



## The Mediating Role of Motivation to Teach in Burnout Levels and Attitudes toward the Teaching Profession of Prospective Teachers

### Öğretmen Adaylarının Tükenmişlik Düzeyleri ve Öğretmenlik Mesleğine Yönelik Tutumlarında Öğretme Motivasyonunun Aracılık Rolü

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**ABSTRACT:** This study aims to reveal the relationship between burnout levels, attitudes toward the teaching profession, and motivation to teach in prospective physical education and sports teaching. Accordingly, the mediating role of motivation to teach in the relationship between burnout levels and attitudes toward the teaching profession of prospective teachers was investigated. The data of the study were collected online from 685 prospective teachers who studied in the field of sports education in 12 state universities in Turkey. The data were collected by using “Burnout,” Attitudes toward Teaching Profession,” and “Motivation to Teach” scales. Path analyses were conducted to test the direct prediction power of burnout and motivation to teach on the attitudes toward the teaching profession and the indirect prediction power of burnout on attitudes toward the teaching profession through motivation to teach. In conclusion, it was determined that burnout negatively predicted attitude toward the teaching profession and motivation to teach in a significant way, while motivation to teach predicted attitude toward the teaching profession positively in a significant way. Furthermore, it was determined that the negative effect of burnout on the attitude toward the teaching profession was reduced by the mediating role of motivation to teach.

**Keywords:** Attitude toward profession, burnout, motivation to teach, physical education, prospective teacher.

**ÖZ:** Bu araştırmanın amacı, beden eğitimi ve spor öğretmeni adaylarının tükenmişlik düzeyleri, öğretmenlik mesleğine yönelik tutum ve öğretme motivasyonları arasındaki ilişkileri ortaya koymaktır. Bu kapsamda, öğretmen adaylarının tükenmişlik sendromlarıyla öğretmenlik mesleğine yönelik tutumları arasındaki ilişkide öğretme motivasyonunun aracılık etkisi incelenmiştir. Araştırmaya yönelik veriler, Türkiye’de 12 devlet üniversitesinde spor eğitimi alan 685 öğretmen adayından çevrimiçi ortamda elde edilmiştir. Veriler, “Tükenmişlik”, “Öğretmenlik Mesleğine Yönelik Tutum” ve “Öğretme Motivasyonu” ölçekleri ile elde edilmiştir. Tükenmişliğin ve öğretme motivasyonunun öğretmenlik mesleğine yönelik tutum üzerindeki doğrudan yordayıcılık gücüyle, tükenmişliğin öğretme motivasyonu üzerinden öğretmenlik mesleğine yönelik tutum üzerindeki dolaylı yordayıcılık gücünü sınamak için yol analizi kullanılmıştır. Sonuç olarak, tükenmişliğin öğretme motivasyonunu ve öğretmenlik mesleğine yönelik tutumu negatif yönde anlamlı bir şekilde yordadığı, öğretme motivasyonunun öğretmenlik mesleğine yönelik tutumu pozitif yönde ve anlamlı bir şekilde yordadığı görülmüştür. Ayrıca, tükenmişliğin öğretmenlik mesleğine yönelik tutum üzerindeki olumsuz etkisinin öğretme motivasyonunun aracılık rolü ile azaldığı tespit edilmiştir.

**Anahtar kelimeler:** Mesleğe yönelik tutum, tükenmişlik, öğretme motivasyonu, beden eğitimi, öğretmen adayı.

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One of the most important factors in the education and teaching process is teachers. To achieve the ultimate aims and obtain quality results, it is necessary to improve the efficiency of teachers in all educational institutions. Therefore, it can be stated that improving the efficiency of teachers in educational institution and meeting the needs of society are among the primary goals. Accordingly, it can be to reveal the factors that negatively affect teachers' performances. When the literature on the matter is reviewed, it was observed that burnout syndrome is one of the most important factors (De Stasio et al., 2017; Ryan & Deci, 2017; Skaalvik & Skaalvik, 2011; Zikai, 2018). Busis et al. (2017) emphasized that the burnout sensations experienced by prospective teachers negatively affected their attitude toward the profession and reduced their desire to achieve a career. Furthermore, certain studies revealed that the burnout sensations experienced by prospective teachers reduced their quality of life significantly and accordingly, affected their efficiency in the education and teaching processes negatively (Carson et al., 2011; Koustelios & Tsigilis, 2005; Maslach et al., 2001).

For an education system with high quality and efficiency, it is of importance to develop the professional knowledge and skills of the teachers who serve in an educational system. Furthermore, it is important to improve the attitudes of prospective teachers, who constitute an important part of future education, toward the teaching profession.

Attitudes of individuals toward a profession also affect their ability to conduct that profession effectively. Accordingly, the importance of attitude in choosing a profession and practicing professions efficiently cannot be ignored. Attitude toward a profession can be defined as affective characteristics, such as enjoying the profession that is practiced, feeling a sense of belonging to the profession, being conscious of having a profession that can provide social benefits, and believing in abilities to improve the profession (Parvez & Shakir, 2013). Hussain et al. (2011) stated that an individual's attitudes toward the profession affected their performance positively. Can (2010) emphasize that developing a positive attitude toward the teaching profession had a constructive effect on all the parameters that were related to the teaching profession. Semerci and Semerci (2004) emphasized the importance of doing practices that will increase positive attitudes in order to eliminate prospective teachers' negative attitudes towards the profession. Therefore, prospective teachers need to have positive attitudes toward the profession before starting to serve.

When the literature was reviewed, it was observed that many studies revealed the relationship between burnout syndrome and attitude toward the teaching profession (Byrne, 1998; Kadi et al., 2015; Kutsal & Bilge, 2012; Reglin & Reitzammer, 1998; Zhang et al., 2000). Pearson and Moomaw (2005) emphasized that the teaching profession could drag teachers to stress and burnout in all the fields of their lives. Therefore, certain studies stated that stress and the following burnout syndrome affected the attitudes of teachers toward their profession negatively and forced them to choose a career in another field. On this subject, Kadi et al. (2015) stated that there were significant and negative relationships between attitudes toward the teaching profession and burnout syndrome.

To improve quality and efficiency in an education system, it is an important matter to train teachers who receive teaching education and who have high levels of motivation to teach. It was stated that while starting to receive teacher training or

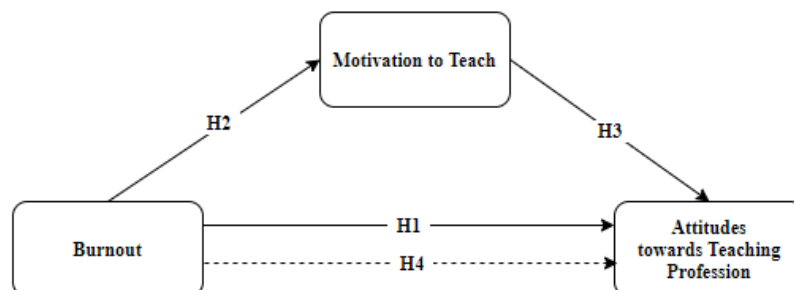
adopting a new career, motivation was a significant psychological factor. The efficiency of the effort spent on learning undoubtedly depends on motivation. In studies that classified motivation to teach, it was observed that motivations related to internal, external, and altruistic goals were mentioned (Kilinç et al., 2012; Mansfield et al., 2012; Roness, 2011; Thomson et al., 2012; Watt & Richardson, 2012). Roth et al. (2007) stated that self-motivation to teach was related to higher individual success and lower burnout levels in addition to teaching behaviors related to encouraging autonomous motivation for learning in students.

### Conceptual Model and Hypotheses

It can be stated that the main components of education include students, teachers, and schools when stated as a system. The coherent interaction of these components with each other is of importance in terms of success. These three main components can be thought to have social, psychological, and economic aspects. Therefore, to achieve the success that is aimed, it is important for all the components of the system to have a well-being state in terms of every aspect. Within this framework, in this study, how the attitudes of prospective physical education and sports teachers toward the profession were affected by burnout syndrome was revealed, and it was attempted to determine the intensity of the mediating role of motivation to teach in this interaction. As a result of the comprehensive literature review, it was observed that there was no study that investigated the mediating role of motivation to teach in the relationship between the burnout levels of prospective physical education and sports teachers and their attitude toward the teaching profession. It is thought that the results of this study will fill this gap in the literature. Accordingly, the model that is proposed in the study, the relationships between burnout, attitude toward the teaching profession, and motivation to teach as well as the mediating role of motivation to teach in this relationship, were presented in Figure 1.

Figure 1

#### *Theoretical Framework*



Tsigilis et al. (2011) stated that physical education and sports teachers experienced concerns in terms of controlling students in outer environments and protecting their health in courses, which led them to experience further burnout. The negative effects of burnout on the attitude toward the teaching profession were revealed

in various studies (Byrne, 1998; Kadi et al., 2015; Reglin & Reitzammer, 1998). According to this information, it is assumed that burnout can affect attitude toward the teaching profession negatively. Therefore, the following hypotheses were presented within the framework of the study.

*H1: Burnout negatively predicts the attitude toward the teaching profession.*

Dorost et al. (2017) stated that burnout decreased job satisfaction in physical education and sports teachers, caused high stress levels, and decreased performance. Fernet et al. (2008) stated that internal motivation brought higher levels of job satisfaction and less burnout and reported that teachers with high motivation levels were more interested in their jobs. Accordingly, burnout may affect motivation to teach negatively. Thus, the following hypothesis was presented.

*H2: Burnout negatively predicts motivation to teach.*

Ömür and Nartgün (2013) stated that the motivation to teach in prospective teachers had a determinant effect on their attitudes toward the profession of teaching. Ayık and Ataş (2014) emphasized a positive and strong relationship between teachers' attitudes toward the teaching profession and their motivation to teach. When the attitudes of prospective teachers toward the profession are positive, their motivation levels to teach are increased in the same way. Therefore, the 3rd hypothesis was presented below.

*H3: Motivation to teach positively predicts attitude toward the teaching profession.*

Finally, certain studies reported that burnout had negative effects on the attitude toward the teaching profession (Kutsal & Bilge, 2012; Zhang et al., 2000) while motivation to teach improved attitude toward the teaching profession (Ayık & Ataş, 2014). Furthermore, the negative relationship between burnout and motivation to teach (Fernet et al., 2008) introduced the assumption that motivation to teach could improve the attitude toward the teaching profession by decreasing the negative effects of burnout via its mediating role. Accordingly, the hypothesis below was presented.

*H4: Motivation to teach has a mediating role in the relationship between burnout and attitude toward the teaching profession.*

## **Method**

This study was conducted according to the correlational survey model, which is one of the quantitative research models. The sample of the study was determined by the snowball sampling method. The snowball sampling method includes the establishment of contact with a unit in a population and contacting others via the first unit to achieve connections between units. Therefore, the sample of the study is enlarged in a chain reaction as a snowball (Gürbüz, 2018). Accordingly, 685 prospective physical education and sports teachers, who studied in 12 state universities in Turkey, were contacted and their perceptions were utilized. To obtain the data from the sample, three scales were utilized. The information regarding these scales was presented below.

*Burnout Scale:* The Burnout Scale was developed by Pines and Aronson (1988) and the short form of the scale was developed by Pines (2005). The validity and reliability study of the scale in Turkish was conducted by Çapri (2013). The scale consists of ten items with a one-factor structure that is scored with a 7-point Likert-type

scale. Çapri (2013) calculated the Cronbach Alpha value for the reliability of the scale as 0.91. In this study, the Cronbach Alpha reliability coefficient was calculated as 0.87.

*Attitudes towards Teaching Profession Scale:* The Attitudes toward Teaching Profession Scale was developed by Kahramanoğlu et al. (2018) and consisted of twelve items and one factor. The scale is scored with a 5-point Likert-type scale. Kahramanoğlu et al., (2018) calculated the Cronbach Alpha reliability coefficient of the scale as 0.85. In this study, the Cronbach Alpha reliability coefficient was calculated as 0.90.

*Motivation to Teach Scale:* The Motivation to Teach Scale was developed by Kauffman et al. (2011) and the reliability and validity study of the scale in Turkish was conducted by Güzel-Candan and Evin-Gencil (2015). The scale consists of twelve items and has two factors that are scored with a 6-point Likert-type scale. Güzel-Candan and Evin-Gencil (2015) calculated the Cronbach Alpha internal consistency coefficient of the scale as 0.92. In this study, the Cronbach Alpha internal consistency coefficient of the scale was calculated as 0.87.

To collect the data from the sample, the scale forms were prepared in an online format. The researchers sent the scale forms to prospective teachers by e-mail and messages (WhatsApp, SMS) through Google Forms. The scale forms were kept available for twelve weeks for the prospective teachers to respond online, and the participants were given the right to respond to the scale once.

After collecting the data, the responses to the scales were checked for invalid or missing data, and the responses that were invalid or missing were excluded. Finally, the demographic information of the 685 prospective physical education and sports teachers was presented below (Table 1).

Table 1

*Demographic information of the sample*

Variable	Statistics
Gender	Male= 422 (61.6%), Female= 263 (38.4%)
Age	18-39 age range; Mean age= 22.33
Grade Level	1st grade=169; 2nd grade= 159; 3rd grade=166; 4th grade=191
Total (N)	685

### **Ethical Procedures**

Participants were informed of the study's purpose before proceeding to the implementation phase. Study participants are selected based on the principle of voluntarism. The pre-service teachers were informed that they would be able to leave the research at any time. There was no disclosure of real identity information about the pre-service teachers during any of the phases. It has been confirmed that there is no ethical problem with the research by the ethics committee's report (Firat University Social and Human Sciences Research Ethics Committee, 18.10.2021/02/01).

### Statistical Analysis

In the study, licensed SPSS 22 software was used for the main statistical analysis, while licensed AMOS 22 software was used for the structured equation model. For the mediating role analyses, the Process add-on of licensed SPSS 22 software was used for mediating role analyses.

Before the data analyses, the data were evaluated for outlier values, and the extreme values were removed. Then, the data were evaluated in terms of normal distribution and linearity. The variables were determined to be between  $\pm 1.5$  in terms of skewness and kurtosis values, and thus, it was decided that the data provided a normal distribution (Table 2). Furthermore, the correlation levels of the variables in the study were investigated to evaluate the existence of multicollinearity. The multicollinearity was investigated via the variance inflation factor (VIF), and it was determined that there was no multicollinearity between the variables (acceptable VIF <5.0). Before testing the mediating role, the descriptive statistics of the variables (arithmetic mean, standard deviation, skewness, and kurtosis) and the correlation between the variables were evaluated. To confirm the mediating role, the confidence interval that was created by 10.000 preloading at 95% (CI) was tested to reflect the significant and indirect effects. The indirect effect was deemed significant when it did not include the CI value of zero (Hayes, 2017). In the analyses, certain index values were calculated and interpreted for modeling the structural equation model. Schermelleh-Engel et al. (2003) stated that RMSEA values of 0.05 and lower indicated a good fit, while values of 0.1 and lower indicated an acceptable fit in addition to GFI, AGFI, CFI, and IFI values closer to 1, which indicated good fits.

### Results

According to the aims of the study, the results regarding the perceptions of the prospective physical education and sports teachers in Turkey were presented below. The burnout levels of the prospective physical education and sports teachers, their attitudes toward the teaching profession, descriptive stations regarding their motivations, and the relationships between the variables were presented in Table 2.

Table 2

*Means, Standard Deviations, and Correlation Results*

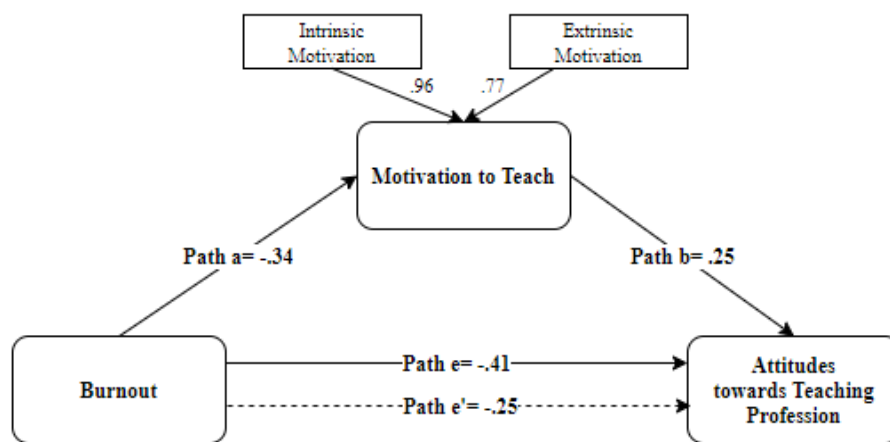
Variables	<i>M</i>	<i>SD</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>Skewness</i>	<i>Kurtosis</i>
1: BS	2.77	1.10	-				.701	.194
2: ATTP	3.99	.584	-.413*	-			-1.008	.491
3: MT	4.45	.979	-.374*	.491*	-		-.579	.010
4: IM	4.57	1.03	-.365*	.509*	.952*	-	-.788	.393
5: EM	4.27	1.07	-.329	.393*	.912*	.744*	-.443	.187

*N* = 685; \**p* < 0.001; BS = Burnout Scale; ATTP = Attitudes towards Teaching Profession; MT = Motivation to Teach; IM = Intrinsic Motivation; EM = Extrinsic Motivation

As seen in Table 2, it was determined that there was a negative relationship between the burnout levels of the prospective teachers and their attitudes toward the

teaching profession ( $r = -0.413$ ) and motivation to teach ( $r = -0.374$ ). It was also determined that there was a positive correlation between attitudes toward the teaching profession and motivation to teach ( $r = 0.491$ ). Moreover, when the kurtosis and skewness values of the scales were examined, it was seen that the normality assumption coincided with each other. The structural equation model toward the relationship between burnout, motivation to teach, and attitude toward the teaching profession were presented in Figure 2.

Figure 2  
Structural Equation Model



A structural equation model (Model 1, the model regarding the test of H1) toward the relationship between burnout and attitude toward the teaching profession. In the model, no modification was conducted (Figure 2). As can be seen in Table 3, burnout was a negative predictor of attitude toward the teaching profession ( $\beta_e = -0.41$ ;  $p < 0.001$ ). Burnout predicted 17% of the variance regarding the attitude toward the teaching profession ( $R^2 = 0.171$ ;  $p = 0.000$ ). The model (Model 2, the model regarding the test of H2) regarding the prediction power of burnout on motivation to teach was created. It was determined that burnout negatively predicted motivation to teach ( $\beta_a = -0.34$ ;  $p < 0.001$ ). In Model 3 (the model regarding the test of H3), the results regarding the prediction power of motivation to teach on attitude toward the teaching profession were presented. It was determined that the prediction power of motivation to teach on attitude toward the teaching profession was positive and significant ( $\beta_b = 0.25$ ;  $p < 0.001$ ). When burnout and motivation to teach (mediating variable) were included simultaneously in the model (the model regarding the test of H4), it was observed that the relationship between burnout and attitude toward the teaching profession decreased from -0.41 to -0.25. It was determined that the effect level was significant ( $p < .001$ ). This supported the mediating hypothesis as well. Table 3 shows the results for the regression models.

Table 3  
*Results of the Regression Test*

Model	Predictive (Exogenous)	Predicted (Endogenous)	B	S.E.	t-value	p
Model 1	BS	MT	-.34	0.033	-10.443	0.000
Model 2	BS	ATTP	-.41	0.018	-11.861	0.000
Model 3	MT	ATTP	.25	0.025	10.242	0.000

*N= 685; \*\*p < 0.001; BS= Burnout Scale; ATTP= Attitudes towards Teaching Profession; MT= Motivation to Teach; IM= Intrinsic Motivation; EM= Extrinsic Motivation*

As seen in Table 3, when the results of the regression analysis were examined, it was determined that the paths followed for the models were significant. The study's results indicated that motivation to teach partially mediated the relationship between burnout and attitude toward the teaching profession. Preloading and Sobel tests revealed whether the indirect effect of motivation to teach was significant. Table 4 shows the results of the Sobel test.

Table 4  
*Results of the Sobel z Test*

Model	$\beta$	95% CI	Sobel Z	p
BS - MT - ATTP	-.16	.054, .112	-3.35	.001

As seen in Table 4, the analysis results showed that the mediation effect was significant and within the expected confidence interval (CI= .054, .112). If this confidence interval does not contain zero, mediation is considered to be present (Field, 2013). Furthermore, it was determined that the results of the tests were statistically significant (Sobel Z = -3.35;  $p < .001$ ). It was determined that motivation to teach had a partial mediating role in the relationship between burnout and attitude toward the teaching profession. The fit indices for the model are presented in Table 5.

Table 5  
*Summary of Goodness of Fit Statistics for Model*

Model	df	$\chi^2$	AGFI	GFI	CFI	TLI	RMSEA	SRMR
BS - MT - ATTP	1	3.690	.97	.99	.99	.98	.063	.011

As seen in Table 5, fit indices for both models were at an acceptable level (Schermelleh-Engel et al., 2003). The model that was tested with the mediating variable was statistically significant ( $F= 105.97$ ,  $p < 0.001$ ) while predicting 32% of the variance in the attitude toward the teaching profession ( $R^2 = .318$ ).



## Discussion and Conclusion

In this study, a conceptual model for determining the variables that predicted attitudes toward the teaching profession was developed. In this model, burnout in prospective physical education and sports teachers was built as an independent variable, while motivation to teach was built as both independent and mediating variables in addition to the variable of attitudes toward the teaching profession as a dependent variable.

The results of the study indicated that all the hypotheses (Hn) were supported. In the study, the model was tested by conducting path analyses by the variables in the conceptual model. Coherent with H4, the relationship between burnout and attitude toward the teaching profession also demonstrated that motivation to teach had a partial mediating role. This indicated strong evidence that the negative effect of burnout on attitude toward the teaching profession could be reduced through motivation to teach (mediating variable). In the literature, it was observed that no study investigated the mediating role of motivation to teach in the relationship between attitude toward the teaching profession and burnout. However, similar studies emphasized that motivation to teach was a significant variable that affected the quality of education, created effective learning-teaching environments, and thus, enabled the achievement of desired goals in education (König & Rothland, 2012; Roness & Smith, 2010). In this matter, Stupnisky et al. (2018) revealed a model that based motivation to teach on the self-determination theory for the most effective educational applications in faculties. In this model, it was concluded that basic psychological needs (autonomy, competence, and relevance) affected motivation while motivation (autonomous, intrinsic, and extrinsic) affected the most effective teaching applications (effectiveness in teaching, high-level learning, reflective thinking, holistic thinking, cooperative learning). Irnidavanti et al. (2016) stated that teachers who were motivated to teach improved the quality of education. Han and Yin (2016) stated that motivation to teach was related to various educational parameters, such as innovative approaches to education and effective teaching applications. Furthermore, Cao et al. (2020) emphasized that there was a cause-effect relationship between motivation to teach, self-efficacy of teachers, and motivation to teach. It was concluded that the self-efficacy of teachers positively affected motivation to teach while motivation to teach affected innovative teaching perspective positively.

According to the results of this study and the other studies in the literature, it could be stated that the positive effects of motivation to teach improved attitude toward the teaching profession by reducing burnout. Although no study investigated burnout, attitude toward the teaching profession, and motivation to teach together, and numerous studies investigated the relationships between the related variables separately were conducted (Byrne, 1998; Kadi et al., 2015; Kutsal & Bilge, 2012; Reglin & Reitzammer, 1998; Zhang et al., 2000).

The results of the current study indicated that burnout negatively predicted motivation to teach in a significant way, which was coherent with H1. The results indicated that there was a negative relationship between burnout and attitude toward the teaching profession. In the literature, the results of the studies that revealed the relationship between attitude toward the teaching profession and burnout (Byrne, 1998; Kadi et al., 2015; Kutsal & Bilge, 2012; Reglin & Reitzammer, 1998; Zhang et al.,

2000) were coherent with the results of this study. Cao et al. (2020) stated that academics experienced burnout in their duties due to the conflicts between research and teaching, and their attitudes toward their profession were affected negatively due to job insecurity. In the study, the results were coherent with the results of these studies.

The results of the study that indicated the negative predictive power of burnout on motivation to teaching were coherent with H3 and the literature. On this matter, Kadi et al. (2015), in their study, reported that high levels of burnout levels in teachers affected teachers' performance negatively and caused their performances to decrease. Lee (2019) stated that there was a positive and significant relationship between the burnout levels of physical education and sports teachers and their willingness to quit the profession. Furthermore, Utomo et al. (2019) stated that the teachers who served in disadvantageous regions could not meet their basic psychological needs, and lost their self-respect due to bad school climate, and experienced burnout, which affected their attitude toward teaching negatively. Accordingly, it can be stated that low performances of teachers in teaching activities could affect their motivation negatively.

In the study, despite the negative effects of burnout on the attitude toward the teaching profession, it was determined that motivation to teach predicted attitude toward the teaching profession positively and significantly. This result was coherent with H3. Within this framework, Ayık and Ataç (2014) discovered that there was a positive, significant, and strong relationship between the attitude toward the teaching profession and motivation to teach, which strengthened the results of this study. Similarly, Ömür and Nartgün (2013) stated that motivation to teach in prospective teachers had a positive effect on their attitude toward the teaching profession. Tang et al. (2014) stated that the motivation to teach in prospective teachers was positively affected by their rich learning experiences and their active attitudes in learning-teaching processes. Furthermore, when the motivation of teachers with high levels of motivation to teach decreased, their attitudes toward the profession were also affected negatively (Anghelache, 2015). This strengthened the evidence regarding the presence of a linear relationship between attitude toward the teaching profession and motivation to teach. These studies strengthened the results of this study.

Further studies are required to evaluate the relationship between burnout, motivation to teach, and attitude toward the teaching profession. In this study, the size of the sample that covered a wide population can be considered important in generalizing the results. However, it should not be forgotten the path analysis in the study, due to its nature, was based on the assumptions provided by the researchers. Therefore, the results of studies to be conducted with different variables and different assumptions in the future may not provide the same results. Furthermore, the cross-sectional structure of the study should be paid attention to. Kenny (2007) stated that attention should be paid in terms of conducting mediating analysis in cross-sectional data. Accordingly, it is of importance for future studies to utilize the structural equation model with other methodological approaches while explaining the relationship between the variables. In conclusion, in this study, it was determined that the burnout levels of prospective physical education and sports teachers had a negative effect on their attitudes toward the teaching profession. In this negative relationship between burnout and attitude toward the profession, strong evidence was obtained regarding the mediating role of motivation to teach. Motivation to teach assumed a mediating role that

reduced the negative effects of burnout on attitude toward the teaching profession. The current study presents a conceptual model in terms of improving the attitudes of prospective physical education and sports teachers toward their profession. In the higher education institutions of teacher training in countries that focus on quality in education, it is of importance to consider activities that reduce burnout levels of students and improve positive attitudes toward the teaching profession. This is because the attitudes of teachers, who assume the most critical duty in building future generations, toward their profession in preservice education are an important psychological factor in achieving the long-term goals of countries. In this study, it can be stated that the conceptual model presented has a quality of contributing to the practitioners in programs that train teachers, the field, and the researchers.

### **Statement of Responsibility**

Authors contributed equally to the design and implementation of the research, to the analysis of the results and to the writing of the manuscript. Furthermore, each author certifies that this manuscript has not been and will not be submitted to or published in any other publication before its appearance in the Journal of Theoretical Science.

### **Conflicts of Interest**

We wish to confirm that there are no known conflicts of interest associated with this publication and there has been no significant financial support for this work that could have influenced its outcome.

### **Author Biographies**

Melih Dikmen graduated from Fırat University, Faculty of Education, Department of Computer Education and Instructional Technologies in 2011. Later, he received his master's degree from Yeditepe University Educational Sciences in 2015. Finally, he received his PhD in the field of Curriculum and Instruction at Fırat University.

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