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UNDERSTANDING THE REASONS BEHIND CHOOSING TO TEACH ENGLISH AS A FOREIGN LANGUAGE

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Abstract: This study reports on findings from an investigation into the reasons for year 1 students from the English Language Teaching Department at Çanakkale Onsekiz Mart University, Turkey, for choosing teaching as a field of study and future career. A questionnaire comprising of open-ended questions was employed to decipher the reasons of 96 participants. Content analysis of the emergent data revealed 20 reasons which were broadly categorized as intrinsic, extrinsic, and altruistic. Participants, in general, reported more intrinsic reasons than extrinsic reasons. Unlike those reported in the field, altruistic reasons were much fewer than other types of reasons. A further motivational clustering of students showed that the majority of students had a mixture of intrinsic and extrinsic factors. The data also indicated possible gender related differences. The study concludes that although student teachers are intrinsically motivated, this motivation may need to be maintained so as to be long term. Further, the study calls for measures to be taken to control possible methodological biases.

Keywords: Teacher motivation, reasons for choosing to teach, intrinsic reasons, extrinsic reason, altruistic reasons, methodological bias, gender differences

Özet: Bu çalışma, Çanakkale Onsekiz Mart Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında eğitim gören 1. sınıf öğrencilerinin öğretmenliği bir kariyer olarak seçme nedenlerini inceleyen bir araştırmanın bulgularını rapor etmektedir. Açık uçlu sorulardan oluşan bir anket formu, öğrencilerin öğretmenlik mesleğini seçme nedenlerini incelemek üzere 96 katılımcıya uygulanmıştır. Ortaya çıkan nitel verinin içerik analizi genel olarak içsel, dışsal ve özgeci sebepler olarak gruplandırılan 20 farklı sebep ortaya çıkartmıştır. Katılımcılar genel olarak dışsal nedenlerden daha çok içsel sebepler bildirmişlerdir. Alan yazındakinin tersine, ozgeci nedenlerden daha nadir bahsedilmistir. Öğrencilerin motivasyon türlerine göre kümelenmesi işlemi, öğrencilerin büyük bir çoğunluğunun içsel ve dışsal sebepleri aynı anda belirttiğini ortaya koymuştur. Yapılan veri analizi öğretmenliği seçme nedenlerinde muhtemel cinsiyet farklılıklarına da işaret etmiştir. Bu çalışma sonuç olarak, her ne kadar aday öğretmenler daha çok içsel sebeplerle güdülenmiş olsa da, uzun soluklu olabilmesi için bu güdülenmemin devam ettirilebilirliğinin sağlanması gerektiği sonucuna varırken, yapılan bu tür çalışmalarda yöntemsel etkilerin en aza indirilmesi için önlemler alınmasının elzem olduğunu vurgulamaktadır.

Anahtar sözcükler: Öğretmen motivasyonu, öğretmenliği seçme nedenleri, içsel sebepler, dışsal sebepler, özgeci sebepler, yöntemsel etkiler, cinsiyet farklılığı

1. Introduction

Teachers play a pivotal role in the shaping up of societies as "quality teachers and teaching are central to the development and maintenance of an intelligent, informed citizenry" (Richardson & Watt, 2006: 27). Severe shortages of teachers as well as high levels of teacher attrition have frequently been reported in many industrialized countries, which has recently given rise to an increasing interest into who chooses to teach and why they do so (e.g., Kyriacou et al., 1999; Mori, 1965; Richardson & Watt, 2006; Saban, 2003; Watt & Richardson, 2007, 2008). However, this does not seem to be the case in Turkey where a surplus of teacher supply has been often reported (approximately 300000 according to Türk Eğitim Sen, 2011) as the Ministry of Teacher Education could not employ graduates of teacher education programmes. However, this surplus appears to be field specific, excluding

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pre-school education and teaching English as a Foreign Language (Eren & Tezel, 2010) where there are still serious shortages of teacher supply.

Such contextual differences make it important to explore why Turkish high school graduates would like to become teachers while there already is a surplus in teacher supply in Turkish educational system. This study aims to contribute to our knowledge and understanding of what makes Turkish student teachers choose to teach English. To do this, firstly, a brief review of the literature on motivations for teaching as a career will be presented. Following this, the study conducted will be described and findings will be presented and discussed. Given the qualitative nature of the study, tentative conclusions will be drawn and implications will be discussed.

2. Why study the reasons for choosing to teach as a career?

Motivation has been shown to be an important factor for the satisfaction we get from activities we are involved in (see, for example, Csikszentmihaly, 1997). The enjoyment and/or boredom we experience when doing certain activities may be closely related to our initial motivational make up (Williams & Burden, 1997) in that reasons we have at the onset of a particular activity may exert an influence on the type and maintenance of our mental/physical endeavours. As such, people with different motivational drives tend to have diverse preferences for task difficulty or criteria for success (Harter, 1981; Weiner, 2010). University life and professional preferences are not exceptions to the influence of initial motivation.

Studying the motivational make-up behind the choice of teaching as a profession may be rewarding as it may enable an understanding of teachers' affective, cognitive, and behavioural properties. Watt and Richardson (2007, p. 167) state that understanding the reasons for deciding to become a teacher "has implications for teacher education planning and curriculum design, teacher recruitment authorities, and government and intergovernmental planning and policy decisions." Supporting this, Özgüngör (2008) documented that pre-service teachers' reasons for selecting their department were closely related to the satisfaction they got from their university studies, with lower levels of satisfaction being closely related to choosing their department reluctantly. Such an unwilling choice of field of study may cause even more serious problems for teachers' future work lives. Watt and Richardson (2007) report that in Australia, for instance, almost one-third of teachers are expected to leave the profession for another type of occupation. Similarly, in Turkey, teachers' burnout has been shown to be linked to initial motives for choosing to teach (Dolunay, 2002; Kan, 2008). Dolunay (2002) showed that the willing choice of teaching as a career is negatively correlated with various forms of burnout. She suggests that student teachers who voluntarily choose to teach may exhibit more positive attitudes towards adjusting to the demands of the profession. Kan (2008), similarly, reports that a group of pre-school teachers' burnout scores were highly related to the fact that the teachers chose the profession unwillingly. Such evidence further warrants studies into reasons why people choose to teach.

3. Motivations to choose to teach

Traditionally, reasons for choosing to teach have been treated under three broad categories. Kyriacou, Hultgren, and Stephens (1999, p. 374) describe these intrinsic, extrinsic, and altruistic reasons as follows:

(i) Altruistic reasons. These reasons deal with seeing teaching as a socially worthwhile and important job, a desire to help society improve.

(ii) Intrinsic reasons. These reasons cover aspects of the job activity itself, such as the activity of teaching children, and an interest in using their subject matter knowledge and expertise.
(iii) Extrinsic reasons. These reasons cover aspects of the job which are not inherent in the work itself, such as long holidays, level of pay, and status.

Reasons for selecting teaching as a profession have been subject to further vigorous theory-building in relation to current theories of motivation. In a series of studies, Richardson and Watt (2005, 2006) and Watt and Richardson (for further information, see 2007, p. 171-180), reflecting on Expectancy-Value Theory, proposed a 'Factors Influencing Teaching Choice' (FIT-Choice) scale. In their formulation, the FIT-Choice scale covers motivational factors such as ability, intrinsic career value, fallback career [undesired, secondary preference], personal utility value (job security; time for family; job transferability; bludging [undemanding easy job]), social utility value (shaping the future of children/adolescents; enhancing social equity; making a social contribution; working with children/adolescents), prior teaching and learning experience, and social influences.

Findings reported in this line of research are sometimes difficult to compare as, firstly, studies do not always subscribe to the same classification system of reasons; secondly, they make use of data collection tools of a different nature; and thirdly, reasons appear to change in different socio-economic and cultural contexts. What follows is a brief review of some relevant literature.

Studies that explore motivations behind choosing to teach often document that intrinsic and altruistic reasons frequently prevail although extrinsic reasons are also important attractors. Watt and Richardson (2007) in particular report altruistic reasons as being of pivotal importance. They found that pre-service teachers enrolled in three Australian universities chose to teach mainly because of their perceived teaching abilities, the intrinsic value of teaching and the desire to make a social contribution. Similar findings were also reported by Manuel and Huges (2006) who documented that most pre-service teachers wanted to become teachers because they had long dreamed about becoming one. More recently, Feng (2012) found that Chinese teachers were mostly intrinsically motivated although there were also some teachers who were completely displeased with their career choice. Kyriacou and Coulthart (2000) compared those who seriously consider becoming a teacher, those who do not, and those-who had not yet decided. The most appealing factor for their participants was the enjoyable nature of teaching as a profession. However, those who seriously considered becoming a teacher gave reasons such as 'a job which gives me responsibility', 'a job where I can contribute to society' and 'job mobility' as most important, possibly highlighting the altruistic spirit of teaching. Kyriacou and Benmansour (2002) investigated the views university students studying English or French at a university in Morocco about a career in teaching. Students thought that 'a job that is respected'; 'a job that I will find enjoyable'; and 'a job where I am required to use my intellect' were among the most important factors.

People from different cultural and socioeconomic backgrounds may also have diverse reasons for choosing to teach. Kyriacou et al. (1999, p. 373), for example, illustrate how their English sample and Norwegian sample value different reasons to different degrees. Their English sample placed value on 'wanting to help children succeed' and 'liking of the activity of class teaching" more than their Norwegian sample. On the other hand, their Norwegian sample, more than the English sample, and being older and having families, valued 'long holidays' and 'social hours,' reflecting their personal needs.

Government policies and economic conditions may exert an impact on who chooses to teach. In Cyprus, for example, immediate employment for teachers was one of the strongest attractors of teaching (Papanastasiou & Papanastasiou, 1998) as according to the authors, the Government of Cyprus offers all qualified teachers a job after they finish their education and their jobs are secure after two years of service.

Given the influence of different contexts on possible reasons student teachers may have, a separate paragraph on studies in Turkey can be informative (Aksu et al., 2010; Boz & Boz, 2008; Gürbüz & Sülün, 2004; Kılınç & Mahiroğlu, 2009; Kılınç, Watt, & Richardson, 2012; Özsoy et al., 2010; Saban, 2003; Topkaya & Uztosun, 2012; Ubuz & Sarı, 2008). These studies, however, tend to report contradicting findings particularly regarding altruistic motives. A distinguishing factor between these studies appears to be the main tool of data collection employed: quantitative vs. qualitative tools.

One characteristic finding of quantitative studies is almost a unanimous emphasis on altruistic reasons. Survey studies by Saban (2003) and Kılınç et al. (2012), in particular, highlighted altruistic reasons as well as extrinsic reasons as main motives to become a teacher. Similarly, Özsoy et al.'s (2010) findings showed that two-thirds of their participants voluntarily decided to become teachers and they wanted to contribute to the development of their community and the education of others. Controversially, however, 60% of their participants also reported that they chose their career as their scores from the university entrance exam did not qualify to enter other departments, pointing to a fallback career. Topkaya and Uztosun (2012), with student teachers of English, report that the most important two groups of reasons were in fact altruistic and intrinsic reasons. Such findings also find support from the global literature (e.g. Kyriacou & Coulthart, 2000; Watt & Richardson, 2007) that employed quantitative tools and that often found that helping others and contributing to society were often reported as the main reasons behind choosing to teach.

Altruistic reasons are not always reported to be just as important as other types of reasons. The largest quantitative survey in Turkey was done by Aksu et al. (2010) with 18,226 entrant student teachers, half of whom expressed an ultimate desire to become a teacher. Nearly one-third reported that their scores from the centrally administered university entrance exam imposed on them such a choice while another quarter of the students wanted to become a teacher because of job opportunities, indicating a mixture of intrinsic and extrinsic reasons. About one-tenth of students wanted to become teachers as they found it to be prestigious. Interestingly no altruistic reasons were reported, probably because they were either not included in the list of reasons for students to choose from or because students did not favour any. The authors do not give details and comment on this.

Qualitative studies, on the other hand, draw a slightly different picture of the reasons behind the choice of teaching as career. In the fields of mathematics and chemistry, Boz and Boz (2008) describe their participants as having reported more intrinsic and extrinsic reasons than altruistic reasons. They report a love of teaching chemistry/maths, a love of teaching, a love of the field and a forced choice due to insufficient scores from university entrance exams (fallback career) as the most common reasons, while only 13% of students reported altruistic reasons. Similarly, Ubuz and Sarı (2008) found that their 109 participants chose to be a primary school teacher mostly for extrinsic reasons due to the relatively higher employability prospects. These were followed by intrinsic reasons. Giving support to Boz and Boz's (2008) findings, only around 14% of the participants reported having an initial altruistic reason. Finally, Kılınç and Mahiroğlu's (2009) findings show that the top three attractors of teaching

were a mixture of intrinsic and extrinsic reasons which included a joy of working with children; a joy of teaching biology; and a light work load, but no altruistic reasons were reported as being important attractors.

Both qualitative and quantitative studies appear to agree that intrinsic and extrinsic reasons seem to combine to help high school graduates in their decision making about their future career. This seems to be valid for different fields of study. Although the gravity of different reasons may differ in comparative studies, such evidence is not present. According to what is reported in both types of studies on Turkish student teachers, they seem to voluntarily choose to teach and they do so more or less because they enjoy teaching and expect to be employed in a job that is suitable and enjoyable to them as well as respectable in society. However, the discernible difference between two groups of studies regarding altruistic reasons is unclear and deserves further attention.

4. Feminized nature of the teaching profession

Teaching appears to have attracted more female teachers than male teachers. In England, for example, a very small proportion of primary school teachers is males and they are often viewed as unusual or even odd (Carrington, 2002). The situation is not different in North America and Nordic Countries (Cameron, 2001). However, such a tendency does not currently seem to hold true for Turkey. Although there is a clear dominance (93%) of female teachers in pre-school education (National Education Statistics 2010-2011; also see Table 1), there seems to be a fairly balanced proportion of both male and female teachers in the teaching force, with possible prospects of change.

Despite the current balanced demographic distribution of male and female teachers, this picture is likely to start changing. It has been observed that female students are more inclined to enter faculties of education (Dündar & Lewis, 1999). This has naturally reflected in the number of female teachers employed in the sector. Recent figures (National Education Statistics, 2010-2011) illustrate that especially in primary schools, there has been a considerable change in the proportion of female teachers from 1994 to 2011 with an increase of 9%, bringing the proportion to 53%. The proportion of female teachers is also on the rise in vocational high schools (from 38% to 42%). One interesting figure is obviously the increasing number of male teachers in the pre-school education, rising from 1% to 7%. This trend of change is an interesting one and worth watching. Table 1 illustrates these changes.

Table 1

Changes in the proportion female teachers between 1994 and 2011

	1994				2011			
	Male	Female	Total	Female %	Male	Female	Total	Female %
Pre-school	49	9049	9098	99	3414	44916	48330	93
Primary	131516	101557	233073	44	237254	266074	503328	53
Junior High	86003	59238	145241	41	128093	94612	222705	43
High	40344	30761	71105	43	67040	51338	118378	43
Vocational	45659	28477	74136	38	61053	43274	104327	42

Based on National Education Statistics, 2010-2011, available online at: http://sgb.meb.gov.tr/istatistik/meb_istatistikleri_orgun_egitim_2010_2011.pdf

The National Education Statistics do not report figures for specific fields of teaching. However, by the current female domination in undergraduate programmes, we can assume

that female teachers of English should constitute a larger majority. When the data was collected for the current study, approximately 80% percent of the enrolled students were female. The situation has been the same for a long time now and it should surely be reflected in the number of teachers employed in mainstream educational contexts. Men and women have been reported to have different priorities in their job selection and satisfaction. According to traditional gender stereotypes, for example, men are usually more work orientated while women display a family orientation (Moya, Exposito, & Ruiz, 2000; Spitze & Logan, 1990). Furthermore, some jobs are predominantly perceived as masculine professions while some others are thought to be feminine. Couch and Singler (2001) found that jobs that are related to holding power or production are usually attributed to males while those involving care giving are for females. Such perceptions can be influential on young adults' career choice (Kniveton, 2004). Many female high school graduates, for instance, tend to avoid science-related careers (Miller et al., 2002; Wilgosh, 2002) but perceive being a teacher of foreign languages more positively than their male peers (Erten, 2009). They subsequently take it as instrumental to having a prestigious occupation (Kyriacou & Benmansour, 2002).

Given such distinct orientations and already disproportionate take up of students in favour of female high school graduates makes it even more intriguing to explore any possible gender differences between male and female candidate teachers in terms of their initial reasons for choosing teaching as a career. Do males and females who get a place in ELT teacher training undergraduate programmes in Turkey have similar motives behind their choice or do they come with different reasons? Unfortunately, currently, we know very little about this.

Research into gender differences in motivations for choosing to teach is scarce in the Turkish context and those that are available often report results from fields of teaching than English. Saban (2003), for example, reports more intrinsic and altruistic reasons for female student primary school teachers, while Kılınç and Mahiroğlu (2009), for biology student teachers, did not find any significant differences between male and female students. Topkaya and Uztosun's (2012) study is the only published study concerning student teachers of English and their reasons for choosing to teach. With regard to the gender impact, the differences they observed between the two gender groups did not qualify as statistically significant. In another study (Erten, 2009), however, female students were found to have more prestigious perceptions of the profession of teaching English than their male peers and thus had higher achievement levels.

Two issues arise from this brief review of literature. Firstly, research findings can be artefacts of research methodology employed, qualitative and quantitative research tools yielding somewhat different results. Secondly, female and male candidate teachers are likely to have different orientations to become teachers. However, evidence for this matter from studies in a Turkish context is scarce and inconsistent. Further, unlike developed countries, Turkey appears to have a fairly balanced proportions of teachers of different sexes with a clear indication that the proportion of female teachers is increasing. Such an increase makes it interesting to explore possible gender differences. With such scarce and diverse evidence, then, there is still room for more research. Consequently, this study intends to investigate the reasons for becoming a teacher of English in the Turkish context and possible gender differences.

5. The Study

5. 1. Aims of the study

This study aims to explore the reasons behind choosing to teach English as a profession for newly registered students in the ELT department at Çanakkale Onsekiz Mart University. Research questions for the study were:

1- What reasons do student teachers report for choosing to teach English as a career?
2- Is it possible to group student teachers according to their motivations?
3- Are there any observable gender differences in student teachers' reasons for becoming a teacher?

5. 2. Methodology

This study is exploratory in nature and thus has adopted a qualitative research methodology. It is mentioned earlier that making use of questionnaires may generate results that otherwise would be less likely. This is because questionnaires may be asking questions about which respondents had not contemplated before (Dörnyei, 2010). Furthermore, some of these reasons may sound socially desirable, and vibrant and patriotic to adhere to, possibly alluring students into expressing agreement with given statements more than they actually do. Therefore, to avoid such a problem, this study simply adopted a qualitative standpoint, with obviously due limitations and criticisms concerning its reliability and generalizability.

Setting: The study was conducted at the English Language Teaching Department at the Faculty of Education, Çanakkale Onsekiz Mart University, a state university, where a four-year teacher training programme is offered to high school graduates. Entrance to the programme is through a very competitive centrally administered placement system (see OSYM, 2012 for details of the examination system). Those who qualify for a place in the department after the initial selection and placement phases are required to attend a one-year compulsory language preparation class. However, those with a satisfying exam score from a nationally (i.e., ÜDS and KPDS, now both got collided and renamed as YDS) or internationally recognized qualification (e.g., IELTS; TOEFL IBT) and those who succeed in an institutionally given language exemption exam are allowed to join the mainstream programme. Students, then, are expected to be over a certain threshold level of English language proficiency to be able to follow the English-medium education offered in most of the courses of the programme.

Participants: The ELT programme where the study was conducted is a female dominated department, with approximately 80% to 20% proportions ~~for~~ of female and male student teachers respectively. All students registered in the first class of ELT Department were invited to take part in the study. However, full participation was not possible due to some health issues or absentee participants, resulting in a total of 96 participant students with a participation rate of 82%. Of those who participated, 78 participants (81%) were female while 18 (19%) were male, conveniently reflecting the gender distribution in the department.

Materials used: A survey instrument with open ended questions as well as questions concerning demographic information about the participants was used. The open ended questions sought to learn why the participants had chosen their major.

Procedures for data collection: The instrument was administered within two days in the fall term as close as possible to the participants' entry to the university. The return rate for the questionnaire was 95%, which implied that almost all those who were present at the time of data collection volunteered to fill in the questionnaire.

Procedures for data analysis: The emergent qualitative data was content analysed for recurring categories of reasons, which were later quantified for descriptive frequency and percentage analysis. The qualitative analysis and labelling of the categories were checked for inter-rater reliability. To do this, two raters coded a random 20% of the data independently and compared the codings. The analysis showed that the raters were consistent (Holsti coefficient .82). Disagreements were later resolved through consultation. The agreement level was considered reliable enough for a qualitative study to proceed to further descriptive analysis of the data (Holsti, 1969).

For the purpose of exploring whether it is possible to group students according to their reasons for choosing to teach and explore any possible gender differences, a qualitative cluster analysis was conducted. Examining the nature of reasons reported, each student was assigned to a category. These were solely intrinsic, solely extrinsic or a mixture of intrinsic, extrinsic and altruistic reasons.

6. Findings and Discussion

6. 1. Reasons reported for selecting teaching as a career

A qualitative analysis revealed 20 different reasons with a total of 225 tokens of reasons, showing that more than two reasons were reported by each participant (mean = 2.34 reasons per participant).

These reasons were further grouped in intrinsic, extrinsic, and altruistic subgroups. **Intrinsic** reasons involved a joy and love of doing an activity as well as a personal interest and internal judgement of success. **Extrinsic** reasons, on the other hand, involved an external force or reward as well as convenience and ease. **Altruistic** reasons included helping others and making a difference.

An initial categorization of these activities revealed that most of the reasons reported were intrinsic (136 tokens, 60%) in nature, followed by extrinsic reasons (83 tokens, 37%). There were only 6 tokens of reasons (3%) that could be grouped as altruistic. A breakdown of these reasons can be seen in Table 2.

Table 2
Reasons for choosing the ELT department

REASONS	F	% of total Reasons	% of participants
INTRINSIC			
Interest in the field	54	24	56
Perceived success in the field	26	12	27
Love of teaching	23	10	24
Teaching as a long term goal	11	5	11
Fulfil self-development	7	3	7
Interest in different cultures	5	2	5
Learn a foreign language well	5	2	5
Teaching as a social occupation	3	1	3
Good model experienced	2	1	2
EXTRINSIC			
Job opportunities	41	18	43

Popular language	15	7	16
Suitability	6	3	6
Easy to do	5	2	5
Guidance received	5	2	5
High social status	5	2	5
Dislike of other subjects	3	1	3
Fallback career	1	0	1
University education	1	0	1
Not sure	1	0	1
ALTRUISTIC			
To be beneficial to others	6	3	6

Of the types of motives identified, 9 carried intrinsic properties, while 10 reasons were of an extrinsic nature. There was only one reason that could be classified as pertaining to altruistic values. Of intrinsic reasons, four reasons were noticeably more frequently reported than the others. These were: *interest in the field*; *perceived success in the field*; *love of teaching*; and *long term goal*. *Interest in the field* was singled out as the most frequently reported intrinsic reason. In fact it took up 24% of all reasons reported (54/225) and was mentioned by 56% of participants, implying that more than half of the students reported that they chose to be a teacher simply because they were interested in teaching and English. Perceived success in the field (self-perception) and love of teaching, too, took considerable shares (12% and 10% of total reasons) and were mentioned by a quarter of participants. Another frequently mentioned reason was becoming a teacher as being a long term goal (5% of reasons), which was reported by 11% of the participants.

Of extrinsic reasons, choosing to teach English for *job opportunities* was most frequently mentioned. It was in fact the second most frequently reported reason, comprising of 18% of all reasons (41/225) and having been reported by 43% of all participants. Another frequently mentioned extrinsic reason was English being a *popular language* (7% of reasons and 16% of participants). Other extrinsic reasons were reported much less frequently.

There was only one altruistic reason. Students said they wanted to be a teacher of English because they wanted *to be beneficial to others.* This was reported only by six students (6% of all participants), taking up just 3%.

6. 2. Clusters of motives

As mentioned earlier, students often reported more than one reason for their choice of teaching as a profession. This was to be expected, given the complex nature of choosing a career. Multiple reasons mentioned by the participants made it difficult to make sense of the emergent data. To overcome this and to further our understanding of why students decided to become teachers, a qualitative clustering of participants was done by re-examining a) the number of reasons each participant reported and b) the nature of the combination (if more than one) of their reasons. The participants were then categorized as having *solely intrinsic*, *solely extrinsic*, or *mixture of intrinsic, extrinsic and altruistic* reasons. If, for instance, a participant's responses represented only intrinsic properties, this student was labelled as solely intrinsic. If a participant reported a mixture of different types of reasons, then they were placed in the mixture group. Results of this clustering can be seen in Table 3.

Table 3
Clustering of students in different groups of reasons

	Total	%	Female	%	Male	%
Solely intrinsic	32	33,3	28	36	4	22
Solely extrinsic	6	6,3	4	5,1	2	11
Mixture of intrinsic, extrinsic and altruistic	58	60,4	46	59	12	67

Interestingly, although 60% of the reasons (see Table 2 and Table 3) were intrinsic, only 32 participants (33.3%) reported having solely intrinsic reasons, while only 6 students (6.3%) reported having only extrinsic reasons. No participants manifested solely altruistic reasons. The majority of participants (60.4%) reported having a mixture of reasons.

6. 3. Gender differences

There were only 18 male participants available at the time of data collection, each participant representing larger than a 5% of total frequency, which eventually can yield a misleading proportional analysis of individual reasons. Therefore, examining general clusters of motivation groups may be more helpful. Table 2 above shows that there may be some gender differences in that more female candidate teachers appeared to have solely intrinsic reasons than their male peers (36% vs. 22% respectively). Conversely, clearly more male candidate teachers reported both solely extrinsic (11% vs. 5.1%) and a mixture of reasons (67% vs. 59%).

7. Discussion

The analysis of the emergent qualitative data revealed that student teachers have a multitude of reasons that function as a basis for the choice of teaching as career. Working out motivational clusters of students also proved useful to further elucidate the phenomenon. It appeared that students mostly had a mixture of intrinsic and extrinsic reasons, while one-third of students had purely intrinsic reasons. Students who were purely extrinsically motivated were very few in number. This is congruent with the idea that there is a very thin line between intrinsic and extrinsic values in many activities as these often may coexist (Williams & Burden, 1997). This finding also gives support to Topkaya and Uztosun (2012) who also found consistently high mean values for a multitude of reasons of pre-service trainee ELT teachers. Obviously, one can get involved in an activity for the sake of the joy of the activity as well as for some extrinsic rewards such as finding a job easily, earning a living and prestige in society etc. Teaching is no exception to this. Students clearly did not adhere to one single reason but to several of them reflecting a truly multifaceted nature of choosing teaching as a profession (Sinclair, 2008).

The study also showed that particular reasons were very frequently reported by the participants. The figures point to a motivational make up that is dominantly intrinsic yet coupled with extrinsic expectations, giving support to Boz and Boz (2008) and Ubuz and Sarı (2008) who also reported their participants to have a mixture of intrinsic and extrinsic reasons. These figures are particularly consistent with Boz and Boz who found that their participants had more intrinsic reasons to become teachers of Maths and Chemistry than extrinsic and altruistic. Similar findings were reported in other studies found in the Turkish context (Aksu et al., 2010; Gürbüz & Sülün, 2004; Saban, 2002; Topkaya & Uztosun, 2012) in terms of intrinsic reasons reported. Ubuz and Sarı, on the other hand, reported more extrinsic reasons, one of which was job opportunities. Many of our participants, too, chose to become a teacher because of the employability prospects of teachers of English. Reported

shortages in this field (Eren & Tezel, 2010) and teacher recruitment policies of the Ministry of National Education which prioritise employing teachers of English more than many other fields over the past years may have attracted high school graduates to the field. Given the complex nature of career choice, therefore, joy and rewards may have accompanied each other. It is obvious that participants in this study like teaching and hope to have a successful life out of something they enjoy doing.

Of particular importance to compare are two studies by Topkaya and Uztosun (2012) and Kyriacou and Benmansour (2002), who explored the reasons used by language major students for becoming foreign language teachers. Kyricaou and Benmansour reported similar results, intrinsic reasons topping the list with a desire to have respected job. Participants in this study, too, highlighted intrinsic reasons with an emphasis on job prospects and social status. Topkaya and Uztosun (2012) is especially of immediate relevance to the findings of this study as they conducted their study in the same educational context as the current study. They also report liking teaching as the top ranking for becoming a teacher.

It was particularly important to observe that participants of this study did not report they chose the teaching of English as a fallback career. With high levels of intrinsic reasons mentioned, it would be surprising to encounter the participants who chose this as a fallback career or any imposed decisions as documented by Aksu et al. (2010). Many of the participants were graduates of specialized language education classes of their high schools in which students train to enter a language major programme with the ultimate aim of teaching English as a foreign language. It will not be erroneous to say that these students were long determined and willing to become teachers of English even during their high school years. Very few of them, if any, should feel disappointed as if they have let go of their dreams. Such a situation is promising for their future careers as voluntarily choosing to teach is linked to academic achievement (Özgüngör, 2008), job satisfaction and lower levels of teacher burn-out (Dolunay, 2002; Kan, 2008).

The review of current literature and the analysis in this study illustrated that altruistic reasons appear to be reported in a peculiar manner. Quantitative studies (e.g., Kılınç, Watt, & Richardson, 2012; Özsoy et al., 2010; Topkaya & Uztosun, 2012; Watt & Richardson, 2007) tend to report altruistic reasons as strong factors whereas qualitative studies (Boz & Boz, 2008; Ubuz & Sarı, 2008) do not document altruism as important. This study also did not find any prevailing altruistic motives. It is possible that research tools may have biased the research findings. The question then arises: can the difference be an artefact of using questionnaires/scales or qualitative self-report protocols? Questionnaires/scales are often robust tools of data collection. However, they are liable to a social desirability bias (Dörnyei, 2010). It is quite possible that the use of a scale/questionnaire may have prompted participants to respond to some–reasons that they may not have considered much before. Participants may have felt they need to agree with such survey items due to their socially desirable altruistic values. Who can easily disagree with a patriotic item such as “I wanted to become a teacher because I wanted to contribute to the education of future generations.”? Conversely, it can be argued that in qualitative studies where students are asked to report either orally or in writing what reasons they had to choose to teach as a career, participants may have forgotten to mention their altruistic reasons in verbal report protocols or interviews although this is less likely as verbalisation is thought to tap on one’s vivid and personally salient memories (Ericsson & Simon, 1993). One would feel suspect if participants forgot to mention their significant reasons for why they chose their fields of academic study. With

little evidence at hand, however, this study is not capable of making any conclusive remarks in favour of either of the methodologies. More research is needed to clarify this issue.

It emerged that female and male student teachers appear to have different motivational make ups. In this study, a larger proportion of female students had purely intrinsic motives for their career choice while a larger proportion of male students reported purely extrinsic reasons. It is often maintained and clear from current proportions of female teachers that females have ~~a~~ more positive attitudes towards teaching as a profession and report more intrinsic reasons and rewards for choosing to teach (Noon & Blyton, 1997) and find teaching as more prestigious (Erten, 2009). Social roles imposed upon women and stereotypes can also be powerful factors. Traditionally, more care giving jobs such as teaching have been associated with women rather than men while power related jobs are linked to men (Singler, 2001). Such stereotyping may instil in female high school students a preference for a gender suitable job (Kniveton, 2004). Girls may then be following the society's expectations and choose a job whereby they can give care and have more time for their own family. This can explain why female students with a more intrinsic orientation outnumber male students in foreign languages departments, possibly reflecting a feminine perception of the teaching profession (Couch & Singler, 2001; Dündar & Lewis, 1999).

8. Conclusions and Implications

Before drawing any conclusions, some limitations of the study need to be acknowledged. Firstly, this study was descriptive in nature and did not intend to make any decisive conclusions. Furthermore, the study focused on only one department, namely the English Language Teaching Department, with a limited and disproportionate number of students. Therefore, the results of the study may be reflecting only a local reality, particularly referring to a field of teaching with relatively higher employability prospects than other subjects. Replications of the study may be necessary in other institutions and departments. Another point that needs to be taken into account is the fact that small samples like this study may sometimes be misleading in that even smaller frequencies of observations can easily yield higher percentages which otherwise in larger samples should represent smaller proportions. Therefore, percentages observed in this study need to be treated with caution and taken only as indicators of motivational and gender differences.

With the above caveats in mind, however, some tentative conclusions can still be drawn from this study. Firstly, English Language Teaching departments are more popular among female high school graduates in that they outnumber their male peers in each year's intake of students. This implies that teaching English in Turkey may soon become a heavily feminized profession, conjuring up mostly feminine images of teachers of English in one's mind. It is pleasing to observe that more and more females are taking their place in the teaching force. It is also clear from the data and supporting literature that female candidate teachers are more intrinsically motivated than their male peers. The effects of having mostly female teachers of English, however, on the classroom climate, student motivation, and/or achievement in foreign language classes as well as other subject matter classes warrant further investigation as a more female-dominant teaching profession can deprive students of male role models as teachers. It is beyond the scope of this study to develop solutions to this problem. However, it would also be fruitful to investigate why male high school graduates are not interested as much as their female peers. It would also be informative to learn under what circumstances (e.g. improved working and economic conditions, etc.) they would be more attracted to the profession. Watt (2010), for example, suggests long-term longitudinal investigations into career choice. It is only then that we can fully understand developmental patterns and

conditions that shape one's decision about career choice and measures can be effectively taken and sustainable policies developed. There is more room for research into this matter.

A second conclusion of this study is that students manifest more intrinsic reasons for becoming a teacher of English with very few student teachers reporting that they chose it as a fallback career. This is promising for the field and can be a valuable asset for the education of future generations since intrinsic motivation is often characterized by higher levels of achievement and enthusiasm for the practice of teaching. This is particularly important as intrinsic reasons can persist longer than extrinsic reasons even without specific external rewards. Measures, however, need to be taken to keep such intrinsic motivation afresh and long-lived for further professional development and maintenance of quality-oriented teacher behaviours. However, teacher burn-out is unfortunately evident and likely to occur for many teachers. Topkaya and Uztosun (2012, p. 133) are quite right when they suggest that we need to look into "how and why these highly motivated individuals lose their enthusiasm to teach" and keep developing. Despite the fact that these initial motivations may persist for some time, there are a multitude of conditions related to teacher motivation and satisfaction once they start to work (Richardson & Watt, 2010). It is important to learn what influences teacher motivation negatively or positively at different stages of their professional development.

A third conclusion concerns the tools of data collection employed to explore the motivations for becoming a teacher. Studies often employ different research tools which often may bias their findings in that what is reported is likely to be an artefact of the instrument(s) used to elicit data. Further research needs to pay attention to triangulating data by using both qualitative and quantitative tools of data collection. More careful sampling can yield more robust data that will allow researchers to use more analytical data analysis tools.

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