Pre-Service EFL Teachers' Motivation to Teach in Turkish Universities

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Abstract

This study aimed to reveal 4th-year pre-service English as a Foreign Language (EFL) teachers' motivation to teach at Turkish public universities. A mixed-method research design was adopted with the aim of exploring pre-service EFL teachers' level of motivation, their perceptions of their level of motivation as well as their efforts to improve their motivation level. The study also aimed to find out whether the motivation to teach differed according to the geographical region. The Motivation to Teach Scale (Kauffman et al., 2011) and a semi-structured interview form were adopted as data collection tools in this mixed-method research. Stratified sampling method was utilized to determine the participants of the study. 374 pre-service EFL teachers from seventeen universities in seven geographical regions of Türkiye participated in the study. Descriptive statistics, paired samples t test, the Kruskal-Wallis test and thematic analysis were used for the analysis of the data. The findings of the study indicated that pre-service teachers were considerably motivated and that motivation levels did not vary according to geographical regions. The study also revealed pre-service EFL teachers' perceptions and efforts regarding their motivation to teach.

Keywords: motivation to teach, pre-service teacher education, EFL teacher education, intrinsic motivation, extrinsic motivation

Introduction

Teachers have a significant impact on shaping students' motivation through their enthusiasm and dedication, as these aspects are vital in influencing students' engagement in the learning process (Dörnyei, 1998; Ghenghesh, 2013). Taking into account this significant impact, the motivations that teachers exhibit concerning the act of teaching and the teaching profession may greatly influence their overall pedagogical efficacy and productivity within the profession. The critical importance of identifying and understanding the numerous factors that contribute to teacher motivation is an aspect that should not be undervalued or overlooked by educational institutions and policymakers engaged in the continuous improvement of the education system as well as teacher education.

Motivation has long been recognized as a critical factor in education, with a growing body of research demonstrating its profound influence on a range of important variables such as the quality and effectiveness of teaching practices. (Han & Yin, 2016). The inquiry into teacher motivation has been limited, though not absent, within the field of education studies (Richardson & Watt, 2010). There is a need to further develop a deeper understanding and insight into the motivations of individuals in choosing a career in teaching and the effects these have on their decision-making process related to their professional trajectory (Richardson & Watt,

2010). In the field of English as a Foreign Language (EFL) teacher education, Cengiz (2023) also argued that more detailed research is required to gain a deeper grasp of the motivations of prospective EFL teachers in selecting this profession.

Understanding pre-service teachers' motivation to teach can shed light on their future engagement and effectiveness in the classroom (Watt & Richardson, 2008). Exploring pre-service teachers' levels of motivation can also help educational institutions tailor their training programs to better support and nurture prospective teachers. The study is also important due to the fact that it specifically focuses on 4th-year pre-service EFL teachers. The 4th-year pre-service teachers

in Turkish universities engage in classroom observation and teaching practice (practicum) courses as part of their curricula in the final two semesters at education faculties. These courses provide them with hands-on experience and direct engagement with the teaching profession that pre-service teachers in their first three years of teacher education do not have access to, which potentially impacts 4th-year pre-service teachers' perspectives on the teaching profession itself. In view of this circumstance, investigating the motivation of 4th-year pre-service EFL teachers regarding teaching has the potential to provide important insights into the current status quo of teacher candidates who are expected to immediately become a part of the EFL teacher community upon graduation.

Literature Review

Motivation is defined as "the driving force behind all actions performed" (Ghenghesh, 2013, p. 457). A number of theories regarding the nature of motivation have emerged over the last century, which provide a variety of definitions and characterizations as to what motivation is and what it entails. Prominent theories on motivation such as attribution theory (Weiner, 1985; 1986), expectancy-value theory (Eccles et al., 1983; Wigfield & Eccles, 2000), social cognitive theory (Bandura, 1986; 1989), achievement goal theory (Nicholls, 1984; Dweck, 1986; Elliot & McGregor, 2001), and self-determination theory (Deci & Ryan, 1985; 2000; Deci et al., 1991) have shaped and informed the research on motivation in education (Koenka, 2020; Urhahne & Wijnia, 2023).

Over the past few decades, motivation research within the field of education has concentrated on researching student motivation, while there has been limited systematic and theory-driven investigation into teacher motivation despite some attention given to this area (Richardson & Watt, 2010). This is a critically neglected issue, given that the motivation of teachers is fundamental to their goals, beliefs, insights, ambitions and actions, and thus influences both their students' motivation and their learning (Richardson & Watt, 2010, p. 139). One area of research that has emerged within the body of research into the factors that influence teacher motivation concerns the motivation that teachers have to teach. Motivation is one of the many factors that is interrelated with the self-concepts of teachers (Kumazawa, 2013) and teacher candidates (Yılmaz, 2018). Sinclair (2008) stated that motivation may designate the attraction to teaching and the teaching profession and highlighted that investigating pre-service teachers' motivation to teach can provide insights into recruiting teachers and keeping them in the profession. Likewise, Kaya and Çenesiz (2020) reported that motivation had an impact on the psychological well-being of pre-service

teachers. The scholarly examination of teacher motivation of initial teachers has expanded towards the end of the 20th century and has become a central research focus whereas the motivation of in-service teachers to continue teaching has also begun to receive increased attention in recent years (Han & Yin, 2016).

Motivation to Teach and Pre-service Teachers

Pre-service teacher motivation has been investigated from the perspectives of different motivation theories (Richardson & Watt, 2006; Watt et al., 2012; Fokkens-Bruinsma & Canrinus, 2014). One area of research explored the motivation of pre-service teachers academically (Yütük, 2018; Çetin, 2023). Another area of focus within research concerning motivation and pre-service teachers has revolved around exploring the origins of motivation in prospective teachers, with an aim to ascertain whether their drive to become a teacher stem from intrinsic factors, extrinsic factors, altruistic motives, or a blend of these various forms of motivation. (Sinclair et al., 2006; Sinclair, 2008; Bruinsma & Jansen, 2010; Richardson & Watt, 2014; Zhang et al., 2020). Despite extensive research into the analysis of different types of motivation, there remains a lack of consensus in the academic community about the precise definitions and boundaries that demarcate these different categories of motivation. (Richardson & Watt, 2010). From the perspective of self-determination theory (SDT), intrinsic motivation is described as "doing an activity for the inherent satisfaction of the activity itself" while extrinsic motivation is defined as "the performance of an activity in order to attain some separable outcome (Ryan & Deci, 2000, p. 71).

Research into the different types of motivation that pre-service teachers possess has reported various factors that contribute to pre-service teachers' motivations to teach and to become future teachers (Yüce et al., 2013). In Turkish contexts, pre-service teacher motivation has been investigated in studies involving different factors impacting motivation as well as the different dimensions of motivation. Studies involving pre-service teachers have explored the relationship between motivation to teach and their attitudes towards teaching and have reported a positive correlation between pre-service teachers' motivation and their attitudes towards teaching (Ayık & Ataş, 2014; Gök & Atalay Kabasakal, 2019; Bas, 2022). Research in this field has also focused on pre-service teachers' self-efficacy in relation to their teaching motivation to reveal the connections between these factors (Gök & Atalay Kabasakal, 2019; Bas, 2022). While Gök and Atalay Kabasakal (2019) reported low correlation between self-efficacy beliefs and motivation of pre-service teachers, Bas (2022) suggested that self-efficacy acts as an essential

intermediary factor in the link between motivation for teaching and beliefs about teaching as well as the attitude towards teaching. Others investigated how motivation develops over time through pre-service teacher education (Watt & Richardson, 2008; Yuan & Zhang, 2017) as well as the different factors such as instructor support that impact pre-service teachers' motivation (Alpaslan et al., 2018). The research into pre-service teachers' motivation in Turkish contexts has involved the dimensions of internal and external motivation as well as the sources of their motivation (Dereli & Acat, 2010).

Research on pre-service EFL teachers' motivation to teach in Türkiye has revealed many intrinsic and extrinsic factors that promote or hinder motivation to teach. Adiguzel and Karagol (2022) revealed that the factors that had the most influence over pre-service teachers' motivation for teaching were shaping the future of children/adolescents, making a social contribution, and enhancing social equity (p. 85). Likewise, Cengiz (2023) stated that societal factors such as social contribution and social equity to be the most important factors for pre-service EFL teachers to choose English language teaching as a career option.

Regarding the level of motivation to teach, Başöz (2021) looked into career motivation of pre-service EFL teachers in a Turkish state university and found that their motivation levels were moderately high. In another study, Cengiz (2023) reported high motivation in pre-service EFL teachers in another state university. While these studies reported motivation to teach in pre-service EFL teachers, the scope of the studies were limited to the specific institutions in which the research was conducted in each study. Therefore, in order to gain a better understanding of pre-service EFL teachers' motivation to teach, research with a broader scope within the Turkish EFL teacher education context was considered necessary.

For the purpose of investigating 4th-year pre-service EFL teachers' motivation to teach, this study aimed to provide answers to the following research questions:

1. What is the level of pre-service EFL teachers' motivation to teach?
2. Is there a significant difference between pre-service EFL teachers' intrinsic and extrinsic motivation means?
3. Is there a significant difference between pre-service EFL teachers' motivation to teach according to geographical region?
4. What are the perceptions of pre-service EFL teachers regarding their motivation to teach?
5. What are the efforts of pre-service EFL teachers to improve their motivation to teach?

Method
Research Design
This study adopted a mixed-methods research design, which constitutes a multifaceted research paradigm that employs quantitative and qualitative methodologies together for data collection and data analysis procedures (Creswell, 1999). There are numerous reasons for the selection of this particular research design within the context of the current study. The primary reason for selecting this methodological framework was the intention to merge qualitative and quantitative data collection techniques alongside the suitable data analysis approaches, which are vital for gaining a more comprehensive understanding. Another reason underpinning the choice of this method is its inherent capacity to benefit from the triangulation of data, which is accomplished by integrating and correlating the results derived from a variety of data collection methods (Creswell, 1999; Bryman, 2006).

Participants
The participants of the study consisted of 4th-year pre-service EFL teachers in EFL departments of Turkish public universities. Stratified sampling method, which enables the division of a population into separate groups based on determined characteristics and the selection of participants from stratified groups (Parsons, 2017), was employed for the sampling process to achieve randomization. The strata for the sampling were determined according to the geographical regions of Türkiye and the public universities in these regions were contacted. The universities that granted permission and agreed to take part in the data collection process were included in the sample.

The data collection process took place during the 2023-2024 academic year. Based on the sampling, informed consent forms and the Motivation to Teach Scale forms (Kauffman et al., 2011) were sent out to 4th-year pre-service EFL teachers from the universities that agreed to take part in the data collection process. Two universities from the Marmara Region, four universities from the Central Anatolia Region, two universities from the Eastern Anatolia Region, two universities from the Black Sea Region, two universities from the Mediterranean Region, three universities from the Aegean Region, and one university from the Southeastern Anatolia Region participated in the study. The pre-service teachers that signed informed consent forms participated in the study. The participants for the interviews were selected from the pre-service teachers that volunteered for the interview process through giving consent to be contacted for the interviews. In total, pre-service EFL teachers from seventeen universities participated in this study. 374

4th-year pre-service EFL teachers from fifteen universities took part in the scale implementation and 18 pre-service teachers from five universities participated in the semi-structured group interviews. The semi-structured group interviews took place over Zoom after the scale data were collected. Both the universities and the pre-service teachers that participated in this study were anonymized by appointing pseudonyms in the form of letters.

The total number of 4th-year pre-service EFL teachers in public universities during the 2023-2024 academic year is estimated to be around 3766 based on the statistics provided by YÖK Atlas (Higher Education Program Atlas for Turkish Universities) on university departments regarding the previous three academic years. This number was estimated rather than exact since the data provided by YÖK Atlas regards the student enrollment data for the previous three years. As the study involves 4th-year pre-service teachers, the total number of students was estimated based on the student enrollments of the last three years. Based on the estimated total number, the required sample size was calculated to be 348 with a 95% confidence level and a margin of error of 5%. Thus, the sample size of 374 that this study achieved was considered an appropriate sample size for the study.

Data Collection Tools

The selected data collection tools for this study consisted of a Likert-style scale and a semi-structured interview form. The scale used in this study was the Motivation to Teach Scale developed by Kauffman et al. (2011) for the purpose of evaluating pre-service teachers' motivation to teach. The scale consisted of twelve items constituting a two-factor model with statements on intrinsic and extrinsic motivation. The intrinsic motivation subscale involved items 2, 5, 6, 9, 10, 11, 12 and the extrinsic motivation subscale involved items 1, 3, 4, 7, 8. The scale adopted a Likert scale layout with a number range from 1 to 6, and a statement range from Strongly Disagree to Strongly Agree. The validity and reliability study of the scale was carried out by the scale developers, and it was reported that the scale was a valid and reliable tool for investigating pre-service teachers' motivation to teach. The scale was reported to have a Cronbach's Alpha level of 0,96 and 0,76 for the Intrinsic Motivation and Extrinsic Motivation subscales, respectively. It was also reported that the two subscales were uncorrelated (r = -.039; p > .05), which indicated that the two subscales were independent (Kauffman et al., 2011). The necessary permission to use the scale was obtained from the scale developers.

In order to test the reliability of the scale in the Turkish context, the scale was piloted with a group of 32 4th-year pre-service EFL teachers from one of the universities that agreed to participate in this study. The participants who took part in the piloting stage were omitted from the actual cale implementation process. The reliability analysis revealed that the Cronbach's Alpha value for the scale was 0,836, which indicated that the scale was reliable as the Cronbach's Alpha values above 0,7 are considered acceptable for reliability (Pallant, 2007; 2016). The semi-structured interview form for this study was developed by the first author of this article as part of a larger interview form. The interview questions were developed in consultation with three field experts, followed by a pilot study with 4th year pre-service English language teachers, and then appropriately edited to ensure validity and reliability.

Data Analysis

The qualitative data were analyzed using IBM SPSS Statistic 23. Descriptive statistics, paired-samples t test, and Kruskal-Wallis test were utilized for the analysis of quantitative data. For the analysis of qualitative data, thematic analysis was employed. This analysis method enables the identification and analysis of themes within qualitative data (Braun & Clarke, 2006) such as interviews. Unlike analysis methods such as discourse analysis (DA) and conversation analysis (CA), thematic analysis is not bound by any pre-existing theoretical framework, enabling the use of it within different paradigms (Braun & Clarke, 2006). MAXQDA 24 was utilized for analyzing qualitative data. The reason for adopting quantitative and qualitative data analysis methods together was to ensure that a better comprehension of pre-service EFL teachers' motivation can be attained. The analysis of the data was carried out in accordance with the research questions.

RESULTS

In this section, the findings based on the analyses were reported following the order of research questions as presented in the methodology.

Research Question 1: What is the level of pre-service EFL teachers' motivation to teach?

In order to determine pre-service EFL teachers' motivation to teach in this study, the mean scores of pre-service teachers as well as the percentage of their scores compared to the total possible points were calculated. This analysis was carried out for the total scores, intrinsic motivation scores, and extrinsic motivation scores of the pre-service teachers in this study. The total possible score for the Motivation to Teach Scale is 72 points whereas the total possible scores for intrinsic and extrinsic motivation subscales are 42 and 30 points, respectively (Table 11).

The analysis indicated that the mean value for the total scores of pre-service EFL teachers on the Motivation to Teach Scale was 49,87 out of 72 with a standard deviation of 10,36 (Table 1). The mean value for the total scores on intrinsic motivation subscale was found to be 29 out of 42 and the mean value was 20,86 out of 30 for the extrinsic motivation subscale total scores. The standard deviations for these subscales were 6,93 and 4,20, respectively. (Table 2)

After the analysis of the mean values for the total scores and intrinsic and extrinsic motivation subscale total scores, the percentage of the scores in relation to the total possible scores were also analyzed (Table 2). This analysis indicated that the percentage of the total scores compared to the total possible scores for the Motivation to Teach Scale was 69 with a standard deviation of 14,39. Likewise, the percentages for the intrinsic motivation and extrinsic motivation total scores were 69 and 69,5. The standard deviations for these scores were found to be 16,5 and 14. The analysis showed that both the percentages of the scores compared to the total possible scores and standard deviation values were close.

Research Question 2: Is there a significant difference between pre-service EFL teachers' intrinsic and extrinsic motivation means?

Before the analysis of the quantitative data for paired-samples t test, the data was tested for normality. Though the Kolmogorov-Smirnov test resulted in a significance level of 0,00, this was not directly perceived as an indication that the data was not normally distributed since normality violations in sample sizes with more than 100 observations are regarded as negligible (Mishra et al., 2019). Other than the Kolmogorov -Smirnov test, skewness, kurtosis, Q-Q plot values were also reviewed for determining the normality of the data since these are accepted as among the most favored methods of testing normality (Mishra et al., 2019). The difference between the mean and 5% trimmed mean values were also analyzed for normality. The skewness and kurtosis values were considered normal as the values were within the range of -1,5 and +1,5 (Tabachnick & Fidell, 2013). The Q-Q plot revealed a normal distribution with no significant deviations from normality. The analysis of the difference between the mean and 5% trimmed mean values did not reveal a significant difference. The histogram distribution was also close to a bell-curve shape. Based on these values, it was determined that the data had normal distribution and was suitable for paired-samples t test (Table 3).

The analysis revealed that the intrinsic motivation subscale results had a mean value of 4,14 while the mean value of the extrinsic motivation subscale results was 4,17 (Table 3). The correlation coefficient for the mean values of these subscales was found to be 0,715 with a significance value of ,000, indicating that the results have a high positive correlation, and that the correlation is meaningful (Table 4).

Table 1: Mean Values and Range of Pre-service Teachers' Scores

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
MtTTotal	374	55,00	15,00	70,00	49,8734	,53588	10,36346	107,40
IntrinsicTotal	374	35,00	7,00	42,00	29,0128	,35858	6,93460	48,08
ExtrinsicTotal	374	24,00	6,00	30,00	20,8606	,21722	4,20077	17,64
Valid N (listwise)	374							

Table 2: Percentage of the Scores by Pre-service Teachers against the Total Possible Scores

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
MtTTotalScorePercentage	374	76,39	20,83	97,22	69,269	,74428	14,39370	207,178
IntTotalScorePercentage	374	83,33	16,67	100,00	69,078	,85376	16,51096	272,612
ExtTotalScorePercentage	374	80,00	20,00	100,00	69,535	,72406	14,00257	196,072
Valid N (listwise)	374							

Table 3: Paired Samples Statistics for Intrinsic and Extrinsic Motivation Means

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	IntrinsicMean	4,1447	374	,99066	,05123
	ExtrinsicMean	4,1721	374	,84015	,04344

The results of the paired-samples t test showed that there is -0,027 difference between the mean values of the intrinsic motivation and extrinsic motivation subscales with a standard error mean of 0,036 (Table 4). The t value for the mean difference equaled -0,752. As the significance value was 0,452, the difference between the mean values of the intrinsic motivation and extrinsic motivation subscales were found to be not statistically significant (p>0,05). Thus, the null hypothesis cannot be rejected. Since the difference between the mean values was found to be statistically insignificant, post-hoc tests and effect size tests were not performed.

Research Question 3: Is there a significant difference between pre-service EFL teachers' motivation to teach according to geographical region?

To determine whether the difference between pre-service EFL teachers' motivation to teach was significant according to geographical region, the normality of the data was tested first. The skewness and kurtosis values for each region was within the normal range of -1,5 and +1,5 (Tabachnick & Fidell, 2013). However, the Q-Q plot tests and histograms indicated that some of the regions had distribution deviating from normal distribution. The Shapiro-Wilk test was checked for normality as the sample size for some of the groups was less than 50. The results of the Shapiro-Wilk test revealed that the data from three out of the seven regions did not have normal distribution (p<0,05). Thus, the normality analysis indicated that the data was not normally distributed according to geographical regions. As a result, the Kruskal Wallis test was determined to be used for this analysis instead of the one-way ANOVA test. The mean rank values for geographical

regions indicated that the Mediterranean Region had the highest mean rank with 199, followed by the Eastern Anatolia Region. The lowest mean ranks belonged to the Marmara Region and Aegean region, respectively. When the Kruskal Wallis test result was analyzed, it was observed that the Chi-Square value was calculated as 2,319 with a significance value of ,888 (Table 5).

As the significance value analysis generated a value above 0,05, the difference between the motivation to teach scores of the group were found to be not statistically significant (Table 5). Thus, the null hypothesis cannot be rejected. Since the difference between the scale scores by geographical regions was found to be statistically insignificant, post-hoc tests and effect size tests were not performed as in the previous research question.

Research Question 4: What are the perceptions of pre-service EFL teachers regarding their motivation to teach?

In order to explore the perceptions of pre-service EFL teachers regarding their motivation to teach, thematic analysis was employed. Thematic analysis steps specified by Braun and Clarke (2006) were followed in this study. The researchers first familiarized with the data while transcribing the entire data set, generated initial codes, searched for themes, reviewed themes, defined and named themes, and produced the report. In order to ensure intercoder reliability, an external coder who is an academic in the field of EFL teacher education was contacted to analyze and code the data. Since double-coding of approximately 20% of the data is considered an acceptable ratio in the case of high agreement between coders (Loewen & Philp, 2012), interview data from two out of the six groups

Table 4: Paired Samples Test for Intrinsic and Extrinsic Motivation Means

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | Sig. (2-tailed) |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	IntrinsicMean - ExtrinsicMean	-,02742	,70484	,03645	-,09909	,04424	-,752	373	,452

Table 5: ruskal Wallis Test for the Motivation to Teach Score Distribution by Geographical Region

Test Statistics[a,b]

	MtTTotal
Chi-Square	2,319
df	6
Asymp. Sig.	,888

a. Kruskal Wallis Test

b. Grouping Variable: Geographical region of the university

was sent to the external coder for double-coding. The ratio of agreement between coders was found to be above 90%, indicating that the inter-coder reliability was acceptable (Mackey & Gass, 2005).

The interview question analyzed for the perceptions of pre-service EFL teachers in relation to their motivation to teach was formulated as "How do you assess your motivation to teach? How motivated are you to teach?" The thematic analysis process carried out for the responses given to the interview question revealed four themes emerging from the coded extracts which were named as inherent motivation, emergent motivation, outsourced motivation, and deficient motivation. The most prevalently observed theme was the inherent motivation theme. Two sub-themes, namely high inner motivation and purposeful motivation were identified within inherent motivation.

High inner motivation involved coded extracts related to the high motivation of pre-service EFL teachers where they highlighted their motivation to become a teacher. The coded extracts within this theme reflected the high motivation of the pre-service EFL teachers and their motivation to teach that emerged prior to their teacher education.

Sample Extract:

I believe that I'm quite motivated to teach and I'm thinking I'm thinking like that I was born to teach. (University J Group Interview)

Purposeful motivation sub-theme involved coded extracts that reflected a purpose for the motivation the pre-service teachers have for teaching and for choosing the teaching profession. This sub-theme involved extracts where the pre-service teachers expressed their motivation that stemmed from their emotional commitment to the profession and their motivation that stemmed from the aims that have emotional foundations.

Sample Extract:

I actually, I like children. I like, I love them very much. So I think, it's it's the first motivation for me to love them. After that I, umm, I think to teach them the first thing to love them and second thing to teach them. So I think, like actually that was what that is. (University A Group Interview 2)

The second theme in relation to the teaching motivation of the pre-service teachers that was observed in the coded extracts of the data was named as emergent motivation. This theme was tagged as emergent since pre-service teachers expressed their motivation to have emerged over time or as part of their teacher education process. In most cases, the pre-service teachers stated that their practicum experience brought about their motivation to teach.

Sample Extract:

I got motivated after our internship because I was doubting myself during my third year of the college. But when I started my internship, I got more motivated to teach because I remembered that how I like teaching some things to other people. (University B Group Interview)

The third theme that the analysis revealed was outsourced motivation. Outsourced motivation involved coded extracts where pre-service teachers referred to an external source such as their instructors or their students' interest as the cause of their motivation or the reason for increased motivation.

Sample Extract:

It was the, the students looking right, right into your eyes and waiting for your, like, words. And they are very eager to learn. They're really motivated and they, their motivation affects me. So I, I go like, yeah, they want to learn and it is, it is enjoyable. We sing, we dance together and they enjoy. I enjoy. And in the end as a result and the outcome, they get to learn the language, which is a great motivation. (University C Group Interview)

The last theme that was revealed in the coded data for this interview question was named as deficient motivation. Deficient motivation theme involved extracts where pre-service teachers stated either lack or absence of motivation. Though a limited number of coded cases involved lack or absence of motivation, it was included as a theme in this analysis given that a deficiency of motivation is still critical for reporting. This theme included instances where pre-service teachers referred to diminished motivation due to an external factor or where they expressed lack or absence of motivation without denoting a reason.

Sample Extract:

I actually never wanted to be a teacher. Yes, I'm here. I know. But as I don't want to be a teacher, I actually don't have a motivation to teach. I didn't have at the beginning, and I still don't have. (University I Group Interview)

Research Question 5: What are the efforts of pre-service EFL teachers to improve their motivation to teach?

In order to reveal pre-service EFL teachers' efforts to improve their motivation to teach, the same thematic analysis process and the inter-coder reliability check as in the previous research question was carried out. The interview question analyzed for uncovering pre-service EFL teachers' efforts to improve their motivation to teach was formulated as "How do you define your effort to improve your motivation to teach? Is there anything you do to increase your motivation to teach?" The thematic analysis process carried out for the responses

given to this interview question revealed four themes. These were named as increasing motivation through interaction with students, prompting motivation through practical implementations, boosting motivation through preparation for teaching, and prompting motivation through mental preparation.

The most prevalently observed theme for this interview question was increasing motivation through interaction with students. The theme involved coded extracts where pre-service teachers stated that their motivation improved via interacting with students, mostly during practicum.

Sample Extract:

We go to some government schools for internship, as you know, and to improve my motivation. I try to, I tried to, uh, interact with the students there. I try to, uh teach them some little tips about the language, and I try to get some feedback from them and when I take some good feedbacks from them, this actually kinda increase my motivation. (University I Group Interview)

Prompting motivation through practical implementations was the second prevalently observed theme within the data. This theme involved coded extracts where pre-service teachers referred to the practices, they engage in for improving their motivation such as reflective practice, peer collaboration, and watching online sources. In-class implementations that pre-service teachers mentioned in their interviews were tagged as a sub-theme since a variety of classroom practices were expressed by pre-service teachers as efforts to improve motivation.

Sample Extract:

I try to motivate my students so they motivate me. (University C Group Interview)

Boosting motivation through preparation for teaching was the third theme to emerge from the coded extracts. This theme involved coded extract in which the efforts of pre-service teachers in relation to improving motivation that contained lesson and content preparation for teaching.

Sample Extract:

I'm quite motivated to teach and especially while preparing my lesson plans, I try to, use to be, let's say, interactive or engaging as much as possible because when my lesson is engaging, I mean when I get engaged in my lesson, then my students will be engaged and I can see this. (University J Group Interview)

The next theme that emerged was named as prompting motivation through mental preparation. This theme involved cases where pre-service teachers expressed efforts to improve motivation by mentally preparing or prompting themselves. The theme included coded extracts such as reminding

themselves about their future, hyping oneself, and pushing through when losing motivation.

Sample Extract:

OK, so personally, when I feel unmotivated to teach like the time when I did my second micro teaching, I believe that was. I think about my future plans and how I need to be successful in terms of at least graduating, that I, so I can reach my goals. And I, usually think about those and just push myself through it. And something happens that motivates you again, you just wait for those times and just carry on. This is, I guess, the reality of the world. We just have to carry on, even though we feel unmotivated sometimes. (University B Group Interview)

The analysis of the responses given to this interview question revealed that one pre-service teacher reported struggling to improve motivation due to external factors and one other pre-service teacher expressed that they showed no effort to improve motivation.

The findings of the study indicated that the pre-service teachers' mean value for their total scores was 49,87 with 72 being the total possible score. The mean value of the scores pre-service teachers obtained from the intrinsic motivation and extrinsic motivation sub-scales were 29 and 20,86, respectively, which corresponded to 69% percent of the total possible scores. The findings also showed that pre-service teachers' intrinsic and extrinsic motivation mean values did not have a statistically significant difference and that their motivation to teach scores did not vary according to geographical region. In terms of their perceptions of their motivation to teach, the analysis revealed four themes named as inherent motivation, emergent motivation, outsourced motivation, and lacking motivation. Inherent motivation was the most prevalent theme within the data obtained from the semi-structured interviews. In terms of the efforts that pre-service teachers made to improve their motivation to teach, the analysis showed five themes in the efforts of pre-service teachers, which were named as increasing motivation through an external source, prompting motivation through practical implementations, boosting motivation through preparation for teaching, prompting motivation through mental preparation, and struggling or no effort to improve motivation.

Discussion

The results obtained from this specific study showed that pre-service EFL teachers yielded scores nearing approximately 70% of the total attainable scores from the scale. This indicated that the group of pre-service EFL teachers participating in this research had a motivation level that could be classified as considerably high. Their intrinsic and extrinsic motivation

levels were also close to each other. Considering the responses that pre-service teachers provided for the interview questions, it was concluded that pre-service teachers considered themselves as motivated to teach as well. This is consistent with the study of Cengiz (2023), which illustrated that pre-service EFL teachers were motivated to become English language teachers. The findings of this study aligned with the findings of Başöz (2021) as well, which reported that pre-service teachers had "moderately high" levels of career motivation. The results in this study also showed that motivation levels did not deviate according to geographical region. This implied that pre-service EFL teachers trained in different parts of the country had similar levels of motivation to teach regardless of the location of teacher education.

Likewise, their mean scores on the intrinsic and extrinsic motivation subscales did not differ from each other in a statistically significant way, which suggested that their motivation had both intrinsic and extrinsic sources in almost equal measure. Their responses to the interview questions revealed not only their motivation levels but also reflected the sources of their motivation which involved both intrinsic and extrinsic factors. Among the main intrinsic factors that pre-service teachers stated for their motivation were love for children and love for teaching, while the primary extrinsic factors were denoted as the interest or feedback of students. Kunter (2013) expressed that the fundamental factor in terms of motivation and enthusiasm is "teachers' enjoyment of interacting with students—that is, of their main activity of teaching" (p. 283). Given that the factors frequently mentioned by pre-service teachers to be contributing to their motivation were essentially connected to the pedagogical practice of teaching, it becomes more evident that the significance of providing pre-service teachers with enhanced levels of engagement in various teaching practices is of paramount importance.

The responses on the efforts of pre-service teachers to improve their motivation to teach put forth numerous efforts by pre-service teachers that involve both practice and mental preparation. Pre-service teachers stated that their motivation was elevated through interaction with students, practical implementations inside and outside the classroom, preparing for teaching, and mental preparation. A core assumption in the research on teacher motivation is that teachers who value their profession will demonstrate increased effort and determination in their work, resulting in more favorable outcomes (Kunter, 2013; Kunter & Holzberger, 2014). The results of this study indicated that pre-service teachers did show effort and determination to improve their motivation to teach.

The field of motivation in education comprises a dynamic domain of research, encompassing a wide array of approaches and ideas that transcend the confines of foundational theoretical frameworks (Urhahne & Wijnia, 2023), which include the motivation studies on pre-service teachers. Gök & Atalay Kabasakal (2019) stated that the most essential component of an educational system is the teacher and that the effective functioning of a system depends on the attributes of the teacher. Given that teachers play such a pivotal role in the effectiveness of the education system of which they are a major element, it is crucial to explore the teaching motivations of new teachers who have not yet entered the education system, in order to make predictions about their ability to fulfill their role in the system in which they will soon be participating.

Conclusion

Following a mixed-method research design, this study investigated the teaching motivation of pre-service EFL teachers in Turkish public universities. The data were collected through the Motivation to Teach Scale (Kauffman et al., 2011) and semi-structured interview questions. The study explored the level of pre-service EFL teachers' motivation to teach, the difference between pre-service EFL teachers' extrinsic and intrinsic motivation means and whether motivation to teach differed according to geographical region as well as pre-service teachers' perceptions and efforts for improvement in relation to their motivation to teach. The study indicated that pre-service EFL teachers had considerably high motivation, which is a result agreeing with earlier research (Cengiz, 2023). Motivation levels were similar across different geographical regions of Türkiye. In terms of their perceptions of their motivation to teach and their efforts to improve their motivation, this study showed that pre-service teachers were considerably motivated to teach and engaged in a variety of efforts to improve their motivation to teach.

Implications

The results of the study provided pedagogical implications in relation to pre-service teacher education in the field of pre-service EFL teacher education. The study indicated that pre-service EFL teachers were motivated to become teachers. On the other hand, the scale results obtained from the Motivation to Teach Scale indicated that there is potential to improve the motivation levels of pre-service EFL teachers. In this regard, this study suggests that strategic interventions in the EFL teacher education process could prove beneficial in enhancing the motivation of pre-service teachers. One area of implementation for these strategic interventions could be to increase pre-service teachers' opportunities for classroom practice. The interview responses of pre-service EFL teachers revealed that practicum and teaching practices had a positive

impact on pre-service EFL teachers' motivation to teach. Thus, this study suggests that enabling pre-service EFL teachers to have more chances to practice teaching in real teaching contexts can help improve their motivation to teach.

Limitations and Future Research

This study is limited to the research context where the study was carried out. Although data were collected from pre-service EFL teachers in universities from every geographical region in Türkiye for the purpose of making the study comprehensive, it is not possible to generalize the study to research settings outside the Turkish context. In order to better understand the sources of motivation as well as the conditions that affect pre-service teachers' motivation, further research is needed in the field of EFL teacher education across different teacher education contexts.

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Ethical Considerations

This research was approved by the Social Sciences and Humanities Research Ethics Board of Hacettepe University on 14th November 2023 with reference number E-66777842-300-00003203289. Participation in the study was voluntary. An informed written consent was obtained from the participants prior to the study. The anonymity was ensured by assigning pseudonyms to participants.

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