

Reasons for (Not) Choosing the Profession of Teaching; A Case Study on Organizational Loneliness-Commitment

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Abstract

The purpose of this study is to reveal the reasons for a classroom teacher (not) to choose the profession and her views on organizational loneliness and commitment related to the profession. A viewpoint, a case study and profession-related views were presented to teachers who would begin their duty or especially those who would work as the only teacher in village schools. In a part of the diary compiled from professional memories, difficulties that might be faced especially by teachers who would be assigned to distant villages under harsh conditions, were tried to be described via a case study.

Keywords: Teaching profession, Professional development, Case study.

Introduction

The issue of training qualified and motivated teachers equipped with all necessary pedagogical and content knowledge and language proficiency, has become a precedence for many states. Numerous studies have still examined the effect of teaching application on preservice teachers' perception on their pedagogical choices, teaching skills and motivation of choosing to teach as their future career (Brown, 1992; Javornik Krečič, & Ivanuš Grmek, 2005; Low, et al, 2011; Yong, 1995; Dundar, 2014; Osguthorpe & Sanger, 2013). For example, the data were collected from senior preservice teachers in both primary education and early childhood education programs in a university and interviews were conducted with voluntary preservice teachers. The results of the study revealed positive views on pedagogical preferences, teaching proficiency and motivation of both groups. Majority of the statistically significant results were in favor of the primary education group.

As a consequence, it was revealed that a remarkable number of preservice teachers believed that teaching experience had an effect on their pedagogical preferences, teaching proficiency, and motivation. The study resulted in some inferences and suggestions for future studies (Ismail & Jarrah, 2019). On the other hand, the success of regulations in education inevitably depends on the quality and performance of teachers. Thus, it is of great importance to employ high-quality teachers for systems of education. Choosing talented and determined brains for teaching career depends on making it an attractive profession. It is thought that preservice teachers have certain reasons to choose teaching as a career. Several studies reveal that some students choose this profession due to altruistic-internal and external reasons, whereas some choose it under the influence of other people. In a study aiming to determine the reasons for preservice teachers to choose the profession of teaching as a career, it was determined that students usually chose teaching due to altruistic-internal reasons (Balyer & Ozcan, 2014).

In another study, the Factors Influencing Teaching Choice instrument was applied to preservice language teachers in the United States and a group of participants was interviewed to investigate their motivation of becoming a language teacher. This mixed-method analysis aimed to reveal joint motivation factors with other disciplines, factors specific to world languages and possible career deterrents. The results also demonstrated a possible correlation between various motivational effects and perceptions and professional commitment (Kissau, et al, 2019). Motivation of preservice teachers to choose teaching as a career was investigated, developed and confirmed using the Factors Influencing Teaching Choice instrument within the context of Australia and was implemented with international examples from Australia, the United States, Germany and Norway. Sample comparisons have revealed that teaching motivations are more similar than these examples; however, perceptions about the profession of teaching also tend to reflect differences of the countries (Watt, et al, 2012).

Another study examining the attitudes and views of teachers on altruism, was conducted with 289 teachers using the mixed research design. The Altruism Interview Form, developed by Yavuzer, et al, (2006) and the “Teacher Altruism Scale” were used. Quantitative findings showed that altruism attitudes of teachers did not vary according to sex, marital status and reasons of choosing the profession of teaching and also according to branch and seniority. According to qualitative findings, majority of teachers indicated that their colleagues made attempts for the needs regarding teacher education (Palta, 2019). One of the reasons for science teacher deficiency in numerical branches is thought to be fewer registrations in science teaching education. In Netherlands, undergraduate students are able to attend a half-year teaching class for secondary education teacher proficiency. It is aimed for undergraduate students to attend teaching education in order to obtain a full proficiency. This study investigated how self-efficacy was correlated with attendance in teaching education and commitment, perceived workload and stress. It also investigated how mastership experiences, indirect experiences, social persuasion and emotional states affected self-

efficacy. Findings based on 69 science teaching students demonstrated that self-efficacy was negatively correlated with commitment, workload and stress; whereas it was unrelated with attendance in teaching education. Mastership experiences and positive emotional states explained the variance in self-efficacy. It was indicated that there was a need to conduct more studies investigating all self-efficacy resources and to pay greater attention to emotional states of preservice teachers in both research and application (Van Rooij, et al, 2019).

In order to enhance the quality of teachers further and encourage highly motivated and determined teachers in Scotland for teaching, it is aimed to compare career motivation of Scottish student teachers who choose teaching as a primary career and those who change their career plan to get into teaching while choosing a career, in the context of ongoing concerns and present needs. Interview results demonstrating the teaching motivation tendencies and general motivation patterns of Scottish preservice teachers have not only provided an additional explanation to understand survey results, but also revealed personal stories regarding their decision of choosing the profession of teaching (Wang, 2019). In this context, organizational culture can be spread to employees in various ways for the purpose of choosing determined and effective brains for the profession of teaching and making it permanent as a career. The most effective ones among these ways are stories, habits, physical symbols, and language (Robbins and Judge, 2013).

1. Stories: Include narrative incidents about organization founders, employees, past events, reactions and organizational copings. These stories connect today with the past and explain and legitimize present applications.

2. Rituals: Series of stereotyped activities expressing & reinforcing key values of an organization.

3. Physical Symbols: Tell employees who is significant and indicate the degree of justice desired by senior management, as well as appropriate behaviors like risk-taking, authoritarian, participative, individual or social behaviors.

4. Language: Many organizations and their subunits use a language that can help the members integrate with the culture, approve that they have adopted the

culture and protect it. That language includes terms related to work equipment, employees, suppliers, customers and products. From this point of view, the purpose of this study is expressed as follows:

The purpose of the study is to offer a section regarding the profession of teaching for those who would choose the profession of teaching or desire to make it permanent within the context of organizational culture, by approaching the views and approaches of a permanent classroom teacher on the profession and the change in her way of choosing and sustaining the profession of teaching with her viewpoints, observations and experiences over time, via a case study (professional story).

Method

Research Design

The study, methods and techniques of case study, which is among qualitative research approaches, were employed (Yildirim and Simsek, 2011). For that purpose, views and approaches of a classroom teacher on the profession were analyzed profoundly (Silverman, 1998).

Data Collection

The data were collected via the documentation technique, which is among document and records analysis methods (Ekiz, 2003). As an example to the documents, Lincoln and Guba (1985) usually mention written materials such as “diaries, letters, memories, travel notes, and life stories”, prepared for individual purposes (Lincoln and Guba, 1985). Apart from these, fieldnotes, official records, drafts, student compositions, homework, technical documents, meeting reports, plans, brochures, advertisements, yearbooks and newspapers are also among data sources referred to in the documentation technique (Cohen, et al., 2007). These documents can be used not only as data sources alone but also in such a way that they may provide supplementary information to other qualitative methods (such as interview, observation) and increase reliability (Cohen, et al., 2007). The professional experience of the teacher, who participated in the study, is as follows. The table related to the participant information is given below:

Table 1: Characteristics of the Participant

| Educational Background | |
|---|--|
| Name of the Primary School and Year of Graduation | Primary School, 1996 |
| Name of the Secondary School and Year of Graduation | Milli Piyango Anatolian High School, 1999 |
| Name of the High School and Year of Graduation | Milli Piyango Anatolian High School, 2003 |
| Name of the Undergraduate Program as University and Department and Year of Graduation | University Faculty of Education Department of Classroom Teaching, 2007 |
| Name of the Master’s Program as University and Department and Year of Graduation | Institute of Social Sciences Educational Administration and Inspection, 2012 |

| Professional Experience | |
|-------------------------|--|
| 2007-2009 | I.O, Classroom Teacher |
| 2008-2009, | YIBO, Classroom Teacher |
| 2009-2010 | Primary School, Classroom Teacher |
| 2010-2011 | R&D Coordinator |
| 2012-2014 | I.O. Deputy Principal |
| 2015-2019, | Public Training Center, Deputy Principal |
| 2019-Still Continuing | Primary School, Classroom Teacher |

| Trainings Received | | | | |
|--------------------|---------------------|---|------------|------------|
| Activity No | Relevant Department | Activity Name | Start Date | End Date |
| 2007190468 | Provincial DNE | Basic Training and Vocational Training Course | 17/11/2007 | 16/12/2007 |

| | | | |
|------------------------------|---|------------|------------|
| 2008190162 Provincial DNE | Preparatory Training and Vocational Training Course | 01/02/2008 | 02/01/2008 |
| 2010070057 Provincial DNE | Advanced Web Design Course (ASP, PHP) | 05/03/2010 | 01/03/2010 |
| 2019070090 District DNE | Employees' Basic Occupational Health and Safety Training Course | 16/01/2011 | 17/01/2019 |
| 2016990141 Lifelong LGD | Seminar on Open Education Applications | 05/09/2016 | 09/09/2016 |
| 2008190388 Provincial DNE | Seminar on First Aid – First Responder in Schools | 09/06/2008 | 11/06/2008 |
| 2013070220 District DNE | Seminar on Interrogation Techniques and Investigation | 26/02/2013 | 28/02/2013 |
| 2017070437 District DNE | Seminar on Document Management System User Training | 29/03/2017 | 30/03/2017 |

In the study, we compiled a diary written by a permanent classroom teacher working for 13 years in the first year of her duty as a principal authority teacher to express present conditions and circumstances with the belief that it would guide her in her professional life. We also attempted to describe her way of entering the profession of teaching, her attitudes toward the profession, the difficulties she faced and her struggle with these difficulties in her emotional world in the most explicit way possible. Then, interviews were conducted regarding today's viewpoint of the profession and the changes from past to present and they were given in the results section.

Results

Case Study

*A City of Lost Times, Iskilip/Corum
Akcasu Village, 2007*

To Be Defeated by One's Reality

“Standing by the gate of the campus, she looked around for a while. Should she get in or not? She knew that if she had stepped inside that gate, she would have never got out again. She wasn't sure whether she should resist, either. Defeated by her curiosity a little, she went in relying on her destiny. At first, she didn't even want to look around. She walked through the yard quickly and came to the main building. She saw her name on the list and headed toward the classroom written on the list. She sat on a desk in the corner in the rear row.

It was the first time she ever wanted to look at the people around. Were all these people sitting here going to be a teacher four years later? Suddenly she

felt respect for them. She thought that she needed to be careful in her manners and talking. Every single person in that classroom would be great people some days. Just like her primary school teacher... But she would never be a teacher. She was going to take the exams once again the following year and study law anywhere.

Her family discouraged her from studying in another city due to financial reasons. Moreover, her father forbade her to go to any course and even study at home because he knew how stubborn she was and that she would get into any school as long as she desired. Even though her mother was afraid of her husband, she wished to support her daughter to not depend on others just like her. However, she didn't exactly know where to start. What if her husband reacted more when she insisted on her daughter to study?

On top of that, she would suffer herself as well. To the father, a daughter meant ill fate... Although he was coming from a modern family, he still thought so. His sisters were also an ill fate to him. Actually, as a son, he couldn't gain the attention he had expected... He neither sat at a table with his family nor gathered with them. That's why he raised his daughter that way.

Her mother decided to work as a day laborer in her hometown and save some money and send her daughter to a course... There was no other option for the girl. She only took the scholarship exams for the course and won a little discount. Finally, she was able to enroll in the course and get a mark which was sufficient for her to go to a law school with great struggle, both inside and outside... But this time her father listed the schools she was allowed to go to. She asked her mother, in secret, if she could choose other schools first. Because all the departments on the list were teaching departments and she would not be a teacher... Her mother, whom

she had constantly been supported even in secret so far, could not respond to her daughter as she was afraid of her husband because she knew what would happen afterward. The father would forgive neither his daughter nor his wife.

Then, it happened in the blinking of an eye. She found herself in the faculty of education, floor 3 and class 304. She was going to become a teacher four years later, although she couldn't accept it. She took the list that her father had written off her pocket and stared at it. All those years she had gone to school with great difficulties on her own and never left her room. Her desire to study law was probably a kind of reaction or a rebellion against her father... If she realized her rights and supported equality and justice, then no one could do anything to her. Not even her father...

Her father couldn't understand why his daughter wished to go to a law school so much. To him, teaching was the best profession for a woman. She would work part-time and be free for the rest of the day at home. What could be better than this? When the exam placement results came, she locked herself in her room and talked to no one for a week. That time her father knew something was wrong. His daughter just wanted to get away from that house and stand on her legs. He thought that it was nonsense because his daughter couldn't live on her own, just like all other women in the world. The best way for her was to acquire her profession as quickly as possible and then marry someone. However, he didn't consider the possibility that his daughter would never talk to him for a while... That was the way love and respect were. You could take a horse to water but you couldn't make him drink.

Then she heard a rich voice from a teacher who never looked at their face. Had he been reluctant about the profession of teaching, too? After introducing himself, he asked everyone -in turn- how high their marks were, which department they wished to choose and how they decided to come to the faculty of education. Suddenly she felt excited. It was a little hard for her to explain the situation. Indeed, it would not be proper to tell him how she disliked the profession... The first few people stated that they had considered other departments but had to choose this department because their mark was insufficient. Yet still they were satisfied with assignment and working conditions and were also happy that they would be a teacher. When some of them stated that they didn't like this department and came here involuntarily, she took a deep breath. There was no need for her to be scared. She was here as a result of a misfortune. But she had made up her mind. She was going to go to

her favorite department a year later. She was here now because she had no other option and also had a little curiosity. She had no intention of staying long. When it was her turn, she told -with a little proud attitude- that she had had a high mark, actually wished to be a lawyer, come to this department involuntarily and she would go to another department a year later.

When students in the front row heard about her mark, they were astonished. They asked her why she hadn't gone to her favorite department this year with such a high mark. With difficulty, she said, 'So it is...'. She had a lot to tell but this was not the time or the place. The teacher in the classroom made no reaction at all, even when the girl said she would leave a year later. He said, 'Alright, Let's listen to other friends!'. Looking on the ground, he listened in silence without raising his head. A lot of students in the classroom came to the department involuntarily. The classroom teaching was a department with the highest number of assignments and it only requires an average mark.

The teacher said, 'So it's my turn now.' With an unexpected reaction, he continued, 'You all get out right now. None of you deserve to be a teacher. Just get out...'. Everyone was shocked. He added, 'A teacher is a person who freezes to death in a tree hollow trying to get to school during snow, blizzard. None of you deserve to be a teacher. Get prepared to the exams for another year. I'm sure you will get into your favorite department... But you will never become a teacher... We try to raise trainers here...' and left the classroom. The girl didn't know what to think. She had come to the department unwillingly. But now she thought that university was an interesting place. She decided to attend that teacher's classes.

Why on earth would classroom teachers die in tree hollows?

She found an answer to that question in the fifth month of her duty. As the bus didn't drop her off in front of the school, she had to walk a certain distance every day. It would snow incredibly. Although there wasn't much distance to the school, she couldn't distinguish the school from other houses. She couldn't get used to the continental climate, probably because she grew up in a mild city. Even her eyes were cold. She thought it was the longest and coldest winter of her life. She couldn't feel her feet. She thought she had heard a sound. A few colleagues of hers from the bus had told her that there could be wolves on that route in winter only half in jest, but she never thought that it would be real. She thought 'no way'. This is Central Anatolia... What if she had been assigned to the east or southeast?

What would she do with all difficulties? She considered going back, but the bus had left long ago for another village school. Suddenly she remembered her teacher from the university. She remembered his speech on the first day of the faculty, about teachers dying in a tree hollow to get to their school during snow, blizzard. Back in those years, a teacher had died that way. That was what made her have faith in the profession.

Furthermore, her students would expect to see her; Kamil, Emre, would definitely wait for her. She wished that servants in the school had lit the stove so that children would not be cold. She kept going with difficulty and arrived at the school.

Even the school corridor was covered in snow. She tried not to slip but she couldn't succeed. She thought about how she could walk there so easily in nice weather. She opened the door of the classroom and found thirty students, together with two servants wait for her. She walked into the classroom with the applauses of students. That's how she would always walk into the classroom. Whenever she opened the door, the class would begin to applaud and keep applauding until she took her seat. She would find two faded flowers on her desk. 'Teacher, we were really afraid that you would not make it!' said her Gulbahar. The servants had lit the stove and now they were asking for permission to leave. One of them said, 'Winter this year has been so harsh, my dear. We haven't seen anything like this for years. But it will not be the same for other winters, just be patient.' The girl teacher (that's how villagers called her as she was the first female principal in the village) began to wonder how many more years she would have to spend here. Maybe I can leave next year... Life is so hard in the village...

Then, she got angry at herself. What was that supposed to mean? What would happen to her children? The second, third, fourth and fifth graders would take care of themselves, but the first graders needed her. There was no way for her to entrust them to another teacher. Not even the best teacher in the world. Yes, that sounded a little absurd but it was the truth. New first graders would come the following year and they would be too little as well. She was not going to leave them. She decided to leave when they would have reached the fifth grade. But now they were too little. Was it a career or profession that mattered? She understood at the beginning of the term that she could not do both of them at the same time. She couldn't continue her postgraduate courses as she was the only teacher in the school. She knew that in such situations, she only needed to do whatever was possible. Life had taught

her that whatever she did, she would not escape her fate. She couldn't find a solution.

She saw someone she had never seen before. It was Kamil's mother. She said, "Teacher, Kamil wanted to give you this, but he was too shy. So I thought I would give it to you myself." and she attached a pendant with the girl teacher's initial in the middle, on her collar with the help of a hooked needle just like attaching a golden lira. The girl was so excited. Normally she would never wear such things on her collar outside. But she decided to wear it to the monthly meeting of village teachers in the district.

...At the beginning of the meeting, the Department Manager asked a teacher to command the Turkish National Anthem. One of the teachers pointed her. She thought it was the easiest thing to do because she had done it many times before. She prepared to give out a sound. She looked at the whole group and couldn't breathe... The meeting members consisted of primary school administrators around 45-50 years and a handful of multigrade class teachers who had recently begun duty. Male teachers were seated in the front row... She couldn't even see her female colleagues... Suddenly she felt a tightness in her chest and remembered her father...

She knew that she couldn't be the best no matter what she did. Because she was a woman and therefore was too weak. There was nothing much to do. She was worthless and clumsy. That's what she believed... She was afraid to make a mistake and give out a wrong sound in front of so many superiors and administrators. With difficulty, she said, 'Fear not!'. She felt like the meeting members said to her, 'You fear not first!'. Her voice was not heard at all. She sat down in silence. When the ceremony was over, she said goodbye to her colleagues.

On her way home, she thought about the same things. She remembered that the district where she worked was called the city of lost times/capital of loneliness. Just like her lost times. She thought about her father again... She felt like the offense was meaningless, as he was too old now... That was probably why she could never be happy anywhere... When she returned home at the weekend by the first bus, she would stand at the door and hesitate over knocking on it or leaving in silence for a while...

She never believed in fairy tales... There was no way for a princess to kiss a frog and the frog to turn into a prince. Indeed, it was a shame. However, she wished that her father had kissed her on her heart at least once. She could be the best girl teacher in the

world. She couldn't say anything again... Although she promised herself not to remember and mention bad memories from her childhood, she sat at her desk with the intention of writing something different and ended up writing her story, which was something she knew the best."

Her Current Views on the Profession of Teaching

When she was asked how she felt after reading her memories again in today's conditions, she said;

"Every time I get emotional and shed tears. I share these memories only with people I like because they are special. Also, I remember my despair and loneliness when I began my duty... I received no support from my family. When I look at the past now, I realize this: actually, I did want to be a teacher. I was just afraid of being a bad teacher and being useless for children. These worries have now decreased. My self-confidence over time. It makes me confident of seeing my children succeed in life."

When she was asked whether she would have chosen the profession of teaching this time on her own free will, had she been reborn, she said;

"That's a really hard question. I have had to accept it as my fate, including 13 years of profession, 4 years of undergraduate study and approximately 17 years in total. When I look back, however, I am glad that I have done it. Because I had needed it. I love my students as my family and I also feel their love deeply. I cannot even begin to describe this happiness. Would I have become a teacher again? I'm still not sure about that, but I guess I would not have so much worry and fear (of course, I'm telling this based on my present experience). I mean yes, I'm glad that I am a teacher. I am thankful to the divine plan."

When she was asked about the approval or disapproval of her choice of the profession of teaching by her family or relatives, she said;

"My sister is a teacher, too. I made her choose the profession. Isn't it interesting that I made my sister choose to teach when I didn't want it myself? However, there is a little different here. I recommended her to choose preschool teaching. I mean I didn't want her to be a classroom teacher. I think what has mostly scared and disturbed me about classroom teaching is their loneliness in distant villages. I hate loneliness. I guess I didn't want my sister to be alone like me. Additionally, I was receiving my undergraduate study when I recommended her. I was just a student and had no idea about the profession. Maybe that's why.

Would I like my daughter to be a teacher, especially a classroom teacher? I would like her to be a teacher, but not a classroom teacher. I would never like to see her alone. Maybe if I were a man, I would think differently. I don't know. Or if a male relative of mine asked me about choosing it or not, I would say yes. There is world of difference between being a female classroom teacher and a male classroom teacher."

When she was asked about organizational loneliness or organizational commitment, she said;

"Of course, I have suffered from organizational loneliness. Single teachers in village schools still suffer from it. Indeed, I can say that I had understood nothing about the profession until I was assigned to a more crowded school. As you are inexperienced in the first years, being away from the center means that you are disconnected from the rest of the world. It is a greater problem at younger ages. Would I feel organizational loneliness in the village school now? Never! I wish I were in the village school now. I would make a great success. I am experienced and I know what awaits me. The technology has advanced a lot! The world is now in our houses and schools. It is even advantageous to work in village schools because villages are healthy. People want to return to natural life after a certain age. They even want to become desolate a little. The complexity of cities is so wearing and tiring. When it comes to organizational commitment, yes, maybe I didn't choose my profession voluntarily but I have always been committed to it. I would get upset when I didn't go to school, even for one day when I was on sick leave because it would have to be closed because of me. For that reason, I have learned to look after myself not to get sick. I ask newly assigned teachers whether they are here voluntarily or not, they say 'yes, it is my own choice'. But they have developed no occupational commitment or consciousness yet, unlike us. They want the profession to keep up with them. They want to remain the same. But that's not the way things work... This profession, unlike other professions, has a transformative aspect. It has professional requirements. Society expects roles and duties from you. I'm sure previous teachers didn't like us either. But at least I'm at ease. Because I have always tried my best. In a professional sense, the rewards and achievements I have obtained prove this. Students I have graduated go to good schools now. In this respect, I still try to develop myself."

When she was asked what she recommended for newly assigned teachers, especially those who would

fulfill their duty as a single teacher in village schools, she said;

“First of all, they should evaluate the current circumstances and conditions very well. If they are assigned to an unexpected place, they should investigate it before they go. They should also learn about the region geographically and, above all, feel peaceful and happy wherever they go. Let me give you an example. I was assigned to Corum so that I would be close to home. But I could never go home at the weekends. On the other hand, my colleagues assigned to the east frequently got on a plane and went home. They participated in tours there and learned about their culture and nature. They were so happy. I have never been able to visit Eastern Anatolia or Southeastern Anatolia. I still envy those who are assigned there. I am a classroom teacher in the center of Antalya. I’m sure there are a lot of people who would like to be in my shoes. I, on the other hand, envy them. It’s probably because of my professional experience increases. I believe that I can work anywhere. What I’m trying to say is, they should fear nothing. They should travel, learn and experience while they are still young... Everywhere has its own conditions and advantages. They should evaluate them.”

Discussion, Conclusion and Suggestions

Increasing interest in organizational culture has led to the development of different theories, models and frameworks aiming to explain the organizational culture and its impact on and importance for institutions have often been investigated (Hall, 1976; Hofstede, et al, 1990; Sagiv and Schwartz, 2007; Schein, 1985). It is seen that an organization consists of four dimensions. They are goal, structure, process and climate (atmosphere) (Bursalioglu, 2002):

1. Goal: constitutes the organization’s reason for being. Duties of an organization usually include goal-oriented actions. The goals of organization are grounded on values and they might be implicit and explicit. Explicit goals are formal and general, whereas implicit goals are informal and individual.

2. Structure: consists of components. For structure to become a whole system, it is required to connect and integrate all its components. Components of the organization such as tasks, hierarchy, status and workflow can be considered within the scope of this dimension.

3. Process: consists of factors like decision-making, planning, organization, coordination, communication, leadership and inspection.

4. Climate (atmosphere): is a product of interpersonal and intergroup relations. Thus, interpersonal relations and group dynamics are of prime importance in educational institutions. Because these organizations operate in a more informal structure and atmosphere than other organizations. The two most important factors playing a role in school climate are teachers and administrators (Bursalioglu, 2002). In this respect, it is crucial to keep organizational bonds of especially village teachers, who work as single teachers in distant regions, strong and to make teachers in crowded schools permanent and determined in terms of creating and sustaining a teaching culture.

In another study investigating the reasons for teacher burnout in newly qualified teachers who leave school before even beginning their teaching career, a survey was applied to teachers without teaching experience. Five reasons were determined for burnout as job satisfaction, school policies, workload, future expectations and relations with parents. The results demonstrated that insufficient future expectations were the primary reason for burnout. The effect of teaching experience, along with the effect of sex or teaching proficiency was found to be significant for many goals. Experienced teachers did not underestimate their quit decision (Struyven & Vanthournout, 2014). Because it is suggested that internal motivation factors which sustain the profession of teaching have a structure that increases organizational commitment automatically, making it impossible to leave the profession, however, it is necessary to provide psychological, sociological and above all, physical (tangible, labor force, etc.) support especially to teachers who are newly assigned and work in disadvantageous areas. It is required to eliminate disadvantages that might be experienced, especially by female teachers working as a single teacher and expand study areas on this issue.

In another study examining motivations of preservice teachers to continue their teaching career mainly from a multidimensional aspect, it was found that motivations of preservice teachers were

contextualized and individualized. The participants displayed a complex combination of different motivational factors and these motivations interacted with participants' perceptions, expectations and attitudes regarding teaching as a career. It was found that there were minor differences between teaching motivations of those choosing teaching as a primary or secondary career (Wang, 2019). In many studies, the decision of teaching has been given in the context of being aware of both positive and compelling aspects of the profession. What is remarkable here is the tendency to trust perceived internal teaching rewards (such as pleasure and satisfaction, perceiving the profession as divine) to resist negative thoughts or explanations about teaching as a career, in the light of interview data, and to develop organizational commitment. In this respect, it is possible to state that they have feelings of organizational commitment and organizational culture belonging right after beginning their profession (including single teachers), even if these factors are not the primary reason to choose the profession of teaching. Also, it is seen that they suffer from organizational loneliness which is however, recovered by internal motivations.

As a consequence, based on this study; the researchers can investigate 1) general motivation patterns of preservice teachers for teaching, 2) comparison of career motivations of those who choose to teach as a primary or secondary career, and 3) how these motivations are associated with student teachers' perception of the teaching profession as a career, values, expectations and attitudes and how they contribute to the development of their identity as a teacher. Discussing and understanding these issues in theory and practice may enable future teachers to achieve their professional goals and sustain their morale and desire for the profession of teaching by assessing important practical impacts to employ teachers, choose determined brains in particular and make qualified candidates permanent.

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