

Teaching Motivation of the Students in Secondary Teacher Training Schools in Turkey

^{1*} Kürşat Yenilmez, ¹Fatih Çemrek

¹Osmangazi University, Faculty of Education, Eskişehir/Turkey

* Corresponding author: kyenilmez@ogu.edu.tr

Abstract: Teaching is a profession that needs specialist knowledge and skill. Because of this, education of teachers is crucial process. In Turkey, new strategies to educate teachers put on the educational practice. Educating the teacher candidates is beginning from the secondary schools in new system. The aim of this study was to determine the motivational levels and motivational supplies for candidate teachers in the secondary teacher training schools. The population of the study was selected from five secondary teacher training schools in five cities. Totally 509 students as a sampling group was selected with randomly. Data were collected by the "Motivation Scale" and analyzed by using ANOVA and t-test. The results of the study indicated that, secondary teacher training schools students had been most affected from the self-confidence and future anxiety sources. Finally suggestions were included for motivating to teaching in secondary teacher training schools.

Key words: Teaching Motivation, Pre-service teacher, Secondary School.

INTRODUCTION

New concepts of professionalism are influencing the teaching profession as well as other professions. Traditionally, professions are characterised sociologically by individual autonomy. Today, professionals increasingly need to work together with colleagues and others. Traditionally, professionals were supposed to be trustworthy by virtue of having the appropriate education, belonging to the profession, and being a member of professional associations. Today, accountability and chain responsibility are serious claims, and professionals are required to renew their professional expertise much more profoundly and continually than ever before (OC & W, 1999).

There were a lot of systems had been tried about teacher education in Turkey. According to the last arrangements in education system, teachers have been educated at first in secondary teacher training schools and then in education faculties. That is, initial knowledge and skills are making earned to teacher candidates at first in secondary teacher training schools. Pedagogical formation courses and vocational knowledge courses in the education faculties are continuation of this process.

Most teacher education graduates move on to teaching careers in schools aligned with the sector where they themselves received their elementary or secondary education and where they earned their teacher certification. The largest part of their teacher education curriculum deals with pedagogy, the philosophy, psychology, and sociology of education, and supervised teaching (Rich & Iluz, 2003).

Therefore, motivating teacher candidates to the teaching profession is an important duty of the secondary teacher training schools.

Motivation involves being moved to do something. A person who feels no driving force to act is thus characterized as unmotivated, whereas someone who is activated toward a goal is considered motivated (Ryan & Deci, 2000). Motivation is generally defined as a "force, stimulus, or influence" that moves a person or organism to act or respond. According to Webster's Dictionary, motivation is "the psychological feature that arouses an organism to action;" and "the reason for the action." Thus, motivation relates to the internal processes that "move, impel, induce, or incite," people to do the things they do. It is "the call to action" that stimulates us to initiate behaviors in the world around us. "Needs, drives, and desires" are typically cited as internal motives of our behaviors. "Incentives, rewards and reinforcement" are considered motivations derived from external sources (Dilts, 1998).

The concept of motivation has been the concern of educators since many factors determine whether the students in classes will be motivated or unmotivated to learn. Several learning theories try to explain the motivation concept. However, no single theory of motivation explains all aspects of student interests. Different theories explain why some students in a given learning situation are more likely to want to learn than others. Moreover, each theory can help to develop several techniques to motivate in the classroom (Yıldırım, Güneri & Sümer, 2002).

Students have different amounts and different kinds of motivation. That is, they vary not only in their level of motivation but also in the orientation of that

motivation. For instance, a student can be highly motivated to do homework out of curiosity and interest, or to be approved by the teacher. Motivation that stems from factors such as interest or curiosity is called intrinsic motivation (Woolfolk, 1993). When a person is intrinsically motivated, s/he is moved to act for the fun or challenge entailed rather than because of external rewards or pressures. When motivation is created by external factors such as rewards and punishments it is called extrinsic motivation (Ryan & Deci, 2000).

Studies of student motivation, drawing on psychological theory, have identified learning, teaching and assessment strategies which are likely to enhance motivation. However, little attention has been paid to the impact on student motivation of recent changes in the social and economic context of higher education. Winn (2002) used qualitative data from interviews with students to provide a broader perspective on motivation. She found that some students with demanding family or employment commitments were able to integrate the demands of the course into their lives, while others had little time available for academic work. There was also a group of students who had few commitments other than the course, but spent little time studying.

Therefore, while choosing the teaching for them as a profession is an intrinsic motivation for the students in secondary teacher training schools, teaching education they taking is an extrinsic motivation for them. Secondary teacher training schools carry out several educational and practical systems for making this motivation.

Teacher Training Programmes in Turkey

In Turkey, a school for training teachers was first established in 1848 and it was named Darülmüallimin. This indicates that Turkey has a history and background of about 160 years on this issue. However, the issue of training teachers had long been excluded from the university system. The most important improvement with respect to this issue was the inclusion of the education institutes -which used to depend on the Ministry of National Education (MNE)- within the body of the university system as education faculties in 1982 (MEB). Higher Education Council (HEC), by reconstructing the teacher training system in 1998, aimed at both increasing the quality of teacher training and overcoming the problems of employment. According to the HEC project which required the reconstruction of the education faculties and which was put into practise in 1998, Turkish teacher education is established as an independent department. As a result, it is proposed that this department -which will train teachers to work only in the second level of primary education- will serve as a minor branch for the departments of teaching the first level in primary education, foreign languages, fine arts, physical education, education of disabled children, computer and instructional technologies education, educational sciences, and teaching science and social sciences in secondary education (Aydin & Baskan, 2005).

In recent years teacher education colleges have started to offer more alternative routes to teaching in secondary education. The development is a response to teacher shortages but also to a change in thinking about teaching as a profession, professional learning and the school as site of learning. Bolhuis (2002) offered three alternative routes and searched the characteristics of the new students and the way teacher colleges adapt their programmes to these new students. The alternative teacher education programmes realise characteristics of 'work-based learning' to a certain extent, but not yet fully. Alternative routes are a promising development in teacher education, opening new opportunities to enter teaching, and marking a change in the role of schools as important environment of teachers' professional learning.

The alternative teacher programmes may be viewed as part of a larger movement in higher education toward work-based learning. Work-based learning is the term being used to describe a class of university programmes that bring together universities and work organisations to create new learning opportunities in the workplaces. Such programmes meet the needs of learners, contribute to the longer-term development of the organisation and are formally accredited as university courses (Boud et al., 2001). Secondary schools and teacher education institutes are expected to provide the environment for work-based learning of the students in alternative routes. This requires a profound change in both schools and teacher education institutes (Lunenberg et al., 2000). Many schools maintain a culture of individual autonomy, do not endorse peer learning and teamwork, and do not value or support critical and reflective examination of teaching practice (Putnam & Borko, 2000). Teacher education institutes themselves may also have problems in operating as a learning organisation, or as a critical learning community.

Younger, Brindley, Pedder and Hagger's (2004) study focuses upon the developing professionalism and emergent thinking of the secondary trainee teachers, in terms of their motivation to teach, their early beliefs about teaching and the teaching-learning process and their views of themselves as trainee teachers. They attract attention to the personal antecedents and the sources and nature of the motivation to teach of the beginning teachers, the nature of their understandings of the profession they were embarking upon, their views of teachers and the teaching-learning process and how they envisage the professional learning process they will go through themselves as they learn to become a teacher.

Watt and Richardson (2007) apply current influential models from the motivational literature to develop the comprehensive factors influencing teaching choice (FIT-Choice) scale, to measure factors influencing the choice to teach for beginning preservice teacher education candidates. They validate the scale using two large cohorts and describe the factors that teacher education candidates identified as most important in their decision to teach. Also, they examine longitudinal relationships for participants who have now

completed their teaching qualification to determine how entry motivations relate to exit levels of teaching engagement and professional development aspirations. Their study extends the values component of the expectancy-value motivational framework, go beyond high school students to examine career choices of adults, and specifically examine the domain of teaching as a career choice. According to results of the study; teacher candidates' motivations for choosing teaching has implications for teacher education planning and curriculum design, teacher recruitment authorities, and government and intergovernmental planning and policy decisions—especially when many.

Motivation in Classroom

Motivation is interested in humans' emotions surely. Emotions are changable and there are many factors which effects peoples' emotions. Numerous studies have examined the influence of family and home characteristics, as well as contexts experienced outside the home, on children's cognitive and emotional development. In the psychological literature, there has been a recent burgeoning of studies focused on the effects of poverty and economic hardship on children. In general, the non-experimental literature has suggested negative effects of low family income on children's cognitive and emotional adjustment, with stronger negative effects during the preschool years than in later developmental periods (Duncan & Brooks-Gunn, 1997). However, one recent experiment showed that offering a package of employment and economic supports to low-income families improved boys', but not girls', school performance and social development during middle childhood (Huston et al., 2001).

The school environment creates a context for a variety of emotional experiences that have the potential to influence teaching and learning processes. Yet, with the exception of test anxiety and attribution theory (Pekrun, Goetz, Titz, & Perry, 2002), researchers are just beginning to understand the transactions among emotion, motivation, learning, and self-regulation (Schutz & DeCuir, 2002). The study of emotions in education has a lot of promise when it comes to informing understanding of teaching, motivation, and self-regulated learning. Emotions are an integral part of the educational activity setting and, therefore, an understanding of the nature of emotions in the school context is an important goal.

The Meyer and Turner's (2002) article, "Discovering Emotion in Classroom Motivation Research," takes a reflective look at their program of research over the last 10 years. They discuss many of their "serendipitous findings" that have prompted them to conclude that "emotion is an essential part of studying motivation in classroom interactions". A unique aspect of that article is the way in which Meyer and Turner trace their observations in the real classroom and show how that journey has influenced the development of their theory (Schutz & Lanehart, 2002).

According to Pintrich (2003) a motivational science perspective on student motivation in learning and teaching contexts is developed that highlights 3

general themes for motivational research. The 3 themes include the importance of a general scientific approach for research on student motivation, the utility of multidisciplinary perspectives, and the importance of use-inspired basic research on motivation. Seven substantive questions are then suggested as important directions for current and future motivational science research efforts. They include (1) What do students want? (2) What motivates students in classrooms? (3) How do students get what they want? (4) Do students know what they want or what motivates them? (5) How does motivation lead to cognition and cognition to motivation? (6) How does motivation change and develop? and (7) What is the role of context and culture? Each of the questions is addressed in terms of current knowledge claims and future directions for research in motivational science.

The preceding passage was taken from the Editor's Comment section of a special issue of the *Educational Psychologist* on motivation in education. That paragraph might look like this: "As motivation, cognitive, developmental, and educational psychologists have continued to contextualize their inquiry within the schools; it has become clear that emotions are an integral part of educational activity settings. In the 2000s, researchers interested in teaching, learning, and motivational transactions within the classroom context can no longer ignore emotional issues. Emotions are intimately involved in virtually every aspect of the teaching and learning process and, therefore, an understanding of the nature of emotions within the school context is essential" (Schutz & Lanehart, 2002).

As a profession, however, teaching has had a long and difficult history. Its social and cultural functions have never been critically challenged, but nevertheless the public has not adequately supported teaching. Compared with other learned professions, such as medicine, law, engineering, architecture, and business, teaching ranks rather low. According to To (1982), some teachers are dissatisfied with, and even depressed about their professional standing. They feel that the work load is too heavy, and the recognition and appreciation are too limited. They think that they do not have sufficient opportunities to advance in their careers and that they have no power to control the content and form of their work. They resent prohibition against their direct involvement in policy making in educational affairs. Time and again, they ask: Is teaching a profession? Or is it merely a subprofession?

It is only possible that to increase the quality of our teachers and to decrease the failures of them by determining their teaching motivation levels and the sources of that motivations.

According to Pelletier, Se'guin-Le'vesque and Legault (2002), when teachers are more supportive of autonomy and less controlling, students demonstrate higher levels of intrinsic motivation and self-determination. They examined socialcontextual conditions that teachers who taught classes from Grades 1 to 12 to be more autonomy supportive versus controlling with their students. Using structural equation modeling, they observed that the more teachers perceive

pressure from above (they have to comply with a curriculum, with colleagues, and with performance standards) and pressure from below (they perceived their students to be nonself-determined), the less they are self-determined toward teaching. In turn, the less they are self-determined toward teaching, the more they become controlling with students.

Kyriacou, Hultgren and Stephens' (1999) study sought to explore the reasons given by student teachers in influencing their choice to become a secondary school teacher. Some 105 student teachers in Stavanger and 112 student teachers in York completed a questionnaire at the beginning of their postgraduate teacher training course. Twelve student teachers from each sample were then interviewed. Both groups reported being strongly influenced by enjoying the subject they would teach, liking to work with children, and the fact that teaching would enable them to use their subject. There was tendency for more of the student teachers in the York sample, compared with the Stavanger sample, to place value on a "wanting to help children succeed" and a "liking the activity of classroom teaching"; conversely, there was a tendency for more of the student teachers in the Stavanger sample, compared with the York sample, to place value on a "long holidays" and a "social hours". According to them, these tendencies may in large part be accounted for by the fact that more of the Stavanger sample were already teaching, were older and had family commitments.

In Malmberg's (2006) study, the relationship between goal-orientation, intrinsic/extrinsic motivation for the teaching profession, previous achievement and entrance scores was investigated among teacher applicants and student teachers. Utilizing path-analyses the following relationships were found in this study, between: (a) mastery goals and intrinsic motivation, (b) avoidance goals and extrinsic motivation, (c) previous achievement and performance goals, and (d) intrinsic motivation and entrance scores.

The main aim of this study was to determine the motivational levels and motivational supplies for candidate teachers in the secondary teacher training schools. We explore the answers of the following questions with this aim:

How is the level and source of motivation about teaching as a profession of the students in secondary teacher training schools?

Is there any difference between the teaching motivation levels and their sources of the students in secondary teacher training schools point of view gender, class level, general success, mothers' and fathers' education levels, number of brother or sister, families' level of income and living place?

METHOD

In this section, information about the participants of the study, collecting data and analyzing data are given.

Study Model

The relational scanning model was used in this study.

Participants

The participants of this study were 509 students from the preparation, 6th, 7th and 8th Grades of secondary teacher training schools from the regions of Eskişehir, Kütahya, Bursa, Bilecik and Afyon in Turkey. All of them were four-year teacher colleges. A total of 509 teacher education students responded to the questionnaires, 251 males and 258 females. General characteristics of our sample is; class levels are being scattered approximately homogeneous, most of them (80%) have good or very good general success, half of mothers have elementary school graduates, many of the fathers (71,2%) have high school or university graduates, 72,9 % of the students have one or two brothers, levels of income of families are being scattered approximately homogeneous, and half of their families living in city.

Data Collection Tools

The Motivation Scale (Acat & Demiral, 2002), which was adapted from the original scale to the profession of teaching and validated by the authors, is of the Likert type and is made up of 30 items. Based on generalizability theory analysis, the scores in our study had a cronbach alpha coefficient of our scale is .92. Motivational sources were examined in the questionnaire in four ways: Self-confidence, future anxiety, social environment and education surroundings. Means were calculated for every motivational source. That means used for analyzing data. In addition to this scale, a questionnaire was also employed with questions that aimed to characterise the sample of the research.

Procedure

The Motivation Scale and the questionnaire, with questions about the subjects, were sent to the five secondary teacher training schools mentioned above, filled in during class time and taken back by mail.

RESULTS

We now report results regarding the teacher education students' motivations of the profession of teaching. In Table 1 means and standard deviations are presented for all teacher education students point of view motivational sources.

Teacher candidates were affected from the education surroundings at most while affected from the social environment at least. Future anxiety and self-confidence took places second and third, respectively. Table 2 shows that the results of t-test for determining the differences about motivational sources between male and females.

According to the Table 2, there are expressive differences between the girls and boys by means of affected from the motivational sources. The girls have been more affected from the sources self-confidence, future anxiety and education surroundings than boys. There is no difference between girls and boys point of view the source social environment.

ANOVA results among the class levels point of view the motivational supplies are in Table 3.

It was found that there was a significant difference among the classes in terms of the effectiveness of materials for motivation. Table 3 shows that the preparatory class students had being different from the other students points of view all sources. Preparatory class students have been more affected from all motivational sources than the others.

It was found that there was a significant difference among the groups about the income level of in terms of

the effectiveness of materials for motivation. According to the Table 4, the students, whose families have low income level, have been more affected from the sources self-confidence, future anxiety and education surroundings than the students, whose families have high income level.

It was found that there was a significant difference among the groups fort he living places in terms of the effectiveness of materials for motivation. Table 5 shows

Table 1. Means and standard deviations of motivational sources

	Self - confidence	Future anxiety	Social environment	Education surroundings
Mean	3,299	3,455	3,229	3,912
N	509	509	509	509
Std. Deviation	,622	,747	,551	,899

Table 2. T-test results point of view the gender

Source	Mean Difference	df	t	p
Self - confidence	0,184	509	3,374	0,001*
Future anxiety	0,143	509	2,170	0,030*
Education surroundings	0,332	509	4,228	0,000*

* p ≤ .05

Table 3. ANOVA results point of view the class level

Source	(I) class	(J) class	Mean Difference (I-J)	Std. Error	p
Self - confidence	Prep	9	,226	,074	,013
		10	,295	,073	,000
		11	,315	,078	,000
Future anxiety	Prep	9	,254	,088	,021
		10	,472	,087	,000
		11	,446	,093	,000
Social environment	Prep	9	,250	,066	,001
		10	,236	,065	,002
		11	,253	,069	,002
Education surroundings	Prep	10	,394	,107	,002

Table 4. ANOVA results point of view the families' income level

Source	(I) income (YTL)	(J) income (YTL)	Mean Difference (I-J)	Std. Error	p
Self - confidence	351-500	1000+	,263	,084	,023
Future anxiety	501-750	1000+	,279	,097	,048
Education surroundings	351-500	1000+	,363	,121	,035
	751-999	1000+	,383	,111	,008

Table 5. ANOVA results point of view the living place

Source	(I) place	(J) place	Mean Difference (I-J)	Std. Error	p
Self - confidence	Big city	City	,273	,089	,021
Future anxiety	Big city	City	,299	,107	,045
		City	-,540	,166	,011
		Town	-,463	,161	,034
Social environment	Big city	Town	,356	,111	,013
Education surroundings	City	Village	-,549	,201	,050

that while the students, whose families were living in a big place, have been more affected from the sources self - confidence and social environment than the students, whose families were living in a small place; the students, whose families were living in the village, have been more affected from the sources future anxiety and education surroundings than the students, whose families were living in the town or city.

Additionally, there is no difference among the teacher candidates' points of view general success, parents' education level and number of brothers.

These results suggest that students in the secondary teacher training schools were highly affected from the motivational sources mentioned above.

DISCUSSION AND CONCLUSIONS

Teacher candidates were affected from the education surroundings at most while affected from the social environment at least. Just as Watt and Richardson (2007) informed that teacher candidates' motivations for choosing teaching has implications for teacher education planning and curriculum design, teacher recruitment authorities, and government and intergovernmental planning and policy decisions - especially when many. Secondary teacher training schools are boarding in Turkey generally. The students in these schools have been living in that school continuously. Because of this they have been extremely affected from the school atmosphere as specially education surroundings. It is normal that the students had been at least affected from the social environment as they have weak social surroundings. Their social environment consists of only school friends and teachers.

Girls have been more affected from the sources self-confidence, future anxiety and education surroundings than boys. This result can be based on the sensitivity of Turkish girls who educate far from their home. Since Turkish people are patriarchal, boys have been more relaxed in boarding schools environment.

Preparatory class students have been more affected from all sources than the others. Reason of this situation can be they were at the beginning of the vocational school and have been accesable to all kinds of effects.

The students, whose families have low income level, have been more affected from the sources self-confidence, future anxiety and education surroundings than the students, whose families have high income level. It is so natural that the students, whose families have low income level, have been more affected from the future anxiety source. The students, whose families were living in a big place, have been more affected from the sources self - confidence and social environment than the students, whose families were living in a small place. People who live in the big place have more a comprehensive social environment. Because of this they have been too much affected from the motivational source social environment. In addition, the conscious of educational racing against to their friends can be a reason of the students' affectedness, whose families were living in a big place, from the motivational source self – confidence. The students, whose families were

living in the village, have been more affected from the sources future anxiety and education surroundings than the students, whose families were living in the town or city. Also Winn (2002) argued that some students with demanding family or employment commitments were able to integrate the demands of the course into their lives while others had little time available for academic work.

According to the means of the motivational sources, it can be said that generally secondary teacher training school students had affected positively by all motivational sources. Just as Kyriacou, Hultgren and Stephens (1999) informed that student teachers reported being strongly influenced by enjoying the subject they would teach, liking to work with children, and the fact that teaching would enable them to use their subject.

There is no difference among the teacher candidates' points of view general success, parents' education level and number of brothers.

In the light of the research findings, we may make some suggestions in an aim to help students of secondary teacher training schools increase their motivation to teaching as a job and to ensure them develop positive attitudes towards teaching:

1. Students should be given sufficient time to ask questions and express their own ideas about teaching,
2. Courses should be supported with as many knowledge as possible about teaching,
3. Educational studies, remove the negative ideas about social status of teaching, should be put in order,
4. It should be determined the factors, which cause to negative motivation on girls and be taken remover precautions of this,
5. The students, whose families have low income level and living in the village or town, should be supported psychologically about specially self-confidence and future anxiety,
6. The preparatory class students should be become conscious about teaching as a profession and teaching education they will take,
7. It should be given more importance to making educational surroundings which increase desire of the students,
8. The researches, towards determine the personality and emotional specials of teachers and teacher candidates, should be done.

REFERENCES

- Acat, M.B. & Demiral, S. (2002). Motivational Sources in Learning Foreign Language in Turkey. *Kuramdan Uygulamaya Eğitim Yönetimi*, 8 (31), 312-329.
- Aydın, A. & Baskan, G.A. (2005). The problem of teacher training in Turkey. *Biotechnology and Biotechnolgy Eq.*, 19 (2), 191-197.
- Bolhuis, S. (2002). Alternative Routes to Teaching in Secondary Education in The Netherlands. *European Journal of Teacher Education*, 25, Nos. 2 and 3.
- Boud, D., Solomon, N. & Symes, C. (2001). New practices for new times. in: D. BOUD & N. SOLOMON (Eds) *Work-based Learning. A New Higher Education?* Buckingham: Open University Press.

- Brooks-Gunn, J. & Duncan, G. (1997). The effects of poverty on children. *Future of Children*, 7(2), 55-71.
- Dilts, R. (1998). Motivation. Available online at <http://www.nlpu.com/Articles/artic17.htm>
- Ginorio, A. & Huston, M. (2001). Si se puede! Yes, we can. Latinas in school. Washington, DC: American Association of University Women Educational Foundation. (ED 452 330).
- Kyriacou, C., Hultgren, Å. & Stephens, P. (1999). Student teachers' motivation to become a secondary school teacher in England and Norway. *Teacher Development*, 3(3), 373-381.
- Lunenberg, M., Snoek, M. & Swennen, A. (2000). Between pragmatism and legitimacy: developments and dilemmas in teacher education in The Netherlands. *European Journal of Teacher Education*, 23, 251–260.
- Malmberg, L.E. (2006). Goal-orientation and teacher motivation among teacher applicants and student teachers. *Teaching and Teacher Education*, 22(1), 58-76.
- Meyer, D.K. & Turner, J.C. (2002). Discovering emotion in classroom motivation research. *Educational Psychologist*, 37, 107–114.
- Ministerie Van OC&W. (1999). Startbekwaamheden leraar secundair onderwijs [Necessary competencies to start teaching in secondary education] [Zoetermeer, Ministerie van OC&W (Department of Education)].
- Pekrun, R., Goetz, T., Titz, W. & Perry, R.P. (2002). Academic emotions in students' self-regulated learning and achievement: A program of qualitative and quantitative research. *Educational Psychologist*, 37, 91–105.
- Pelletier, L.G., Séguin-Levesque, C. & Legault, L. (2002). Pressure From Above and Pressure From Below as Determinants of Teachers' Motivation and Teaching Behaviors. *Journal of Educational Psychology*, 94(1), 186-196.
- Pintrich, P.R. (2003). A Motivational Science Perspective on the Role of Student Motivation in Learning and Teaching Contexts. *Journal of Educational Psychology*, 95(4), 667-686
- Putnam, R.T. & Borko, H. (2000). What do new views of knowledge and thinking have to say about research on teacher learning? *Educational Researcher*, 29, 4–15.
- Rich, Y. & Iluz, S. (2003). Perceptions of the Purposes of Education Among Religious Teacher Education Students in Israel, *Religious Education*, 98(2) ,180-196.
- Ryan, R.M. & Deci, E.L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67.
- Schutz, P.A. & Lanehart, S.L. (2002). Introduction: Emotions in Education. *Educational Psychologist*, 37(2), 67–68.
- Schutz, P.A. & DeCuir, J.T. (2002). Inquiry on Emotions in Education. *Educational Psychologist*, 37(2), 125–134.
- To, C.Y. (1982). Teaching As A Profession. *CUHK Educational Journal*, 10(2), 71-73.
- Yıldırım, A., Güneri, O.Y. & Sümer, Z.H. (2002). Development and Learning. Ankara: Seckin Publications.
- Younger, M., Brindley, S., Peder, D. & Hagger, H. (2004). Starting points: student teachers' reasons for becoming teachers and their preconceptions of what this will mean. *European Journal of Teacher Education*, 27(3), 245-264.
- Winn, S. (2002). Student Motivation: a socio-economic perspective. *Studies in Higher Education*, 27(4), 445-457.
- Watt, H.M.G. & Richardson, P.W. (2007). Motivational Factors Influencing Teaching as a Career Choice: Development and Validation of the FIT-Choice Scale. *The Journal of Experimental Education*, 75(3), 167-202.

♥♥IJESE♥♥
ISSN: 1306 3065