is important to examine the preference ranks of those who take the university entrance examination as it is an indication of the type of motive the teacher has. In their study profiling the characteristics of students entering to the teaching profession in Turkey, Karagözoğlu and Murray (1988) obtained academic and demographic information of the students from University Entrance Examination for 1982 and 1986. Low achieving students compromise the majority of the students entering teacher education programs. What is more, the results of this study revealed that those entering to teacher education programs had comparatively lower grade point

averages in high school. However, nothing is reported about the type of high schools these candidates graduated from.

One of the detailed studies exploring this variable is the aforementioned study conducted by Ok and Önkol (2007). They found out that 36.2% of their sample came from Anatolian teacher or teacher high schools, 28.8% came from public high schools, 20.6% came from other high schools and 12.7% graduated from Anatolian high schools. Private high school graduates seldom prefer teacher training programs. Another noteworthy finding of this study is that English language teaching students are generally graduates of Anatolian teacher high school, but elementary education students are mostly graduates of public high schools. However, the study conducted in the same year by Arslan, showed contrary results. The sample of this study was elementary education students in Gaziosmanpaşa University (n=100). 55.7% of this sample were graduates of public high school, 18.3% of them were Anatolian high school graduates and only 4% of them were graduates of Anatolian Teacher high schools. The percentage of the graduates of Anatolian Teacher high schools is low because they prefer more known and experienced universities. The controversial results of these two studies conducted in the same year can be explained the universities housing the studies. The study of Ok and Önkol was conducted on a greater sample representing different regions. However, the faculty of education in Gaziosmanpaşa University accepts students with relatively lower university entrance scores. Indeed, these two studies are not comparable because the study of Ok and Önkol (2007) is conducted on a greater sample representing different regions.

When teachers' or teacher candidates' commitments to the profession are examined some contradictory findings also appear. Gök and Okçabol (1998) conducted a nation-wide study and a questionnaire was administered to 2301 teachers around Turkey. The aim of the study was to examine the teacher profile in Turkey. It was found out in the study that among high schools the percentage of teachers who stated that they entered the teaching profession because of not having any other option is highest among the graduates of Teacher high schools. The researchers' interpretation of this finding is both pessimistic and thought provoking. They are of the opinion

that Teacher high schools do not serve to their purposes. However, Başaran (2004) in her study on Anatolian teacher-training high schools indicated that graduates of these schools are more committed to teaching as a lifelong career that the graduates of other high schools are. Furthermore, Aksu et al. (2010) concluded that the type of high school a teacher candidate graduates from does not have an influence on his reasons to choose teaching and commitment to teaching.

Graduate high school is a less commonly studied variable in abroad in studies on teachers' motives to enter teaching. Marso andPigge (1986) stated that the reasons given for choosing to teach were not related to the type of high school attended by the candidates.

To sum up, teachers' or teacher candidates' graduate high schools is one of the least studied variables in the related literature, yet it has been more frequently studied in Turkey than abroad. The literature reviewed reveals that graduate high schools and high school averages are definitely influential in people's career choice however the type of high school does not necessary influence people's motives to enter teaching.

2.2.5 The Influence of the Close Environment on Teacher's Career Choice

Another question awaiting answer in this study is whether a teacher's immediate family and close environment has an influence on his/her decision to pursue a teaching career. To find out the answer, in the demographic part of the data collection instrument the participants are asked to indicate if they have any other teachers in their immediate families (mother, father, sister, brother). Moreover, two of the statements in the second part of the questionnaire are "I entered teaching because my father/mother is a teacher" and "I entered teaching because my friends are teachers". A person's career choice is often influenced by significant persons in one's life, such as parents, teachers, and peer (Evans, 1993). Thus, another statement in the questionnaire asks teachers whether or to what extend their teachers encouraged them to enter teaching. The literature is limited to give a concrete answer to this question, yet this variable is given place in some studies partially. One of the

important findings is that the society encourages males and females in different ways to enter a teaching career. Males report that they have faced and will face strong social negativity for choosing a career path in teaching and in working with children. On the other hand, females report that they have been encouraged by the society in their decisions (King, 1993; Johnston, et al.,1999). Likewise, Richardson and Watt (2006) found out that participants confronted social dissuasion from teaching. However, in the same study it was revealed that social influence is one of the least influential factors in candidates' decisions.

Marso and Pigge (1986) reported that of the 266 students beginning an introduction to education course 50% were from families of educators and 59% reported that at least one relative in the present or immediate past generation was a teacher. Their data analysis revealed that reasons given for choosing to teach were related to mother's education and occupation. 34% of the participants checked that their parents were influential in selecting teaching as a career. At the end of the study, the researchers concluded that family members in education and teachers are an important influence on people's selecting to pursue a career in teaching.

Furthermore, the study carried out by King (1993) revealed some parallel results. Few of the participants' parents were teachers; however, many of them were exposed to teachers in their families, both immediate and extended. King speculates that this might be an influence on the participants choosing teaching as a career. Like Marso and Pigge (1986), King also draws attention to the relationship between mothers' education level/occupation and the participants' choosing teaching as a career. She hypothesizes that students from families with mothers having high educational attainment could meet the expense of being attracted to a career for motives like creativity which can be valued in their family life and school setting. Moreover, their mother may appreciate their abilities. Moreover, King (1993) reported that the participants in her study uttered that the people who were influential in their career choices were, in the order of frequency of mention, their mothers, relatives, teachers, siblings, and friends.

Since the number of studies examining this variable in rather limited, it is not possible to make a comparison between the motives in Turkey and abroad. The results of the study conducted at Gaziosmanpaşa University with a total of 100 students showed that 10% of the participants' fathers are also teachers. Among the university graduate fathers, 60% were teachers. That is to say, there is a tendency among participants whose fathers are teachers to choose to pursue a career in teaching (Arslan, 2007). When it comes to the mothers' careers, the findings are a little different. 87% of the participants' mothers do not have a job; in other words, they are housewives. Most of the working mothers are either worker or civil servants. Only 2.7% of the mothers were teachers.

To conclude, the literature review suggests that teachers'/students' close environment definitely have an influence on their career choice. A great majority of teachers and teacher candidates have other teachers in their families. While studies coming from abroad point out that mothers' education and occupation have an influence on people's career choice, in Turkey, students whose fathers are also teachers tend to choose teaching as a career.

2.2.6 Higher Education Institutions Teachers Graduated and Reasons to Choose Teaching

Teachers' higher education institutions graduated is one of the variables in this study because fist of all there is a lack in literature in terms of this variable. Since most of the studies both in Turkey and in abroad are carried out in certain faculties of certain universities, it is difficult to make generalizations. This is an important variable to study because different faculties and different universities may have different orientation and guidance. Studying this variable is even more important in the Turkish context because there have been many changes in teacher education and recruitment in years. Before 1973, institutes of education (teacher schools) provided teachers. In 1973, institutes of education were redesigned as higher teacher school and graduated classroom teacher. Later, in 1981, the responsibility of teacher education was given to universities and consequently to faculties of education.

However, because of the demand for more teachers, students graduating from other faculties are also recruited as teachers on the condition that they complete pedagogical course requirements in the faculties of education after having a bachelor's degree in their fields of study (Saban, 2003). There happened a boom in the number of teachers recruited from other faculties in 1997 when the duration of compulsory primary education was extended from five to eight years. Because of all these changes in years and all the diversity in teacher recruitment, it is of high significance to study this variable.

2.3 Summary of the Literature Review

The present study aimed to investigate elementary school teachers' motives to pursue a career in teaching in terms of their gender, their years of experience, their teaching fields, their graduate high schools, their graduate higher education institutions and the presence or absence of other teachers in their immediate families. The motives were grouped into three categories namely; intrinsic, extrinsic, altruistic and there were six more motives which didn't belong to any of these categories so they were called miscellaneous.

The related literature review showed that most of the related studies follow survey method and conduct questionnaires or interviews. Moreover a great percent of the studies both in Turkey and around the world work with pre-service teachers; however, this study undertook in-service teachers and this will add the literature a different perspective. Furthermore, in majority of the studies the sample is selected from certain universities and in certain subject areas and this makes the sample homogeneous; yet the present study will have a more heterogeneous sample because there will be teacher from different subject areas, regions and schools.

Gender is one of the most frequently studied variables in the related literature. The results of the studies show some differences between male and female teachers' reasons to choose teaching. While they share the same altruistic reasons, they differ

in terms of intrinsic and altruistic motives. Intrinsic motives are more appealing to females, and extrinsic motives are more appealing to males.

The literature review suggests that intrinsic reasons have always been strong motives for the teachers to enter the teaching profession. On the other hand, the extrinsic motives started to lose their appeal in time and they are less influential than they used to. Moreover, over the years there has been an upward shift in intrinsic and altruistic motives, but a downward shift in the extrinsic motives (Jantzen, 1981). However, since the number of the related studies is limited and the existing ones have been conducted in different settings at different time, to come to a strong conclusion, further studies need to be conducted.

As for the subject area, studies carried out both in Turkey and abroad point out that subject area interest is one of the influential motives to enter the teaching

Teachers' or teacher candidates' graduate high schools is one of the least studied variables in the related literature, yet it has been more frequently studied in Turkey than abroad. The literature reviewed reveals that graduate high schools and high school averages are definitely influential in people's career choice; however, the type of high school does not necessarily influence people's motives to enter teaching.

The studies carried out in Turkey and abroad show that teachers'/students' close environment definitely have an influence on their career choice. A great majority of teachers and teacher candidates have other teachers in their families. Studies conducted in other countries suggest that mothers' education and occupation have an influence on children's career choice whereas children whose fathers are also teachers tend to choose teaching as a career in Turkey.

Higher education institutions teachers graduated from have not been studied so far, but it is an important variable to study because different higher education institutions have different philosophies behind their education. Furthermore, teacher education in

Turkey has changed a lot since the foundation of Turkish Republic. Thus, it is of high importance to study these changes and variations.

In most of the studies, the data have been collected by using survey method. As a data collection instrument, questionnaires were most commonly used as they can provide data from a larger sample. On the other, some researchers preferred interviews to collect data because they could supply more detailed data. As for the data analysis, descriptive statistics and analysis of variance were mostly used in the literature.

CHAPTER III

METHOD

This chapter presents the method of the study. It starts with describing the overall design of the study, and then population and sample, data collection instrument, data collection procedures, data analysis procedures and limitations of the study are covered respectively.

3.1 Overall Design of the Study

The overall design of this study is descriptive survey. Survey research seeks the opinions of a large group of people about a particular topic or issue to describe the characteristics of a population (Frankel & Wallen, 2006). Survey design is most helpful if the researcher is after systematic and comparable data, generally from a fairly large group (Scott & Morrison, 2005). There are two types of survey in terms of its administration, longitudinal and cross-sectional surveys. This study is a cross-sectional survey as it was completed at one point in time. It tries to describe changes over time with temporal differences among participants (Suter, 2006). This study has a survey design in view of the fact that it aims to explore elementary school teachers' motives to pursue a teaching career. Teachers' motives to follow a teaching career is investigated in terms of their gender, year of experience, the subject they teach, graduate institution, graduate high school and the presence or absence of other teachers in the immediate family. In a survey, there are four different methods to get information from the participants namely mail survey, telephone survey, personal interviews and direct administration to a group (Frankel & Wallen, 2006). In this

study, data were collected with the direct administration method and two main advantages of this data collection method were benefited from; there was a high rate of response and the researcher had the chance to explain if there were any ambiguous parts for the participants (Frankel & Wallen, 2006).

The participants of the study were 905 elementary school teachers working at public elementary schools in Ankara. The instrument used in the research was developed by the researcher. In this development process, previously existing instruments were reviewed, the related items of those instruments were collected in a pool and then a new instrument was framed. The instrument was a questionnaire as it could be given to large numbers of people at the same time (Frankel & Wallen, 2006). For the content validity, a comprehensive literature review was conducted and expert opinion was taken. As for the reliability, SPSS version 18.0 was used to calculate Cronbach alpha values to examine the internal consistency of the instrument subscales. The questionnaire was administered to the teachers available at the time of the administration. The data gathered through the questionnaires were analyzed by using descriptive statistics, PASW 18.0. Descriptive statistics are statistical procedures used to summarize, organize and simplify data by using tables and graphs (Gravetter & Wallnau, 2009). To summarize the findings frequencies, mean scores and percentages were used.

3.2 Population and Sample

The population of this study was all elementary school teachers (from grade 1-8) working at public elementary schools in six central districts of Ankara; Altındağ, Çankaya, Etimesgut, Gölbaşı, Keçiören and Yenimahalle. For a representative sample, first the names of the schools and the total number of the teachers in each district were taken from the websites of those districts' national education directorates (İlçe Milli Eğitim Müdürlüğü). There were approximately 15862 elementary school teachers working at a total of 378 public elementary schools. Among these 6 central districts, Gölbaşı had the least number of schools; 10 schools. While determining the sample, the number of elementary schools in each district was

divided by 10, so as to determine the number of schools that should be randomly selected from each district. In other words, approximately 10% of the schools in each district were chosen by lot. The names of the elementary schools in each district were written down on pieces of papers, put in a plastic bag and randomly drown. In short, through a cluster random sampling, 39 schools were chosen from all 378 schools in Ankara. The number of teachers working at these selected schools was 1875. The distribution of the schools in each district is summarized in Table 3.1.

Table 3.1

The Distribution of Schools and Number of Teachers in Each District

District	Total Number of the Schools	Number of the Selected Schools	Total Number of the Teachers	Number of the probable participants	Number of participants
Altındağ	66	7	2270	190	147
Çankaya	102	10	3741	432	175
Etimesgut	42	4	1949	271	97
Gölbaşı	10	1	414	56	24
Keçiören	75	8	4217	633	304
Yenimahalle	83	7	3271	293	158
TOTAL	378	38	15862	1875	905

When the data collection started it was realized that one of the schools in Yenimahalle had been turned into a school for students with special needs and since the teachers working at that school were different from other elementary school teachers in terms of their roles and education, no data were gathered from this school. In short, 905 teachers from 38 schools participated in this study. The number of participants was less than the total number of teachers working at these 38 schools because some of the teachers were not present at the time of administration; and since participation was voluntary, some of the teacher did not volunteer to participate.

The study involved 905 elementary school teachers in total. 75.1% ($n = 663$) of them were female and 24.9% ($n = 220$) of them were male Among the participants, 65.4% ($n = 587$) of them were graduates of general high schools, 18.2% ($n = 165$) of them were graduates of Anatolian high school which include Anatolian teacher high schools and super high schools, and 16.1% ($n = 146$) of them were graduates of

vocational high schools including schools and science high schools. Moreover, 53.9% (*n* = 488) of them were graduates of faculties of education, 31.7% (*n* = 287) of them were graduates of other faculties, and 14.3% (*n* = 129) of them were graduates of either education institutes or higher teacher institutes. See Table 3.2.

Table 3.2

Basic Characteristics of the Sample

Variables	*f (frequency)*	*% (percent)*
Gender		
Female	663	75.1
Male	220	24.9
Graduate High School		
General High School	587	65.4
Vocational High School	146	16.1
Anatolian High School	165	18.2
Education Level		
Faculties of Education	488	53.9
Other Faculties	287	31.7
Educational Institutes & Higher Teacher Institutes	129	14.3
Experience		
1-5 years of experience	73	8.1
6-10 years of experience	128	14.1
11-15 years of experience	240	26.5
16-20 years of experience	185	20.4
21-25 years of experience	125	13.8
26 and more years of experience	152	16.8
Teaching Field		
Classroom Teacher	457	50.5
Subject Teachers	421	46.5
Teachers in the family		
Not having teachers in the immediate family	554	61.6
Having teachers in the immediate family	345	38.4

As for the experience, 8.1% (*n* = 73) of them had 1-5 years of experience, 14.1% (*n*=128) of them had 6-10 years of experience, 26.5% (*n* = 240) of them had 11-15 years of experience, 20.4% (*n* = 185) of them had 16-20 years of experience, 13.8% (*n* = 125) of the had 21-25 years of experience, and 16.8% (*n* = 152) of them had 26 or more years of experience. When we look at the teachers' subject area, it is seen that 50.5% (*n* = 457) of them were classroom teachers teaching from grade 1 to grade

5, and 46.5% ($n = 421$) of them were teaching from grade 6 to grade 8. Lastly, 61.6% ($n = 345$) of the participants didn't have a teacher in their immediate family, but 38.4% ($n = 554$) of them had other teachers in their families. The basic characteristics of the sample are summarized in Table 3.2.

3.3 Data Collection Instrument

In order to collect the data from the sample, "Elementary School Teachers' Motives to Pursue a Career in Teaching" questionnaire was developed by the researcher herself. In developing this instrument several steps were followed. As the first step, with the help of a comprehensive literature review, items from existing instruments and literature were collected in a item pool. To compose this item pool, the items from the instruments developed or used by Bastick (2000), Book and Freeman (1986), Delong (1987), King (1993), Kyriacou and Coulthard (2000), Marso and Pigge (1986), Moran et al. (2010), Ok & Önkol (2007) and Saban (2003) were taken and grouped as intrinsic, extrinsic and altruistic. Secondly, the items suggesting similar ideas were grouped and the clearest ones were chosen. Sometimes the wording of the items were changed to make them standardized and clearer. Then, they were revised many times to frame the new instrument. In developing the data collection instrument the principles of questionnaire construction suggested by Slavin (2007) were followed. These principles were being as simple and as clear as possible, avoiding items with double negatives, being explicit in questions, avoiding questions with two parts, asking only important questions and avoiding vague questions. In the light of these principles, a 53-item draft instrument was constructed. Five-point scale was chosen for the instrument to increase reliability of the responses (Wiseman, 1999).

The instrument consisted of two parts. The first part covered the demographic information of the sample. In this part, the respondents answered questions about their gender, graduate high school, graduate institution, graduate department, graduation year, the year they entered teaching, year of experience, subject area, district they worked in, and the presence or absence of other teachers in their

families. This part consisted of 10 items. The second part of the instrument had 43 items reflecting different motives to enter the teaching profession. In the rating scale ranged from 5 standing for "strongly agree", 4 standing for "agree", 3 standing for "somewhat agree", 2 standing for "disagree", to 1 "strongly disagree." The 43 items in the second part of the instrument were grouped under four different sections addressing four different types of motive. Distribution of the items in each category is presented in Table 3.3.

After several drafts and revisions, as the second step, for the face and content validity, expert opinion was taken. Two specialists from the curriculum and instruction field and one specialist from the educational administration and planning closely examined the questionnaire and wrote down their comments and suggestions. Moreover, three elementary schools teachers (one classroom, one math and one English teacher) proofread the instrument and answered the questionnaire for the expert opinion. Based on the feedback received from the experts, among the 53 items, 10 items were eliminated. The experts mostly gave feedback on the wording of the items stating that they were unclear or ambiguous. For example one of the items was that "Teaching gives me the chance to pursue other jobs and earn extra money", the experts commented that this item was not clear enough so in the parenthesis "private tutoring etc." was added. Moreover, one of the items was that "Teaching is a good job for women". The expert stated that this was not applicable for male teachers and this might cause problem in the data analysis, so this item was eliminated.

Table 3.3

Distribution of the Items into Their Categories

Category	Related Items
Extrinsic Motivation	1, 2, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40
Intrinsic Motivation	6, 10, 14, 16, 18, 19, 21, 41,
Altruistic Motivation	7, 9, 11, 12, 13, 15, 42, 43
Other Reasons	3, 4, 5, 8, 17, 20

The first category covered items related to extrinsic motivation. Extrinsic motivation is the environmentally produced reasons to start or continue an action and this motivation derives from some outcomes separate from the activity itself such as gaining high academic grade or beating a deadline (Reeve, 2009). There were 21 items under this category. The second category included items about intrinsic motivation. Reeve (2009) defines intrinsic motivation as the natural motivation emerging spontaneously out of one's psychological needs for autonomy, competence, and relatedness. There were 8 items under this category. The third category was altruistic motivation. Altruistic motivation can be defined as the motivation originating from care about and desire to help other people and the society without expecting any benefit. There were 8 items under this category. The last part was called other miscellaneous because these items did not fall into any of the aforementioned categories. For example, falling into teaching just by chance can be group under this last category. There were 6 items under this category. In addition to these 43 items, the participants were given the chance to state their further comments and suggestions with an open-form question. The qualitative data gathered via this question were expected to clarify or strengthen the quantitative data.

3.3.1 Validity and Reliability of the Instrument

As stated by Fraenkel and Wallen (2006) validity is the most important idea to keep in mind in the preparation or selection process of an instrument and it refers to the appropriateness, correctness, meaningfulness and usefulness of the conclusions made by the researcher basing on the collected data. Content, criterion and construct validity are three main types of validity. Content validity refers to the representativeness and relevance of the instrument and a test with content validity must cover all major aspects of the content area in the correct proportion (Marnat, 2009). In this study, for the content validity, in addition to a comprehensive literature review, 3 experts' opinions were taken. Experts were asked to share their opinions about content of the items and as for face validity; clarity of the items was examined. Furthermore, three elementary school teachers were asked to fill the questionnaire and share their opinions about the clarity and understandability of the items and the

overall appearance of the instrument. These teachers' opinions provided face validity since face validity is present if the instrument looks good to the people filling it (Marnat, 2009).

To check the reliability of the instrument, the Cronbach Alpha Reliability Coefficient was calculated. It was found high with a Cronbach alpha coefficient of .90 for the 43-item scale, showing that the instrument had high internal consistency. The items in each category of the questionnaire were also examined to see if they have internal consistency. The first category, extrinsic motives, had 21 items and the Cronbach alpha coefficient of the items was .87. The second category, intrinsic motives, had 8 items and the Cronbach alpha coefficient of the items was .88. The third category, altruistic motives, had 8 items and the Cronbach alpha coefficient of the items was .89. The 6 miscellaneous motives didn't form a group so it would not be meaningful to check the Cronbach alpha coefficient for these items.

As for the prevention of the internal validity threats, first these threats were determined and necessary techniques were employed to prevent these threats. The main threats to internal validity in survey research are mortality, location, instrumentation, and instrument decay (Frankel & Wallen, 2006). Mortality threat arises in longitudinal studies. However, mortality was not a threat for this study because this was a cross-sectional survey and information was collected at just one point at a time. The data was collected from elementary schools in Ankara and it was assumed that they have nearly the same working environment. Thus, location threat to internal validity was eliminated. For the instrumentation threat, the instrument was kept as short as possible and to the point so that participants would not get tired of responding the questionnaire. Furthermore, to control instrument decay data collection process was scheduled in detail and in advance and data collection was completed in almost two months (Frankel & Wallen, 2006).

3.4 Data Collection Procedures

After the required permissions had been taken from the ethical committee in METU and Ministry of National Education (MoNE), data collection started in the second week of March and was completed in nearly two months, first week of May, 2012. The data were collected by the researcher herself. As the first step, the researcher got in touch with the school administrators by calling the schools and built a data collection timetable. The researcher went to schools on the previously set dates. During the breaks, the researcher introduced herself to the teachers coming to the teachers' room and informed them about the study. The teachers were mostly willing to participate in the study. Before the questionnaire, volunteer participants filled and signed the informed-consent form. They filled the questionnaire individually during the school day and returned it to the researcher. This prevented any probable data loss. The completion of the questionnaire, as observed and reported by the teachers, took approximately 15-20 minutes. It depended on the number of teachers at each school, but the researcher spent around four hours at each school. During the data collection procedure, the participants gave mostly positive feedback for the questionnaire saying that it was easy to understand and to the point.

3.5 Data Analysis Procedures

The main purpose of this study was to investigate elementary school teachers' motives to pursue a career in teaching, it was also intended to examine if teachers' motives vary in relation to some demographics such as their gender and teaching field. For the data analysis, the collected data were transferred to PASW 18.0 program. As required by the research question, descriptive statistics was used to portray the frequencies, percentages, mean scores and standard deviations. Descriptive statistics can compare two or more distributions of scores and include means, standard deviations, frequencies, central tendencies and percentages, which will be necessary to answer the research questions raised in this study (Spatz, 2001). The qualitative data obtained from the open-ended question at the end of the

questionnaire were also analyzed and included in the results part to support the quantitative findings.

3.6 Limitations of the Study

The population of this study was limited to the six central districts of Ankara. Thus, the results of the survey cannot be generalized beyond the population represented by the sample, who were elementary school teachers working at public schools in Ankara. Moreover, in this study the schools were randomly selected not the teachers, and the questionnaire was administered only to the teachers available at the time of the administration.

CHAPTER IV

RESULTS

In this chapter the results of the study are presented. The characteristics of the participants are presented briefly first, and then the chapter focuses on the results related to elementary school teachers' motives to pursue a career in teaching and seeks answers to the research questions respectively.

4.1 Characteristics of the Participants

The study involved 905 elementary school teachers in total. 75.1% ($n = 663$) of them were female and 24.9% ($n = 220$) of them were male. Among the participants, 65.4% ($n = 587$) of them were graduates of general high schools, 18.2% ($n = 165$) of them were graduates of Anatolian high schools which include Anatolian teacher training high schools and super high schools, and 16.1% ($n = 146$) of them were graduates of vocational high schools which include schools like imam hatip high schools and science high schools. Moreover, 53.9% ($n = 488$) of them were graduates of faculties of education, 31.7% ($n = 287$) of them were graduates of other faculties such as faculty of arts and sciences, and 14.3% ($n = 129$) of them were graduates of either education institutes or higher teacher training schools. As for the experience, 8.1% ($n = 73$) of them had 1-5 years of experience, 14.1% ($n = 128$) of them had 6-10 years of experience, 26.5% ($n = 240$) of them had 11-15 years of experience, 20.4% ($n = 185$) of them had 16-20 years of experience, 13.8% ($n = 125$) of the had 21-25 years of experience, and 16.8% ($n = 152$) of them had 26 or more years of experience. When we look at the teachers' subject area, 50.5% ($n = 457$) of them

were classroom teachers teaching from grade 1 to grade 5, and 46.5% ($n = 421$) of them were teaching from grade 6 to grade 8. Lastly, 61.6% ($n = 345$) of the participants didn't have a teacher in their immediate family, but 38.4% ($n = 554$) of them had other teachers in their families.

4. 2 Elementary School Teachers' Motives to Pursue a Career in Teaching

The main research question raised in this study explored elementary school teachers' motives to pursue a career in teaching in general. A 43-item-questionaire was used to seek an answer to this question. Participants were asked to respond to a 5-point questionnaire ranging from 1= Strongly Disagree to 5 = Strongly Agree. Mean scores, standard deviations and percentages were calculated for each item. Mean scores from [1 to 1.80] referred to strongly disagree, from [1.81 to 2.60] referred to disagree, from [2.61 to 3.40] referred to neither agree nor disagree (NAND), from [3.41 to 4.20] referred to agree, and from [4.21 to 5.00] referred to strongly agree. In reporting the results, "strongly agree" and "agree" were combined and referred as "agree"; also "strongly disagree" was combined with "disagree" and referred as "disagree". In short, there results were reported in three categories which are "agree"; "neither agree nor disagree (NAND)" and "disagree". See Appendix C for a detailed summary of the results according to these five points.

The descriptive analysis of the data in relation to the motives that attract teachers to pursue a career in teaching revealed from 51.1% to 81.8% of teachers agreed that they entered teaching because they liked children ($M = 4.25$, $SD = .92$, Agree = 81.8%); they liked teaching ($M = 4.16$, $SD = 1.03$, Agree = 78.1%); they wanted to contribute to the social and personal development of children ($M = 4.13$, $SD = .94$, Agree = 78.8%); they wanted to contribute to the academic development of children ($M = 4.07$, $SD = .98$, Agree = 77.9%); they wanted to make a change in children's lives ($M = 4.03$, $SD = 1.00$, Agree = 73.5%); they liked working with children/youngsters ($M = 4.02$, $SD = 1.05$, Agree = 74.8%); they wanted to contribute to the improvement of the society ($M = 3.88$, $SD = 1.10$, Agree = 68.5%); they wanted to share their knowledge with others ($M = 3.85$, $SD = 1.15$, Agree =

68.8%); they wanted to set a good model to children ($M = 3.80$, $SD = 1.12$, Agree = 65.9%); their abilities suited best to teaching ($M = 3.74$, $SD = 1.26$, Agree = 64.9%); teaching was a creative profession ($M = 3.67$, $SD = 1.18$, Agree = 63.6%); they liked being in the school environment ($M = 3.59$, $SD = 1.20$, Agree = 57.8%).

Table 4.1

Motives Attracting Elementary School Teachers to Teaching Most

	N	Agree		NAND*		Disagree		M	SD
		f	%	f	%	f	%		
10. I like children.	895	732	81.8	118	13.2	45	5	4.25	.92
41. I like teaching.	901	704	78.1	132	14.7	65	7.2	4.16	1.03
12. I want to contribute to the social and personal development of children.	904	712	78.8	134	14.8	58	6.4	4.13	.94
11. I want to contribute to the academic development of children.	902	703	77.9	131	14.5	68	7.5	4.07	.98
13. I want to make a change in children's lives.	901	662	73.5	170	18.9	69	7.7	4.03	1.00
14. I like working with children/youngsters.	890	666	74.8	142	16	82	9.2	4.02	1.05
43. I want to contribute to the improvement of the society.	904	619	68.5	190	21	95	10.5	3.88	1.10
7. I want to share my knowledge with others.	896	616	68.8	158	17.6	122	13.6	3.85	1.15
9. I want to set a good model to children.	894	586	65.9	192	21.5	113	12.6	3.80	1.12
6. My abilities suit best to teaching.	895	581	64.9	166	18.5	148	16.5	3.74	1.26
38. Teaching is a creative profession.	899	572	63.6	188	20.9	139	15.5	3.67	1.18
21. I like being in the school environment.	900	520	57.8	219	24.3	161	17.9	3.59	1.20
19. I am interested in the subject matter.	892	520	58.3	189	21.2	183	20.5	3.58	1.30
18. My personality suits best to teaching.	897	500	55.7	195	21.7	202	22.5	3.52	1.34
42. I want to change the society.	898	459	51.1	266	29.6	173	19.3	3.44	1.19

*Neither Agree nor Disagree

Moreover, teachers agreed (Table 4.1) they entered teaching because they were interested in the subject matter ($M = 3.58$, $SD = 1.30$, Agree = 58.3%); their personalities suited best to teaching ($M = 3.52$, $SD = 1.34$, Agree = 55.7%); and they wanted to change the society ($M = 3.44$, $SD = 1.19$, Agree = 51.1%).

On the other hand, from 49.1% to 82.9% of teachers disagreed they entered teaching because they didn't know what else to do ($M = 1.64$, $SD = 1.03$, Disagree = 82.9%); teachers had good salaries ($M = 1.67$, $SD = .92$, Disagree = 81.9%); teaching gave

the chance to get fringe benefits (M = 1.68, SD = .91, Disagree = 84.0%); their friends were teachers (M = 1.73, SD = 1.08, Disagree = 77.2%); teaching was a stepping stone to other careers (M =1.80, SD = 1.01, Disagree = 80.4%); teaching gave the chance to pursue other jobs and earn additional money (M = 1.90, SD = 1.08, Disagree = 74.8%); teaching was relatively less expensive to train for (M =1.92, SD = 1.10, Disagree = 74.6%); they had no other choice (M = 1.98, SD = 1.30, Disagree = 70.8%). Table 4.2

Table 4.2

Motives Not Attracting Elementary School Teachers to Teaching

	N	Agree		NAND		Disagree		M	SD
		f	$\%$	f	$\%$	f	$\%$		
4. I didn't know what else to do.	890	66	7.4	86	9.7	738	82.9	1.64	1.03
1. My father/mother is a teacher.	896	95	10.6	71	7.9	730	81.5	1.65	1.14
31. Teachers have good salaries.	894	44	4.9	118	13.2	732	81.9	1.67	.92
25. Teaching gives me the chance to get fringe benefits.	900	50	5.6	94	10.4	756	84	1.68	.91
2. My friends are teachers.	893	89	10	115	12.9	689	77.2	1.73	1.08
34. Teaching is a stepping stone to other careers.	897	74	8.2	102	11.4	721	80.4	1.80	1.01
39. Teaching is a tradition in our family.	898	93	10.4	99	11.0	706	78.6	1.80	1.11
33. Teaching gives me the chance to pursue other jobs and earn extra money.	898	92	10.2	134	14.9	672	74.8	1.90	1.08
22. Teaching is relatively less expensive to train for.	890	84	9.4	142	16	664	74.6	1.92	1.10
5. I had no other choice.	849	128	15.1	120	14.1	601	70.8	1.98	1.30
3. I trained for another field but could not get a job.	899	136	15.1	135	15	628	69.9	1.99	1.31
8. I fell into teaching just by mistake.	882	150	17	116	13.2	616	69.8	2.00	1.31
24. Teachers have high quality resources and equipment.	895	153	17.1	230	25.7	512	57.2	2.34	1.16
26. Teachers have pleasant physical working environment.	894	169	18.9	225	25.2	500	55.9	2.35	1.21
17. I entered teaching because I didn't feel comfortable in other fields.	869	193	22.2	184	21.2	492	56.6	2.40	1.29
30. Teachers have reasonable work load.	902	185	20.5	235	26.1	482	53.4	2.41	1.21
23. My teachers encouraged me to enter this profession.	889	223	25.1	195	21.9	471	53	2.52	1.35
28. Teachers have good opportunity to find a job.	902	232	25.7	227	25.2	443	49.1	2.57	1.30

They also disagreed they entered teaching because they couldn't find a job in another field (M = 1.99, SD = 1.31, Disagree = 69.9%) they fell into teaching just by mistake (M = 2.00, SD = 1.31, Disagree = 69.8%); teachers had high quality resources and equipment (M = 2.34, SD =1.16, Disagree = 57,2%); and teachers had pleasant working environment (M = 2.35, SD = 1.21, Disagree = 55.9%); they didn't feel comfortable in other fields (M = 2.40, SD = 1.29, Disagree = 56.6%) teachers had reasonable work load (M = 2.41, SD =1.21, Disagree = 53.4%); their teachers encouraged them to enter this profession (M = 2.52, SD =1.35, Disagree = 53.0%); and teachers had good opportunity to find a job (M = 2.57, SD =1.30, Disagree = 49.1%).

The data analysis also revealed that there were certain motives that from 24.7% to 31.6 % of elementary school teachers neither agreed nor disagreed. Teachers were undecided that they entered teaching because teaching was a respected job (M = 3.40, SD = 1.35, NAND = 24.2%); teaching was a challenging profession (M = 3.39, SD = 1.23, NAND = 25.1%); they had always wanted to be a teacher (M = 3.19, SD = 1.43, NAND = 24.7%). Table 4.3

Table 4.3

Motives on Which Elementary School Teachers neither Agree nor Disagree

	N	Agree		NAND		Disagree		M	SD
		f	$\%$	f	$\%$	f	$\%$		
37. Teaching is a respected job.	895	462	51.6	217	24.2	216	24.1	3.40	1.35
36. Teaching is a challenging profession.	898	470	52.3	225	25.1	203	22.6	3.39	1.23
16. I have always wanted to be a teacher.	891	383	43	220	24.7	288	32.3	3.19	1.43
29. Teachers have job guarantee.	904	395	43.7	247	27.3	262	29	3.15	1.28
15. I want to solve the problems in the education system.	895	343	38.3	273	30.5	279	31.2	3.09	1.26
20. Teaching was the best choice among those readily available to me.	894	361	40.4	250	28	283	31.7	3.09	1.29
35. Teaching is a good job to combine with parenthood.	894	300	33.6	263	29.4	331	37	2.89	1.31
32. Teachers have long holidays.	886	221	24.9	280	31.6	385	43.5	2.69	1.27
40. Teachers have standard income safety.	891	240	26.9	274	30.8	377	42.3	2.69	1.22

Moreover, they neither agreed nor disagree that they entered teaching because teachers had job guarantee ($M = 3.15$, $SD = 1.28$, NAND = 27.3%); they wanted to solve the problems in the education system ($M = 3.09$, $SD = 1.26$, NAND = 30.5%); teaching was the best choice among those readily available to them ($M = 3.09$, $SD = 1.29$, NAND = 28.0%); teaching was a good job to combine with parenthood ($M = 2.89$, $SD = 1.31$, NAND = 29.4%); teachers had long holidays ($M = 2.69$, $SD = 1.27$, NAND = 31.6%); and teachers had standard income safety ($M = 2.69$, $SD = 1.22$, NAND = 30.8%).From Table 4.3, it may seem that teachers agreed or disagreed on certain items because of the high percentages rather than being undecided, but the findings are reported on the basis of item mean scores.

To sum up, the data analysis indicated that teachers agreed on mostly intrinsic and altruistic motives to pursue a career in teaching. A liking for children and a desire to contribute to their development were among the motives with the highest mean scores. They stated only one extrinsic motive (Teaching is creative profession) to enter teaching. On the other hand, when we look at the motives that teachers mostly disagreed, it is seen that they are mostly extrinsic. The motive with the lowest mean score was entering teaching because of not knowing what else to do, which shows that teachers entered teaching consciously. Motives suggesting the financial benefits of teaching were among the motives with the lowest mean scores. Moreover, teachers mostly disagreed that they entered teaching because they were affected by the people in their close environments such as their parents, teachers and friends. In short, intrinsic and altruistic motives attracted teachers to pursue a career in teaching.

4.2.1 Gender and Elementary School Teachers' Motives to Enter Teaching

The first sub-question in this study explored elementary school teachers' motives to enter teaching in relation to their gender. 75.1% of the participants ($n = 663$) were female and 24.9% of the participants ($n = 220$) were male. 2.4% of the participants ($n= 22$) didn't respond to gender item.

4.2.1.1 Female Elementary School Teachers' Motives

From 50% to 82.77% of female elementary school teachers in this study agreed that they entered teaching because they liked children ($M = 4.56$, $SD = 1.03$, Agree = 82.77%); they wanted to contribute to the social and personal development of the children ($M = 4.47$, $SD = 1.14$, Agree = 80.21%); they liked teaching ($M = 4.45$, $SD = 1.16$, Agree = 79.24%); they wanted to contribute to the academic development of the children ($M = 4.43$, $SD = 1.19$, Agree = 79.15%); they liked working with children/youngsters ($M = 4.36$, $SD = 1.26$, Agree = 77.03%).

Table 4.4

Motives Attracting Female Elementary School Teachers to Teaching

	n	Agree		NAND		Disagree		*M*	*SD*
		f	*%*	*f*	*%*	*F*	*%*		
10. I like children.	656	543	82.77	82	12.50	31	4.73	4.56	1.03
12. I want to contribute to the social and personal development of the children.	662	531	80.21	88	13.29	43	6.50	4.47	1.14
41. I like teaching.	660	523	79.24	92	13.94	45	6.82	4.45	1.16
11. I want to contribute to the academic development of the children.	662	524	79.15	88	13.29	50	7.55	4.43	1.19
14. I like working with children/youngsters.	653	503	77.03	92	14.09	58	8.88	4.36	1.26
13. I want to make a change in children's lives.	662	495	74.77	119	17.98	48	7.25	4.35	1.21
6. My abilities suit best to teaching.	656	435	66.31	122	18.60	99	15.09	4.20	1.49
43. I want to contribute to the improvement of the society.	662	459	69.34	135	20.39	68	10.27	4.18	1.34
7. I want to share my knowledge with others.	657	463	70.47	109	16.59	85	12.94	4.15	1.42
9. I want to set a good model to children.	653	434	66.46	134	20.52	85	13.02	4.07	1.43
38. Teaching is a creative profession.	658	429	65.20	126	19.15	103	15.65	3.99	1.50
21. I like being in the school environment.	659	398	60.39	149	22.61	112	17	3.87	1.53
19. I am interested in the subject matter.	653	397	60.80	134	20.52	122	18.68	3.84	1.57
18. My personality suits best to teaching.	656	379	57.77	140	21.34	137	20.88	3.74	1.61
36. Teaching is a challenging profession.	656	350	53.35	157	23.93	149	22.71	3.61	1.63
37. Teaching is a respected job.	654	347	53.06	156	23.85	151	23.09	3.60	1.64
42. I want to change the society.	660	330	50	193	29.24	137	20.76	3.58	1.58

Moreover, they agreed they entered teaching because they wanted to make a change in children's lives (M = 4.35, SD = 1.21, Agree = 74.77%); their abilities suited best to teaching (M = 4.20, SD = 1.49, Agree = 66.31%); they wanted to contribute to the improvement of the society (M = 4.18, SD = 1.34, Agree = 69.34%); they wanted to share their knowledge with others (M = 4.15, SD = 1.42, Agree = 70.47%); they wanted to set a good model to children (M = 4.07, SD= 1.43, Agree = 66.46%); teaching was a creative profession (M = 3.99, SD = 1.50, Agree = 65.20%); they liked being in the school environment (M = 3.87, SD = 1.53, Agree = 60.39%); they were interested in the subject matter (M = 3.84, SD = 1.57, Agree = 60.80%); their personalities suited best to teaching (M = 3.74, SD = 1.61, Agree = 57.77%); teaching was a challenging profession (M = 3.61, SD = 1.63, Agree = 53.35%); teaching was a respected job (M = 3.60, SD = 1.64, Agree = 73.06%); and they wanted to change the society (M = 3.58, SD = 1.58, Agree = 50%). See Table 4.4.

On the other hand, as seen in Table 4.5, from 48.48% to 86.32% of female elementary school teachers disagreed that they entered teaching because teaching gave them the chance to get fringe benefits (M =1.37, SD = .99, Disagree = 86.32%); teachers had good salaries (M = 1.39, SD = .97, Disagree = 84.45%); they didn't know what else to do (M = 1.42, SD = 1.08, Disagree = 85.28%); teaching was a stepping stone to other careers (M = 1.54, SD = 1.21, Disagree = 81.71%); their friends were teachers (M = 1.60, SD = 1.24, Disagree = 78.31%); teaching was relatively less expensive to train for (M = 1.61, SD = 1.22, Disagree = 77.52%); teaching gave them the chance to pursue other jobs and earn additional money (M = 1.67, SD = 1.30, Disagree = 76.56%); they couldn't find a job in another field (M = 1.84, SD = 1.45, Disagree = 72.27%); they had no other choice (M = 1.84, SD = 1.46, Disagree = 72.29%); they fell into teaching just by mistake (M = 1.90, SD = 1.50, Disagree = 70.65%); teachers had high quality resources and equipment (M = 2.11, SD = 1.50, Disagree = 60%); teachers had pleasant physical working environment (M = 2.25, SD = 1.58, Disagree = 57.25%); teachers had reasonable work load (M = 2.31, SD = 1.60, Disagree = 55.07%); they didn't feel comfortable in other fields (M = 2.35, SD = 1.67, Disagree = 56.45%); their teachers encouraged them to enter this

profession (*M* = 2.41, *SD* = 1.69, Disagree = 54.70%); and teachers had good opportunity to find a job (*M* = 2.58, *SD* = 1.70 Disagree = 48.48%).

Table 4.5

Motives Not Attracting Female Elementary School Teachers to Teaching

	n	Agree		NAND		Disagree		*M*	*SD*
		f	*%*	*f*	*%*	*f*	*%*		
25. Teaching gives me the chance to get fringe benefits.	658	31	4.71	59	8.97	568	86.32	1.37	.99
31. Teachers have good salaries.	656	26	3.96	76	11.59	554	84.45	1.39	.97
4. I didn't know what else to do.	652	41	5.85	55	8.44	556	85.28	1.42	1.08
34. Teaching is a stepping stone to other careers.	656	56	8.54	64	9.76	536	81.71	1.54	1.21
2. My friends are teachers.	653	57	8.73	82	12.56	514	78.71	1.60	1.24
22. Teaching is relatively less expensive to train for.	654	52	7.95	95	14.53	507	77.52	1.61	1.22
33. Teaching gives me the chance to pursue other jobs and earn additional money.	657	66	10.05	88	13.39	503	76.56	1.67	1.30
3. I couldn't find a job in another field.	660	93	13.10	90	13.64	477	72.27	1.84	1.45
5. I had no other choice.	628	90	13.33	84	13.38	454	72.29	1.84	1.46
8. I fell into teaching just by mistake.	644	102	15.84	87	13.51	455	70.65	1.90	1.50
24. Teachers have high quality resources and equipment.	655	102	15.57	160	24.43	393	60	2.11	1.50
26. Teachers have pleasant physical working environment.	655	128	19.54	152	23.21	375	57.25	2.25	1.58
30. Teachers have reasonable work load.	661	136	20.57	161	24.36	364	55.07	2.31	1.60
17. I didn't feel comfortable in other fields.	636	151	22.08	126	19.81	359	56.45	2.35	1.67
23. My teachers encouraged me to enter this profession.	649	165	25.42	129	19.88	355	54.70	2.41	1.69
28. Teachers have good opportunity to find a job.	660	182	27.58	158	23.94	320	48.48	2.58	1.70

The data analysis also revealed some motives on which female elementary school teachers neither agreed nor disagreed. As seen in Table 4.6, from 23.4% to 32.01% of them neither agreed nor disagreed that they entered teaching because teachers had job guarantee (*M* = 3.32, *SD* =1.70, NAND = 25.34%); they had always wanted to be a teachers (*M* = 3.31, *SD* = 1.73, NAND = 23.04%); teachers had good work hours (*M* = 3.17, *SD* = 1.67, NAND = 29.59%); teaching was the best choice among those readily available to them (*M* = 3.16, *SD* = 1.71, NAND = 26.41%); teaching was a

good job to combine with parenthood (M = 3.11, SD = 1.68, NAND = 29.01%); they wanted to solve the problems in the education system (M = 3.10, SD = 1.68, NAND = 29.47%); teachers had standard income safety (M = 2.76, SD = 1.65, NAND = 30.73%); and teachers had long holidays (M = 2.68, SD = 1.62, NAND = 32.01%).

Table 4.6

Motives on Which Female Elementary School Teachers neither Agree nor Disagree

	n	Agree		NAND		Disagree		M	SD
		f	$\%$	f	$\%$	f	$\%$		
29. Teachers have job guarantee.	663	300	45.25	168	25.34	195	29.41	3.32	1.70
16. I have always wanted to be a teacher.	651	301	46.24	150	23.04	200	30.72	3.31	1.73
27. Teachers have good work hours.	659	260	39.45	195	29.59	204	30.96	3.17	1.67
20. Teaching was the best choice among those readily available to me.	655	268	40.92	173	26.41	214	32.67	3.16	1.71
35. Teaching is a good job to combine with parenthood.	655	250	38.17	190	29.01	215	32.82	3.11	1.68
15. I want to solve the problems in the education system.	655	247	37.71	193	29.47	215	32.82	3.10	1.68
40. Teachers have standard income safety.	654	188	28.75	201	30.73	265	40.52	2.76	1.65
32. Teachers have long holidays.	653	169	25.88	209	32.01	275	42.11	2.68	1.62

To sum up, female elementary school teachers mostly agreed on intrinsic and altruistic motives and a liking for children, a desire to contribute their lives took the priority. Motives regarding the financial sides of the teaching profession got the lowest mean scores. Female elementary school teachers also disagreed that they entered teaching because of not knowing what else to do and because they are influenced by the people in their close environment like their friends or parents.

4.2.1.2 Male Elementary School Teachers' Motives

Like female teachers, as seen in Table 4.7, male teachers agreed mostly on intrinsic and altruistic motives to enter teaching. From 48.18% to 78.80% of them agreed that they entered teaching because they liked children (M = 4.47, SD = 1.11, Agree = 78.80%); they wanted to contribute to the social and personal development of the children (M = 4.36, SD = 1.16, Agree = 74.09%); they wanted to contribute the

academic development of the children (*M* = 4.35, *SD* = 1.21, Agree = 74.77%); they liked teaching (*M* = 4.31, *SD* = 1.27, Agree = 73.97%); they wanted to make a change in children's lives (*M* = 4.24, *SD* = 1.27, Agree = 70.05%); they liked working with children/youngsters (*M* = 4.16, *SD* = 1.33, Agree = 67.91%); they wanted to contribute to the improvement of the society (*M* = 4.05, *SD* = 1.40, Agree = 64.55%); they wanted to set a good model to the children (*M* = 4.04, *SD* = 1.40, Agree = 63.64%); they wanted to share their knowledge with others (*M* = 3.95, *SD* = 1.49, Agree = 62.84%); teaching was a creative profession (*M* = 3.86, SD = 1.48, Agree = 57.99%).

Table 4.7

Motives Attracting Male Elementary School Teachers to Teaching Most

	N	Agree		NAND		Disagree		*M*	*SD*
		f	*%*	*f*	*%*	*f*	*%*		
10. I like children.	217	171	78.80	34	15.67	12	5.53	4.47	1.11
12. I want to contribute to the social and personal development of the children.	220	163	74.09	44	20	13	5.91	4.36	1.16
11. I want to contribute to the academic development of the children.	218	163	74.77	39	17.89	16	7.34	4.35	1.21
41. I like teaching.	219	162	73.97	38	17.35	19	8.68	4.31	1.27
13. I want to make a change in children's lives.	217	152	70.05	47	21.66	18	8.29	4.24	1.27
14. I like working with children/youngsters.	215	146	67.91	48	22.33	21	9.77	4.16	1.33
43. I want to contribute to the improvement of the society.	220	142	64.55	52	23.64	26	11.82	4.05	1.40
9. I want to set a good model to the children.	220	140	63.64	54	24.55	26	11.82	4.04	1.40
7. I want to share my knowledge with others.	218	137	62.84	48	22.02	33	15.14	3.95	1.49
38. Teaching is a creative profession.	219	127	57.99	59	26.94	33	15.07	3.86	1.48
6. My abilities suit best to teaching.	219	135	61.64	40	18.26	44	20.09	3.83	1.61
42. I want to change the society.	216	114	52.78	67	31.02	35	16.20	3.73	1.50
21. I like being in the school environment.	219	107	48.86	66	30.14	46	21	3.56	1.58
36. Teaching is a challenging profession.	220	106	48.18	62	28.18	52	23.64	3.49	1.63
19. I am interested in the subject matter.	217	108	49.77	50	23.04	59	27.19	3.45	1.70
18. My personality suits best to teaching.	219	108	49.32	51	23.29	60	27.40	3.44	1.70

They also agreed that they entered teaching because their abilities suited best to teaching (M = 3.83, SD = 1.61, Agree = 61.64%); they wanted to change the society (M = 3.73, SD = 1.50, Agree = 52.78%); they like being in the school environment (M = 3.56, SD = 1.58, Agree = 48.86%); teaching was a challenging profession (M = 3.49, SD = 1. 63, Agree = 48.18%); they were interested in the subject matter (M = 3.45, SD = 1.70, Agree = 49.77%); and lastly, their personalities suited best to teaching (M = 3.44, SD = 1.70, Agree = 49.32%).

On the other hand, from 46.45% to 78.18% of male elementary school teachers disagreed that they entered teaching because teaching was a stepping stone to other careers (M =1.58, SD = 1.18, Disagree = 77.63%); teaching gave them the chance to get fringe benefits (M = 1.58, SD = 1.19, Disagree = 78.18%); teachers had good salaries (M = 1.65, SD = 1.20, Disagree = 74.65%); they didn't know what else to do (M = 1.72, SD = 1.35, Disagree = 75.12%); teaching gave them the chance to pursue other jobs and earn additional money (M = 1.83, SD = 1.38, Disagree = 69.86%); their friends were teachers (M = 1.84, SD = 1.46, Disagree = 72.15%); they had no other choice (M = 2.04, SD = 1.56, Disagree = 65.84%); they fell into teaching just by mistake (M = 2.08, SD = 1.64, Disagree = 66.97%); they couldn't get a job in another field (M = 2.10, SD = 1.57, Disagree = 63.30%); they didn't feel comfortable in other fields (M = 2.18, SD = 1.54, Disagree 58.49%); teachers had pleasant physical working environment (M = 2.29, SD =1.51, Disagree = 52.53%); teachers had good opportunity to find a job (M = 2.37, SD = 1.54, Disagree = 51.36%); teaching was a good job to combine with parenthood (M = 2.40, SD = 1.55, Disagree = 49.31%); teachers had high quality resources and equipment (M = 2.41, SD = 1.50, Disagree = 50.91%); teaching was relatively less expensive to train for (M = 2.41, SD = 1.60, Disagree = 66.05%); teachers had reasonable work load (M = 2.42, SD = 1.56, Disagree = 48.86%); teachers had standard income safety (M = 2.47, SD =1.57, Disagree = 47.22%); their teachers encouraged them to enter this profession (M = 2.49, SD = 1.63, Disagree = 49.08%); and teachers had long holidays (M = 2.50, SD = 1.57, Disagree = 46.45%). See Table 4.8.

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Table 4.8

Motives Not Attracting Male Elementary School Teachers to Teaching

	n	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
34. Teaching is a stepping stone to other careers.	219	15	6.85	34	15.53	170	77.63	1.58	1.18
25. Teaching gives me the chance to get fringe benefits.	220	16	7.27	32	14.55	172	78.18	1.58	1.19
31. Teachers have good salaries.	217	15	6.91	40	18.43	162	74.65	1.65	1.20
4. I didn't know what else to do.	217	24	10.29	30	13.82	163	75.12	1.72	1.35
33. Teaching gives me the chance to pursue other jobs and earn additional money.	219	25	11.42	41	18.72	153	69.86	1.83	1.38
2. My friends are teachers.	219	31	14.16	30	13.70	158	72.15	1.84	1.46
5. I had no other choice.	202	36	16.57	33	16.34	133	65.84	2.04	1.56
8. I fell into teaching just by mistake.	218	46	21.10	26	11.93	146	66.97	2.08	1.64
3. I couldn't get a job in another field.	218	40	17.06	40	18.35	138	63.30	2.10	1.57
17. I didn't feel comfortable in other fields.	212	37	16.23	51	24.06	124	58.49	2.18	1.54
26. Teachers have pleasant physical working environment.	217	37	17.05	66	30.41	114	52.53	2.29	1.51
28. Teachers have good opportunity to find a job.	220	44	20	63	28.64	113	51.36	2.37	1.57
35. Teaching is a good job to combine with parenthood.	217	42	19.35	68	31.34	107	49.31	2.40	1.55
24. Teachers have high quality resources and equipment.	220	47	21.36	61	27.73	112	50.91	2.41	1.50
22. Teaching is relatively less expensive to train for.	215	28	13.02	45	20.93	142	66.05	2.41	1.60
30. Teachers have reasonable work load.	219	44	20.09	68	31.05	107	48.86	2.42	1.56
40. Teachers have standard income safety.	216	45	20.83	69	31.94	102	47.22	2.47	1.57
23. My teachers encouraged me to enter this profession.	218	51	23.39	60	27.52	107	49.08	2.49	1.63
32. Teachers have long holidays.	211	45	21.33	68	32.23	98	46.45	2.50	1.57

There were also some motives on which male teachers were indecisive about. From 26.94 to 34.55% of them neither agreed nor disagreed that they entered teaching because teaching was a respected job ($M = 3.38$, $SD = 1.67$, NAND = 26.94%); teachers had job guarantee ($M = 3.23$, $SD = 1.62$, NAND = 33.18%); they wanted to solve the problems in the education system ($M = 3.23$, $SD = 1.64$, NAND = 31.96%); teaching was the best choice among those jobs readily available to them ($M = 3.19$, $SD = 1.63$, NAND = 33.18%); they had always wanted to be a teacher ($M = 2.94$, *SD*

= 1.67, NAND = 30.73%); and teachers had good work hours (*M* = 2.82, *SD* = 1.61, NAND = 34.55%). Table 4.9

Table 4.9

Motives on Which Male Elementary School Teachers neither Agree nor Disagree

	N	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
37. Teaching is a respected job.	219	101	46.12	59	26.94	59	26.94	3.38	1.67
29. Teachers have job guarantee.	220	86	39.09	73	33.18	61	27.73	3.23	1.62
15. I want to solve the problems in the education system.	219	87	39.73	70	31.96	62	28.31	3.23	1.64
20. Teaching was the best choice among those readily available to me.	217	83	38.25	72	33.18	62	28.57	3.19	1.63
16. I have always wanted to be a teacher.	218	72	33.03	67	30.73	79	36.24	2.94	1.67
27. Teachers have good work hours.	220	62	28.18	76	34.55	82	37.27	2.82	1.61

Like female teachers, male elementary school teachers mostly agreed on intrinsic and altruistic motives and disagreed on mostly extrinsic motives to enter the teaching profession. While female teachers agreed that they entered teaching because teaching is a respected job, males were indecisive about this motive. Male teachers disagreed that they entered teaching because teachers had long holidays, standard income safety and teaching is a good job to combine with parenthood – culturally this motive is not suitable for men - whereas females neither agreed nor disagreed on these motives.

4.2.2 Experience and Elementary School Teachers' Motives to Enter Teaching

The second sub-question explored elementary school teachers' motives to enter teaching in relation to their years of experience. Participants were put into six categories with respect to their experience; 1-5 years, 6-10 years, 11-15 years, 16-20 years, 20-25 years, and 26 and above years of experience.

4.2.2.1 Teachers with the Experience of 1-5 Years and Their Motives

The least experienced group consisted of teachers with 1-5 years of experience ($n = 73$) and they are considered to be young. From 47.89% to 89.04% of elementary school teacher with this experience agreed that they entered teaching because they liked teaching ($M = 4.73$, $SD = .83$, Agree = 89.04%); they wanted to contribute to the social and personal development of the children ($M = 4.67$, $SD = .94$, Agree = 87.67%); they liked children ($M = 4.61$, $SD = .93$, Agree = 83.10%). Table 4.10

Table 4.10

Motives Attracting Elementary School Teachers with the Experience of 1-5 Years to Teaching

	n	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
41. I like teaching.	73	65	89.04	6	8.22	2	2.74	4.73	.83
12. I want to contribute to the social and personal development of the children.	73	64	87.67	6	8.22	3	4.11	4.67	.94
10. I like children.	71	59	83.10	10	14.08	2	2.82	4.61	.93
11. I want to contribute to the academic development of the children.	73	61	83.56	9	12.33	3	4.11	4.59	1
13. I want to make a change in children's lives.	72	58	80.56	13	18.06	1	1.39	4.58	.88
14. I like working with children/youngsters.	73	61	83.56	6	8.22	6	8.22	4.51	1.19
43. I want to contribute to the improvement of the society.	73	55	75.34	11	15.07	7	9.56	4.32	1.30
7. I want to share their knowledge with others.	73	56	76.71	9	12.33	8	10.96	4.32	1.34
9. I want to set a good model to children.	73	53	72.60	12	16.44	8	10.96	4.23	1.36
19. I am interested in the subject matter.	73	51	69.86	11	15.07	11	15.07	4.10	1.49
6. My abilities suit best to teaching.	72	50	69.44	11	15.28	11	15.28	4.08	1.50
21. I like being in the school environment.	73	48	65.75	14	19.18	11	15.07	4.01	1.50
42. I want to change the society.	73	43	58.90	21	28.77	9	12.33	3.93	1.42
18. My personality suits best to teaching.	73	48	65.75	11	15.07	14	19.18	3.93	1.30
38. Teaching is a creative profession.	73	45	61.64	15	20.55	13	17.81	3.88	1.56
37. Teaching is a respected job.	72	42	58.33	16	22.22	14	19.44	3.78	1.59
36. Teaching is a challenging profession.	71	34	47.89	23	32.39	14	19.72	3.56	1.56
27. Teachers have good work hours.	73	37	50.68	19	26.03	17	23.29	3.55	1.64
16. I have always wanted to be a teacher.	73	35	47.95	18	24.66	20	27.40	3.41	1.70

Furthermore, they entered teaching because they wanted to contribute to the academic development of the children (*M* = 4.59, *SD* = 1.00, Agree = 83.56%); they agreed that they entered teaching because they wanted to make a change in children's lives (*M* = 4.58, *SD* = .88, Agree = 80.56%); they liked working with children/youngsters (*M* = 4.51, *SD* =1.19, Agree = 83.56%); they wanted to contribute to the improvement of the society (*M* = 4.32, *SD* = 1.30, Agree = 75.34%); they wanted to share their knowledge with others (*M* = 4.32, *SD* = 1.34, Agree = 76.71%); they wanted to set a good model to children (*M* = 4.23, *SD* = 1.36, Agree = 72.60%); they were interested in the subject matter (*M* = 4.10, *SD* = 1.49, Agree = 69.86%); their abilities suited best to teaching (*M* = 4.08, *SD* = 1.50, Agree = 69.44%); they liked being in the school environment (*M* = 4.01, *SD* = 1.50, Agree = 65.75%); they wanted to change the society (*M* = 3.93, *SD* =1.42, Agree = 58.90%); their personalities suited best to teaching (*M* = 3.93, *SD* = 1.60, Agree = 65.75%); teaching was a creative profession (*M* = 3.88, *SD* = 1.56, Agree = 61.64%); teaching was a respected job (*M* = 3.78, *SD* = 1.59, Agree = 58.33%); teaching was a challenging profession (*M* = 3.56, *SD* = 1.56, Agree = 47.89%); teachers had good work hours (*M* = 3.55, *SD* = 1.64, Agree = 50.68%); and they had always wanted to be a teacher (*M* = 3.41, *SD* = 1.70, Agree = 47.95%).

On the other hand, as seen in Table 4.11, from 51.52% to 90.28% of elementary school teachers with the experience of 1-5 years disagreed that they entered the teaching profession because teaching was relatively less expensive to train for (*M* = 1.30, *SD* = .92, Disagree = 89.04%); they didn't know what else to do (*M* = 1.31, *SD* = .99, Disagree = 90.28%); teaching gave them the chance to get fringe benefits (*M* = 1.52, *SD* = 1.25, Disagree = 83.56%); they couldn't get a job in another field (*M*= 1.61, *SD* = 1.28, Disagree = 79.17%); teachers had good salaries (*M* = 1.66, *SD* = 1.20, Disagree = 73.97%); they fell into teaching just by mistake (*M* = 1.67, *SD* = 1.38, Disagree = 79.17%); teaching was a stepping stone to other careers (*M* = 1.69, *SD* = 1.35, Disagree = 76.39%); their friends were teachers (*M* = 1.70, *SD* = 1.36, Disagree =76.06).

Table 4.11

Motives Not Attracting Elementary School Teachers with the Experience of 1-5 Years

	N	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
22. Teaching is relatively less expensive to train for.	73	3	4.11	5	6.85	65	89.04	1.30	.92
4. I didn't know what else to do.	72	4	5.17	3	4.17	65	90.28	1.31	.99
25. Teaching gives me the chance to get fringe benefits.	73	7	9.59	5	6.85	61	83.56	1.52	1.25
3. I couldn't get a job in another field.	72	7	9.04	8	11.11	57	79.17	1.61	1.28
31. Teachers have good salaries.	73	5	6.85	14	19.18	54	73.97	1.66	1.20
8. I fell into teaching just by mistake.	72	9	12.50	6	8.33	57	79.17	1.67	1.38
34. Teaching is a stepping stone to other careers.	72	8	11.11	9	12.50	55	76.39	1.69	1.35
2. My friends are teachers.	71	8	11.27	9	12.68	54	76.06	1.70	2.36
5. I had no other choice.	68	9	12.31	6	8.82	53	77.94	1.71	1.42
33. Teaching gives me the chance to pursue other jobs and earn additional money.	73	12	16.44	9	12.33	52	71.23	1.90	1.53
28. Teachers have good opportunity to find a job.	73	12	16.44	19	26.03	42	57.53	2.18	1.52
24. Teachers have high quality resources and equipment.	73	14	19.18	15	20.55	44	60.27	2.18	1.59
32. Teachers have long holidays.	72	14	19.44	17	23.61	41	56.94	2.25	1.59
17. I didn't feel comfortable in other fields.	66	18	25.36	14	21.21	34	51.52	2.52	1.72

They also disagree that they entered teaching because they had no other choice (M = 1.71, SD = 1.42, Disagree = 77.94%); teaching gave them the chance to pursue other jobs and earn additional money (M = 1.90, SD = 1.53, Disagree = 71.23%); teachers had good opportunity to find a job (M = 2.18, SD = 1.52, Disagree = 57.53%); teachers had high quality resources and equipment (M = 2.18, SD = 1.59, Disagree = 60.27%); teachers had long holidays (M = 2.25, SD = 1.59, Disagree = 56.94%) and they didn't feel comfortable in other fields (M = 2.52, SD = 1.72, Disagree = 51.52%).

The data analysis also revealed that (Table 4.12) from 15.07% to 31.51% of elementary school teachers with the experience of 1-5 years were undecided on certain motives. They neither agreed nor disagreed that they entered teaching because they wanted to solve the problems in the education system (M = 3.36, SD = 1.65, NAND = 30.14%); teaching was a good job to combine with parenthood (M =

3.03, *SD* = 1.68, NAND = 30.14%); their teachers encouraged them to enter this profession (*M* = 2.89, *SD* = 1.82, NAND = 17.81%); teachers had pleasant physical working environment (*M* = 2.86, *SD* = 1.77, NAND = 22.54%); teachers had job guarantee (*M* = 2.84, *SD* = 1.85, NAND = 15.07%); teaching was the best choice among those readily available to them (*M* = 2.84, *SD* = 1.66, NAND = 31.51%); and teachers had standard income safety (*M* = 2.67, *SD* = 1.68, NAND = 27.78%).

Table 4.12

Motives on Which Elementary School Teachers with the Experience of 1-5 Years neither Agree nor Disagree

	n	Agree		NAND		Disagree		*M*	*SD*
		f	*%*	*f*	*%*	*f*	*%*		
15. I want to solve the problems in the education system.	73	32	43.84	22	30.14	19	26.03	3.36	1.65
35. Teaching is a good job to combine with parenthood.	73	26	35.62	22	30.14	25	34.25	3.03	1.68
23. My teachers encouraged them to enter this profession.	73	28	38.36	13	17.81	32	43.84	2.89	1.82
26. Teachers have pleasant physical working environment.	71	25	35.21	16	22.54	30	42.25	2.86	1.77
29. Teachers have job guarantee.	73	28	38.36	11	15.07	34	46.58	2.84	1.85
20. Teaching was the best choice among those readily available to me.	73	22	30.14	23	31.51	28	38.36	2.84	1.66
40. Teachers have standard income safety.	72	20	27.78	20	27.78	32	44.44	2.67	1.68

From these analyses it was seen that elementary school teachers with the experience of 1-5 years entered the teaching profession mostly by intrinsic motives, altruistic motives. They were also attracted by some motives related to the characteristic of the profession like its being creative and challenging. On the other hand, they mostly disagreed on extrinsic motives. Among the motives they disagreed were the movies related the financial benefits of the teaching profession. A great majority of teachers in this group also disagreed that they entered teaching because of not knowing what else to do.

4.2.2.2 Teachers with the Experience of 6-10 Years and Their Motives

The second group consisted of teachers with the experience of 6-10 years (n =128). As seen in Table 4.13, in this group, from 46.03 to 78.91% of teachers agreed that they entered teaching because they liked children (M = 4.47, SD = 1.11, Agree = 78.91%); they wanted to contribute to the social and personal development of the children (M = 4.42, SD =1.18, Agree = 78.13%); they wanted to contribute to the academic development of the children (M = 4.39, SD = 1.22, Agree = 77.34%); they like teaching *(M = 4.39, SD = 1.17, Agree = 75.59%).*

Table 4.13

Motives Attracting Elementary School Teachers with the Experience of 6-10 Years

	N	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
10. I like children.	128	101	78.91	20	15.63	7	5.47	4.47	1.11
12. I want to contribute to the social and personal development of the children.	128	100	78.13	19	14.84	9	7.03	4.42	1.18
11. I want to contribute to the academic development of the children.	128	99	77.34	19	14.84	10	7.81	4.39	1.22
41. I like teaching.	127	96	75.59	23	18.11	8	9.58	4.39	1.17
14. I like working with children/youngsters.	127	96	75.59	18	14.17	13	10.24	4.31	1.32
13. I want to make a change in children's lives.	128	91	71.09	24	18.75	13	10.16	4.22	1.33
7. I want to share my knowledge with others.	128	90	70.31	21	16.41	17	13.28	4.14	1.44
43. I want to contribute to the improvement of the society.	127	82	64.57	30	23.62	15	11.81	4.06	1.40
19. I am interested in the subject matter.	128	85	66.41	24	18.75	19	14.84	4.03	1.48
6. My abilities suit best to teaching.	128	86	67.19	20	15.63	22	17.19	4.00	1.55
9. I want to set a good model to children.	127	76	59.84	32	25.20	19	14.96	3.90	1.48
38. Teaching is a creative profession.	128	75	58.59	30	23.44	23	17.97	3.79	1.53
42. I want to change the society.	127	67	52.76	40	31.50	20	15.75	3.74	1.49
18. My personality suits best to teaching.	127	64	50.39	32	25.20	31	24.41	3.52	1.66
21. I like being in the school environment.	128	61	47.66	37	28.91	30	23.44	3.48	1.62
38. Teaching is a challenging job.	126	58	46.03	39	30.95	29	23.02	3.46	1.60
37. Teaching is a respected job.	126	60	47.62	35	27.78	31	24.60	3.46	1.64
29. Teachers have job guarantee.	128	59	46.09	38	29.69	31	24.22	3.44	1.63

They also agreed that they entered teaching because they liked working with children/youngsters (M = 4.31, SD =1.32, Agree = 75.59%); they wanted to make a change in children's lives (M = 4.22, SD = 1.33, Agree = 71.09%); they wanted to share their knowledge with others (M = 4.14, SD =1.44, Agree = 70.31%); they wanted to contribute to the improvement of the society (M = 4.06, SD = 1.40, Agree = 64.57%); they were interested in the subject matter (M = 4.03, SD = 1.48, Agree = 66.41%); their abilities suited best to teaching (M = 4.00, SD = 1.55, Agree = 67.19); they wanted to set a good model to children (M = 3.90, SD = 1.48, Agree = 59.84%); teaching was a creative profession (M = 3.79, SD =1.53, Agree = 58.59%); they wanted to change the society (M = 3.74, SD = 1.49, Agree = 52.76%); their personalities suited best to teaching (M = 3.52, SD = 1.66, Agree = 50.39%); they liked being in the school environment (M = 3.48, SD = 1.62, Agree = 47.66%); teaching was a challenging profession (M = 3.46, SD = 1.60, Agree = 46.03%); teaching was a respected job (M = 3.46, SD = 1.64, Agree = 47.62%); and teachers had job guarantee (M = 3.44, SD = 1.63, Agree = 46.09%).

As presented in Table 4.14, there were also some motives which didn't attract elementary school teachers to teaching. From 48.82% to 87.40% of them disagreed that they entered teaching because teaching gave them the chance to get fringe benefits (M = 1.35, SD = .98, Disagree = 87.40%); teachers had good salaries (M = 1.46, SD = 1.05, Disagree = 81.89%); they didn't know what else to do (M = 1.47, SD = 1.19, Disagree = 85.16%); teaching was a stepping stone to other careers (M = 1.65, SD = 1.35, Disagree = 79.53%); their friends were teachers (M = 1.67, SD = 1.26, Disagree = 75.00%); and teaching was relatively less expensive to train for (M = 1.68, SD = 1.34, Disagree = 76.98%); they couldn't get a job in another field (M = 1.75, SD = 1.38, Disagree = 74.22%); they fell into teaching just by mistake (M = 1.80, SD = 1.46, Disagree = 74.40%); they had no other choice (M = 1.81, SD = 1.45, Disagree = 73.17%); teaching gave them the chance to pursue other jobs and earn additional money (M = 1.86, SD = 1.44, Disagree = 70.31%).

Table 4.14

Motives Not Attracting Elementary School Teachers with the Experience of 6-10 Years

	N	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
25. Teaching gives me the chance to get fringe benefits.	127	6	4.72	10	7.88	111	87.40	1.35	.98
31. Teachers have good salaries.	127	6	4.72	17	13.39	104	81.89	1.46	1.05
4. I didn't know what else to do.	128	11	7.99	8	6.25	109	85.16	1.47	1.19
34. Teaching is a stepping stone to other careers.	127	15	11.81	11	8.66	101	79.53	1.65	1.35
2. My friends are teachers.	128	11	8.59	21	16.41	96	75	1.67	1.26
22. Teaching is relatively less expensive to train for	126	14	11.11	15	11.90	97	76.98	1.68	1.34
3. I couldn't get a job in another field.	128	15	10.90	18	14.06	95	74.22	1.75	1.38
8. I fell into teaching just by mistake.	125	18	14.40	14	11.20	93	74.40	1.80	1.46
5. I had no other choice.	123	17	12.85	16	13.01	90	73.17	1.81	1.45
33. Teaching gives me the chance to pursue other jobs and earn additional money.	128	17	13.28	21	16.41	90	70.31	1.86	1.44
24. Teachers have high quality resources and equipment.	128	18	14.06	44	34.38	66	51.56	2.25	1.44
17. I didn't feel comfortable in other fields.	126	20	14.76	40	31.75	66	52.38	2.27	1.49
26. Teachers have pleasant physical working environment.	127	27	21.26	29	22.83	71	55.91	2.31	1.62
30. Teachers have reasonable work load.	128	24	18.75	38	29.69	66	51.56	2.34	1.55
28. Teachers have good opportunity to find a job.	127	34	26.77	31	24.41	62	48.82	2.56	1.69

They also disagreed that they entered teaching because teachers had high quality resources and equipment (*M* = 2.25, *SD* = 1.44, Disagree = 51.56%); they didn't feel comfortable in other fields (*M* = 2.27, *SD* = 1.49, Disagree = 52.38%); teachers had pleasant physical working environment (*M* = 2.31, *SD* =1.62, Disagree = 55.91%); teachers had reasonable work load (*M* = 2.34, *SD* = 1.55, Disagree = 51.56%); and teachers had good opportunity to find a job (*M* = 2.56, *SD* = 1.69, Disagree = 48.82%).

Table 4.15

Motives on Which Elementary School Teachers with the Experience of 6-10 Years neither Agree nor Disagree

	n	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
20. Teaching was the best choice among those readily available to me.	126	50	39.68	41	32.54	35	27.78	3.26	1.63
27. Teachers have good work hours.	126	51	40.48	37	29.37	38	30.16	3.21	1.68
16. I have always wanted to be a teacher.	125	50	40	36	28.80	39	31.20	3.18	1.69
15. I want to solve the problems in the education system.	126	43	34.13	43	34.13	40	31.75	3.05	1.63
35. Teaching is a good job to combine with parenthood.	126	51	40.48	27	21.43	4	38.10	3.05	1.78
32. Teachers have long holidays.	126	39	30.95	38	30.16	49	38.89	2.84	1.67
40. Teachers have standard income safety.	126	34	26.98	45	35.71	47	37.30	2.79	1.60
23. My teachers encouraged me to enter this profession.	125	40	32	32	25.60	53	42.40	2.79	1.72

Lastly, from 21.43% to 35.71% of elementary school teachers in this experience group neither agreed nor disagreed that they entered teaching because teaching was the best choice among those readily available to them (*M* = 3.24, *SD* = 1.63, NAND = 32.54%); teachers had good work hours (*M* = 3.21, *SD* = 1.68, NAND = 29.37%); they had always wanted to be a teacher (*M* = 3.18, *SD* = 1.69, NAND = 28.80%); they wanted to solve the problems in the education system (*M* = 3.05, *SD* = 1.63, NAND = 34.13%); teaching was a good job to combine with parenthood (M = 3.05, *SD* = 1.78, NAND = 21.43%); teachers had long holidays (*M* = 2.84, *SD* = 1.67, NAND = 30.16%); teachers had standard income safety (*M* = 2.79, *SD* = 1.60, NAND = 35.71%); and their teachers encouraged them to enter this profession (*M* = 2.79, *SD* = 1.72, NAND = 25.60%). Table 4.15

These analyses showed that elementary school teachers with the experience of 6-10 years are attracted to the teaching mostly by intrinsic and altruistic motives. They are also attracted by some motives related to the characteristic of the profession like its being creative and challenging. However, they were not attracted by most of the extrinsic motives. As in other groups, a great majority of teachers in this group disagreed that they entered teaching for the financial benefits of teaching.

4.2.2.3 Teachers with the Experience of 11-15 Years and Their Motives

This third group had the largest number of teachers (*n* = 240) because the duration of compulsory primary education was extended from five to eight years in 1997 and many teachers both from faculties of education and other faculties were employed. From 47.92% to 78.33% of teachers in this group agreed that they entered teaching because they wanted to contribute to the social and personal development of the children (*M* = 4.45, *SD* =1.13, Agree = 78.33%); they liked children (*M* = 4.44, *SD* =1.12, Agree = 77.64%). Table 4.16

Table 4.16

Motives Attracting Elementary School Teachers with the Experience of 11-15 Years to Teaching

	N	Agree		NAND		Disagree		M	SD
		f	*%*	*f*	*%*	*f*	*%*		
12. I want to contribute to the social and personal development of the children.	240	188	78.33	38	15.83	14	5.83	4.45	1.13
10. I like children.	237	184	77.64	40	16.88	13	5.49	4.44	1.12
11. I want wanted to contribute to the academic development of the children.	239	182	76.15	40	16.74	17	7.11	4.38	1.20
41. I like teaching.	240	182	75.83	35	14.58	23	9.58	4.32	1.30
14. I like working with children /youngsters.	236	174	73.73	42	17.80	20	8.47	4.31	1.26
13. I want to make a change in children's lives.	239	173	72.38	48	20.08	18	7.53	4.30	1.23
7. I want to share their knowledge with others.	237	157	66.24	49	20.68	31	13.08	4.06	1.43
43. I want to contribute to the improvement of the society.	240	154	64.17	56	23.33	30	12.50	4.03	1.42
9. I want to set a good model to children.	237	145	61.18	64	27	28	11.81	3.99	1.40
6. My abilities suit best to teaching.	237	143	60.34	55	23.21	39	16.46	3.88	1.52
38. Teaching is a creative profession.	239	135	56.49	63	26.36	41	17.15	3.79	1.53
21. I like being in the school environment.	240	137	57.08	56	23.33	47	19.58	3.75	.58
19. I am interested in the subject matter.	236	131	55.51	51	21.61	54	22.88	3.65	1.65
36. Teaching is a challenging profession.	238	121	50.84	61	25.63	56	23.53	3.55	1.64
42. I want to change the society.	240	115	47.92	70	29.17	55	22.92	3.50	1.61
18. My personality suit best to teaching.	239	116	48.54	66	27.62	57	23.85	3.49	1.63

They also stated they entered teaching because they wanted to contribute to the academic development of the children ($M = 4.38$, $SD = 1.20$, Agree $= 76.15\%$); they liked teaching ($M = 4.32$, $SD = 1.30$, Agree $= 75.83\%$); they liked working with children /youngsters ($M = 4.31$, $SD = 1.26$, Agree $= 73.73\%$); they wanted to make a change in children's lives ($M = 4.30$, $SD = 1.23$, Agree $= 72.38\%$); they wanted to share their knowledge with others ($M = 4.06$, $SD = 1.43$, Agree $= 66.24\%$); they wanted to contribute to the improvement of the society ($M = 4.03$, $SD = 1.42$, Agree $= 64.17\%$); they wanted to set a good model to children ($M = 3.90$, $SD = 1.40$, Agree $= 61.18\%$); their abilities suited best to teaching ($M = 3.88$, $SD = 1.52$, Agree $= 60.34\%$); and teaching was a creative profession ($M = 3.79$, $SD = 1.53$, Agree $= 56.49\%$); they liked being in the school environment ($M = 3.75$, $SD = 1.58$, Agree $= 57.08\%$); they were interested in the subject matter ($M = 3.65$, $SD = 1.65$, Agree $= 55.51\%$); teaching was a challenging profession ($M = 3.55$, $SD = 1.64$, Agree $= 50.84\%$); they wanted to change the society ($M = 3.50$, $SD = 1.61$, Agree $= 47.92\%$); and their personalities suited best to teaching ($M = 3.49$, $SD = 1.63$, Agree $= 48.54\%$).

On the other hand, from 50% to 91.63% of elementary school teachers with the experience of 11-15 years disagreed that they entered teaching because teaching gave them the chance to get fringe benefits ($M = 1.22$, $SD = .77$, Disagree $= 91.63\%$); teachers had good salaries ($M = 1.40$, $SD = .97$, Disagree $= 83.68\%$); teaching was a stepping stone to other careers ($M = 1.41$, $SD = 1.02$, Disagree $84.52= \%$); teaching was relatively less expensive to train for ($M = 1.43$, $SD = 1.01$, Disagree $= 82.70\%$); they didn't know what else to do ($M = 1.46$, $SD = 1.12$, Disagree $= 83.97\%$); and their friends were teachers ($M = 1.55$, $SD = 1.19$, Disagree $= 80.17\%$); teaching gave them the chance to pursue other jobs and earn additional money ($M = 1.59$, $SD = 1.23$, Disagree $= 78.75\%$); they had no other choice ($M = 1.76$, $SD = 1.39$, Disagree $= 74.35\%$); teachers had high quality resources and equipment ($M = 1.93$, $SD = 1.43$, Disagree $= 66.25\%$); they fell into teaching just by mistake ($M = 1.97$, $SD = 1.56$, Disagree $= 69.33\%$); teachers had pleasant physical working environment ($M = 2.04$, $SD = 1.44$, Disagree $= 61.51\%$); their teachers encouraged them to enter teaching ($M = 2.19$, $SD = 1.61$, Disagree $= 60.50\%$); they didn't feel comfortable in other fields

(*M* = 2.19, *SD*= 1.66, Disagree = 62.82%); they couldn't get a job in another field (*M* = 2.32, *SD*= 1.72, Disagree = 59.58%); teachers had reasonable work load (*M* = 2.44, *SD* = 1.61, Disagree = 50.00%); teachers had good opportunity to find a job (*M* = 2.47, *SD* = 1.65, Disagree = 50.42%). Table 4.17

Table 4.17

Motives Not Attracting Elementary School Teachers with the Experience of 11-15 Years

	N	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
25. Teaching gives me the chance to get fringe benefits.	239	6	2.51	14	5.86	219	91.63	1.22	.77
31. Teachers have good salaries.	239	9	3.77	30	12.55	200	83.68	1.40	.97
34. Teaching is a stepping stone to other careers.	239	12	5.02	25	10.46	202	84.52	1.41	1.02
22. Teaching is relatively less expensive to train for.	237	10	4.22	31	13.08	196	82.70	1.43	1.01
4. I didn't know what else to do.	237	16	6.28	22	9.28	199	83.97	1.46	1.12
2. My friends are teachers.	237	18	7.59	29	12.24	190	80.17	1.55	1.19
33. Teaching gives me the chance to pursue other jobs and earn additional money.	240	20	8.33	31	12.92	189	78.75	1.59	1.23
5. I had no other choice.	230	28	11.32	31	13.48	171	74.35	1.76	1.39
24. Teachers have high quality resources and equipment.	240	31	12.92	50	20.83	159	66.25	1.93	1.43
8. I fell into teaching just by mistake.	238	42	17.65	31	13.03	165	69.33	1.97	1.56
26. Teachers have pleasant physical working environment.	239	32	13.39	60	25.10	147	61.51	2.04	1.44
23. My teachers encouraged me to enter teaching.	238	48	20.17	46	19.33	144	60.50	2.19	1.61
17. I didn't feel comfortable in other fields.	234	52	20.67	35	14.96	147	62.82	2.19	1.66
3. I couldn't get a job in another field.	240	61	23.64	36	15.00	143	59.58	2.32	1.72
30. Teachers have reasonable work load.	240	53	22.08	67	27.92	120	50	2.44	1.61
28. Teachers have good opportunity to find a job.	240	58	24.17	61	25.42	121	50.42	2.47	1.65

There were also items about which elementary school teachers with the experience of 11-16 years were indecisive about. From 25.10% to 33.76% of them neither agreed nor disagreed that they entered teaching because teachers had job guarantee (*M* = 3.38, *SD* = 1.63, NAND = 30.00%); teaching was a respected job (*M* = 3.28, *SD* = 1.71, NAND = 25.10%); teaching was the best choice among those readily available to them (*M* = 3.11, *SD* = 1.67, NAND = 30.13%); teaching was a good job to

combine with parenthood (*M* = 3.11, *SD* = 1.69, NAND = 28.39%); they had always wanted to be a teacher (*M* = 3.04, *SD* = 1.76, NAND = 28.30%); teachers had good work hours (*M* = 3.01, *SD* = 1.63, NAND = 33.75%). Table 4.18

Table 4.18

Motives on Which Elementary School Teacher with the Experience of 11-15 Years neither Agree nor Disagree

	n	*Agree*		NAND		Disagree		*M*	*SD*
		f	*%*	*f*	*%*	*f*	*%*		
29. Teachers have job guarantee.	240	107	44.58	72	30	61	25.42	3.38	1.63
37. Teaching is a respected job.	239	106	44.35	60	25.10	73	30.54	3.28	1.71
20. Teaching was the best choice among those readily available to me.	239	90	37.66	72	30.13	77	32.22	3.11	1.67
35. Teaching is a good job to combine with parenthood.	236	91	38.56	67	28.39	78	33.05	3.11	1.69
16. I have always wanted to be a teacher.	125	50	40	36	28.80	39	31.20	3.04	1.76
27. Teachers have good work hours.	240	80	33.33	81	33.75	79	32.92	3.01	1.63
15. I want to solve the problems in the education system.	239	80	33.47	65	27.20	94	39.33	2.88	1.71
32. Teachers have long holidays.	237	62	26.16	80	33.76	95	40.08	2.72	1.61
40. Teachers have standard income safety.	237	63	26.58	71	29.96	103	43.46	2.66	1.64

They also neither agreed nor disagreed that they entered teaching because they wanted to solve the problems in the education system (*M* = 2.88, *SD* = 1.71, NAND = 27.20%); teachers had long holidays (*M* = 2.72, *SD* = 1.61, NAND = 33.76%); teachers had standard income safety (*M* = 2.66, *SD* = 1.64, NAND = 29.96%).

These analyses showed that teachers with the experience of 11-15 years were attracted to the profession mostly by altruistic and intrinsic reasons except for the two extrinsic motives (teaching's being creative and challenging) related to the nature of the profession. However, most of the motives they disagreed on were extrinsic motives and the ones with lowest mean scores were related to the financial aspects of the teaching profession.

4.2.2.4 Teachers with the Experience of 16-20 Years and Their Motives

There were 185 teachers in this experience group. From 49.19% to 83.52% of teachers in this group agreed that they entered teaching because they liked children (*M* = 4.54, *SD* = 1.12, Agree = 83.52%); they liked teaching (*M* = 4.45, *SD* = 1.13, Agree = 78.26%); they wanted to contribute to the social and personal development of the children (*M* = 4.37, *SD* = 1.25, Agree = 77.30%); they wanted to contribute to the academic development of the children (*M* = 4.31, *SD* = 1.33, Agree = 76.22%).

Table 4.19

Motives Attracting Elementary School Teachers with the Experience of 16-20 Years to Teaching

	N	Agree		NAND		Disagree		*M*	*SD*
		f	*%*	*f*	*%*	*f*	*%*		
10. I like children.	182	152	83.52	18	9.89	12	6.59	4.54	1.12
41. I like teaching.	184	144	78.26	29	15.76	11	5.98	4.45	1.13
12. I want to contribute to the social and personal development of the children.	185	143	77.30	26	14.05	16	8.65	4.37	1.25
11. I want to contribute to the academic development of the children.	185	141	76.22	24	12.97	20	10.81	4.31	1.33
13. I want to make a change in children's lives.	185	136	73.51	27	14.59	22	11.89	4.23	1.38
10. I like working with children/youngsters.	182	131	71.98	29	15.93	22	12.09	4.20	1.39
7. I want to share my knowledge with others.	182	133	73.08	25	13.74	24	13.19	4.20	1.42
43. I want to contribute to the improvement of the society.	185	130	70.27	35	18.92	20	10.81	4.19	1.36
6. My abilities suit best to teaching.	184	124	67.39	38	20.65	22	11.96	4.11	1.40
9. I want to set a good model to children.	182	125	68.68	32	17.58	25	13.74	4.10	1.45
38. Teaching is creative profession.	183	124	67.76	30	16.39	29	15.85	4.04	1.51
18. My personality suit best to teaching.	183	112	61.20	32	17.49	39	21.31	3.80	1.64
21. I like being in the school environment.	184	107	58.15	43	23.37	34	18.48	3.79	1.57
19. I am interested in the subject matter.	183	99	54.10	46	25.14	38	20.77	3.67	1.60
36. Teaching is a challenging profession.	185	95	51.25	47	25.41	43	23.24	3.56	1.64
42. I want to change the society.	185	91	49.19	54	29.19	40	21.62	3.55	1.59
37. Teaching is a respected job.	182	92	50.55	44	24.18	46	25.27	3.51	1.67

Moreover, they agreed that they chose to pursue a career in teaching because they wanted to make a change in children's lives ($M = 4.23$, $SD =1.38$, Agree = 73.51%); they liked working with children / youngsters ($M = 4.20$, $SD = 1.39$, Agree = 71.98%); they wanted to share their knowledge with others ($M = 4.20$, $SD = 1.42$, Agree = 73.08%); they wanted to contribute to the improvement of the society ($M = 4.19$, $SD = 1.36$, Agree = 70.27%); their abilities suited best to teaching ($M = 4.11$, $SD = 1.40$, Agree = 67.39%); they wanted to set a good model to children ($M = 4.10$, $SD = 1.45$, Agree = 68.68%); teaching was a creative profession ($M = 4.04$, $SD = 1.51$, Agree = 67.76%); their personalities suited best to teaching ($M = 3.80$, $SD = 1.64$, Agree = 61.20%); they liked being in the school environment ($M = 3.79$, $SD = 1.57$, Agree = 58.15%); they were interested in the subject matter ($M = 3.67$, $SD = 1.60$, Agree = 54.10%); teaching was a challenging job ($M = 3.56$, $SD = 1.64$, Agree = 51.25%); they wanted to change the society ($M = 3.55$, $SD = 1.59$, Agree = 49.19%); and teaching was a respected job ($M = 3.51$, $SD = 1.67$, Agree = 50.55%). Table 4.19

However, from 54.35% to 84.70% of elementary school teachers with the experience of 16-20 disagreed that they entered teaching because teaching gave them the chance to get fringe benefits ($M = 1.42$, $SD = 1.05$, Disagree = 84.70%); teachers had good salaries ($M = 1.43$, $SD = 1.04$, Disagree = 83.52%); they didn't know what else to do ($M = 1.54$, $SD = 1.17$, Disagree = 80.22%); teaching was a stepping stone to other careers ($M = 1.54$, $SD = 1.20$, Disagree = 81.08%); their friends were teachers ($M = 1.55$, $SD = 1.21$, Disagree = 80.22%); teaching was relatively less expensive to train for ($M = 1.63$, $SD = 1.22$, Disagree = 76.37%); teaching gave them the chance to pursue other jobs and earn additional money ($M = 1.69$, $SD = 1.27$, Disagree = 74.59%); they couldn't get a job in another field ($M = 1.86$, $SD = 1.43$, Disagree = 70.33%); they fell into teaching just by mistake ($M = 1.92$, $SD = 1.46$, Disagree = 67.78%); they had no other choice ($M = 1.97$, $SD= 1.56$, Disagree = 69.01%); teachers had pleasant physical working environment ($M = 2.11$, $SD = 1.51$, Disagree = 60.44%); their teachers encouraged them to enter this profession ($M = 2.16$, $SD = 1.56$, Disagree = 60.11%); they didn't feel comfortable in other fields ($M = 2.19$, $SD = 1.59$, Disagree = 59.89%); teachers had high quality resources and equipment ($M =2.25$, SD

= .153, Disagree = 54.95%); and teachers had reasonable work load (*M* = 2.32, *SD* = 1.59, Disagree = 54.35%). Table 4.20

Table 4.20

Motives Not Attracting Elementary School Teachers with the Experience of 16-20 Years

	n	Agree		NAND		Disagree		*M*	*SD*
		f	*%*	*f*	*%*	*f*	*%*		
25. Teaching gives me the chance to get fringe benefits.	183	10	5.46	18	9.84	155	84.70	1.42	1.05
31. Teachers have good salaries.	182	9	4.95	21	11.54	152	83.52	1.43	1.04
4. I didn't know what else to do.	182	13	6.64	23	12.64	146	80.22	1.54	1.17
34. Teaching is a stepping stone to other careers.	185	15	8.11	20	10.81	150	81.08	1.54	1.20
2. My friends are teachers.	182	15	8.24	21	11.54	146	80.22	1.55	1.21
22. Teaching is relatively less expensive to train for.	182	14	7.69	29	15.93	139	76.37	1.63	1.22
33. Teaching gives me the chance to pursue other jobs and earn additional money.	181	16	8.84	30	16.57	135	74.59	1.69	1.27
3. I couldn't get a job in another field.	182	24	12.26	30	16.48	128	70.33	1.86	1.43
8. I fell into teaching just by mistake.	180	25	13.89	33	18.33	122	67.78	1.92	1.46
5. I had no other choice.	171	30	16.32	23	13.45	118	69.01	1.97	1.56
26. Teachers have pleasant physical working environment.	182	29	15.93	43	23.63	110	60.44	2.11	1.51
23. My teachers encouraged me to enter this profession.	183	33	18.03	40	21.86	110	60.11	2.16	1.56
17. I didn't feel comfortable in other fields.	177	34	17.86	37	20.90	106	59.89	2.19	1.59
24. Teachers have high quality resources and equipment.	182	32	17.58	50	27.47	100	54.95	2.25	1.53
30. Teachers have reasonable work load.	184	37	20.11	47	25.54	100	54.35	2.32	1.59

As summarizes in Table 4.21, from 22.95% to 35.33% of elementary school teachers with the experience of 16-20 were also indecisive about some motives. They neither agreed nor disagreed that they entered teaching because they had always wanted to be a teacher (M= 3.26, *SD* = 1.70, NAND = 26.78%); teaching was the best choice among those jobs readily available to them (*M* = 3.25, *SD* = 1.74, NAND = 22.95%); teachers had job guarantee (*M* = 3.23, *SD* =1.67, NAND = 29.19%); they wanted to solve the problems in the education system (*M* = 3.18, *SD* = 1.70, NAND = 27.47%); teachers had good work hours (*M* = 3.12, *SD* = 1.66, NAND = 31.35%); teaching was

a good job to combine with parenthood (M = 2.92, SD = 1.61, NAND = 35.33%); teachers had standard income safety (M = 2.70, SD = 1.66, NAND = 29.35%); teachers had good opportunity to find a job (M = 2.66, SD = 1.65, NAND = 29.51%); and teachers had long holidays (M = 2.64, SD = 1.58, NAND = 34.97%).

Table 4.21

Motives on Which Elementary School Teacher with the Experience of 16-20 Years neither Agree nor Disagree

	n	Agree		NAND		Disagree		M	SD
		f	$\%$	f	$\%$	f	$\%$		
16. I have always wanted to be a teacher.	183	79	43.17	49	26.78	55	30.05	3.26	1.70
20. Teaching was the best choice among those jobs readily available to me.	183	82	44.81	42	22.95	59	32.24	3.25	1.74
29. Teacher have job guarantee.	185	76	41.08	54	29.19	55	29.73	3.23	1.67
15. I want to solve the problems in the education system.	182	74	40.66	50	27.47	58	31.87	3.18	1.70
27. Teachers have good work hours.	185	69	37.30	58	31.35	58	31.35	3.12	1.66
35. Teaching is a good job to combine with parenthood.	184	56	30.43	65	35.33	63	34.24	2.92	1.61
40. Teachers have standard income safety.	184	51	27.72	54	29.35	79	42.93	2.70	1.66
28. Teachers have good opportunity to find a job.	183	49	26.78	54	29.51	80	43.72	2.66	1.65
32. Teachers have long holidays.	183	43	23.50	64	34.97	76	41.53	2.64	1.58

To sum up, teachers in this group agreed that they entered teaching mostly for intrinsic and extrinsic reasons. A liking towards children and desire to contribute their development were among the motives with the highest mean scores. They also disagreed they entered teaching for mostly extrinsic; motives concerning the financial aspects of the profession got the lowest mean scores.

4.2.2.5 Teachers with the Experience of 21-25 Years and Their Motives

There were 125 teachers who had the experience of 21-25 years. From 48% to 83.87% of teachers in this group agreed that they entered teaching because they liked children (M = 4.61, SD = .94, Agree = 83.87%); they liked teaching (M = 4.45, SD = 1.18, Agree = 79.84%); they wanted to contribute to the social and personal development of the children (M = 4.44, SD = 1.10, Agree = 76.80%); they wanted to make a change in

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children's lives (M = 4.41, SD = 1.08, Agree = 74.40%); they wanted to contribute to the academic development of the children (M = 4.40, SD = 1.14, Agree = 75.81%).

Table 4.22

Motives Attracting Elementary School Teachers with the Experience of 21-25 Years to Teaching

	N	Agree		NAND		Disagree		M	SD
		f	$\%$	f	$\%$	f	$\%$		
10. I like children.	124	104	83.87	16	12.90	4	2.23	4.61	.94
41. I like teaching.	124	99	79.84	16	12.90	9	7.26	4.45	1.18
12. I want to contribute to the social and personal development of the children.	125	96	76.80	23	18.40	6	4.80	4.44	1.10
13. I want to make a change in children's lives.	125	93	74.40	27	21.60	5	4	4.41	1.08
11. I want to contribute to the academic development of the children.	124	94	75.81	23	18.55	7	5.65	4.40	1.14
14. I like working with children/youngsters.	124	94	75.81	21	16.94	9	7.26	4.37	1.21
38. Teaching is a creative profession.	125	83	66.40	28	22.40	14	11.20	4.10	1.38
7. I want to share my knowledge with others.	125	83	66.40	24	19.20	18	14.40	4.04	1.47
9. I want to set e good model to children.	124	80	64.52	27	21.77	17	13.71	4.02	1.45
43. I want to contribute to the improvement of the society.	125	78	62.40	32	25.60	15	12	4.01	1.41
21. I like being in the school environment.	124	75	60.48	34	27.42	15	12.10	4.39	1.41
6. My abilities suit best to teaching.	124	81	65.32	20	16.13	23	18.55	3.94	1.58
37. Teaching is a respected job.	124	67	54.03	34	27.42	23	18.55	3.71	1.56
18. My personality suits best to teaching.	123	67	54.47	31	25.20	25	20.33	3.68	1.60
42. I want to change the society.	122	60	49.18	40	32.79	22	18.03	3.62	1.52
19. I am interested in the subject matter.	122	66	54.10	27	22.13	29	23.77	3.61	1.66
36. Teaching is a challenging profession.	125	67	53.60	28	22.40	30	24	3.59	1.67
29. Teachers have job guarantee.	125	60	48	39	31.20	26	20.80	3.54	1.57

Moreover, they agreed that they chose to pursue a career in teaching because they liked working with children/youngsters (M = 4.37, SD = 1.21, Agree = 75.81%); teaching was a creative profession (M = 4.10, SD = 1.38, Agree = 66.40%); they wanted to share their knowledge with others (M = 4.04, SD = 1.47, Agree = 66.40%); they wanted to set a good model to children (M = 4.02, SD = 1.45, Agree = 64.52%).

they wanted to contribute to the improvement of the society (M = 4.01, SD = 1.41, Agree = 62.40%); they liked being in the school environment (M = 3.97, SD = 1.41, Agree = 60.48%); their abilities suited best to teaching (M = 3.94, SD = 1.58, Agree = 65.32%); teaching was a respected profession (M = 3.71, SD = 1.56, Agree = 54.03%); their personalities suited best to teaching (M = 3.68, SD = 1.60, Agree = 54.47%); they wanted to change the society (M = 3.62, SD = 1.52, Agree = 49.18%); they were interested in the subject matter (M= 3.61, SD = 1.66, Agree = 54.10%); teaching was a challenging profession (M = 3.59, SD = 1.67, Agree = 53.60%); teachers had job guarantee (M = 3.54, SD = 1.57, Agree = 48%). Table 4.22

On the other hand, from 47.06% to 81.97% of teachers in this group disagreed that they entered teaching because teachers had good salaries (M = 1.48, SD =1.06, Disagree = 80.65%); they didn't know what else to do (M =1.49, SD =1.13, Disagree = 81.97%); teaching was a stepping stone to other careers (M = 1.55, SD = 1.13, Disagree = 78.51%); they couldn't get a job in another field (M = 1.56, SD = 1.16, Disagree = 78.23%); teaching gave them the chance to get fringe benefits (M = 1.59, SD = 1.14, Disagree = 76%); their friends were teachers (M = 1.60, SD = 1.20, Disagree = 77.42%); teaching gave them the chance to pursue other jobs and earn additional money (M = 1.64, SD = 1.21, Disagree = 75.41%); they had no other choice (M = 1.92, SD = 1.43, Disagree = 66.96%); teaching was relatively less expensive to train for (M = 1.95, SD = 1.41, Disagree = 64.52%); they fell into teaching just by mistake (M = 1.97, SD = 1.56, Disagree = 69.17%); teachers had high quality resources and equipment (M = 2.19, SD = 1.47, Disagree = 55.37%);teachers had reasonable work load (M = 2.32, SD = 1.55, Disagree = 52.42%); teachers had pleasant physical working environment (M = 2.40, SD = 1.66, Disagree = 53.66%); their teachers encouraged them to enter this profession (M = 2.46, SD = 1.67, Disagree = 51.64%); teachers had good opportunity to find a job (M = 2.49, SD = 1.70, Disagree = 52.00%); they didn't feel comfortable in other fields (M = 2.51, SD = 1.71, Disagree = 51.26%); and teachers had long holidays (M = 2.53, SD = 1.63, Disagree = 47.06%). Table 4.23

Table 4.23

Motives Not Attracting Elementary School Teachers with the Experience of 21-25 Years

	n	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
31. Teachers have good salaries.	124	6	4.84	18	14.52	100	80.65	1.48	1.06
4. I didn't know what else to do.	122	8	6.10	14	11.48	100	81.97	1.49	1.13
34. Teaching is a stepping stone to other careers.	121	7	5.79	19	15.70	95	78.51	1.55	1.13
3. I couldn't get a job in another field.	124	8	6.00	19	15.32	97	78.23	1.56	1.16
25. Teaching gives me the chance to get fringe benefits.	125	7	5.60	23	18.40	95	76	1.59	1.14
2. My friends are teachers.	124	9	7.26	19	15.32	96	77.42	1.60	1.20
33. Teaching gives me the chance to pursue other jobs and earn additional money.	122	9	7.38	21	17.21	92	75.41	1.64	1.21
5. I had no other choice.	115	15	12.13	23	20.00	77	66.96	1.92	1.43
22. Teaching is relatively less expensive to train for.	124	15	12.10	29	23.39	80	64.52	1.95	1.41
8. I fell into teaching just by mistake.	120	21	17.50	16	13.33	83	69.17	1.97	1.56
24. Teachers have high quality resources and equipment.	121	18	14.88	36	29.75	67	55.37	2.19	1.47
30. Teachers have reasonable work load.	124	23	18.55	36	29.03	65	52.42	2.32	1.55
26. Teachers have pleasant physical working environment.	123	29	23.58	28	22.76	66	53.66	2.40	1.66
23. My teachers encouraged me to enter this profession.	122	30	24.59	29	23.77	63	51.64	2.46	1.67
28. Teachers have good opportunity to find a job.	125	33	26.40	27	21.60	65	52	2.49	1.70
17. I didn't feel comfortable in other fields.	119	32	25.01	26	21.85	61	51.26	2.51	1.71
32. Teachers have long holiday.	119	28	23.53	35	29.41	56	47.06	2.53	1.62

Lastly, from 23.58% to 37.10% of elementary school teachers with the experience of 21-25 years neither agreed nor disagreed that they entered teaching because teaching was the best choice among those readily available to them (M = 3.20, SD =1.75, NAND = 23.58%); they wanted to solve the problems in the education system (M = 3.19, SD = 1.58, NAND = 37.10%); they had always wanted to be a teacher (M = 3.06, SD = 1.73, NAND = 25.81%); teachers had good work hours (M = 3.05, SD = 1.72, NAND = 26.61%); teaching was a good job to combine with parenthood (M = 2.85, SD =1.65, NAND = 31.97%); and teachers had standard income safety (M= 2.63, SD = 1.57, NAND = 35.77%). Table 4.24

Table 4.24

Motives on Which Elementary School Teachers with the Experience of 21-25 Years neither Agree nor Disagree

	N	Agree		NAND		Disagree		*M*	*SD*
		f	*%*	*f*	*%*	*f*	*%*		
20. Teaching was the best choice among those readily available to me.	123	53	43.09	29	23.58	41	33.33	3.20	1.75
15. I want to solve the problems in the education system.	124	45	36.29	46	37.10	33	26.61	3.19	1.58
16. I have always wanted to be a teacher.	124	48	38.71	32	25.81	44	35.48	3.06	1.73
27. Teachers have good work hours.	124	47	37.90	33	26.61	44	35.48	3.05	1.72
35. Teaching is a good job to combine with parenthood.	122	37	30.33	39	31.97	46	37.70	2.85	1.65
40. Teachers have standard income safety.	123	28	22.76	44	35.77	51	41.46	2.63	1.57

Similar to the previous groups, elementary school teachers in this group agreed that they entered teaching mostly for intrinsic and altruistic reasons, and they disagreed that they entered teaching for extrinsic motives. Among the motives with the highest mean scores were a liking for children and a desire to work with them, and among the motives with the lowest mean scores were the motives suggesting financial advantages of teaching.

4.2.2.6 Teachers with the Experience of 26 or More Years and Their Motives

There were 152 elementary school teachers in this group. From 46.31% to 86.09% of them agreed that they entered teaching because they liked children (M = 4.63, SD = .99, Agree = 86.09%); they wanted to contribute to the academic development of the children (M = 4.50, SD = 1.16, Agree = 82.12%); they wanted to contribute to the improvement of the society (M = 4.46, SD = 1.10, Agree = 78.29%); they wanted to contribute to the social and personal development of the children (M = 4.46, SD = 1.15, Agree = 79.47%); they liked teaching (M = 4.38, SD = 1.23, Agree = 76.82%); they wanted to make a change in children's lives (M = 4.35, SD = 1.19, Agree = 74.00%); they liked working with children/youngsters (M = 4.34, SD = 1.22, Agree = 74.66%); they wanted to set a good model to children (M = 4.25, SD = 1.35, Agree = 73.15%); teaching was a creative profession (M = 4.19, SD = 1.41, Agree = 72.48%);

they wanted to share their knowledge with others (M = 3.96, SD = 1.51, Agree = 64.00%); they liked being in the school environment (M = 3.89, SD = 1.51, Agree = 60.40%); their abilities suited best to teaching (M = 3.86, SD = 1.64, Agree = 64.19%); See Table 4.25.

Table 4.25

Motives Attracting Elementary School Teachers with the Experience of 26 and Above Years

	N	Agree		NAND		Disagree		M	SD
		f	*%*	*f*	*%*	*f*	*%*		
10. I like children.	151	130	86.09	14	9.27	7	4.64	4.63	.99
11. I want to contribute to the academic development of the children.	151	124	82.12	16	10.60	11	7.28	4.50	1.16
43. I want to contribute to the improvement of the society.	152	119	78.29	25	16.45	8	5.26	4.46	1.10
12. I want to contribute to the social and personal development of the children.	151	120	79.47	21	13.91	10	6.62	4.46	1.15
41. I like teaching.	151	116	76.82	23	15.23	12	7.95	4.38	1.23
13. I want to make a change in children's lives.	150	111	74.00	29	19.33	10	6.67	4.35	1.19
14. I like working with children/youngster.	146	109	74.66	26	17.81	11	7.53	4.34	1.22
9. I want to set a good model to children.	149	109	73.15	24	16.11	16	10.74	4.25	1.35
38. Teaching is a creative profession.	149	108	72.48	22	14.77	19	12.75	4.19	1.41
7. I want to share their knowledge with others.	150	96	64.00	30	20.00	24	16.00	3.96	1.51
21. I like being in the school environment.	149	90	60.40	35	23.49	24	16.11	3.89	1.51
6. My abilities suit best to teaching.	148	95	64.19	22	14.86	31	20.95	3.86	1.64
37. Teaching is a respected profession.	150	93	62.00	28	18.67	29	19.33	3.85	1.59
36. Teaching is a challenging profession.	151	95	62.91	25	16.56	31	20.53	3.85	1.62
42. I want to change the society.	149	83	55.70	40	26.85	26	17.45	3.77	1.54
18. My personality suits best to teaching.	150	92	61.33	22	14.67	36	24.00	3.75	1.70
19. I am interested in the subject matter.	148	87	58.78	29	19.59	32	21.62	3.74	1.64
16. I have always wanted to be a teacher.	148	77	52.03	30	20.27	41	27.70	3.49	1.72
15. I want to solve the problems in the education system.	149	69	46.31	45	30.20	35	23.49	3.46	1.61

They also agreed that they entered teaching because teaching was a respected profession (M = 3.85, SD = 1.59, Agree = 62.00%); teaching was a challenging profession (M = 3.85, SD =1.62, Agree = 62.91%); they wanted to change the society (M = 3.77, SD = 1.54, Agree = 55.70%); their personalities suited best to teaching (M = 3.75, SD = 1.70, Agree = 61.33%); they were interested in subject matter (M = 3.74, SD = 1.64, Agree = 58.78%); they had always wanted to be a teacher (M = 3.49, SD = 1.72, Agree = 52.03%); and they wanted to solve the problems in the education system (M = 3.46, SD = 1.61, Agree = 46.31%).

On the other hand, as seen in Table 4.26, from 45.27% to 81.63% of teachers in this group disagreed that they entered teaching because teachers had good salaries (M = 1.49, SD = 1.11, Disagree = 81.63%); they didn't know what else to do (M = 1.59, SD = 1.27, Disagree = 80.27%); teaching gave them the chance to get fringe benefits (M = 1.68, SD = 1.28, Disagree = 75.50%); teaching was a stepping stone to other careers (M = 1.69, SD = 1.35, Disagree = 76.82%); teaching gave them the chance to pursue other careers and earn additional money (M = 1.75, SD = 1.38, Disagree: = 74.34%); they couldn't get a job in another field (M = 1.87, SD = 1.45, Disagree = 70.20%); their friends were teachers (M = 1.96, SD = 1.58, Disagree = 70.67%); they had no other choice (M = 2.10, SD = 1.62, Disagree = 65.00%); they fell into teaching just by mistake (M = 2.18, SD = 1.71, Disagree = 65.07%); teaching was relatively less expensive to train for (M = 2.21, SD = 1.58, Disagree = 58.90%); teachers had reasonable work load (M = 2.25, SD = 1.61, Disagree: = 58.28%); teachers had pleasant physical working environment (M = 2.35, SD =1.51, Disagree = 50.00%); they didn't feel comfortable in other fields (M = 2.43, SD = 1.70, Disagree = 53.79%); teachers had high quality resources and equipment (M = 2.53, SD = 1.69, Disagree = 50.00%); teachers had long holidays (M = 2.57, SD = 1.61, Disagree = 45.27%); and teaching was a good job to combine with parenthood (M = 2.60, SD = 1.65, Disagree = 45.70%).

Table 4.26

Motives Not Attracting Elementary School Teachers with the Experience of 26 and Above Years

	n	Agree		NAND		Disagree		M	SD
		f	*%*	*f*	*%*	*f*	*%*		
31. Teachers have good salaries.	147	9	6.12	18	12.24	120	81.63	1.49	1.11
4. I didn't know what else to do.	147	14	8.86	15	10.20	118	80.27	1.59	1.27
25. Teaching gives me the chance to get fringe benefits.	151	14	9.27	23	15.23	114	75.50	1.68	1.28
34. Teaching is a stepping stone to other careers.	151	17	11.26	18	11.92	116	76.82	1.69	1.35
33. Teaching gives me the chance to pursue other careers and earn additional money.	152	18	11.84	21	13.82	113	74.34	1.75	1.38
3. I couldn't get a job in another field.	151	21	12.93	24	15.89	106	70.20	1.87	1.45
2. My friends are teachers.	150	28	18.67	16	10.67	106	70.67	1.96	1.58
8. I fell into teaching just by mistake.	146	35	23.97	16	10.96	95	65.07	2.18	1.71
5. I had no other choice.	140	28	18.60	21	15.00	91	65.00	2.10	1.62
22. Teaching is relatively less expensive to train for.	146	28	19.18	32	21.92	86	58.90	2.21	1.58
30. Teachers have reasonable work load	151	31	20.53	32	21.19	88	58.28	2.25	1.61
26. Teachers have pleasant physical working environment.	150	26	17.33	49	32.67	75	50.00	2.35	1.51
17. I didn't feel comfortable in other fields.	145	37	23.73	30	20.69	78	53.79	2.43	1.70
24. Teachers have high quality resources and equipment.	150	40	26.67	35	23.33	75	50.00	2.53	1.69
32. Teachers have long holidays.	148	35	23.65	46	31.08	67	45.27	2.57	1.61
35. Teaching is a good job to combine with parenthood.	151	39	25.83	43	28.48	69	45.70	2.60	1.65

Lastly, from 21.85% to 31.13% of teachers in this group neither agreed nor disagreed that they entered teaching because teaching was the best choice among those readily available to them (*M* = 3.28, *SD* = 1.67, NAND = 29.05%); teachers had job guarantee (*M* = 3.13, *SD* = 1.77, NAND = 21.85%); teachers had good work hours (*M* = 2.81, *SD* = 1.66, NAND = 31.13%); teachers had standard income safety (*M* = 2.71, *SD* = 1.69, NAND = 27.21%); their teachers encouraged me to enter this profession (*M* = 2.67, *SD* = 1.72, NAND = 23.81%); and teachers had good opportunity to find a job (*M* = 2.64, *SD* = 1.72, NAND = 23.03%). See Table 4.27.

Table 4.27

Motives on Which Elementary School Teachers with the Experience of 26 and Above Years neither Agree nor Disagree

	N	Agree		NAND		Disagree		*M*	*SD*
		f	*%*	*f*	*%*	*f*	*%*		
20. Teaching was the best choice among those readily available to me.	148	63	42.57	43	29.05	42	28.38	3.28	1.67
29. Teachers have job guarantee.	151	64	42.38	33	21.85	54	35.76	3.13	1.77
27. Teachers have good work hours.	151	45	29.80	47	31.13	59	39.07	2.81	1.66
40. Teachers have standard income safety.	147	43	29.25	40	27.21	64	43.54	2.71	1.69
23. My teachers encouraged me to enter this profession.	147	44	29.93	35	23.81	68	46.26	2.67	1.72
28. Teachers have good opportunity to find a job.	152	45	29.61	35	23.03	72	47.37	2.64	1.72

To sum up, teachers in this group agreed mostly on intrinsic and altruistic motives. A great majority of them stated they entered teaching because they like children and they have a desire to contribute their development. However, they disagreed on most of the extrinsic motives. Motives regarding the financial aspects of the teaching profession got the lowest mean scores as in other previous groups.

Teachers in above mentioned six experience groups showed quite similar results. A desire to contribute to the children's development, and a liking for them were among the motives with highest mean scores. However, motives regarding the financial aspects of the teaching profession got the lowest mean scores in all five experience groups. Few of the motives showed different results. While teachers with the experience of 26 and above years agreed that they wanted to solve the problems in the education system, teachers in other groups were undecided. Moreover, teachers with the experience of 1-5 years and 26 and above years agreed that they had always wanted to be a teacher; teachers in other groups were undecided. Teachers with the experience of 1-5 years were undecided that they entered teaching because teachers had pleasant physical working environment whereas teachers in other groups disagreed on this motive. Furthermore, while teachers with the experience of 1-5 years agreed that they entered teaching because teachers had good work hours, teachers in other groups were undecided. Lastly, teachers with the experience of 11-15 years were undecided that they chose to pursue a career in teaching because

teaching was a respected profession; however, teachers in other experience groups agreed on this motive.

4.2.3 Subject Area and Elementary School Teachers' Motives to Enter Teaching

The third sub-question in this study was looking for elementary school teachers' motives from different subject areas. There were two groups in this category: classroom teachers teaching from grade 1 to five and subject teachers teaching mainly from grade 6 to 8.

4.2.3.1 Classroom Teachers and Their Motives to Enter Teaching

This group had 457 teachers. From 52.02% to 84.77% of teachers in this group agreed that they chose to pursue a career in teaching because they liked children (M = 4.59, SD = 1.03, Agree = 84.77%); they wanted to contribute to the social and personal development of the children (M = 4.47, SD= 1.15, Agree = 80.48%); they wanted to contribute to the academic development of the children (M = 4.43, SD = 1.19, Agree = 78.90%); they liked teaching (M =4.41, SD = 1.21, Agree = 78.41%); they wanted to make a change in children's lives (M = 4.32, SD = 1.25, Agree =74.40 %); they liked working with children/youngsters (M = 4.30, SD = 1.32, Agree = 75.34%); they wanted to contribute to the improvement of the society (M = 4.17, SD = 1.39, Agree = 70.18%); they wanted to set a good model to the children (M = 4.11, SD = 1.41, Agree = 67.86%); they wanted to share their knowledge with others (M =4.06, SD = 1.47, Agree = 66.77%). teaching was a creative profession (M = 4.01, SD = 1.47, Agree = 65.42%); their abilities suited best to teaching (M = 3.93, SD = 1.54, Agree = 63.94%); they liked being in the school environment (M = 3.88, SD =1.52, Agree = 60.66%); their personalities suited best to teaching (M = 3.68, SD = 1.66, Agree = 57.30%); teaching was a challenging profession (M = 3.66, SD = 1.63, Agree = 55.07%); they wanted to change the society (M = 3.65, SD = 1.58, Agree = 53.19%); they were interested in the subject matter (M = 3.61, SD = 1.61, Agree = 52.02%); and teaching was a respected job (M = 3.56, SD =1.65, Agree = 52.22%). Table 4.28

Table 4.28

Motives Attracting Classroom Teachers to Teaching

	n	Agree		NAND		Disagree		*M*	*SD*
		f	*%*	*f*	*%*	*f*	*%*		
10. I like children.	453	384	84.77	46	10.15	23	5.08	4.59	1.03
12. I want to contribute to the social and personal development of the children.	456	367	80.48	58	12.72	31	6.80	4.47	1.15
11. I want to contribute to the academic development of the children.	455	359	78.90	62	13.63	34	7.47	4.43	1.19
41. I like teaching.	454	356	78.41	62	13.66	36	7.93	4.41	1.21
13. I want to make a change in children's lives.	457	340	74.40	79	17.29	38	8.32	4.32	1.25
14. I like working with children/youngsters.	446	336	75.34	64	14.35	46	10.31	4.30	1.32
43. I want to contribute to the improvement of the society.	456	320	70.18	82	17.98	54	11.84	4.17	1.39
9. I want to set a good model to children.	448	304	67.86	88	19.64	56	12.50	4.11	1.41
7. I want to share my knowledge with others.	453	307	67.77	80	17.66	66	14.57	4.06	1.47
38. Teaching is a creative profession.	454	297	65.42	90	19.82	67	14.76	4.01	1.47
6. My abilities suit best to teaching.	452	289	63.94	85	18.81	78	17.26	3.93	1.54
21. I like being in the school environment.	455	276	60.66	104	22.86	75	16.48	3.88	1.52
18. My personality suits best to teaching.	452	259	57.30	88	19.47	105	23.23	3.68	1.66
36. Teaching is a challenging profession.	454	250	55.07	104	22.91	100	22.03	3.66	1.63
42. I want to change the society.	455	242	53.19	120	26.37	93	20.44	3.65	1.58
19. I am interested in the subject matter.	446	232	52.02	117	26.23	97	21.75	3.61	1.61
37. Teaching is a respected job.	450	235	52.22	107	23.78	108	24	3.56	1.65

As illustrated in Table 4.29, classroom teachers also disagreed on certain motives as their motives to enter teaching. From 47.69% to 83.66% of they disagreed that they entered teaching because teachers have good salaries (*M* = 1.44, *SD* = 1.03, Disagree = 82.48%); teaching gave them the chance to get fringe benefits (*M* = 1.45, *SD* = 1.08, Disagree = 83.66%); teaching was a stepping stone to other careers (*M* = 1.52, *SD* = 1.16, Disagree = 81.50%).

Table 4.29

Motives Not Attracting Classroom Teachers to Teaching

	n	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
31. Teachers have good salaries.	451	21	4.66	58	12.86	372	82.48	1.44	1.03
25. Teaching gives me the chance to get fringe benefits.	453	27	5.96	47	10.38	379	83.66	1.45	1.08
34. Teaching is a stepping stone to other careers.	454	33	7.27	51	11.23	370	81.50	1.52	1.16
4. I didn't know what else to do.	448	37	7.68	43	9.60	368	82.14	1.52	1.20
33. Teaching gives me the chance to pursue other jobs and earn additional money.	453	41	9.05	56	12.36	356	78.59	1.61	1.26
22. Teaching is relatively less expensive to train for.	447	49	10.96	75	16.78	323	72.26	1.77	1.35
5. I had no other choice.	436	70	14.93	61	13.99	305	69.95	1.92	1.51
8. I fell into teaching just by mistake.	445	83	18.65	67	15.06	295	66.29	2.05	1.58
3. I trained for another field but could not get a job.	453	77	15.81	86	18.98	290	64.02	2.06	1.54
30. Teachers have reasonable work load.	457	81	17.72	97	21.23	279	61.05	2.13	1.55
24. Teachers have high quality resources and equipment.	449	78	17.37	105	23.39	266	59.24	2.16	1.54
26. Teachers have pleasant physical working environment.	451	84	18.63	114	25.28	253	56.10	2.25	1.56
23. My teachers encouraged me to enter this profession.	449	100	22.27	98	21.83	251	55.90	2.33	1.64
17. I didn't feel comfortable in other fields.	439	108	22.88	89	20.27	242	55.13	2.39	1.68
28. Teachers have good opportunity to find a job.	455	123	27.03	115	25.27	217	47.69	2.59	1.68

Classroom teachers also disagreed that they entered teaching because they didn't know what else to do (*M*= 1.52, *SD* = 1.20, Disagree = 82.14%), teaching gave them the chance to pursue other jobs and earn additional money (*M* = 1.61, *SD* = 1.26, Disagree = 78.59%); their friends were teachers (*M* = 1.69, *SD* = 1.33, Disagree = 76.44%); teaching was relatively less expensive to train for (*M* = 1.77, *SD* = 1.35, Disagree = 72.26%); they had no other choice (*M* = 1.92, *SD* = 1.51, Disagree = 69.95%); they fell in to teaching just by mistake (*M*=2.05, *SD* = 1.58, Disagree = 66.29%); they could not get a job in another field (*M*= 2.06, *SD* = 1.54, Disagree = 64.02%); teachers had reasonable work load (*M* = 2.13, *SD* = 1.55, Disagree = 61.05%); teachers had high quality resources and equipment (*M* = 2.16, *SD* = 1.54, Disagree = 59.24%); teachers had pleasant physical working environment (*M* = 2.25,

SD = 1.56, Disagree = 56.10%); their teachers encouraged them to enter this profession (*M* = 2.33, *SD* = 1.64, Disagree = 55.90%); they didn't feel comfortable in other fields (*M*= 2.39, *SD* = 1.68, Disagree = 55.13%); and lastly teachers had good opportunity to find a job (*M* = 2.59, *SD* = 1.68, Disagree = 49.69%).

Table 4.30

Motives on Which Classroom Teachers neither Agree nor Disagree

	n	Agree		NAND		Disagree		*M*	*SD*
		f	*%*	*f*	*%*	*f*	*%*		
20. Teaching was the best among those jobs readily available to me.	448	198	44.20	115	25.67	135	30.13	3.28	1.70
16. I have always wanted to be a teacher.	450	204	45.33	105	23.33	141	31.33	3.28	1.73
29. Teachers have job guarantee.	457	193	42.23	122	26.70	142	31.07	3.22	1.70
15. I want to solve the problems in the education system.	449	182	40.53	129	28.73	138	30.73	3.20	1.68
27. Teachers have good work hours.	454	157	34.58	145	31.94	152	33.48	3.02	1.65
35. Teaching is a good job to combine with parenthood.	450	140	31.11	140	31.11	170	37.78	2.87	1.66
40. Teachers have standard income safety.	449	122	27.17	134	29.84	193	42.98	2.68	1.65
32. Teachers have long holidays.	448	115	25.67	137	30.58	196	43.75	2.64	1.63

There were also some motives on which classroom teacher were indecisive about. From 23.33% to 31.94% of them neither agreed nor disagreed that they entered teaching because teaching was the best choice among those readily available to them (*M* = 3.28, *SD* = 1.70, NAND = 25.67%); they had always wanted to be a teacher (*M* = 3.28, *SD* = 1.73, NAND = 23.33%); teachers had job guarantee (*M* = 3.22, *SD* = 1.70, NAND = 26.70%); they wanted to solve the problems in the education system (*M* = 3.20, *SD* = 1.68, NAND = 28.73%); teachers had good work hours (*M* = 3.02, *SD* = 1.65, NAND = 31.94%); teaching was a good job to combine with parenthood (*M* = 2.87, *SD* = 1.66, NAND = 31.11%); teachers had standard income safety (*M* = 2.68, *SD* = 1.65, NAND = 29.84%); and teachers had long holidays (*M* = 2.64, *SD* = 1.63, NAND = 30.58%).Table 4.30 gives a summary of the motives about which classroom teachers were indecisive.

As seen in the tables and descriptive statistics, classroom teachers stated that they entered teaching mostly for intrinsic and altruistic reasons. Teaching's being

respected, challenging and creative were the extrinsic reasons that attracted them to teaching, but these motives were not among top ones. Except for these three extrinsic reasons, teacher disagreed that they entered teaching for extrinsic and miscellaneous reasons; a majority of the teachers in this group disagreed that they entered teaching for the financial benefits of teaching and for not knowing what else to do.

4.2.3.2 Subject Teachers and Their Motives to Enter Teaching

There were 421 secondary level teachers in this group. From 48.56% to 78.55% of teachers in this group agreed that they entered teaching because they liked children ($M = 4.47$, $SD = 1.08$, Agree = 78.55%); they wanted to contribute to the social and personal development of the children ($M = 4.43$, $SD = 1.13$, Agree = 77.20%); they liked teaching ($M = 4.42$, $SD = 1.16$, Agree = 77.62%); they wanted to contribute to the academic development of the children ($M = 4.40$, $SD = 1.20$, Agree = 77.14%); they liked working with children ($M = 4.33$, $SD = 1.22$, Agree = 74.10%); they wanted to make a change in children's lives ($M = 4.31$, $SD = 1.21$, Agree = 72.42%); they wanted to contribute to the improvement of the society ($M = 4.15$, $SD = 1.29$, Agree = 66.27%); they wanted to share their knowledge with others ($M = 4.15$, $SD = 1.42$, Agree = 70.26%); their abilities suited best to teaching ($M = 4.01$, $SD = 1.50$, Agree = 66.11%); they wanted to set a good model to children ($M = 4.00$, $SD = 1.43$, Agree = 62.86%); they were interested in the subject matter ($M = 3.93$, $SD = 1.58$, Agree = 64.92%); teaching was a creative profession ($M = 3.90$, $SD = 1.52$, Agree = 61.48%); they liked being in the school environment ($M = 3.69$, $SD = 1.59$, Agree = 54.55%); their personalities suited best to teaching ($M = 3.64$, $SD = 1.63$, Agree = 54.07%); they wanted to change the society ($M = 3.61$, $SD = 1.52$, Agree = 48.56%); Teaching is a respected profession ($M = 3.54$, $SD = 1.65$, Agree = 51.20%); and teaching is a challenging profession ($M = 3.53$, $SD = 1.62$, Agree = 49.40%). Table 4.31 gives a brief summary of the motives attracting subject teachers to teaching.

Table 4.31

Motives Attracting Subject Teachers to Teaching

	n	Agree		NAND		Disagree		M	SD
		f	$\%$	f	$\%$	f	$\%$		
10. I like children.	415	326	78.55	69	16.63	20	4.82	4.47	1.08
12. I want to contribute to the social and personal development of the children.	421	325	77.20	72	17.10	24	5.70	4.43	1.13
41. I like teaching.	420	326	77.62	67	15.95	27	6.43	4.42	1.16
11. I want to contribute to the academic development of the children.	420	324	77.14	65	15.48	31	7.38	4.40	1.20
14. I like working with children/youngsters.	417	309	74.10	77	18.47	31	7.43	4.33	1.22
13. I want to make a change in children's lives.	417	302	72.42	86	20.62	29	6.95	4.31	1.21
43. I want to contribute to the improvement of the society.	421	279	66.27	106	25.18	36	8.55	4.15	1.29
7. I want to share their knowledge with others.	417	293	70.26	70	16.79	54	12.95	4.15	1.42
6. My abilities suit best to teaching.	416	275	66.11	76	18.27	65	15.63	4.01	1.50
9. I want to set a good model to children.	420	264	62.86	102	24.29	54	12.86	4.00	1.43
25. I am interested in the subject matter.	419	272	64.92	69	16.47	78	18.62	3.93	1.58
38. Teaching is a creative profession.	418	257	61.48	93	22.25	68	16.27	3.90	1.52
21. I like being in the school environment.	418	228	54.55	106	25.36	84	20.10	3.69	1.59
18. My personality suits best to teaching.	418	226	54.07	99	23.68	93	22.25	3.64	1.63
42. I want to change the society.	416	202	48.56	138	33.17	76	18.27	3.61	1.52
37. Teaching is a respected profession.	418	214	51.20	103	24.64	101	24.16	3.54	1.65
36. Teaching is a challenging profession.	417	206	49.40	116	27.82	95	22.78	3.53	1.62

The data analyses also revealed some motives on which subject teachers disagreed. From 45.45% to 84.76% of them disagreed that they entered teaching because teaching gave them the chance to get fringe benefits ($M = 1.41$, $SD = 1.04$, Disagree = 84.76%); they didn't know what else to do ($M = 1.47$, $SD = 1.13$, Disagree = 83.37%); teachers had good salaries ($M = 1.49$, $SD = 1.08$, Disagree = 80.77%); teaching was a stepping stone to other careers ($M = 1.60$, $SD = 1.25$, Disagree = 79.33%); teaching was relatively less expensive to train for ($M = 1.61$, $SD = 1.22$, Disagree = 77.64%). Table 4.32

Table 4.32

Motives Not Attracting Subject Teachers to Teaching

	n	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
25. Teaching gives me the chance to get fringe benefits.	420	22	5.24	42	10.00	356	84.76	1.41	1.13
4. I didn't know what else to do.	415	29	6.50	40	9.64	346	83.37	1.47	1.13
31. Teachers have good salaries.	416	22	5.29	58	13.94	336	80.77	1.49	1.25
34. Teaching is a stepping stone to other career.	416	38	9.13	48	11.54	330	79.33	1.60	1.31
22. Teaching is relatively less expensive to train for.	416	33	7.93	60	14.42	323	77.64	1.61	1.26
2. My friends are teachers.	417	38	9.11	54	12.95	325	77.94	1.62	1.43
3. I could not get a job in another field.	419	57	12.65	45	10.74	317	75.66	1.76	1.43
33. Teaching gives me the chance to pursue other careers and earn additional money.	418	50	11.96	74	17.70	294	70.33	1.83	1.45
5. I had no other choice.	390	54	12.88	57	14.62	279	71.54	1.85	1.45
8. I fell into teaching just by mistake.	411	64	15.57	48	11.68	299	72.75	1.86	1.59
17. I didn't feel comfortable in another field.	405	80	18.37	87	21.48	238	58.77	2.22	1.59
24. Teachers have high quality resources and equipment.	420	71	16.90	118	28.10	231	55.00	2.24	1.58
26. Teachers have pleasant working environment.	416	81	19.47	104	25.00	231	55.53	2.28	1.64
28. Teachers have good opportunity to find a job.	420	100	23.81	106	25.24	214	50.95	2.46	1.64
23. My teachers encouraged them to enter this profession.	415	117	28.19	88	21.20	210	50.60	2.55	1.72
30. Teachers have reasonable work load.	418	99	23.68	129	30.86	190	45.45	2.56	1.61

They also disagreed that they entered teaching because their friends were teachers (*M* = 1.62, *SD* = 1.26, Disagree = 77.94%); they could not get a job in another field (*M* = 1.76, *SD*= 1.43, Disagree = 75.66%); teaching gave them the chance to pursue other careers and earn additional money (*M* = 1.83, *SD* = 1.39, Disagree = 70.33%); they had no other choice (*M* = 1.85, *SD* = 1.45, Disagree = 71.54%); they fell into teaching just by mistake (*M* = 1.86, *SD* = 1.49, Disagree = 72.75%); they didn't feel comfortable in other fields (*M* = 2.22, *SD* = 1.59, Disagree = 58.77%); teachers had high quality resources and equipment (*M* = 2.24, *SD* = 1.52, Disagree = 55.00%); teachers had pleasant physical working environment (*M* = 2.28, *SD* = 1.58, Disagree = 5.53%); teachers had good opportunity to find a job (*M* = 2.46, *SD* = 1.64,

Disagree = 50.95%); their teachers encouraged them to enter this profession (*M* =2.55, *SD* = 1.72, Disagree = 50.60%); and teachers had reasonable work load (*M* = 2.56, *SD* = 1.61, Disagree = 45.45%).

On the other hand, from 26.27% to 33.17% of teachers in this group neither agreed nor disagreed that they entered teaching because teachers had job guarantee (*M* = 3.38, *SD* = 1.65, NAND = 28.33%); teachers had good work hours (*M* = 3.16, *SD* = 1.69, NAND = 28.50%); they had always wanted to be a teacher (*M* = 3.13, *SD* = 1.72, NAND = 26.27%); they wanted to solve the problems in the education system (*M* = 3.09, *SD* = 1.64, NAND = 33.17%); teaching was the best choice among those readily available to them (*M* = 3.08, *SD* = 1.66, NAND = 30.79%); teaching was a good job to combine with parenthood (*M* = 3.04, *SD* = 1.70, NAND = 27.58%); teachers had standard income safety (*M* =2.73, *SD* = 1.63, NAND = 32.29%); and teachers had long holidays (*M* = 2.66, *SD* = 1.60, NAND = 33.01%). Table 4.33 gives a brief summary of the motives on which secondary level teachers neither agreed nor disagree.

Table 4.33

Motives on Which Subject Teachers neither Agree nor Disagree

	n	Agree		NAND		Disagree		*M*	*SD*
		f	*%*	*f*	*%*	*f*	*%*		
29. Teachers have job guarantee.	420	190	45.24	119	28.33	111	26.43	3.38	1.65
27. Teachers have good work hours.	421	167	39.67	120	28.50	134	31.83	3.16	1.69
16. I have always wanted to be a good teacher.	415	166	40.00	109	26.27	140	33.73	3.13	1.72
15. I want to solve the problems in the education system.	419	149	35.56	139	33.17	131	31.26	3.09	1.64
20. Teaching was the best choice among those readily available to me.	419	153	36.52	129	30.79	137	32.70	3.08	1.66
35. Teaching is a good job to combine with parenthood.	417	155	37.17	115	27.58	147	35.25	3.04	1.70
40. Teachers have standard income safety.	415	112	26.99	134	32.29	169	40.72	2.73	1.63
32. Teachers have long holidays.	412	103	25.00	136	33.01	173	41.99	2.66	1.60

In short, just like classroom teachers, subject teachers agreed most of the intrinsic and altruistic motives attracted them to teaching and disagreed mostly on extrinsic

motives. For both of the groups, the most attractive motives were a liking for children and a desire to work with them; on the other hand, the least attractive motives were the motives related to the financial advantages of teaching. Naturally, an enthusiasm for the subject area had a higher rank among subject teachers.

4.2.4 Higher Education Institutions Graduated and Elementary School Teachers' Motives to Enter Teaching

The fourth sub-question in this study was looking for elementary school teachers' motives who graduated from different faculties or institutions. Teachers' graduate institutions were divided into three groups; faculties of education, education institutes/higher teachers training schools, and other faculties such as faculty of agriculture and faculty of arts and sciences.

4.2.4.1 Graduates of Faculties of Education and Their Motives to Enter Teaching

There were 488 graduates of faculties of education in this study and it was the largest group under this category. From 48.36% to 80.08% of teachers in this group agreed that they entered teaching because they liked children ($M = 4.49$, $SD = 1.11$, Agree = 80.08%); they wanted to contribute to the social and personal development of the children ($M = 4.45$, $SD = 1.15$, Agree = 78.64%); they liked teaching ($M = 4.39$, $SD = 1.23$, Agree = 77.78%); they wanted to contribute to the academic development of the children ($M = 4.39$, $SD = 1.24$, Agree = 78.23%); they liked working with children/youngsters ($M = 4.31$, $SD = 1.31$, Agree = 75.88%); they wanted to make a change in children's lives ($M = 4.30$, $SD = 1.25$, Agree = 73.10%); they wanted to contribute to the improvement of the society ($M = 4.12$, $SD = 1.38$, Agree = 67.21%); they wanted to share their knowledge with others ($M = 4.11$, $SD = 1.45$, Agree = 69.07%); their abilities suited best to teaching ($M = 4.00$, $SD = 1.53$, Agree = 66.60%); they wanted to set a good model to children ($M = 3.99$, $SD = 1.48$, Agree = 64.39%); teaching was a creative profession ($M = 3.89$, SD = 1.55, Agree = 62.27%); they were interested in the subject matter ($M =3.74$, $SD = 1.63$, Agree = 58.18%); they liked being in the school environment ($M = 3.71$, $SD = 1.60$, Agree = 55.97%);

their personalities suited best to teaching (M = 3.65, SD = 1.66, Agree = 55.79%); teaching was a challenging profession (M = 3.63, SD = 1.65, Agree = 54.45%); they wanted to change the society (M = 3.58, SD = 1.54, Agree = 48.55%); teachers had job guarantee (M = 3.45, SD = 1.67, Agree = 48.36%); and teaching was a respected profession (M = 3.45, SD = 1.69, Agree = 49.38%). Table 4.34

Table 4.34

Motives Attracting Graduates of Faculties of Education to Teaching

	n	Agree		NAND		Disagree		M	SD
		f	$\%$	f	$\%$	f	$\%$		
10. I like children.	482	386	80.08	68	14.11	28	5.81	4.49	1.11
12. I want to contribute to the social and personal development of the children.	487	383	78.64	73	14.99	31	6.37	4.45	1.15
41. I like teaching.	486	378	77.78	68	13.99	40	8.23	4.39	1.23
11. I want to contribute to the academic development of the children.	487	381	78.23	64	13.14	42	8.62	4.39	1.24
14. I like working with children/youngsters.	481	365	75.88	67	13.93	49	10.19	4.31	1.31
13. I want to make a change in children's lives.	487	356	73.10	91	18.69	40	8.21	4.30	1.25
43. I want to contribute to the improvement of the society.	488	328	67.21	105	21.52	55	11.27	4.12	1.38
7. I want to share my knowledge with others.	485	335	69.07	83	17.11	67	13.81	4.11	1.45
6. My abilities suited best to teaching.	485	323	66.60	82	16.91	80	16.49	4.00	1.53
9. I want to set a good model to children.	483	311	64.39	100	20.70	72	14.91	3.99	1.48
38. Teaching is a creative profession.	485	302	62.27	98	20.21	85	17.53	3.89	1.55
19. I am interested in the subject matter.	483	281	58.18	99	20.50	103	21.33	3.74	1.63
21. I like being in the school environment.	486	272	55.97	115	23.66	99	20.37	3.71	1.60
18. My personality suits best to teaching.	484	270	55.79	101	20.87	113	23.35	3.65	1.66
36. Teaching is a challenging profession.	483	263	54.45	109	22.57	111	22.98	3.63	1.65
42. I want to change the society.	484	235	48.55	155	32.02	94	19.42	3.58	1.54
29. Teachers have job guarantee.	488	236	48.36	125	25.61	127	26.02	3.45	1.67
37. Teaching is a respected profession.	482	238	49.38	115	23.86	129	26.76	3.45	1.69

While agreeing on the motives mentioned above, there were also some motives on which graduates of faculties of education disagreed. From 49.06% to 84.95% of them

disagreed that they entered teaching because teaching gave them the chance to get fringe benefits ($M = 1.42$, $SD = 1.06$, Disagree = 84.95%); they didn't know what else to do ($M = 1.49$, $SD = 1.13$, Disagree = 82.57%); teachers had good salaries ($M = 1.52$, $SD = 1.10$, Disagree = 79.55%); teaching was a stepping stone to other careers ($M = 1.61$, $SD = 1.26$, Disagree = 78.67%); teaching was relatively less expensive to train for ($M = 1.62$, $SD = 1.23$, Disagree = 76.92%); they could not get a job in another field ($M = 1.63$, $SD = 1.26$, Disagree = 77.48%); their friends were teachers ($M = 1.69$, $SD = 1.30$, Disagree = 75.21%); they had no other choice ($M = 1.76$, $SD = 1.37$, Disagree = 73.65%). Table 4.35 below gives a summary of the motives on which graduates of faculties of education disagreed.

Table 4.35

Motives Not Attracting Graduates Faculties of Education to Teaching

	n	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
25. Teaching gives me the chance to get fringe benefits.	485	28	5.77	45	9.28	412	84.95	1.42	1.06
4. I didn't know what else to do.	482	33	6.37	51	10.58	398	82.57	1.49	1.13
31. Teachers have good salaries.	484	27	5.58	72	14.88	385	79.55	1.52	1.10
34. Teaching is a stepping stone to other careers.	483	45	9.32	58	12.01	380	78.67	1.61	1.26
22. Teaching is relatively less expensive to train for.	481	39	8.11	72	14.97	370	76.92	1.62	1.23
3. I could not get a job in another field.	484	43	8.26	66	13.64	375	77.48	1.63	1.26
2. My friends are teachers.	484	47	9.71	73	15.08	364	75.21	1.69	1.30
5. I had no other choice.	463	54	10.85	68	14.69	341	73.65	1.76	1.37
33. Teaching gives me the chance to pursue other careers and earn additional money.	482	53	11.00	84	17.43	345	71.58	1.79	1.36
8. I fell into teaching just by mistake.	473	77	16.28	60	12.68	336	71.04	1.90	1.52
24. Teachers have high quality resources and equipment.	484	91	18.80	124	25.62	269	55.58	2.26	1.56
26. Teachers have pleasant physical working environment.	481	98	20.37	115	23.91	268	55.72	2.29	1.60
17. I didn't feel comfortable in other fields.	469	104	20.62	103	21.96	262	55.86	2.33	1.64
30. Teachers have reasonable work load.	486	111	22.84	135	27.78	240	49.38	2.47	1.62
23. My teachers encouraged me to enter this profession.	479	140	29.23	104	21.71	235	49.06	2.60	1.73

They also disagreed that they entered teaching because teaching gave them the chance to pursue other careers and earn additional money (M = 1.79, SD = 1.36, Disagree = 71.58%); they fell into teaching just by mistake (M = 1.90, SD = 1.52, Disagree = 71.04%); teachers had high quality resources and equipment (M = 2.26, SD = 1.56, Disagree = 55.58%); teachers had pleasant physical working environment (M = 2.29, SD = 1.60, Disagree = 55.72%); they didn't feel comfortable in other fields (M = 2.33, SD = 1.64, Disagree = 55.86%); teachers had reasonable work load (M = 2.47, SD = 1.62, Disagree = 49.38%); and their teachers encouraged them to enter this profession (M = 2.60, SD = 1.73, Disagree = 49.09%).

Table 4.36

Motives on Which Graduates of Faculties of Education neither Agree nor Disagree

	n	Agree		NAND		Disagree		M	SD
		f	$\%$	f	$\%$	f	$\%$		
16. I have always wanted to be a teacher.	481	218	45.32	113	23.49	150	31.19	3.28	1.73
27. Teachers have good work hours.	487	204	41.89	137	28.13	146	29.98	3.24	1.68
15. I want to solve the problems in the education system.	480	190	39.58	140	29.17	150	31.25	3.17	1.68
20. Teaching was the best choice among those readily available to me.	484	192	39.67	132	27.27	160	33.06	3.13	1.70
35. Teaching is a good job to combine with parenthood.	483	173	35.82	140	28.99	170	35.20	3.01	1.69
40. Teachers have standard income safety.	480	139	28.96	143	29.79	198	41.25	2.75	1.66
32. Teachers have long holiday.	481	138	28.69	142	29.52	201	41.79	2.74	1.66
28. Teachers have good opportunity to find a job.	487	138	28.34	133	27.31	216	44.35	2.68	1.68

Lastly, as summarized in Table 4.36, from 23.49% to 29.79% of graduates of faculties of education neither agreed nor disagreed that they entered teaching because they had always wanted to be a teacher (M = 3.28, SD = 1.73, NAND = 23.49%); teachers had good work hours (M = 3.24, SD = 1.68, NAND = 28.13%); they wanted to solve the problems in the education system (M = 3.17, SD = 1.68, NAND = 29.17%); teaching was the best choice among those readily available to them (M = 3.13, SD = 1.70, NAND = 27.27%); teaching was a good job to combine with parenthood (M = 3.01, SD = 1.69, NAND = 28.99%); teachers had standard income safety (M = 2.75, SD = 1.66, NAND = 29.79%); teachers had long holidays (M =

2.74, SD = 1.66, NAND = 29.52%); and teachers had good opportunity to find a job (M = 2.68, SD = 1.68, NAND = 27.31%).

To sum up, graduates of faculties of education mostly agreed on intrinsic and altruistic motives and motives suggesting a liking to children, a desire to contribute to the development of the children. On the other hand, all of the motives on which graduates of faculties of educations disagreed were either extrinsic or miscellaneous. Besides disagreed on the motives suggesting the financial advantages of teaching, graduates of faculties of education disagreed on the motives which suggest entering teaching because of not knowing what else to do or not having another choice. This shows that teachers entered teaching although they had other choice because they really wanted it.

4.2.4.2 Graduates of Other Faculties and Their Motives to Enter Teaching

This group consisted of teachers graduated from various other faculties such faculty of engineering and faculty of business administration. There were 287 teachers in this group. As seen in Table 4.37, from 45.26% to 82.82% of teachers in this group agreed that they entered teaching because they liked children (M = 4.56, SD = 1.02, Agree = 82.81%); they wanted to contribute to the social and personal development of the children (M = 4.44, SD = 1.17, Agree = 79.09%); they liked teaching (M = 4.43, SD = 1.16, Agree = 78.32%); they wanted to contribute to the academic development of the children (M = 4.42, SD = 1.17, Agree = 77.62%); they wanted to make a change in children's lives (M = 4.35, SD = 1.20, Agree = 74.65%); they liked working with children/youngsters (M = 4.30, SD = 1.27, Agree = 73.68%); they wanted to set a good model to children (M = 4.12, SD = 1.33, Agree = 65.85%); they wanted to share their knowledge with others (M = 4.12, SD = 1.43, Agree = 68.90%); they wanted to contribute to the improvement of the society (M = 4.10, SD = 1.42, Agree = 67.48%); teaching was a creative profession (M = 3.98, SD = 1.46, Agree = 62.81%); their abilities suited best to teaching (M = 3.88, SD =1.54, Agree = 61.27%); they liked being in the school environment (M = 3.87, SD = 1.51, Agree = 59.65%); they were interested in the subject matter (M = 3.77, SD =1.61, Agree =

59.01%); they wanted to change the society (*M* = 3.65, *SD* = 1.60, Agree = 53.33%); their personalities suited best to teaching (*M* = 3.58, *SD* = 1.63, Agree = 51.58%); teaching was a respected profession (*M* = 3.58, *SD* = 1.63, Agree = 51.58%); and teaching was a challenging profession (*M* = 3.42, *SD* = 1.62, Agree = 45.26%).

Table 4.37

Motives Attracting Teachers Graduated from Other Faculties to Teaching

	N	Agree		NAND		Disagree		*M*	*SD*
		f	*%*	*f*	*%*	*f*	*%*		
10. I like children.	285	236	82.81	36	12.63	13	4.56	4.56	1.02
12. I want to contribute to the social and personal development of the children.	287	227	79.09	40	13.94	20	6.97	4.44	1.17
41. I like teaching.	286	224	78.32	43	15.03	19	6.64	4.43	1.16
11. I want to contribute to the academic development of the children.	286	222	77.62	45	15.73	19	6.64	4.42	1.17
13. I want to make a change in children's lives.	284	212	74.65	52	18.31	20	7.04	4.35	1.20
14. I like working with children/youngsters.	285	210	73.68	50	17.54	25	8.77	4.30	1.27
9. I want to set a good model to children.	284	187	65.85	69	24.30	28	9.86	4.12	1.33
7. I want to share my knowledge with others.	283	195	68.90	51	18.02	37	13.07	4.12	1.43
43. I want to contribute to the improvement of the society.	286	193	67.48	57	19.93	36	12.59	4.10	1.42
38. Teaching is a creative profession.	285	179	62.81	66	23.16	40	14.04	3.98	1.46
6. My abilities suit best to teaching.	284	174	61.27	61	21.48	49	17.25	3.88	1.54
21. I like being in the school environment.	285	170	59.65	69	24.21	46	16.14	3.87	1.51
25. I am interested in the subject matter.	283	167	59.01	58	20.49	58	20.49	3.77	1.61
42. I want to change the society.	285	152	53.33	74	25.96	59	20.70	3.65	1.60
24. My personality suits best to teaching.	285	147	51.58	73	25.61	65	22.81	3.58	1.63
37. Teaching is a respected profession.	285	147	51.58	73	25.61	65	22.81	3.58	1.63
36. Teaching is a challenging profession.	285	129	45.26	87	30.53	69	24.21	3.42	1.62

On the other hand, from 43.01% to 84.56% of teachers graduated from other faculties disagreed that they entered teaching because teachers had good salaries (*M* = 1.39, *SD* = .95, Disagree = 84.15%); teaching gave them the chance to get fringe benefits (*M* = 1.40, *SD* =1.00, Disagree = 84.56%); they didn't know what else to do (*M* = 1.48, *SD* = 1.18, Disagree = 84.10%); teaching was a stepping stone to other careers (*M* = 1.51, *SD* = 1.16, Disagree = 82.04%); their friends were teachers (*M* =

1.56, *SD* = 1.24, Disagree = 80.71%); teaching was relatively less expensive to train for (*M* = 1.62, *SD* = 1.24, Disagree = 77.54%); teaching gave them the chance to pursue other jobs and earn additional money (*M* = 1.67, *SD* = 1.32, Disagree = 76.92%); they fell into teaching just by mistake (*M* = 2.00, *SD* = 1.57, Disagree = 67.84%); teachers had high quality resources and equipment (*M* = 2.02, *SD* = 1.43, Disagree = 61.89%); they had no other choice (*M* = 2.05, *SD* = 1.61, Disagree = 67.17%); their teachers encouraged them to enter this profession (*M* = 2.15, *SD* = 1.59, Disagree = 61.48%); Table 4.38 gives a brief summary of the motives not attracting teachers in this group.

Table 4.38

Motives Not Attracting Teachers Graduated from Other Faculties to Teaching

	N	Agree		NAND		Disagree		*M*	*SD*
		f	*%*	*f*	*%*	*f*	*%*		
31. Teachers have good salaries.	284	10	3.52	35	12.32	239	84.15	1.39	.95
25. Teaching gives me the chance to get fringe benefits.	285	13	4.56	31	10.88	241	84.56	1.40	1.00
4. I didn't know what else to do.	283	23	7.56	22	7.77	238	84.10	1.48	1.18
34. Teaching is a stepping stone to other careers.	284	21	7.39	30	10.56	233	82.04	1.51	1.16
2. My friends are teachers.	280	25	8.93	29	10.36	226	80.71	1.56	1.24
22. Teaching is relatively less expensive to train for.	285	24	8.42	40	14.04	221	77.54	1.62	1.24
33. Teaching gives me the chance to pursue other jobs and earn additional money.	286	30	10.49	36	12.59	220	76.92	1.67	1.32
8. I fell into teaching just by mistake.	283	51	18.02	40	14.13	192	67.84	2.00	1.57
24. Teachers have high quality resources and equipment.	286	37	12.94	72	25.17	177	61.89	2.02	1.43
5. I had no other choice.	265	52	18.25	35	13.21	178	67.17	2.05	1.61
23. My teachers encouraged me to enter this profession.	283	54	19.08	55	19.43	174	61.48	2.15	1.59
17. I didn't feel comfortable in other fields.	276	56	18.87	50	18.12	170	61.59	2.17	1.61
26. Teachers have pleasant physical working environment.	283	48	16.96	71	25.09	164	57.95	2.18	1.53
30. Teachers have reasonable work load.	287	54	18.82	72	25.09	161	56.10	2.25	1.57
28. Teachers have good opportunity to find a job.	285	57	20.00	65	22.81	163	57.19	2.26	1.60
3. I could not get a job in another field.	286	79	25.69	52	18.18	155	54.20	2.47	1.73
32. Teachers have long holidays.	279	59	21.15	100	35.84	120	43.01	2.56	1.54

They also disagreed that they entered teaching they didn't feel comfortable in other fields ($M = 2.17$, $SD = 1.61$, Disagree = 61.59%); teachers had pleasant physical working environment ($M = 2.18$, $SD = 1.53$, Disagree = 57.95%); teachers had reasonable work load ($M = 2.25$, $SD = 1.57$, Disagree = 56.10%); teachers had good opportunity to find a job ($M = 2.26$, $SD = 1.60$, Disagree = 57.19%); they could not get a job in another field ($M = 2.47$, $SD = 1.73$, Disagree = 54.20%); and teachers had long holidays ($M = 2.56$, $SD = 1.54$, Disagree = 43.01%).

Lastly, as summarized by Table 4.39, from 27.11% to 35.66% of teachers graduated from other faculties neither agreed nor disagreed that they entered teaching because teaching was the best choice among those readily available to them ($M = 3.25$, $SD = 1.69$, NAND = 27.11%); teachers had job guarantee ($M = 3.10$, $SD = 1.67$, NAND = 30.66%); they wanted to solve the problems in the education system ($M = 2.99$, $SD = 1.68$, NAND = 29.72%); teachers had good work hours ($M = 2.93$, $SD = 1.61$, NAND = 35.66%); teaching was a good job to combine with parenthood ($M = 2.93$, $SD = 1.68$, NAND = 29.79%); they had always wanted to be a teacher ($M = 2.92$, $SD = 1.70$, NAND = 27.76%); and teachers had standard income safety ($M = 2.61$, $SD = 1.62$, NAND = 30.99%).

Table 4.39

Motives on Which Teachers Graduated from Other Faculties neither Agree nor Disagree

	n	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
20. Teaching was the best choice among those readily available to me.	284	121	42.61	77	27.11	86	30.28	3.25	1.69
29. Teachers have job guarantee.	287	107	37.28	88	30.66	92	32.06	3.10	1.67
15. I want to solve the problems in the education system.	286	100	34.97	85	29.72	101	35.31	2.99	1.68
27. Teachers have good work hours.	286	87	30.42	102	35.66	97	33.92	2.93	1.61
35. Teaching is a good job to combine with parenthood.	282	94	33.33	84	29.79	104	36.88	2.93	1.68
16. I have always wanted to be a teacher.	281	96	34.16	78	27.76	107	38.08	2.92	1.70
40. Teachers have standard income safety.	284	70	24.65	88	30.99	126	44.37	2.61	1.62

Teachers graduated from other faculties agreed mostly on intrinsic and altruistic motives, also there were three extrinsic motives related to characteristic of the profession. They agreed that teaching was a creative, challenging and respected profession. All the motives teachers in this group disagreed on where either extrinsic or miscellaneous. Motives related to the financial benefits of teaching got the lowest scores.

4.2.4.3 Graduates of Education Institutes & Higher Teacher Training Schools and Their Motives to Enter Teaching

There were 129 teachers who graduated from education institutions and higher teacher training schools in this study. From 53.91% to 85.83% of them agreed that they entered teaching because they liked children (M = 4.65, SD = .91, Agree = 85.83%); they liked teaching (M = 4.50, SD = 1.07, Agree = 79.69%); they wanted to contribute to the academic development of children (M = 4.47, SD = 1.08, Agree = 78.13%); they wanted to contribute to the social and personal development of the children (M = 4.47, SD = 1.11, Agree = 79.07%). they wanted to contribute to the improvement of the society (M = 4.44, SD = 1.03, Agree = 75.19%); they liked working with children/youngsters (M = 4.33, SD = 1.19, Agree = 73.17%); they wanted to make a change in children's lives (M = 4.32, SD = 1.21, Agree = 72.87%); they wanted to set a good model to children (M = 4.22, SD = 1.34, Agree = 71.43%); teaching was a creative profession (M = 4.19, SD = 1.36, Agree = 70.31%); they wanted to share their knowledge with others (M = 4.06, SD = 1.47, Agree = 66.93%); their abilities suited best to teaching (M = 4.02, SD = 1.49, Agree = 66.40%); they liked being in the school environment (M = 3.98, SD = 1.40, Agree = 60.94%); their personality suited best to teaching (M = 3.94, SD = 1.57, Agree = 65.35%); teaching was a challenging profession (M = 3.87, SD = 1.54, Agree = 60.47%); teaching was a respected profession (M = 3.84, SD = 1.54, Agree = 59.84%); they wanted to change the society (M = 3.83, SD = 1.48, Agree = 56.25%); they were interested in the subject matter (M =3.82, SD = 1.53, Agree = 57.60%); and they had always wanted to be a teacher (M = 3.59, SD = 1.28, Agree = 53.91%). Table 4.40

Table 4.40

Motives Attracting Graduates of Education Institutes & Higher Teacher Training Schools

	N	Agree f	Agree %	NAND f	NAND %	Disagree f	Disagree %	M	SD
10. I like children.	127	109	85.83	14	11.02	4	3.15	4.65	.91
41. I like teaching.	128	102	79.69	20	15.63	6	4.69	4.50	1.07
11. I want to contribute to the academic development of children.	128	100	78.13	22	17.19	6	4.69	4.47	1.08
12. I want to contribute to the social and personal development of the children.	129	102	79.07	20	15.50	7	5.43	4.47	1.11
43. I want to contribute to the improvement of the society.	129	97	75.19	28	21.71	4	3.10	4.44	1.03
14. I like working with children/youngsters.	123	90	73.17	25	20.33	8	6.50	4.33	1.19
13. I want to make a change in children's lives.	129	94	72.87	26	20.16	9	6.98	4.32	1.21
9. I want to set a good model to children.	126	90	71.43	23	18.25	13	10.32	4.22	1.34
38. Teaching is a creative profession.	128	90	70.31	24	18.75	14	10.94	4.19	1.36
7. I want to share my knowledge with others.	127	85	66.93	24	18.90	18	14.17	4.06	1.47
6. My abilities suit best to teaching.	125	83	66.40	23	18.40	19	15.20	4.02	1.49
21. I like being in the school environment.	128	78	60.94	35	27.34	15	11.72	3.98	1.40
18. My personality suits best to teaching.	127	83	65.35	21	16.54	23	18.11	3.94	1.57
36. Teaching is a challenging profession.	129	78	60.47	29	22.48	22	17.05	3.87	1.54
37. Teaching is a respected profession.	127	76	59.84	29	22.83	22	17.32	3.84	1.54
42. I want to change the society.	128	72	56.25	37	28.91	19	14.84	3.83	1.48
19. I am interested in the subject matter.	125	72	57.60	32	25.60	21	16.80	3.82	1.53
16. I have always wanted to be a teacher.	128	69	53.91	28	21.88	31	24.22	3.59	1.28

On the other hand, as seen in Table 4.41, from 47.97% to 85.60% of teachers in this group disagreed that they entered teaching because teachers had good salaries (*M* = 1.40, *SD* = 1.05, Disagree = 85.60%); teaching was a stepping stone to other careers (*M* = 1.47, *SD* = 1.10, Disagree = 82.95%); teaching gave them the chance to pursue other careers and earn additional money (*M* = 1.50, *SD* = 1.15, Disagree = 82.17%); they didn't know what else to do (*M* = 1.53, *SD* = 1.20, Disagree = 81.45%); teaching gave them the chance to get fringe benefits (*M* = 1.56, *SD* =1.17, Disagree = 79.07%); they could not get a job in another field (*M*= 1.70, *SD* = 1.34, Disagree = 75.78%); their friends were teachers (*M* = 1.73, *SD* = 1.42, Disagree = 76.56%); they

fell into teaching just by mistake (M = 1.96, SD = 1.56, Disagree = 69.60%); they had no other choice (M = 2.02, SD = 1.58, Disagree = 67.50%); teachers had reasonable work load (M = 2.06, SD = 1.51, Disagree = 62.50%); teaching was relatively less expensive to train for (M = 2.16, SD = 1.53, Disagree = 58.87%).

Table 4.41

Motives Not Attracting Graduates of Education Institutes & Higher Teacher Institutes

	n	Agree		NAND		Disagree		*M*	*SD*
		f	*%*	*f*	*%*	*f*	*%*		
31. Teachers have good salaries.	125	7	5.60	11	8.80	107	85.60	1.40	1.05
34. Teaching is a stepping stone to other careers.	129	8	6.20	14	10.85	107	82.95	1.47	1.10
33. Teaching gives me the chance to pursue other careers and earn additional money.	129	9	6.98	14	10.85	106	82.17	1.50	1.15
4. I didn't know what else to do.	124	10	7.50	13	10.48	101	81.45	1.53	1.20
25. Teaching gives me the chance to get fringe benefits.	129	9	6.98	18	13.95	102	79.07	1.56	1.17
3. I could not get a job in another field.	128	14	10.17	17	13.28	97	75.78	1.70	1.34
2. My friends are teachers.	128	17	13.28	13	10.16	98	76.56	1.73	1.42
8. I fell into teaching just by mistake.	125	22	17.60	16	12.80	87	69.60	1.96	1.56
5. I had no other choice.	120	22	17.05	17	14.17	81	67.50	2.02	1.58
30. Teachers have reasonable work load.	128	20	15.63	28	21.88	80	62.50	2.06	1.51
22. Teaching is relatively less expensive to train for.	124	21	16.94	30	24.19	73	58.87	2.16	1.53
26. Teachers have pleasant physical working environment.	129	23	17.83	38	29.46	68	52.71	2.30	1.53
24. Teachers have high quality resources and equipment.	124	25	20.16	33	26.61	66	53.23	2.34	1.59
32. Teachers have long holiday.	125	24	19.20	37	29.60	64	51.20	2.36	1.56
23. My teachers encouraged them to enter this profession.	126	29	23.02	35	27.78	62	49.21	2.48	1.62
17. I didn't feel comfortable in other fields.	123	33	24.95	31	25.20	59	47.97	2.58	1.68
28. Teachers have good opportunity to find a job.	129	37	28.68	29	22.48	63	48.84	2.60	1.72

They also disagreed that they entered teaching because teachers had pleasant physical working environment (M = 2.30, SD = 1.53, Disagree = 52.71%); teachers had high quality resources and equipment (M = 2.34, SD = 1.59, Disagree = 53.23%); teachers had long holidays (M = 2.36, SD = 1.56, Disagree = 51.20%); their

teachers encouraged them to enter this profession (M = 2.48, SD = 1.62, Disagree = 49.21%); they didn't feel comfortable in other fields (M = 2.58, SD = 1.68, Disagree = 47.97%); and teachers had good opportunity to find a job (M = 2.60, SD = 1.72, Disagree = 48.84%).

Lastly, from 26.56% to 37.50% of teachers in this group neither agreed not disagree that (Table 4.42) they entered teaching because they wanted to solve the problems in the education system (M = 3.37, SD = 1.54, NAND = 37.50%); teaching was the best choice among those readily available to them (M = 3.16, SD = 1.64, NAND = 32.80%); teachers had job guarantee (M = 3.16, SD = 1.71, NAND = 26.56%); teachers had good work hours (M = 2.78, SD = 1.70, NAND = 27.56%); teachers had standard income safety (M = 2.67, SD = 1.60, NAND = 34.13%); and teaching was a good job to combine with parenthood (M = 2.62, SD = 1.64, NAND = 29.69%).

Table 4.42

Motives on Which Graduates of Education Institutes & Higher Teacher Institutes neither Agree nor Disagree

	N	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
15. I want to solve the problems in the education system.	128	52	40.63	48	37.50	28	21.88	3.37	1.54
20. Teaching was the best choice among those readily available to me.	125	47	37.60	41	32.80	37	29.60	3.16	1.64
29. Teachers have job guarantee.	128	52	40.63	34	26.56	42	32.81	3.16	1.71
27. Teachers have good work hours.	127	39	30.71	35	27.56	53	41.73	2.78	1.70
40. Teachers have standard income safety.	126	31	24.60	43	34.13	52	41.27	2.67	1.60
35. Teaching is a good job to combine with parenthood.	128	33	25.78	38	29.69	57	44.53	2.62	1.64

For the graduates of education institutes and higher teacher institutes, the most attractive motives to enter teacher included a desire to contribute to the children's development and a liking for children. Moreover, they stated that they chose to pursue a career in teaching because of the opportunities they had and didn't have.

Of the three groups, graduates of education institutions and higher teacher institutes agreed that they entered teaching because they had always wanted to be a teacher,

but teachers in other groups were undecided about this motive. Furthermore, while faculties of education were undecided that they entered teaching because teachers had good opportunity to find a job and teachers had long holidays, teachers in other two groups disagreed on these motives. Lastly, graduates of faculties of education agreed that they entered teaching because teachers had job guarantee whereas the other two groups were undecided about this motive.

4.2.5 Graduate High School and Elementary School Teachers' Motives to Enter Teaching

The fifth sub-question in this study was looking for the motives that attracted teachers graduated from different high schools to teaching. There were three groups in this category; graduates of general high schools, graduated of Anatolian high schools which included schools like Anatolian teacher high schools and super high schools, and vocational high schools.

4.2.5.1 Graduates of General High Schools and Their Motives to Enter Teaching

The largest group in this study consisted of general high school graduates ($n = 587$). From 49.74% to 82.10% of them agreed that they entered teaching because they liked children ($M = 4.54$, $SD = 1.06$, Agree = 82.10%); they wanted to contribute to the social and personal development of the children ($M = 4.42$, $SD = 1.18$, Agree = 78.02%); they liked teaching ($M = 4.39$, $SD = 1.20$, Agree = 76.84%); they wanted to contribute to the academic development of the children ($M = 4.36$, $SD = 1.23$, Agree = 75.81%); they liked working with children/youngsters ($M = 4.31$, $SD = 1.29$, Agree = 74.87%); they wanted to make a change in children's lives ($M = 4.28$, $SD = 1.26$, Agree = 72.31%); they wanted to contribute to the improvement of the society ($M = 4.10$, $SD = 1.39$, Agree = 66.55%); they wanted to share their knowledge with others ($M = 4.05$, $SD = 1.47$, Agree = 67.13%); they wanted to set a good model to children ($M = 3.99$, $SD = 1.44$, Agree = 63.15%); teaching was a creative profession ($M = 3.95$, $SD = 1.49$, Agree = 62.74%); their abilities suited best to teaching ($M = 3.89$, $SD = 1.55$, Agree = 61.96%); they liked being in the school environment ($M = 3.79$,

SD = 1.54, Agree = 57.36%); they were interested in the subject matter (*M* = 3.72, *SD* = 1.61, Agree = 56.99%); they wanted to change the society (*M* = 3.61, *SD* = 1.55, Agree = 49.74%); teaching was a challenging profession (*M* = 3.59, *SD* = 1.63, Agree = 52.40%); their personalities suited best to teaching (*M* = 3.48, *SD* = 1.67, Agree = 53.61%); and teaching was a respected profession (*M* = 3.48, *SD* = 1.68, Agree = 50.26%). Table 4.43 below gives a summary of the motives attracting general high school graduates to teaching.

Table 4.43

Motives Attracting Graduates of General High Schools to Teaching

	n	Agree		NAND		Disagree		*M*	*SD*
		f	*%*	*f*	*%*	*f*	*%*		
10. I like children.	581	477	82.10	74	12.74	30	5.16	4.54	1.06
12. I want to contribute to the social and personal development of the children.	587	458	78.02	88	14.99	41	6.98	4.42	1.18
41. I like teaching.	583	448	76.84	92	15.78	43	7.38	4.39	1.20
11. I want to contribute to the academic development of the children.	587	445	75.81	95	16.18	47	8.01	4.36	1.23
14. I like working with children/youngsters.	577	432	74.87	91	15.77	54	9.36	4.31	1.29
13. I want to make a change in children's lives.	585	423	72.31	114	19.49	48	8.21	4.28	1.26
43. I want to contribute to the improvement of the society.	586	390	66.55	128	21.84	68	11.60	4.10	1.39
7. I want to share my knowledge with others.	581	390	67.13	107	18.42	84	14.46	4.05	1.47
9. I want to set a good model to children.	578	365	63.15	135	23.36	78	13.49	3.99	1.44
38. Teaching is a creative profession.	585	367	62.74	129	22.05	89	15.21	3.95	1.49
6. My abilities suit best to teaching.	581	360	61.96	119	20.48	102	17.56	3.89	1.55
21. I like being in the school environment.	584	335	57.36	146	25.00	103	17.64	3.79	1.54
19. I am interested in the subject matter.	579	330	56.99	128	22.11	121	20.90	3.72	1.61
42. I want to change the society.	581	289	49.74	180	30.98	112	19.28	3.61	1.55
36. Teaching is a challenging profession.	584	306	52.40	145	24.83	133	22.77	3.59	1.63
18. My personality suits best to teaching.	582	312	53.61	128	21.99	142	24.40	3.48	1.67
37. Teaching is a respected profession.	583	293	50.26	137	23.50	153	26.24	3.48	1.68

There were also certain items, on which graduates of general high schools disagreed. From 49.23% to 84.08% of them disagreed that they entered teaching because teaching gave them the chance to get fringe benefits (M = 1.42, SD = 1.04, Disagree = 84.08%); teachers had good salaries (M = 1.49, SD =1.04, Disagree = 81.76%); they didn't know what else to do (M = 1.49, SD = 1.14, Disagree = 82.78%); teaching was a stepping stone to other careers (M = 1.54, SD = 1.17, Disagree = 80.41%); their friends were teachers (M = 1.59, SD = 1.22, Disagree = 78.93%); teaching was relatively less expensive to train for (M = 1.67, SD = 1.26, Disagree = 75.39%); teaching gave them the chance to pursue other jobs and earn additional money (M = 1.70, SD = 1.30, Disagree = 74.70%). Table 4.44

Table 4.44

Motives Not Attracting Graduates of General High Schools to Teaching

	n	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
25. Teaching gives me the chance to get fringe benefits.	584	30	5.14	63	10.79	491	84.08	1.42	1.04
31. Teachers have good salaries.	581	27	4.65	79	13.60	475	81.76	1.49	1.04
34. Teaching is a stepping stone to other careers.	582	42	7.22	72	12.37	468	80.41	1.54	1.17
4. I didn't know what else to do.	575	41	6.63	58	10.09	476	82.78	1.49	1.14
2. My friends are teacher.	579	48	8.29	74	12.78	457	78.93	1.59	1.22
22. Teaching is relatively less expensive to train for.	577	50	8.67	92	15.94	435	75.39	1.67	1.26
33. Teaching gives me the chance to pursue other jobs and earn additional money.	581	57	9.81	90	15.49	434	74.70	1.70	1.30
5. I had no other choice.	549	79	13.38	84	15.30	386	70.31	1.88	1.46
3. I could not get a job in another field.	582	98	15.66	98	16.84	386	66.32	2.01	1.53
8. I fell into teaching just by mistake.	572	107	18.71	79	13.81	386	67.48	2.02	1.58
24. Teachers have high quality resources and equipment.	580	94	16.21	153	26.38	333	57.41	2.18	1.51
26. Teachers have pleasant physical working environment.	581	107	18.42	140	24.10	334	57.49	2.22	1.56
17. I didn't feel comfortable in other fields.	566	123	20.21	112	19.79	331	58.48	2.27	1.64
23. My teachers encouraged me to enter this profession.	582	130	22.34	124	21.31	328	56.36	2.32	1.64
30. Teachers have reasonable work load.	585	119	20.34	156	26.67	310	52.99	2.35	1.59
28. Teachers have good opportunity to find a job.	585	155	26.50	142	24.27	288	49.23	2.55	1.68

Moreover, teachers in this group disagreed that they chose to pursue a career in teaching because they had no other choice (M = 1.88, SD = 1.46, Disagree = 70.31%); they could not get a job in another field (M = 2.01, SD = 1.53, Disagree = 66.32%); they fell into teaching just by mistake (M = 2.02, SD = 1.58, Disagree = 67.48%); teachers had high quality resources and equipment (M = 2.18, SD = 1.51, Disagree = 57.41%); teachers had pleasant physical working environment (M = 2.22, SD = 1.56, Disagree = 57.49%); they didn't feel comfortable in other fields (M = 2.27, SD = 1.64, Disagree = 58.48%); their teachers encouraged them to enter this profession (M = 2.32, SD =1.64, Disagree = 56.36%); teachers had reasonable work load (M = 2.35, SD = 1.59, Disagree = 52.99%); and teachers had good opportunity to find a job (M = 2.55, SD = 1.68, Disagree = 49.23%).

Table 4.45

Motives on Which Graduates of General High Schools neither Agree nor Disagree

	n	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
29. Teachers have job guarantee.	586	265	45.22	169	28.84	152	25.94	3.39	1.64
20. Teaching was the best choice among those readily available to me.	580	244	42.07	154	26.55	182	31.38	3.21	1.70
16. I have always wanted to be a teacher.	579	236	40.76	146	25.22	197	34.02	3.13	1.73
15. I want to solve the problems in the education system.	581	215	37.01	179	30.81	187	32.19	3.10	1.66
27. Teachers have good work hours.	585	215	36.75	175	29.91	195	33.33	3.07	1.67
35. Teaching is a good job to combine with parenthood.	580	172	29.66	191	32.93	217	37.41	2.84	1.63
40. Teachers have standard income safety.	576	166	28.82	171	29.69	239	41.49	2.75	1.66
32. Teachers have long holidays.	574	144	25.09	183	31.88	247	43.03	2.64	1.61

Lastly, as illustrated in Table 4.45, from 25.22% to 32.93% of graduates of general high schools neither agreed nor disagreed that they entered teaching because teachers had job guarantee (M = 3.39, SD = 1.64, NAND = 28.84%); teaching was the best choice among those readily available to them (M = 3.21, SD = 1.70, NAND = 26.55%); they had always wanted to be a teacher (M = 3.13, SD = 1.73, NAND = 25.22%); they wanted to solve the problems in the education system (M = 3.10, SD = 1.66, NAND = 30.81%); teachers had good work hours (M = 3.07, SD = 1.67,

NAND = 29.91%); teaching was a good job to combine with parenthood (*M* = 2.84, *SD* = 1.63, NAND = 32.93%); teachers had standard income safety (*M* = 2.75, *SD* = 1.66, NAND = 29.69%); and teachers had long holidays (*M* = 2.64, *SD* = 1.61, NAND = 31.88%).

To conclude, graduates of general high schools mostly agreed on intrinsic and altruistic reasons but disagreed on mostly extrinsic and miscellaneous reasons. As in the previous groups, graduates of general high school agreed that they entered teaching for a desire to work with children and a personal aptitude, but this agreed that they entered teaching for financial concerns.

4.2.5.2 Graduates of Anatolian High Schools and Their Motives to Enter Teaching

This group consisted of 165 elementary school teachers who mostly consisted of Anatolian high school and Anatolian teacher high school graduates. From 49.07% to 84.15% of them agreed that they entered teaching because they liked children, (*M* =4.57, *SD* = 1.02, Agree = 82.72%); they wanted to contribute to the social and personal development of the children (*M* = 4.54, *SD* = 1.10, Agree = 82.93%); they wanted to contribute to the academic development of the children (*M* = 4.52, *SD* = 1.17, Agree = 84.15%); they liked teaching (*M* = 4.48, *SD* = 1.19, Agree = 81.82%); they wanted to make a change in children's lives (*M* 4.35, *SD* = 1.23, Agree = 75.15%); they wanted to contribute to the improvement of the society (*M* = 4.32, *SD* = 1.24, Agree = 73.94%); they liked working with children/youngsters (*M* = 4.24, *SD* = 1.36, Agree = 73.29%); they wanted to share their knowledge with others (*M* = 4.23, *SD* = 1.36, Agree = 72.39%); they wanted to set a good model to children (*M* = 4.15, *SD* = 1.39, Agree = 68.90%); their abilities suited best to teaching (*M* = 4.11, *SD* = 1.46, Agree = 69.51%); they were interested in the subject matter (*M* = 4.04, *SD* = 1.51, Agree = 67.68%); teaching was a creative profession (*M* = 4.01, *SD* = 1.52 , Agree = 66.67%); they personalities suited best to teaching (*M* = 3.88, *SD* = 1.57, Agree = 62.42%); they liked being in the school environment (*M* = 3.77, *SD* = 1.56, Agree = 56.71%); they wanted to change the society (*M* = 3.68, *SD* = 1.55, Agree = 52.73%); teaching was a respected profession (*M* = 3.67, *SD* = 1.61, Agree

= 54.66%); teaching was a challenging profession (*M* = 3.65, *SD* =1.59, Agree = 53.09%);; and they had always wanted to be a teacher (*M* = 3.41, *SD* = 1.72, Agree = 49.07%). Table 4.46

Table 4.46

Motives Attracting Graduates of Anatolian High Schools to Teaching

	N	Agree		NAND		Disagree		*M*	*SD*
		f	*%*	*f*	*%*	*f*	*%*		
10. I like children.	162	134	82.72	21	12.96	7	4.32	4.57	1.02
12. I want to contribute to the social and personal development of the children.	164	136	82.93	18	10.98	10	6.10	4.54	1.10
11. I want to contribute to the academic development of the children.	164	138	84.15	13	7.93	13	7.93	4.52	1.17
41. I like teaching.	165	135	81.82	17	10.30	13	7.88	4.48	1.19
13. I want to make a change in children's lives.	165	124	75.15	28	16.97	13	7.88	4.35	1.23
43. I want to contribute to the improvement of the society.	165	122	73.94	30	18.18	13	7.88	4.32	1.24
14. I like working with children/youngsters.	161	118	73.29	25	15.53	18	11.18	4.24	1.36
7. I want to share their knowledge with others.	163	118	72.39	27	16.56	18	11.04	4.23	1.36
9. I want to set a good model to children.	164	113	68.90	32	19.51	19	11.59	4.15	1.39
6. My abilities suit best to teaching.	164	114	69.51	27	16.46	23	14.02	4.11	1.46
19. I am interested in the subject matter.	164	111	67.68	27	16.46	26	15.85	4.04	1.51
38. Teaching is a creative profession.	162	108	66.67	28	17.28	26	16.05	4.01	1.52
18. My personality suits best to teaching.	165	103	62.42	32	19.39	30	18.18	3.88	1.57
21. I like being in the school environment.	164	93	56.71	41	25.00	30	18.29	3.77	1.56
42. I want to change the society.	165	87	52.73	47	28.48	31	18.79	3.68	1.55
37. Teaching is a respected profession.	161	88	54.66	39	24.22	34	21.12	3.67	1.61
36. Teaching is a challenging profession.	162	86	53.09	43	26.54	33	20.37	3.65	1.59
16. I have always wanted to be a teacher.	161	79	49.07	36	22.36	46	28.57	3.41	1.72

The data analyses also revealed some motives on which graduated of Anatolian high schools disagreed (Table 4.47). From 46.58% to 83.64% of them disagreed that they entered teaching because teachers had good salaries (*M* = 1.43, *SD* = .99, Disagree = 82.32%); they didn't know what else to do (*M* = 1.46, *SD* = 1.12, Disagree = 83.64%); teaching gave them the chance to get fringe benefits (*M* = 1.50, *SD* = 1.16,

Disagree = 82.42%); teaching is a stepping stone to other careers (M = 1.67, SD = 1.37, Disagree = 78.66%); teaching gave them the chance to pursue other careers and earn additional money (M = 1.69, SD = 1.32, Disagree = 75.76%); they could not get a job in another field (M =1.69, SD = 1.37, Disagree = 77.58%); they fell into teaching just by mistake (M = 1.73, SD = 1.43, Disagree = 77.50%); teaching was relatively less expensive to train for (M = 1.80, SD = 1.40, Disagree = 71.95%); their friends were teachers (M =1.81, SD = 1.47, Disagree = 74.23%); they had no other choice (M = 1.84, SD = 1.50, Disagree = 73.68%); teachers had reasonable work load (M = 2.21, SD =1.56, Disagree = 57.58%).

Table 4.47

Motives Not Attracting Graduates of Anatolian High Schools to Teaching

	n	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
31. Teachers have good salaries.	164	6	3.66	23	14.02	135	82.32	1.43	.99
4. I didn't know what else to do.	165	11	6.20	16	9.70	138	83.64	1.46	1.12
25. Teaching gives me the chance to get fringe benefits.	165	12	7.27	17	10.30	136	82.42	1.50	1.16
34. Teaching is a stepping stone to other careers.	164	20	12.20	15	9.15	129	78.66	1.67	1.37
33. Teaching gives me the chance to pursue other careers and earn additional money.	165	17	10.30	23	13.94	125	75.76	1.69	1.32
3. I could not get a job in another field.	165	20	11.27	17	10.30	128	77.58	1.69	1.37
8. I fell into teaching just by mistake.	160	22	13.75	14	8.75	124	77.50	1.73	1.43
22. Teaching is relatively less expensive to train for.	164	20	12.20	26	15.85	118	71.95	1.80	1.40
2. My friends are teachers.	163	24	14.72	18	11.04	121	74.23	1.81	1.47
5. I had no other choice.	152	24	14.68	16	10.53	112	73.68	1.84	1.50
30. Teachers have reasonable work load.	165	30	18.18	40	24.24	95	57.58	2.21	1.56
17. I didn't feel comfortable in other fields.	155	34	20.40	39	25.16	82	52.90	2.38	1.62
26. Teachers have pleasant physical working environment.	162	36	22.22	43	26.54	83	51.23	2.42	1.62
24. Teachers have high quality resources and equipment.	162	36	22.22	46	28.40	80	49.38	2.46	1.61
28. Teachers have good opportunity to find a job.	165	44	26.67	37	22.42	84	50.91	2.52	1.70
32. Teachers have long holidays.	161	40	24.84	46	28.57	75	46.58	2.57	1.64

Moreover, teachers in this group disagreed that they decided on a career in teaching because they didn't feel comfortable in other fields ($M = 2.39$, $SD = 1.66$, Disagree = 52.90%); teachers had pleasant physical working environment ($M = 2.42$, $SD = 1.62$, Disagree = 51.23%); teachers had high quality resources and equipment ($M = 2.46$, $SD = 1.61$, Disagree = 49.38%); teachers had good opportunity to find a job ($M = 2.52$, $SD = 1.70$, Disagree = 50.91%); and teachers had long holidays ($M = 2.57$, $SD = 1.64$, Disagree = 46.58%).

Lastly, from 22.36% to 32.12% of teachers in this group neither agreed nor disagreed that they entered teaching because they wanted to solve the problems in the education system ($M = 3.20$, $SD = 1.67$, NAND = 30.06%); teacher had job guarantee ($M = 3.13$, $SD = 1.74$, NAND = 24.24%); teachers had good work hours ($M = 3.11$, $SD = 1.67$, NAND = 30.67%); their teachers encouraged them to enter this profession ($M = 2.99$, $SD = 1.75$, NAND = 24.38%); teaching was a good job to combine with parenthood ($M = 2.99$, $SD = 1.77$, NAND = 22.36%); teaching was the best choice among those readily available to them ($M = 2.91$, $SD = 1.68$, NAND = 29.88%); and teachers had standard income safety ($M = 2.78$, $SD = 1.64$, NAND = 32.12%). Table 4.48

Table 4.48

Motives on Which Graduates of Anatolian High Schools neither Agree nor Disagree

	N	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
15. I want to solve the problems in the education system.	163	65	39.88	49	30.06	49	30.06	3.20	1.67
29. Teachers have job guarantee.	165	68	41.21	40	24.24	57	34.55	3.13	1.74
27. Teachers have good work hours.	163	61	37.42	50	30.67	52	31.90	3.11	1.67
23. My teachers encouraged me to enter this profession.	160	60	37.50	39	24.38	61	38.13	2.99	1.75
35. Teaching is a good job to combine with parenthood.	161	62	38.51	36	22.36	63	39.13	2.99	1.77
20. Teaching was the best choice among those readily available to me.	164	54	32.93	49	29.88	61	37.20	2.91	1.68
40. Teachers have standard income safety.	165	47	28.48	53	32.12	65	39.39	2.78	1.64

To sum up, graduates of Anatolian high schools mostly agreed on intrinsic and altruistic motives. On the other hand, they disagreed mostly on extrinsic motives, and the motives related the financial advantages of the teaching profession got the lowest mean scores. "Not knowing what else to do" was also among the motives with the lowest mean scores.

4.2.5.3 Graduates of Vocational High Schools and Their Motives to Enter Teaching

There were 146 elementary school teachers who graduated from vocational high schools in this study. From 50.34% to 80.69% of teachers in this group agreed that they entered teaching because they liked children ($M = 4.50$, $SD = 1.09$, Agree = 80.69%); they wanted to contribute to the academic development of the children ($M = 4.50$, $SD = 1.10$, Agree = 80.56%); they wanted to contribute to the social and personal development of the children ($M = 4.47$, $SD = 1.08$, Agree = 78.08%); they liked teaching ($M = 4.47$, $SD = 1.11$, Agree = 78.77%); they wanted to make a change in children's lives ($M = 4.43$, $SD = 1.13$, Agree = 77.08%); they liked working with children/youngsters ($M = 4.42$, $SD = 1.18$, Agree = 77.93%); they wanted to set a good model to children ($M = 4.27$, $SD = 1.35$, Agree = 74.48%); they wanted to contribute to the improvement of the society ($M = 4.22$, $SD = 1.30$, Agree = 69.86%); they wanted to share their knowledge with others ($M = 4.19$, $SD = 1.42$, Agree = 72.41%); their abilities suited best to teaching ($M = 4.12$, $SD = 1.49$, Agree = 71.33%); teaching was a creative profession ($M = 3.97$, $SD = 1.51$, Agree = 64.14%); they liked being in the school environment ($M = 3.84$, $SD = 1.57$, Agree = 60.27%); their personalities suited best to teaching ($M = 3.75$, $SD = 1.58$, Agree = 56.94%); they wanted to change the society ($M = 3.69$, $SD = 1.57$, Agree = 53.79%); teaching was a respected profession ($M = 3.68$, $SD = 1.57$, Agree = 53.10%); they were interested in the subject matter ($M = 3.58$, $SD = 1.66$, Agree = 52.82%); and teaching was a challenging profession ($M = 3.51$, $SD = 1.66$, Agree = 50.34%). Table 4.49 gives a brief summary of the motives attracting graduates of vocational high schools to teaching.

Table 4.49

Motives Attracting Graduates of Vocational High Schools to Teaching

	N	Agree		NAND		Disagree		M	SD
		f	*%*	*f*	*%*	*f*	*%*		
10. I like children.	145	117	80.69	20	13.79	8	5.52	4.50	1.09
11. I want to contribute to the academic development of the children.	144	116	80.56	20	13.89	8	5.56	4.50	1.10
12. I want to contribute to the social and personal development of the children.	146	114	78.08	25	17.12	7	4.79	4.47	1.08
41. I like teaching.	146	115	78.77	23	15.75	8	5.48	4.47	1.11
13. I want to make a change in children's lives.	144	111	77.08	25	17.36	8	5.56	4.43	1.13
14. I like working with children/youngsters.	145	113	77.93	22	15.17	10	6.90	4.42	1.18
9. I want to set a good model to children.	145	108	74.48	21	14.48	16	11.03	4.27	1.35
43. I want to contribute to the improvement of the society.	146	102	69.86	31	21.23	13	8.90	4.22	1.30
7. I want to share my knowledge with others.	145	105	72.41	21	14.48	19	13.10	4.19	1.42
6. My abilities suit best to teaching.	143	102	71.33	19	13.29	22	15.38	4.12	1.49
38. Teaching is a creative profession.	145	93	64.14	29	20.00	23	15.86	3.97	1.51
21. I like being in the school environment.	146	88	60.27	31	21.23	27	18.49	3.84	1.57
18. My personality suits best to teaching.	144	82	56.94	34	23.61	28	19.44	3.75	1.58
42. I want to change the society.	145	78	53.79	39	26.90	28	19.31	3.69	1.57
37. Teaching is a respected profession.	145	77	53.10	40	27.59	28	19.31	3.68	1.57
19. I am interested in the subject matter.	142	75	52.82	33	23.24	34	23.94	3.58	1.66
36. Teaching is a challenging profession.	145	73	50.34	36	24.83	36	24.83	3.51	1.66

On the other hand, from 45.52% to 85.42% of teachers in this group disagreed that they entered teaching because teaching gave them the chance to get fringe benefits ($M = 1.39$, $SD = 1.01$, Disagree = 85.42%); they didn't know what else to do ($M = 1.48$, $SD = 1.16$, Disagree = 83.92%); teachers had good salaries ($M = 1.49$, $SD = 1.14$, Disagree = 82.52%); teaching was a stepping stone to other careers ($M = 1.50$, $SD = 1.17$, Disagree = 82.64%); they could not get a job in another field ($M = 1.68$, $SD = 1.32$, Disagree = 76.55%); teaching was relatively less to train for ($M = 1.71$, $SD = 1.31$, Disagree = 74.13%); teaching gave them the chance to pursue other careers and earn additional money ($M = 1.73$, $SD = 1.37$, Disagree = 75.17%); their friends were teachers ($M = 1.78$, $SD = 1.38$, Disagree = 72.92%); they fell into

teaching just by mistake (M = 1.85, SD = 1.45, Disagree = 71.33%); they had no other choice (M = 1.88, SD = 1.48, Disagree = 70.92%); teachers had high quality resources and equipment (M = 2.01, SD = 1.49, Disagree = 64.38%); teachers had pleasant physical working environment (M = 2.26, SD = 1.53, Disagree = 54.17%).

Table 4.50

Motives Not Attracting Graduates of Vocational High Schools to Teaching

	n	Agree		NAND		Disagree		*M*	*SD*
		f	*%*	*f*	*%*	*f*	*%*		
25. Teaching gives me the chance to get fringe benefits.	144	7	4.86	14	9.72	123	85.42	1.39	1.01
4. I didn't know what else to do.	143	11	7.15	12	8.39	120	83.92	1.48	1.16
31. Teachers have good salaries.	143	10	6.99	15	10.49	118	82.52	1.49	1.14
34. Teaching is a stepping stone to other careers.	144	11	7.64	14	9.72	119	82.64	1.50	1.17
3. I could not get a job in another field.	145	15	9.62	19	13.10	111	76.55	1.68	1.32
22. Teaching is relatively less to train for.	143	14	9.79	23	16.08	106	74.13	1.71	1.31
33. Teaching gives me the chance to pursue other careers and earn additional money.	145	17	11.72	19	13.10	109	75.17	1.73	1.37
2. My friends are teachers.	144	17	11.81	22	15.28	105	72.92	1.78	1.38
8. I fell into teaching just by mistake.	143	20	13.99	21	14.69	102	71.33	1.85	1.45
5. I had no other choice.	141	21	13.85	20	14.18	100	70.92	1.88	1.48
24. Teachers have high quality resources and equipment.	146	22	15.07	30	20.55	94	64.38	2.01	1.49
26. Teachers have pleasant physical working environment.	144	25	17.36	41	28.47	78	54.17	2.26	1.53
21. My teachers encouraged me to enter this profession.	141	32	22.70	32	22.70	77	54.61	2.36	1.64
17. I didn't feel comfortable in other fields.	141	33	21.77	32	22.70	76	53.90	2.39	1.66
40. Teachers have standard income safety.	143	25	17.48	50	34.97	68	47.55	2.40	1.50
30. Teachers have reasonable work load.	146	35	23.97	38	26.03	73	50.00	2.48	1.65
28. Teachers have good opportunity to find a job.	145	32	22.07	47	32.41	66	45.52	2.53	1.58

Moreover, they disagreed that they entered teaching because their teachers encouraged them to enter this profession (M = 2.36, SD = 1.64, Disagree = 54.61%); they didn't feel comfortable in other fields (M = 2.39, SD = 1.66, Disagree = 53.90%); teachers had standard income safety (M = 2.40, SD = 1.50, Disagree =

47.55%); teachers had reasonable work load (M = 2.48, SD = 1.65, Disagree = 50.00%); and teachers had good opportunity to find a job (M = 2.53, SD = 1.58, Disagree = 45.52%). Table 4.50 summarizes of the motives attracting graduates of vocational high schools to teaching briefly.

Lastly, there were some motives about which from 23.97% to 34.03% of graduates of vocational high school neither agreed nor disagreed (Table 4.51). Teachers in this group neither agreed nor disagreed that they entered teaching because teaching was the best choice among those readily available to them (M = 3.31, SD = 1.13, NAND = 31.47%); they had always wanted to a teacher (M = 3.28, SD = 1.70, NAND = 26.39%); they wanted to solve the problems in the education system (M = 2.26, SD = 1.66, NAND = 29.86%); teaching was a good profession to combine with parenthood (M = 3.18, SD = 1.74, NAND = 23.97%); teachers had job guarantee (M = 3.15, SD = 1.74, NAND = 23.97%); teachers had good work hours (M = 3.12, SD = 1.63, NAND = 33.56%); and teachers had long holidays (M = 2.68, SD = 1.60, NAND = 34.03%).

Table 4.51

Motives on Which Graduates of Vocational High Schools neither Agree nor Disagree

	N	Agree		NAND		Disagree		M	SD
		f	*%*	*f*	*%*	*f*	*%*		
20. Teaching was the best choice among those readily available to me.	143	60	41.96	45	31.47	38	26.57	3.31	1.13
16. I have always wanted to be a teacher.	144	63	43.75	38	26.39	43	29.86	3.28	1.70
15. I want to solve the problems in the education system.	144	60	41.67	43	29.86	41	28.47	3.26	1.66
35. Teaching is a good profession to combine with parenthood.	146	62	42.47	35	23.97	49	33.56	3.18	1.74
29. Teachers have job guarantee.	146	61	41.78	35	23.97	50	34.25	3.15	1.74
27. Teachers have good work hours.	146	53	36.30	49	33.56	44	30.14	3.12	1.63
32. Teachers have long holidays.	144	36	25.00	49	34.03	59	40.97	2.68	1.60

To sum up, graduates of vocational high schools were mostly attracted by intrinsic and altruistic motives and not attracted by most of the extrinsic motives. Besides the financial advantages of teaching, teachers in this group disagreed that they entered teaching because of not having any other choice or not knowing what else to do. This

shows that teachers had opportunities in their lives other than teaching, but they still preferred teaching.

When different types of high schools are compared, it is seen that Anatolian high school graduates neither agreed nor disagreed that they entered teaching because their teachers encouraged them to enter this profession, but graduates of general high schools and vocational high schools disagreed on this motive. On the other hand, while graduates of vocational disagreed that they entered teaching because teachers had financial safety, others were undecided.

4.2.6 Elementary School Teachers' Motives to Enter Teaching and the Presence or Absence of Other Teachers in Their Families

The last sub-question in this study was looking for the motives attracting teachers who had other teachers in their immediate families and who didn't have other teachers in their families to teaching.

4.2.6.1 Teachers Having Other Teachers in Their Families and Motives to Enter Teaching

345 Elementary school teachers in this study had other teachers in their immediate families. As seen in Table 4.52, from 50.72% to 78.13% of teachers in this group agreed that they entered teaching because they liked children (M =4.46, SD =1.14, Agree = 79.47%); they wanted to contribute to the social and personal development of the children (M =4.43, SD = 1.15, Agree = 77.91%); they liked teaching *(M =* 4.43, SD = 1.21, Agree = 79.71%); they wanted to contribute to the academic development of the children (M = 4.41, SD = 1.21, Agree = 78.13%); they liked working with children/youngsters (M =4.29, SD = 1.28, Agree = 73.21%); they wanted to make a change in children's lives (M = 4.28, SD = 1.25, Agree = 71.59%).; they wanted to contribute to the improvement of the society (M = 4.21, SD = 1.31, Agree = 69.86%); they wanted to set a good model to children (M = 4.07, SD = 1.45, Agree = 67.16%). Table 4.52

Table 4.52

Motives Attracting Teachers Who have Other Teachers in Their Families to Teaching

	N	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
10. I like children.	341	271	79.47	48	14.08	22	6.45	4.46	1.14
12. I want to contribute to the social and personal development of the children.	344	268	77.91	54	15.70	22	6.40	4.43	1.15
41. I like teaching.	345	275	79.71	42	12.17	28	8.12	4.43	1.21
11. I want to contribute to the academic development of the children.	343	268	78.13	48	13.99	27	7.87	4.41	1.21
14. I like working with children/youngster.	336	246	73.21	60	17.86	30	8.93	4.29	1.28
13. I want to make a change in children's lives.	345	247	71.59	71	20.58	27	7.83	4.28	1.25
43. I want to contribute to the improvement of the society.	345	241	69.86	72	20.87	32	9.28	4.21	1.31
9. I want to set a good model to children.	341	229	67.16	65	19.06	47	13.78	4.07	1.45
7. I want to share my knowledge with others.	341	230	67.45	63	18.48	48	14.08	4.07	1.45
38. Teaching is a creative profession.	341	224	65.69	68	19.94	49	14.37	4.03	1.47
6. My abilities suit best to teaching.	343	227	66.18	59	17.20	57	16.62	3.99	1.53
19. I am interested in the subject matter.	340	212	62.35	60	17.65	68	20.00	3.85	1.61
21. I like being in the school environment.	344	205	59.59	79	22.97	60	17.44	3.84	1.54
18. My personality suits best to teaching.	343	206	60.06	65	18.95	72	20.99	3.78	1.63
36. Teaching is a challenging profession.	342	191	55.85	88	25.73	63	18.42	3.75	1.56
37. Teaching id a respected profession.	340	190	55.88	88	25.88	62	18.24	3.75	1.55
42. I want to change the society.	345	175	50.72	103	29.86	67	19.42	3.63	1.56

They also agreed that they entered teaching because they wanted to share their knowledge with others (*M* = 4.07, *SD* = 1.45, Agree = 67.45%); teaching was a creative profession (*M* = 4.03, *SD* = 1.47, Agree = 65.69%); their abilities suited best to teaching (*M* = 3.99, *SD* = 1.53, Agree = 66.18%); they were interested in the subject matter (*M* = 3.85, *SD* = 1.61, Agree = 62.35%); they liked being in the school environment (*M* = 3.84, *SD* = 1.54, Agree = 59.59%); their personalities suited best to teaching (*M* = 3.78, *SD* = 1.63, Agree = 60.06%); teaching was a challenging profession (*M* = 3.75, *SD* = 1.56, Agree = 55.85%); teaching was a respected

profession (*M* = 3.75, *SD* = 1.55, Agree = 55.88%); and they wanted to change the society (*M* = 3.63, *SD* = 1.56, Agree = 50.72%).

On the other hand, from 48.12% to 82.85% of elementary school teachers who had other teachers in their families disagreed that they entered teaching because teaching gave them the chance to get fringe benefits *(M* = 1.46, *SD* = 1.09, Disagree = 82.85%); teachers had good salaries (*M* = 1.49, *SD* = 1.07, Disagree = 80.29%); they didn't know what else to do (*M* = 1.54, *SD* = 1.19, Disagree = 80.77%); teaching was a stepping stone to other careers (*M* = 1.56, *SD* = 1.81, Disagree = 79.53%); teaching was relatively less expensive to train for (*M* = 1.70, *SD* = 1.31, Disagree = 75.22%); teaching gave them the chance to pursue other careers and earn additional money (*M* = 1.76, *SD* = 1.38, Disagree = 73.98%); their friends were teachers (*M* = 1.81, *SD* = 1.43, Disagree = 72.65%); they could not get job in another field (M = 1.90, SD = 1.49, Disagree = 69.97%); they had no other choice (M = 1.91, SD = 1.51, Disagree = 70.55%); they fell into teaching just by mistake *(M*= 1.93, *SD* = 1.52, Disagree = 69.73%); their fathers/mothers were teachers (*M* = 2.15, *SD* = 1.66, Disagree = 64.91%); teachers had high quality resources and equipment (*M* = 2.19, *SD* = 1.51, Disagree = 56.80%); teaching was a tradition in their families (*M* = 2.27, *SD* = 1.65, Disagree = 58.94%); teachers had pleasant physical working environment (*M* = 2.33, *SD* = 1.58, Disagree = 53.67%); teachers had reasonable work load (*M* = 2.34, *SD* = 1.56, Disagree = 52.46%); they didn't feel comfortable in other fields (M = 2.36, SD = 1.65, Disagree = 54.85%); their teachers encouraged them to enter this profession (*M* = 2.49, *SD*= 1.67, Disagree = 50.89%); and teachers had good opportunity to find a job (*M* = 2.58, *SD* = 1.69, Disagree = 48.12%). See Table 4.53 for the motives on which teachers in this group disagreed.

Table 4.53

Motives Not Attracting Teachers Who Have Other Teachers in Their Families to Teaching

	n	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
25. Teaching gives me the chance to get fringe benefits.	344	20	5.81	39	11.34	285	82.85	1.46	1.09
31. Teachers have good salaries.	340	17	5.00	50	14.71	273	80.29	1.49	1.07
4. I didn't know what else to do.	338	26	7.15	39	11.54	273	80.77	1.54	1.19
34. Teaching is a stepping stone to other careers.	342	25	7.31	45	13.16	272	79.53	1.56	1.81
22. Teaching is relatively less expensive to train for.	339	34	10.03	50	14.75	255	75.22	1.70	1.31
33. Teaching gives me the chance to pursue other careers and earn additional money.	342	41	11.99	48	14.04	253	73.98	1.76	1.38
2. My friends are teachers.	340	45	13.24	48	14.12	247	72.65	1.81	1.43
3. I could not get a job in another field.	343	52	14.10	51	14.87	240	69.97	1.90	1.49
5. I had no other choice.	326	52	14.83	44	13.50	230	70.55	1.91	1.51
8. I fell into teaching just by mistake.	337	55	16.32	47	13.95	235	69.73	1.93	1.52
1. My father/mother is a teacher.	342	76	22.22	44	12.87	222	64.91	2.15	1.66
24. Teachers have high quality resources and equipment.	338	55	16.27	91	26.92	192	56.80	2.19	1.51
39. Teaching is a tradition in my family.	341	76	22.29	64	18.77	201	58.94	2.27	1.65
26. Teachers have pleasant physical working environment.	341	68	19.94	90	26.39	183	53.67	2.33	1.58
30. Teachers have reasonable work load.	345	67	19.42	97	28.12	181	52.46	2.34	1.56
17. I didn't feel comfortable in other fields.	330	76	21.42	73	22.12	181	54.85	2.36	1.65
23. My teachers encouraged me to enter this profession.	338	86	25.44	80	23.67	172	50.89	2.49	1.67
28. Teachers have good opportunity to find a job.	345	94	27.25	85	24.64	166	48.12	2.58	1.69

Lastly, from 21.64% to 33.04% of elementary school teachers who had other teachers in their families neither agreed nor disagreed that they entered teaching because teachers had job guarantee (*M* = 3.38, *SD* = 1.68, NAND = 26.38%); teaching was the best choice among those readily available to them (*M* = 3.34, *SD* = 1.71, NAND = 24.56%); they had always wanted to be a teacher (*M* = 3.30, *SD* = 1.75, NAND = 21.64%); they wanted to solve the problems in the education system (*M* = 3.22, *SD* = 1.69, NAND = 27.27%); teachers had good work hours (*M* = 3.12, *SD* = 1.68, NAND = 29.26%); teaching was a good job to combine with parenthood

(M = 3.06, SD = 1.64, NAND = 33.04%); teachers had long holidays (M = 2.82, SD = 1.63, NAND = 32.64%); and teachers had standard income safety (M = 2.73, SD = 1.66, NAND = 29.53%). Table 4.54

Table 4.54

Motives on Which Teachers Who Have Other Teachers in Their Families neither Agree nor Disagree

	n	Agree		NAND		Disagree		M	SD
		f	*%*	*f*	*%*	*f*	*%*		
29. Teachers have job guarantee.	345	160	46.38	91	26.38	94	27.25	3.38	1.68
20. Teaching was the best choice among those readily available to me.	342	158	46.20	84	24.56	100	29.24	3.34	1.71
16. I have always wanted to be a teacher.	342	160	46.78	74	21.64	108	31.58	3.30	1.75
15. I want to solve the problems in the education system.	341	143	41.94	93	27.27	105	30.79	3.22	1.69
27. Teachers have good work hours.	344	132	38.37	101	29.36	111	32.27	3.12	1.68
35. Teaching is a good job to combine with parenthood.	339	119	35.10	112	33.04	108	31.86	3.06	1.64
32. Teachers have long holidays.	337	98	29.08	110	32.64	129	38.28	2.82	1.63
40. Teachers have standard income safety.	342	97	28.36	101	29.53	144	42.11	2.73	1.66

As illustrated in Tables 4.52, 4.53 and 4.54, elementary school teacher who had other teachers in their immediate families agreed mostly on intrinsic and altruistic teachers. Contrary to the common belief, they disagreed that entered teachers because their mothers/fathers were teachers or because teaching was a tradition in their families.

4.2.6.2 Teachers Not Having Other Teachers in Their Families and Motives to Enter Teaching

554 Of the teachers who participated in this study stated that they didn't have other teachers in their immediate families. As shown in Table 4.55, from 49.45% to 83.42% of teachers in this group agreed that they entered teaching because they liked children (M = 4.58, SD = 1.00, Agree = 83.42%); they wanted to contribute to the social and personal development of the children (M = 4.46, SD = 1.14, Agree = 79.42%); they liked teaching (M = 4.43, SD = 1.15, Agree = 77.68%).

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Table 4.55

Motives Attracting Teachers Who do Not Have Other Teachers in Their Families to Teaching

	n	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
10. I like children.	549	458	83.42	68	12.39	23	4.19	4.58	1.00
12. I want to contribute to the social and personal development of the children.	554	440	79.42	79	14.26	35	6.32	4.46	1.14
41. I like teaching.	551	428	77.68	88	15.97	35	6.35	4.43	1.15
11. I want to contribute to the academic development of the children.	553	430	77.76	83	15.01	40	7.23	4.41	1.19
13. I want to make a change in children's live.	550	411	74.73	98	17.82	41	7.45	4.35	1.22
14. I like working with children/youngsters.	548	415	75.73	82	14.96	51	9.31	4.33	1.28
43. I want to contribute to the improvement of the society.	553	377	68.17	116	20.98	60	10.85	4.15	1.36
7. I want to share my knowledge with others.	549	384	69.95	92	16.76	73	13.30	4.13	1.43
9. I want to set a good model to children.	547	357	65.27	125	22.85	65	11.88	4.07	1.40
6. My abilities suit best to teaching.	546	352	64.47	105	19.23	89	16.30	3.96	1.52
38. Teaching is a creative profession.	552	346	62.68	118	21.38	88	15.94	3.93	1.51
21. I like being in the school environment.	550	313	56.91	138	25.09	99	18.00	3.78	1.55
19. I am interested in the subject matter.	546	306	56.04	127	23.26	113	20.70	3.71	1.61
42. I want to change the society.	547	283	51.74	161	29.43	103	18.83	3.66	1.55
24. My personality suits best to teaching.	548	294	53.65	126	22.99	128	23.36	3.61	1.65
36. Teaching is a challenging profession.	551	279	50.64	136	24.68	136	24.68	3.52	1.66
37. Teaching is a respected job.	550	272	49.45	127	23.09	151	27.45	3.44	1.70

Moreover, they agreed that they entered teaching because they wanted to contribute to the academic development of the children ($M = 4.41$, $SD = 1.19$, Agree = 77.76%); they wanted to make a change in children's live ($M = 4.35$, $SD = 1.22$, Agree = 74.73%); they liked working with children/youngsters ($M = 4.33$, $SD = 1.28$, Agree = 75.73%); they wanted to contribute to the improvement of the society ($M = 4.15$, $SD = 1.36$, Agree = 68.17%); they wanted to share their knowledge with others ($M = 4.13$, $SD = 1.43$, Agree = 69.95%); they wanted to set a good model to children ($M = 4.07$, $SD = 1.40$, Agree = 65.27%); their abilities suited best to teaching ($M = 3.96$,

SD = 1.52, Agree = 64.47%); teaching was a creative profession (*M* = 3.93, *SD* = 1.51, Agree = 62.68%); they liked being in the school environment (*M* = 3.78, *SD* = 1.55, Agree = 56.91%); they were interested in the subject matter (*M* = 3.71, *SD* = 1.61, Agree = 56.04%); they wanted to change the society (*M* = 3.66, *SD* = 1.55, Agree = 51.74%); their personalities suited best to teaching (*M* = 3.61, *SD* = 1.65, Agree = 53.65%); teaching was a challenging profession (*M* = 3.52, *SD* = 1.66, Agree = 50.64%); and teaching was a respected profession (*M* = 3.44, *SD* = 1.70, Agree = 49.45%).

On the other hand, from 46.69% to 91.97% of elementary school teachers who didn't have other teachers in their families disagreed that they entered teaching because their fathers/mothers were teachers (*M* = 1.23, *SD* = .83, Disagree = 91.97%); teaching was a tradition in their families *(M* = 1.24, *SD* = .81, Disagree = 90.74%); teaching gave them the chance to get fringe benefits (*M* = 1.41*, SD* = 1.04, Disagree = 84.91%); teachers had good salaries (*M* = 1.44, *SD* = 1.04, Disagree = 83.03%); they didn't know what else to do (*M* = 1.46, *SD* = 1.14, Disagree = 84.25%); their friends were teachers (*M* = 1.56, *SD* = 1.21, Disagree = 79.89%); teaching was a stepping stone to other careers (*M* = 1.56, *SD* = 1.23, Disagree = 80.87%); teaching gave them the chance to pursue other careers and earn additional money (*M* = 1.68, *SD* = 1.28, Disagree = 75.27%); teaching was relatively less expensive to train for (*M* = 1.70, *SD* = 1.28, Disagree = 74.18%); they had no other choice (*M* = 1.87, *SD* = 1.47, Disagree = 70.99%); they could not get a job in another field (*M* = 1.90, *SD* = 1.48, Disagree = 70.00%); they fell into teaching just by mistake (*M* = 1.95, *SD* = 1.55, Disagree = 70.00%); teachers had high quality resources and equipment (*M* =2.21, *SD* = 1.54, Disagree = 57.17%); teachers had pleasant physical working environment (*M* = 2.22, *SD* = 1.55, Disagree = 57.30%); they didn't feel comfortable in other fields (*M* = 2.28, *SD* = 1.63, Disagree = 57.60%); teachers had reasonable work load (*M* = 2.34, *SD* = 1.61, Disagree = 54.08%); their teachers encouraged them to enter this profession (*M* = 2.40, *SD* = 1.68, Disagree = 54.50%); teachers had good opportunity to find a job (*M* = 2.50, *SD* = 1.66, Disagree = 49.73%); and teachers had long holidays (*M* = 2.51, *SD* = 1.59, Disagree = 46.69%). Table 4.56

Table 4.56

Motives Not Attracting Teachers Who do Not Have Other Teachers in Their Families

	n	Agree		NAND		Disagree		M	SD
		f	%	f	%	f	%		
1. My father/mother is a teacher.	548	19	3.47	25	4.56	504	91.97	1.23	.83
39. Teaching is a tradition in my family.	551	16	2.90	35	6.35	500	90.74	1.24	.81
25. Teaching gives me the chance to get fringe benefits.	550	29	5.27	54	9.82	467	84.91	1.41	1.04
31. Teachers have good salaries.	548	27	4.93	66	12.04	455	83.03	1.41	1.04
4. I didn't know what else to do.	546	40	6.81	46	8.42	460	84.25	1.46	1.14
2. My friends are teachers.	547	44	8.04	66	12.07	437	79.89	1.46	1.14
34. Teaching is a stepping stone to other careers.	549	48	8.74	57	10.38	444	80.87	1.56	1.21
33. Teaching gives me the chance to pursue other careers and earn additional money.	550	50	9.09	86	15.64	414	75.27	1.56	1.23
22. Teaching is relatively less expensive to train for.	546	50	9.16	91	16.67	405	74.18	1.68	1.28
5. I had no other choice.	517	76	13.67	74	14.31	367	70.99	1.87	1.47
3. I could not get a job in another field.	550	83	14.03	82	14.91	385	70.00	1.90	1.48
8. I fell into teaching just by mistake.	540	95	17.59	67	12.41	378	70.00	1.95	1.55
24. Teachers have high quality resources and equipment.	551	97	17.60	139	25.23	315	57.17	2.21	1.54
26. Teachers have pleasant physical environment.	548	100	18.25	134	24.45	314	57.30	2.22	1.55
17. I didn't feel comfortable in other fields.	533	116	20.24	110	20.64	307	57.60	2.28	1.63
30. Teachers have reasonable work load.	551	117	21.23	136	24.68	298	54.08	2.34	1.61
23. My teacher encouraged me to enter this profession.	545	134	24.59	114	20.92	297	54.50	2.40	1.68
28. Teachers have good opportunity to find a job.	551	137	24.86	140	25.41	274	49.73	2.50	1.66
32. Teachers have long holidays.	544	122	22.43	168	30.88	254	46.69	2.51	1.59

Lastly, as seen in Table 4.57, from 26.84% to 32.60% of elementary school teachers who didn't have other teachers in their families neither agreed nor disagreed that they entered teaching because teachers had job guarantee (*M* = 3.24, *SD* = 1.69, NAND = 27.49%); they had always wanted to be a teacher (*M* = 3.17, *SD* = 1.70, NAND = 26.84%); they wanted to solve the problems in the education system (*M* = 3.10, *SD* = 1.64, NAND = 32.60%); teaching was the best choice among those readily available to them (*M* = 3.07, *SD* = 1.68, NAND = 29.67%); teachers had good work hours

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(M= 3.04, *SD* = 1.66, NAND = 31.40%); teaching was a good job to combine with parenthood (*M* = 2.86, *SD* = 1.70, NAND = 27.32%); and teachers had standard income safety (*M* = 2.68, *SD* = 1.63, NAND = 31.62%).

Table 4.57

Motives on Which Teachers Who do Not Have Other Teachers in Their Families neither Agree nor Disagree

	n	Agree		NAND		Disagree		*M*	*SD*
		f	*%*	*f*	*%*	*f*	*%*		
29. Teachers have job guarantee.	553	234	42.31	152	27.49	167	30.20	3.24	1.69
16. I have always wanted to be a teacher.	544	222	40.81	146	26.84	176	32.35	3.17	1.70
15. I want to solve the problems in the education system.	549	199	36.25	179	32.60	171	31.15	3.10	1.64
20. Teaching was the best choice among those readily available to me.	546	202	37.00	162	29.67	182	33.33	3.07	1.68
27. Teachers have good work hours.	551	195	35.39	173	31.40	183	33.21	3.04	1.66
35. Teaching is a good job to combine with parenthood.	549	180	32.79	150	27.32	219	39.89	2.86	1.70
40. Teachers have standard income safety.	544	143	26.29	172	31.62	229	42.10	2.68	1.63

To conclude, teachers who didn't have other teachers in their immediate families didn't state very different motives from the teachers who had other teachers in their immediate families. They mostly agreed on intrinsic and altruistic reasons but disagreed on extrinsic reasons. The only difference between the two groups was that while the first group neither agreed nor disagreed that teachers had long holidays as a motive to entered teaching, the latter group disagreed.

4.3 Summary of the Results

The motives on which elementary school teachers agreed as a reason to pursue a teaching career can be group under four major headings. To begin with, teachers mostly agreed on the motives which reflect a liking for children, a desire to make a contribution to their academic, social and personal development, and a wish for setting a good model for them. Secondly, teachers agreed that they entered for altruistic reasons such as contributing to the improvement of the society and making

a change in the society. Moreover, teachers mostly agreed that they entered teaching because of a natural aptitude for teaching; in other words they stated that they entered teaching because their abilities and personality suited best to teaching. Lastly, teachers stated that some features in the nature of teaching attracted to the profession. These features were its being creative and challenging.

The motives on which teachers disagreed as their reasons to purse a career in teaching can be grouped into three. Initially, a great majority of teachers disagreed that on the motives about the financial benefits of teaching as their reasons to enter teaching. Moreover, during the data collection procedure they orally stated that teaching is far from being a financially attractive job and the same comments also frequently appeared as an answer to the open ended question asking for teachers' additional remarks at the end of the data collection instrument. Secondly, teachers disagreed that they entered teaching because of an obligation or lack of opportunities. To illustrate more, teachers disagreed that they entered teaching because they didn't know what else to do, they had no other choice or they fell into teaching just by mistake. This indicates that although they had other choices, they chose teaching because they wanted to be a teacher. Lastly, teachers disagreed that they entered teaching because they were influenced or directed by people around them such as their parents, teachers, friends and other people in their immediate families.

The motives on which elementary school teachers were undecided about showed some contrast to the common belief. Although, teachers' having relatively longer holidays and teaching's being considered as a good job to combine with parenthood are considered to be two of advantages of the teaching profession, teachers in this study didn't stated they entered teaching for these reasons.

In terms of the variables, there were not many differences between the groups. For males teachers long holidays, standard income safety and combining teaching with parenthood were not attractive while female teachers were undecided about them. Naturally, an enthusiasm for the subject area was more attractive to subject teachers that classroom teacher. As for the experience group, teachers in the least experienced

group (1-5 years) and in the most experience group (26 and above years) mostly agreed on the same motives and different from the other experience groups teachers in these two groups agreed that they entered teaching because they had always wanted to be a teacher. When we look at the high school variable, graduates of Anatolian high schools neither agreed nor disagreed that they entered teaching because their teachers encouraged them to enter this profession while the other two groups disagreed. This difference can be explained by the presence of Anatolian teacher high school graduates (n = 82) in this group. Lastly, contrary to the common belief teachers who had other teachers in the immediate families didn't state very different motives form the teachers who didn't have other teachers in their families. They disagreed that they entered teaching because their mother/fathers were teachers.

CHAPTER V

DISCUSSION AND IMPLICATIONS

This chapter presents the discussion of the findings as well as the recommendations, and the implications in line with the related literature. The results are also analyzed to explore the parallel and contrary aspects of the study compared with the other studies that dealt with the similar if not the same problem.

5.1 Discussion of Results

The present study aimed to investigate elementary school teachers' motives to pursue a career in teaching in terms of their gender, their experience, their teaching field, their graduate high school, their graduate higher education institution and the presence or absence of other teachers in their immediate families. The motives were grouped into four categories namely; intrinsic, extrinsic, altruistic and miscellaneous motives. For each sub-question, the motives on which teachers agreed as a motive to enter teaching, the motives on which teachers disagreed as a reason to enter teaching and the motives on which teachers neither agreed nor disagreed were presented.

As studies have demonstrated, teachers' reasons for choosing teaching as a career form their professional roles, identities as well as practices; furthermore, teachers have a leading role on the lives of the learners and their orientation towards learning (Atkinson, 2006; Krecic & Grmek, 2005; Richardson & Watt, 2006; Saban, 2003) . Thus, it was of high importance to understand and investigate teacher's motives to choose teaching as a career. In the literature, there are not many studies investigating

this issue in such a profound way; however the results of the studies mostly suggest that intrinsic and altruistic motives have always been strong for teachers to enter the teaching profession and extrinsic motives have started to lose their attractiveness in time (Jantzen, 1981; Delong, 1987, Book & Freeman, 1986). In this study, teachers also had mostly intrinsic and altruistic motives to enter teaching. Among the motive on which teachers agreed, the top ones were a liking for children, a desire to contribute to the development of the children and a desire to teach. Parallel results were reported in the literature; as in this study, of the intrinsic motives the most frequently stated ones was "love for children", and of the altruistic reasons the mostly stated reasons were "contribution to the society" and "contribution to children's development" (Bastick, 2000; Stichert, 2005; Brown, 1992).

Furthermore, the literature review demonstrated that of the extrinsic reasons teachers and teacher candidates agreed that the long holidays were a good motivation but they disagreed on the salary as a motivation to enter teaching (Bastick, 2000; Stichert, 2005; Brown, 1992). Similarly, in this study, teachers disagreed that their salaries were a motivation for them to enter teaching; however, teachers in this study were indecisive about the long holidays as a motivation to enter teaching.

Lastly, in addition to agreeing that they entered teaching because they liked children and teaching, teachers stated both orally and in written that they like children and the satisfaction they got from teaching increased in years and they never regretted their decision to pursue a career in teaching, which is a quite promising finding.

5.1.1 Gender and Motives

The first sub-question in this study was looking for male and female teachers' motives. This variable is important to even out the imbalance among teachers (Richardson & Watt, 2006). Like other related studies in the literature, in this study a great majority of the participants were females ($n = 663$). Male and female teachers agreed and disagreed on almost the same motives like a desire to work children and enthusiasm for the subject area with few different ones. Both groups stated that they

chose to pursue a career in teaching mostly for intrinsic and altruistic motives and because of the opportunities they had or didn't have in their lives. While, male teachers disagreed that they entered teaching because teachers had long holidays, standard income safety and teaching was a good job to combine with parenthood, female teachers were more positive about these motives and they were indecisive about them. What is more, for female teachers the most important motive to enter teaching was not knowing what else to do, whereas for male teachers this motive came after a liking for children and a desire to contribute to their development. Although more female teachers entered teaching than male teachers did, they were attracted by the same motives. Then, one may ask why there are more female teachers than male teachers at elementary school level. The reason for this feminization trend in teaching can be explained by some cultural and social perceptions. Females are motivated by their close environment and by the society to enter teaching; however, males are not and sometimes they may even get negative comments from the society for choosing teaching (Johnston, Mckeown, & Mcewen, 1999; King 1993)

While supporting to some extent, these results were contradictory to the results suggested by the related literature in some aspects. The literature review indicated that male and female teachers shared the same altruistic reasons; however they were different in terms of intrinsic and extrinsic motives. Also, while intrinsic rewards appealed to females, male teachers were more attracted to extrinsic rewards. For example, Johnson, Mckoewn and Mcewen (1999) found that male teachers gave less importance than female teachers to working with children. On the other hand, King (1993) found that female candidates were more interested in practical reasons, but male teachers were more attracted by factors like salary consideration, professional prestige, contribution to society, having control over the work and interest in subject matter. Moreover, the study conducted by Eğitim-Bir-Sen (2004) female teachers chose teaching because they liked teaching, but male teachers stated that they chose teaching for job safety. In terms of the altruistic motives, this study suggested similar results with the ones in the literature, but contrary to the studies in the literature, in this study, male teachers were more attracted to intrinsic motives than extrinsic

motives. It can be concluded that because of the discouragement in the society only those males who have a high level of intrinsic motivation enter teaching; however, females are extrinsically more motivated to enter teaching thus teaching is one of the popular alternatives for them.

5.1.2 Year of Experience and Motives

The second variable to examine motive variation for was years of experience. The reason to include this variable into this study was to see if there was a changing trend in teachers' motives to choose teaching over time. Teachers were grouped into six categories in this sub question; 1-5 years of experience, 6-10 years of experience, 11-15 years of experience, 16-20 years of experience, 21-25 years of experience and 26 and above years of experience. In all six categories, the top four motives, a liking for children and teaching, a desire to contribute to children's development, were the same with small changes in their ranks. Moreover, motives related the financial advantages of the teaching profession got the lowest mean scores in all experience groups. In short, no trend was observed in teachers' motives to enter teaching in this study.

On the contrary, the literature review suggested a changing trend in teachers' motives over years. For instance, Jantzen (1981) in his longitudinal study found out that there was an upward shift in intrinsic and altruistic motives, and a downward shift in extrinsic motives. Moreover, when some old and new studies are compared, it is seen that extrinsic motives lost their attractiveness in years and intrinsic motives got more popular. The reason why this study yielded different results can be the context in which it was carried out. Most of the previous studies were carried out abroad in different countries.

5.1.3 Subject Area and Motives

The third sub-question in this study investigated classroom teachers' and subject matter teachers' motives to enter teaching. The literature review showed that

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classroom teachers tended to be more child oriented when they chose teaching as a profession; on the other hand, for second cycle (grades 6 to 8) teachers desire to teach their subject area is an influential reason to pursue a career in teaching (Book & Freeman, 1986). Moreover, the literature indicted that mathematics majors were career and knowledge oriented whereas English and humanities major carried more intrinsic motivations like a desire to teach and a liking for children (Jarvis & Woodrow, 2005). Likewise, the studies showed that material reasons were less attractive for classroom teachers (Krecic & Grmek, 2005). In addition, the literature showed that the love for a particular subject area had a significant effect on people's entering to teaching (Marso & Pigge, 1986; Morgan et al., 2001). The studies carried out in Turkey also reveal parallel results; an interest in subject area is one of the commonly stated reasons especially by subject matter teachers (Ok & Önkol, 2007; Stichert, 2005).

The present study revealed consistent results with the studies in literature. According to the results of this study, classroom teachers and second cycle elementary teachers agreed and disagreed on the same motives as their reasons to enter teaching. Moreover, the top four motives on which the teachers from both groups agreed were the same. As for an interest in the subject matter, both groups agreed that their interest to their subject matter was a reason to choose teaching, but as revealed in literature review, it had a higher rank among second cycle elementary teachers. For both groups, the motives with the lowest mean scores were also same. Both groups disagreed that they entered teaching because of teachers' salaries and fringe benefits. Lastly, the literature suggested that classroom teachers and second cycle elementary teachers differ in terms of intrinsic and extrinsic reasons, yet in this study teachers in both groups agreed and disagreed on the same motives thus, there was no variation among intrinsic and altruistic reasons when teaching area was considered (Jarvis & Woodrow, 2005; Krecic & Grmek, 2005).

5.1.4 Higher Education Institutions Graduated and Motives

This was the 4th sub-question in the study. This variable was chosen to be studied because of the lack in the literature and because of the changes in teacher education throughout the years. Also, in Turkey faculties of education are not the only teacher providers. Students graduated from other faculties can follow a career in teaching on the condition that they complete pedagogical course requirements in faculties of education and the number of teachers coming from other faculties is not negligible. In the present study, 31.7% of the participants were from faculties other than faculties of education.

The findings revealed that teachers in all groups were mostly attracted by intrinsic and altruistic reasons. Yet, they disagreed that extrinsic motives especially the ones suggesting financial advantages of teaching attracted them to this career. Teachers in all three categories ranked lowest the motives on financial benefits of teaching and its being a "stepping stone to other careers. This indicates that teaching has never been a financially attractive profession in Turkey. When we look at the motives and differences between groups in more detail, it is seen that of the three groups, graduates of education institutions and higher teacher training schools agreed that they entered teaching because they had always wanted to be a teacher, but teachers in other groups were undecided about this motive. This may indicate that these schools encouraged people to enter teaching than other institutions as their only purpose was to raise teachers. Furthermore, while faculties of education graduates were undecided that they entered teaching because teachers had good opportunity to find a job and teachers had long holidays, teachers in other two groups disagreed on these motives. Lastly, graduates of faculties of education agreed that they entered teaching because teachers had job guarantee whereas the other two groups were undecided about this motive. This finding can be explained by the lack of job opportunities offered to graduates of faculties of education other than teaching after graduation.

5.1.5 High Schools and Motives

The fifth sub-question of this study was looking at the motives that attracted teachers who graduated from different high schools. There were three groups in this category; graduates of general high schools, graduated of Anatolian high school which included schools like Anatolian teacher high schools and super high schools, and vocational high schools. The findings of the present study showed that teachers in all categories entered teaching mostly for intrinsic and altruistic motives. For all the three groups the most important motive to enter teaching was that they liked children. Moreover, it was found out in this study that while Anatolian high school graduates were undecided that they entered teaching because their teachers encouraged them to enter this profession, graduates of general high schools and vocational high schools disagreed on this motive. This maybe because among the graduates of Anatolian high schools were graduates of Anatolian teacher high school ($n = 82$) as these schools aim to prepare students for faculties of education and motivate them to enter teaching and there are also some incentives like getting bonus points in the university entrance exam and a scholarship during their university study. Yet, it is seen that their teachers' encouragement was not an influential motive for them.

The literature review also indicated consistent results in terms of teachers' graduate high schools and their motives to enter teaching. The literature review suggested external factors like teachers' graduate high schools and average scores are influential in their entering to teaching but the type of high school they graduated from did not have an influence in their choosing to pursue a career in teaching (Aksu et. al., 2010; Marso & Pigge, 1986).

5.1.6 The Presence or Absence of Other Teachers in the Immediate Family and Motives

The last sub-question in this study was looking for the motives attracting teachers who had other teachers in their immediate families and who didn't have other

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teachers in their families. This variable was chosen to be investigated in this study because, as stated by Evans (1993), people's career choice is often influenced by significant people in their lives such as parents and teachers. For Marso and Pigge (1986), family members had a influence of people's choosing career in teaching and also the reasons given to choose teaching is related to mother's occupation. Moreover, most influential people in one's career choice are their parents (King, 1993). Furthermore, Arslan (2007) concluded that there is tendency among participants whose fathers are teachers to enter teaching.

The present study yielded different results from the literature. In this study 38.4% of the participant had other teachers in their immediate families and 61.6% of them didn't have other teachers in their immediate families. Both groups disagreed that they entered teaching because their mothers/fathers were teachers or because teaching was a tradition in their families. Although the study of Arslan (2007) is also rather new, this variation in the findings can be explained with the difference between sample sizes. Moreover, different from Arslan (2007) in this study there are participants form different institutions and from different experience groups. Moreover, both groups agreed mostly on intrinsic and altruistic reasons, but disagreed on extrinsic reasons. The only difference between the two groups was that while the first group neither agreed nor disagreed that teachers had long holidays as a motive to entered teaching, the latter group disagreed.

5.2 Implications for Practice

Understanding the motives attracting and not attracting teachers to the teaching profession is of high importance to attract more qualified people to teaching and improving motivation and job satisfaction of teachers who have already entered teaching because teachers are one of the vital components of education system and their motivation positively affects the learners' motivation and achievement. To achieve this, the motives which attracted teachers were analyzed in this study. Policy makers and all other responsible parties should work to increase and sustain professional motives.

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It is important to understand that extrinsic motives like salary and long holidays don't work for the present day. In this study teachers mostly agreed on intrinsic and altruistic motives, which is a promising finding because these motives make people more persistent and creative (Reeve, 2009). Moreover, these motives are not easily affected by external factors like extrinsic motives thus they are long lasting. In regard to this finding, teacher educators and employees can consider two positions. First, they may take these results positive and say teachers are not after material values; they are the ones who are intrinsically motivated to enter teaching. In the second alternative, they can take it negative and improve the quality and quantity of these motives to attract better potentials to teacher education institutions.

In this study teachers mostly disagreed on extrinsic motives as a reason to enter teaching. However, as these are mostly material motives it is easier to turn these motives into more attractive ones. The motives with the lowest mean scores were the ones suggesting financial advantages of teaching. Choosing a job and in particular teaching for intrinsic and altruistic motives is preferable in terms of enthusiasm and productivity, yet in this competitive world it is not possible for most of the people to pursue a career just for intrinsic or altruistic motives. Thus, teachers' salaries should be improved to attract more motivated candidates and to increase the satisfaction and motivation of in-service teachers.

Furthermore, teachers neither agreed nor disagreed that they entered teaching because teaching was a respected profession, as an answer to the open ended question, they stated that teaching is no longer a respected job. To make teaching regain its respect and prestige back teachers' working conditions and social rights should be improved. Moreover, teachers neither agreed nor disagreed that they entered teaching because they wanted to change the education system. During the data collection, some informal conversations were made with teachers in teachers' room and related to this motive they notified that they are not given any rights and opportunities to contribute to the improvements in the education system. They also complained that their views and recommendations are not requested before the

changes in the education system; and they uttered that this makes them lose their motivation. However, it should not be forgotten that teacher are an indispensible part of the education system and they should be given more responsibilities and take part in the decision making process. In this way, more realistic and healthy decisions can be made. In addition, teaching will become more prestigious and respected profession in this way.

5.3 Implications for Further Research

The results of the study put forth the following suggestions for future research:

1. This study was only conducted in six central districts of Ankara, a future study can be conducted with a wider population or a nation-wide study can be carried out to get a bigger picture of the motives attracting people to teaching.

2. The data collected from the present study was analyzed by using only descriptive statistics as its aim was to identify the motives attracting and not attracting teachers to teaching profession. Further studies can be conducted to see if the different types of motives correlate with each other and whether there are significant differences between teachers' motives in different groups.

3. The present study can be replicated in the following years to validate the findings; and besides a questionnaire, the participants could be interviewed. It can provide more detailed results.

4. There could be a study investigating teachers' motives to continue their careers in teaching. This can bring a new perspective to this issue.

5. This study can also be turned in to a long-term study and can be carried out with pre-service teachers periodically to observe the changing trends, if any, in teacher motives throughout the years.

6. This study included on the elementary school teachers working at public school, so the finding cannot be generalized to high school teachers or teachers working at private school. Thus, a parallel study can be carried out with high school teachers and teachers working at private schools to see their motives for pursuing a career in teaching.

7. This study didn't pass under any piloting, and the data collection instrument was not subjected to a factor analysis. The researchers should examine the psychometric properties of the instrument before using it.

8. In the present study, some variables such as Anatolian teacher high schools and Anatolian schools were grouped together because of their small size, which might have affected the results. In a future study, these variables should be studies separately.

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APPENDICES

APPENDIX A

THE QUESTIONNAIRE ON ELEMENTARY SCHOOL TEACHERS' MOTIVES TO PURSUE A CAREER IN TEACHING

ÖĞRETMENLİK MESLEĞİNE GİRMEDEKİ GÜDÜLERİ BELİRLEME ANKETİ

Değerli Meslektaşlarım,

İlköğretim okulu öğretmenlerinin öğretmenlik mesleğini tercih etmelerindeki güdüleri incelemek amacıyla bir çalışma yürütmekteyim. Bu amaçla geliştirilen ve iki bölümden oluşan anket ekte sunulmuştur. Anketin 1. bölümünde kişisel bilgiler yer almaktadır. 2. bölümde ise ilköğretim okulu öğretmenlerinin öğretmenlik mesleğine girmelerindeki güdüler ile ilgili ifadeler bulunmaktadır. Toplam 62 maddeden oluşan bu ankete, her iki bölümde yer alan maddeleri ilgili yönergede belirtildiği şekilde cevaplayınız. Sorulara doğru ya da yanlış cevap vermek söz konusu değildir. Bütün sorulara cevap vermeniz çalışmanın sağlıklı bir şekilde tamamlanması açısından çok önemlidir. Adınız ve soyadınızı yazmanıza gerek yoktur. Sorulara vereceğiniz cevaplar sadece bu çalışma ve bilimsel araştırma için kullanılacaktır.

Katkılarınızdan dolayı teşekkür ederim.

<div align="right">
Saygılarımla,
Meltem ARSLAN
ODTU Eğitim Bilimleri Bölümü Yüksek Lisans Öğrencisi
E-mail: meltemarslan@etu.edu.tr
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KİŞİSEL BİLGİ FORMU

BÖLÜM I

YÖNERGE: Aşağıdaki soruları size uygun olan seçeneğin başına (X) işareti koyarak ya da cevabı yazarak yanıtlayınız.

1. **Cinsiyetiniz**
   ( ) Kadın   ( ) Erkek

2. **Mezun olduğunuz lise türü:**
   (   ) Anadolu Lisesi
   (   ) Anadolu Öğretmen Lisesi
   (   ) Fen Lisesi
   (   ) Genel Lise
   (   ) Güzel Sanatlar Lisesi
   (   ) İmam Hatip Lisesi
   (   ) Meslek Lisesi
   (   ) Öğretmen Lisesi
   (   ) Öğretmen Okulu
   (   ) Sosyal Bilimler Lisesi
   (   ) Diğer (Lütfen Yazınız): _____

3. **Mezun olduğunuz Kurum**
   (   ) Eğitim Enstitüsü
   (   ) Yüksek Öğretmen Okulu
   (   ) Üniversite/Eğitim Fakültesi
   (   ) Üniversite/Diğer Fakülteler (Lütfen Yazınız): _____
   (   ) Diğer (Lütfen Yazınız): _____

4. **Mezun olduğunuz yüksek öğretim kurumunun adı ve bölümünüz**:

_____

5. **Yüksek öğretim kurumundan mezun olduğunuz yıl**: _____

6. **Öğretmenlik mesleğine başladınız yıl**: _____

7. **Kaç yıldır öğretmenlik yapıyorsunuz**: _____

8. **Şu anda vermekte olduğunuz dersler**: _____

9. **Çalıştığınız okulun bulunduğu ilçe**
    (   ) Altındağ
    ( ) Çankaya
    ( ) Etimesgut
    ( ) Gölbaşı
    ( ) Keçiören
    ( ) Yenimahalle

10. **Birinci dereceden akrabalarınızda öğretmen olan var mı?**
    Evet   ( ) Hayır
     (   ) Anne
     (   ) Baba
     (   ) Erkek Kardeş
     (   ) Kız Kardeş

BÖLÜM II

YÖNERGE: Aşağıda öğretmenlik mesleğine girme güdüleriniz ile ilgili ifadeler vardır. "Neden bu mesleği şetçiniz?"sorusuna cevap olacak şekilde lütfen size en uygun ifadenin bulunduğu kutucuğa ölçek üzerinde (X) işareti koyunuz.

		Tamamen katılıyorum	Katılıyorum	Kısmen katılıyorum	Katılmıyorum	Hiç Katılmıyorum
1	Anne ve / veya babamın öğretmen olması	5	4	3	2	1
2	Arkadaşlarımın öğretmen olması	5	4	3	2	1
3	Başka bir alanda iş bulamamış olmam	5	4	3	2	1
4	Başka ne iş yapabileceğimi bilmiyor olmam	5	4	3	2	1
5	Başka seçeneğimin olmaması	5	4	3	2	1
6	Becerilerime en uygun mesleğin öğretmenlik olduğunu düşünüyor olmam	5	4	3	2	1
7	Bilgilerimi diğer insanlarla paylaşma isteğim	5	4	3	2	1
8	Bu mesleğe kazara girmiş olmam	5	4	3	2	1
9	Çocuklara / gençlere örnek olma isteğim	5	4	3	2	1
10	Çocukları seviyor olmam	5	4	3	2	1
11	Çocukların akademik gelişimine katkıda bulunma isteğim	5	4	3	2	1
12	Çocukların sosyal ve kişisel gelişimine katkıda bulunma isteğim	5	4	3	2	1
13	Çocukların yaşamında değişiklik yaratma isteğim	5	4	3	2	1
14	Çocuklarla / gençlerle çalışmak istiyor olmam	5	4	3	2	1
15	Eğitim sistemindeki sorunları çözme isteğim	5	4	3	2	1
16	Hep öğretmen olmak istemiş olmam	5	4	3	2	1
17	Kendimi diğer alanlarda rahat hissetmiyor olmam	5	4	3	2	1

		Tamamen katılıyorum	Katılıyorum	Kısmen katılıyorum	Katılmıyorum	Hiç Katılmıyorum
18	Kişiliğime en uygun mesleğin öğretmenlik olduğunu düşünüyor olmam	5	4	3	2	1
19	Konu alanıma (matematik, Türkçe, müzik vs.)ilgi duyuyor olmam	5	4	3	2	1
20	Mevcut olan seçenekler arasında en iyisinin öğretmenlik olması	5	4	3	2	1
21	Okul ortamında olmayı seviyor olmam	5	4	3	2	1
22	Öğretmen eğitim (lisans) maliyetinin nispeten daha az olması	5	4	3	2	1
23	Öğretmenlerimin beni bu mesleğe teşvik etmesi	5	4	3	2	1
24	Öğretmenlerin değişik kaynak ve donanımlara ulaşma olanaklarının olması	5	4	3	2	1
25	Öğretmenlerin ek gelir imkanlarının olması (ek ders gibi)	5	4	3	2	1
26	Öğretmenlerin fiziksel olarak uygun çalışma ortamlarının olması	5	4	3	2	1
27	Öğretmenlerin günlük çalışma sürelerinin makul olması	5	4	3	2	1
28	Öğretmenlerin iş bulma imkanlarının geniş olması	5	4	3	2	1
29	Öğretmenlerin iş güvencelerinin olması	5	4	3	2	1
30	Öğretmenlerin iş yüklerinin makul olması	5	4	3	2	1
31	Öğretmenlerin maaşlarının iyi olması	5	4	3	2	1
32	Öğretmenlerin uzun tatil dönemlerinin olması	5	4	3	2	1
33	Öğretmenliğin bana gelir sağlayabileceğim başka işler yapma fırsatı sunması (özel ders vermek vb.)	5	4	3	2	1
34	Öğretmenliğin diğer mesleklere geçiş için köprü görevi görmesi	5	4	3	2	1
35	Öğretmenliğin ebeveynlikle birlikte götürülebilecek bir meslek olması	5	4	3	2	1
36	Öğretmenliğin mücadele gerektiren bir meslek olması	5	4	3	2	1
37	Öğretmenliğin saygın bir meslek olması	5	4	3	2	1
38	Öğretmenliğin yaratıcılığı gerektiren bir meslek olması	5	4	3	2	1
39	Öğretmenlik mesleğinin bizim ailede bir gelenek olması	5	4	3	2	1
40	Öğretmenlik mesleğinin sabit bir gelir garanti ediyor olması	5	4	3	2	1
41	Öğretmeyi seviyor olmam	5	4	3	2	1
42	Toplumu değiştirme isteğim	5	4	3	2	1
43	Toplumun ilerlemesine katkıda bulunma isteğim	5	4	3	2	1

Eklemek istediğiniz başka görüş ve önerileriniz varsa lütfen belirtiniz.

_____
_____
_____
_____
_____
_____

APPENDIX B

THE QUESTIONNAIRE ON ELEMENTARY SCHOOL TEACHERS' MOTIVES TO PURSUE A CAREER IN TEACHING

Dear Colleague,

I am carrying out a study to investigate elementary school teachers' motives to pursue a teaching career. The attached questionnaire has been developed for this purpose and it consists of the section. The first section asks for some demographic information. In the second section, there are some statements related to the motives that elementary school teachers have to pursue a career in teaching. For this second section, you are expected to go over the 60 statements and put a tick to the corresponding box which suits you best on the 5-item scale. There are no right or wrong answers to the questions. Answering all the questions is important for the study to be carried out completely. Your sincere responses to the questions are highly important to get accurate results.

You do not have to write your name and surname. You responses to the questions will not be used for any other purpose without your permission. You can stop answering the questionnaire at any time you wish.

Thank you for your cooperation.

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Regards,
Meltem ARSLAN
METU Department of Educational Sciences Mastery of Science Student
e-mail: meltemarslan86@gmail.com

</div>

DEMOGRAPHIC INFORMATION FROM

INSTRUCTIONS: Please answer the questions below by putting a cross (X) in the appropriate parenthesis or by writing the answer.

1. **Gender**
   (   ) Female   (   ) Male

2. **The type of the high school you graduated from:**
   (   ) Anatolian High School
   (   ) Anatolian Teacher High School
   (   ) Science High School
   (   ) General High School
   (   ) Fine Arts High School
   (   ) İmam Hatip High School
   (   ) Vocational High School
   (   ) Teacher High School
   (   ) Teacher School
   (   ) Social Sciences High School
   (   ) Other (Please Write): _____

3. **Completed Educational Level**
   (   ) Educational Institute
   (   ) Teachers' Training College
   (   ) University / Faculty of Education
   (   ) University / Other Faculties (Please write): _____
   (   ) Other (Please Write): _____

4. **The name and department of the university you graduated from**
   _____

5. **The year you graduated from university**: _____

6. **The year you started teaching**: _____

7. **How long have you been teaching?**: _____

8. **The courses you currently teach**: _____

9. **The district of the school you work at**
   (   ) Altındağ
   (   ) Çankaya
   (   ) Etimesgut
   (   ) Gölbaşı
   (   ) Keçiören
   (   ) Yenimahalle

10. **Are there other teachers in your immediate family?**
   Yes   (   ) No
   (   ) My mother
   (   ) My father
   (   ) My brother
   (   ) My sister

SECTION II

INSTRUCTIONS: Below are the statements referring to your motives to pursue a teaching career. Please go over the statements and put a tick to the corresponding box which suits you best on the 5-item scale.

		Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
1	My mother / father is a teacher.	5	4	3	2	1
2	My friends are teachers.	5	4	3	2	1
3	I trained for another field but could not get a job.	5	4	3	2	1
4	I entered teaching because I didn't know what else to do.	5	4	3	2	1
5	I had no other choice.	5	4	3	2	1
6	My abilities suits best to teaching.	5	4	3	2	1
7	I want to share my knowledge with others.	5	4	3	2	1
8	I fell into teaching just by mistake.	5	4	3	2	1
9	I want to set a good example to children.	5	4	3	2	1
10	I like children.	5	4	3	2	1
11	I want to contribute to the academic development of the children.	5	4	3	2	1
12	I want to contribute to the social and personal development of the children.	5	4	3	2	1
13	I want to make a change in children's lives.	5	4	3	2	1
14	I like working with children / youngsters.	5	4	3	2	1
15	I want to solve the problems in the education system	5	4	3	2	1
16	I have always wanted to be a teacher.	5	4	3	2	1

		Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
17	I entered teaching because I didn't feel comfortable in other fields.	5	4	3	2	1
18	My personality suits best to teaching.	5	4	3	2	1
19	I am interested in the subject matter.	5	4	3	2	1
20	Teaching was the best choice among those jobs readily available to me.	5	4	3	2	1
21	I like being in the school environment.	5	4	3	2	1
22	Teaching is relatively less expensive to train for.	5	4	3	2	1
23	My teachers encouraged me to enter this profession.	5	4	3	2	1
24	Teachers have high quality resources and equipment.	5	4	3	2	1
25	Teaching gives me the chance to get fringe benefits.	5	4	3	2	1
26	Teachers have pleasant physical working environment.	5	4	3	2	1
27	Teachers have good work hours.	5	4	3	2	1
28	Teachers have good opportunity to find a job.	5	4	3	2	1
29	Teachers have job guarantee.	5	4	3	2	1
30	Teachers have reasonable work load.	5	4	3	2	1
31	Teachers have good salaries.	5	4	3	2	1
32	Teachers have long holidays.	5	4	3	2	1
33	Teaching gives me the chance to pursue other jobs and earn extra money (Private tutoring etc)	5	4	3	2	1
34	Teaching is a stepping stone to other career.	5	4	3	2	1
35	Teaching is a good job to combine with parenthood.	5	4	3	2	1
36	Teaching is a challenging profession.	5	4	3	2	1
37	Teaching is a respected job.	5	4	3	2	1
38	Teaching is a creative profession.	5	4	3	2	1
39	Teaching is a tradition in our family.	5	4	3	2	1
40	Teachers have financial safety.	5	4	3	2	1
41	I like teaching.	5	4	3	2	1
42	I want to change the society.	5	4	3	2	1
43	I want to contribute to the betterment of the society.	5	4	3	2	1

If you have further comments or suggestions, please write.

_____
_____
_____
_____
_____

Table 1

Descriptive Statistics for the Motives Attracting Elementary School Teachers to Teaching

	n	Strongly Agree		Agree		NAND*		Disagree		Strongly Disagree		*M*	*SD*
		f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*		
10. I like children.	895	442	49.4	290	32.4	118	13.2	32	3.6	13	1.5	4.25	.92
41. I like teaching.	901	433	48.1	271	30.1	132	14.7	34	3.8	31	3.4	4.16	1.03
12. I want to contribute to the social and personal development of children.	904	384	42.5	328	36.3	134	14.8	44	4.9	14	1.5	4.13	.94
11. I want to contribute to the academic development of children.	902	351	38.9	352	39	131	14.5	46	5.1	22	2.4	4.07	.98
13. I want to make a change in children's lives.	901	357	39.6	305	33.9	170	18.9	49	5.4	20	2.2	4.03	1.00
14. I like working with children/youngsters.	890	359	40.3	307	34.5	142	16	51	5.7	31	3.5	4.02	1.05
43. I want to contribute to the improvement of the society.	904	319	35.3	300	33.2	190	21	52	5.8	43	4.8	3.88	1.10
7. I want to share my knowledge with others.	896	319	35.6	297	33.1	158	17.6	74	8.3	48	5.4	3.85	1.15
9. I want to set a good model to children.	894	283	31.7	306	34.2	192	21.5	69	7.7	44	4.9	3.80	1.12
6. My abilities suit best to teaching.	895	312	34.9	269	30.1	166	18.5	67	7.5	81	9.1	3.74	1.26
38. Teaching is a creative profession.	899	245	27.3	327	36.4	188	20.9	67	7.5	72	8	3.67	1.18
21. I like being in the school environment.	900	238	26.4	282	31.3	219	24.3	92	10.2	69	7.7	3.59	1.20
19. I am interested in the subject matter.	892	271	30.4	249	27.9	189	21.2	91	10.2	92	10.3	3.58	1.30
18. My personality suits best to teaching.	897	276	30.8	224	25	195	21.7	98	10.9	104	11.6	3.52	1.34
42. I want to change the society.	898	188	20.9	271	30.2	266	29.6	90	10	83	9.2	3.44	1.19

*Neither Agree nor Disagree

Table 2

Descriptive Statistics for the Motives Not Attracting Elementary School Teachers to Teaching

	n	Strongly Agree		Agree		NAND		Disagree		Strongly Disagree		M	SD
		f	%	f	%	f	%	f	%	f	%		
4. I didn't know what else to do.	890	29	3.3	37	4.2	86	9.7	168	18.9	570	64	1.64	1.03
1. My father/mother is a teacher.	896	42	4.7	53	5.9	71	7.9	117	13.1	613	68.4	1.65	1.14
31. Teachers have good salaries.	894	10	1.1	34	3.8	118	13.2	221	24.7	511	57.2	1.67	.92
25. Teaching gives me the chance to get fringe benefits.	900	11	1.2	39	4.3	94	10.4	264	29.3	492	54.7	1.68	.91
2. My friends are teachers.	893	16	1.8	73	8.2	115	12.9	138	15.5	551	61.7	1.73	1.08
34. Teaching is a stepping stone to other careers.	897	20	2.2	54	6	102	11.4	274	30.5	447	49.8	1.80	1.01
39. Teaching is a tradition in our family.	898	33	3.7	60	6.7	99	11	204	22.7	502	55.9	1.80	1.11
33. Teaching gives me the chance to pursue other jobs and earn extra money.	898	26	2.9	66	7.3	134	14.9	241	26.8	431	48	1.90	1.08
22. Teaching is relatively less expensive to train for.	890	37	4.2	47	5.3	142	16	249	28	415	46.6	1.92	1.10
5. I had no other choice.	849	69	8.1	59	6.9	120	14.1	143	16.8	458	53.9	1.98	1.30
3. I trained for another field but could not get a job.	899	74	8.2	62	6.9	135	15	142	15.8	486	54.1	1.99	1.31
8. I fell into teaching just by mistake.	882	63	7.1	87	9.9	116	13.2	140	15.9	476	54	2.00	1.31
24. Teachers have high quality resources and equipment.	895	37	4.1	116	13	230	25.7	243	27.2	269	30.1	2.34	1.16
26. Teachers have pleasant physical working environment.	894	46	5.1	123	13.8	225	25.2	206	23	294	32.9	2.35	1.21
17. I entered teaching because I didn't feel comfortable in other fields.	869	69	7.9	124	14.3	184	21.2	201	23.1	291	33.5	2.40	1.29
30. Teachers have reasonable work load.	902	45	5	140	15.5	235	26.1	206	22.8	276	30.6	2.41	1.21
23. My teachers encouraged me to enter this profession.	889	97	10.9	126	14.2	195	21.9	191	21.5	280	31.5	2.52	1.35
28. Teachers have good opportunity to find a job.	902	81	9	151	16.7	227	25.2	186	20.6	257	28.5	2.57	1.30

*Neither Agree nor Disagree

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Table 3

Descriptive Statistics for the Motives on which Elementary School Teachers neither Agreed nor Disagreed as a Reason to Enter to Teaching

	n	Strongly Agree		Agree		NAND		Disagree		Strongly Disagree		*M*	*SD*
		f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*		
37. Teaching is a respected job.	895	234	26.1	228	25.5	217	24.2	90	10.1	126	14.1	3.40	1.35
36. Teaching is a challenging profession.	898	179	19.9	291	32.4	225	25.1	106	11.8	97	10.8	3.39	1.23
16. I have always wanted to be a teacher.	891	232	26	151	16.9	220	24.7	130	14.6	158	17.7	3.19	1.43
29. Teachers have job guarantee.	904	144	15.9	251	27.8	247	27.3	124	13.7	138	15.3	3.15	1.28
15. I want to solve the problems in the education system.	895	139	15.5	204	22.8	273	30.5	154	17.2	125	14	3.09	1.26
20. Teaching was the best choice among those readily available to me.	894	143	16	218	24.4	250	28	143	16	140	15.7	3.09	1.29
35. Teaching is a good job to combine with parenthood.	894	118	13.2	182	20.4	263	29.4	147	16.4	184	20.6	2.89	1.31
32. Teachers have long holidays.	886	94	10.6	127	14.3	280	31.6	181	20.4	204	23	2.69	1.27
40. Teachers have standard income safety.	891	63	7.1	177	19.9	274	30.8	178	20	199	22.3	2.69	1.22

*Neither Agree nor Disagree

APPENDIX D

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ☐

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı :
Adı   :
Bölümü :

TEZİN ADI (İngilizce) :

TEZİN TÜRÜ : Yüksek Lisans ☐   Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. ☐

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: