International Journal of Contemporary Educational Research

Volume 12, Number 1, March 2025, Page 123-133 Article Type: Research Article

The Relationship between Motivation to Teach, School Climate, and Attitude toward Teaching Profession

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Abstract

This study examines the relationships between pre-service teachers' motivation to teach, their perceptions of school climate, and their attitudes toward the teaching profession. Data were collected from 377 pre-service teachers studying at a state university in Turkey. Structural equation modeling (SEM) revealed that motivation to teach significantly and positively predicted attitudes towards teaching profession both directly and indirectly through school climate. While motivation to teach also significantly predicted school climate, school climate had a smaller but significant effect on professional attitudes. The model explained 69% of the variance in professional attitudes and 47% of the variance in school climate. These findings emphasize the importance of strengthening intrinsic motivation and creating supportive educational environments to promote positive professional attitudes in teacher education.

Keywords: Motivation to teach, School climate, Attitudes towards teaching profession

Citation
Yetiş, E. (2025). The relationship between motivation to teach, school climate, and attitude toward teaching profession. *International Journal of Contemporary Educational Research*, *12*(1), 123-133. https://doi.org/10.52380/ijcer.2025.12.1.800

Received	04.11.2024
Accepted	25.02.2025
Publication	28.03.2025
Peer-Review	Double anonymized - Double Blind
Plagiarism Checks	Yes - iThenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	editor@ijcer.net
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.

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Introduction

Teaching plays a crucial role in determining a nation's future by providing high-quality education and nurturing competent individuals (Mansfield and Volet, 2010). Within this framework, teacher training significantly influences the general standards and effectiveness of education systems (Darling-Hammond and Baratz-Snowdon, 2005). Teachers, who directly deliver educational content, require sufficient motivation to perform their roles effectively (Watt and Richardson, 2008). Teacher motivation can be described as the interplay between internal aspirations and external rewards that encourage teachers to participate actively in educational activities.This motivation is a key determinant of the efficiency of the teaching process, the teacher's professional commitment, and students' academic achievement (Yıldız et al., 2021). According to Self-Determination Theory (Deci & Ryan, 1985; Ryan & Deci, 2000), intrinsic motivation arises from the inherent satisfaction and meaningfulness of teaching, whereas extrinsic motivation is driven by external incentives such as financial rewards or avoidance of negative evaluations (Vermote et al., 2023). Prior studies confirm that motivated teachers exhibit higher levels of professional commitment, satisfaction, and pedagogical innovation (Yıldız et al., 2021; Sari & Yetkiner, 2020; Han & Yin, 2016). These teachers perform instructional duties due to external obligations rather than internal desires. While intrinsic motivation stems from internal satisfaction and enjoyment, extrinsic motivation is shaped by external pressures or incentives (Vermote et al., 2023). Indeed, Han and Yin (2016) emphasized that teacher motivation is positively associated with better teaching practices, increased student motivation, and overall teacher well-being. Similarly, various studies have shown that highly motivated teachers demonstrate greater commitment and success in their profession, report higher job satisfaction, and adopt innovative methods in classroom settings (Yıldız et al., 2021; Sari and Yetkiner, 2020). These findings highlight that teaching motivation is a crucial component of teacher quality.

The school climate forms the basis for instructional activities and influences the learning environment directly as well as indirectly (Nilsen et al., 2016). Even though researchers have not yet reached a consensus on a single definition of school climate (Wang and Degol, 2016), it is commonly described as "the collective patterns arising from individuals' perceptions and experiences within school," encompassing "norms, objectives, values, interpersonal dynamics, instructional approaches, and the organizational structure" (Cohen et al., 2009). In other words, the school climate reflects the shared experiences of individuals involved in the educational setting. (Thapa et al., 2013). It represents the academic, social, civic, emotional, and ethical experiences of all stakeholders (Cohen and Geier, 2010). A positive school climate is characterized by trust-based and collaborative relationships, high expectations, supportive leadership, and a well-structured learning environment (Wang and Degol, 2016). Research has demonstrated that a positive school climate significantly influences both students' academic achievement and teachers' professional attitudes and performance (Thapa et al., 2013; Toropova et al., 2021). In this context, school climate can be regarded as a critical environmental variable that shapes teachers' professional motivation, commitment, and interactions with students. The Person–Environment Fit Theory (Kristof-Brown et al., 2005) provides a relevant framework for understanding how alignment between individual characteristics (e.g., motivation) and environmental factors (e.g., school climate) can enhance job satisfaction and professional attitudes.

Attitude refers to the tendency to express or respond with a positive or negative feeling toward an object or concept (Garrett, 2010; Philipp, 2007; Robbins and Judge, 2013). Since attitude is directly related to behavior, it holds vital importance in the context of organizational behavior. The teaching profession represents a specific position within an educational organization; this position entails a set of expected behaviors and encompasses the status, responsibilities, and relationships associated with the role (Üstüner, 2006). Attitude toward the teaching profession refers to individuals' emotional, cognitive, and behavioral tendencies regarding a teaching career. This attitude includes both positive and negative evaluations of the profession and reflects one's level of professional commitment (Eagly and Chaiken, 1993). When pre-service teachers have positive professional attitudes, they tend to encourage students' intrinsic motivation for learning, communicate more effectively and constructively, and actively contribute to making the learning environment more personalized and diverse (Andronache et al., 2014). Similarly, it has been found that pre-service teachers with positive attitudes demonstrate stronger professional identification and exhibit greater enthusiasm and dedication in classroom management and instructional practices (Üstüner, 2006; Kılınç and Ceyhun, 2017).

This research aims to fill an important gap in the existing literature by investigating the relationships between pre-service teachers' motivation to teach, their perceptions regarding the school climate, and their attitudes toward the teaching profession. Earlier studies mostly examined the direct, pairwise relationships among these variables and produced valuable insights. Concerning the association between teaching motivation and professional attitudes, research has typically identified a meaningful positive connection (Erdem & Koçyiğit, 2025; Zhao et al., 2023;

Baş, 2022; Kula, 2022; Pinkas, 2022; Davulcu et al., 2021; Rahman and Ashraf, 2020; Kanadlı, 2017 Ayık & Ataş, 2014; Uçgun, 2013; Chien et al., 2012). For instance, in a study conducted by Baş (2022) involving 447 pre-service teachers in Türkiye, it was revealed that teaching motivation was positively correlated with attitudes towards teaching, with components of attitude significantly predicting motivation. Similarly, Kula (2022), examining 361 pre-service teachers, concluded that intrinsic teaching motivation strongly predicted professional attitudes. These results imply that pre-service teachers who are highly motivated also exhibit more favorable professional attitudes (Kanadlı, 2017; Richardson and Watt, 2018). In this context, the following hypothesis has been developed, proposing that teaching motivation positively influences attitudes toward the teaching profession. This hypothesis posits that an increase in a teacher's teaching motivation results in the development of a more favorable attitude toward the profession.

H1: Teaching motivation positively influences attitudes toward the teaching profession.

In the literature concerning teaching motivation and school climate, the focus has predominantly been on the impact of school climate on teacher motivation. For instance, Pinkas (2022), in a study conducted with 467 teachers, found that perceived school climate significantly predicted teachers' work motivation. This finding indicates that a supportive and positive school environment can enhance teacher motivation. Similarly, Erdem and Koçyiğit (2025), in a large-scale study involving 3,883 teachers, revealed that teacher motivation plays a mediating role in the relationships between school climate and teaching quality, as well as between school climate and teacher job satisfaction. In another study conducted by Davulcu et al. (2021) with 3,868 teachers, a positive and moderate-level relationship was identified between school climate and teacher motivation. In this context, the following hypothesis was developed, proposing that teaching motivation positively influences school climate. This hypothesis suggests that teachers with high individual motivation may contribute to the development of a more positive climate within their schools.

H2: Teaching motivation positively influences school climate.

When investigating the relationship between school climate and attitudes towards teaching, existing literature commonly points to a significant positive connection between these variables. In a study conducted with 411 pre-service teachers, Güneş (2019) reported a notable positive association between perceived school climate and attitudes toward the teaching profession. Similarly, research by Cardina and Fegley (2016), involving 318 health education teachers, highlighted a positive correlation between these two factors. Additionally, Rahman and Ashraf (2020) examined 100 teachers and found a meaningful relationship between school climate perceptions and attitudes toward their profession. Based on these findings, a hypothesis was formulated suggesting that school climate positively affects attitudes toward teaching. In other words, it is anticipated that teachers working in supportive and positive school climates will hold more favorable views regarding their profession.

H3: School climate positively influences attitudes toward the teaching profession.

Previous research addressing the interactions among school climate, teaching motivation, and professional attitudes indicates that school climate can act as a mediating factor within various relationship models. For example, Pinkas (2021) demonstrated that perceived school climate partially mediated the relationship between principals' leadership approaches and teacher motivation. Likewise, Sun (2017) found that a positive school climate indirectly promoted teachers' willingness to adopt innovative practices. Consequently, this study aims to empirically examine—for the first time—a three-way interaction model involving school climate, teaching motivation, and attitudes toward teaching. Specifically, the hypothesis proposes that school climate might serve as an underlying mediator influencing the relationship between teachers' motivation and their attitudes toward the profession. In other words, it is expected that a supportive school climate could facilitate highly motivated teachers in developing more positive professional attitudes.

H4: School climate mediates the relationship between teaching motivation and attitudes toward the teaching profession.

Method

In this study, (SEM) was utilized to investigate the relationships among pre-service teachers' teaching motivation, perceptions of school climate, and attitudes toward the teaching profession. SEM is a robust statistical method integrating multiple analytical procedures, designed to investigate and validate the predictive connections between variables within complex structures (Bowen and Guo, 2011; Ullman and Bentler, 2012). The research model developed for this study and the proposed relationships among variables are illustrated in Figure 1.

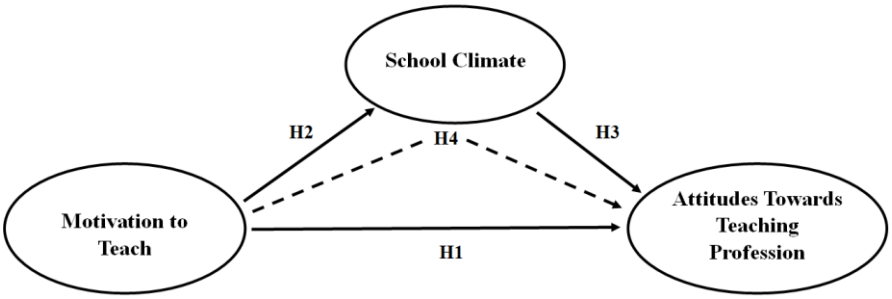

Figure 1: Proposed Model

Participants

This study was conducted with the participation of 377 pre-service teachers enrolled at the Faculty of Education of a university located in Eastern Türkiye. Data were collected using an online questionnaire distributed to students. The questionnaire included a concise and clear description of the study's purpose and guaranteed participant confidentiality. The demographic characteristics of the participants are presented in Table 1.

Table 1. Demographics of main study sample

Variable	Groups	N	%
Gender	Female	231	61.3
	Male	146	38.7
	Total	377	100
Field of Study	Social Sciences	246	65.3
	Natural Sciences	61	16.2
	Fine Arts / Physical Education / Conservatory	78	19.4
Preferred Teaching Level	Primary School	27	7.2
	Middle School	52	13.8
	High School	248	65.8
	Other	50	13.3

As shown in Table 1, 61.3% of the participants (n = 231) were female, while 38.7% (n = 146) were male, and it was observed that the participants were enrolled in various academic departments.

Data Collection Instruments

In this study, a personal information form, the School Climate Scale, the Motivation to Teach Scale, and the Attitude Toward the Teaching Profession Scale were used as data collection instruments.

Personal Information Form: Prepared by the researchers, this form includes descriptive information about the participants, such as age, gender, field of study, and the educational level at which they wish to teach.

Attitude Toward the Teaching Profession Scale: The internal consistency reliability of the Attitude Toward the Teaching Profession Scale, developed by Kahramanoğlu et al. (2018), was evaluated using Cronbach's alpha coefficient and the split-half reliability method. The Cronbach's Alpha coefficient for the 12-item, unidimensional version of the scale was calculated as .85. The reliability coefficient for the full scale was found to be .76. The confirmatory factor analysis (CFA) fit indices calculated for this study indicated a good fit ($\chi^2/df = 3.92$, RMSEA = 0.07, CFI = .91, TLI = .90, SRMR = 0.03).

Motivation to Teach Scale (MTS): The scale, developed by Kauffman, Yılmaz Soylu, and Duke (2011), was created to assess pre-service teachers' intrinsic and extrinsic motivations for teaching. During the development process, an item pool of 160 statements was created—80 for intrinsic motivation and 80 for extrinsic motivation. After expert reviews and a pilot study, the scale was finalized with 12 items. It is a 6-point Likert-type scale consisting of two subdimensions: intrinsic motivation and extrinsic motivation. The CFA fit indices calculated for this study indicated a good model fit ($\chi^2/df = 3.84$, RMSEA = 0.07, CFI = .96, TLI = .95, SRMR = 0.03).

School Climate Scale: In this research, the School Climate Scale for University Students developed by Terzi (2015) was utilized. The scale comprises 17 items organized into three subdimensions: school attachment (5 items),

communication (6 items), and learning environment (6 items). The CFA results calculated for this study indicated an acceptable model fit ($\chi^2/df = 4.68$, RMSEA = 0.08, CFI = .93, TLI = .92, SRMR = 0.04).

Data Collection

Upon receiving approval from the ethics committee of the Faculty of Education at Fırat University (Date: 16.07.2024 – Approval No: 25732), the data collection phase was initiated. An online questionnaire form was delivered via mobile and internet networks to pre-service teachers who voluntarily agreed to participate in the research. Participants received comprehensive information about the study's purpose and were explicitly informed that their personal details would remain strictly confidential. It was emphasized that no identifying information would be shared, and participants had the freedom to withdraw from the survey at any point without any consequences.

Data Analysis

Prior to performing the (SEM) analysis, common method bias was assessed. Common method bias refers to the shared variance that arises from the measurement method itself and is an important concern that should be tested prior to SEM analysis (Hair et al., 2021; Podsakoff et al., 2003). Such bias may emerge when survey instructions lead participants toward particular response tendencies or due to social desirability effects (Kock, 2017). In this study, Harman's single-factor test and Variance Inflation Factor (VIF) values were employed to evaluate the presence of common method bias. The calculated VIF values were found to be below 3, and the single-factor structure explained 47.96% of the total variance. These results indicate that common method bias is at a negligible level.

To assess the convergent and discriminant validity of the measurement model, Average Variance Extracted (AVE) and Composite Reliability (CR) values were calculated. Furthermore, Cronbach's alpha coefficient was used to evaluate the internal consistency reliability of the scales (Fornell and Larcker, 1981). For adequate levels of validity and reliability, AVE values should preferably be above 0.50, whereas both CR and Cronbach's alpha coefficients should exceed 0.70 (Fornell and Larcker, 1981; Nunnally and Bernstein, 1994).

Finally, the structural model was examined to evaluate the hypothesized relationships. The model fit was determined by using multiple fit indices, such as χ^2/df (chi-square to degrees of freedom ratio), RMSEA (Root Mean Square Error of Approximation), CFI (Comparative Fit Index), TLI (Tucker–Lewis Index), and SRMR (Standardized Root Mean Square Residual) (Kline, 2015). Good model fit is indicated by $\chi^2/df < 5$, RMSEA and SRMR < 0.08, and CFI and TLI > 0.90 (Hu and Bentler, 1999; Kline, 2015). To test the significance of indirect effects within the model, the bootstrap method with 2,000 resamples was applied and 95% confidence intervals were calculated (Davison and Hinkley, 1997; Efron and Tibshirani, 1994). Correlations between variables were interpreted as follows: 0.00–0.29 = weak, 0.30–0.69 = moderate, and 0.70–1.00 = strong (Cohen, 1988).

Table 2 provides descriptive statistics and reliability and validity coefficients for Attitude Towards Teaching Profession, Motivation to Teach, and School Climate scales.

Table 2. Descriptive Statistics, Reliability, and Validity

	$\bar{X}$	Sd	Skewness	Kurtosis	α	CR	AVE
1. Attitude Towards Teaching Profession	2.60	1.08	0.896	-0.585	0.97	0.97	0.79
2. Motivation to Teach	3.01	0.95	0.369	-0.904	0.95	0.96	0.67
2.1. Intrinsic Motivation	2.96	1.01	0.444	-0.673	0.93	0.93	0.66
2.2. Extrinsic Motivation	3.08	0.97	0.361	-0.612	0.91	0.91	0.69
3. School Climate	3.11	0.98	0.192	-1.069	0.96	0.97	0.70
3.1. Commitment to School	3.19	1.03	0.009	-0.873	0.91	0.91	0.69
3.2. Communication	3.07	1.09	0.173	-0.956	0.94	0.94	0.72
3.3. Learning Environment	3.08	1.10	0.144	-0.930	0.94	0.94	0.74

The skewness and kurtosis values for Attitude Towards Teaching Profession, Motivation to Teach, and School Climate fall within the normal distribution range (Tabachnick and Fidell, 2007). The Cronbach's Alpha reliability coefficients ranged from .91 to .97, indicating excellent internal consistency. The Composite Reliability (CR)

values ranged from 0.91 to 0.97, and the Average Variance Extracted (AVE) values ranged from 0.66 to 0.79, confirming good convergent validity (Fornell and Larcker, 1981). Among the variables, Commitment to School (M = 3.19, SD = 1.03), Learning Environment (M = 3.08, SD = 1.10), Extrinsic Motivation (M = 3.08, SD = 0.97), and Communication (M = 3.07, SD = 1.09) have relatively higher mean scores. On the other hand, Attitude Towards Teaching Profession has the lowest mean score (M = 2.60, SD = 1.08). The standard deviation values suggest heterogeneous opinions among participants.

Correlation values between variables and measurement model results are presented in Table 3.

Table 3. Correlation Values and Measurement Model

	1.	**2.**	**2.1**	**2.2**	**3**	**3.1**	**3.2**	**3.3**
1. Attitude Towards Teaching Profession	1							
2. Motivation to Teach	.816**	1						
2.1. Intrinsic Motivation	.806**	.971**	1					
2.2. Extrinsic Motivation	.742**	.936**	.823**	1				
3. School Climate	.695**	.689**	.663**	.653**	1			
3.1. Commitment to School	.613**	.655**	.631**	.620**	.866**	1		
3.2. Communication	.639**	.597**	.579**	.558**	.932**	.700**	1	
3.3. Learning Environment	.651	.645**	.615**	.620**	.938**	.721**	.826**	1
Measurement Model Fit Values	**χ2/df**	**RMSEA**	**SRMR**	**CFI**	**TLI**			
	3.54	0.07	0.05	0.90	0.90			

An analysis of the correlation coefficients among the research variables revealed that all relationships were statistically significant at the .01 level. Notably, a strong positive correlation was found between Attitude Toward the Teaching Profession and Motivation to Teach ($r = .816$, $p < .01$). Similarly, a strong positive relationship was found between Motivation to Teach and its sub-dimensions: Intrinsic Motivation ($r = .971$, $p < .01$) and Extrinsic Motivation ($r = .936$, $p < .01$). Furthermore, School Climate showed high positive correlations with Commitment to School ($r = .866$, $p < .01$), Communication ($r = .932$, $p < .01$), and Learning Environment ($r = .938$, $p < .01$). The measurement model fit indices indicated good model fit ($\chi^2/df = 3.54$, RMSEA = .07, SRMR = .05, CFI = .90, TLI = .90).

The structural equation model illustrating the effect of Motivation to Teach on Attitudes Toward the Teaching Profession, mediated by School Climate, is displayed in Figure 2.

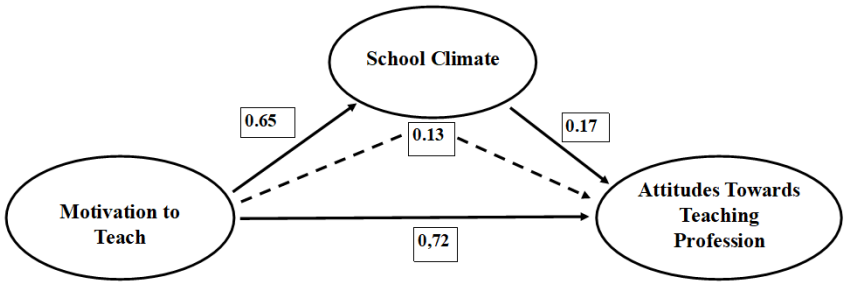

Figure 2. Illustrates the direct and indirect relationships among Motivation to Teach, School Climate and Attitudes Towards Teaching Profession.

According to the (SEM) results, Motivation to Teach has a strong direct effect (β = 0.72) on Attitudes Towards Teaching Profession and also has a significant indirect effect through School Climate (β = 0.13). Additionally, Motivation to Teach significantly predicts School Climate (β = 0.65), and School Climate in turn positively affects Attitudes Towards Teaching Profession (β = 0.17). In the model, solid lines indicate direct paths, while dashed lines represent indirect paths.

Table 4. Bootstrapping results for mediation model of Attitude Towards Teaching Profession, Motivation to Teach, and School Climate

	β	S.E.	z	95% Confidence Interval		R^2	p
				Lower	Upper		
Total effect							
Motivation to Teach → Attitudes Towards Teaching Profession	0.854	0.023	37.841	0.81	0.53	0.69	0.000
Specific direct effect							
Motivation to Teach → Attitudes Towards Teaching Profession	0.722	0.055	13.109	0.63	0.81		0.000
Motivation to Teach → School Climate	0.652	0.073	8.983	0.66	0.81	0.47	0.000
School Climate → Attitudes Towards Teaching Profession	0.179	0.062	2.918	0.07	0.27		0.000
Specific indirect effect							
Motivation to Teach → School Climate → Attitudes Towards Teaching Profession	0.132	0.044	3.008	0.05	0.20		0.003
SEM Fit Values	**χ2/df)**	**RMSEA**	**SRMR**	**CFI**	**TLI**		
	3.54	0.07	0.05	0.90	0.90		

The bootstrap analysis results revealed that Motivation to Teach positively and significantly influences Attitudes Towards Teaching Profession (β = 0.722; p < .000) and School Climate (β = 0.652; p < .000). Additionally, School Climate positively and significantly influences Attitudes Towards Teaching Profession (β = 0.179; p < .000). The (SEM) analysis also indicated that Motivation to Teach has a positive and significant indirect effect on Attitudes Towards Teaching Profession through School Climate (β = 0.132; p < .003). The total effect of Motivation to Teach on Attitudes Towards Teaching Profession is positive and significant (β = 0.854; p < .000). Furthermore, Motivation to Teach explains 47% of the variance in School Climate, while Motivation to Teach and School Climate together explain 69% of the variance in Attitudes Towards Teaching Profession. The model fit indices indicate good model fit (χ^2/df = 3.54, RMSEA = .07, SRMR = .05, CFI = .90, TLI = .90).

Discussion

This study utilized (SEM) to examine the relationships among pre-service teachers' teaching motivation, their perceptions of school climate, and their attitudes toward the teaching profession. The results were found to align with previous research in the existing literature. Each result, when analyzed within the scope of existing research, offers both points of consistency and contributions specific to the field. Theoretically, this study contributes to the literature by positioning school climate not only as an outcome variable but also as a contextual mechanism that amplifies or regulates the influence of intrinsic motivation on professional attitudes.

The analysis revealed that pre-service teachers' teaching motivation was a strong predictor of their attitudes toward the profession. Individuals with higher motivation levels exhibited more favorable attitudes toward teaching. This result aligns with previous findings in the literature (Kula, 2022; Ayık and Ataş, 2014; Kontaş, 2016). This suggests that fostering intrinsic motivation during teacher education may enhance pre-service teachers' professional attitudes. This underscores the applicability of Self-Determination Theory (Deci & Ryan, 1985) in explaining how autonomous motivation can translate into strong occupational commitment among prospective teachers.

Another significant finding of this study is that pre-service teachers' motivation to teach was a strong predictor of their perceptions of school climate. Although past studies have predominantly focused on how school climate influences teacher motivation, there is also evidence from existing research that points to a mutual relationship between these two variables (Pinkas, 2022; Pişmek et al., 2023; Fang and Qi, 2023; Erdem and Koçyiğit, 2025; Ali and Saleh, 2021). The present findings suggest that highly motivated pre-service teachers may either perceive school environments more positively or contribute to the formation of a more supportive and engaging climate. Thus, enhancing teacher motivation may yield benefits not only at the individual level but also in fostering a more positive overall school climate. This insight provides a reverse-directional interpretation rarely explored in prior studies, highlighting the role of agency in shaping contextual perception.

In our study, school climate was also found to significantly predict pre-service teachers' attitudes toward the profession. This finding is largely consistent with prior research that has explored the influence of school climate on teacher attitudes (Güneş, 2019; Weisel and Dror, 2006; Maxwell, 2016). However, in our model, the effect of school climate was lower than the effect of teaching motivation. This may indicate that individual motivation plays

a primary role in shaping professional attitudes, while environmental conditions are secondary. This supports the argument that while institutional factors matter, internalized values and intrinsic drives are more decisive in early-stage professional identity formation.

Another notable result in our structural model is the significant indirect effect of teaching motivation on attitudes toward the profession. This indicates that teaching motivation influences professional attitudes not only directly but also indirectly through the mediating role of school climate. In other words, highly motivated pre-service teachers tend to develop positive professional attitudes both directly and by perceiving or contributing to a supportive school climate. This finding is supported by studies that emphasize the interaction between motivation and environmental factors. For instance, Zeidan (2023) found that both motivation and school climate play a joint role in teachers' decisions to remain in or leave the profession, highlighting the need for further exploration of their interrelations. Similarly, another study identified teacher motivation as a mediator in the relationship between school climate and job satisfaction (Erdem and Koçyiğit, 2025). Such findings underscore the importance of considering individual motivation and organizational context together in understanding teacher behavior and attitudes. In our model, although the direct effect of teaching motivation was notably strong, the additional indirect effect via school climate suggests a partial mediation. This means that the impact of motivation is not confined solely to internal factors but can be further amplified in a conducive school environment. This partial mediation demonstrates that motivation interacts with environmental affordances, offering empirical support for ecological frameworks like Person–Environment Fit Theory (Kristof-Brown et al., 2005).

Overall, the proposed model in this study proved to be highly effective in explaining pre-service teachers' professional attitudes. Specifically, it accounted for approximately 47% of the variance in school climate and 69% of the variance in attitudes toward the teaching profession. These high levels of explained variance indicate that variables such as motivation and school climate play a critical role in shaping how pre-service teachers view the profession. In conclusion, this study provides a more holistic perspective by situating the themes of motivation and attitude within the context of school climate in teacher education. While previous research has typically examined these variables in pairs, the current study's integration of all three offers richer theoretical and practical insights. This integration of motivation, climate, and attitude variables in a single mediational framework sets a foundation for future longitudinal research, policy development, and curriculum innovation in teacher education.

Conclusion and Recommendations

The general findings of this study can be summarized as follows:

School climate has a substantial impact on pre-service teachers' motivation for teaching and their attitudes toward the teaching profession. When pre-service teachers perceive the school climate positively, their motivation tends to increase, leading to more favorable professional attitudes.

Teaching motivation emerged as a key determinant influencing pre-service teachers' attitudes toward the teaching profession. Pre-service teachers exhibiting higher motivation levels were found to hold more positive professional attitudes and values. This indicates that intrinsic motivation significantly shapes commitment and enthusiasm for the teaching career. Additionally, the findings revealed an indirect relationship in which school climate influences attitudes toward teaching through its impact on teaching motivation. In other words, a positive school climate first boosts motivation, which in turn leads to improved professional attitudes. Additionally, the direct effect of school climate was found to be significant; a supportive school environment can positively shape professional attitudes independently of motivation levels. This finding underscores the multifaceted importance of school climate in teacher education.

Based on these findings, several recommendations can be made for teacher education programs and educational policy at both individual and institutional levels. First, it is essential to prioritize experiences and activities that strengthen pre-service teachers' intrinsic motivation. Practical experiences that increase candidates' desire to teach have been shown to positively influence their professional attitudes. Second, creating and conveying a positive school climate to pre-service teachers is crucial. Candidates who are trained or intern in schools characterized by collaboration, open communication, and a culture of support are more likely to develop strong professional commitment. Future research could extend this model by incorporating additional variables, such as self-efficacy beliefs, leadership support, or teacher stress, to offer a broader perspective on factors influencing attitudes toward the teaching profession. Moreover, employing longitudinal research designs could facilitate a deeper understanding of how teaching motivation and professional attitudes evolve over time, as well as provide insights into the sustained impact of school climate. To support policymakers, it is recommended to design national teacher

education frameworks that mandate structured motivational enhancement activities—such as reflective teaching journals, peer mentoring systems, and value-based training modules—as part of initial teacher preparation programs. For practitioners and school administrators, fostering a climate of psychological safety, shared leadership, and teacher autonomy may help enhance both teacher motivation and retention.

The findings of this research indicate that pre-service teachers who possess higher motivation levels and are educated within supportive school environments generally exhibit more favorable attitudes toward teaching as a profession. Therefore, it is important to simultaneously address both individual and institutional aspects when aiming to nurture qualified and committed future teachers. In future research, it is suggested to test this model in diverse cultural and institutional contexts to assess its generalizability and relevance beyond the current sample. Researchers may also consider using mixed-method approaches to capture the nuanced interplay between motivational dynamics and perceived climate factors, offering a more holistic understanding of teacher identity development over time.

Author Contribution Rate
Author contribution rate is 100%

Ethical Approval
Ethical permission (16.07.2024-25732) was obtained from Firat University institution for this research.

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