



T.C.
İNÖNÜ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE EDUCATION PROGRAM

MEDIATING ROLE OF MOTIVATION TOWARDS TEACHING
PROFESSION IN THE RELATIONSHIP BETWEEN TEACHER IDENTITY
AND PERSONALITY TRAITS

MASTER'S THESIS

ÖZGE KIRMIZIBAYRAK

Malatya – 2025

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ADVISOR: ASSOC. PROF. DR. GÜLTEN GENÇ

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RELATIONSHIP BETWEEN TEACHER IDENTITY AND PERSONALITY TRAITS

YÜKSEK LİSANS TEZİ

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O N A Y

Bu tez, İnönü Üniversitesi Lisansüstü Eğitim-Öğretim Yönetmeliği'nin ilgili maddeleri uyarınca yukarıdaki jüri üyeleri tarafından kabul edilmiş ve Enstitü Yönetim Kurulu'nun .../.../20... tarih ve 20.../..... sayılı Kararıyla da uygun görülmüştür.

Prof. Dr. Eyüp İZCİ

Enstitü Müdürü

DECLARATION OF HONOR

I hereby declare that this study entitled “*Mediating Role of Motivation Towards Teaching Profession in the Relationship Between Teacher Identity and Personality Traits*” which I prepared as a master's thesis under the supervision of Assoc. Prof. Dr. Gülten Genç, was written by myself without any help that would be contrary to scientific ethics and traditions, and all the works I have benefited from are cited both in the text and in the bibliography in accordance with the method, and I confirm this with my honor.

Özge KIRMIZIBAYRAK

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ABSTRACT

MEDIATING ROLE OF MOTIVATION TOWARDS TEACHING PROFESSION IN THE RELATIONSHIP BETWEEN TEACHER IDENTITY AND PERSONALITY TRAITS

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This quantitative study focuses on the formation of professional identity among English as a Foreign Language (EFL) pre-service teachers (PSTs) enrolled at Inonu University and Firat University concerning personality differences and the mediating effect of motivation towards the teaching profession. The study, which makes use of the Big Five Model, focuses on how personality traits—like openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism—shape the identity of teachers. Recognizing that the period throughout their undergraduate education is a crucial time for identity development, the research attempts to provide empirically validated insights into the relationship between personality variations and EFL PTs’ teacher identity formation. The study intends to provide a comprehensive understanding of the complex elements affecting the formation of teacher identity in the particular context of EFL teaching by including motivation as the mediating variable. To include as many participants as possible, convenience sampling method was employed. Data collected through adapted versions of the “Early Teacher Identity Measure” (Arpacı & Bardakçı, 2015), “the Big Five Personality Traits Scale” (Horzum et al., 2017), and “Motivation on Profession and Field Choice Scale” (Atav & Altunoğlu, 2013). Based on the results, while intrinsic motivation towards profession plays the mediating role extrinsic motivation did not play a mediating role in the relationship between teacher identity and personality traits.

Key words: Teacher identity, identity construction, motivation towards teaching profession, pre-service EFL teachers

ÖZET

ÖĞRETMEN KİMLİĞİ VE KİŞİLİK ÖZELLİKLERİ ARASINDAKİ İLİŞKİDE ÖĞRETMENLİK MESLEĞİNE YÖNELİK MOTİVASYONUN ARACI ROLÜ

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Bu nicel çalışma, İnönü Üniversitesi ve Fırat Üniversitesi'nde öğrenim gören Yabancı Dil Olarak İngilizce öğretmen adaylarının mesleki kimlik oluşumlarını kişilik farklılıkları ve öğretmenlik mesleğine yönelik motivasyonun aracılık etkisi bağlamında incelemeyi amaçlamaktadır. Büyük Beşli Modeli'nin kullanıldığı çalışma, deneyime açıklık, vicdanlılık, dışadönüklük, uyumluluk ve nevroitiklik gibi kişilik özelliklerinin öğretmen kimliğini nasıl şekillendirdiğine odaklanmaktadır. Lisans eğitimleri boyunca geçen sürenin kimlik gelişimi için çok önemli bir zaman olduğunun bilincinde olan araştırma, kişilik varyasyonları ile öğretmen adaylarının kimlik oluşumu arasındaki ilişkiye dair ampirik olarak doğrulanmış bilgiler sağlamaya çalışmaktadır. Çalışma, motivasyonu aracı değişken olarak dahil ederek, EFL öğretiminin özel bağlamında öğretmen kimliğinin oluşumunu etkileyen karmaşık unsurların kapsamlı bir şekilde anlaşılmasını sağlamayı amaçlamaktadır. Mümkün olduğunca çok sayıda katılımcıyı dahil etmek için kolayda örnekleme yöntemi kullanılmıştır. Veriler, “Erken Dönem Öğretmen Kimliği Ölçeği” (Arpacı & Bardakçı, 2015), “Beş Büyük Kişilik Özelliği Ölçeği” (Horzum et al., 2017) ve “Meslek ve Alan Seçiminde Motivasyon Ölçeği” nin (Atav & Altunoğlu, 2013) uyarlanmış versiyonları aracılığıyla toplanmıştır. Sonuçlara göre, mesleğe yönelik içsel motivasyon aracı rol oynarken, dışsal motivasyon öğretmen kimliği ve kişilik özellikleri arasındaki ilişkide aracı rol oynamamıştır.

Anahtar Kelimeler: Öğretmen kimliği, kimlik oluşumu, öğretmenlik mesleğine yönelik motivasyon, İngilizce öğretmen adayları

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ABBREVIATIONS LIST

- **EFL** : English as a Foreign Language
- **LTI** : Language Teacher Identity
- **ETIM** : Early Teacher Identity Measure
- **ELT** : English Language Teaching
- **TI** : Teacher Identity
- **PST** : Pre-service teachers
- **O** : Openness to experience
- **C** : Conscientiousness
- **E** : Extraversion
- **A** : Agreeableness
- **N** : Neuroticism

CHAPTER I

INTRODUCTION

1.1. Problem Statement

Identity perception, which has been the subject of many academic fields such as sociology, psychology, and philosophy, has also been included in many studies in education. Identity, which is dynamic and complex in nature, is influenced by many factors and is a developing structure rather than something innate throughout the life of the individual (Beijaard et al., 2004). Moving from a more general idea of identity to the specific domain of teacher identity, it is critical to consider how educators construct their professional identities. The views, attitudes, and perceptions educators have about their work and the role they play in their students' learning and development are part of their teacher identity and are influenced by both internal and external variables (Teng, 2017). Therefore, teacher identity can be characterized as a dynamic and multidimensional construct that is influenced by the sociocultural environment in which teachers work, their own experiences, and educational backgrounds (Hong et al., 2017; Kompf & Denicolo, 2005).

Teachers' professional identity is shaped by various factors, including their personal experiences, interactions with colleagues, and the broader educational landscape (Beijaard et al., 2004). More importantly, the formation of teacher identity is closely linked to the concept of community of practice (Wenger, 1998), where teachers engage in shared activities and discussions that contribute to the development of their professional identity (Beijaard et al., 2004). For English as a Foreign Language (EFL) teachers, too, the situation is not very different when it comes to identity formation. For language teacher identity, which is a broad concept, it is not possible to describe it with a single definition (Barkhuizen, 2019). However, the community of practice plays a vital role in shaping the identity of non-native EFL teachers which consequently emphasizes the importance of teacher education programs.

When it comes to examining teachers' personalities in the context of teaching and learning, research indicates that the Five Factor Model is among the most crucial places to start (Göncz, 2017). The model claims that openness to experiences, conscientiousness,

extraversion, agreeableness, and neuroticism are the five basic components that characterize most personality traits (Roccas et al., 2002). Accordingly, research suggests that certain personality traits can influence the development and expression of teacher identity. For example, young teachers who are more conscientious, agreeable, open, and less neurotic are more likely to embrace teaching philosophies, which boost student engagement and job satisfaction (Li et al., 2021). In another study, Judge et al. (1999) conclude that both neuroticism and conscientiousness have a unique variance in explaining job performance; neuroticism predicts career success negatively and conscientiousness favorably.

However, looking at the literature, it would be inappropriate to say that people with a certain personality trait have a teacher identity that can be evaluated as ‘good’ or ‘inadequate’ because the effect of personality traits alone is insufficient in the overall identity formation. There can be situations when people are forced to adopt a different personality. For instance, people with low levels of socially acceptable personality traits can have an intrinsic motivation to develop these traits (Hudson & Roberts, 2014). Besides, motivation may lie behind people's choice of teaching profession or their desire to become a teacher. According to Lamb and Wyatt (2019), people may decide to become teachers because they have an intrinsic motivation to impart knowledge and uplift society, or they may have an extrinsic or instrumental motivation, which can be described as a decision made purely out of financial need or a simple desire to choose a career.

1.2. The Significance and Aim of the Research

Göncz (2017) suggests that grounding studies in a well-established personality theory can lead to empirically validated and reliable insights into teacher personality across different educational levels, systems, and specific classroom contexts, including conditions, objectives, and student interactions. Therefore, this study aims to investigate EFL PSTs’ teacher identity formation in relation to personality differences. Specifically investigating PST teacher identity has been considered highly important because the period throughout their undergraduate education is a critical period for all PSTs to develop an identity, also examining personality differences may assist PSTs in gaining one of the most crucial skills for teaching—identifying oneself (Arpacı & Bardakçı, 2015). Since it is thought that

personality traits alone cannot be solely impactful on the formation of teacher identity, motivation towards the profession was also included as a mediating variable in this study.

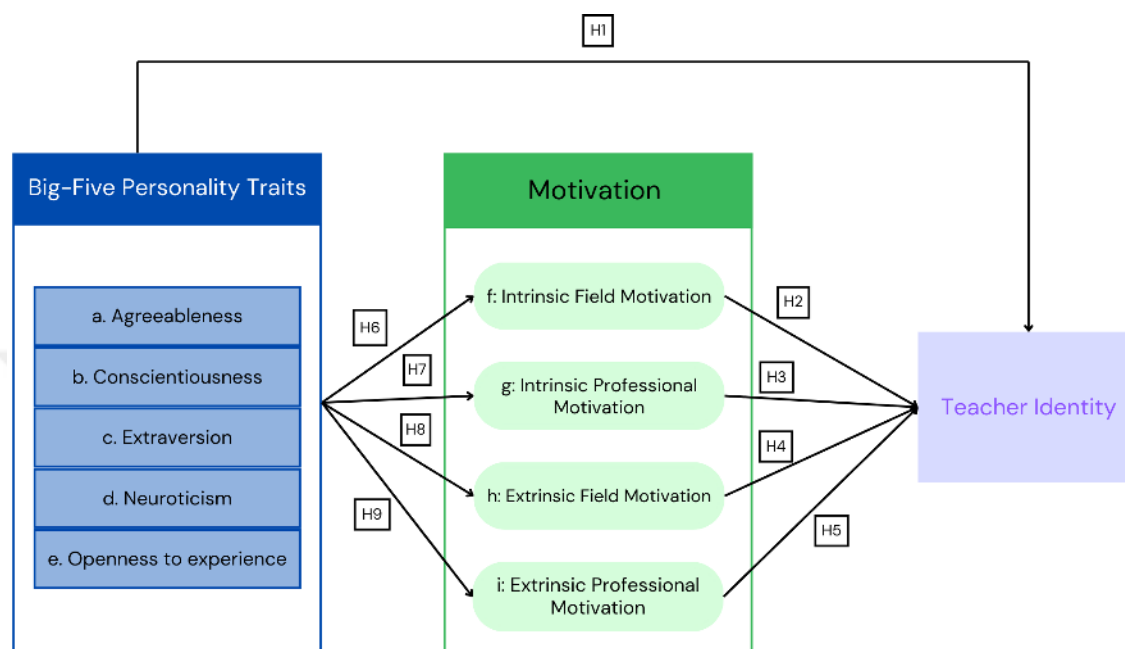


Figure 1 Structure of the Present Study

1.3. Research Questions

1. Does the formation of EFL PSTs' teacher identities change based on some individual variables?
 - 1.1. Does the formation of EFL PSTs' teacher identities differ based on gender?
 - 1.2. Does the formation of EFL PSTs' teacher identities differ depending on whether they choose this department willingly or not?
 - 1.3. Does the formation of EFL PSTs' teacher identities differ depending on whether they decide to pursue this profession after graduation?
 - 1.4. Is there a change in the formation of EFL PSTs' teacher identities during their undergraduate education?
2. Does the motivation towards the teaching profession have a mediator role in the relationship between EFL PSTs' personality traits and teacher identity?
 - 2.1. Do the personality traits of EFL PSTs have a significant effect their identity as teachers?

2.2. Is there any differentiation for each dimension of personality trait and teacher identity?

1.4. Hypothesis

H1a: Agreeableness has a positive impact on pre-service EFL teachers' teacher identity.

H1b: Conscientiousness has a positive impact on pre-service EFL teachers' teacher identity.

H1c: Extraversion has a positive impact on pre-service EFL teachers' teacher identity.

H1d: Neuroticism has a negative impact on pre-service EFL teachers' teacher identity.

H1e: Openness to experience has a positive impact on pre-service EFL teachers' teacher identity.

H2: Intrinsic field motivation has a positive impact on pre-service EFL teachers' teacher identity.

H3: Intrinsic professional motivation has a positive impact on pre-service EFL teachers' teacher identity.

H4: Extrinsic field motivation has a positive impact on pre-service EFL teachers' teacher identity.

H5: Extrinsic professional motivation has a positive impact on pre-service EFL teachers' teacher identity.

H6: Agreeableness, conscientiousness, extraversion, neuroticism, and openness to experience have a positive impact on pre-service EFL teachers' intrinsic field motivation to become English teachers, while neuroticism has a negative impact.

H7: Agreeableness, conscientiousness, extraversion, neuroticism, and openness to experience have a positive impact on pre-service EFL teachers' intrinsic professional motivation to become English teachers, while neuroticism has a negative impact.

H8: Agreeableness, conscientiousness, extraversion, neuroticism, and openness to experience have a positive impact on pre-service EFL teachers' extrinsic field motivation to become English teachers, while neuroticism has a negative impact.

H9: Agreeableness, conscientiousness, extraversion, neuroticism, and openness to experience have a positive impact on pre-service EFL teachers' extrinsic professional motivation to become English teachers, while neuroticism has a negative impact.

1.5. Limitations of the study

1. This study is limited to EFL PSTs' that are studying at Inonu University and Firat University.
2. The study is limited to the quantitative research method.
3. This study is limited to the scales that is specifically chosen to use for this study.

1.6. Definitions of the terms

Community of Practice: A community of practice is an association of individuals who participate in shared activities, have a common interest, and exchange knowledge through their interactions. According to Wenger (1998), learning is social, and communities play a significant role in forming an individual's knowledge and skill set.

The Big Five Personality: In psychology, the Big Five Personality Traits are a commonly used framework for characterizing and comprehending human personality. These traits are considered broad dimensions that encompass various aspects of individual differences in personality.

- Openness to experience: This trait reflects an individual's degree of creativity, intellectual curiosity, and willingness to embrace new ideas and experiences. Those with high openness are often innovative, flexible, and enthusiastic about exploring novel concepts.
- Conscientiousness: This personality trait is associated with self-discipline, organization, and dependability. People with high conscientiousness are often diligent, reliable, and goal-oriented. They tend to be well-organized and responsible in their tasks.
- Extraversion: Extraversion refers to the extent to which individuals are outgoing, sociable, and assertive. Extraverts are generally more social, talkative, and energetic, while introverts are quieter and more reserved.
- Agreeableness: This trait reflects the degree of kindness, empathy, and cooperativeness in an individual. Highly agreeable people are often

compassionate, considerate, and willing to cooperate with others, while those lower in agreeableness may be more competitive or skeptical.

- Neuroticism: The inclination to feel negative emotions like worry, despair, and insecurity is measured by neuroticism, which is often reversed and called emotional stability. While those with low levels of neuroticism are typically more emotionally resilient, those with high levels may be more vulnerable to stress and emotional instability.

Intrinsic Motivation: The act of doing something because it is personally fulfilling or innately pleasing is known as intrinsic motivation. Intrinsically motivated people don't require outside rewards to be fulfilled and enjoy the process of achieving something.

Extrinsic Motivation: Extrinsic motivation is the act of doing something in order to receive rewards from outside sources or stay out of punishment. In this case, the motivation comes from outside influences rather than the inherent enjoyment of the activity itself.

CHAPTER II

THEORETICAL FRAMEWORK AND RELATED STUDIES

This section offers thorough information on the key issues required for a better comprehension of the study. Essentially, the goal in this direction is to lay the groundwork for the reader to comprehend in great detail the teacher identity and the process by which this phenomenon forms, as well as personality traits—the most fundamental qualities that set each person apart—and motivation—which is undoubtedly important in deciding to become a teacher.

2.1.Identity

Before delving into teaching identity and its formation, it may be helpful to first define identity. Identity has been the focus of numerous academic disciplines as well as studies projects for decades (Martel & Wang, 2015). Leading those who have contributed to this effort have been the sociologist George Mead and psychologist Erik Erikson, with their theories and research on identity (Holland & Lachicotte, 2007).

Mead and Erikson present different viewpoints on identity. Mead's method, which draws inspiration from symbolic interactionism, sees identity as the outcome of social interaction and participation. He highlights the importance of language and meaning in forming identity, proposing that people create a variety of identities depending on the social circumstances in which they interact with others. According to Mead (1962), people develop their sense of self via their relationships with other people, and self-knowledge is a reflection of how others respond to us. Thus, identity, for Mead, emerges through social interchange and practical engagement with others.

Erikson (1968), on the other hand, viewed identity mostly as an internal processes, seeing it as a personal endeavor to establish continuity and coherence amidst diverse social roles and engagements. According to him, one of the most important tasks of adolescence is identity formation, which emphasizes the struggle of the person to create an integrated understanding of self in the complexity of modern society. Erikson's approach is more inwardly focused, emphasizing individual efforts to achieve self-sameness, whereas Mead's

is more outward-oriented, emphasizing social interchange. Both scientists examine the interaction between the individual and society.

According to Gee (2000), identity can be understood through four perspectives that have historically shifted in prominence within societies.

1. The first perspective emphasizes inherent "natures" or essential traits as defining identity.
2. The second perspective focuses on societal positions and roles as primary determinants of identity.
3. The third perspective highlights individual accomplishments as recognized through social interaction as central to identity.
4. The fourth perspective emphasizes the influence of experiences within specific "affinity groups" on shaping identity.

Gee (2000) suggests that while different societies and historical periods may prioritize one perspective over the others, in contemporary society, all four perspectives coexist. He argues that the fourth perspective, which emphasizes experiences within affinity groups, is gaining prominence in the context of increasing diversity and the recognition of marginalized identities (Owens et al., 2010).

Danielewicz (2001) also supports the idea that an individual's identity is not something they possess forever. She believes that one can have numerous identities simultaneously, such as teacher, mother, and friend. As a result, the identity that each of us possesses occurs in a dynamic and integrated structure.

2.1.1. Teacher Professional Identity

Theoretical frameworks for understanding teacher identity emphasize its dynamic, multifaceted, and socially situated nature. Professional identity is not a fixed quality but evolves through personal experiences, interactions within social contexts, and engagement with professional roles. Vivekananda-Schmidt et al. (2015) define professional identity as the degree of affiliation an individual feels towards their profession, shaped by a sense of belonging and the perceived advantages and disadvantages of the professional environment.

This highlights how intrinsic motivation and external perceptions converge to influence identity formation.

Wenger's (1998) theory of situated learning provides a foundational lens for exploring the construction of professional identity, positing that learning occurs through active participation in social communities. Wenger emphasizes that participation is both action and belonging, contributing to how individuals construct their identities and interpret their roles. This perspective underscores the reciprocal relationship between social interaction and identity development, where engagement in communities—such as classrooms, schools, and professional networks—both shapes and reflects teacher identity.

In a similar vein, Yazan (2018) conceptualizes teacher identity as a dynamic self-concept influenced by personal beliefs, external expectations, and social positioning. Yazan identifies five key components of teacher identity: (1) teachers' self-conceptions as educators, (2) societal expectations and imposed roles, (3) the fluid nature of identity, (4) the role of social interactions and contexts, and (5) commitment and investment in the teaching profession. These elements demonstrate how identity is constantly shaped and reshaped through engagements with students, colleagues, and institutional frameworks.

Building on this, Lasky (2005) characterizes teacher professional identity as the way educators perceive their roles within their professional landscapes. Sachs (2005) further delineates two contrasting identities that emerge within teaching: entrepreneurial identities, aligned with performance-driven and neoliberal agendas, and activist identities, centered on collaboration, equity, and social justice. This dichotomy emphasizes the influence of broader socio-political contexts on how teachers negotiate their professional identities.

Combining these perspectives, teacher identity emerges as a negotiated process of integrating personal beliefs, professional roles, and social contexts. Narratives are essential in this process, allowing teachers to reflect on their experiences and express their dynamic professional identities (Beijaard et al., 2004). Consequently, theoretical frameworks for teacher identity must account for its fluidity, the interplay of individual agency and societal structures, and the significance of involvement and acceptance in professional networks.

2.1.2. Pre-service Teacher Identity

It is crucial to recognize and value the teacher identities of PSTs and the process by which these identities were formed. As pre-service and student teachers embark on their educational journey, they arrive with a set of teaching skills that should be acknowledged and expanded upon and their observations. It is crucial to acknowledge that they are not beginning from scratch as freshmen, but rather have a solid foundation to build upon.

PSTs identity refers to the identity formation process that occurs during teacher education programs. PSTs are in a formative stage where they begin to construct their professional identities based on theoretical knowledge, practical experiences, and interactions with mentors and peers (Hsiao, 2018; Opoku, 2023). This stage is crucial as it shapes the foundation of future teaching practices and professional self-concept (Hsiao, 2018; Opoku, 2023). Studies suggest that PSTs' identity perceptions are heavily shaped by their practicum experiences, where they participate in legitimate peripheral participation within educational contexts (Hsiao, 2018). The shift from student to teacher entails a dynamic interaction between personal aspirations, educational beliefs, and the practical realities of the classroom (Opoku, 2023).

Early-career teachers often navigate a complex period of identity formation, characterized by uncertainty and flux. This period can be marked by what Reeves (2018) terms "identity crises," where emerging educators rapidly adopt and discard different teacher roles as they grapple with the standards and requirements of the field. This phenomenon is further explored by Zeichner (2010), who highlights the tension between idealistic teaching intentions and the actual conditions of classroom practice. PSTs, in particular, may experience a heightened sense of uncertainty as they transition from student to teacher. As they engage in field experiences and begin to shape their own pedagogical approaches, they may encounter conflicting expectations and values, leading to a sense of role ambiguity. This can result in a period of experimentation and exploration, as PSTs seek to establish a coherent and authentic teacher identity.

2.1.3. Language Teacher Identity

Language teacher identity (LTI) is a pivotal construct in understanding the professional trajectories and practices of language educators. It reflects the dynamic and evolving self-perception of teachers as they engage with diverse social, cultural, and institutional contexts. Yazan (2018) defines LTI as encompassing teachers' self-perceptions, the roles they are expected to assume, and their engagement in communities of practice. These aspects highlight the dynamic and multifaceted nature of LTI, which is constantly shaped and reshaped through interactions with students, colleagues, and the broader sociopolitical context. Moreover, as Norton (2013) highlights, language use is central to this process, as every act of communication contributes to the negotiation and renegotiation of teacher identity.

Situated learning theory (Wenger, 1998) offers a lens to explore how LTI develops through participation in communities of practice, emphasizing the importance of social context in shaping professional roles. Teachers' identities are not static but are fluid and influenced by both their personal aspirations and external expectations. This dynamic is further complicated by the linguistic and cultural dimensions of language teaching, where ideas of "nativeness" and power dynamics frequently have a significant impact on how teachers place themselves and are perceived by others (Varghese et al., 2005; Yazan, 2018). These interactions reveal the interconnectedness of LTI with broader discourses of race, class, and gender, situating it within a larger sociopolitical framework.

A critical component of LTI is the interplay between theory and practice, or praxis, which allows teachers to reflect on and adapt their pedagogical approaches. Waller et al. (2016) emphasize the need for reflexivity in teacher education, enabling teachers to critically engage with their beliefs, ideologies, and teaching contexts. This process not only fosters a deeper understanding of their professional identities but also empowers them to navigate and challenge the complexities of the educational landscape. In essence, LTI is both a personal and collective construct, shaped by individual experiences and broader systemic forces, making it a vital focus for research in language teacher education.

Yazan (2018) presents a conceptual framework for understanding LTI that emphasizes its dynamic and multifaceted nature. This framework situates LTI as a central component of teacher development, shaped by the interplay between personal, social, and professional

dimensions. According to Yazan (2018), LTI is shaped by six interconnected constructs: “teacher learning, teacher cognition, participation in communities of practice, contextual factors, teacher biographies, and teacher emotions”. Together, these elements provide insight into how LTI develops and transforms over time. These constructs highlight the intricate connections between teachers’ internal beliefs and their external environments, underscoring the complexity of identity construction.

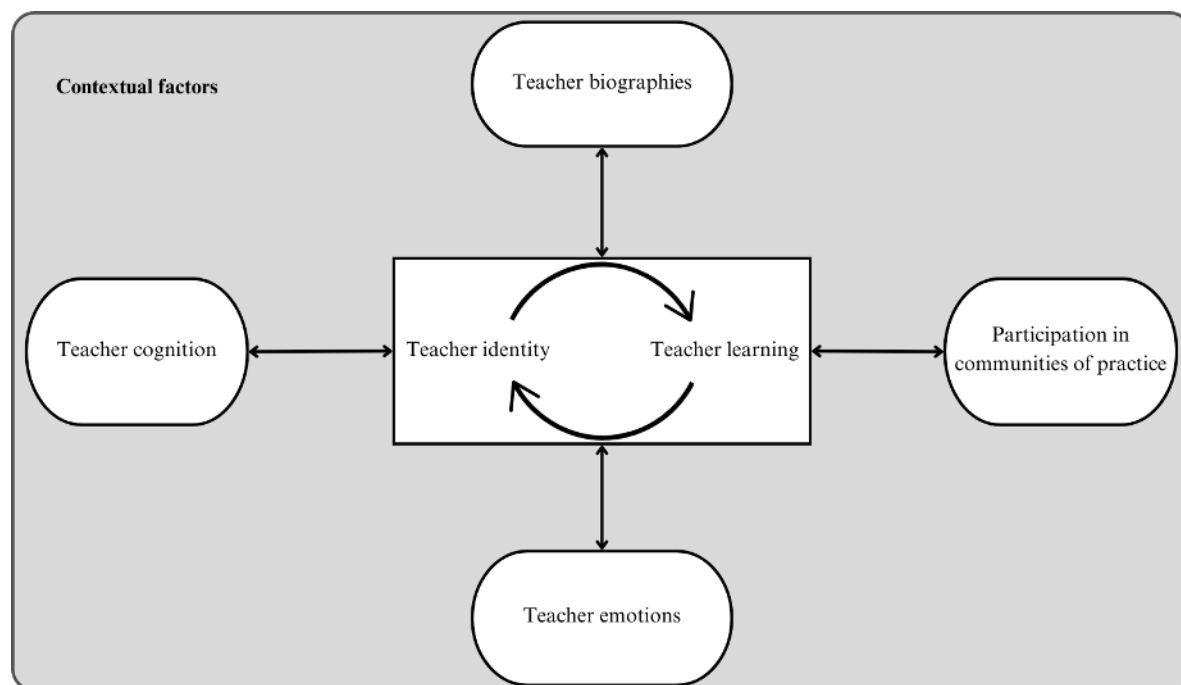


Figure 2 Yazan's (2018) Framework of Language Teacher Identity

Central to Yazan’s framework is the recognition that LTI is dynamic and context-sensitive. It evolves as teachers navigate their professional journeys, participating in communities of practice (Wenger, 1998) where they engage with peers, students, and institutional structures. Teachers’ past experiences, or biographies, serve as a foundational lens through which they interpret their roles, while their cognition—beliefs, attitudes, and knowledge—guides their decision-making and pedagogical approaches. Furthermore, emotional engagement is critical, as it shapes teachers’ responses to challenges and influences their sense of agency. Contextual factors, such as societal expectations and institutional norms, also play an important role in shaping how teachers view themselves and are perceived by others. This framework offers a holistic perspective, encouraging an exploration

of LTI that is both deeply personal and rooted in broader sociopolitical and cultural contexts, making it a valuable tool for understanding teacher development.

2.1.4. Teacher Identity Formation

Teacher identity formation encompasses the processes through which educators develop and refine their professional identities over time. This formation is influenced by various factors, including personal beliefs, educational contexts, and social interactions (Akslen et al., 2023). Theoretical perspectives such as social identity theory and narrative identity theory provide insights into how teachers construct their identities through storytelling and reflection on their experiences (Akslen et al., 2023). Furthermore, the Big Five personality model's explanations for personality traits can also help teachers develop their identities by affecting how they view themselves and relate to their students and colleagues (Purna & Prawitasari, 2019). Conscientiousness and openness to new experiences, for example, may improve teachers' flexibility and dedication to their professional growth (Purna & Prawitasari, 2019).

As a teacher educator, Danielewicz (2001) narrates a typical first day of a class. She recognizes that even though all the students belong to the same university community, there are certain differences between them that are hard to decipher. These differences stem from their diverse social and economic backgrounds, racial, ethnic, and religious affiliations, gender-related behaviors, and their positions within their respective regions and countries. Thus, she states that “these existing identities affect, influence, interact with, and often conflict with an individual’s attempt to become a teacher, to develop a professional identity.” (p.23).

2.2. Personality Traits

Personality is a multi-dimensional concept that has generated a significant amount of research in psychology and, in general, it can be explained as “the consistent set of traits, attitudes, emotions, and behaviors that people have” (Boyd & Pennebaker, 2017, p. 63). Allport (1937), an influential personality psychologist, put forward the most significant perspective about understanding the personality and he believed that personality is composed

of various enduring dispositions he called "traits." However, unlike some models that focus on a small set of broad traits, Allport (1937) acknowledged the vast number of potential traits that could contribute to personality. He also believed personality is not just about identifying traits but understanding how those traits uniquely combine within a person.

According to McAdams and Olson (2010), numerous studies have shown that personality traits significantly influence how people behave, particularly when considering their actions across various situations and over time. These traits also play a major role in shaping people's lives, impacting the quality of their relationships, how they handle challenges, their success in work, involvement in communities, and even the happiness, health, and morality.

Dörnyei (2005) defines the concept of personality, which is subject to many different fields and hundreds of different studies, as "the most individual characteristic of a human being" (p. 10). Among the various individual distinctions, personality, which has been studied since the early 20th century, is the most significant. It plays a crucial role in shaping an individual's behavior, thoughts, and emotions, thereby influencing their interactions and experiences in social contexts.

2.2.1. Personality Traits Models

Throughout human history, researchers have sought to understand and classify the diverse range of human personality traits. Two taxonomies have emerged as foundational frameworks in the study of personality, providing the basis for much of the contemporary research in this field (Dörnyei, 2005). The first of these is Eysenck's three-dimensional model, which posits that personality is primarily characterized through three broad factors: "extraversion-introversion, neuroticism-emotional stability, and psychoticism-impulse control" (Eysenck, 1990). Extraversion and introversion describe the degree to which individuals are outgoing, sociable, and energized by external stimuli, as opposed to being more reserved and introspective (Madison, 2019). Neuroticism versus emotional stability indicates the inclination to undergo emotional instability, anxiety, and moodiness, compared to being calm and resilient under stress. Lastly, psychoticism and tough-mindedness versus tender-mindedness represent traits associated with aggressiveness and detachment versus

compassion, empathy, and interpersonal sensitivity. Eysenck's model remains a cornerstone of personality research, offering a structured way to explore individual differences in behavior and temperament.

The second prominent framework in personality research is the Big Five model, developed by McCrae and Costa (2008) and Goldberg (1992). This model identifies five core dimensions of personality: extraversion, neuroticism, openness to experience, agreeableness, and conscientiousness. While it retains the first two dimensions from Eysenck's taxonomy—extraversion and neuroticism—it substitutes three new dimensions that capture more comprehensive and complex facets of personality for psychoticism. Openness to experience reflects creativity, curiosity, and a willingness to embrace new ideas and experiences. Agreeableness describes traits such as empathy, kindness, and cooperation, emphasizing how individuals interact harmoniously with others. Conscientiousness pertains to self-discipline, organization, and a strong sense of responsibility, highlighting the capacity to set and achieve goals effectively.

The Big Five model has become a nearly universal paradigm in the study of personality traits, offering a comprehensive framework that is widely applicable across diverse cultural and research contexts (Anglim & O'Connor, 2019; McCrae & John, 1992; Saucier, 2002). Its broad scope and flexibility allow it to address personality dimensions in various domains, such as education, organizational behavior, and clinical psychology. Furthermore, the Big Five's empirical validity and theoretical clarity have contributed to its enduring popularity and dominance in the literature, surpassing earlier models in its capacity to explain and predict human behavior across different settings.

2.2.2. The Big Five Model

According to McCrae and Costa (2008), the Five-Factor Model (FFM) of personality can be understood as “an empirical generalization about the covariation of personality traits” (p. 159). This influential framework has its roots in the pioneering research conducted by Allport (1937), Odbert, and Cattell during the 1930s and 1940s, which laid the groundwork for modern personality psychology (Dörnyei, 2005). These early studies aimed to create a

systematic and comprehensive approach to defining personality by focusing on lexical descriptors—single words that encapsulate key personality characteristics.

The researchers believed that language naturally reflects the traits most relevant to human behavior and interaction. By analyzing the terms people use to describe themselves and others, they identified patterns of consistency that capture stable dimensions of personality. These descriptors were considered particularly effective because they provided concise yet meaningful representations of individual differences. These terms were thought to provide insight into fundamental aspects of personality by reflecting regularities in behavior, thoughts, and emotions that define how individuals perceive themselves and how they are perceived by others.

This lexical approach ultimately contributed to the development of the FFM, which organizes these descriptors into five broad and empirically supported dimensions, providing a unified and practical framework for understanding personality across diverse contexts.

Some of the adjectives used to describe these 5 dimensions, whose acronyms form OCEAN, are given in the Figure 3 below:

Personality Traits	Adjectives
Openness to Experience	Artistic, Curious, Imaginative, Insightful, Original, Wide interest
Conscientiousness	Efficient, Organized, Planful, Reliable, Responsible, Thorough
Extraversion	Active, Assertive, Energetic, Enthusiastic, Outgoing, Talkative
Agreeableness	Appreciative, Kind, Forgiving, Generous, Sympathetic, Trusting
Neuroticism	Anxious, Self-pitying, Tense, Touchy, Unstable, Worrying

Figure 3 Adjectives defines personality traits

The term "openness to experience" describes how willing, creative, and open-minded a person is to try novel things. High scorers in this trait are often characterized by their creativity and curiosity, while low scorers may prefer routine and familiarity (Shetty et al., 2023). This dimension is crucial for understanding how individuals approach new ideas and

experiences, influencing their adaptability and willingness to explore diverse perspectives (Shetty et al., 2023; Isidore & Arun, 2022).

Conscientiousness includes characteristics like reliability, organization, and self-control. Individuals who score high in conscientiousness tend to be diligent, goal-oriented, and reliable, making this trait a strong predictor of academic and professional success (Isidore & Arun, 2022; Arisanti et al., 2024). Conversely, low conscientiousness is associated with impulsivity and a lack of reliability, which can impact personal and professional relationships (Isidore & Arun, 2022; Arisanti et al., 2024).

Extraversion is characterized by sociability, assertiveness, and high levels of energy. Extraverts are typically outgoing and enjoy social interactions, often thriving in environments that involve teamwork and collaboration (Isidore & Arun, 2022; Shetty et al., 2023). In contrast, introverts may prefer solitary activities and require more time alone to recharge (Isidore & Arun, 2022; Shetty et al., 2023). This dimension is significant in understanding interpersonal dynamics and individual preferences in social contexts (Isidore & Arun, 2022; McAdams & Pals, 2006).

Agreeableness reflects an individual's tendency to be compassionate, cooperative, and trusting towards others. While low agreeableness may suggest a more competitive or aggressive temperament, high agreeableness is linked to pro-social behaviors and a preference for harmony in relationships (Isidore & Arun, 2022; Arisanti et al., 2024). This trait is essential for assessing interpersonal relationships and social cohesion within groups (Isidore & Arun, 2022; Arisanti et al., 2024).

The last type, neuroticism, deals with emotional stability and the inclination to feel unpleasant emotions like moodiness, anxiety, and sadness. While those with low neuroticism are often more powerful and stable, those with high neuroticism are more likely to suffer from emotional distress and may find it difficult to manage their stress (Isidore & Arun, 2022; Shetty et al., 2023). Understanding neuroticism is vital for addressing mental health issues and emotional well-being (Isidore & Arun, 2022).

2.2.3. Personality in Education

Regarding the influence of personality traits in the context of education, the literature addresses a variety of subjects. Many academics specifically concentrate on the relationship between personality traits and university teachers' professional engagement (Zaidi et al., 2013); teacher performance (Barr, 1960; Buttner et al., 2015; Kırkağaç & Öz, 2017) and teacher self-efficacy (Bozgeyikli, 2017).

As Barr (1960) advocates, research substantiates the significance of a teacher's personality in determining their efficacy. Like academic proficiency, understanding of children, or linguistic fluency, personality might be considered a component of a teacher's efficacy. In this debate, the behavioristic method to assessing instructors' efficacy in terms of personality is used, emphasizing performance or behavioral traits rather than fixed features of personality such as age, weight, or height.

Research has also shown that a teacher's professional identity is influenced by their emotional and personal traits (González-Calvo & Arias-Carballal, 2017). This is further supported by the finding that teacher personality has a positive direct effect on their organizational commitment (Utami et al., 2021). The personality of a teacher, which is a blend of internal and external traits, can significantly impact their classroom effectiveness (Mehta, 2017). However, the correlation between personality factors and teaching performance may not always be significant (Tarpey, 1965).

Research has consistently shown a relationship between the Big Five Personality Traits and various aspects of teacher identity. Berkovich and Eyal (2019) found that teachers' personality traits, particularly conscientiousness, extraversion, and neuroticism, influence their mood, which in turn affects their teaching. Komarraju and Karau (2005) further explored this, revealing that certain traits, such as openness to experience and extraversion, are linked to academic motivation. Zaidi et al. (2013) and Bozgeyikli (2017) both found that the Big Five traits, particularly extraversion, agreeableness, conscientiousness, and openness to experience, are positively related to work engagement and psychological capital, respectively. These studies collectively suggest that teachers' personality traits play a significant role in shaping their identity and behavior in the classroom.

In a study, which utilized a mixed-method approach on a group of 187 adolescent and investigated the relationship between perceived types of teachers and students' well-being and academic success – highlighting the key personality traits of liked and disliked teachers, Eryılmaz (2014) found that liked teachers were associated with positive traits while disliked teachers were associated with negative traits. Also, this study emphasizes extrovert, conscientiousness, agreeable, emotional stability, and openness are important personality traits of “liked” teachers. On the other hand, introversion, emotional instability, a suspicious and antagonistic demeanor toward others, carelessness and emotional instability are among the personality qualities of “disliked” teachers.

A study conducted by Aydın et al. (2013) aimed to determine how personality traits affect the teaching abilities of PTs. The researchers found that various personality traits such as conscientiousness, agreeableness, extraversion, and neuroticism significantly impact teaching skills. Among these traits, extraversion has the most positive impact, while neuroticism has the most negative. Personal development is the aspect of teaching competences that is most affected by personality factors.

In a study, Henson and Chambers (2002) investigated that how personality types of teachers affect their classroom management and their self-efficacy beliefs. As a result, it's feasible that teachers who exhibit higher levels of extraversion may use more effective teaching strategies and have effective interpersonal attitudes.

Individual differences in college students' academic motivation and personality traits are examined in Komarraju and Karau's (2005) study because it is believed that understanding the relationship between these two aspects may be essential to developing more successful teaching strategies. The results of the study indicated that extraversion and openness to experiences best-described engagement. However, conscientiousness, neuroticism, and openness to experiences were the top factors that explained accomplishment. Furthermore, the strongest explanations for avoidance were neuroticism, extraversion, and an antagonistic relationship with conscientiousness and openness to experience.

In a study with EFL PSTs, Kırkağaç and Öz (2017) focuses on personality factors that predict academic achievement. The study's findings showed a significant correlation between

academic achievement and personality traits like conscientiousness, agreeableness, and openness. Among these, openness was the most reliable predictor, accounting for 17% of the variation in academic achievement.

2.3.Motivation

Motivation is an internal state behind a person's decisions, actions, and perseverance (Dörnyei & Ushioda, 2021; Green, 2002; Schunk, 1990). Qin and Alonso Trillo (2023) also define motivation as a theoretical psychology term explaining the logic behind our actions and responses to particular goals. Recognized as a crucial concept for understanding human behavior, motivation has been extensively studied over the years (Cook & Artino, 2016).

2.3.1. Motivation Theories

Motivation is a complex concept, as there is no single explanation or solution for what drives people to perform effectively in both their personal and professional lives. To understand motivation, it's essential to explore internal cognitive processes—specifically, how individuals think and feel (Dinibutun, 2012). Content and process theories provide a theoretical framework for investigating motivation. Content theories focus on the specific factors that motivate individuals. They seek to determine people's needs, relative strengths, and what is required to meet those needs (Dinibutun, 2012).

Maslow's (1954) “Hierarchy of Needs” actually serves as the fundamental basis for understanding motivation. Human needs are divided into five levels by Maslow (1954): physiological, safety, social, esteem, and self-actualization. These levels are arranged hierarchically, from the bottom to the top of a pyramid, representing the motivations that drive individuals. According to Maslow (1954), as each level of needs is fulfilled, they become less of a motivating factor, leaving only unfulfilled needs to drive motivation.

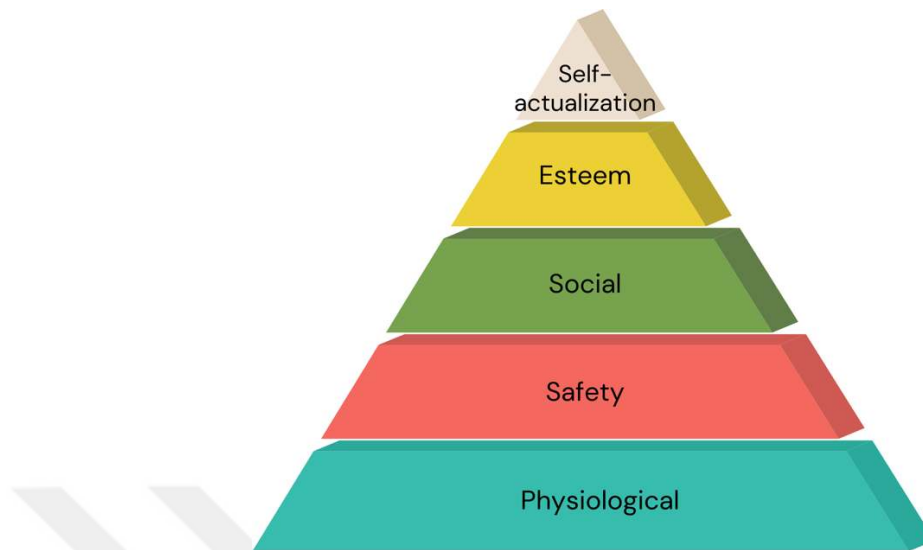


Figure 4 Maslow's Hierarchy of Needs Model

Alderfer (1969) proposed a similar but more condensed theory, the modified need hierarchy model or ERG Theory. Human needs are divided into three categories according to the ERG Theory: Existence, Relatedness, and Growth. It can be considered as a more flexible version of the previous theory. In contrast to Maslow's (1954) theory, Alderfer's does not require that higher-level desires, such as social and self-actualization, be addressed before addressing lower-level needs, like safety and physiological demands. In accordance with ERG Theory, needs are not strictly arranged in a hierarchy, and the Frustration-Regression Principle (Alderfer, 1969) states that when a higher-order need is not met, it may increase the desire for a lower-level need.

According to Herzberg's two-factor theory, also referred to as the dual-factor theory, job satisfaction and dissatisfaction are caused by distinct sets of factors rather than being at opposite extremes of a single spectrum (Herzberg, 1987). Herzberg classifies these factors under two categories: “motivators and hygiene factors”. Motivators, which include achievement, recognition, responsibility, advancement, and personal growth, are intrinsic to the job itself and can lead to positive satisfaction and motivation. On the other hand, hygiene factors, such as company policies, supervision, salary, working conditions, and job security, can cause dissatisfaction if they are not adequately addressed (Henry Gaziel, 1986; Herzberg, 1987). However, while hygiene factors can prevent dissatisfaction, their presence alone does not motivate people in their professional lives (Dinibutun, 2012).

Another psychological framework known as McClelland's Achievement Motivation Theory describes how human behavior and performance are influenced by three fundamental needs: the need for achievement, the need for affiliation, and the need for power. These three needs—which directly affect human motivation—align with Maslow's hierarchy of needs for self-actualization, esteem, and love (Dinibutun, 2012). Need for achievement (nAch) encompasses people who are motivated by goals and tasks that require effort, skill, and responsibility. They favor tasks that let them prove their abilities and succeed personally. Low-risk activities, which present no challenge, and high-risk activities, which mostly depend on chance, are generally avoided by these people. People with a higher need for affiliation (nAff) place a higher value on their interpersonal connections and take pleasure in working in groups. Instead of individual achievements, they find inspiration in relationships with others. Conversely, the need for power (nPow) encompasses individuals motivated by influence and control over others. They find fulfillment in positions that necessitate the art of persuasion, including teaching and public speaking (Dinibutun, 2012).

2.3.2. Intrinsic and Extrinsic Motivation

Engaging in activities for their own sake is known as intrinsic motivation, and it is a fundamental idea in educational practices that promote creativity, discovery, and in-depth learning (Ryan & Deci, 2000). Extrinsic motivation, on the other hand, requires taking action in order to accomplish a specific goal. Ryan and Deci (2000) argue that extrinsic motivation involves a wide range of autonomy, with behaviors ranging from those carried out with self-endorsement to those carried out under external pressure. The satisfaction of the psychological requirements of relatedness, competence, and autonomy is intimately associated with both forms of motivation. People are more likely to feel better, be more persistent, and be more motivated when these requirements are met.

2.3.3. Motivation in Education

In the educational aspect, motivation plays a crucial role and has been the focus of numerous studies (Bakar et al., 2014; Ghenghesh, 2013; Serdarević, 2023). It is essential for both teachers and students; moreover, a high level of motivation within just one aspect of the teacher-student relationship can positively influence the overall relationship and other factors

that enhance the educational process. Cook and Artino (2016) identified five major categories that shape motivation in education: expectancy-value theory, attribution theory, social-cognitive theory, goal orientation theory, and self-determination theory. While these concepts differ in what drives motivation, they share a commonality: this motivation can be both intrinsic and extrinsic.

In the context of teacher motivation, these theories suggest that teachers may be motivated by a variety of needs, including the need for financial security, the need for belonging and social connection (Carson & Chase, 2009; Cheng & Yeh, 2009), and the need for personal growth and self-actualization (Marcum, 2000; Mills, 1987). Whatever the reasons or motivations teachers have for choosing the profession, this largely influences the initial decision to become a teacher but also sustains teachers' commitment and engagement through their careers (Dörnyei & Ushioda, 2021).

Motivation plays a significant role in shaping a teacher's professional identity (Ma, 2022; Petre, 2015). It is a key factor in their commitment to the profession and their effectiveness in addressing challenges (Ma, 2022). However, the teaching profession is often undervalued, which can impact teacher motivation and identity (Salifu & Agbenyega, 2013). To address this, it is important to understand the sources of motivation for teaching and to develop a model that can strengthen teacher identity (Cardelle-Elawar & Nevin, 2013).

Keller-Schneider's (2019) longitudinal study makes a significant contribution to the existing body of literature by examining the impact of instructors' changing career motivations during teacher education on their perception of professional requirements. The study concludes that as student-teachers acquire more education, their professional motivations shift from being primarily altruistic to becoming more intrinsic. Additionally, the research reveals that student-teachers modify their motivations to better align with the professional requirements in accordance with their career goals. These results have important implications for teacher education programs, as they suggest that instructors' motivations should be considered when designing curriculum and professional development opportunities.

According to the findings of a pre/post course survey conducted by Cardelle-Elawar and Nevin (2013), participants had a greater awareness of the role of motivation in their own development, as well as in the performance of their professional teaching responsibilities. This increase in understanding was achieved through an experimental study focused on teaching learning principles, motivation, and pedagogical practices. Notably, despite encountering societal, political, and financial pressures, none of the participants, which includes education major students, reported reconsidering their pursuit of teacher education degrees.

Research has indicated that there are changes in career motivation over distinct career phases, and Pannock et al. (2018) contended that it's critical to comprehend how these variations appear. In light of this, they investigate the motivational differences across teachers at various educational levels and professional stages (PSTs, early, mid, and late-career teachers), with a focus on the consequences for teacher retention, especially for early career teachers. It was discovered that PTs and early childhood teachers often exhibited the highest levels of motivation.

Numerous studies have demonstrated that teachers' motivation towards their profession has implications not only for their own career trajectory but also for student achievement and classroom climate (Salifu & Agbenyega, 2013). Cruise and Graham (2014) examined how student learning techniques and academic performance were affected by the career motivation of their instructors. Their findings demonstrated the important role that motivated teachers have in enhancing student learning outcomes. According to their research, instructors who obtained their own professional incentives from external sources, or extrinsic motivators, had a considerable impact on students' usage of resource management techniques, including time and study management and effort regulation.

CHAPTER III

METHODOLOGY

This study investigates how EFL PSTs teachers construct their teacher identities, paying particular attention to the relationship between personality traits and teacher identities along with the mediating role of motivation toward the teaching profession. The chapter provides an in-depth discussion of the methodology, including the research design, participants and sampling, data collection procedures and instruments used, as well as data analysis techniques employed. Together, these details offer a comprehensive overview of the study.

3.1. Research Design

The study utilized a correlational research design along with a quantitative research methodology. At this point, “correlational designs provide an opportunity to predict scores and explain the relationship among variables” (Creswell, 2012, p.338) by establishing the relationship between two or more factors without attempting to modify the variables. In this study, career motivation for the teaching profession is the mediating variable, with personality traits and teacher identity serving as the independent and dependent variables, respectively. Creswell (2014) asserts that the mediating variable most likely results from the independent variable, which then affects the dependent variable (p. 244).

3.2. Participants

The study includes PSTs who were enrolled in the English Language Teaching (ELT) Department at Inonu University and Firat University. At Firat University, there were 67 first-year students, 60 second-year students, 64 third-year students, and 89 fourth-year students enrolled in the ELT department. On the other hand, at Inonu University, there were 84 first-year students, 58 second-year students, 69 third-year students, and 82 fourth-year students enrolled in the ELT department. Thus, in total, there were 573 students enrolled in both universities.

Convenience sampling was implemented in this study since the participants were convenient for the researcher and available for the purpose of the study. When the goal is to provide answers to questions, this kind of sample is appropriate (Dörnyei, 2011). The participants for this study contain 421 EFL PSTs enrolled in the foreign language education departments at Inonu University (n = 209) and Fırat University (n = 212) during 2023 – 2024 spring semester.

Throughout the research process, ethical principles were prioritized. All participants were informed with the help of written consent forms about their rights, the purpose of the study, and their right to withdraw at any time. After being informed about the study and participant rights, two participants from İnönü University requested to withdraw from the study. Two participants from Fırat University were also excluded from the study due to responses with missing data. Following this procedure, the final sample comprised 419 EFL PSTs from Inonu University (n=209) and Fırat University (n=210). However, as a consequence of the normality and extreme value analyses, which will be elaborated on in the data analysis section, outliers were systematically excluded from the dataset. Consequently, the study incorporated a final sample of 204 students from İnönü University and 209 students from Fırat University.

According to Table 1, the gender distribution indicated a substantial predominance of female participants, constituting 70% (n = 143) at İnönü University and 71% (n = 148) at Fırat University, while male participants represented 30% (n = 61) and 29% (n = 61), respectively. When the entire study is evaluated, it concludes that 30% of participants are men and 70% of participants are women. The high number of female participants in the study reflects the perception that the teaching profession is predominantly female. Indeed, according to UNESCO's 2022 data, from 2000 and 2020, the percentage of women in the teaching profession climbed from 92% to 94% in pre-primary education and from 59% to 67% in primary school (UNESCO, 2022). This can be considered as a reflection of teacher education programs.

Regarding age demographics, the majority of participants were within the typical college age range, with nearly a quarter of the participants being 22 years old (approximately

21% at İnönü University and 26% at Fırat University) and a comparable proportion being 21 years old which is around 22% at İnönü University and 21% at Fırat University. Additionally, the percentage of participants who were 25 years of age or older was quite low, making up only 4% at İnönü University and 4% at Fırat University. This suggests that the study population placed a strong emphasis on younger PSTs.

Table 1 *Differential Statistics of Participants – Gender & Age*

Variable		Inonu University		Firat University		TOTAL	
		N	%	N	%	N	%
Gender	Female	143	70	148	71	291	70
	Male	61	30	61	29	122	30
Age	18	8	4	5	2	13	3
	19	30	15	20	9	50	12
	20	40	20	39	19	79	19
	21	45	22	43	21	88	21
	22	43	21	53	26	96	23
	23	25	11	28	13	53	13
	24	6	3	12	6	18	5
	25+	7	4	9	4	16	4
TOTAL		204	100	209	100	413	100

As can be seen from Table 2, a wide range of representation from different academic years can be seen in the participants' grade-level distribution. When analyzed in terms of each university, it is seen that different class groups are predominant in both universities. Comprising 62 participants from İnönü University and 51 from Fırat University, first-year students made up roughly 27% of the group of participants as a whole. Of the total, about 22% were second-year students, including 48 from Fırat and 44 from İnönü. However, with 48 participants from İnönü and a higher number of 62 from Fırat University, fourth-year students accounted for 27% of the sample as a whole, indicating a significant concentration of fourth-year students at Fırat.

Table 2 *Differential Statistics of Participants Based on Grade Level*

Grade Level	Inonu University		Firat University		TOTAL	
	N	%	N	%	N	%
1 st grade	62	30	51	24	113	27
2 nd grade	44	22	48	23	92	22
3 rd grade	50	24	48	23	98	24
4 th grade	48	24	62	30	110	27
TOTAL	204	100	209	100	413	100

The table 3 presents data on the willingness of EFL PSTs at Inonu University and Firat University to choose their current department and their plans for pursuing the teaching profession after graduation. A high percentage of PSTs (90%) across both universities expressed willingness to choose their current department. Specifically, Inonu University had a slightly higher percentage of willing students (94%) compared to Firat University (87%).

Regarding future career plans, the majority of PSTs (74%) plan to pursue the teaching profession after graduation. Both universities have similar percentages of students planning to enter the profession; however, a notable 17% of students remain undecided about their future career path.

Table 3 *Differential Statistics of Participants Based on Willingness to choose this department and intentions about pursuing this career*

Variable		İnonu University		Firat University		TOTAL	
		N	%	N	%	N	%
Willingness in choosing this department	Yes	191	94	181	87	372	90
	No	13	6	28	13	41	10
Plan about pursuing this profession after graduation	Yes	153	75	152	73	305	74
	No	15	7	24	11	39	9
	Undecided	36	18	33	16	69	17
TOTAL		204	100	209	100	413	100

3.3. Data Collection and Instruments

3.3.1. Instruments

To gather data a questionnaire (Appendix C) consisting of four sections was utilized during 2023 – 2024 spring semester. The first section of the survey is created by the researcher and asks for demographic information from the participants. This section included questions regarding the participants' gender, age, grade, whether or not they chose this department voluntarily, and finally, if they planned to pursue this career after graduation. The remaining sections include three scales that serve as the study's core. These scales include adapted versions of “Early Teacher Identity Measure (ETIM)” (Arpacı & Bardakçı, 2015), “Big Five Personality Traits Scale” (Horzum et al., 2017), and “Motivation on Profession and Field Choice Scale” (Atav & Altunoğlu, 2013).

3.3.1.1. Early Teacher Identity Measure (ETIM)

Originally developed by Friesen and Besley (2013), this scale is classified by Hanna et al. (2009) under the self-image domain, “conceptualized in terms of how and in what way do individuals view and feel as teachers” (p. 20). Arpacı and Bardakçı (2015) translated the scale into Turkish in a way that is both appropriate to Turkish culture and faithful to its original purpose. In the original version of the scale, Friesen and Besley (2013) introduced three sub-scales and specified them as follows: “self-categorization as a teacher, confidence in becoming a teacher, and participation as a teacher”. The reliability score of the original scale consisting of 17 items and 3 sub-scales was determined as 0.87.

In the adapted version, Arpacı and Bardakçı (2015) presented the scale as a single factor following exploratory factor analysis (EFA) and scree plot. The reliability coefficient of the adapted scale, which retains all the original items, was found to be 0.90. The scale's items are rated on a 5-point Likert scale ranging from "strongly disagree" to "strongly agree", and items 1, 3, 7, and 10 are reverse-coded. The final evaluation of the scale involves obtaining the total score at the end of the scale, known as the "ETIM score". In the present study, Cronbach' Alpha value has been found as 0.92.

3.3.1.2. Big Five Personality Traits Scale

The scale, which was developed by Rammstedt and John (2007), was adapted to Turkish culture by Horzum et al. (2017). This ten-item scale's internal consistency values for the sub-dimensions of the scale consisting of extraversion (item 1 and item 6), agreeableness (item 2 and item 7), conscientiousness (item 3 and item 8), neuroticism (item 4 and item 9), and openness to experience (item 5 and item 10) vary between 0.81 and 0.90. In the scale adapted into Turkish by Horzum et al. (2017), items 1, 3, 4, 5, and 7 are reversed coded. The response options of the scale and their values were determined as "Disagree strongly (1), Disagree a little (2), Neither agree nor disagree (3), Agree a little (4) and Agree Strongly (5)". The internal consistency reliability coefficients were reported as follows: .84 for openness to experience, .85 for neuroticism, .81 for agreeableness, .90 for conscientiousness, and .88 for extraversion.

3.3.1.3. Motivation on Profession and Field Choice Scale

The "Motivation on Profession and Field Choice Scale" developed by Mayr (1998) and adapted into Turkish by Atav and Altunoğlu (2013) was utilized to measure the level of motivation for this choice. This 21-statement scale consists of intrinsic and extrinsic reasons for choosing a profession and it consists of four sub-dimensions "intrinsic and extrinsic field choice, and intrinsic and extrinsic profession choice". The item distributions of the scale were the same as in the original language; the first 8 items belonged to the intrinsic profession choice dimension; items 9, 10, 11, and 12 belonged to the extrinsic profession choice dimension; items 13, 14, and 15 belonged to the intrinsic field choice dimension; and the remaining last 6 items (items 16-21) belonged to the extrinsic field choice dimension.

In the Turkish adapted version, Cronbach's alpha coefficients vary between 0.73-0.85 depending on the dimension, whereas this value was 0.84 in the original scale. In the adapted version of the scale, Cronbach's alpha values were established as follows: 0.85 for the intrinsic profession choice dimension, 0.73 for the extrinsic profession choice dimension, 0.74 for the intrinsic field choice dimension, and 0.74 for the extrinsic field choice dimension. Conversely, in the present study, the Cronbach's alpha values exhibit some variations: the intrinsic profession choice dimension maintained a value of 0.85, while the extrinsic profession choice dimension increased to 0.76. In contrast, the intrinsic field choice dimension decreased to 0.66, and the extrinsic field choice dimension further declined to 0.60. A reliability value of 0.70 or more is deemed good, a number between 0.60 and 0.70 is satisfactory, a value between 0.50 and 0.60 is regarded as poor reliability, and a value below 0.50 is considered unsatisfactory (Becker, 2000). The 5-point Likert-type scale is graded from "very important" (5) to "not at all important" (1) according to the level of importance of choosing a profession and field.

3.3.2. Data Collection Procedure

Prior to data collection, ethics approval (Appendix A) and research permissions (Appendix B) were collected. The data collection process took place during 2023 – 2024 spring semester. The process took two weeks in total, one week for each of the two universities, and the data were collected by the researcher during the compulsory

departmental courses of each grade, in order to reach maximum participation. The instrument was distributed as a hard copy and collected within a period of 10-15 minutes.

3.4. Data Analysis

The analysis of the gathered data was carried out with SPSS version 27. The initial phase of analysis involved identifying items that required reverse coding. Following this, an assessment was conducted to identify any missing data, revealing a minimal quantity of missing responses. These missing values were addressed by imputing mean to missing data. In addition to missing values, outliers were investigated and they are excluded from the analysis.

Subsequent to the preparation of the data, normality analyses were performed to evaluate whether the data conformed to a normal distribution, which was crucial for all subsequent analyses. Due to the large sample size, Kurtosis and Skewness values of the data were measured for normality analysis and these values are given in Table 4.

Table 4 *Skewness and Kurtosis Values of Sub-Scales*

Sub-Scales	Skewness	Kurtosis
Intrinsic Profession	-1.058	1.111
Extrinsic Profession	-.583	-.430
Intrinsic Field	-1.004	.880
Extrinsic Field	.201	-.261
TID	-.985	1.210
O	-.339	-.504
C	-.412	-.345
E	-.274	-.713
A	-.089	-.359
N	.154	-.451

Table 4 displays that the normality values are between -1,5 and +1,5. Most contexts consider a kurtosis value between ± 1.0 excellent; however, depending on the specific purposes, a value between ± 2.0 is often acceptable (George & Mallery, 2022). Since this assumption was met, only parametric tests were applied in the study.

The Independent Samples T-test was used among parametric tests to assess group differences for variables with two categories (such as gender and willingness to choose this department). For variables with three or more categories (including grade, age, and plans to

pursue this profession after graduation), one-way analysis of variance (ANOVA) was employed. Post-hoc multiple comparison tests were conducted to identify the specific groups exhibiting significant differences, as indicated by the ANOVA test results. Initially, the Levene test was employed to evaluate the equality of variances among the groups. In instances where equal variances were confirmed, the Bonferroni, Tukey, Scheffé, and Least Significant Difference (LSD) tests were utilized. In contrast, when the assumption of equal variances was violated, the Games-Howell and Dunnett's C tests were implemented to ensure appropriate comparisons. In addition to these analysis, descriptive analysis, reliability analysis, and Pearson correlation were conducted to determine the relations between variables.

Lastly, in pursuit of the primary objective of this research—to explore the mediating role of motivation in the relationship between personality traits and the teacher identity of EFL PSTs—path analysis was employed. In certain situations, a direct relationship between two variables might have an indirect effect through another variable. This is referred to as the mediating effect. According to mediation models, the impact of the independent variable (X) on the dependent variable (Y) is transmitted by a third intervening or mediating variable (M) (Şen, 2023). In other words, X causes M and M causes Y (Şen, 2023). One way to estimate the significance of the indirect effect is through bootstrapping, a multiplication-based method that involves repeatedly drawing samples with replacement from the original data. In the present study, a resampling method was utilized with 5000 bootstrapping to generate the empirical sampling distribution and assess the indirect effect (Preacher & Hayes, 2008; Şen, 2023). The resulting confidence interval was examined to determine whether it contained the value of zero. It was determined that the indirect effect was statistically different from zero in cases when the confidence interval did not contain zero (Preacher & Hayes, 2008). To perform all the mentioned path analysis, Model 4 from Hayes' Process Macro was utilized.

CHAPTER IV

FINDINGS

This chapter aims to present and explain the results of the mediating analysis. This analysis looked into the connection between personality traits and teacher identity, besides the mediating influence of motivation for the teaching profession. Additionally, it examined the correlation between the independent and dependent variables. The findings will be reported in accordance with the research questions.

R.Q.1. Does the formation of EFL PSTs' teacher identities change based on some individual variables?

R.Q.1.1. Does the formation of EFL PSTs' teacher identities differentiate based on gender?

The results of the independent samples t-test were examined whether there is a significant difference in motivation levels towards the profession and the field, and teacher identities of PSTs studying in the ELT program according to their gender and the results are demonstrated in Table 5.

Table 5 *Independent Samples T-Test Results of the Subscales According to Gender Variable*

Scales/Sub-Scales	Gender	N	Mean	Std. D.	df	t	p	Cohen's d
Intrinsic Profession	Female	291	3.98	.80	411	3.860	.000**	.82
	Male	122	3.64	.87				
Extrinsic Profession	Female	291	3.83	.88	411	.281	.778	
	Male	122	3.80	.96				
Intrinsic Field	Female	291	4.22	.76	411	4.506	.000**	.77
	Male	122	3.84	.80				
Extrinsic Field	Female	291	2.83	.75	411	-.342	.732	
	Male	122	2.86	.73				
ETIM	Female	291	3.99	.67	411	4.869	.000**	.70
	Male	122	3.62	.76				

*p<.05, **p<.01

When the findings in the table were examined in terms of motivation towards profession and teacher identity, a significant difference was found in favor of females in the mean scores of intrinsic motivation toward profession [$t_{(411)} = 3.860$; $p < .01$] and intrinsic motivation for field [$t_{(411)} = 4.506$; $p < .01$], which are sub-dimensions of the motivation scale. Additionally, it was determined that gender variable has a significant difference on teacher identity [$t_{(411)} = 4.869$; $p < .01$], with females exhibiting higher scores in this regard. For the other sub-scales,

there are no significant differences between genders. According to the effect size values determined by the test, it can be said that this difference is at a “moderate” level in the teacher identity ($\eta^2 = .70$), and at a “large” level in the sub-dimensions of intrinsic motivation toward profession ($\eta^2 = .82$), intrinsic field motivation ($\eta^2 = .77$).

R.Q.1.2. Does the formation of EFL PSTs’ teacher identities differ depending on whether they choose this department willingly or not?

The independent samples t-test results were examined to determine if there is a significant difference in the motivation levels towards the profession and the field and teacher identities of EFL PSTs based on whether they willingly chose this department (“Yes”) or not (“No”). Table 6 outlines the results.

Table 6 Independent Samples T-Test Results of the Subscales According to the Choice Variable

Scales/Sub-Scales	Choice	N	Mean	Std. D.	df	t	p	Cohen's d
Intrinsic Profession	Yes	372	3.96	.75	411	4.146	.000**	.80
	No	41	3.18	1.17				
Extrinsic Profession	Yes	372	3.83	.90	411	.431	.667	
	No	41	3.76	.91				
Intrinsic Field	Yes	372	4.15	.77	411	3.522	.000**	.78
	No	41	3.69	.90				
Extrinsic Field	Yes	372	2.86	.75	411	1.908	.057	
	No	41	2.63	.70				
ETIM	Yes	372	3.96	.65	411	5.227	.000**	.68
	No	41	3.17	.94				

****p<.01**

When the findings in the table were examined in terms of motivation and teacher identity, participants who voluntarily selected this department showed a significant difference, particularly in terms of intrinsic motivation toward profession [$t_{(411)} = 4.146$; $p < .01$], extrinsic field motivation [$t_{(411)} = 3.522$; $p < .01$], and teacher identity [$t_{(411)} = 5.227$; $p < .01$]. No significant difference that stem from the choice difference has been observed in extrinsic motivation factors.

The effect sizes for these statistically significant differences have been calculated and according to the results, Cohen's d for Intrinsic motivation toward profession is .80, intrinsic field motivation is .78, and teacher identity is .68, indicating a large effect of choice variable on these factors.

R.Q.1.3. Does the formation of EFL PSTs' teacher identities differ depending on whether they decide to pursue this profession after graduation?

Table 7 below presents the results of an ANOVA test that was used to determine whether or not PSTs' teacher identities and motivation towards the profession differ significantly based on their intentions to pursue teaching career after graduation. As a result of comparing participants' post-graduation plans - categorized as "yes", "no", or "undecided" - significant differences were found among these groups in the subscales of “intrinsic profession choice” [$F_{(2-410)} = 30.75, p < 0.05$], “extrinsic profession choice,” [$F_{(2-410)} = 7.31, p < 0.05$] and “intrinsic field choice,” [$F_{(3-409)} = 17.95, p < 0.05$] as well as in the "ETIM" [$F_{(3-409)} = 50.23, p < 0.05$] scale.

Further analysis using post-hoc tests, conducted to determine between which groups this difference is, revealed that differences occur between those who want to do the teaching profession after graduation and those who do not want to do the teaching profession and are undecided. When the group averages are examined, it is understood that this difference is in favor of those who plan to do this profession after graduation. In other words, the intrinsic profession choice, extrinsic profession choice, intrinsic field choice and ETIM levels of those who plan to do this profession after graduation are significantly higher than those who will not do it and those who are undecided. Moreover, participants who are undecided in their intentions have higher level of “extrinsic profession choice” than those who do not intend to pursue this career. Another conclusion to be drawn from the table is that there is no significant difference in terms of “extrinsic field choice” [$F_{(2-410)} = 2.65, p > 0.05$].

Table 7 The Results of ANOVA

Scales/Sub-Scales	Plan	N	Mean	Std. D.	SV	SS	df	MS	F	p	Post-Hoc ¹	η^2
Intrinsic Profession	1	305	4.05	.69	Between Groups	37.655	2	18.828				
	2	39	3.11	1.24	Within Groups	251.036	410	.612	30.750	.000**	1>2 ^{G, D} 1>3 ^{G, D}	.130
	3	69	3.58	.81	Total	288.691	412					
Extrinsic Profession	1	305	3.89	.88	Between Groups	11.687	2	5.844				
	2	39	3.32	1.05	Within Groups	327.675	410	.799	7.312	.001*	1>2 ^{S, L, B} 3>2 ^{S, L, B}	.034
	3	69	3.79	.83	Total	339.362	412					
Intrinsic Field	1	305	4.23	.72	Between Groups	21.099	2	10.550				
	2	39	3.53	.94	Within Groups	240.985	410	.588	17.949	.000**	1>2 ^{G, D} 1>3 ^{G, D}	.081
	3	69	3.88	.82	Total	262.084	412					
Extrinsic Field	1	305	2.87	.78	Between Groups	2.962	2	1.481				
	2	39	2.58	.61	Within Groups	229.174	410	.559	2.650	.072	-	
	3	69	2.85	.61	Total	232.136	412					
ETIM	1	305	4.06	.57	Between Groups	42.728	2	21.364				
	2	39	3.12	.99	Within Groups	174.385	410	.425	50.230	.000**	1>2 ^{G, D} 1>3 ^{G, D}	.197
	3	69	3.50	.71	Total	217.113	412					

*p<.01 **p<.05

¹ In order to determine between which groups the significant differences detected as a result of the ANOVA test were between, Bonferroni (B), Tukey (T), Scheffe (S), LSD (L), Games-Howell (G) and Dunnett's C (D) tests were used. The differences obtained as a result of these tests were expressed by using the initials of the tests as superscripts. The same display format was adopted in other ANOVA tables.

R.Q.1.4. Is there a change in the formation of EFL PSTs' teacher identities during their undergraduate education?

Table 8 shows the results of the ANOVA test utilized to detect whether PSTs' teacher identities and motivation towards the profession differ significantly according to the grade variable. According to the ANOVA results in Table 8, there is a significant difference in the sub-scales of "intrinsic profession choice" [$F_{(3-409)} = 3.35, p < 0.05$] and "ETIM" scale [$F_{(3-409)} = 3.10, p < 0.05$]. Further analysis using post-hoc tests, for "intrinsic profession choice" sub-scale Games-Howell and Dunnett's C tests, for "ETIM" scale Bonferroni and Tukey tests, conducted to determine between which groups this difference occurs. This analysis revealed that 4th-grade students obtained higher scores than 1st and 2nd grade students.

Another crucial result is no significant difference has been found in extrinsic profession choice [$F_{(3-409)} = .45, p > 0.05$], intrinsic field choice [$F_{(3-409)} = .68, p > 0.05$], extrinsic field choice [$F_{(3-409)} = .19, p > 0.05$] dimensions. Accordingly, it can be said that the grade level of EFL PSTs is not a determining factor on the levels of extrinsic profession choice, intrinsic field choice, extrinsic field choice, which are the 3 sub-dimensions of the motivation scale towards profession.

Table 8 The Results of ANOVA test based on class variable

Sub-Scales	Grade	N	Mean	Std. D.	Source of variance	Sum of Squares	df	Mean Square	F	p	Post-Hoc	η^2
Intrinsic Profession	1	113	3.77	.99	Between Groups	6.917	3	2.306				
	2	92	3.78	.82	Within Groups	281.774	409	.689				
	3	98	3.88	.72					3.347	.019*	4>1 ^{G, D} 4>2 ^{G, D}	.024
	4	110	4.08	.73	Total	288.691	412					
Extrinsic Profession	1	113	3.80	.96	Between Groups	2.169	3	.723				
	2	92	3.80	.83	Within Groups	337.193	409	.824				
	3	98	3.74	.88					.877	.453	-	-
	4	110	3.93	.92	Total	339.362	412					
Intrinsic Field	1	113	4.08	.83	Between Groups	1.306	3	.435				
	2	92	4.03	.82	Within Groups	260.778	409	.638				
	3	98	4.11	.78					.683	.563	-	-
	4	110	4.19	.75	Total	262.084	412					
Extrinsic Field	1	113	2.86	.69	Between Groups	2.648	3	.883				
	2	92	2.79	.76	Within Groups	229.488	409	.561				
	3	98	2.74	.71					1.573	.195	-	-
	4	110	2.95	.81	Total	232.136	412					
TID	1	113	3.81	.77	Between Groups	4.824	3	1.608				
	2	92	3.75	.75	Within Groups	212.289	409	.519				
	3	98	3.91	.64					3.098	.027*	4>1 ^B 4>2 ^T	.022
	4	110	4.03	.69	Total	217.113	412					

*p<.05, **p<.01

R.Q.2. Does the motivation towards the teaching profession have a mediator role in the relationship between EFL PSTs' personality traits and teacher identity?

For the entire study group, Pearson correlation matrices were performed, analyzing the interrelationships among key variables, including teacher identity, four subscales of motivation toward the profession, and five subscales of personality traits. The intercorrelations for the total group are displayed in Table 9. The findings suggest that the four motivation subscales exhibit significant intercorrelations, with correlation coefficients (r) ranging from .269 to .626 and p -values ranging from $< .05$ to $< .01$.

Notably, significant correlations emerged between teacher identity and several dimensions of the motivation scale. Specifically, teacher identity was positively correlated with the intrinsic profession subdimension ($r = .670, p < .01$), the extrinsic profession subdimension ($r = .168, p < .01$), and the intrinsic field subdimension ($r = .505, p < .01$). However, no significant correlation was found with the extrinsic field subdimension. These results suggest that as EFL PSTs' levels of intrinsic motivation toward their profession, extrinsic motivation toward their profession, and intrinsic motivation related to their field increase, their sense of teacher identity also enhances.

Furthermore, the analysis of the personality traits scale revealed that teacher identity correlates with all five personality traits: extraversion ($r = .299, p < .01$), agreeableness ($r = .145, p < .01$), conscientiousness ($r = .362, p < .01$), neuroticism ($r = -.194, p < .01$), and openness to experience ($r = .221, p < .01$). Notably, the data indicate a negative correlation between teacher identity and neuroticism, signifying that a decrease in neurotic traits among PSTs is associated with an increase in their levels of teacher identity. These findings contribute to the ongoing discourse concerning the interplay between motivation, personality, and professional identity within the teaching profession.

Table 9 Correlation matrices between variables

Variables	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Intrinsic Profession (1)	1									
Extrinsic Profession (2)	.286**	1								
Intrinsic Field (3)	.626**	.329**	1							
Extrinsic Field (4)	.276**	.490**	.269**	1						
TID (5)	.670**	.168**	.505**	.090	1					
E (6)	.245**	.018	.188**	.122*	.299**	1				
A (7)	.094	.031	.120*	-.037	.145**	.043	1			
C (8)	.285**	.015	.240**	.113*	.362**	.411**	.133**	1		
N (9)	-.123*	-.045	-.026	-.074	-.194**	-.252**	-.094	-.251**	1	
O (10)	.102*	-.070	.159**	-.034	.221**	.143**	.005	.240**	-.265**	1

N=413, **p<.01, *p<.05

4.1. Findings Regarding Hypothesized Structure of the Study

4.1.1. Testing the Mediating Role of Intrinsic Motivation in Profession Choice

The following tables present the findings of path analyses that were carried out to determine whether intrinsic profession choice—which is teaching—is a mediating variable in the relationship between personality traits and teacher identity, and if so, to figure out the direction and magnitude of any mediating effect. The results have been organized per personality trait, and the results have been presented accordingly.

4.1.1.1. Extraversion:

The mediating effect (role) of intrinsic profession choice on the relationship between extraversion and teacher identity has been tested with Hayes Process Macro and the findings are presented in Table 10.

Table 10 *Path analysis of mediating effect of intrinsic profession choice on the relationship between extraversion and teacher identity*

Path	Dependent Variable	Independent Variable	b	Std. E.	t	p	LLCI	ULCI	β	R ²	F
1	Intrinsic Profession	Extraversion	.185	.036	5.126	.000	.114	.256	.245	.06	26.276
2	Teacher Identity	Extraversion	.196	.031	6.351	.000	.135	.256	.299	.09	40.339
3	Teacher Identity	Extraversion Intrinsic Profession	.094 .551	.024 .032	3.858 17.090	.000 .000	.046 .487	.142 .614	.143 .635	.47	180.483

Path 1 reveals that extraversion positively and significantly affects intrinsic motivation towards English language teaching as a profession ($b = 0.185$, $p < 0.001$). According to the R^2 value, extraversion explains 6% of the variation in intrinsic motivation. Path 2 shows that extraversion has a positive and significant effect on teacher identity ($b = 0.196$, $p < 0.001$). In this model, it is evidenced that extraversion is found to be responsible for 9% of the change in teacher identity. Path 3 shows that the relationship that starts from extraversion and continues through intrinsic motivation toward teaching profession and reaches teacher identity is significant ($p < 0.001$). Extraversion and intrinsic motivation explain 47% of teacher identity. However, in order for intrinsic motivation to be considered as a full mediating variable, the direct effect of extraversion on teacher identity should become insignificant ($p > 0.05$) when intrinsic motivation toward profession is included in

the relationship (Baron & Kenny, 1986). In other words, the effect of extraversion on teacher identity should be realized only through intrinsic professional motivation. When Path 3 is analyzed, it is seen that the effect of extraversion on teacher identity did not turn to be significant ($p < 0.001$) but the strength of the relationship decreased from $b = 0.196$ to $b = 0.094$.

The model for mediation analysis effect is shown in Figure 5. In the effect analysis conducted with 5000 resampling in the Bootstrap method, the Bootstrap lower and upper bound confidence interval (CI) values do not include the zero (0), thus indicating that intrinsic motivation has a partial mediating variable role in the relationship between extraversion and teacher identity ($b = 0.102$, 95% CI [0.060, 0.146]).

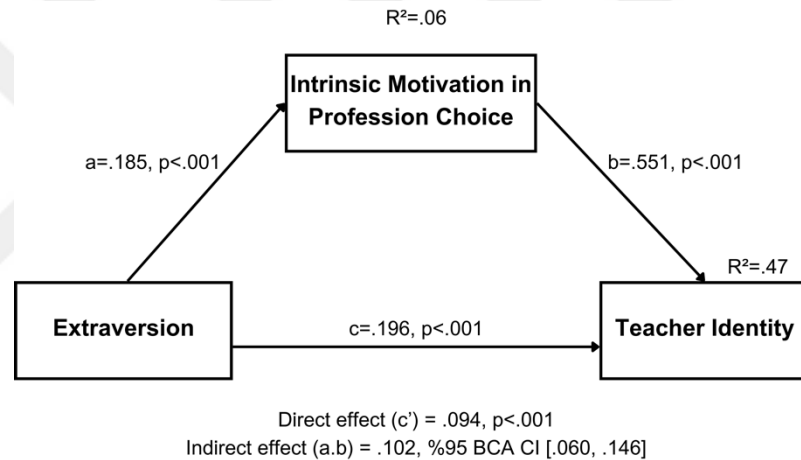


Figure 5 The Mediating Role of Intrinsic Professional Motivation in the Relationship between Extraversion and Teacher Identity

4.1.1.2. Agreeableness:

The table 11 presents the mediation model examining the relationship between agreeableness (independent variable), intrinsic profession choice (mediator variable), and teacher identity (dependent variable).

Table 11 Path analysis of mediating effect of intrinsic profession choice on the relationship between agreeableness and teacher identity

Path	Dependent Variable	Independent Variable	b	Std. E.	t	p	LLCI	ULCI	β	R ²	F
1	Intrinsic Profession	Agreeableness	.111	.058	1.919	.056	-.003	.226	.094	.009	3.682
2	Teacher Identity	Agreeableness	.149	.050	2.970	.003	.050	.247	.145	.021	8.819
3		Agreeableness	.085	.038	2.255	.025	.011	.158	.083	.456	171.590

Teacher Identity	Intrinsic Profession	.574	.032	18.093	.000	.512	.637	.662
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According to the results of the analysis, although there is a positive relationship between agreeableness and teacher identity, there is no significant relationship between agreeableness and intrinsic profession choice ($p > 0.05$). Therefore, the model could not be formulated because the first condition of mediation analysis was not fulfilled which is a significant relationship between the independent variable and mediator variable (Baron & Kenny, 1986).

4.1.1.3. Conscientiousness:

The mediating effect (role) of intrinsic motivation in profession choice on the relationship between conscientiousness and teacher identity has been tested and the findings are presented in Table 12.

Table 12 *Path analysis of mediating effect of intrinsic profession choice on the relationship between conscientiousness and teacher identity*

Path	Dependent Variable	Independent Variable	b	Std. E.	t	p	LLCI	ULCI	β	R ²	F
1	Intrinsic Profession	Conscientiousness	.274	.046	6.021	.000	.185	.363	.285	.081	36.253
2	Teacher Identity	Conscientiousness	.302	.038	7.879	.000	.227	.378	.362	.131	62.080
3	Teacher Identity	Conscientiousness Intrinsic Profession	.156 .535	.031 .032	5.028 16.619	.000 .000	.095 .472	.217 .598	.187 .617	.481	189.911

When Path 1 is observed, it can be seen that conscientiousness positively predicts intrinsic profession choice, indicating that more conscientious EFL PSTs tend to have higher intrinsic motivation when it comes to choosing this profession ($b=.247$, $p<0.001$). Moreover, the R^2 value indicates that the conscientiousness accounts for 8% of the variation in intrinsic motivation for choosing this profession. Path 2 states that conscientiousness positively predicts teacher identity ($b=0.302$), suggesting that conscientious individuals tend to have higher teacher identity ($p<0.001$). In addition to this positive relationship, the R^2 value reveals that conscientiousness explains 13% of the variance in teacher identity. When both conscientiousness and intrinsic motivation for choosing this profession are considered as predictors of teacher identity, the effect of conscientiousness ($b=0.156$) on teacher identity decreases but remains significant. This indicates that intrinsic professional motivation partially mediates the relationship between conscientiousness and teacher identity, suggesting

that EFL PSTs'who are more conscientious may develop a stronger teacher identity partly due to their higher intrinsic motivation towards their profession.

The model for mediation analysis effect is shown in Figure 6. In the effect analysis conducted with 5000 resampling in the Bootstrap method, the Bootstrap lower and upper bound confidence interval (CI) values do not include the zero (0), thus indicating that intrinsic motivation has a partial mediating variable role in the relationship between conscientiousness and teacher identity ($b = .147$, 95% CI [.092, .203]).

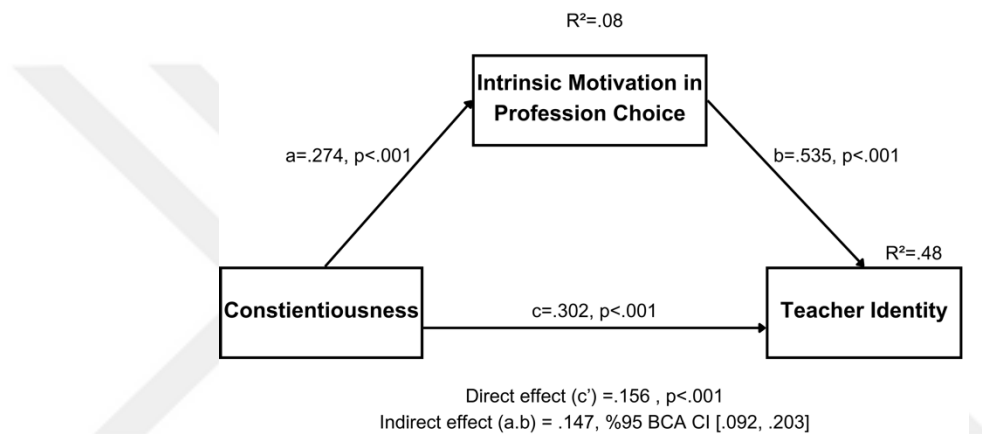


Figure 6 The Mediating Role of Intrinsic Professional Motivation in the Relationship between Conscientiousness and Teacher Identity

4.1.1.4. Neuroticism:

The mediating effect (role) of intrinsic motivation in profession choice on the relationship between neuroticism and teacher identity has been tested with Hayes Process Macro and the findings are presented in Table 13.

Table 13 Path analysis of mediating effect of intrinsic profession choice on the relationship between neuroticism and teacher identity

Path	Dependent Variable	Independent Variable	b	Std. E.	t	p	LLCI	ULCI	β	R ²	F
1	Intrinsic Profession	Neuroticism	-.106	.042	-2.506	.013	-.189	-.023	-.123	.015	6.281
2	Teacher Identity	Neuroticism	-.146	.036	-4.007	.000	-.217	-.074	-.194	.038	16.054
3	Teacher Identity	Neuroticism Intrinsic Profession	-.085 .569	.027 .032	-3.105 17.967	.002 .000	-.139 .507	-.031 .631	-.113 .656	.462	175.725

In Model 1, the table shows that neuroticism negatively predicts intrinsic professional motivation ($b = -0.106$, $p < 0.05$), indicating that higher levels of neuroticism among EFL PSTs' are linked to lower intrinsic motivation for choosing this profession. The R^2 value indicates that neuroticism explains 1.5% of the variance in intrinsic professional motivation. Model 2 further demonstrates a negative relationship between neuroticism and teacher identity ($b = -0.146$, $p < 0.001$), signifying that EFL PSTs with higher neuroticism levels are likely to exhibit weaker teacher identity. Besides, considering the R^2 value, neuroticism explains 3.8% of the variance in teacher identity. When both neuroticism and intrinsic professional motivation are included as predictors of teacher identity, the effect of neuroticism on teacher identity increases from -0.146 to -0.085, and neuroticism's effect on teacher identity is less negative. By comparing the regression coefficients and their significance levels across the models, it can be concluded that the intrinsic motivation in choosing this profession serves as a partial mediator, reducing the negative impact of neuroticism on teacher identity. Additionally, neuroticism and intrinsic professional motivation together explain 46.2% of the variance in teacher identity.

The model for mediation analysis effect is shown in Figure 7. In the effect analysis conducted with 5000 resampling in the Bootstrap method, the Bootstrap lower and upper bound confidence interval (CI) values do not include the zero (0), thus indicating that intrinsic motivation has a partial mediating variable role in the relationship between neuroticism and teacher identity ($b = .060$, 95% CI $[-.104, -.015]$).

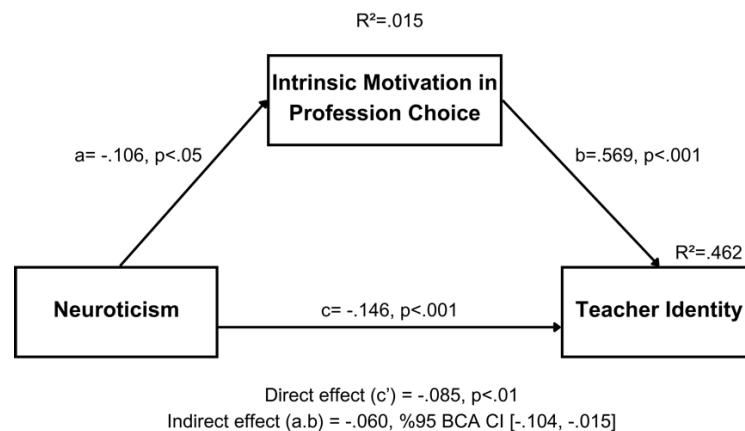


Figure 7 The Mediating Role of Intrinsic Professional Motivation in the Relationship between Neuroticism and Teacher Identity

4.1.1.5. Openness to Experience:

The mediating effect (role) of intrinsic motivation in profession choice on the relationship between openness to experience and teacher identity has been tested with Hayes Process Macro and the findings are presented in Table 14.

Table 14 *Path analysis of mediating effect of intrinsic profession choice on the relationship between openness to experience and teacher identity*

Path	Dependent Variable	Independent Variable	b	Std. E.	t	p	LLCI	ULCI	β	R ²	F
1	Intrinsic Profession	Openness to Experience	.097	.047	2.081	.038	.005	.189	.102	.010	4.331
2	Teacher Identity	Openness to Experience	.182	.040	4.589	.000	.104	.260	.221	.049	21.061
3	Teacher Identity	Openness to Experience	.127	.030	4.270	.000	.068	.185	.154	.472	183.515
		Intrinsic Profession	.567	.031	18.143	.000	.506	.629	.654		

Model 1 indicates the positive relationship between openness to experience and intrinsic motivation for choosing the teaching profession ($b = 0.097$, $p < 0.05$), suggesting that participants with a higher level of openness to experience are more likely to exhibit higher levels of intrinsic motivation when choosing teaching as a profession. Furthermore, openness to experience explains 1% of the variance in this type of motivation. In Model 2, which shows the direct effect of openness to experience on teacher identity, it can be said that openness to experience positively predicts teacher identity ($b = 0.182$, $p < 0.001$). Specifically, openness to experience explains 4.9% of the variance in teacher identity. Model 3 demonstrates the indirect effect of openness to experience on teacher identity through intrinsic motivation in choosing this profession. When both openness to experience and intrinsic motivation are included as predictors of teacher identity, it is evidenced that the effect of openness to experience on teacher identity decreases but remains statistically significant ($b = 0.127$, $p < 0.05$). This suggests that part of the impact of openness to experience on teacher identity is mediated through its influence on intrinsic motivation in choosing the teaching profession.

The indirect effect is statistically significant since the bootstrapped confidence interval for it does not include zero, as seen in Figure 8 below. In other words, intrinsic motivation toward the teaching profession serves as a partial mediator, explaining a portion of the positive impact of openness to experience on teacher identity ($b = .055$, 95% BCA CI [.002, .111]).

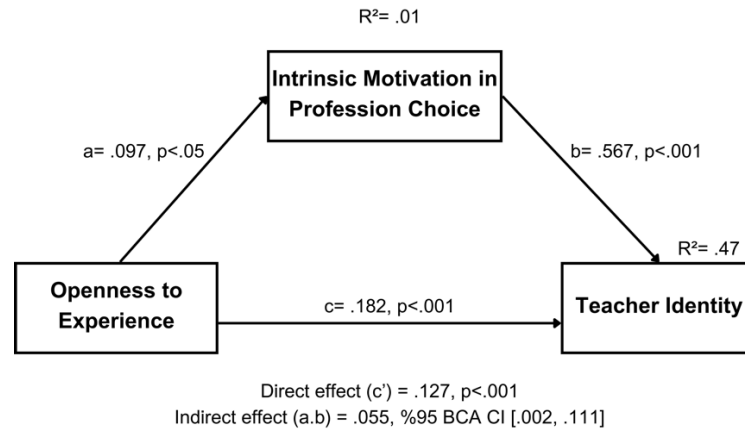


Figure 8 The Mediating Role of Intrinsic Professional Motivation in the Relationship between Openness to Experience and Teacher Identity

4.1.2. Testing the Mediating Role of Intrinsic Motivation in Field Choice

The tables provided below are the results of path analyses conducted to test whether intrinsic motivation in field choice, which is English language teaching, is a mediating variable in the relationship between personality traits and teacher identity, and if there is any mediating effect, to determine the direction and magnitude of this effect. The data have been organized in line with each personality traits and results have been presented accordingly.

4.1.2.1. Extraversion:

The mediating effect (role) of intrinsic motivation in field choice on the relationship between extraversion and teacher identity has been tested with Hayes Process Macro and the findings are presented in Table 15.

Table 15 Path analysis of mediating effect of intrinsic field choice on the relationship between extraversion and teacher identity

Path	Dependent Variable	Independent Variable	b	Std. E.	t	p	LLCI	ULCI	β	R^2	F
1	Intrinsic Field	Extraversion	.135	.035	3.887	.000	.067	.204	.188	.035	15.106
2	Teacher Identity	Extraversion	.196	.031	6.351	.000	.135	.256	.299	.09	40.339
3	Teacher Identity	Extraversion	.138	.028	5.017	.000	.084	.192	.211	.298	87.186
		Intrinsic Field	.424	.038	11.052	.000	.348	.499	.466		

In Path 1, extraversion positively predicts the intrinsic motivation, indicating that participants with higher extraversion tend to have higher intrinsic motivation in their field

choice ($b = 0.135$, $p < 0.001$). The R^2 value depicts that extraversion explains 3.5% of the variance in intrinsic field motivation. In Path 2, the results of the analysis show that extraversion also positively predicts teacher identity, suggesting that participants with higher extraversion tend to have a stronger teacher identity ($b = 0.196$, $p < 0.001$). Also, R^2 value clearly states that extraversion explains 9% of the variance in teacher identity. In Path 3, when both extraversion and intrinsic field motivation are included as predictors of teacher identity, extraversion's effect on teacher identity decreases from $b = 0.196$ to $b = 0.138$ but remains significant when intrinsic field motivation is included, indicating partial mediation. This suggests that intrinsic field motivation partially mediates the relationship between extraversion and teacher identity. In other words, individuals with higher extraversion may develop a stronger teacher identity partly because they have higher intrinsic motivation in their field choice.

Figure 9 below displays the mediation model where intrinsic motivation in field choice mediates the relationship between extraversion and teacher identity.

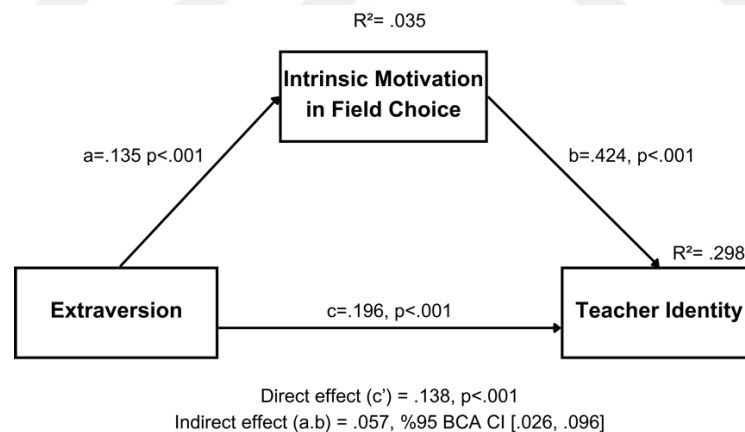


Figure 9 The Mediating Role of Intrinsic Field Motivation in the Relationship between Extraversion and Teacher Identity

According to this figure the bootstrapped confidence interval for the indirect effect does not include zero, indicating that the indirect effect is statistically significant. In other words, intrinsic motivation in field choice serves as a partial mediator, explaining a portion of the positive impact of extraversion on teacher identity ($b = 0.057$, 95% BCA CI [.026, 0.096]).

4.1.2.2. Agreeableness:

The mediating effect of intrinsic motivation in field choice on the relationship between agreeableness and teacher identity has been tested and the relationship between these variables presented in Table 16.

Table 16 *Path analysis of mediating effect of intrinsic field choice on the relationship between agreeableness and teacher identity*

Path	Dependent Variable	Independent Variable	b	Std. E.	t	p	LLCI	ULCI	β	R ²	F
1	Intrinsic Field	Agreeableness	.136	.055	2.459	.014	.027	.244	.120	.015	6.049
2	Teacher Identity	Agreeableness	.149	.050	2.970	.003	.050	.247	.145	.021	8.819
3	Teacher Identity	Agreeableness	.087	.044	1.997	.046	.001	.174	.085	.262	72.965
		Intrinsic Field	.451	.039	11.587	.000	.374	.527	.495		

Path 1 displays the positive relationship between agreeableness and intrinsic motivation in field choice, suggesting that participants with higher level of agreeableness tend to have higher level of intrinsic motivation in choosing this type of teaching field ($b = 0.136$, $p < 0.05$). Moreover, agreeableness explains 1.5% of the variance in intrinsic motivation in field choice. Path 2 presents the direct effect of agreeableness on teacher identity. According to the results given in Table 16, agreeableness positively predicts teacher identity. In other words, participants with higher agreeableness tend to have a stronger teacher identity ($b = 0.149$, $p < 0.01$). The R^2 value indicates that agreeableness explains 2.1% of the variance in teacher identity on itself. According to Path 3, when both agreeableness and intrinsic motivation in field choice are included as predictors of teacher identity, the effect of agreeableness decreases from $b = 0.149$ to $b = 0.087$, but remains significant with the presence of intrinsic field motivation. This indicates the partial mediation of this type of intrinsic motivation. This suggests that intrinsic field motivation partially mediates the relationship between agreeableness and teacher identity. In other words, participants with higher agreeableness may develop a stronger teacher identity partly because they have higher intrinsic motivation in their field choice.

Figure 10 below displays the mediation model where intrinsic motivation in field choice mediates the relationship between agreeableness and teacher identity.

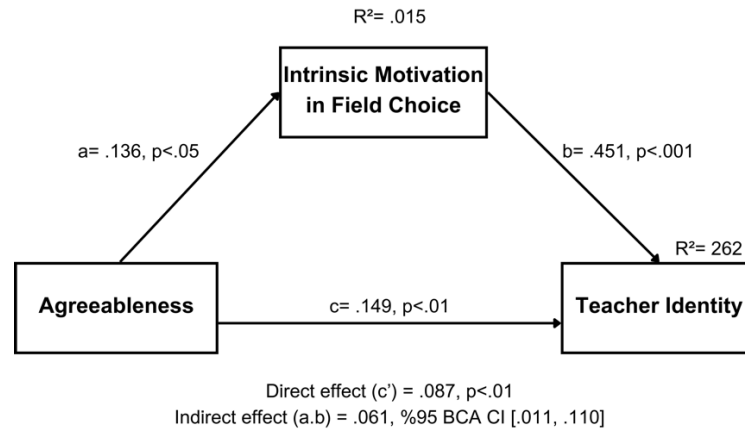


Figure 10 The Mediating Role of Intrinsic Field Motivation in the Relationship between Agreeableness and Teacher Identity

According to this figure the bootstrapped confidence interval for the indirect effect does not include zero, indicating that the indirect effect is statistically significant. In other words, intrinsic motivation in field choice serves as a partial mediator, explaining a portion of the positive impact of agreeableness on teacher identity ($b = 0.061$, 95% BCA CI [0.011, 0.110]).

4.1.2.3. Conscientiousness:

Table 17 below depicts the mediating effect of intrinsic motivation in field choice on the relationship between conscientiousness and teacher identity.

Table 17 Path analysis of mediating effect of intrinsic field choice on the relationship between conscientiousness and teacher identity

Path	Dependent Variable	Independent Variable	b	Std. E.	t	p	LLCI	ULCI	β	R^2	F
1	Intrinsic Field	Conscientiousness	.220	.044	5.002	.000	.133	.306	.240	.057	25.022
2	Teacher Identity	Conscientiousness	.302	.038	7.879	.000	.227	.378	.362	.131	62.080
3	Teacher Identity	Conscientiousness Intrinsic Field	.214 .404	.035 .038	6.087 10.562	.000 .000	.145 .329	.283 .479	.256 .444	.317	95.166

Path 1 examines the direct relationship between conscientiousness and intrinsic motivation in field choice and it displays the statistically significant positive relationship ($b = 0.220$, $p < 0.001$). This indicates that higher conscientiousness is associated with a stronger intrinsic motivation in field choice. According to the R^2 value of this model, conscientiousness explains 5.7% of the variance in this type of motivation. Path 2 investigates

the direct relationship between conscientiousness and teacher identity. The results reveal a positive relationship which is statistically significant ($b = 0.302$, $p < 0.001$), suggesting that participants with higher level of conscientiousness tend to have higher level of teacher identity. The R^2 value indicates that conscientiousness indicates a 13% variance on teacher identity on its own. Path 3 displays the mediating effect of intrinsic motivation in field choice with a significant positive relationship. In this case, the effect of conscientiousness decreases from $b = 0.302$ to $b = 0.214$ which is statistically significant ($p < 0.001$). This means that intrinsic motivation in field choice partially explains the relationship between conscientiousness and teacher identity, but there is still a direct effect of conscientiousness on teacher identity that is not explained by intrinsic motivation alone. Also, conscientiousness and intrinsic motivation in field choice together explains 31.7% of the variance in teacher identity.

Figure 11 below displays the mediation model where intrinsic motivation in field choice mediates the relationship between conscientiousness and teacher identity.

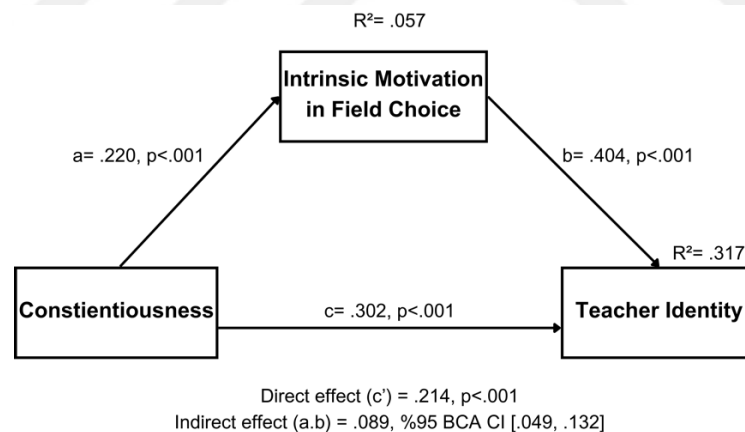


Figure 11 The Mediating Role of Intrinsic Field Motivation in the Relationship between Conscientiousness and Teacher Identity

According to this figure the bootstrapped confidence interval for the indirect effect does not include zero, indicating that the indirect effect is statistically significant ($b = 0.089$, 95% BCA CI [0.049, 0.132]). In other words, intrinsic motivation in field choice serves as a partial mediator, explaining a portion of the positive impact of conscientiousness on teacher identity.

4.1.2.4. Neuroticism:

The table 18 presents the mediation model examining the relationship between neuroticism (independent variable), intrinsic field choice (mediator variable), and teacher identity (dependent variable).

Table 18 *Path analysis of mediating effect of intrinsic field choice on the relationship between neuroticism and teacher identity*

Path	Dependent Variable	Independent Variable	b	Std. E.	t	p	LLCI	ULCI	β	R ²	F
1	Intrinsic Field	Neuroticism	-.022	.041	-.530	.597	-.101	.058	-.026	.001	.281
2	Teacher Identity	Neuroticism	-.146	.036	-4.007	.000	-.217	-.074	-.194	.038	16.054
3	Teacher Identity	Neuroticism	-.136	.031	-4.337	.000	-.197	-.074	-.181	.288	82.920
		Intrinsic Field	.456	.038	12.008	.000	.381	.530	.501		

According to the results of the analysis, although there is a positive relationship between neuroticism and teacher identity, there is no significant relationship between neuroticism and intrinsic motivation in field choice ($p > 0.05$). Therefore, the model could not be formulated because the first condition of mediation analysis was not fulfilled (Baron & Kenny, 1986).

4.1.2.5. Openness to Experience:

Table 19 below displays the mediating effect of intrinsic motivation in field choice on the relationship between openness to experience and teacher identity.

Table 19 *Path analysis of mediating effect of intrinsic field choice on the relationship between openness to experience and teacher identity*

Path	Dependent Variable	Independent Variable	b	Std. E.	t	p	LLCI	ULCI	β	R ²	F
1	Intrinsic Field	Openness to Experience	.144	.044	3.268	.001	.057	.231	.159	.025	10.677
2	Teacher Identity	Openness to Experience	.182	.040	4.589	.000	.104	.260	.221	.049	21.061
3	Teacher Identity	Openness to Experience	.119	.035	3.383	.001	.050	.188	.144	.276	77.971
		Intrinsic Field	.439	.039	11.329	.000	.363	.515	.482		

Path 1 indicates the positive relationship between openness to experience and intrinsic motivation in field choice ($b = 0.144$, $p < 0.005$), suggesting that participants with a higher level of openness to experience are more likely to exhibit higher levels of intrinsic motivation when choosing English language teaching as a field. Furthermore, openness to experience

explains 2.5% of the variance in this type of motivation. In Path 2, which shows the direct effect of openness to experience on teacher identity, it can be said that openness to experience positively predicts teacher identity ($b = 0.182, p < 0.001$). Specifically, openness to experience explains 4.9% of the variance in teacher identity. Path 3 demonstrates the indirect effect of openness to experience on teacher identity through intrinsic motivation in field choice. When both openness to experience and intrinsic motivation in field choice are included as predictors of teacher identity, it is evidenced that the effect of openness to experience on teacher identity decreases but remains statistically significant ($b = 0.119, p < 0.005$). This suggests that part of the impact of openness to experience on teacher identity is mediated through its influence on intrinsic motivation in field choice.

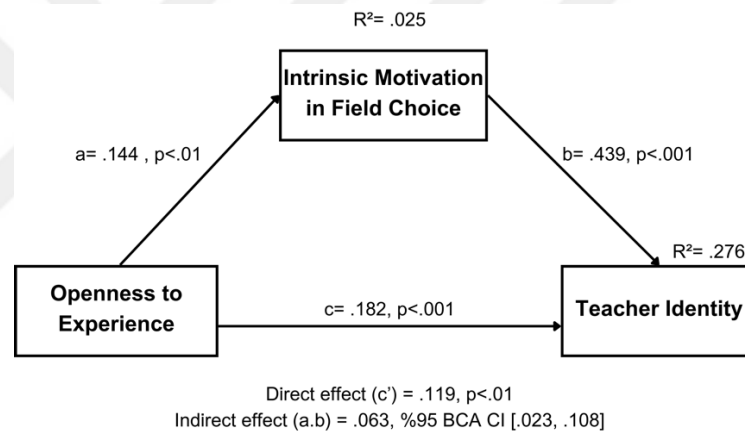


Figure 12 The Mediating Role of Intrinsic Field Motivation in the Relationship between Openness to Experience and Teacher Identity

Figure 12 indicates that the bootstrapped confidence interval for the indirect effect does not include zero, indicating that the indirect effect is statistically significant ($b = 0.063, 95\% \text{ BCA CI } [0.023, 0.108]$). In other words, intrinsic motivation in field choice serves as a partial mediator, explaining a portion of the positive impact of openness to experience on teacher identity.

4.1.3. Testing the Mediating Role of Extrinsic Motivation in Field Choice

The following tables present the findings of path analyses that were carried out to identify whether extrinsic motivation in field choice is a mediating variable in the relationship between teacher identity and personality traits, and if so, to determine the magnitude and

direction of any mediating effect. The data was sorted based on each personality trait, and the results were presented accordingly.

4.1.3.1. Extraversion

The table 20 presents the mediation model examining the relationship between extraversion (independent variable), extrinsic field choice (mediator variable), and teacher identity (dependent variable).

Table 20 *Path analysis of mediating effect of extrinsic field choice on the relationship between extraversion and teacher identity*

Path	Dependent Variable	Independent Variable	b	Std. E.	t	p	LLCI	ULCI	β	R ²	F
1	Extrinsic Field	Extraversion	.083	.033	2.502	.013	.018	.148	.122	.015	6.259
2	Teacher Identity	Extraversion	.196	.031	6.351	.000	.135	.256	.299	.089	40.339
3	Teacher Identity	Extraversion Extrinsic Field	.191 .052	.031 .046	6.166 1.142	.000 .254	.130 -.038	.252 .142	.292 .054	.092	20.836

According to the results of the analysis, although there is a positive relationship between extraversion and teacher identity, there is no significant relationship between extrinsic motivation in field choice and teacher identity ($p > 0.05$). Therefore, the model could not be formulated because the first condition of mediation analysis was not fulfilled (Baron & Kenny, 1986).

4.1.3.2. Agreeableness

The table 21 depicts the mediation model examining the relationship between agreeableness (independent variable), extrinsic field choice (mediator variable), and teacher identity (dependent variable).

Table 21 *Path analysis of mediating effect of extrinsic field choice on the relationship between agreeableness and teacher identity*

Path	Dependent Variable	Independent Variable	b	Std. E.	t	p	LLCI	ULCI	β	R ²	F
1	Extrinsic Field	Agreeableness	-.039	.052	-.750	.454	-.142	.064	-.037	.001	.562
2	Teacher Identity	Agreeableness	.149	.050	2.970	.003	.050	.247	.145	.021	8.819
3	Teacher Identity	Agreeableness Extrinsic Field	.152 .092	.050 .047	3.050 1.961	.002 .051	.054 .000	.250 .185	.148 .095	.030	6.362

According to the analysis, only significant relationship has been detected in the direct path between agreeableness and teacher identity. There is no significant relationship between extrinsic motivation in field choice and agreeableness or between extrinsic motivation and teacher identity in the indirect path ($p > 0.05$). Therefore, the model could not be formulated because the first condition of mediation analysis was not fulfilled (Baron & Kenny, 1986).

4.1.3.3. Conscientiousness

The table 22 presents the mediation model examining the relationship between conscientiousness (independent variable), extrinsic field choice (mediator variable), and teacher identity (dependent variable).

Table 22 *Path analysis of mediating effect of extrinsic field choice on the relationship between conscientiousness and teacher identity*

Path	Dependent Variable	Independent Variable	b	Std. E.	t	p	LLCI	ULCI	β	R ²	F
1	Extrinsic Field	Conscientiousness	.097	.042	2.296	.022	.014	.180	.113	.013	5.273
2	Teacher Identity	Conscientiousness	.302	.038	7.879	.000	.227	.378	.362	.131	62.080
3	Teacher Identity	Conscientiousness	.298	.039	7.709	.000	.222	.374	.357	.134	31.631
		Extrinsic Field	.048	.045	1.076	.282	-.040	.136	.050		

According to the table, although a positive relationship between conscientiousness and teacher identity and extrinsic motivation in field choice has been observed, there is no significant relationship between extrinsic motivation in field choice and teacher identity in indirect path (Path 3) ($p > 0.05$). Therefore, the model could not be formulated because the first condition of mediation analysis was not fulfilled (Baron & Kenny, 1986).

4.1.3.4. Neuroticism

The table 23 outlines the mediation model examining the relationship between neuroticism (independent variable), extrinsic field choice (mediator variable), and teacher identity (dependent variable).

Table 23 *Path analysis of mediating effect of extrinsic field choice on the relationship between neuroticism and teacher identity*

Path	Dependent Variable	Independent Variable	b	Std. E.	t	p	LLCI	ULCI	β	R ²	F
1	Extrinsic Field	Neuroticism	-.058	.038	-1.511	.132	-.133	.017	-.074	.006	2.284

2	Teacher Identity	Neuroticism	-.146	.036	-4.007	.000	-.217	-.074	-.194	.038	16.054
3	Teacher Identity	Neuroticism	-.141	.036	-3.886	.000	-.213	-.070	-.188		
		Extrinsic Field	.073	.047	1.568	.118	-.019	.166	.076	.043	9.285

According to the results of the analysis, only significant relationship has been found in the direct path between neuroticism and teacher identity. There is no significant relationship between extrinsic motivation in field choice and neuroticism or between extrinsic motivation and teacher identity in the indirect path ($p > 0.05$). Therefore, the model could not be formulated because the first condition of mediation analysis was not fulfilled (Baron & Kenny, 1986).

4.1.3.5. Openness to Experience

The table 24 illustrates the mediation model examining the relationship between openness to experience (independent variable), extrinsic field choice (mediator variable), and teacher identity (dependent variable).

Table 24 *Path analysis of mediating effect of extrinsic field choice on the relationship between openness to experience and teacher identity*

Path	Dependent Variable	Independent Variable	b	Std. E.	t	p	LLCI	ULCI	β	R ²	F
1	Extrinsic Field	Openness to Experience	-.029	.042	-.699	.485	-.112	.053	-.034	.001	.489
2	Teacher Identity	Openness to Experience	.182	.040	4.589	.000	.104	.260	.221	.049	21.061
3	Teacher Identity	Openness to Experience	.185	.040	4.674	.000	.107	.263	.224		
		Extrinsic Field	.094	.046	2.036	.042	.003	.186	.098	.058	12.685

According to the results, no significant relationship has been found between openness to experience and extrinsic motivation in field choice since the p-value of Path 1 is .485. Therefore, mediation model could not be formulated.

4.1.4. Testing the Mediating Role of Extrinsic Profession Choice

The following tables present the findings of path analyses that were carried out to identify whether extrinsic motivation in field choice is a mediating variable in the relationship between teacher identity and personality traits, and if so, to determine the magnitude and

direction of any mediating effect. The data was sorted based on each personality trait, and the results were presented accordingly.

4.1.4.1. Extraversion

The table 25 presents the mediation model examining the relationship between extraversion (independent variable), extrinsic profession choice (mediator variable), and teacher identity (dependent variable).

Table 25 *Path analysis of mediating effect of extrinsic profession choice on the relationship between extraversion and teacher identity*

Path	Dependent Variable	Independent Variable	b	Std. E.	t	p	LLCI	ULCI	β	R ²	F
1	Extrinsic Profession	Extraversion	.015	.040	.372	.710	-.064	.094	.018	.000	.139
2	Teacher Identity	Extraversion	.196	.031	6.351	.000	.135	.256	.299	.089	40.339
3	Teacher Identity	Extraversion Extrinsic Profession	.194 .130	.030 .037	6.373 3.510	.000 .000	.134 .057	.253 .203	.296 .193	.116	26.884

The results indicate that extraversion has a significant positive direct effect on teacher identity (Path 2). However, the p-value of .710 in Path 1 indicates that the relationship between extraversion and extrinsic profession choice is not statistically significant. This violates the assumption of mediation analysis which is a significant relationship between the independent variable and mediator variable.

4.1.4.2. Agreeableness

Table 26 illustrates the mediation analysis examining the relationship between agreeableness (independent variable), extrinsic professions choice (mediator variable), teacher identity (dependent variable).

Table 26 *Path analysis of mediating effect of extrinsic profession choice on the relationship between agreeableness and teacher identity*

Path	Dependent Variable	Independent Variable	b	Std. E.	t	p	LLCI	ULCI	β	R ²	F
1	Extrinsic Profession	Agreeableness	.040	.063	.639	.523	-.084	.165	.031	.001	.408
2	Teacher Identity	Agreeableness	.149	.050	2.970	.003	.050	.247	.145	.021	8.819
3	Teacher Identity	Agreeableness Extrinsic Profession	.143 .131	.049 .039	2.899 3.402	.004 .001	.046 .055	.241 .207	.140 .164	.048	10.311

According to the results, although there is a statistically significant relationship between agreeableness and teacher identity and agreeableness has a direct positive effect on teacher identity (Path 2), this relationship is not mediated by extrinsic profession choice (Path 3). In other words, the results of Path 1 contradict the assumptions of mediation analysis which includes a significant relationship between the independent variable and the mediator.

4.1.4.3. Conscientiousness

Table 27 below displays the mediation analysis examining the relationship between conscientiousness (independent variable), extrinsic profession choice (mediator variable), and teacher identity (dependent variable).

Table 27 *Path analysis of mediating effect of extrinsic profession choice on the relationship between conscientiousness and teacher identity*

Path	Dependent Variable	Independent Variable	b	Std. E.	t	p	LLCI	ULCI	β	R ²	F
1	Extrinsic Profession	Conscientiousness	.016	.051	.303	.762	-.086	.117	.015	.000	.092
2	Teacher Identity	Conscientiousness	.302	.038	7.879	.000	.227	.378	.362	.131	62.080
3	Teacher Identity	Extrinsic Profession	.130	.036	3.597	.000	.059	.202	.163	.158	38.412

The results suggest that conscientiousness has a direct positive effect on teacher identity, and this relationship is statistically significant ($p < 0.05$) as can be seen in Path 2. However, this relationship is not mediated by extrinsic profession choice. Path 1 indicates that the relationship between conscientiousness and extrinsic profession choice is not statistically significant since the p-value is .762. Therefore, the mediating model could not be formulated.

4.1.4.4. Neuroticism

Table 28 presents the mediation analysis examining the relationship between neuroticism (independent variable), extrinsic professions choice (mediator variable), teacher identity (dependent variable).

Table 28 *Path analysis of mediating effect of extrinsic profession choice on the relationship between neuroticism and teacher identity*

Path	Dependent Variable	Independent Variable	b	Std. E.	t	p	LLCI	ULCI	β	R ²	F
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1	Extrinsic Profession	Neuroticism	-.042	.046	-.913	.362	-.133	.049	-.045	.002	.834
2	Teacher Identity	Neuroticism	-.146	.036	-4.007	.000	-.217	-.074	-.194	.038	16.054
3	Teacher Identity	Neuroticism	-.140	.036	-3.901	.000	-.211	-.070	-.187		
		Extrinsic Profession	.128	.038	3.345	.001	.053	.203	.160	.063	13.819

According to the table, neuroticism has not statistically significant relationship with extrinsic profession choice in Path 1 ($p > 0.05$). Even though Path 2 shows the negative but statistically significant relationship between neuroticism and teacher identity, Path 1 violates the assumptions of mediation analysis.

4.1.4.5. Openness to Experience

Table 29 below demonstrates the mediation analysis examining the relationship between openness to experience (independent variable), extrinsic professions choice (mediator variable), teacher identity (dependent variable).

Table 29 *Path analysis of mediating effect of extrinsic profession choice on the relationship between openness to experience and teacher identity*

Path	Dependent Variable	Independent Variable	b	Std. E.	t	p	LLCI	ULCI	β	R ²	F
1	Extrinsic Profession	Openness to Experience	-.072	.051	-1.418	.157	-.172	.028	-.070	.005	2.010
2	Teacher Identity	Openness to Experience	.182	.040	4.589	.000	.104	.260	.221	.049	21.061
3	Teacher Identity	Openness to Experience	.193	.039	4.928	.000	.116	.269	.234		
		Extrinsic Profession	.148	.038	3.896	.000	.073	.222	.185	.083	18.484

Given the p-value of .157, Path 1 suggests that there is no statistically significant correlation between openness to experience and extrinsic profession choice. For this reason, mediation analysis could not be developed even if other pathways indicated statistically significant relationships.

CHAPTER V

DISCUSSION

The purpose of the present study was to investigate the mediating effect of motivation towards the profession on the relationship between the personality traits of EFL PSTs and their teacher identity. In line with this purpose, this study was conducted with 410 EFL PSTs studying at Inonu and Firat University, and their personality traits, motivation toward the profession, and teacher identities were determined with the help of scales. The aim was to investigate whether motivation towards the teaching profession plays a mediating role in the relationship between the big five personality traits and teacher identity, and the present study also sought to determine the extent of this mediating role.

The study conducted an initial analysis to explore the relationship between different variables such as gender, age, grade, voluntary program selection, and intent to pursue teaching after graduation, and how they affect teacher identity and motivation. The results showed that gender had a significant impact on both teacher identity and intrinsic motivation, a sub-dimension of motivation towards the profession. Specifically, female PSTs displayed higher levels of teacher identity and intrinsic motivation compared to their male counterparts. While there are limited studies comparing teacher identity across different variables, Li et al. (2023) also argue that gender plays a crucial role in shaping teachers' identity, affecting aspects such as self-efficacy, commitment to the profession, and job satisfaction. However, unlike the current study, Li et al. (2023) found that male teachers tend to report higher levels of teacher identity, which contrasts with the findings of the present study. On the other hand, Eđmir and elik (2019) aim to explore the relationship between the educational beliefs of PSTs and their teacher identities, and they also revealed that gender has a significant influence on teacher identity with female PSTs tend to have higher teacher identity score compared to their male counterparts.

Additionally, as a result of the meta-analysis of master's and doctoral theses in Turkey, Aydın et al. (2021) found that there are notable differences between male and female teachers when it comes to the impact of gender on teachers' job satisfaction, which suggests a slight favor towards males. In addition, Karalı et al. (2022) examined whether there was a

gender-based difference using the same motivation scale and discovered a substantial difference favoring female participants in the extrinsic field, intrinsic profession and extrinsic profession sub-dimensions, while they did not find a significant difference in the intrinsic field sub-dimension.

This study reveals that students who voluntarily selected this department exhibited significantly higher levels of intrinsic motivation and a stronger sense of teacher identity. The willingness to choose this educational path was found to have considerable positive effects on both motivation and identity as educators. This finding emphasizes the importance of student agency in selecting their teaching specializations, as it can profoundly influence their subsequent motivational levels and professional identities (Fajardo Castañeda, 2014; Friesen & Besley, 2013). Consequently, in this study, it can be asserted that the students from the two universities made the right choices that align with their personal aspirations, because choosing this department reluctantly could have caused diminished motivation or adverse effects on the development of their teacher identity.

Research on the motivations influencing PSTs' choice of the teaching profession presents a dual perspective. Some studies indicate that intrinsic motivation predominantly drives this choice (Akar, 2012; Eren & Tezel, 2010), whereas others suggest that extrinsic motivation is more influential (Aksu et al., 2010; Kavanoz & Yuksel, 2017).

In examining the evolution of motivation within teacher education, Sinclair (2008) demonstrates an initial emphasis on intrinsic motivation, which subsequently transitions to a predominance of extrinsic motivation over a four-year period. Conversely, Kavanoz and Yuksel (2017) assert that extrinsic motivation initially holds sway, but intrinsic motivation becomes increasingly dominant over time. Notably, Kavanoz and Yuksel (2017)'s findings indicate that first- and second-grade students are motivated primarily by extrinsic factors when selecting the teaching profession; however, this motivation shifts towards a stronger intrinsic orientation by the fourth grade.

This study also supports the fact that the formation of PSTs' teacher identities is a dynamic and developing construct. When the change in PSTs' teacher identities throughout their undergraduate education was examined, it was found that the teacher identities of fourth-

year students is higher than those of first and second-year students which can be considered the earlier stages of undergraduate teacher education. This reveals how identity formation, which is actually a personal development, is actually supported and positively affected by the teaching program. Kavanoz and Yuksel (2017) also found a similar result that the pre-service language teachers' motivations and concerns changed across different years of their teacher education program, suggesting that the context of the program influenced the development of their professional identity.

Some studies attribute this change observed in the 4th grade or throughout teacher education specifically to the practicum. According to Prabjandee (2019), for example, practicum is essential in helping PSTs develop their professional identities since it evokes strong feelings, provides hands-on experience, and validates their status as teachers. Conversely, Kaya (2023) contends that the practicum may also yield negative consequences alongside its positive impacts. It is important to acknowledge that students may face disillusionment during the practicum process; their failure to meet expectations, coupled with the challenges and difficulties encountered, might lead to a decline in motivation. This disconnection could result in a sense of estrangement from the teaching profession, ultimately undermining their developed teacher identities. Despite this, the 4th-grade students in this study had completed the first semester of the 2-semester teaching practice course as of the moment the data were collected, and they had taken half of the teaching practice course in the 2nd-semester. In other words, they had completed 75% of this 2-semester process. This means that the teaching practice course had a positive effect on the 4th-grade students in this context. According to Fajardo Castañeda (2014), who approaches this topic from a similar perspective, professional identity is formed, shaped, or transformed by the act of being a part of a teaching community during the final year practicum.

When the participants in this study were asked if they intended to pursue the teaching career after graduation, it became evident from their responses and analysis that those who were determined to pursue the career had a higher level of intrinsic motivation. In the relevant literature, studies also supported the idea that teachers' initial motivations for entering the profession can have a significant influence on their career satisfaction and plans to persist in teaching (Richardson & Watt, 2010). Indeed, studies (Kelly et al., 2019; Lauermann et al.,

2017; Hai et al., 2018; Richardson & Watt, 2010; Qin & Tao, 2021) have found that intrinsic motivation is the key factor that drives individuals to choose teaching as a career, and that this motivation are linked to their commitment to the profession.

This study reveals a significant relationship between the five-factor personality traits and teacher identity, corroborating existing literature in the field (Ünaldı et al., 2023). Specifically, it identifies a positive correlation between the traits of conscientiousness, extraversion, openness to experience, and agreeableness with teacher identity. In addition, the literature suggests a positive relationship between these traits and teacher effectiveness, engagement, and burnout prevention (Kim et al., 2019). Conversely, a negative relationship is observed with neuroticism, indicating that individuals exhibiting high levels of neuroticism, also characterized by a lack of emotional stability, experience adverse effects on their teacher identity. Emotional stability emerges as a critical personal attribute within professional contexts (Alarcon et al., 2009), including the teaching profession (Kokkinos, 2007), emphasizing its importance for fostering effective teacher identities.

The correlational analysis exploring the interplay between teacher identity and personality traits revealed that the conscientiousness exhibited the strongest correlation with teacher identity, closely followed by extraversion. This finding is consistent with existing literature; however, a meta-analysis study conducted by Kim et al. (2019) indicated that extraversion may have an inconsiderably stronger correlational relationship with teacher identity than conscientiousness.

In their comprehensive study, Ünaldı et al. (2023) elucidated a significant correlation between the personality traits of PSTs and their emergent teacher identity. This research is particularly noteworthy due to the strong associations they identified between specific traits, such as agreeableness and openness to experience, and the development of teacher identity. These findings suggest that certain personality dimensions play a critical role in shaping how PSTs perceive themselves in their professional roles. In contrast, the present study reveals a comparatively weak correlation between teacher identity and the traits of agreeableness and openness to experience. When examining the relationships between these traits and teacher identity, it has been found that the correlations are minimal. In fact, traits such as conscientiousness and extraversion exhibit much stronger associations with teacher identity.

The mediation analyses revealed that extrinsic motivation did not play a mediating role in the relationship between teacher identity and personality traits. This highlights the importance of intrinsic motivation in this context. Consequently, any initiatives aimed at enhancing intrinsic motivation among PSTs will have a positive indirect impact on their teacher identities. Strengthening and improving relatedness, competence, and autonomy—key components of motivation theories—will significantly boost the motivation of PSTs.



CHAPTER VI

CONCLUSION

This concluding section of the study aims to synthesize the findings related to the researched topic within a broader framework. It presents a comprehensive summary and conclusion, explores the implications of the results, and proposes recommendations for future research based on these insights.

6.1. Conclusion

This study aimed to explore the relationship between the personality traits of EFL PSTs and their teacher identities, along with the mediating effect of motivation for the profession on this relationship. The study was conducted with all EFL PSTs studying in the department of English language teaching at the faculty of education in the Firat and Inonu Universities. The results of this study provide critical conclusions that are thought to shed light on the literature and reveal important and dynamic relationships between these factors.

The analyses demonstrated that intrinsic motivational factors related to both the field and the profession have a significant influence on teacher identity, whereas extrinsic professional motivation has a negligible impact and extrinsic motivation toward the field has no effect at all. As a matter of fact, when these motivational factors were examined as potential mediators, intrinsic motivation related to both the profession and the field partially mediated the significant relationship between teacher identity and each sub-dimensions of personality traits. In contrast, extrinsic motivation did not exhibit any mediating influence in this context. Furthermore, the analysis revealed that intrinsic motivation serves not only as a mediator in the significant relationship between personality traits and teacher identity but also enhances the strength of this relationship.

These results emphasize how important it is to support the intrinsic motivation of PSTs during their undergraduate education, as well as the necessity of implementing strategies to enhance this motivation. Regardless of individual personality traits—shaped by unique personal experiences—taking actions to cultivate the intrinsic motivations of EFL PSTs are highly critical. Such measures not only contribute to the formation of a well-

structured teacher identity but also have lasting effects throughout their professional careers. This enhancement of teacher identity serves to strengthen their presence in the classroom and empowers them to effectively mentor and educate future generations in a manner that is both impactful and transformative.

6.2. Implications

The findings emphasize the importance of nurturing intrinsic motivation in PSTs to develop a strong teacher identity and positive personality traits, which are essential for effective teaching. The research suggests that teacher education programs should focus on cultivating autonomous motivation, self-efficacy, and a sense of personal responsibility among prospective teachers, as these factors significantly impact their commitment to the teaching profession (Lauermann et al., 2017; Sarid et al., 2020).

To achieve this, teacher education programs should foster intrinsic motivators such as autonomy, competence, and relatedness. Practical strategies may include providing autonomy-supportive teaching environments, offering meaningful practicum experiences, and creating opportunities for reflective practices.

Teacher identity development is a dynamic process that significantly evolves throughout undergraduate education, particularly influenced by hands-on practicum experiences. These experiences serve as critical opportunities for aspiring teachers to engage in classroom settings, interact with students, and apply theoretical knowledge in real-world contexts. Research indicates that the practical application of teaching methods, along with reflective practices during these practicum experiences, allows future educators to cultivate their professional identities, align their teaching philosophies with classroom realities, and develop a sense of belonging within the teaching community.

Such opportunities should include regular feedback, mentorship, and collaborative reflection sessions that encourage aspiring teachers to analyze their experiences critically, address challenges, and celebrate successes. By embedding these experiences within the early stages of training, teacher education programs can foster a more profound sense of agency and confidence in future educators, ultimately leading to more effective teaching practices.

and improved student outcomes. Furthermore, sustained support and opportunities for reflection throughout the teacher education journey can help mitigate the challenges of transitioning from theory to practice, ensuring that teacher identity development is not only a one-time event but an ongoing process. This comprehensive approach enriches teacher education programs, preparing aspiring teachers to meet the diverse needs of their future classrooms while continuously evolving their professional identities in response to changing educational landscapes.

Voluntary program selection plays a crucial role in shaping both the motivation of prospective teachers and their professional identity within the field of education. Given the complexities and demands of teaching, it is essential for universities to implement comprehensive measures that support prospective students in making well-informed decisions regarding their entry into teacher education programs. Counseling sessions could serve as a fundamental component of this process, providing personalized guidance that addresses the individual aspirations and concerns of prospective students. Through these sessions, educational counselors can offer insights into the realities of the teaching profession, practical teaching experiences, and the potential challenges educators may face. In addition to fostering self-reflection, these discussions can help students align their motivations and career goals with the demands of the teaching profession.

Furthermore, the inclusion of orientation programs can enhance this preparatory phase by familiarizing students with the structure and expectations of teacher education curricula. Such programs can provide an overview of pedagogical theories, classroom management strategies, and the importance of fostering inclusive learning environments. Additionally, they can introduce students to the diverse range of subjects and educational contexts they may encounter, helping them gain a broader understanding of the teaching profession. By combining counseling sessions with comprehensive orientation programs, universities can equip prospective teachers with the knowledge and resources necessary to make informed choices. This proactive approach not only helps students in selecting the program that best fits their aspirations and competencies but also contributes to the development of a strong teacher identity. Ultimately, prioritizing informed decision-making in program selection has the potential to enhance students' motivation, satisfaction, and

effectiveness as future educators, ultimately impacting the quality of education provided to their students.

Personality traits of EFL PSTs should be taken into considerations while enrolling new students. Administrators and educators may examine thoroughly the personality traits of the PSTs while enrolling new students to Foreign Language Education teacher programs. Moreover, teaching contents should be designed specifically to foster the EFL PSTs' personality traits like conscientiousness and extraversion.

6.3. Suggestions for Further Research

In order to examine the continuity of PSTs' intrinsic and extrinsic motivation and its impact on their teacher identities in the process, motivation and teacher identities of the participants after graduation or when they practice their profession can be measured again with a longitudinal study. Longitudinal study helps to examine how motivation and teacher identity evolve during the professional process and in the workplace environment. Incorporating a range of intersectional factors, such as socio-economic backgrounds and ethnicity, allows this study to be expanded into a broader context. By examining these variables, the analysis can offer a more comprehensive understanding of the complexities involved. Comparative studies can be conducted across different cultural and educational contexts. The incorporation of diverse cultural backgrounds into this study is essential for examining how cultural factors can influence the formation of teacher identities, motivation, and personality traits. By exploring these dynamics, the research seeks to enhance our understanding of the interplay between culture and educator development.

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APPENDICES

Appendix 1: Ethical Report

Etilik Kurul Otomasyonu

22.02.2024 14:06:59

27/02/2024-E.415003

T.C. İNÖNÜ ÜNİVERSİTESİ BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etik Kurulu			
Oturum Tarihi : 22-02-2024		Oturum Sayısı : 3	
Karar Sayısı : 17			
Etik Açısından Uygun			
Çalışma Adı		Öğretmen Kimliği ve Kişilik Özellikleri Arasındaki İlişkide Öğretmenlik Mesleğine Yönelik Motivasyonun Aracı Rolü	
Araştırmacılar		Yükseklisans Öğrencisi Özge Kırmızıbayrak (Yürütücü) Doç.Dr. Gülten Genç (Danışman)	
Başkan			
Prof.Dr. Hakan ÖZDEMİR			
Kurul Üyeleri			
Kullanıcı Mehmet YILMAZ		Prof.Dr. Yusuf BATAR	
Prof.Dr. Mehmet ÖNAL		Prof.Dr. Bilal Altay	
Prof.Dr. Mehmet GÜNGÖR		Prof.Dr. Süleyman ÇALDAK	
Prof.Dr. Lütfiye ÖZDEMİR			

Appendix 2: Permission to Collect Data



T.C.
FIRAT ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik



Sayı : E-80802877-044-453674
Konu : Uygulama İzni (Özge
KIRMIZIBAYRAK)

07.03.2024

DAĞITIM YERLERİNE

İnönü Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı yüksek lisans öğrencisi Özge KIRMIZIBAYRAK'ın, Doç. Dr. Gülten GENÇ danışmanlığında yürütmekte olduğu "Öğretmen Kimliği ve Kişilik Özellikleri Arasındaki İlişkide Öğretmenlik Mesleğine Yönelik Motivasyonun Aracı Rolü" konulu çalışmasının Üniversitemizde uygulanması talebi gönüllülük esası çerçevesinde uygun görülmüş olup, biriminizde konuya ilişkin gerekli duyurunun yapılması hususunda;

Bilgilerini ve gereğini rica ederim.

Prof. Dr. Soner ÖZGEN
Rektör a.
Rektör Yardımcısı

Ek: Yazı (25 Sayfa)

Dağıtım:
Eğitim Fakültesine
İnsan ve Toplum Bilimleri Fakültesine
Yabancı Diller Yüksekokuluna

Appendix 3: Data Collection Tool

Değerli Öğrenciler,

“Öğretmen Kimliği ve Kişilik Özellikleri Arasındaki İlişkide Öğretmenlik Mesleğine Yönelik Motivasyonun Aracı Rolü” başlıklı tez çalışmamda gönüllü katılınıza ihtiyaç duymaktayım. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için tarafıma adresinden ulaşabilirsiniz. Bu çalışmaya katılmama ve/veya çalışmaya katıldıktan sonra çalışmadan çıkma hakkınız bulunmaktadır.

Çalışmaya olan katkılarınızdan dolayı şimdiden teşekkür ederim.

I. BÖLÜM (Bu kısımda 1., 3., 4., ve 5. sorularda size uygun olan seçeneği (x) işaretleyiniz. 2. soruda ise yaşınızı belirtiniz.)

1. Cinsiyetiniz : Kadın () Erkek ()
2. Yaşınız :
3. Sınıfınız : 1 () 2 () 3 () 4 ()
4. İngiliz Dili Eğitimi bölümünde okumak isteyerek yaptığınız bir seçim miydi?
Evet () Hayır ()
5. Mezun olduğunuzda öğretmenlik mesleğini yapmayı planlıyor musunuz?
Evet () Hayır () Kararsızım ()

II. BÖLÜM (Bu kısım sizin öğretmenlik mesleğini seçmenize yönelik motivasyonunuzu belirlemeye yöneliktir. Lütfen her maddede size uygun olan seçeneği (x) işaretleyiniz.)

İFADE NO	Bu mesleği seçmemde...	1. Hiç Önemli Değil	2.	3.	4.	5. Çok Önemli
1.	Çocuklarla ilgilenirken edinilen olumlu deneyimler	(1)	(2)	(3)	(4)	(5)
2.	Okul çağına ait güzel anılar	(1)	(2)	(3)	(4)	(5)
3.	Bazı şeyleri kendi öğretmenlerimden daha iyi yapma isteği	(1)	(2)	(3)	(4)	(5)
4.	Öğretmenlik mesleğinin toplum için önemi	(1)	(2)	(3)	(4)	(5)
5.	Öğretmenlik mesleğinin çok yönlülüğü	(1)	(2)	(3)	(4)	(5)
6.	Çocuklarla, gençlerle birlikte olmaktan mutlu olma	(1)	(2)	(3)	(4)	(5)
7.	Eğitime ilgin	(1)	(2)	(3)	(4)	(5)
8.	Pedagojik yeteneklerim	(1)	(2)	(3)	(4)	(5)
9.	İş güvencesinin olması	(1)	(2)	(3)	(4)	(5)
10.	Oturulan yere yakın çalışabilme imkânı	(1)	(2)	(3)	(4)	(5)
11.	Uygun çalışma saatleri	(1)	(2)	(3)	(4)	(5)
12.	Serbest çalışma imkânı	(1)	(2)	(3)	(4)	(5)
13.	Öğrenim konularına olan ilgi	(1)	(2)	(3)	(4)	(5)
14.	Seçtiğim öğrenim dalındaki yeteneklerim	(1)	(2)	(3)	(4)	(5)
15.	Gelecekte öğretmen olarak çalışılmasa bile, alanda öğretilen konuların yararlılığı	(1)	(2)	(3)	(4)	(5)
16.	Diğer öğrenim alanlarına ya da mesleklerle yeterli ilginin olmayışı	(1)	(2)	(3)	(4)	(5)

17.	Göreceli uzun öğrenim süresi	(1)	(2)	(3)	(4)	(5)
18.	Öğrenimin pek de zor olmayacağı düşüncesi	(1)	(2)	(3)	(4)	(5)
19.	Öğrenim gördüğüm yerin yaşadığım yere yakınlığı	(1)	(2)	(3)	(4)	(5)
20.	Ailemin veya benim için önemli olan yetişkinlerin isteği ya da tavsiyesi	(1)	(2)	(3)	(4)	(5)
21.	Arkadaşlarımın ya da okul arkadaşlarımdan etkisi	(1)	(2)	(3)	(4)	(5)

III. BÖLÜM (Bu kısım sizin öğretmenlik kimliğinizi belirlemeye yöneliktir. Lütfen her maddede size uygun olan seçeneği (x) işaretleyiniz.)

		Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
1.	Öğretmen olmak için doğru kişi olup olmadığımıdan sıklıkla şüphe duyarım.	(1)	(2)	(3)	(4)	(5)
2.	Gönüllü çalışmak için daha çok zamanım olsaydı, çocuklarla çalışmayı tercih ederdim.	(1)	(2)	(3)	(4)	(5)
3.	“İyi bir öğretmen” olmanın ne olduğu hakkında hiçbir fikrim yok.	(1)	(2)	(3)	(4)	(5)
4.	Çocuk veya yetişkinlerle çalışma ve onlarla ilgilenme konusunda ailem ve arkadaşlarımdan bana sıklıkla danışır.	(1)	(2)	(3)	(4)	(5)
5.	Kendimi öğretmen olarak görüyorum.	(1)	(2)	(3)	(4)	(5)
6.	Çocukların yeni şeyler keşfetmesine ve öğrenmesine yardımcı olmaktan zevk duyarım.	(1)	(2)	(3)	(4)	(5)
7.	İyi öğretmen olma konusundaki yeterliliklerimle ilgili sıklıkla şüphe duyarım.	(1)	(2)	(3)	(4)	(5)
8.	Kendimi çocuklarla veya yetişkinlerle çalışırken ve onların gelişimine yardımcı olurken kolaylıkla hayal edebiliyorum.	(1)	(2)	(3)	(4)	(5)
9.	Kendimi rahatlıkla öğretmen olarak nitelendiririm.	(1)	(2)	(3)	(4)	(5)
10.	Kendimi bir grup çocuk veya yetişkinine öğretmenlik yaparken düşünmekte zorlanıyorum.	(1)	(2)	(3)	(4)	(5)
11.	İyi bir öğretmen olmak için gerekli beceri ve yöntemleri geliştirebileceğimden eminim.	(1)	(2)	(3)	(4)	(5)
12.	Bir gün iyi bir öğretmen olacağımdan eminim.	(1)	(2)	(3)	(4)	(5)
13.	Boş zamanlarımda çocuk veya yetişkinlerle çalışmak için elimden geleni yaparım.	(1)	(2)	(3)	(4)	(5)
14.	Bir çocuğun yeni bir şey öğrenmesine yardımcı olmak benim için mutluluk vericidir.	(1)	(2)	(3)	(4)	(5)
15.	Çocuklara etkinliklerinde yardım ederken mutlu oluyorum.	(1)	(2)	(3)	(4)	(5)
16.	Öğretmenlik eğitimimde gösterdiğim ilerlemeden memnunuz.	(1)	(2)	(3)	(4)	(5)
17.	Öğretmenlik doğamda var.	(1)	(2)	(3)	(4)	(5)

IV. BÖLÜM (Bu kısım sizin kişilik özelliklerinizi belirlemeye yöneliktir. Lütfen her maddede size uygun olan seçeneği (x) işaretleyiniz.)

		Hiçbir Zaman	Nadiren	Bazen	Sık Sık	Her Zaman
1.	Kendimi içine kapanık biri olarak görüyorum.	(1)	(2)	(3)	(4)	(5)
2.	Kendimi genellikle güvenilir biri olarak görüyorum.	(1)	(2)	(3)	(4)	(5)
3.	Kendimi yavaş hareket etme eğiliminde olan biri olarak görüyorum.	(1)	(2)	(3)	(4)	(5)
4.	Kendimi rahat ve stresle başa çıkabilen biri olarak görüyorum.	(1)	(2)	(3)	(4)	(5)
5.	Kendimi çok az sanatsal ilgisi olan biri olarak görüyorum.	(1)	(2)	(3)	(4)	(5)
6.	Kendimi dışa dönük, sosyal biri olarak görüyorum.	(1)	(2)	(3)	(4)	(5)
7.	Kendimi başkalarının hatasını bulma eğiliminde biri olarak görüyorum.	(1)	(2)	(3)	(4)	(5)
8.	Kendimi bir işi tam yapacak biri olarak görüyorum.	(1)	(2)	(3)	(4)	(5)
9.	Kendimi kolay sinirlenen biri olarak görüyorum.	(1)	(2)	(3)	(4)	(5)
10.	Kendimi yaratıcı biri olarak görüyorum.	(1)	(2)	(3)	(4)	(5)

Appendix 4: Permissions to Use Scales

Beş Faktör Kişilik Ölçeğinin Kullanılmasına Dair İzin Yazısı Harici Gelen Kutusu x 🔍 🖨 📧

ÖZGE KIRMIZIBAYRAK 13 Kasım Pzt 15:14 (2 gün önce) ☆

Sayın hocam, İnönü Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi programında yüksek lisans eğitimimi sürdürmekteyim. Aynı programda görev yapan danış...

Mehmet Barış Horzum 13 Kasım Pzt 21:01 (2 gün önce) ☆ ↩ ⋮

Alıcı: ben ▾

merhaba

Öğretmenim, Beş Faktör Kişilik Ölçeği'nin çalışmanızda kullanabilirsiniz.

Özge Kirmızıbayrak

Dr. Mehmet Barış HORZUM
Sakarya University
Faculty of Education
Computer Education & Instructional Technologies

2 Ek • Gmail tarafından tarandı ⓘ



Meslek ve Alan Seçiminde Motivasyon Ölçeğinin Kullanılmasına Dair İzin Yazısı Harici Gelen Kutusu x 🔍 🖨 📧

ÖZGE KIRMIZIBAYRAK 13 Kasım Pzt 15:19 (2 gün önce) ☆

Sayın hocam, İnönü Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi programında yüksek lisans eğitimimi sürdürmekteyim. Aynı programda görev yapan danış...

ESİN ATAV 14 Kasım Sal 11:55 (1 gün önce) ☆ ↩ ⋮

Alıcı: ben ▾

Sayın Özge Kirmızıbayrak,

Uyarladığımız Meslek ve Alan Seçiminde Motivasyon Ölçeği'ni çalışmanızda kullanabilirsiniz.

Prof. Dr. Esin Atav

Gözetim Kurulu Başkanı

Kime: ESİN ATAV
Konu: Meslek ve Alan Seçiminde Motivasyon Ölçeğinin Kullanılmasına Dair İzin Yazısı

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ÖZGE KIRMIZIBAYRAK

13 Kasım Pzt 15:22 (2 gün önce)



Sayın hocam, İnönü Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi programında yüksek lisans eğitimimi sürdürmekteyim. Aynı programda görev yapan danış...



Dilara Somuncu

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Alıcı: ben v

Özge hocam merhaba,
Uyarlamış olduğumuz ölçeği kullanabilirsiniz.

İyi çalışmalar dilerim,



--

Dr. Dilara SOMUNCU

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