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CENTRE DE RECHERCHE ET DE  
FORMATION DOCTORALE EN SCIENCES  
(CRFD) HUMAINES, SOCIALE ET  
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UNITE DE RECHERCHE ET DE FORMATION  
DOCTORALE EN SCIENCES EDUCATIVES  
ET INGENIERIE EDUCATIVE

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DEPARTEMENT DE CURRICULA ET  
EVALUATION

## TEACHER'S MOTIVATION FOR CHOOSING THE TEACHING PROFESSION IN SOME SELECTED PUBLIC SCHOOLS IN THE MFOUNDI

Dissertation submitted and defended on the 27 July 2023 in partial fulfillment of  
the requirement for the award of a master's degree in education

**SPECIALITY: Conception and Evaluation of Educational Projects**

Presented by  
FAYEH YVONNE NJOFON  
B.A in Anthropology  
20V3293  
University of Yaoundé I



Function	Name and Grade	University
President	Pr NJENGOUE NGAMALEU Henri Rodrigue M.C	UYI
Supervisor	Pr. IBRAHIM ALILOULAY MOUNGANDE M.C	UYI
Examiner	Dr SHAIBOU ABDOULAI HAJI C.C	UYI

## DECLARATION

I, **FAYEH YVONNE NJOFON**, do hereby declare that this dissertation is my original work and that it has not been submitted and will not be submitted for an academic award in any other university for a similar or any other degree award.

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Signature

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Date

## CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance by the University of Yaoundé 1, “**A dissertation entitled: TEACHER'S MOTIVATION FOR CHOOSING THE TEACHING PROFESSION IN MFOUNDI DIVISION**”, in partial fulfillment of the requirements for the award of a master’s degree in Conception and Evaluation of educational projects from the University of Yaoundé 1

-----  
**Pr. IBRAHIM ALILOULAY MOUNGANDE**

Supervisor,

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Date

**Prof. MAINGARI DAOUDA**

Head of Department

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Date

## **DEDICATION**

To

My son Nkelle Ian Reece

## **ACKNOWLEDGEMENT**

I would love to express my sincere gratitude to my research supervisor and mentor Mr Aliloulay Ibrahim Mougande, for his patience, direction and for providing his invaluable time throughout the course of this work. Your dynamism, vision and exchange has gravely inspired me.

I also acknowledge the assistance given to me by the Yed learning centre. Your ideas and opinions helped me to put together the simplicity of these ideas into something concrete. Thank you for giving me the opportunity to complete my research entitled the Teachers motivation for entering the teaching profession in the Mfoundi. I want to thank in a special way the Dean of Faculty of Education Pr Bela Cyrille Bienvenue and all the teachers in the Management department

I am equally thankful to the Njofon family for the support they continue to give me in my academic challenges. Special thanks to Nkelle Napoleon for his unwavering encouragement. Your contributions opened me to new dimensions and everything I learned during this period, it has been intellectually edifying.

I am also thankful to the entire staff of the department of Educational management for providing me with the opportunity to embark on this project. I am grate for the wonderful classmates of the management family, collaborating with you gave me insights into my topic.

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## **Abstract**

The motivation for choosing the teaching profession among teachers in public schools is a critical concern that directly impacts the quality of education and the overall effectiveness of the educational system. While the teaching profession plays a pivotal role in shaping the future of the nation, there is a pressing need to understand the factors that motivate individuals to pursue careers in teaching within the context of public secondary schools in Mfoundi division. This study aims to investigate the following aspects of teachers' motivation for choosing the teaching profession in Cameroon's public schools, with a particular focus on intrinsic, extrinsic, and altruistic motivations: This study employs a quantitative research approach with a sample size of 306. Data was analysis using descriptive statistics and inferential statistics. The findings of this study revealed that intrinsic, extrinsic, and altruistic motivations are statistically significant on teacher's motivation for choosing the teaching profession. By quantifying intrinsic, extrinsic, and altruistic motivations, the study will inform evidence-based policies and strategies for teacher recruitment, training, and retention. Additionally, it can contribute to a deeper understanding of the dynamics of the teaching profession in Cameroon and help address challenges related to retention and job satisfaction.

**Key words:** Motivation, Extrinsic, Intrinsic, Altruistic, Teaching

## Résumé

La motivation qui pousse au choix de la profession d'enseignant parmi les enseignants des écoles publiques est une préoccupation majeure qui a un impact direct sur la qualité de l'éducation et sur l'efficacité globale du système éducatif. Alors que la profession enseignante joue un rôle central dans l'élaboration de l'avenir de la nation, il existe un besoin urgent de comprendre les facteurs qui motivent les individus à poursuivre une carrière dans l'enseignement dans le contexte des écoles secondaires publiques du département du Mfoundi. Cette étude vise à étudier les aspects suivant la motivation des enseignants à choisir la profession d'enseignant dans les écoles publiques du Cameroun, avec un accent particulier sur les motivations intrinsèques, extrinsèques et altruistes : Cette étude utilise une approche de recherche quantitative avec un échantillon de 306 personnes. A été analysé à l'aide de statistiques descriptives et de statistiques inférentielles. Les résultats de cette étude ont révélé que les motivations intrinsèques, extrinsèques et altruistes sont statistiquement significatives sur la motivation des enseignants à choisir la profession enseignante. En quantifiant les motivations intrinsèques, extrinsèques et altruistes, l'étude éclairera les politiques et stratégies fondées sur des données probantes pour le recrutement, la formation et la rétention des enseignants. De plus, cela peut contribuer à une compréhension plus approfondie de la dynamique de la profession enseignante au Cameroun et aider à relever les défis liés à la rétention et à la satisfaction au travail.

**Mots clés :** Motivation, Extrinsèque, Intrinsèque, Altruiste, Enseignement

## **LIST OF ABBREVIATIONS**

UNESCO	United Nations Educational Scientific and Cultural Organization
VSO	Voluntary Service Organization
OECD	Organization for Economic Co-Operation and Development
G.T.T.C	Government Teacher Training College
FIT-Choice Scale	Factors Influencing Teaching Choice
SDT	Self Determination Theory
EACEA	European Education and Culture Executive Agency
OED	Oxford English Dictionary
ICT	Communication Technology
ITP	Initial Teacher Preparation
ILO	International Labour Organization

## CHAPTER ONE: INTRODUCTION

Education is universally recognized as the answer to socio-economic problems of the world (Olamide & Olawaiye, 2013). If these problems can be solved by education, then teachers must not be taken for granted wherever they are found. Teachers are indispensable stakeholders in education without whom no country can achieve its educational goals (Agbenyega & Salifu 2013). Teachers are, therefore, the bedrock of all human learning, and they are the hub around which individual citizens are made to realise their full potential to serve their nations (Adu, 2015). Because of this vital role, attention needs to be given to teacher motivation as one of the essential measures of possibly ensuring that highly qualified personnel are attracted to and retained in the teaching profession.

Teaching professions are very crucial when it comes to the determination of quality education (UNESCO, 2016). Lawal (2012) described teaching as 'one of the oldest activities or professions. This profession, however, has attracted many different views from the general public. These divergent views have been documented by authors such as Adeyemi (2016) and Achimugu (2015), who stated that year ago, teachers were highly regarded in society. Teaching is a profession that is central to a country's development and wellbeing. Several studies reveal that European countries have difficulty recruiting and retaining teachers. Norway Australia, the US, Germany and Norway report such difficulties. (Birkeland & Johnson, 2003; OECD, Ofsted, 2001, Preston, 2000) A pattern of teacher shortages is a long cycle in most countries. The onset of the global financial crises since 2008 may be likely to impact the supply of teachers particularly in countries where they are classified as public servants, who are offered job security and a funded retirement pension, despite relatively lower salaries to other teachers (contract and P.T.A). The Government policy to offer fewer teaching positions, has led to a new interests in understanding what motivates people to choose teaching as a career. Voluntary Service Organisation (VSO, 2017) said the teacher's motivation is fragile and its declination affects the performance of learning. The issue of teacher motivation is important because of its correlation with the quality of education (Javaid, 2009). Motivation is a crucial driver underpinning human actions and behaviour. It is also the initiator of learning. In the educational context, motivation is essential not only for students to learn (Tella, 2007) but also for teachers to compete with the challenges and meet the requirements of the teaching profession (Madalinska-Michalak, 2016).

Teacher motivation has been described as the 'willingness, drive or desire to engage in teaching' (Michaelowa, 2002) and is considered a critical factor in teachers' performance and the professionalisation of teaching (Madalinska-Michalak, 2016). Motivation for choosing to teach as a career is considered an essential premise for motivation, inspiration and enthusiasm in the teaching profession and a lasting and satisfying career (Madalinska-Michalak, 2016). This kind of motivation is an important factor not only in admission to progression in and graduation from a teacher education programme (Blo ìmeke et al., 2012) but also in explaining why teacher education graduates do not enter the profession or drop out after a short period of time (Drozka & Madalinska-Michalak, 2016; Hughes & Manuel, 2006; Rots et al., 2010; Thomson et al., 2012; Watt and Richardson, 2008).

In the study by Curtis (2012), passion for teaching a subject was one of the intrinsic reasons many teachers decided to remain. Concerning extrinsic motives such as job security, high income, career position, and respect (Craig, 2008; Heinz, 2015; Zumwalt) were used to understand and explain why teachers choose and remain in the teaching profession. Another extrinsic reason is getting long holidays, as reported by Papanastasiou and Papanastasiou (1998) in a study done in Cyprus. In another study by Lingham (2010), the results revealed that student teachers in developed countries stated the following reasons for joining the profession: working with children, peer or teacher influence, finding it satisfying, having the opportunities to travel and work abroad, and job security. Similarly, Richardson and Watt (2006) found that the reasons for joining the profession were social mobility, influencing others, working with young students, job security, and other benefits such as pensions and vacations. According to Han & Hongibiao (2016), teachers in developing countries tend to be more extrinsically motivated due to social and economic factors.

However, some other studies pointed to altruistic motivation (worth or value of teaching others), which has been reported as one of the key reasons persons have chosen the teaching profession and remained (Chong et. al., 2017; Pop & Turner, 2009; Richardson & Watt, 2006; Struyven et al., 2013), as well as job commitment (Chang, 2006; Sinclair & Woodward, 2007; Yong, 1999). According to Chang (2006), committed teachers stay in the profession. Although Bakar et al. (2014) found intrinsic, extrinsic and altruistic motivation among student teachers, the dominant factor was "altruistic motivation. Balyer & Ozcan (2014) found that altruistic-intrinsic reasons are mostly the reason for choosing to teach as a profession. As some studies have shown, an unwilling choice to enter the teaching profession may be made when individuals are



unable to enter their preferred field of study or find a job in their favourite profession, or when they desire a career change; thus, the teaching profession can also be viewed as a fallback career (Watt & Richardson, 2012; Wong et al., 2014).

### **Background of the study**

The background of this study consists of the historical, contextual, conceptual and theoretical background of teacher's motivation for choosing the teaching profession

### **History of the teaching profession**

Teachers have gone from scholars to men and women in a school room to trained educators from specific schools. Over time though, the gift of being able to teach stayed true in those teachers. Teaching began as a simple educational function where private teachers were sought and hired by ancient Greeks to teach their children, and it spread the world over and developed into a complex profession that requires very intensive training so as to develop the minds of children to prepare them to be productive as well as functional members/citizens of the society (Hirsch, 2011).

By the beginning of the twentieth century, the idea was to make teaching more of a profession with specific standards for certification. At this point, every state had different standards. There also was a dispute because, since the creation of graduate programs, teachers wanted to be considered a profession, just like law and medicine, but they were not considered such in the professional world. This was mostly because it was such a new idea for it to be a profession, and there were no specific standards yet. So, the American Council on Education established a National Teacher's Examination in the 1930s (Ravitch 2007). This was very controversial. There was a large setback with this test because of World War II. There was a teacher shortage, and school systems did not have the luxury of caring if a teacher was properly certified or not. After World War II, though, it became more received. The requirements for having the testing became more rigorous (Angus 2001).

In the 1950s through the early 1980s, teachers and the teaching profession were greatly honoured, dignified and highly respected in society by parents in particular and the society at large because of teachers' role in promoting national development with a high sense of efficiency and responsibility that is associated with their social and economic status as well as the conducive working environment (Lawal, 2012). The teaching profession was rated high and respected among parents. Many of them wanted their children to become teachers.

Similar reasons for choosing to teach have surfaced in various forms, combinations, and rankings over the last five decades. In brief, a review of this body of research conducted up until the early 1990s suggested that "altruistic, service-oriented goals and other intrinsic motivations are the source of the primary reasons for choosing teacher candidates report for why they chose to teach as a career" (Brookhart & Freeman, 1992), during the 90s, intrinsic, extrinsic and altruistic motivations were the most important reasons influencing teachers' career choices. Identified motivations have included working with children and adolescents, making a social contribution, making a difference, job security, job benefits, enjoyment of teaching, compatibility with other interests and activities, compatibility with family life, and self-education (Organisation for Economic Co-operation and Development [OECD], 2005).

### **Contextual background**

The teaching profession is acquired through teachers training, an important means of education whose goal is to equip teachers with skills to teach in various schools (Esu, 2015). MacOjong (2008) stated that Teacher Education started in West Cameroon in the year 1936 and in East Cameroon in the year 1925 in the Normal College. Tambo and Ndongko (2000) reveal that formal training of teachers in Cameroon is a relatively recent phenomenon that dates back to about 60 years. By the late 19th Century, the earliest form of teacher education focused on training men to teach various religions' doctrines. MacOjong (2008) also points out that by 1885 and 1907, Alfred Saker and the Roman Catholic Mission provided such training in Douala.

The earliest kind of formal education, similar to the monitor or pupil-teacher systems in England, constituted the second stage of the move towards formal teacher education. Much could not be expected in terms of competence, for pupil teachers taught what they knew and had been drilled in. They learnt their trade through the "pick-up methods," acquiring professional training on the job (Farrant, 2009). The characterised teaching scenario in such classrooms was bound to be rigid, routine and confined, teacher-centered than child. Classroom interaction was therefore limited and learning was restricted to rote learning, drill and copying of exercises or notes from the blackboard. This implies that conceptual learning processes were not emphasized.

Tchombe (2000) further highlights the stages of teaching as a profession and its evolution in Cameroon is as follows: The first stage in the formal training of teachers was the Normal

College which started in 1925. At this stage the aims of teacher training were as limited to providing basic skills in the 3RS (Reading, writing and arithmetic) and other useful information. The stimulation of pupils' minds by teaching them to think and develop general ideas to open the way to higher education was not encouraged. Teachers were trained with a view to primary education only.

Societal needs do influence educational and other welfare provisions. This could be observed in the provision of teacher education in Cameroon in the early 1930s. For example, Southern Cameroon at this early stage was administered as part of Nigeria. The policy of realisation of education in Eastern Nigeria in 1931 was also applied in Southern Cameroon. The demand for teachers increased with the increase in the number of primary schools' classes and the need for specialist teachers. The implications here were twofold: (a) The need for more trained teachers and (b) The need for a new and appropriate teacher in a rural society whose role would be diverse and multifarious.

The second stage in the growth of teacher profession witnessed the introduction of a three-year course for elementary teacher training leading to the Grade III teacher certificate prepared for teaching in the lower primary classes. The entry was through a competitive examination and First School Leaving (standard six) Certificate. The curriculum included subjects such as principles and practice of education, general methods, school organisation and management, physical education, child study and other primary school subjects. After the three years of the teacher Grade III course, successful candidates were expected to teach for a year before qualifying for admission to do the two year higher elementary training course (Grade II). The approach had its value in that teachers were able to acquire more practical school experience before continuing with their professional training. Students who qualified for the Higher Elementary Course went to Nigeria. In some cases, they did a straight four-year course.

As Tambo and Ndongko (2000) further reveal, the third stage in the growth of teaching profession was through teacher's education, the institution of the Grade II course in 1945, at the Government Teacher Training College (GTTC) Kumba. Due to lack of staff, the college was closed down, but with a change in the staff situation the Higher Elementary Course was reintroduced between 1947 and 1950. From this period onwards more of such institutions were opened by the Government and private agencies to train teachers for both Grade III and Grade II Courses also. The program included courses for the professional development of the teachers, primary school subjects and subjects for special teachers such as manual arts, rural

science, home economics, handicraft and woodwork. Grade I Certificates at this initial stage were also awarded to candidates who after the Grade III and Grade II courses obtained both Ordinary (O) and Advance (A) level papers in the General Certificate of Education examination and passed in the practical teaching examination in either a secondary or teacher training classroom.

### **Conceptual background**

Motivation is defined as the energy or drive to move people to do something in nature (Han & Yin, 2016). Motivation is someone's inner force and inner drive some fillings and wishes which directed to a person to do any work and activity (Akhtar, S Gul, R., & Khan, S. S., & (2020). Motivation is an internal condition which is based on a person's perceptions and needs (Ayub, A., Gul, R., Malik, M., Sharjeel, Y. M., Rauf, B. M., 2021). It is the desire or drive within a person to achieve some goals. According to Robbins and Longton (2003), motivation refers to the act that accounts for an individual's intensity, direction and persistence of effort towards attaining a goal. Moorhead and Griffins (2015), defines motivation as the set of forces that courses people to engage in a particular behaviour rather than some alternative behaviour. According to Armstrong and Murlis (2012), motivation is all about what makes people act or behave in a certain way that they behave. This is therefore anchored on two basic concepts; the needs that operate within the individual and the goals towards which the individual moves.

Teacher motivation, defined as the energy or drive that moves a teacher to make a choice or engage in an action, is an important topic in the teacher education literature (Han & Yin, 2016). Sinclair (2008) defined teachers' motivation in terms of attraction, retention and concentration as something that determines 'what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession (Gul, R., Kanwal, S., & Khan, S. S., 2020). Dornyei & Ushioda (2011) highlighted two dimensions of teacher motivation in accordance with their conceptions of motivation: the motivation to teach and the motivation to remain in the profession.

A profession is a sequence of positions a person holds during a lifetime (Bedu-Addo, 2016). It comprises a series of work-related activities that provide continuity, order, and meaning in a person's life. A profession may consist of the changes in values, attitudes and a motivation that occurs as a person grows older. In both the perception the primary focus is on the individual. The underlying assumption is that a person can shape his destiny through a series of well-

planned and well-timed positive moves (Osipow, 2013). According to Bedu-Addo (2019), profession refers to a person's lifetime sequence of occupations, activities, responsibilities and services performed. Furthermore, Shertzer and Stone (2016) saw a profession as a chosen pursuit, life work, and success in one's profession. It is a sequence of major positions occupied by a person throughout his lifetime. Additionally, Olando (2010) pointed out that profession is the totality of work one does in his lifetime and is person-centred. Olando further posits that profession is a meaningful progression on a person's working life. It is a course pursued over a period of time.

### **Theoretical background**

Theories of motivation applied to teacher motivation include expectancy- value theory, and self-determination theory.

**Expectancy-value motivational theory:** Teacher's motivations can be mapped to the main constructs in the expectancy-value motivational theory (Eccles, 2005; Eccles (Parsons) et al., 1983; Wigfield & Eccles, 2000) on which the Factors influencing teaching career choice. FIT-Choice scale factors influencing teaching choice is founded, within an integrative and comprehensive motivational framework to provide a theoretically grounded basis to approach the question of teaching as a career choice. The FIT-Choice model taps both the "altruistic"-type motivations that have been emphasised in the teacher education literature (e.g., Abbott, Dallatt, & McClune, 2001; Book & Freeman, 1986; Brown, 1992; Lortie, 1975; Moran, Kilpatrick,; Serow & Forrest, 1994), as well as more personally utilitarian motivations, intrinsic motivations, and ability-related beliefs. It also taps in individuals' perceptions about the demand and reward aspects of the teaching profession, and contains a measure of career satisfaction and commitment (extrinsic motivation).

The expectancy-value model has been influential in the motivation literature, with a wealth of empirical work to support its utility and validity for explaining students' achievement-related choices (Eccles, 2005; Eccles & Wigfield, 2000). Eccles and her colleagues propose that educational, vocational and other achievement-related choices are directly related to two sets of individual beliefs: one's ability beliefs and expectations for success, and the value one attaches to the task (Eccles, 2005; Eccles (Parsons) et al., 1983; Eccles & Wigfield, 2000). The major identified teaching motives within the teacher education literature is the intrinsic, extrinsic and altruistic (Brookhart & Freeman, 1992) it fit within the expectancy-value "values"

component, further differentiated into more nuanced intrinsic, utility, attainment, and cost values. The Eccles et al. expectancy value model (1983) thereby provides a comprehensive framework into which previously identified motives can readily be incorporated, while also suggesting others.

**Self-determination theory:** As mentioned above, self-determination theory (SDT) (Deci & Ryan, 2000) is one of many motivation theories that have been applied to the area of teacher motivation domain. Deci and Ryan suggest three human psychological needs associated with the concept of motivation: competence, autonomy, and relatedness in terms of connecting and belonging. A considerable part of the theory is the significance of autonomy versus controlled motivation. It is important to note that greater intrinsic motivation for teachers appears when they experience a sense of autonomy in the school context, whereas teachers who are given a low degree of autonomy may experience deleterious effects on their motivation (Roth, 2014). However, initially autonomous motivation, such as a student who chooses to become a teacher, may change to controlled motivation after being an in-service teacher for several external reasons, such as experience of compulsion, controlling the school context and external accountability.

Furthermore, teachers may use instructional practices, which are contrary to their beliefs, to meet external accountability requirements (Roth, 2014). Based on several extensive studies, there is a great deal of evidence that accountability reforms limit teachers' control and undermine autonomous motivation, which leads to burnout, especially for a teacher in the early stages of teaching (Fernet et al., 2012; Olivant, 2015). Crocco and Costigan (2007) emphasise that "new teachers believe this regimen undermines the little control they have over their teaching practice, personal and professional growth and their ability to develop relationships with students", which in turn influences students' intrinsic motivation to learn, as well as teachers' ability to promote creativity and creative thinking in their students (Olivant, 2015). On the other hand, Skaalvik and Skaalvik (2016) indicate that this was one of several variables that influence teachers' decisions to leave the profession. From a self-determination theory perspective, a healthy school environment, which adopts autonomy support, is able to generate autonomous motivation and allow the individual to meet the three basic psychological needs to attract and retain the highest quality teachers as a crucial element of student learning development.

## **Statement of the problem**

In Cameroon, there is the need for teachers, and the need to lay a foundation for a better life and career development. In Cameroon one of the reasons why youths choose teaching for a career is job security and salary. Every year students are admitted into the different teacher training colleges in the country but Cameroon still suffers a shortage of teachers due to drop out after a short time of practice. Rots et al. (2010), Thomson et al. (2012); Richardson & Watt (2008), suggest that in recent years, worldwide teacher shortages have given rise to studies of the motivation for choosing teaching as a career, which are particularly important when explaining why teacher education graduates do not enter the profession or drop out after a short period of time. This therefore indicates that dissatisfaction and abandonment of the teaching profession is not just a national problem but a worldwide issue.

Despite all efforts at recruiting teachers by the government of Cameroon, it has been difficult retaining these teachers. The graduate teachers most often work for a couple of months pending their accumulated salary which can be used to set up their lives while they drop and drive into actual/self-desired professions. These difficulties in recruiting and retaining teachers are linked to teacher workload, salary, disruptive pupils and the low status of the profession (Watt et al., 2003). Due to the reduction in the salaries of the public service servants since 1994, the teaching profession has lost its nobleness when compared to the days of the former president of Cameroon. The decline of teachers' incomes, the rising cost of living, an abundant increase in the number of teachers and the appointment of unqualified teachers have all reduced the quality of teaching and the prestige of teachers in the eyes of the public (Kyriacou, et al., 2002). The teaching profession is being associated with the least desired professions in Cameroon but then the majority of its graduate's struggle to get into the training program year in year out. Within the Cameroonian context, it is been considered as a profession for the "unfit" but ironically the big brains from secondary schools are found slotting their way to the teacher training colleges.

This issue of teachers' reasons for choosing teaching as a profession is an example of a worldwide issue that is especially significant in times of teacher shortage and in times of struggling to attract and keep effective teachers (Darling-Hammond, 2017; Coulthard & Kyriacou, 2000; Connell & Skilbeck, 2003; European Commission/EACEA/Eurydice, 2015;; Han & Yin, 2016; Organization for Economic Co-Operation and Development [OECD], 2005). Teacher's motivation for the teaching profession has been acknowledged as an important

determinant of the teacher's retention in the teaching profession, teachers success and the success of their students and the school in general (Hattie, 2009; Pelletier, Séguin-Lévesque, & Legault, 2002; Wright & McMahan, 1992). Understanding teachers' motivations for the profession is important in relation to the recruitment of new teachers, their retention, and the learning experiences they provide for their students. The motivations that lead people to enter the teaching profession are likely to subsequently influence their professional engagement and the way they teach their students (Devos & Watt, Richardson, 2013).

Despite the recognition that the demand and supply of teachers are cyclical in many countries, too little systematically collected and analysed data exists on what motivates people to choose teaching as a career. For this reason, this research work aims to investigate teachers' motivation for choosing the teaching profession in secondary schools in Mfoundi Division.

### **Purpose of the study**

The purpose of this study is to investigate teachers' motivation for choosing the teaching profession in selected public secondary schools in Mfoundi Division. The work explores the reasons why teachers choose the teaching profession and adds knowledge that can be useful in maintaining teachers in the teaching profession.

### **Objective of the study:**

**General objective:** To examine teachers motivations for choosing the teaching profession

#### **Specifically, this study seeks to:**

- Examine teachers' intrinsic motivation for choosing the teaching profession
- Explore teachers' extrinsic motivation for choosing the teaching profession
- Assess teachers' altruistic motivation for choosing the teaching profession
- Examine teachers' altruistic-intrinsic motivation for choosing the teaching profession

### **Research question**

- What is the influence of teachers' intrinsic motivation for choosing the teaching profession?
- What is the influence of teachers' extrinsic motivation for choosing the teaching profession?
- What is the influence of teachers' altruistic motivation for choosing the teaching profession?
- What is the influence of teachers' altruistic-intrinsic motivation for choosing the teaching profession?



### **Hypothesis of the study**

**H<sub>a1</sub>:** teacher's intrinsic motivation has a statistically significant influence on choosing the teaching profession

**H<sub>o1</sub>:** teacher's intrinsic motivation has no statistically significant influence on choosing the teaching profession

**H<sub>a2</sub>:** teachers' extrinsic motivation has a statistically significant influence on choosing the teaching profession

**H<sub>o2</sub>:** teachers' extrinsic motivation has no statistically significant influence on choosing the teaching profession

**H<sub>a3</sub>:** teachers' altruistic motivation has a statistically significant influence on choosing the teaching profession

**H<sub>o3</sub>:** teachers' altruistic motivation has no statistically significant influence on choosing the teaching profession

**H<sub>a4</sub>:** teachers' altruistic-intrinsic motivation has a statistically significant influence on choosing the teaching profession

**H<sub>o4</sub>:** teachers' altruistic-intrinsic motivation has no statistically significant influence for choosing the teaching profession

### **Scope/delimitation of the study**

This study is delimited to selected public secondary schools in Mfoundi Division. The primary concern of this study is teachers' motivation for choosing the teaching profession. This is delimited to four aspects of teacher's motivation: intrinsic motivation, extrinsic motivation, altruistic motivation and altruistic-intrinsic motivation. The main actors are the teachers in public secondary schools. The study was delimited to factors influencing teaching choice (FIT-Choice) scale developed by Watt and Richardson (2007)

### **Significance of the study**

The present study provides an important opportunity to advance the understanding of motivation in teaching by adding novel knowledge to the existing literature. This study primarily seeks to explore the motivations for teachers' career choice and to what extent these motivations are related to the commitment to teaching and maintaining teachers in the profession.

Knowledge about the motivation for becoming a teacher is important for several reasons. The outcome of this study would benefit several stakeholders of education. The results of this study would be of significance to the Government and Ministry of Secondary Education as it would unearth the factors that influence teachers to choose specific careers therefore forming a basis for proper information, education and communication among the youth in Cameroon.

This research would benefit non-governmental organizations that fund youth programs as this would necessitate capacity building among the youth and their significant others. This would determine the intervention strategies that can be put in place in order to ensure that sponsored teachers make informed decisions regarding their career. This study would also be beneficial to students by helping them know the factors that motivate most teachers in choosing their career in the teaching field to suit their interest, abilities, aptitude and values.

The findings would go a long way to inform parents and other stakeholders (eg. counsellors, academic advisers, and lecturers) who in one way or the other contributed to their educational career and also inform the policymakers in the university about why most students come to read the educational programme. Finally, the outcome of this study would contribute to existing literature on factors influencing teachers to become teachers. Scholars and academicians would find the results of this study helpful as it will form a basis for further research.

This work will open novel knowledge on future expectations as to what motivates teachers to choose and stay in the teaching profession.

With the current economic and political crisis and rising prices in the market, knowledge about teacher motivation and retention is relevant to education decision makers as this could be a basis for informed policy and future decisions that can affect the status of the teacher in the society.

### **Operational definition of key terms**

**Intrinsic:** The motivation necessary to engage in an activity based on internal, personal factors (Acar & Gultekin, 2014). It involves doing an activity for its inherent satisfaction rather than for some separable consequence.

**Extrinsic:** The motivation necessary to engage in an activity based on the influence of an external incentive (Acar & Gultekin, 2014). Extrinsic motivation is when we are perform a

behavior or engage in an activity because we want to earn a reward or avoid an undesirable consequence.

**Altruistic:** Altruistic motivations refer to the desire to make a social contribution, such as helping children, while extrinsic motivations cover aspects of the job that are not inherent in the work itself, which are driven by external incentives such as salary, long holidays and status (Coulthard & Kyriacou, 2000).

**Teaching:** Teaching in its broadest sense may be described as the process whereby a teacher or an instructor guides a learner or a group of learners to acquire a higher level of knowledge or skills. (Albertalli, 2012 & Nilsen ).

### **Structure of the research work**

The study is composed of five chapters. Chapter One covers the introduction of the study that centers on the background to the study, problem statement, purpose, research questions, research hypotheses, significance of the study and delimitation. Chapter Two presents the review of related literature on conceptual framework, theoretical frameworks as well as related empirical studies on the research objectives. Details of the method used in the investigation are presented in Chapter Three. This includes the research design employed, area of the study, population, sample and sampling procedure, instrumentation, data collection and data analysis. The fourth chapter presents the results of the data analysis. Finding resulting to address the objectives and hypothesis raised in Chapter One are covered. The final chapter, Chapter Five, summarizes the study to draw conclusions. Based on the conclusions arrived at recommendations were made to help resolve the motivation of choosing a career in the teaching profession.

## **CHAPTER TWO: LITERATURE REVIEW**

This chapter reviews the literature on teacher's motivation for choosing the teaching profession. The review comprises the conceptual, theoretical, and empirical reviews. In addition, the theoretical review focused on the Expectancy-value theory as the major theory which is supported by Social Cognitive career theory thus concepts of career, significant terms under career, career management, career success, career counselling, career assessment career support and career education. Whilst the empirical deals with the studies conducted on factors that influence teachers to take teaching as a career

### **Conceptual framework**

#### **Teachers' motivation**

Motivation is defined as the (conscious or unconscious) stimulus for action towards a desired goal, esp. as resulting from psychological or social factors; the factors giving purpose or direction to human or animal behaviour. Now also more generally (as a count noun): the reason a person has for acting in a particular way, a motive. (OED, 2018) In a general sense, Geen (2015) defines motivation as 'process involved in the initiation, direction, and energisation of individual behaviour'. In the field of educational psychology, Pintrich, Meece and Schunk (2014) describe motivation as 'something that gets us going, keeps us working, and helps us complete tasks', and they define motivation as 'the process whereby goal-directed activities are instigated and sustained. In their definition, motivation is viewed as the process that is concerned with individuals' direction and persistence of effort to engage in certain activities to attain their goals. On the other hand, Deckers (2018) notes that the motivation has also been viewed as a result of many aspects including inner force, perseverance, perceptions, rewards, and external incentives.

Motivation is an internal condition which is based on a person's perceptions and needs (Ayub, Malik, Gul, Rauf & Sharjeel, 2021). It is the desire or drive within a person to achieve some goals. Several studies have confirmed that most people join teaching as an option rather than a choice (Ayub, A., et. al., 2021). Sometimes individuals who cannot fit in another profession also become a teacher or join teaching as a profession. Without employees, organizations cannot function well. According to Sinclair (2018), 'motivation is what moves us to do something, including beginning a new career or initial teacher education course. It involves energy and drives to learn, work effectively and achieve potential'.

Motivation is a key driver underpinning human actions and behaviour. It is also the initiator of learning. In the educational context, motivation is essential for teachers to compete with the challenges and meet the requirements of the teaching profession (Madalinska-Michalak, 2016). Teacher motivation has been defined as the 'willingness, drive or desire to engage in good teaching' (Michaelowa, 2012) and is considered a critical factor in teachers' performance and the professionalization of teaching (Madalinska-Michalak, 2016).

Motivation for choosing to teach as a career is considered an essential premise for motivation, inspiration and enthusiasm in the teaching profession and a lasting and satisfying career (Madalinska-Michalak, 2016). The kind of motivation is an important factor not only in admission to progression in and graduation from a teacher education programme (Blömeke et al., 2018) but also in explaining why teacher education graduates do not enter the profession or drop out after a short period of time (Drozka and Madalinska-Michalak, 2016; Hughes & Manuel, 2016; Rots et al., 2019; Thomson et al., 2018; Watt and Richardson, 2018).

Further, research has suggested that motivations can influence what, when and how we engage in activities, for example,

- what activities people do or do not engage in;
- how long they engage in these activities; and,
- the depth to which they engage in these activities (Pop and Turner, 2019).

Accordingly, motivations for teaching are likely to influence what attracts individuals to the profession (or teacher education courses), how long they intend to sustain in the teaching profession, and the extent to which they engage with teacher education courses and make a commitment to the teaching profession (Sinclair, 2018).

### **Choosing to teach as a career and remain in the profession**

In the literature, teacher motivation is cited in several studies (Anghelache & Bentea, 2012; Bruinsma-Fokkens & Canrinus, 2014; Han et al., 2016; Liu & Onwuegbuzie, 2014; Watt and Richardson, 2012). Some theories of motivation applied to teacher motivation include expectancy-value theory, achievement theory, and self-determination theory. Hence, there is an abundance of the application of motivational theories to teachers and teaching. Nonetheless, other ways theories of motivation have also been applied to teachers and teacher education. For instance, in a study conducted by Dornyei and Ushioda (2011), two dimensions

of teacher education were highlighted. These are the motivation to teach and stay in the profession.

There are several studies on reasons for joining the teaching profession. These include studies by Balyer & Özcan (2014) in Turkey; Bastick (2000a, 2000b) in Jamaica; Bergmark et al. (2018) in Sweden; Davis & Hughes (2018) in Wales, du Preez (2018) in South Africa, Krečič & Grmek (2005) in Slovenia, and Yüce et al. (2013). Several of these studies revealed intrinsic, extrinsic, and altruistic reasons.

For this reason, in this study, we relied on the cognitive evaluation theory of motivation for the theoretical framework. In this theory, there are two motivation systems: intrinsic and extrinsic motivators (Deci & Ryan, 1985). In the study by Curtis (2012), passion for teaching a subject was one of the intrinsic reasons many teachers decided to remain. Concerning extrinsic motives such as job security, high income, career position, and respect (Craig & Zumwalt, 2008; Heinz, 2015; ) were used to understand and explain why teachers choose and remain in the teaching profession. Another extrinsic reason is getting long holidays, as reported by Papanastasiou & Papanastasiou (1998) in a study done in Cyprus. In another study by Lingham (2010), the results revealed that student teachers in New Zealand stated the following reasons for joining the profession: working with children, peer or teacher influence, finding it satisfying, having the opportunities to travel and work abroad, and job security.

Similarly, Richardson & Watt (2006) found that in North America, the reasons for joining the profession were social mobility, influencing others, working with young students, job security, and other benefits such as pensions and vacations. However, some other studies pointed to altruistic motivation (worth or value of teaching others), which has been reported as one of the key reasons persons have chosen the teaching profession and remained (Chiong et al., 2017; Pop and Turner, 2009; Richardson and Watt, 2006; Struyven et al., 2013), as well as job commitment (Chang, 2006; Sinclair and Woodward, 2007; Yong, 1999). According to Chang (2006), committed teachers stay in the profession. Although Bakar et al. (2014) found intrinsic, extrinsic and altruistic motivation, among student teachers, the dominant factor was altruistic motivation. This was also the case in the by doe by Balyer & Özcan (2014), which found altruistic-intrinsic reasons as mostly the reason for choosing to teach as a profession.

Gore et al. (2015) conducted a review of the literature with reference to the motivation for choosing teaching as a first career choice and found there have been a relatively small number of studies with a specific focus on those who choose teaching as a first career and their

motivation to teach. In general, the main reasons given by those who chose teaching as their first career choice are related to intrinsic, altruistic and extrinsic motivation; and, the influence of others (Cross & Ndofirepi, 2015; Lai et al., 2005; Manuel & Hughes, 2006; Lovett, 2007; Flores & Niklasson, 2014; Yüce et al., 2013).

Unsurprisingly, the general patterns of motivation to teach – intrinsic, altruistic and extrinsic motivation are identified within research as key influences on the decision to choose teaching as a first career. Intrinsic and altruistic motivations include: personal fulfilment and satisfaction (Flores & Niklasson, 2014; Manuel & Hughes, 2006; Yüce et al., 2013); a love for children (Lai et al., 2005; Lovett, 2007); a desire to work with children and make a difference to their lives (Flores & Niklasson, 2014; Lai et al., 2005; Manuel & Hughes, 2006; Yüce et al., 2013); a desire to continue work within a subject area (Lai et al., 2005; Manuel and Hughes, 2006); and, making a contribution to the community (Cross & Ndofirepi, 2015). Extrinsic motivations were also cited in the literature as important in choosing teaching as a first career, with regard to financial rewards, job security (Manuel & Hughes, 2006; Yüce et al., 2013), employment opportunities (Flores & Niklasson, 2014; Lai et al., 2005), working conditions, and holidays (Lovett, 2007; Lai et al., 2005).

In the light of a study of first-career entrants conducted in New Zealand by Lovett (2007), first-career teachers from a teaching family where they had one or both parents, siblings or close relatives who were teachers, and indicated that a family member played an important role in influencing their decision to choose teaching as an initial career choice. Lovett found that being around teachers gave respondents the opportunity to gain first-hand information about the teaching profession and teachers' life, and how this might develop their interest in pursuing a teaching career. For these people from a teaching family, therefore, teaching is likely to be in some respects a pre-determined career path for them. In addition to family members, the influence of inspirational teachers or mentors, friends, and peers were identified as important in shaping the decision to choose teaching as a first career choice (Cross & Ndofirepi; 2015; Flores & Niklasson, 2014; Manuel & Hughes, 2006; Lai et al., 2005). These people are likely to play a positive role in encouraging student teachers to choose teaching and enhancing their confidence by recognising their ability or personal suitability for teaching and suggesting they would be good teachers ( Flores & Niklasson 2014; Lovett, 2007).

In addition, it is worth noting that there were minority of first career entrants in Lovett's study (2007) who regarded teaching as a stepping-stone to another career. Cross and Ndofirepi (2015) note that many African teachers, for example, chose teaching after failing to enter more lucrative careers such as IT, engineering, law or business. Similarly, in Flores and Niklasson's study (2014), a small number of students in Portugal and Sweden chose teaching because they were not qualified for their most preferred occupation. In this connection, student teachers who choose teaching as their first career path are not necessarily positively motivated to pursue a teaching degree or see teaching as a preferred career choice.

### **Occupational Commitment and Motivation to Teach**

There is a need to study the correlation between commitment to teach and what motivates people for choosing teaching as a profession due to the importance of this relationship in predicting the professional success of entrants. (Sinclair, 2008). Based on a survey with a sample size of 500 computer specialists, Vincent Cho and Xu Huang (2012) found professional commitment to be negatively associated with the intention to leave the profession. In 1992, Billingsley and Cross examined the influence between teaching commitment and job satisfaction on teachers' intention to continue teaching. The study found that professional commitment was highly correlated with job satisfaction. At the same time, the teachers expressed their intention to stay in teaching. However, this research is based on data from over 20 years ago, and it shows active teachers as a targeted sample.

A number of researchers (Meyer & Allen, 1991; Meyer & Herscovitch, 2001) have compiled lists of definitions of the concept of commitment, suggesting the "core essence" of commitment that it "is a force that binds an individual to a course of action that is of relevance to a particular target" (Meyer & Herscovitch, 2001, p. 301). Despite the fact that there is remarkable overlap in various models of commitment, there are also differences. For the present purpose, occupational commitment relates to the strength of motivation for particular work. Occupational commitment has also been used in different terms, such as professional commitment, career commitment, and professionalism (Hackett et al., 2001). Occupational commitment is characterised as a psychological status that is defined as an individual's attachment to a chosen line of work, to the level of commitment or desire toward a particular career

In comparison with the concept of motivation, commitment is considered as one of the energising forces that enhances motivated behaviour, whereas motivation is defined as a "set of energising forces". Thus, motivation is a more general concept than occupational



commitment (Meyer et al., 2004). However, motivation and commitment theory in the educational context have both been developed in order to predict, understand, and influence worker behaviour in order to improve occupational or organisational outcomes.

A number of researchers have reported the positive influence of intrinsic and altruistic types of motivations on encouraging teachers to stay in and remain committed to their profession. For example, Roness (2011) conducted a longitudinal research project in Norway to follow motivations of 329 university students at the beginning of their initial teacher education, upon completion of the course, and one year and a half after completing the course. The results indicate that intrinsic followed by altruistic motivators were factors that attracted them to join the teaching profession. Specifically, choosing to teach for the love of a particular subject area demonstrated a high degree of stability and commitment to the profession over the three periods. Similarly, Kissau et al. (2019), in their study of teacher 66 candidates, found that ability to teach, intrinsic career value, enhancing social equity, social contribution, and shaping the future of children were strongly correlated with commitment to the teaching profession. Despite the small sample size employed in Kissau's study, the findings of these previous studies emphasize the positive impact of these motivational patterns in teacher commitment and retention

A noteworthy study by Pop and Turner (2009) investigates individuals' reasons for choosing teaching as a career and levels of commitment to teaching among three groups of students. The results reveal that students who had fully committed to teaching had more positive views of their career and more altruistic reasons (e.g., desire to work with children) for pursuing a career in teaching. In addition, Klassen & Chiu (2011) found that pre-service teachers displayed more occupational commitment to teaching than those who were in-service, whereas practicing teachers reported low levels of occupational commitment. This implies that the level of commitment may vary with career stages and may be influenced by initial reasons for entering the profession. Thus, there is a need to explore pre-service teachers' motivation as it relates to their level of commitment to teaching (Pop & Turner, 2009; Watt & Richardson, 2008a).

### **Perceptions of the Teachers and the teaching profession**

Lawal (2012) described teaching as 'one of the oldest activities or professions....' (p. 119). This profession, however, has attracted many different views from the general public. These divergent views have been documented by authors such as Adeyemi (2001) and Achimugu (2005) in Nigeria, who stated that years ago, teachers were highly regarded in the society. However more recently, that view has changed when compared to other professions such as

law, engineering, and medicine. This view was also expressed by Fauziah et al. (2021) who stated that teachers were seen as a 'disadvantaged population who cannot fully take part in the social and economic activities due to the fact that their salary is very low compared other public servants' (p. 545). Lawal (2012) stated that these views changed over the years across different countries. In a study conducted in Nigeria by Lawal (2012), the findings showed that teachers had a higher perception compared to their parents. Students also had a higher perception of the profession when compared to the parents. Furthermore, teachers had higher perceptions than the students.

### **Career stage model**

There is extensive literature on models of teacher development from the student-teacher training phase to becoming a professional teacher (Cain, 1994; Caruso, 1977; Christensen & Fessler, 1992; Field, 1979; Fessler, 1985; Greogorc, 1973; Huberman, 1989; Katz, 1972; Unruh and Turner, 1970; Steffy et al., 2001; Steffy and Wolfe, 2001). Several of these models were reviewed; however, the Huberman's (1989) schematic model was used in this study. According to Huberman (1995), this model explains teachers' progression through their careers. This progression was described by Huberman (1995) as 'plateaus, discontinuities, regression, spurts, and dead-ends' (p. 196). These are the reasons why this model was used in this study. Firstly, it was used because it focused specifically on the professional work of teachers. Secondly, it was used to examine why teachers in the different career stages remain in teaching. Huberman's schematic model has five stages: career entry, stabilisation, diversification/stocktaking, serenity/conservatism and disengagement.

The career entry stage is within the first 3 years. At this stage, the teachers are still discovering themselves by learning how to teach and manage students (Huberman, 1989). Stabilisation is the second phase which is between 4 and 6 years of teaching. At this phase, teachers are said to commit to teaching as a career (Huberman, 1989). The third phase, which occurs during years 7 and 18, is called diversification/stocktaking because of the parallel pathway between the two. It means that teachers diversify and take stock of their teaching accomplishments while exploring their career options. Furthermore, during this phase, teachers have some control over their work; they may experiment with teaching and assessment strategies (Huberman, 1989). The next stage is referred to as serenity/conservatism, which occurs during the years of 19 and 30. It also has a parallel pathway since teachers are usually older, more resistant to innovation, and are said to have considerable control of their teaching. The last stage is referred to as disengagement. Teachers are between years 31 and 40 of their teaching career (Huberman,

1989). They may not be fully committed to the teaching profession. It was felt that to compare the reasons why teachers in Jamaica, Poland and Turkey remain in the profession, the different stages of the Huberman (1989) model should be used to ascertain the extent of the differences and similarities.

### **Profession/ Career**

The meaning of profession has been conceptualised differently by researchers in the field of profession choice and profession development over time. The meaning of profession was traditionally described as a series of jobs with a hierarchy of progression and status, most commonly in professional occupations with an advancing trajectory. Indeed, the OED (2018) states that one definition is: A course of professional life or employment, which affords opportunity for progress or advancement in the world. Similarly, in the literature, Arthur, Hall and Lawrence (2019) defined profession as 'the evolving sequence of a person's work experiences over time'; while Super (2020) extended this by considering the role of one's pre-occupational and post-occupational activities and how they played out across the life stage and situated it within a social context. Given this, Super (2020) defined profession as 'the sequence of major positions occupied by a person throughout his pre-occupational, occupational and post-occupational life; includes work related roles such as those of student, employee, and pensioner, together with complementary vocational, familial and civil roles'.

More recent research, however, emphasises the role of individuals and their own development to construct the meaning of profession, viewing profession as a personal choice made by individuals. As Savickas (2022) notes, 'profession denotes a reflection on the course of one's vocational behavior, rather than vocational behavior itself'. Patton and McMahon (2019) echo this view and explained that career choice is created by individuals themselves and influenced by their perceptions, attitudes towards a career and 'the pattern of influences that coexist in an individual's life over time'. Blustein (2016) proposes to understand a career choice from a more inclusive perspective, considering the issues of gender, social class, family background, cultural characteristics; and, political and economic impact on career choice and development. Further, Blustein's (2018) relational theory of working elicits occupations or career as 'an inherently relational act, highlighting the interaction between work and the domains of life experience (e.g. interaction with people and with the broader social and cultural environment). As Patton and McMahon (2014) suggest, theories on career reflect the time during which they were developed, which may require continuous refinement to reflect a constantly changing macro- environment.

### **An overview of motivation for pursuing a teaching career**

Research concerning what attracts individuals Bruinsma- Fokkens & Carrinus, 2012). Over the last thirty years, researchers exploring the motivation for becoming a teacher conducted in many countries around the world agreed that the main motivations or reasons for choosing a career in teaching generally fell into intrinsic, altruistic, and extrinsic (Bruinsma & Jansen, 2010; Yüce *et al.*, 2013). These three main categories of reasons provide a broad understanding of what motivates people to pursue a teaching career.

In addition, research has also suggested that gender roles also have an important impact the decision to choose a career in teaching (Raggl & Troman, 2018; Johnston, McKeown & McEwen, 2019, Lortie, 2012; Williams, 2013). Connell (2017) argues, gender identity and what is perceived as proper work for male and female were important considerations for a career choice. As such, teaching as a career choice may generally align with the gender role and sexual division of labour (Raggl & Troman, 2018). According to a recent report (OECD, 2014), on average, more than two-thirds of teachers in all levels of schooling are women across the OECD countries. The imbalance in the number of males and females in teaching has increased over the last 30 years (Richardson and Watt, 2016). Johnson & Birkeland (2013) argue that teaching is often seen as a more feminine career, and especially primary teaching, is somehow regarded as an extension of mothering or child care that may not necessarily require high level of intelligence.

In addition to gender-related issues, in the field of career choice and development, vocational and behavioural psychologists observed that the structure of the career motivations or patterns is very likely shaped and influenced by the issues which are situated and contextual. The factors influencing a career choice were related to personal characteristics such as individual's intelligence, values, experience, personality, family background, or attributes of age, gender, social class, ethnicity, or broader context with respect to local labour market, cultural and socioeconomic context (Blustein, 2011; Patton and McMahon, 2014;). As such, the motivation to become a school teacher might be subject to these influences mentioned above as well, especially in relation to 'social, economic, interpersonal, intellectual and ethical issues' (Mori, 2016). In this connection, the context characteristics and personal background are linked to sections that provide a further discussion of these two influential concepts and require attention in understanding motivations for choosing a career in teaching.

Overall, the underlying reasons to choose a teaching career are multi-faceted and complex; and, some reasons or motivations may be more or less important, dependent upon situational and contextualising factors (Kyriacou *et al.*, 2012; Lortie, 2012; Richardson and Watt, 2016; Sinclair, 2018). Over the recent decades, the traditional category of intrinsic, altruistic and extrinsic motivation and the most recent FIT-Choice model has been widely used throughout the world to guide the inquiry of why people decide to pursue a teaching career. The following frameworks.

### **Factors Influencing Teacher Career Choice**

Motivational factors are most frequently explored when researching the decision to pursue a teaching career, as divided into intrinsic, extrinsic and altruistic motivations. While there is overlap between these types of motivations (especially between altruistic and intrinsic), these terms are widely used in the literature.

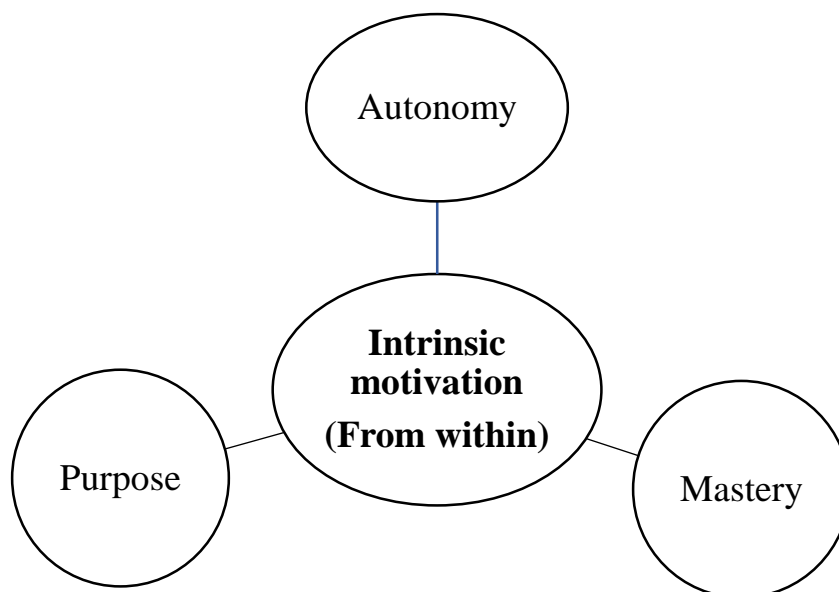
#### **Intrinsic motivation for choosing a teaching career**

Intrinsic motivation comprises engaging in a behavior because it is personally rewarding, performing an action for the pleasure it conveys, not for some external reward (Kyriacou *et al.*, 2013). Intrinsic motivation defines the work itself as its reward and arises from within the individual because the work is naturally satisfying, they purely enjoy an activity, or they see it as an occasion to discover, learn, and update their possibilities (Griggs, 2017). Examples related to motivation for choosing teaching include things like enjoying the work of teaching, compatibility with other interests and activities, and compatibility with family life, and self-education (Manuel, 2013).

Intrinsic motivation has long been identified as central to the decision to teach (Edmonds, Sharp & Benefield, 2012; Lovett, 2017; Low *et al.*, 2011; Lin *et al.*, 2012; Manuel & Hughes, 2016; Struyven, Jacobs & Dochy, 2013). Csikszentmihalyi (2019) proposed two elements as the sources of intrinsic reward of teaching: 'the educational processes (i.e. the actual teaching and interaction with students) and 'the subject matter' (i.e. interest in a subject-matter field and desire to continuously engage with the subject specialism). According to Dörnyei (2013) these two themes are evidenced and verified in many empirical studies exploring motivation for choosing teaching as a career, demonstrating the importance of intrinsic reasons in relation to interest in subject discipline and/or enjoy the activities of teaching, even though working with young people is likely to be linked to altruistic reasons (Manuel & Hughes, 2016; Moran *et al.*, 2011; Reid and Caudwell, 2019).

According to See (2014), the factors in shaping who would be, or would not be, or who is more likely to consider a career in teaching, are mainly based on individual preconceptions as to whether teaching would be an enjoyable and satisfying career choice. In essence, the concept of enjoyment can be tracked back to the theory of 'hedonism' proposed by British philosopher Hobbes in the seventeenth century, believing that 'all behaviour is determined by the seeking of pleasure and the avoidance of pain, which are the real motives whatever we may believe' (Gross, 2010). As such, much recent international empirical research suggests that the enjoyment and interest are major factors in student teachers' decision to enter the teaching profession (Watt *et al.*, 2012; Heinz, 2013; Flores and Niklasson, 2014). In this connection, people choose a career in teaching largely rest on their love for a teaching job or a belief that teaching is inherently interesting or enjoyable. Of particular note, however is that intrinsic reasons may be more frequently cited as the in developed countries than in developing countries where extrinsic reasons are likely more prominent (Azman, 2013; Watt *et al.*, 2012).

**Figure 1: aspects of intrinsic motivation**



**Source:** Daniel (2009) P10.

- **Autonomy:** The right or condition of self-government
- **Mastery:** Comprehensive knowledge or skill in a particular activity
- **Purpose:** The reason for which something is done

### **Extrinsic motivation for choosing a teaching career**

Extrinsic motivation rises from outside an individual and happens when they are moved to engage in an activity to earn a reward or evade penalty; that is, a person behaves in a specific way, not because of mere enjoyment or satisfaction, but to get a payment or avoid an unpleasant consequence (Griggs, 2017). People who are extrinsically motivated continue to do an action even though they do not find the task rewarding. An example related to motivation for teaching is having job security. Let us look at literature review patterns as related to these types of motivation (Yong, 2015).

Extrinsic reasons with respect to job security, good starting salary and pension, long holidays, and teachers' short working hours that allow compatibility with their family life are often pointed out as attractions of the teaching profession (Watt and Richardson, 2017; Anthony and Ord, 2018; Mtika and Gates, 2011). Lortie (2012) notes that teachers may hesitate to highlight extrinsic rewards of teaching, especially in terms of material rewards overtly as attractions or influence in the choice of a teaching career. Further, pragmatic elements relating to salary, status, working conditions are also associated with levels of commitment to teaching. Herzberg (1959) labelled these extrinsic factors to the job as 'hygiene factors' and suggested that poor hygiene factors might give rise to job dissatisfaction. Likewise, evidence from extant empirical studies indicate that a lack of: favorable working conditions, a reasonable workload, a good salary, and social recognition might generate negative emotions about teaching and cause dissatisfaction with the job (Heafford and Jennison 2018; Johnson & Birkeland, 2013; Lynch *et al.*, 2016).

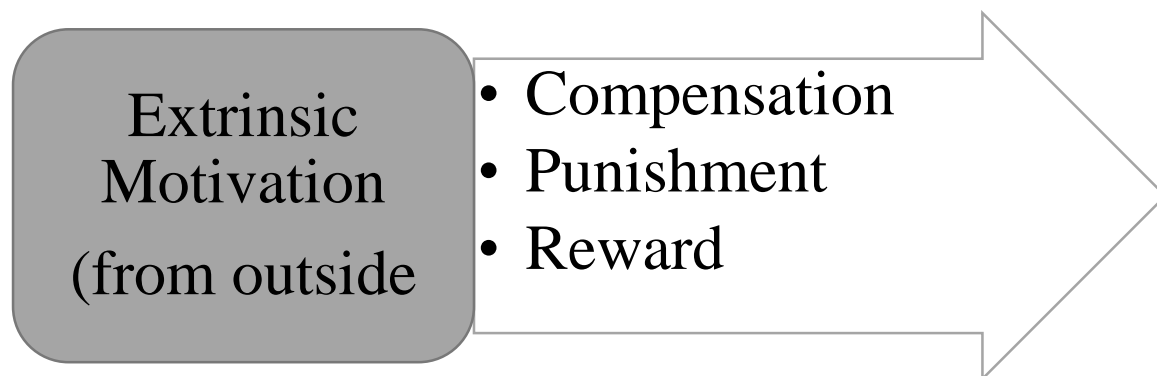
In relation to teachers' financial rewards, although they are not commonly cited as the primary reason for becoming a teacher, it can be argued that no one would want to choose or commit to a career on a completely voluntary basis with low monetary rewards (Hammond, 2012). According to a recent report concerning the relationship between teacher salaries and educational outcomes by Dolton and Gutierrez (2011), there was a statistical correlation between higher relative teachers' salary and better pupil performance across OECD countries. Although the authors suggest those countries do not necessarily have to get teachers higher paid to secure and improve pupil performance, it is important that 'governments and educational administrators need to know that there is "no free lunch" here'. Dolton & Gutierrez (2011) thus further suggest increasing teacher's pay might help schools to recruit and retain highly qualified teachers in order to offer high-quality education.

It may not be surprising that individuals would take the potential earning into account in deciding a career choice. On the other hand, it is worth noting that financial incentive is not necessarily considered as the key that drive potential teachers to join the teaching profession in the first place (See, 2014; Yüce *et al.*, 2013). For example, in light of an early study conducted by Yüce *et al.*, (2013) concerning graduate's choice, 92% undergraduate students regarded 'high earnings over the length of career' and 90% rated 'good starting salary' as important (p. 121). A majority of the participants indicated 'higher top salaries for teachers and head teachers' (65%) and 'a higher starting salary' (64%) would definitely encourage undergraduate students to teach. Interestingly, however, when comparing the 'anti-teaching' group (i.e. who never considered teaching) with the 'pro-teaching group' (i.e. who have always seriously considered teaching), Yüce *et al.*, (2013) found teachers in the 'anti-teaching' group attached relatively greater weight to 'good promotion prospects' and 'high-earnings over length of career'. Whereas teachers in the pro-teaching group placed relatively greater value on a 'job where I will contribute to society' and 'a job where I can care for others'.

As such, more recent research conducted in the UK, Tanzania, Australia share the similar results suggesting that those who show low commitment or express uncertainty or no interest in the choice of teaching tend to emphasize on extrinsic elements (e.g. work condition, salary, status) and perceive teaching as low in salary and status (Bamford, and Durbin, 2015; Moses *et al.* 2017; Sinclair, Worth 2018). Overall, weighing the role of extrinsic factors, especially in terms of salary in the decision to choose a teaching career is complex, given that extrinsic rewards are potentially in tension with the professional values of altruism in the teaching profession. It is important to recognize that pragmatic factors (e.g. salary, status, job security, employment opportunities, promotion prospects) can be important considerations in career decision-making, even though in many cases, they are not necessarily the dominant reasons for choosing a career in teaching.

## **Figure 2: Aspects of Extrinsic Motivation**





**Source:** Moses *et al.* (2017) P28.

### **Extrinsic can be most important**

Just a handful of studies revealed that the extrinsic aspects were of higher importance, and all occurred within developing countries (Chistolini, 2010; Chivore, 1998; Gao & Trent, 2009; Yong, 1995). For example, Yong (1995) conducted a qualitative study to determine the motives of 174 trainees entering teaching in Brunei Darussalam and compared them to those of teacher trainees in developed countries. The participants were asked for the reasons they decided to become a teacher. Yong found that their motives for choosing teaching were first extrinsic, second intrinsic, and third altruistic. Another finding was that 15% of the trainees chose teaching as a last resort. Some of the extrinsic factors influencing the trainees' decisions were parents' encouragement, as either one or both were teachers; others were inspired by their previous teachers, and a few were forced by their parents into teaching. Other extrinsic reasons were salaries, job security, vacations and working hours. In the context of Brunei Darussalam, teachers' salaries are comparable with those of many professions of similar qualifications. Also, the term of service is permanent because teachers are civil service employees, and teachers' hours, vacations and holidays are widely recognized as benefits of the career. The intrinsic reasons were the ambition to become a teacher, opportunities for academic development, natural inclination to become teachers, teaching as a challenging and respectable job, the fact that teachers are respected by society, and the joy of working with children (Yong, 1995).

As another example, Chivore (1998) studied the factors influencing the attractiveness of the secondary teaching profession in Zimbabwe. This study collected data from more than 200 student teachers. The results of this study pointed out that the factors related to salary, fringe

benefits, and working conditions were considered to have the most significant influence, on teachers motivation for choosing the teaching profession.

Within China, Gao and Trent (2009) revealed students in their study were primarily attracted to teaching in Hong Kong because of its extrinsic motivation, such as professional stability, the prestige associated with the English language teaching profession, and the opportunities to acquire valued skills transferable to other jobs including English competence. The study explored the experiences of 10 mainland Chinese student teachers of English, seeking to understand why they came to Hong Kong for a teacher education program at the Department of English, at the Hong Kong Institute of Education. This work was the starting point of a longitudinal ethnographic inquiry into the process of mainland Chinese students' development. Finally, within Turkey, teachers there reported the importance of job security in the teaching profession in their country as an essential part of their career choice (Chistolini, 2010). Besides that, choosing a teaching career increased the possibility of being admitted to the university. Moreover, because Turkey has reformed its teacher training since 1998, students who desire to be teachers receive more support to obtain more advanced schools 27 (e.g., a master's degree); this has guaranteed a higher academic level for future teachers and has also raised the status of the teaching profession in Turkey.

### **Altruistic motivation for choosing a teaching career**

**Altruistic Motives** Altruistic motivations are the desire to help others and society at large. In this sense, the teacher is driven by a sincere desire to help pupils achieve academic and personal success as well as a desire to contribute to the general advancement of society (Jones, 2006; Sugar, 2009; Wolfe, 2009). It is crucial to remember that helping students reach their potential is one of the main goals of education. In this sense, the teacher assumes the role of a leader who is expected to improve society and civilisation and have a beneficial impact on the globe (Morati, 2015) In fact, it is not uncommon for educators to describe their work as a "calling" that allows them to help others and advance society in a way that is purely altruistic (, Esward , Shepherd, & Simon, Wiggins 2009).

One characteristic finding of quantitative studies is almost a unanimous emphasis on altruistic reasons. Survey studies by Saban (2003) and Kılınç et al. (2012), in particular, highlighted altruistic reasons as well as extrinsic reasons as main motives to become a teacher. Similarly, Özsoy et al.'s (2010) findings showed that two-thirds of their participants voluntarily decided to become teachers and they wanted to contribute to the development of their community and

the education of others. Controversially, however, 60% of their participants also reported that they chose their career as their scores from the university entrance exam did not qualify to enter other departments, pointing to a fallback career. Topkaya and Uztosun (2012), with student teachers of English, report that the most important two groups of reasons were in fact altruistic and intrinsic reasons. Such findings also find support from the global literature (e.g. Coulthard & Kyriacou 2000; Watt & Richardson, 2007) that employed quantitative tools and that often found that helping others and contributing to society were often reported as the main reasons behind choosing to teach.

### **Intrinsic-altruistic motivation of choosing the teaching career**

Intrinsic factors are closely link to altruistic aspects, reflecting an inherent overlap between intrinsic motives and altruistic motives. As Lai *et al.* (2015) note, although altruistic and intrinsic reasons are conceptually distinct from a theoretical perspective, they are often blurred in the perceptions about teaching as a career choice. Manuel & Hughes (2016) argue that 'intrinsic reasons have social justice dimensions, tacit in statements made by participants such as making a difference to children's lives and helping others; and these factors may well be implicit in the predominant responses of personal fulfilment and working with young people' (Kyriacou *et al.*, 2013). Similarly, many empirical studies have suggested that people choose a teaching career because they feel they would gain a sense of fulfilment from making a difference in young people's lives, benefiting disadvantaged children and making a worthwhile contribution to society (Richardson & Watt, 2016, Lortie, 2012). In this respect, the decision to choose a teaching career could derive from one's internal needs for personal achievement and satisfaction but also from an altruistic sense of helping young people and giving back to the society (Watt *et al.*, 2012).

Further, altruistic and intrinsic reasons for becoming a teacher are connected to the concept of self-actualisation in the literature. Self-actualisation represents an individual's needs for realisation of one's potential and capacities, comprehension, and insight (Schunk, Meece, & Pintrich, 2014). In the area of humanistic psychology exploring human growth and development, self-actualisation lies at the peak of Maslow's (1954) hierarchy of needs, meaning 'realising one's full potential', and 'becoming everything one is capable of becoming'(Gross, 2010). Malderez *et al.* (2017) conducted a large-scale longitudinal study in England and found that 'becoming a teacher seemed to mean actualising an already identified potential'. Over half of the participants mentioned that their suitable personality and good

communication skill with children and a desire to use the acquired subject knowledge can be realised and extended through teaching.

Another example in Krečič & Grmek's study (2015) conducted in Slovenia, comments such as 'teaching is useful public work for the whole society and I can be a good example to children and young people' were grouped under the theme of self-realisation. Given those findings above, for prospective teachers, they are likely to see teaching as a way to fulfil themselves in the sense that teaching provides an opportunity to pursue their interests, reach their potential and provide a service to society.

In addition to intrinsic and altruistic reasons, extrinsic rewards of teaching such as salary, social status, job security, holidays and flexibility are another important source of motivation for choosing a teaching career. Further, the extent to which those extrinsic reasons are considered as important may vary, depending on different contexts. Evidence from many studies conducted in the United States, Australia, United Kingdom, Norway, and Belgium suggested that those who decide to enter the teaching profession are more likely motivated by the intrinsic and altruistic aspects of teaching than extrinsic rewards of teaching (e.g. Kyriacou and Coulthard, 2010; Kyriacou *et al.*, 2012; Sinclair, 2018; Lortie, 2012; Richardson and Watt, 2012; Struyven, Jacobs and Dochy, 2013). However, in different sociocultural contexts, such as Brunei (Yong, 2015), Malaysia (Azman, 2013), Jamaica, Nigeria, Zimbabwe, Cameroon and the Caribbean region (Bastick, 2017), Tanzania (Moses *et al.*, 2017), extrinsic factors, such as financial rewards, status of the profession, and job security, and the opportunities to enter another more desirable profession from teaching are prominent and even regarded as more important than intrinsic and altruistic aspects in the decision to teach.

However, this may not be the case in the United Kingdom, Australia and the United States where teachers may not receive a high level of respect and status in society (Richardson and Watt, 2016). In this connection, there might be a need to contextualise the extrinsic reasons for teaching and perceptions about teachers' social status. Likewise, Klassen *et al.* (2011) note that motivations for pursuing teaching as a profession may differ based on cultural and social background and there thus seems no universal pattern of motivations for teaching as a career.

### **Intrinsic and altruistic factors sometimes the greatest.**

Some studies have shown that altruistic factors have been rated as more important than intrinsic and extrinsic factors (Al-Yaseen, 2011; Bilim, 2014; Manuel & Hughes, 2006; OECD, 2005a; Thomson, Turner & Nietfelds, 2012; Wang, 2014). For example, Manuel and Hughes (2006) reported an investigation into the motivations of 79 pre-service teachers, undertaking a teacher's program at the University of Sydney, Australia. This group was made up of 78% females, and 22% males and participants completed an open-ended and multiple-choice questions questionnaire about motivations and expectations. Their answers reflected that their reasons to become a teacher were mainly: the quest for personal fulfillment; the desire to work with young people to make a difference in their lives; and the opportunity to continue a meaningful engagement with the subject of their choice.

Manuel and Hughes (2006) also investigated the motivations of a cohort of pre-service teacher education students, undertaking a five-year, full-time combined undergraduate and initial teacher education degree program at the University of Sydney. Participants completed an extensive questionnaire which sought to gather data on the characteristics of the cohort; the factors that influenced their decision to undertake a teaching degree; their educational and work backgrounds; their perceptions of teaching, teachers, and students; their expectations of teaching as a career; and their professional goals. Participants were 79 undergraduate pre-service teacher education students in the third year of a five-year degree. The study found that most participants decided to teach based on intrinsic motivations, such as the pursuit of personal fulfillment; the desire to work with young people to and change their lives; and the opportunity to continue a meaningful engagement with the subject of their choice. They also described there was a mixture of personal aspiration; spiritual endeavor; social mission; intellectual pursuit; the desire for connectedness; and a belief in the power of ideas and relationships manifested in education to alter the conditions of their own and others' lives for the better. Salary did not figure in this research as a significant reason for choosing to teach.

Al-Yaseen's (2011) study is another that found altruistic and intrinsic as the main categories of motives. This study focused on factors influencing Kuwaiti student teachers' choice of teaching as a profession when he surveyed 400 student teachers who took a summer course at the College of Education-Kuwait University. His survey looked for the factors influencing Kuwaiti student teachers to join the College of Education. The study revealed that in making their career decision, students had been influenced mostly by altruistic and intrinsic factors, while extrinsic

factors were much less influential in their decision-making process. Students' choices were mainly based on their altruistic beliefs of the crucial role they would play in 23 developing society and helping students succeed in their studies. The intrinsic factors revealed students' beliefs about the educational mission they would fulfill as future teachers. Being in a profession with three months' end of year holiday and benefiting from a large salary were identified as extrinsic factors influencing their decision, but these were much less important.

The predominance of altruistic and intrinsic reasons for becoming a teacher as powerful motivators was also found by Thomson, Turner, and Nietfelds (2012), who used cluster analysis to identify typologies of 215 undergraduate student teachers enrolled in a teacher education program in the U.S. This mixed methods study collected data using two surveys, the Reasons for Teaching Scale (RTS), and the Career Statement Scale (CSS).

Finally, the FIT-Choice scale revealed similar findings, two from the US, two from Turkey, one from Germany, and one from the Arab Emirates. For the US-based studies, MacKenzie (2013) found that the top three most predominant reasons to become a teacher were:

- To shape the future of children and adolescents;
- To work with children and adolescents,
- To make a social contribution.

The author studied motivational and demographic factors that influence pre-service teachers' decision to become teachers through the lenses of the Factors Influencing Teaching Choice. This exploratory study was conducted in a public research university in the Midwestern region of the United States and was intended to uncover any significant differences influencing motivational factors between gender, ethnicities, type of program, and level of certification pursued among 447 pre-service teachers. as the second US-based studies, Wang (2014) used the FIT-Choice scale, and shortened version of Constructivist Learning Environment Survey, to investigate the extent to which teachers' implemented constructivist teaching in their classes and whether teachers' career motivation had any relationship with that implementation. The study was carried out with 116 in-services 24 teachers from some schools in Pennsylvania. The results showed that the most important motivational factors for becoming teachers were: self-concept of teaching ability, prior teaching and learning experiences, intrinsic career value, and three social utility values (making a social contribution, shaping the future of children/adolescents, and working with children).

Similar findings occurred within the two studies conducted in Turkey. Bilim (2014) studied the career choice motivations of 341 pre-service elementary Turkish teachers. He found that the top motivations for choosing the teaching career includes altruistic motives, prior teaching, learning experiences, and working with children/adolescents; after that, they based their decision on intrinsic motivations such as teaching ability and career value. This study showed that these participants in Turkey selected a teaching career because they wanted to contribute to society, enhance social equity, and help shape the future. Topkaya & Sercan Uztosun (2012) who also examined the career motivations of pre-service English teachers at a state university in Turkey using the Factors Influencing Teaching Choice Scale with 207 pre-service teachers, found that social utility and intrinsic values of teaching were important career motivations for the participants which were followed by ability-related beliefs. The research also reported the influence of prior teachers as role models as one of the main reasons for their career choice.

The last two studies that used the FIT-Choice Scale and found that intrinsic and altruistic factors were the greatest included one by König and Rothland (2012), who conducted their study with 1287 pre-service teachers from the University of Erfurt in Germany. The findings evidenced that among future teachers' motivations for teaching the three at the upper end were: work with children and adolescents, intrinsic value and shape the future of children and adolescents. Other less predominant motives were perceived teaching abilities and their wish to make a social 25 contributions. The lowest rated motivations found in this study were job security and time for family.

Lastly, Sharif, Upadhyay, and Ahmed (2016) investigated the motivational factors that lead to the choice of a teaching career in expatriate teachers in the United Arab Emirates (UAE). The findings described intrinsic and altruistic factors are the most commonly stated reasons for choosing teaching as a career with not many differences in gender. Overall, OECD (2005b) concluded that based on studies in France, Australia, Belgium (French Community), Canada (Québec), the Netherlands, the Slovak Republic, and the U.K. (OECD, 2005), that the most frequently declared motives for choosing teaching as a career top reasons include the joy of working with children and adolescents, the latent intellectual achievement, and the possibility to make a social contribution.

### **Specific factors influencing teacher's motivation**

Specific factors frequently cited within the literature under intrinsic, altruistic and extrinsic motivations including working with young people, continuing engagement with existing

degree subject, enjoyment of teaching activity, making a social contribution, salary, job security, status and holidays (Kyriacou & Coulthard, 2010; Jarvis & Woodrow, 2015; Kyriacou & Coulthard, 2010; Kyriacou *et al.*, 2013; Manuel & Hughes, 2016; Jacobs and Dochy, 2013; Struyven, Jacobs & Dochy, 2013; Younger *et al.*, 2014). As some literature has highlighted below, there can also be an overlap between the type or form of motivation involved.

### **Working with young people**

A desire to work with young people was identified by many researchers as the central to the decision to become a teacher (Manuel and Hughes, 2016; Richardson and Watt, 2016; Watt and Richardson, 2018; Sinclair, 2018, Struyven, Jacobs & Dochy, 2013). Heafford & Jennison (2018) argue that 'enjoying working with young people in the classroom is the *sine qua none* of teaching'. Similarly, Reid & Caudwell's study (2017) exploring reasons for choosing teaching as a career in England found that the most two prominent reasons for becoming a teacher given by 96 percent of the 453 teacher trainees were 'enjoying working with children' and 'feeling that teaching would bring high job satisfaction'. Of particular note is that the concept of enjoying working with children can be linked to both intrinsic and altruistic motivational constructs.

Working with children can often extend beyond solely having an innate love of the children, and connect with altruistic-type reasons for helping children and serving a useful role in society. As found in Manuel and Hughes' study (2016) of motivation to teach in Australia, they noted 'the opportunity to work with young people as part of the broader social project of education'. They found many teachers gave altruistic reasons for choosing a career in teaching, expressing the importance of helping children develop their knowledge and skills and feeling satisfied when seeing children learn and make progress. They also indicated working with children is socially worthwhile in the sense that it provides the opportunity to influence young people's future life chances and give back to society.

However, there is an increasing recognition that working with children can also be challenging and psychologically demanding (Kyriacou and Kunc, 2017). When working with children, teachers are often expected to perform multiple roles such as being a mentor, friend, disciplinarian, advisor, academic guide and having responsibility for mandatory reporting. At the classroom level teachers are often trying to create an effective and supportive learning environment while managing constant interruptions, poor student behaviours, failure to



achieve teaching goals, and sometimes verbal or even physical assaults (Richardson and Watt, 2016). Other potential source of pressure is likely to be re Hammond, 2012 (Hammond, 2012 ; Jacobs & Dochy, 2013; Kyriacou, Hultgren & Stephens, 2019; Hammond, 2012; Roness & Smith, 2010; Struyven; Younger *et al.*, 2014; Watt & Richardson, 2018). Further, the actual experience of classroom teaching plays an important part in shaping one's perceptions and feelings about teaching activity as an attractive job. Hultgren & Stephens; Kyriacou (2019) found that many student teachers in England shifted their view and attitude towards classroom teaching activities as an attraction from very positive at the beginning of the course to less positive after five weeks' practical experience in school. Likewise, Roness and Smith's study (2010) of student teachers in Norway reveal that the practical teaching experience is the most highly valued aspect of the teacher education course because the practicum provides the opportunity to teach the subject to real pupils and face the reality of teaching. Hobson *et al.*'s study (2018) observes that during ITP (initial teacher preparation), student teachers may have positive, negative and mixed feelings when reflecting their experience of school placement; their readjusting preconceptions about being a teacher and concerns with the development of a sense of being a teacher based on their school-based experience are the common features of their ITP experience. These findings above provide indications that whether teachers' practical teaching experience is positive or negative, their having experience classroom teaching might help them to refine their understanding of the teaching-learning process and make them more practical, more realistic and less idealistic about the image of a teaching profession.

In addition, some studies suggest that one's experiences of teaching or teaching-alike activities before undertaking teacher training is important in directing the decision to pursue a teaching career ( Lovett, 2017; Sinclair, 2018; O'Sullivan *et al.*, 2019). As found in O'Sullivan *et al.*'s study (2019), many student teachers had teaching-like experiences (e.g. working with children in summer camps, coaching junior athletes) before embarking on teacher education courses, and they felt enjoyment and a sense of fulfilment from these experiences. O'Sullivan and colleagues further argued, having enjoyed the teaching activity might contribute to an expectation or a desire to maintain such enjoyment in teaching, which convinced and attracted teacher trainees to choose teaching in the first place. Furthermore, Hammond (2012) notes that having positive experiences of working with young people before undertaking teacher training courses might give students the confidence to prepare to enter the teaching profession. In this connection, previous teaching-related experiences appear to play an important part in shaping

students' perceptions and image of the teaching profession as well as helping them understand or confirm if teaching is a 'right' career for them.

### **Making a social contribution**

A desire to make a worthwhile social contribution and the belief that teaching would be a socially valued occupation were identified as important in influencing the decision to choose a teaching career (Kyriacou and Coulthard, 2010; Akar, 2012; Flores and Niklasson, 2014; Manuel and Hughes, 2016; Young, 2015; Watt and Richardson, 2018). For example, Kyriacou and Coulthard's study (2010) found that students who seriously considered teaching stressed the importance of 'a job where I will contribute to society', 'a job where I can care for others', and 'a job which gives me responsibility' in their career decision-making, and they considered these factors as being well met by teaching. In this regard, those who choose a career in teaching are those who are likely to have a sense of responsibility and value the importance of making a social contribution and expect to provide a service to society through teaching.

The teaching profession has long been connected with the 'service' theme; and regarded as 'performing a special mission in our society' (Lortie, 2012). Lortie argues that the service appeal of teaching is more likely to attract those who approve of the education system, though there might be minority who go into teaching for changing it. While it can be argued that teachers are doing a socially meaningful and important job in the sense that teachers help and influence next generation and they play a useful role in society (Bergmark *et al.*, 2018; Benmansour & Kyriacou, 2019; Manuel and Hughes, 2016). These positive perspectives and social image of teaching should make teaching an honoured and sacred occupation with high respect and esteem. For example, as Richardson and Watt (2016) note, teachers in countries such as Finland, Taiwan and Norway enjoy a high occupational prestige and community respect. Nonetheless, this is not necessarily the case in countries such as the United States, Australia and the United Kingdom, for example, given the opposite prevailing aphorism by George Bernard Shaw *He who can, does. He who cannot, teaches* (Phrase Dictionary, 2018). This perspective implies that teaching is chosen by individuals who fail to be qualified to enter a better career. It is important to note that such negative view remains in circulation and has the potential to have undermined the prestige of teaching and made a teaching career less attractive (Kyriacou *et al.*, 2013; Yong, 2014; Richardson and Watt, 2016).

### **Family Social Economic Status & Other Personal Characteristics**

The economic and educational backgrounds of those interested in becoming a teacher have been studied in various countries, and often reveal that those interested in teaching come from families with a lower economic status (Balyer & Özcan, 2014; Coultas & Lewin, 2012; Kass & Miller, 2018; Richardson & Watt, 2016). For example, Coultas and Lewin (2012) reviewed the features of students choosing initial teacher training programs in four countries: Ghana, Lesotho, Malawi, and Trinidad and Tobago. Coultas and Lewin studied the teacher education systems in these countries and captured a demographic description of the students including age, religious affiliation, ethnic group, mother tongue, parental occupations, and academic achievement, and students' educational qualifications. They found that compared to those in the developed countries of the UK and US, the teachers came from a family background of very low cultural capital, and they often also had lower academic levels.

### **Social, Family and Cultural Influences**

Some research has found that various social norms impact the decision to become a teacher, as well as family and cultural influences (Chistolini, 2010; Crow, Levine, & Nager, 2010; Admiraal, Berry, Moses, Saab, 2017; Byun & Park, 2015; Richardson & Watt, 2015). For example, Richardson and Watt (2015), using a mixed method approach and explored the reasons behind graduates' decisions to pursue teaching as a career. With 74 participants from a one-year pre-service teacher education program at an Australian university located in Melbourne, the authors explored five factors related to social status, career fit, prior considerations, financial reward, and time for the family were identified through factor analyses. This study also explored the typologies of people choosing teaching. To establish these typologies, the study considered the social status, prior considerations, financial reward and time for family factors. The results showed that the factors that influenced the decision to enter the teaching career coming from another career were at some point personal and related to immediate family circumstances, and in other occasions were more global and related to employment stability and quality of life (Admiraal, Moses, Berry & Saab, 2017).

### **Importance of Teacher motivation**

Teachers are the core employees of educational institution who plays an important role in the institution's success and in creating and promoting its good will among students and academia (Gyimah, 2020). Therefore, teachers' motivation is an imperative and inevitable objective for any institution in managing educational programs.

First of all, teacher motivation is important as it affects students' motivation and achievement. In other words, teacher motivation is equally important for both teachers and students to create conducive environment for producing desirable teaching learning outcomes. Motivated teachers influence the students positively and create such type of environment where students get motivated to learn even in challenging situations. Teacher motivation also can influence students' belief and attitude (Christopher, 2012), it means that sometimes, teacher motivation helps creating positive attitudes and beliefs among students.

Similarly, teacher motivation is important for educational reform as they are constantly looking for ways to improve their practice and because they are more likely to put the necessary effort into implementing change. Furthermore, teachers' motivation increases teaching and learning interest among teachers and students.

Thirdly, teacher motivation is important for ensuring quality education. A nation's strength depends on the high quality of education and relies on qualified and motivated ethical teachers. Teachers are the most important for any nation's future however, without adequate support will not be motivated although they are highly qualified. If a teacher is experienced or motivated a language classroom becomes more interesting for bringing supportive resources and facilities for teaching and learning, a teacher tends to participate in each and every program for developing life-long skills to make teaching learning activities more fruitful. This shows that teacher motivation plays an important role in the success and performance of an educational system and responsible for increasing overall productivity of institution.

### **Mixture of motivational factors.**

Some research has revealed that assumptions about the teaching profession also play a role in a career decision. Indeed, research has found that many individual hold assumptions or “truths” about the teaching profession (Albulescu & Albulescu, 2015; 2014; Manuel & Hughes, 2006; Petre, 2015; Rafailă, 2014; Richardson & Watt, 2006). In a special issue on teacher motivation, Alexander (2008), a scholar from the University of Maryland offered examples of such “educational truisms,” or commonly held perceptions such as

- teaching is challenging,
- challenges come from both external and internal sources,
- there is a call to the profession,
- that can be differential successes and types of satisfaction.

Another mixture of motivational factors was found by Albulescu and Albulescu (2015) as they explored the motivations of students who decided to become teachers, enrolled at the Babes-Bolyai University in Cluj-Napoca, Romania. The authors surveyed 119 students at the beginning of their second semester, among first-year undergraduates. The results identified that the main reasons for the career choice of the participants were:

- the number of jobs available in the education system,
- income,
- self-assessed teaching skills and competencies,
- enjoyment in working with children and teenagers,
- satisfactions and challenges faced by education professionals,
- the attractiveness of the status as a teacher within the community,
- Long-term career opportunity.

The authors also noted that many students did not pay proper attention to career planning and development, even though this process would have enabled a suitable career path.

Other researchers have focused on such assumptions in their research. For example, Petre (2015) identified the primary sources of motivation for selecting a teaching career for 150 future teachers for primary and pre-schools in Romania. The author used a questionnaire and found that for many future teachers, they viewed that being a teacher was not a job for the future or with a future; they describe the role for which they are preparing as inaccessible to many, very difficult and demanding, and valuable to society. They also reported feeling that society does not value them enough; participants still want to become teachers because they feel they belong to a new generation of teachers.

Dundar (2014) also found that elementary school teacher candidates believed that teaching is a difficult job, low in social status and not well-paid. Despite these assumptions, the decision to choose the teaching profession was mostly influenced by social utility values. The study was done with 176 freshman elementary school teacher candidates at two universities in Turkey. Similarly, participants in Manuel & Hughes' (2006) study considered teaching to be a challenging and rewarding career and identified that they were influenced in their decision to teach by a significant teacher or mentor. The findings, according to Manuel and Hughes reflect participants' aspiration; spiritual endeavor; a social mission; intellectual pursuit; the desire for

31 connectedness; and a belief in the power of ideas and relationships manifested in education to alter the conditions of their own and others' lives for the better.

Rafailă (2014) also found that a mixture of motivations plays an integral part in choosing and building a teaching career. The author studied a sample taken of students preparing to become teachers at kindergarten and primary schools in Romania. The participants responded to questionnaires, and interviews, and were also observed. The author concluded that the reasons for choosing a teaching career were: the permanent nature of the salary (although it is low); the impossibility of entering a different career at the university; the existence of inspiring teachers who had a positive impact on personal development; the job uncertainty in Romania; the ability to acquire the basic concepts for teaching different school subjects; and the opportunity for immediate teaching opportunities. Rafaela found that the career decision had been made after many factors had been considered: external and internal, psychological and sociocultural, training level, born talent, acquired competencies, the image about one's self, aspirations, scientific interests, personal experiences, career choices, and society's value system.

Hellsten & Prytula (2011) explored the motivations of beginning teachers in Saskatchewan University in Canada. The purpose of this study was to:

- investigate the entry motivations of Saskatchewan beginning teachers;
- determine if the entry motivations changed over time;
- to examine whether there were any differences in motivations due to demographic characteristics.

This mixed methods study used surveys and in-depth interviews with 279 participants. The beginning teachers participating in the study suggested that the entry and teacher practice motivation factors most frequently mentioned as important involved "making a difference in people's lives," "working with children or youth," and the "opportunity to teach subjects that were of interest." There was a change in motivations conditioned by time 32 and demographic traits. Factors such as "having my own classroom," "salary and benefits," and "professional quality of life" grew from entry purpose to first year teaching motivation. Entry and teacher motivations were different depending on gender, age group, and program of study. Teacher motivations also varied depending on marital status. Except for "wanting to be a teacher," the external motivating factors were "teaching as an alternative option," the influence of "significant others as role model teachers," and teaching as a "good match for skills and interests." Motivational factors repeatedly recognized by the participants as "important" or

“very important” involved “making a difference in people’s lives working with children or youth,” and the “opportunity to teach subjects that were of interest.”

Hennessey and Lynch (2017) examined the appropriateness of the FIT-Choice scale for use within an Irish Initial Teacher Education setting with a cohort of 143 first year pre-service teachers. This study used exploratory factor analyses to examine participants’ motivations for choosing teaching as a career, and their perceptions about teaching. The results support the validity of the FIT-Choice scale within this Irish Initial Teacher Education situation. Prior teaching and learning experiences, as well as perceived ability, were noticed as the strongest significant factors in participants’ determination to become a teacher. These outcomes added importance to subject-based knowledge in Ireland. The connections between participants’ motivations for becoming a teacher and their satisfaction with career choice were also explored. Choosing teaching as a fallback career was negatively related to satisfaction, whereas a desire to work with children was found to be a significant positive predictor.

Low et al.(2011) in Singapore, investigated reasons why pre-service teachers choose teaching as a career. This qualitative study recruited participants from four initial teacher training in Singapore. Participants responded open-ended questions, relevant personal profile data such as 33 gender, age, educational background and previous job, they also had to report if their parents were teachers and about the persons who had the greatest influence on their choice of teaching as a career. Among the main reasons to choose teaching they selected interest in teaching, the influence of teaching experience, love for children and young people and to fulfil a mission. Some participants described teaching as challenging and motivating, while others viewed teaching as a dynamic career that provides job security. Authors found participants chose the career moved by intrinsic reasons such as “It is the profession I have always wanted” and “I see it as a lifelong career”; love working with children and influencing young lives.

Finally, using the FIT-Choice scale, Richardson and Watt’s 2006 large-scale Australian study found that participants stated they perceived teaching as a highly demanding career, with low salary and social status. However, they were influenced by their teaching ability-related beliefs, personal and social utility values and positive prior experiences of teaching and learning. The values participants found relevant motivators influencing their choice of teaching included the intrinsic value of teaching, social utility values described as the desire to shape the future, enhance social equity, make a social contribution and work with children/adolescents, and then the personal utility values of job security, time for family and job transferability. These results provided a profile of a large sample of pre-service teachers whose decision to enroll in a teacher

education program was made at a time when the mass media and the general public described teaching as a poor career choice.

### **Factors Affecting Teacher Motivation.**

There are multiple factors that affect teachers' motivation whether it is public or private schools. Some of the factors that affect teachers' motivation are occupational status of the teachers, working environment, professional development opportunities, link between performance and reward, salary and so on.

**Occupational Status:** Occupational status of teachers refers to the esteem and recognition teachers have in society as professionals. In past teaching profession commanded much respect when teaching was regarded just as mission and there was the conception of Gurukul. However; with the passage of time, there is a drastic and frustrating change in the total concept of teaching and learning. Now everything is judged on income level and because this profession is low paid and the perception of the society towards teachers has changed. So there has been a gradual decline in teachers' motivation (Shah, 2016). The low-income level of teachers has led the profession to lose the respect it deserves. The fall of teachers pay below the minimum wage has a damaging effect on the social status or image of teachers Gameda (2015). Moreover, in some countries what we find, teaching job is considered as last option for graduates who want job for basic needs since our today's society values people entirely with money the teachers earn, therefore, teachers lost the respect they deserve. Present days, teaching job considered as low paid job rather than highly reputed job.

**Working Environment:** According to Salifu (2014), teachers working conditions refers to the necessary atmosphere created for teachers at the workplace to motivate them to greater performance. They include classroom space, appropriate class size numbers, student discipline, electricity, availability of enough furniture, and teaching and learning materials. Teachers' working conditions also include competitive remuneration, the opportunity to participate in decision making, the opportunity for promotion and to gain recognition, and to have access to decent housing as well as appreciable incentive packages apart from regular remuneration. Similarly, working conditions have a significant influence on teacher morale and motivation as well as their classroom performance. It means that when teachers are provided with favorable working environment which ensures attractive salaries, moderate teaching loads in terms of class size and number of teaching hours, good relationships amongst themselves and with students, and good leadership from principals, they are likely to be much more motivated towards their professional and personal life .However, large class sizes, unusual hours of work, multi-grade teaching, unhealthy relationship amongst teachers and bad leadership



demoralize teachers and kill off their motivation to be committed to their work. Sometimes, large number of the students, multi-grade teaching, and much working hours can create unfavorable environment for the teacher and affect teachers' motivation.

**Link between Performance and Reward:** Job satisfaction of the teachers is closely related to recognition. Teachers get motivation from the recognition of their achievements and accomplishments by their head, when they get appreciated for their valuable contribution or receive constructive feedback in order to correct their flaws. If there is no difference between the teacher who is actively engaged in professional development activities and improving his/her knowledge and skills and those who are not working hard it affects the motivation and enthusiasm of teachers' who relatively perform better. If there is no any recognition or reward for those teachers who actively engage in professional development, then it not only demotivate the teachers to participate but also convey a message that professional development is not important.

**Salary:** Salary is the most important factor in motivating employees for better achievement. Motivation plays a significant role in any institution and organization in the modern society because only if teachers are motivated then they can be more productive. In some schools, head teachers usually take measures such as pay increase and promotion to motivate other teachers. In the past decade, there have been a large number of surveys on factors that motivate employees to perform their best. Some experts state that salary is the most important factor in motivating employees. Furthermore, it can be said if schools cannot provide satisfying salary; teachers may not do well to work with all their heart. Therefore, salary is the most important factor in motivating employees or teachers. Moreover, Salary is the most interesting hygiene factor because it is often used in an attempt to motivate even though salary is not a motivator. However, research indicates that a salary bump increases happiness temporarily for up to six months. But that salary increase also creates future expectations that may not be realistic where teachers' motivation comes from the psychological benefits derived from the actual work a person does. Therefore, salary can be taken as an affecting factor for teacher motivation.

### **Theoretical framework: Factors influencing teaching (FIT) as a career choice: FIT-Choice model**

The FIT-Choice framework sheds light on why individuals choose teaching as a career choice, their perceptions about the demands and rewards of a teaching profession as well as the level of career satisfaction and commitment (Richardson and Watt, 2016). The FIT- Choice programme of research set out in 2001, was prompted by two inquiries:

- What motivates people to pursue a teaching career?
- What makes people leave a more demanding, prestigious and highly paid career to enter the teaching profession?

These questions are consistent with the issues of concern for this study, which drew my attention to use of the FIT-Choice model as a theoretical underpinning. Overall, the FIT-Choice project has addressed the theoretical and methodological limitations of previous research exploring teachers' motivation for becoming a teacher. As Watt and Richardson (2012) argue, the FIT-Choice framework can provide an integrative and reliable platform to assist researchers who seek to investigate why teachers decide to pursue a teaching career. Given this, this study thus employs the FIT-Choice framework to approach the research questions pertaining to teachers' motivation for choosing a career in teaching.

### **The FIT-Choice model: Expectancy-Value Theory**

The FIT-Choice framework is underpinned by expectancy-value motivational theory (Eccles *et al.*, 1983; Eccles, 2005). Expectancy-value theorists believe that individuals' belief in their ability and expectancy of success and the value they attach to the task has a strong impact on educational, occupational, and other achievement-related choices (Eccles, 2005, 2009; Wigfield & Eccles, 2000). Expectancy-value theory has been considered as an important framework for achievement motivation, starting with Atkinson (1957), being further developed by Battle (1965), Crandall *et al.* (1962), and more recently expanded by Feather (1988, 1992) & Eccles *et al.* (Eccles *et al.*, 1983; Eccles and Wigfield, 1995; Eccles, 2005). Although it was theoretically and empirically developed to examine student's decisions to engage with mathematics in secondary school (Eccles *et al.*, 1983); it has now been widely applied to other academic disciplines, such as English, Languages and Arts (Jacobs *et al.*, 2002; Watt, 2004), and most importantly for the purpose of this study, to certain types of career choice (Watt, 2016).

Researchers explain *expectancies for success* as beliefs about how one will perform on achieving the impending tasks, conceptually distinguished from *ability beliefs*, which are the perceptions of one's current competence at a given activity. Eccles & Wigfield (Eccles & Wigfield, 1995; Wigfield & Eccles, 2000) were unable to distinguish empirically between the ability and expectancies constructs in factor analytic work, they have combined the two in their analyses. Factors that constitute value components include:

- **Intrinsic value** (enjoyment or interest in the task),

- **Utility value** (whether the task is regarded as useful),
- **Attainment value** (whether it is important for reaching one's goal),
- **Cost value** (the effort and time required or what the individual must sacrifice financially or psychologically for completing a task).

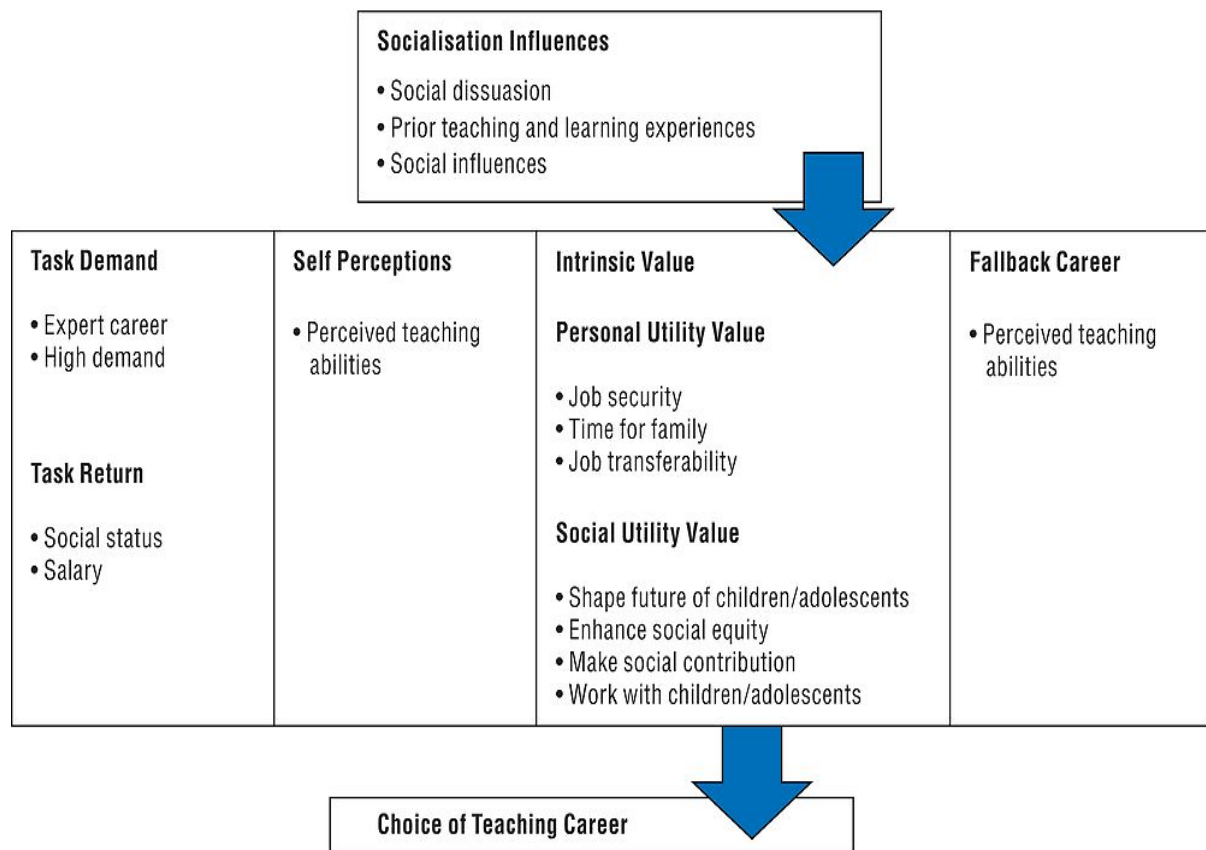
Eccles and Wigfield (1995) suggest three sets of constructs within expectancy-value theory:

- Expectancy/ability beliefs,
- Subjective task value (i.e. Attainment, intrinsic, and utility values), and
- Perceived task difficulty (i.e. Effort required and task difficulty).

### **The Structure of the FIT-Choice model**

The FIT-Choice model encompasses 'socialization influences', including 'prior teaching and learning experiences, social influences and social discussion', followed by more proximal influences of 'tasks perceptions (task demand and task return)'; 'self-perceptions'; 'values (intrinsic values, personal utility value, social utility value)'; and, 'fallback career' (Richardson and Watt 2016; Watt and Richardson, 2017). This theoretical model, is built upon the interactions between existing teacher education literature and the literature on occupational choice.

**Figure 1: FIT-Choice empirically validated theoretical model**



Source: Watt, H.M.G. and P.W. Richardson (2007), “Motivational factors influencing teaching as a career choice: Development and validation of the FIT-Choice scale”, *Journal of Experimental Education*.

The constructs of prior teaching and learning experiences and social influences align with teacher education literature where have emphasized the importance of positive influences of previous teaching and school experience (Bramald, Hardman and Leat, 2015; Lortie, 2012; Richardson and Watt, 2016; Watt and Richardson, 2017; Younger *et al.*, 2014; Priyadharshini and Robinson-Pant, 2013), and the influences and encouragement of other people such as inspiring teachers, family members, friends and colleagues (O’Sullivan *et al.*, 2019; Flores and Niklasson, 2014; Younger *et al.*, 2014; Cross & Ndofirepi, 2015; Manuel & Hughes, 2016; Mangaoil *et al.*, 2017). Moving to one of the primary scales – Task Perception which contains task demand (expertise and difficulty) and task return (social status, teacher morale and salary), is to assess the individual’s perceptions and expectations of teaching and to what extent these judgments motivate or demotivate people to become a teacher. It is expected that the perceptions of teaching as a highly demanding career, requiring high levels of professional knowledge, a huge workload, hard work, and high emotional demand, may undermine people’s

intention to pursue a teaching career, although this may be moderated by perceived high task return level (i.e. high social status, teacher morale and good salary).

The measured scales of Self Perceptions (i.e. perceived teaching ability) and Intrinsic Value are the key focus of several conceptual models in the motivation literature including the expectancy-value model, and ability-related beliefs and have been broadly emphasised in the career choice literature although they may not receive considerable attention in the teacher education literature. Altruistic motivation, on the other hand, has been long highlighted in the teacher education literature, which is described as social utility value (shape future of children/adolescents, enhance social equity, make social contribution, and work with children/adolescents) in the FIT-Choice model. The last proximal influence of fallback career is developed as a negative component drawing on the claims in the teacher education literature (Kyriacou & Benmansour, 2019; Lovett, 2017) and from traditional public opinion (Richardson and Watt, 2016) concerning teaching where entrants may have failed to be qualified for their preferred career or be uncertain about what career they wanted. Taken together, Watt & Richardson (2017) suggest that all components of the FIT-Choice model should work together to predict the career choice of teaching and professional engagement outcomes.

### **Understanding motivation to teach from the FIT-Choice model perspective**

The empirical validation of the FIT-Choice model suggested there were multiple factors influencing the choice of a teaching career in varying degree (Watt & Richardson, 2017). For example, intrinsic value, and perceived teaching ability, aligning with core themes within the expectancy-value theory, were found to be rated highest by prospective teachers as influences in the choice of a teaching career. Additional highly endorsed motivations included social utility value (make social contribution, shape future of children/adolescents, work with children/adolescents enhance social equity) and positive prior teaching and learning experiences. Social influences, job security, job transferability and time for family were rated as moderately influential factors in the choice of a teaching career. Choosing teaching as a fallback career was rated lowest, contrary to the view or the stereotype that teaching is chosen by people who are unable to achieve their ideal or expected career and see teaching only as a backup plan (Mtika & Gates, 2011;Yong, 2015). In Australia, teacher candidates perceived teaching as a highly demanding career that required hard work and professional knowledge and skills. They also perceived teaching as a low return career with respect to social status,

salary; and, reported experiences of relatively strong social dissuasion from pursuing a teaching career. Interestingly, despite this awareness of ‘high demand’ yet ‘low return’, they still gave high ratings for the satisfaction of teaching as a career choice.

The FIT-Choice scale was also applied in other diverse contexts, thereby providing extensive cross-cultural comparative analysis and generating reliable findings on prospective teachers’ motivation and perceptions about teaching as a career. For example, in light of a cross-cultural comparison among four countries (Australia, Germany, Norway and the United States) using the FIT-Choice scale (Watt *et al.*, 2012), the top five highly influential factors were consistent, including intrinsic value, perceived teaching ability, the desire to work with children/adolescents, making a social contribution, and positive previous teaching and learning experiences. Watt *et al.* (2012) suggest that motivation for choosing a teaching profession is likely to hold more similarities than differences across diverse contexts and samples. Watt *et al.* (ibid, p. 804) argue,

However, in the same year, in another cross-cultural comparison of FIT-Choice scale results from Turkey, China, the Netherlands, Croatia, Germany, Switzerland undertaken by Watt and Richardson (2012), the authors found that the differences in culture or value were likely to have an impact on motivation for choosing a teaching career. Moreover, a low rating is given for *social influences* in each of the Australian, German, and the United States contexts, suggesting that the choice of teaching might be more the result of a personal decision than other people persuasion for the respondents in those countries. In Croatia, however, social influences of friends, family, and colleagues were highly important in the decision to teach.

Watt and Richardson (2012) argue that the contextual factors in terms of local society, culture and economics may influence what attract individual to enter teaching as well as how they perceive teaching as a career choice. In other words, the differences in motivations and perceptions about teaching as a career are likely to reflect differences between countries in their social, economic and cultural context, and the general image held of the teaching profession. It is important to recognize that different motivation patterns and perceptions of teaching may have an impact on the process for selecting teacher education candidates as well as student teachers’ subsequent professional engagement and development (Richardson & Watt, 2014).

Although the FIT-Choice model covers the general and fundamental motivation for the choice of teaching, it is important to be aware of other possible influencing factors, such as the role of sociocultural context, the labour market, gender roles and demographic background in considering a career choice.

### **Self-determination theory and teacher's motivation for choosing teaching career**

A second well-accepted theory of motivation is self-determination theory, created by Deci and Ryan (2000, 2012). Self-Determination Theory, or SDT, links personality, human motivation, and optimal functioning. It posits that there are two main types of motivation—intrinsic and extrinsic—and that both are powerful forces in shaping who we are and how we behave (Deci & Ryan, 2008). It is a theory that grew out of researchers Edward L. Deci and Richard M. Ryan's work on motivation in the 1970s and 1980s. Although it has grown and expanded since then, the basic tenets of the theory come from Deci and Ryan's seminal 1985 book on the topic.

Relevant reading: Intrinsic Coaching: What Is It and How to Apply It?

According to Deci and Ryan, *extrinsic motivation* is a drive to behave in certain ways based on external sources and it results in external rewards (1985). Such sources include grading systems, employee evaluations, awards and accolades, and the respect and admiration of others. On the other hand, *intrinsic motivation* comes from within. There are internal drives that inspire us to behave in certain ways, including our core values, our interests, and our personal sense of morality. It might seem like intrinsic motivation and extrinsic motivation are diametrically opposed—with intrinsic driving behaviour in keeping with our “ideal self” and extrinsic leading us to conform with the standards of others—but there is another important distinction in the types of motivation. SDT differentiates between autonomous motivation and controlled motivation (Ryan & Deci, 2008).

***Autonomous motivation*** includes motivation that comes from internal sources and includes motivation from extrinsic sources for individuals who identify with an activity's value and how it aligns with their sense of self.

***Controlled motivation*** is comprised of *external regulation*—a type of motivation where an individual act out of the desire for external rewards or fear of punishment.

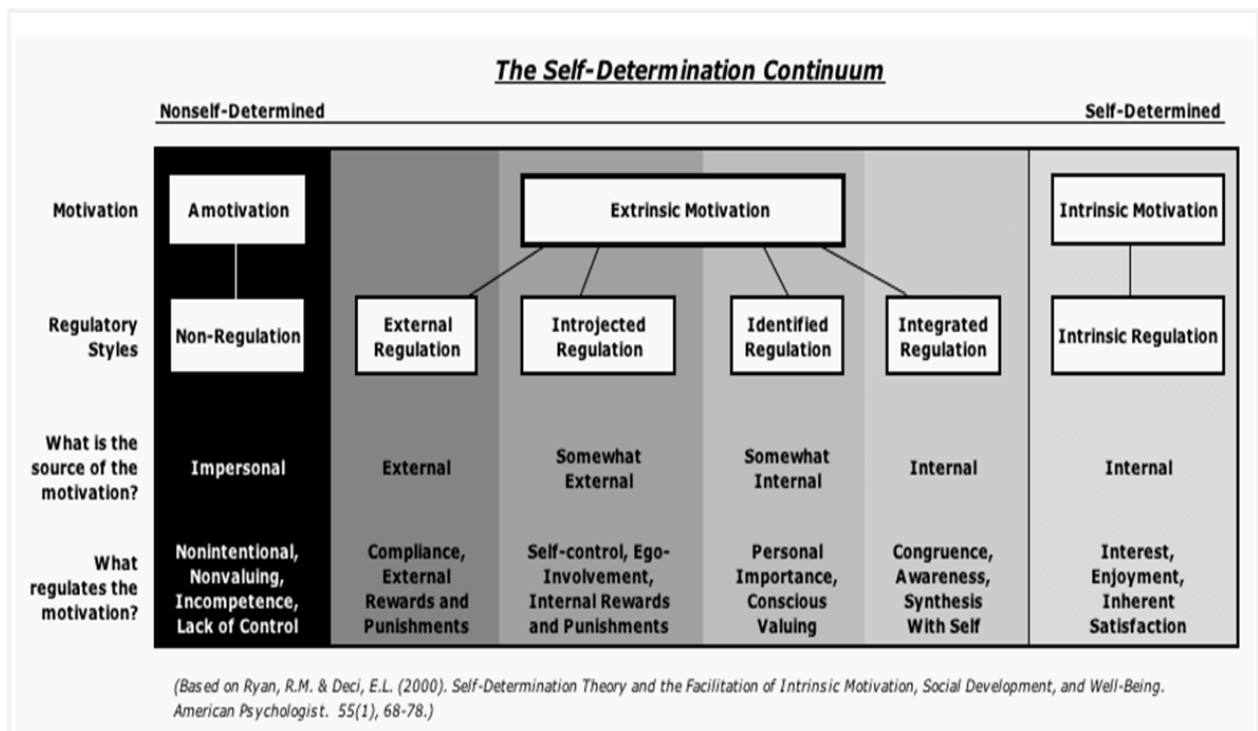
On the other hand, *introjected regulation* is motivation from “partially internalized activities and values” such as avoiding shame, seeking approval, and protecting the ego. When an individual is driven by autonomous motivation, they may feel self-directed and autonomous;

when the individual is driven by controlled motivation, they may feel pressure to behave in a certain way, and thus, experience little to no autonomy (Ryan & Deci, 2008).

### The Self-Determination Model, Scale, and Continuum

We are complex beings who are rarely driven by only one type of motivation. Different goals, desires, and ideas inform us what we want and need. Thus, it is useful to think of motivation on a continuum ranging from “non-self-determined to self-determine.”

**Figure 2: Self Determination Theory**



At the left end of the spectrum, we have *amotivation*, in which an individual is completely non-autonomous, has no drive to speak of, and is struggling to have any of their needs met. In the middle, we have several levels of extrinsic motivation.

One step to the right of amotivation is *external regulation*, in which motivation is exclusively external and regulated by compliance, conformity, and external rewards and punishments.

The next level of extrinsic motivation is termed *introjected regulation*, in which the motivation is somewhat external and is driven by self-control, efforts to protect the ego, and internal rewards and punishments.

In *identified regulation*, the motivation is somewhat internal and based on conscious values and that which is personally important to the individual.

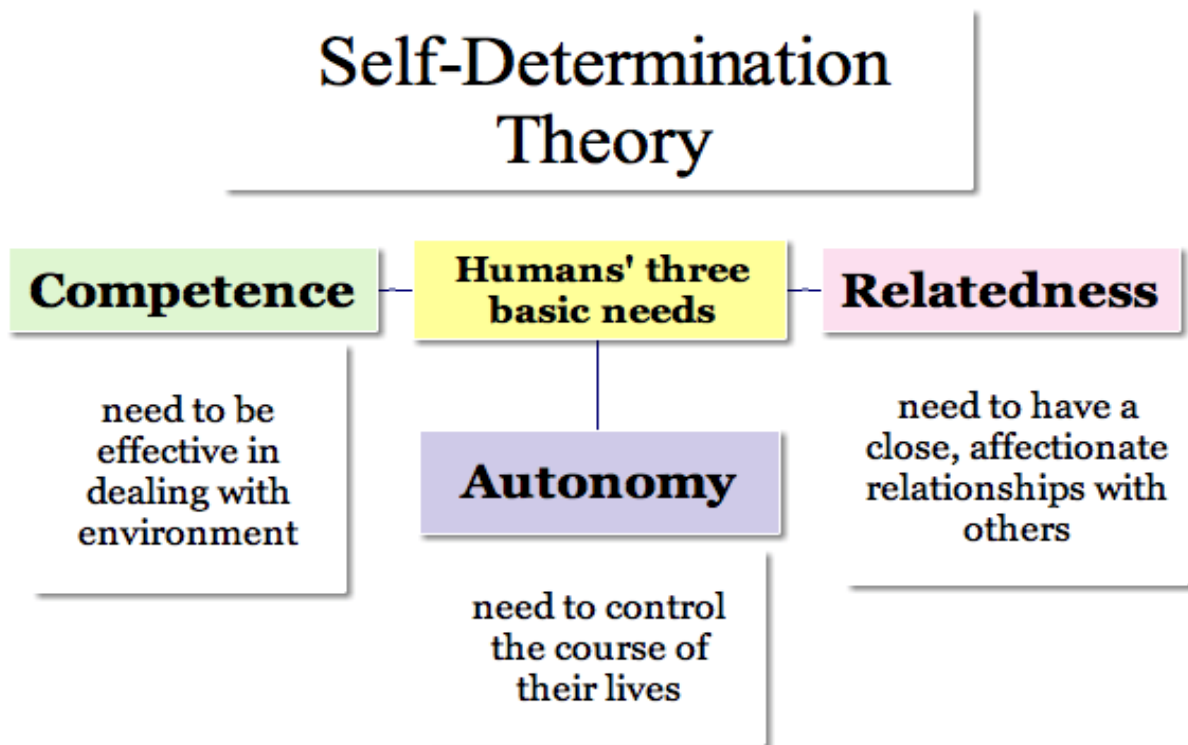


The final step of extrinsic motivation is *integrated regulation*, in which intrinsic sources and the desire to be self-aware are guiding an individual's behavior.

The right end of the continuum shows an individual entirely motivated by intrinsic sources. In *intrinsic regulation*, the individual is self-motivated and self-determined, and driven by interest, enjoyment, and the satisfaction inherent in the behavior or activity he or she is engaging in.

Although self-determination is generally the goal for individuals, we can't help but be motivated by external sources—and that's not necessarily a bad thing. Both intrinsic and extrinsic motivation are highly influential determinants of our behavior, and both drive us to meet the three basic needs identified by the SDT model:

**Figure 3: Self Determination Theory P 47.**



⇒ **Autonomy:** people have a need to feel that they are the masters of their own destiny and that they have at least some control over their lives; most importantly, people have a need to feel that they are in control of their own behavior.

⇒ **Competence:** another need concerns our achievements, knowledge, and skills; people have a need to build their competence and develop mastery over tasks that are important to them.

⇒ **Relatedness** (also called *Connection*): people need to have a sense of belonging and connectedness with others; each of us needs other people to some degree (Deci & Ryan, 2008).

According to the developers of SDT, Deci and Richard M. Ryan, individual differences in personality result from the varying degrees to which each need has been satisfied—or thwarted (2008). The two main aspects on which individuals differ include causality orientations and aspirations or life goals.

Causality orientations refer to how people adapt and orient themselves to their environment and their degree of self-determination in general, across many different contexts. The three causality orientations are:

⇒ Autonomous: all three basic needs are satisfied.

⇒ Controlled: competence and relatedness are somewhat satisfied but autonomy is not.

⇒ *Impersonal*: none of the three needs are satisfied.

Aspirations or life goals are what people use to guide their own behavior. They generally fall into one of the two categories of motivation mentioned earlier: intrinsic or extrinsic. Deci and Ryan provide affiliation, generativity, and personal development as examples of intrinsic life goals, while they list wealth, fame, and attractiveness as examples of extrinsic life goals (2008). Aspirations and life goals drive us, but they are considered learned desires instead of basic needs like autonomy, competence, and relatedness.

Career choice motives of future teachers can be differentiated based on the degree of self-determination and autonomy involved, too. Many researchers differentiate between intrinsic and extrinsic motives (Heinz, 2015). Whereas intrinsic motives relate directly to work tasks or work outcomes of teachers (e.g., imparting knowledge), extrinsic motives see an occupation as instrumental to achieve external goals like a decent salary or a high job security. Intrinsic career choice motives that involve high levels of self-determination and autonomy, and are often named by student teachers, include imparting knowledge, supporting children in their development, interest in particular subject matter, and contributing to society (Heinz, 2015; Liu, 2010; OECD, 2005; Sinclair, 2008). Sometimes, these (or some of these) motives are named altruistic as well. However, there is no consensus regarding the differentiation between intrinsic and altruistic motives in the field (Bastick, 2000; Kyriacou et al., 2003; Rinke, 2008).

Motivational factors, like financial and occupational security, the compatibility of profession and family, and recommendations made by others are often called extrinsic motivational factors (Richardson & Watt, 2006; Wilhelm et al., 2000). With regard to self-determination theory, it is important to consider the different levels of self-determination within the field of extrinsic motives. Most studies reveal that intrinsic motives, which involve highly self-determined behavior, are more important for teachers than extrinsic motives. Only a small number of studies show greater significance on the part of extrinsic motives, such as status and money (Bastick, 2000; Heinz, 2015; Zumwalt & Craig, 2008).

### **Empirical Review**

A review of the literature on motivations for choosing teaching as a career highlighted intrinsic, altruistic and extrinsic motivations as the most important groups of reasons influencing teaching career choice (Brookhart & Freeman, 2019). The passion for teaching plays a major role in society by educating the young ones in the society as a sign of giving back to society. Having a positive teaching experience at school are described as having a good intrinsic and altruistic motivation for choosing the teaching profession (Brookhart & Freeman, 2019; Farka, Johnson, & Foleno, 2016; Reif & Warring, 2018; Richardson & Watt, 2017). Accordingly, much research has been conducted into motivations for choosing teaching as a career across subject disciplines and different jurisdictions (Brookhart & Freeman, 2019; Jarvis & Woodrow, 2015; Watt & Richardson, 2017.). In an earlier study involving 556 student teachers studying at Michigan State University, Mori (2019) concluded that “motivations for becoming a teacher derived from five components – Economic, Social, Interpersonal, Intellectual, and Ethical”. In a meta-analysis that reviewed 44 studies, Brookhart & Freeman (2019) suggested that “altruistic, service-oriented goals and other intrinsic sources of motivation” were the primary reasons provided for choosing teaching as a career. More recent studies also highlighted that the desire to work with children, the potential for intellectual fulfilment, and the opportunity to make a meaningful social contribution were the primary motives for choosing teaching as a career (Kyriacou & Coulthard, 2018; Watt & Richardson, 2017).

Subsequently, in an international FIT-Choice scale comparison study carried out by Watt & Richardson (2021) across samples within Australia, the United States, Germany, and Norway, motivations for teaching were noted to hold more similarities than differences. Five common motivations were emergent within the study, namely; intrinsic value, perceived teaching ability,

the desire to make a social contribution, to work with children/adolescents, and having had positive prior teaching and learning experiences. Factors deemed to be of minor influence were the personal utility values of job security and time for family, and the desire to enhance social equity, with social influences of friends, family, and co-workers were noted to be the least influential motivating factors. A consensus also emerged amongst the samples in this study regarding the perception of teaching as a career-high in task demand. However, divergences of opinions were noted across these countries concerning additional perceptions about teaching. Acknowledging the outlined findings on the suitability of the FIT-Choice scale across the variety of jurisdictions, this simply means that, the influential factors found on the framework varies from one country to the other. This means that the factor that suits or motivate European teachers may not favour that of Ghanaian teachers.

A comprehensive international study (OECD, 2019) revealed that people opt for the teaching profession because it enables intellectual fulfilment and represents a tool for making contributions to changes in society. Other researchers also investigated the reasons why choosing student teachers enrolled in teacher education programs and ultimately become teachers. They found out that, the most commonly reasons include, the perceived teaching ability: an appreciation of the intrinsic value of teaching; the desire to make social contribution, shape the future and also work children: a personal interest in the subject area and job security (Brookhart & Freeman, 2019, Ok & Onkol, 2017; Richardson & Watt, 2017). An examination of the career plans of choosing student teachers indicates that many do not plan to teach for the entire lengths of their careers. West & Brousseau (2016). They also found out that, the majority of the student teachers (94%) in sample planned to work as teachers, for a minimum of five years. But only a few students about (57%) planned to teach for 10 years or more. Freeman, (2021) reported that the overall commitment to teaching among student teachers is very high and it does not relate to academic ability.

Turning our attention to developing African countries, in Gambia, Cowen (2020), in a research reported on teachers' motivations and perceptions of their profession, and revealed that 28% of teachers interviewed had the desire to leave the profession in the following five years to seek perceived better working conditions in other professions. It is interesting to note that most teachers who are not happy with the professions but choose to stay in the profession often engage in substandard professional practices such as absenteeism, lateness and misuse of instructional times ( Agbenyega &Salifu 2018). For example, it is on record that in Malawi,

Kenya and Uganda, absentee rates among primary school teachers are high and stand at 18, 20 and 27%, respectively (Tanaka, 2019). These rates compare to an equally 27% high rate among teachers at the same level in Ghana (Ghana Centre for Democratic Development, 2018). In Nigeria, Ipidapo-Obe (2017) and Ololube (2016) have revealed that teacher-related sources of job dissatisfaction seem to have a greater impact on teacher performance. The dissatisfaction has largely been attributed to unattractive pay and the lack of recognition for the teaching profession. Elsewhere in the developed world, the UNESCO and the International Labour Organisation (ILO) have reported that contemporary teacher attrition rates even in the developed countries are high and vary between 5 and 30% (Agbenyega & Salifu 2018).

Heinz (2015) explored student teacher motivations through a review of international empirical studies. The author was looking for what empirical studies could tell us about the teaching career motivations of individuals in different countries and socio-cultural contexts, what similar and different motivational themes have emerged in different countries and economic, cultural, and social contexts, what are the implications of findings from this body of research for policy and practice, and what research methodologies/instruments have been used to explore student teachers' career motivations and commitment. The studies reviewed were conducted in 23 countries. Heinz concluded that career choices and motivations of potential and actual teacher education applicants and entrants are influenced by a variety of contextual as well as individual factors including economic and human development and labor-market opportunities/conditions; teachers' tasks, responsibilities, and work environments/conditions (e.g., student-teacher ratio, quality of school buildings, and teaching materials; teachers' levels of pay, job security, and opportunities for career progression compared to other comparable professions); relative status and esteem of the teaching profession; structures of education systems including access to third level education; organization and implementation of teacher education programs; organization of schools and teaching and learning approaches promoted in education policy/syllabi and implemented in schools; cultural, social, and/or religious features; individuals' socio- 28 demographic backgrounds, prior education, and other related experiences and perceived professional opportunities.

A more recent meta-analysis was carried out by Heinz (2015). The author asked the following question: Why do individuals all over the world choose to become school teachers? The paper provides a systematic and conceptual review of empirical research studies exploring student teachers' career motivations and commitment in 23 countries from 5 continents. The author

has established that most studies investigating teachers' reasons for entering teacher education summarise a variety of different factors under three main sources of motivations influencing their respondents' decision: intrinsic, altruistic, and extrinsic reasons. Intrinsic motivations include factors such as enjoyment of teaching, job satisfaction, creativity, and an interest in teaching subject(s). Those factors, which address the characteristics of the teaching job itself, have been identified as most influential on teachers' choices of teaching as a career in numerous studies. Extrinsic motives involve aspects not inherent in the immediate work, such as salary, status, and working conditions. Altruistic motives entail perceptions of teaching as a valuable and important profession and the desires to support children's development and to make a difference in society.

From a similar perspective, Byun & Park (2015) documented and identified cross national differences in high-achieving students' expectation of being a teacher at age 30. The study was conducted analyzing PISA 2006 data from 37,570 students in 23 OECD countries. To address sources of this cross-national variation, researchers used two-level log it models by linking student-level data with country-level data. The findings revealed that in countries where the economic and social statuses of teachers were higher, young people were more likely to expect to be a teacher in their future than their counterparts elsewhere. These scholars also defined professionalization of the career taking into consideration two indicators, first, if the country required a bachelor degree to be a teacher, and second the proportion of fully certified teachers in a country. The study concluded that countries' levels of professionalization of teaching were systematically related to between-country differences in students' expectation of becoming a teacher.

Tašner, Žveglič Mihelič & Mencin-Čeplak (2017), similarly identify four deciding factors in choosing a teaching profession as a career: a) advantages (i.e., lengthy holidays, convenient working days, relatively good promotion opportunities), b) caring tendency (contribution to a better life in society, desire to help others, learning and passing knowledge to others, as well as liking to work with children), c) gender advantage (profession that is recognised as typical for women, being privileged due to their gender, and wanting to become a principal one day), and d) job security (teaching provides a secure job, a job for an indefinite period, and provides good employment opportunities).

Gradišek et al. (2020) carried out a comparative analysis of the teacher education system in Serbia and Greece to identify motives for choosing the teaching profession. The study showed that personal reasons for choosing a course of study were overwhelmingly the most common

reasons for teachers' career choice in both countries (the highest mean values obtained love of young learners, personal interests and skills). Another important finding regarding the choice of studies relates to the claim that teachers in Serbia attach slightly more importance to family values and other influences, such as teachers or the media, than teachers in Greece. On the other hand, the influence of circumstances on the choice—inability to enroll in a faculty or to finance studies—is slightly more pronounced in Greece. A possible explanation is that young people in Serbia are more susceptible to environmental influences when making career decisions, whereas young people in Greece are more independent in making this decision and are not influenced by any factor when it comes to choosing their career. The author also raises the possibility that teachers in Serbia, in contrast to their colleagues in Greece, are more aware of the influence of the family, the environment and the media, which influence them in a direct way. Moreover, it should be considered that career choices in the two countries are influenced by differences in enrolment procedures. The difficult enrolling in a Greek faculty may be a reason for the greater expression of the influence of context on the choice of studies in the country. The study therefore shows that personal determinants continue to dominate the reasons for choosing a profession, with teachers in both countries most likely to choose the profession because they like working with young learners, i.e. because they feel the work suits their personality, abilities and interests. However, at another important turning point in their professional career, when they enter the teaching profession, there are other important factors of choice, i.e. objective circumstances (job opportunities, job security, etc.). The influence of external and internal determinants of the career choice is found to converge (i.e., even out); an adult chooses a job and compromises with his/ her interests, with the current stage of the life cycle which mainly involves family commitments being an important factor. Job opportunities and job security are important factors in a person's choice (ibid).

Studies regarding the use of both qualitative and quantitative techniques for investigation, based their interpretations on the traditional classification of intrinsic, extrinsic and altruistic attractors. For example, Hayes (cited in Moran & Lu, 2021) found that in a cohort of American students choosing teaching had altruistic reasons such as making a positive difference in the lives of children were more significant. Similarly, Stiegelbauer (cited in Fullan, 2018) reported that in her study with Canadian prospective teachers, the need to make a difference to students and society as well as the desire to be role models for students emerged as the main themes for choosing the profession. Darling-Hammond (2019), in a small-scale study including trainee teachers of information and communication technology, found that trainees frequently drew

upon their own past experience of teaching as well as their own interest to explain their career choice. On the other hand, in their comparative study of Norwegian and British pre-service teachers, Kyriacou, Hultgren & Stephens (2019) reported that the participants rated “enjoying teaching” and “enjoying working with children” higher than the other factors, placing more emphasis on intrinsic reasons.

Yet, in another study, Sinclair (2018) found that prospective teachers are multi-motivated. In her study, the primary pre-service teachers stated to have the necessary qualities and attributes to be teachers and to work with children as their basic sources of motivation to become teachers besides the factor that they found teaching intellectually stimulating. As can be seen, it is difficult to generalize the reasons why students choose teaching as a career. The variety in their responses may be due to the cultural, social, and economic contexts they live in (Kyriacou et al., 2019) as well as the subject areas they will teach. In another study, Watt and Richardson (2017), on the other hand, used a comprehensive scale named Factors Influencing Teaching Choice (FIT- Choice), which they developed (Watt & Richardson, 2016) heavily relying on the expectancy-value theory. They conducted the study with pre-service teachers enrolled in three Australian universities and found that perceived teaching abilities, the intrinsic value of teaching and the desire to make a social contribution were the highest-rated motivations. As stated in the introduction, in Turkey not many studies have been conducted. Those undertaken, however, present different results. For example, in one of the earlier studies Saban (2013) found that prospective elementary school teachers considered altruistic reasons to be more important and the extrinsic ones such as getting a secure job and a steady monthly income as more influential than intrinsic reasons in their career choice. In another study, Gürbüz & Sülün (2014) reported that prospective biology teachers were primarily motivated by their love for biology, while they rated the extrinsic motive of “job security” as the second reason for choosing teaching career. Similarly, Kılınç & Mahiroğlu’s (2019) study on biology pre-service teachers yielded the same results. According to the findings of a qualitative study carried out by Boz & Boz (2018), prospective chemistry and mathematics teachers were influenced by both intrinsic and extrinsic values emphasizing that especially prior positive experience with the subject itself and teachers play a determining role on the choice of teaching career.



## **CHAPTER THREE**

### **METHODOLOGY**

This section discusses the research methodology used for collecting and analyzing data. It reveals the processes used to collect data from the field. The section opens with a description of the research design and how the study was carried out. Next, we discussed the study area, the population of the study, the target population, and the accessible population from which our sample size was derived. We then received the sample and the sampling techniques that were employed. The data-gathering tools and methods for validating the instrument were discussed. The processes for administering the instruments were also discussed, data analysis techniques elucidated, ethical considerations, and reiteration of the hypothesis. The researcher “brackets” his or her own experience in order to understand those of the participants in the study.

#### **Research Design**

The descriptive survey design was used in this investigation. The methodology allowed the researcher to present the findings and discuss the current situation in Mfoundi with reference to Teachers Motivation in Choosing the Teaching Profession. Kothari (2008) asserts that descriptive surveys are effective in gathering information about demographic characteristics that can be used to support present conditions and procedures. The design entails getting relevant and accurate information about the phenomenon's current state and, whenever possible, drawing conclusions from the facts that have been uncovered (Orodho 2008). A research design refers to the arrangement of conditions for collection and analyses of data in a manner that aims to combine relevance with the research purpose. It is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data ( Kothari,(2004). There are two major types of research designs. Quantitative and qualitative research designs. In this study quantitative research design was employed. Descriptive surveys are frequently used to gather information that is helpful in assessing current processes and offering for decision-making. Teachers’ motivation for choosing the teaching profession in Mfoundi Division was thoroughly described in this study's descriptive survey, and it is possible to extrapolate these findings to other regions of Cameroon. This study's design included adequate safeguards to minimize bias and increase reliability.

## **Area of Study**

A research area is a physical site that is the locality, topography, and history where the research project is being conducted. This study was conducted in the Mfoundi Municipality of the Centre Region of Cameroon. As in all studies, the sample is of moderate size in relation to the number of factors being considered in this model, the data was obtained from a single division. This division is highly representative for the central region in the English teacher education system compared to similar divisions in Cameroon sample came from the country's capital city and from a primarily urban population. This setting is best for generalizing the results. The Mfoundi Municipality was purposively sampled because it is very much representative of the centre region with the highest number of English public schools around Yaounde, making staff representation worthwhile. It is also representative of all the ethnique groups in Cameroon. Mfoundi division is a department of Centre region in Cameroon. The department covers an area of 297 km<sup>2</sup> and as of 2005 had a total population of 1,881,876. The department forms the Yaoundé capital and greater area. The department was created following Decree No. 74/193 of the March 11, 1974 separating it from the department of Méfou (today itself divided into Méfou-et-Afamba and Méfou-et-Akono).

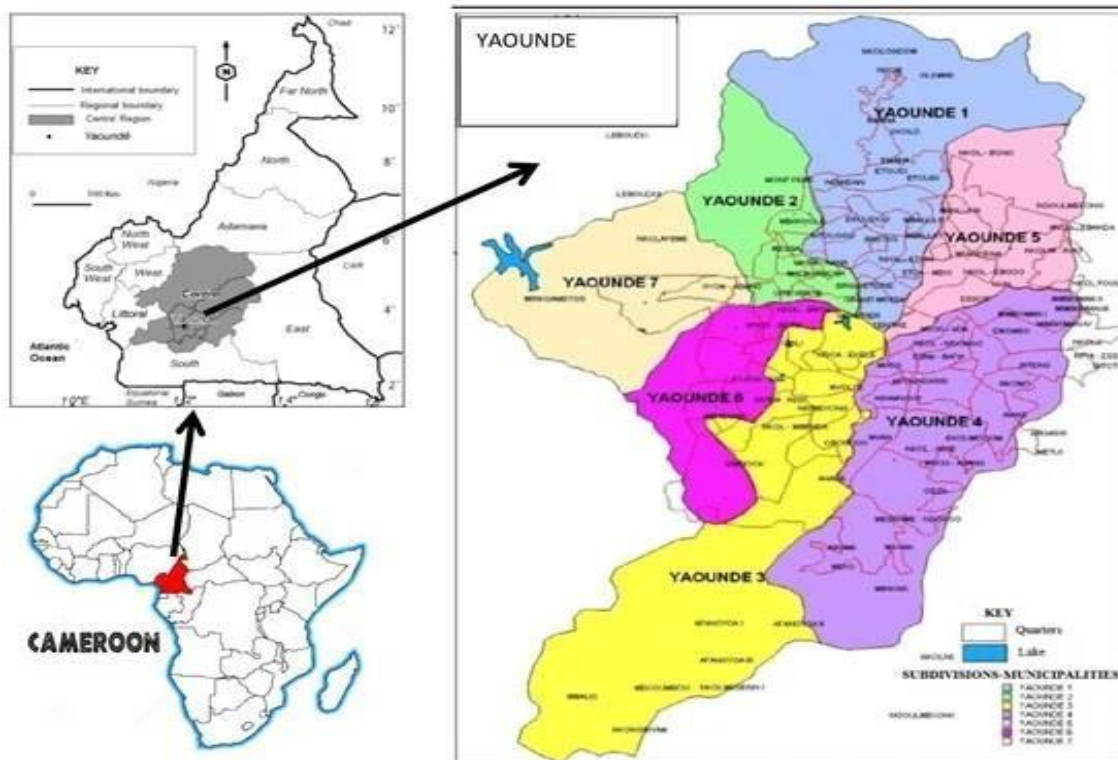
The department has only one urban community: However, each of the 7 current boroughs has an urban borough council, elected headed by an urban borough mayor. The urban community covering the entire department makes it a community with a special status.

The department has 7 arrondissements:

1. Yaoundé I (Nlongkak)
2. Yaoundé II (Tsinga)
3. Yaoundé III (Efoulan)
4. Yaoundé IV (Kondengui)
5. Yaounde V (Essos)
6. Yaoundé VI (Biyem-Assi)
7. Yaoundé VII (Nkolbisson)

The study was carried out in the Mfoundi because there is a lack of information on the teachers motivation for choosing the teaching profession. This is as a result of numerous studies on teacher's motivation focusing on elements such as the intrinsic motivation, extrinsic motivation and the altruistic motivation, which plays a significant role in maintaining teachers' effectiveness and career development.

**Figure 4: Map of Mfoundi**



**Population of Study**

According to Amin (2005), a population is the totality of all the components relevant to carry out research. When concluding a sampling study, the researcher is interested in the entirety or aggregate of things or people with one or more traits in common (Amin, 2005). Asiamah et al. (2017) believe that population members must share at least one common attribute.

**Target Population**

The researcher intends to generalize the findings to this population. The target population, often known as the parent population, may not always be reachable to the researcher (Amin, 2005). For Asiamah et al. (2017), the set of people or participants with particular traits of interest and relevance is referred to as the target population, and it is the portion of the general population that remains after it has been refined. The target population for this study include all the teachers in the Mfoundi division. Martella (1999) defines population as a group of potential participants objects or events to whom or to which researchers want to generalize the results of the study derived from sample drawn from the population. The researcher must therefore identify and exclude members of the general population who might not be able to share experiences and ideas in sufficient clarity and depth from the target population. Thus, the target

population of this study comprises ten (10) schools drawn from the seven subdivisions of Mfoundi. Teachers were chosen because they are the sole guarantors of quality education in the country, which is why emphasis should be placed on teacher's motivation for choosing the teaching profession.

**Table 1: Distribution of target population**

No	Name of School	Sub-division	Target Population
1.	Government bilingual high school Emana	Yaounde 1	175
2.	Government bilingual high school Nyom	Yaounde 1	83
3.	Government bilingual high school Nkol-Eton	Yaounde 2	182
4.	Government bilingual practising high school Yaounde	Yaounde 3	244
5.	Government bilingual high school Ekounou	Yaounde 4	194
6.	Government bilingual high school Mimboman	Yaounde 4	169
7.	Government bilingual high school Yaounde	Yaounde 5	198
8.	Government bilingual high school Etoug-Egbe	Yaounde 6	284
9.	Government bilingual high school Mendong	Yaounde 6	276
10.	Government bilingual high school Ekorezock	Yaounde 7	163
	<b>Total</b>		<b>1968</b>

Source: Division of personnel, the divisional delegation of secondary education 2022

Table above shows the total number of teachers in all GBHS in Mfoundi. Therefore, ten (10) government bilingual high schools in Mfoundi have a total population of 1968.

### **Accessible population**

This is the population from which the sample is actually drawn (Amin, 2005). Asiamah et al. (2017) corroborate this by postulating that after eliminating every member of the target population who might or might not engage in the study or who cannot be reached during that time, the accessible population is then reached. The last group of participants is the one from whom data is gathered by polling either the entire group or a sample taken from it. If a sample is to be taken from it, it serves as the sampling frame. People eligible to engage in the study but unable to participate or would not be available at the time of data collection are referred to as the accessible population. The accessible population of this study is drawn from seven (07) government bilingual high schools where teachers of the English sub-system of education were targeted. The researcher, therefore, had access to 1315 teachers drawn from the seven (07) schools, as seen below.

**Table 2: Distribution of accessible population per school**

No	Name of school	Sub-division	Accessible population
1	Government bilingual high school Nkol-Eton	Yaounde 1	83
2	Government bilingual high school Emana	Yaounde 2	182
3	Government bilingual Practising high school Yaounde	Yaounde 3	244
4	Government bilingual high school Ekounou	Yaounde 4	169
5	Government bilingual high school Yaounde	Yaounde 5	198
6	Government bilingual high school Mendong	Yaounde 6	276
7	Government bilingual high school Ekorezock	Yaounde 7	163
	<b>Total</b>		<b>1315</b>

Source: Division of personnel, divisional delegation of secondary education 2022

Table above shows the accessible population, which is 1315 in the targeted seven schools.

### Sample of the study

The sample of this research work was drawn from the accessible population of 1315 teachers of the English- system of education from the seven schools the researcher had access. A good sample is one that statistically represents the target population and is sizable enough to provide an answer to the research issue. Amin (2005) views a sample as a portion of the population whose results can be generalized to the entire population. The author adds that a sample can also be considered representative of a population. Majid (2018) corroborates this by asserting that because the community of interest typically consists of too many people for any research endeavour to involve as participants, sampling is a crucial tool for research investigations. This entails choosing part of a population to use to test hypotheses about the entire population.

The sample size was determined using research advisor sample size table (2006), which constituted 306 teachers, civil servants, PTA or contract workers drawn from seven schools representing the seven sub-divisions in Mfoundi. They were drawn in such a way that all teachers of GBHS should be represented.

**Table 3: Distribution of sample per school**

No	Name of school	Sub-division	Accessible population	Sample
1	Government bilingual high school Nkol-Eton	Yaounde 2	182	44
2	Government bilingual high school Emana	Yaounde 1	83	44
3	Government bilingual practising high school Yaounde	Yaounde 3	244	45
4	Government bilingual high school Ekounou	Yaounde 4	169	44
5	Government bilingual high school Yaounde	Yaounde 5	198	44
6	Government bilingual high school Mendong	Yaounde 6	276	45
7	Government bilingual high school Ekorezock	Yaounde 7	163	40
<b>Total</b>			<b>1315</b>	<b>306</b>

**Source: researcher 2023**

Table above shows the sample of the study drawn from research advisor sample size table (2006)

### Sampling technique

Every research involves, to some degree or another, a sampling process. Sampling is one of the most important steps in research; it will lead to valid results when carefully done. Sampling is a process of selecting representative portions of a population that permits the researcher to make utterances or generalizations concerning the said population. It can also be the process of selecting elements from a population so that the sampled elements selected represent the population. Sampling is involved when any choice is made about studying some people, objects, situations, or events rather than others. A good sample should be representative of the population from which it was extracted. Regardless of the sampling approach, the researcher should be able to describe the characteristics and relate them to the population (Amin, 2005). Sampling techniques refer to the various strategies a researcher uses to draw out a sample from the parent population of the study (Amin, 2005). There are two main sampling techniques; probability and non-probability techniques. The sampling technique suitable for this study is probability sampling, in which all the elements of the population have some probability of being selected. Probability sampling will provide a base for the researcher to generalize about the population.

The type of probability sampling technique employed in this research is simple random sampling (SRS). Amin (2005) opened that a simple random sample is a sample obtained from the population in such a way that samples of the same size have equal chances of being selected.

The researcher proceeded through this method by selecting the accessible population comprising seven government bilingual high schools in Mfoundi. This was done through the random number method, in which Amin (2005) says if there are numbers that identify the elements of the population, then the random number method will be appropriate. The researcher proceeded as follows; The numbers 01, 02, 03....10 were attributed to all the government bilingual high schools in the Mfoundi division on folded pieces of paper in a basket. The researcher pleaded with two neighbors who randomly selected 3 and 4 schools each from the basket. These seven schools were selected to represent the seven schools used in the accessible population.

Through this technique, no school or teacher was left out, ensuring the representativeness of all government bilingual high schools in the Mfoundi division.

### **Instrument for Data collection**

An instrument is any tool that has been methodically built to collect data and should be gathered accurately. The questionnaire is the tool utilized to gather data for this investigation. According to Amin's definition from 2005, a questionnaire is a professionally crafted tool used to gather data in line with the research questions and hypothesis requirements. He continues by saying that a questionnaire can be considered a self-report tool used to collect data on factors of interest in research. A questionnaire is a research instrument that consist of a list of questions or items used to gather data from respondents about their attitudes, experiences or opinions. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer .A questionnaire is a useful tool for gathering survey data, providing structured, frequently numerical data, being able to be administered without the researcher's presence, and frequently being comparatively simple to analyze, as Cohen et al. (2007) reiterated. It is a tool for gathering data with specific questions that the respondent must answer and then return to the researcher. There are two different kinds of questionnaires: closed and open-ended. The type of study is the only factor influencing the questionnaire selection. This study will use closed-ended questions, including Likert-style rating scales and dichotomous questions. These closed questions are simple to code and take little time to complete.

According to Creswell (2009), a questionnaire takes a quantitative approach to measure perceptions and provides data upon which generalizations can be made on the views of a given

population on a particular phenomenon. This study's self-administered questionnaire was preferred, given that the targeted respondents could read and express themselves effectively. The researcher used a self-administered questionnaire to capture teachers' views on teacher's motivation for choosing the teaching job in secondary schools in Mfoundi Division. It is a rigorous instrument prepared by the researcher about the research problem under investigation, which is to be used to collect information from respondents. It consists of a carefully selected set of questions or statements requiring respondents' answers. The collection of the research-developed questionnaire titled: Teacher's Motivation for Choosing the Teaching Profession has two parts; A and B. Part A contains information on the personal data of the respondents, while part B contains twenty five (25) statements built in five clusters A, B, C, D and E. Cluster A of the questionnaire focused on the intrinsic motives for choosing teaching as a profession Cluster B of the questionnaire hinged on teacher extrinsic motives for choosing teaching as a profession. Cluster C of the questionnaire focused on the altruistic reasons why teachers choose the teaching profession. Cluster D of the questionnaire addressed the mediating effect of the intrinsic motivation on altruistic motivation and teachers career choice. Finally, cluster E made up of statements on teachers' choice of teaching profession. This enables us to obtain information on the dependent variable, which is the actual problem.

**Table 4: Variables and statements**

<b>Variables</b>	<b>Statements</b>
Teacher's intrinsic motivation	1, 2,3, 4, 5
Teacher's extrinsic motivation	6, 7, 8, 9, 10
Teacher's altruistic motivation	11, 12, 13, 14, 15
Teachers intrinsic- altruistic motivation.	16, 17, 18, 19, 20
Choice of Teaching profession	21, 22, 23, 24, 25

All the five-cluster had ten statements each, all relating to the research questions that guided the study. The response format for clusters A to B is based on a four-point scale of strongly agree (SA), Agree (A), Disagree (D) and strongly disagree (SD). In other words, the higher the aggregate scores on the rating scale, the more positive the response of the subjects and the lower the score, respondents indicated their level of agreement by ticking ( $\surd$ ) on the rating scale.



**Table 5: Questionnaire options and corresponding weights on the Likert scale**

Option	Weight
Strongly Agree (SA)	4 Points
Agree (A)	3 Points
Disagree(D)	2 Points
Strongly Disagree (SD)	1 Point

The Table above shows how the questionnaire was weighted with the various options, from 4 points for SA to 1 point for SD.

### **Validation of the Instrument of data Collection**

According to Amin ME (2005), Validation refers to the accuracy of the instrument in measuring what the researcher intends to measure. Validity refers to the measurement instrument and the level to which it serves the purpose of its design. The validity of the instrument can be affirmed with the reason that the questions were simple, understandable and easy for the respondents to answer. Face validity was adopted this was done by giving the initial draft of the questions to expert raters and were kindly requested to examine the adequacy of the statement relevance and suitability of language, structuring and sequencing of ideas and appropriateness of the instrument.

The comments and observations of these experts were used for modifications of the instrument. They modified some of the research questions and improved on the clarity of the questionnaire statements and the clarity of the response scale format of strongly Agree (SA), Agree (A), Disagree (D) and strongly Disagree (SD). Their comments were incorporated in the revised version of the questionnaire statements. Our method of distributing questionnaires to the respondent was face-to-face distribution. We later collected the questionnaire in one week. This was to give room for the respondents to take their time in filling the questionnaires without any inconvenience.

### **Face Validity**

The questionnaire was carefully studied by specialists in instrument development and the supervisor in charge of the dissertation for examination and screening in case of any error. Some were adjusted, and maintained and others were disqualified.

## **Content Validity**

The supervisor examined the statements on the questionnaire in relation to the objective of our work. After proper examination and acceptance of the statements, the content of the instruments was made valid. It was distributed to Teachers of the selected schools and collected a week later. The researcher permitted the respondents to pose questions where necessary during the exercise. In the end, most of the copies were collected, and the return rate was recorded.

## **Pilot Study**

The researcher then conducted a pilot test in the Government Bilingual High School Etoug Egbe, which did not constitute part of the sample. We did a pilot study because we wanted to develop and test the adequacy of the research instrument. The teachers responded and the internal consistency of the clusters were determined using Cronbach alpha which gave us a reliability of .874. The coefficient for the clusters was high enough for the study to realize the instrument because it reveals a complete understanding of the content of the questionnaire. This procedure ensures the content validity of the instrument. It might also give advance warning about where the main research project could fail, where research protocols may not be followed, or whether proposed methods or instruments are inappropriate or too complicated.

## **Reliability of the study**

The questionnaire was pre-tested with comparable respondents drawn from outside the area of the study. The results of the pilot testing were used in computing relevant reliability. The instruments were trial tested using ten teachers in Government Bilingual High School Etoug Egbe. The teachers responded, and the internal consistency of the six clusters was determined using Cronbach alpha which gave us a reliability of .874. The coefficient of the clusters was high enough for the study to utilize the instrument. After using the questionnaire for the study, we had a Cronbach alpha of .879, implying the instrument was reliable.

## **Method of data collection**

The researcher took authorization of research from the Dean of the Faculty of Science of Education from the University of Yaounde 1. She first of all went to the Centre Regional Delegation for Secondary Education of Mfoundi Division, where she carried out documentary research on statistics of teachers in the division. She went to the schools and obtained

permission from the principals. The permission was granted. As far as the questionnaire administered were concern, they were distributed to all the teachers of the schools' concern and was collected after with a research confirmation signed by the principals of the respective schools. During the exercise, the researcher permitted the teachers to ask questions where necessary. At the end, most of the copies were collected. This gave a return rate of 98.37%.

### **The return rate of the instrument**

The return rate indicates the number of questionnaires that were received at the end of the research after the questionnaires were administered to respondents. The return rate for this study was calculated using a simple percentage based on the formula below

$$R = \frac{\sum RQ}{\sum AQ} \times 100$$

Where;

R= Return rate

$\sum RQ$ = Sum of questionnaires returned

$\sum AQ$ =Sum of questionnaires administered

% = Percentage expressed as a hundred

The rate of return of questionnaires for this study was calculated as follows;

Total number of questionnaire administered = 306

Total number of questionnaires returned= 301

Therefore, return rate is =  $301/306 * 100 = 98.37\%$

### **Methods of data analysis**

This study made use of a method of data analysis by which each hypothesis is taken and material to answer or provide a test is provided. Consequently, A regression method was used. Data were presented using tables and descriptive statistics like percentages, frequencies, and means were used. Correlation as well as the statistically more advanced method of multiple regression analyses was used in data analyses.

A regression method was the main method used in this study. Regression methods form the backbone of much of the analyses in research. In general, these methods are used to estimate associations between variables, especially when one or more of these are variables are continuous. To answer the research question on how the independent variables, affect the dependent variables, a standard multiple regression analysis was conducted on the data in SPSS.

The multiple regression analyses attempt to find out whether independent variables are able to predict the dependent variable and which of those independent variables is the strongest predictor of the dependent variable, in this case, teachers' reasons for choosing the teaching profession, and is, therefore, the most suitable analysis tool for the current research (Pallant, 2005).

### **The Extraneous Variable**

The extraneous variable is any variable that if not controlled, can affect the experimental research outcome or result. In this study, the extraneous variables are career fallback, cultural aspects and gender preferences.

### **Expected Results**

After having tested our variables, we expect to see whether teacher's motivation has an influence on teacher's career choice,

### **Reiteration of the hypothesis**

**H<sub>01</sub>:** teacher's intrinsic motivation has a statistically significant influence for choosing the teaching profession

**H<sub>02</sub>:** teacher's extrinsic motivation has a statistically significant influence for choosing the teaching profession

**H<sub>03</sub>:** teacher's altruistic motivation has a statistically significant influence for choosing the teaching profession

**H<sub>04</sub>:** teacher's altruistic-intrinsic motivation has a statistically significant influence for choosing the teaching profession.

## CHAPTER FOUR: FINDINGS

This study aimed to investigate teachers' motivation for choosing the teaching profession in selected public secondary schools in Mfoundi Division. This chapter seeks to answer the questions raised in the study and test the research hypotheses.

### Data Screening

The data was screened for univariate outliers. Of the returned questionnaire, there were neither outliers nor missing values. Hence the analysis of the study will be based on a total of 296 questionnaire.

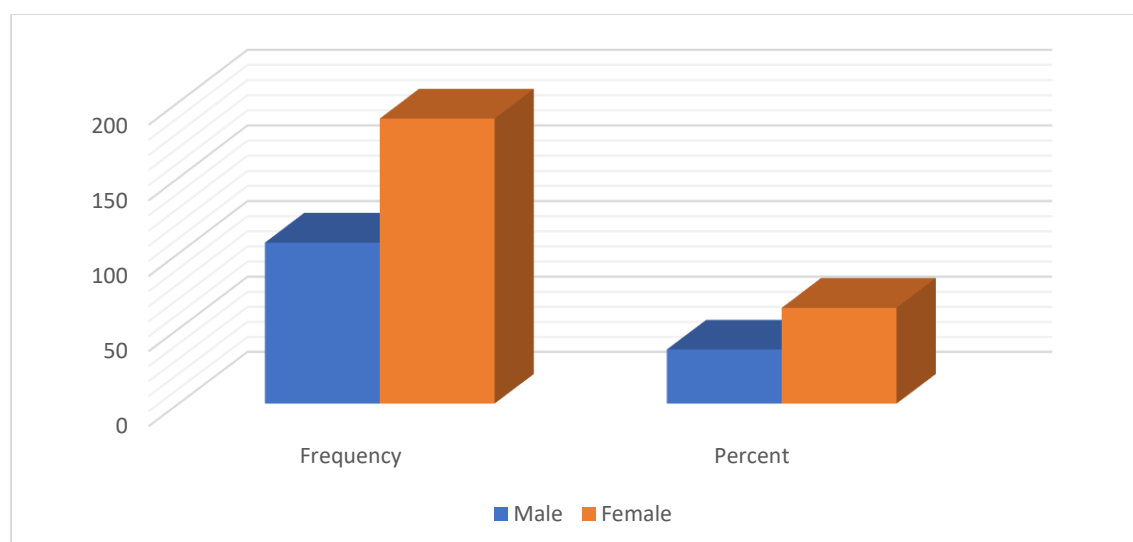
### Demographic characteristics

**Table 6: Gender Distribution of Respondents**

Gender	Frequency	Percent
Male	107	36.1
Female	189	63.9
Total	296	100.0

The table represents the sex distribution of respondents. In the context of this study, we use a population of 296 respondents. According to the table, 107 of the respondents are male while 189 of the respondents are female, making a percentage of 36.1 and 63.9, respectively. This variation is due to the fact that there are more females than males in the sample schools. This indicates that most of the teachers in secondary schools in Mfoundi-Division are females.

**Figure 5: Gender Distribution of Respondents**

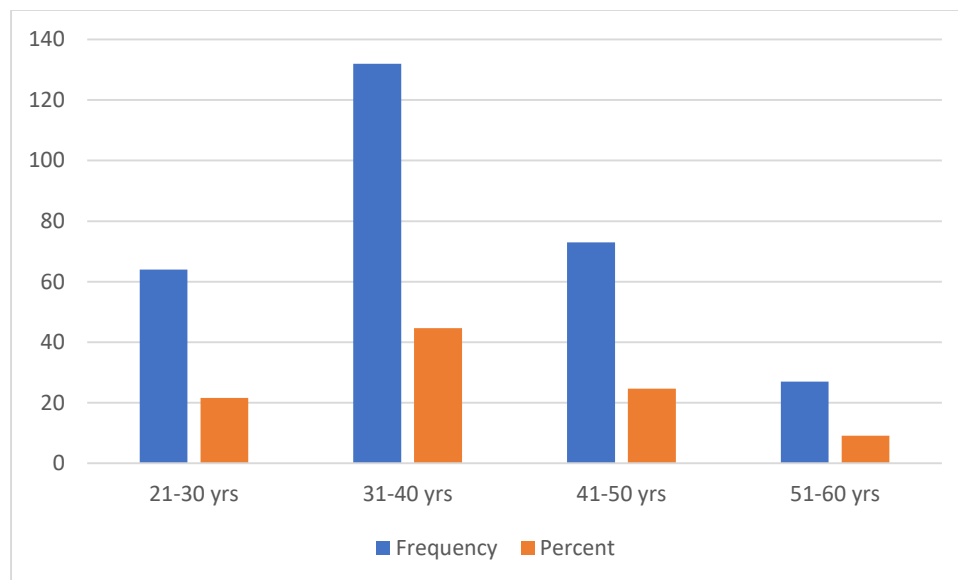


**Table 7: Age Range**

Age Range	Frequency	Percent
21-30 yrs	64	21.6
31-40 yrs	132	44.6
41-50 yrs	73	24.7
51-60 yrs	27	9.1
Total	296	100.0

The result shows that 21.6 % of the teachers are 21 to 30 years, 44.6% have ages between 31 to 40 years, 24.7% of 41 to 50, 9.1 % between 51 to 60 years.

**Figure 6: Distribution of Respondents based on Age Group**

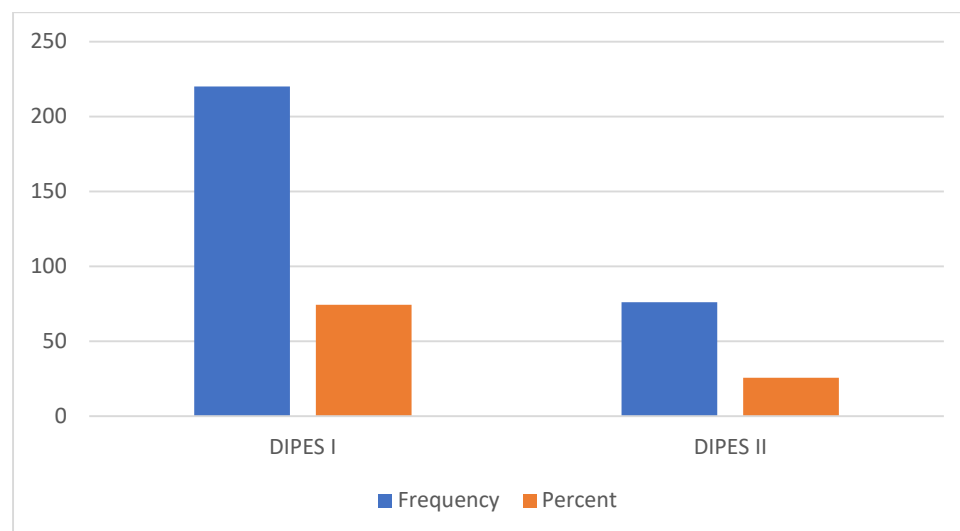


**Table 8: Qualification of Teachers**

Qualification of Teachers	Frequency	Percent
DIPES I	220	74.3
DIPES II	76	25.7
Total	296	100.0

With respect to qualification, more than half of the respondents (74.3%) are holders of DIPES I, and 25.7% are holders of DIPES II.

**Figure 7: Distribution of Respondents based on Qualification**

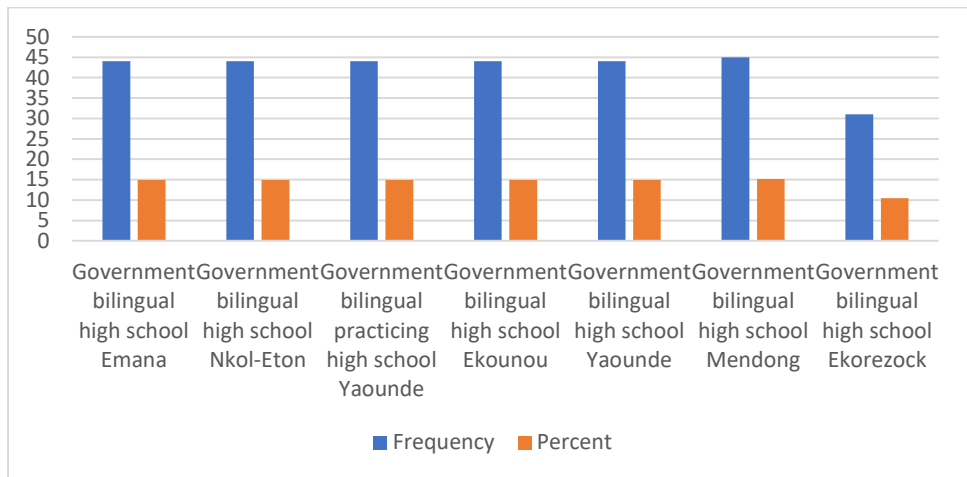


**Table 9: Name of School**

No	Name of school	Sub-division	Accessible population	Sample
1	Government bilingual high school Nkol-Eton	Yaounde 2	182	44
2	Government bilingual high school Emana	Yaounde 1	83	44
3	Government bilingual practising high school Yaounde	Yaounde 3	244	45
4	Government bilingual high school Ekounou	Yaounde 4	169	44
5	Government bilingual high school Yaounde	Yaounde 5	198	44
6	Government bilingual high school Mendong	Yaounde 6	276	45
7	Government bilingual high school Ekorezock	Yaounde 7	163	40
<b>Total</b>			<b>1315</b>	<b>306</b>

The above table represent the seven selected bilingual secondary school in Mfoundi Division, questionnaire was distributed in these schools. Government bilingual high school Nkol Eton, Government bilingual high school Emana, Government bilingual practicing high school Yaounde, Government bilingual high school Ekounou and Government bilingual high school Yaounde each has a frequency of 44 giving a percentage of 14.9. Government bilingual high school Mendong with a frequency of 45 giving a percentage of 15.2, and Government bilingual high school Ekorezock with a frequency of 31 giving a percentage of 10.5. This same result is represented in the figure below.

**Figure 8: Distribution of Respondents based on school**

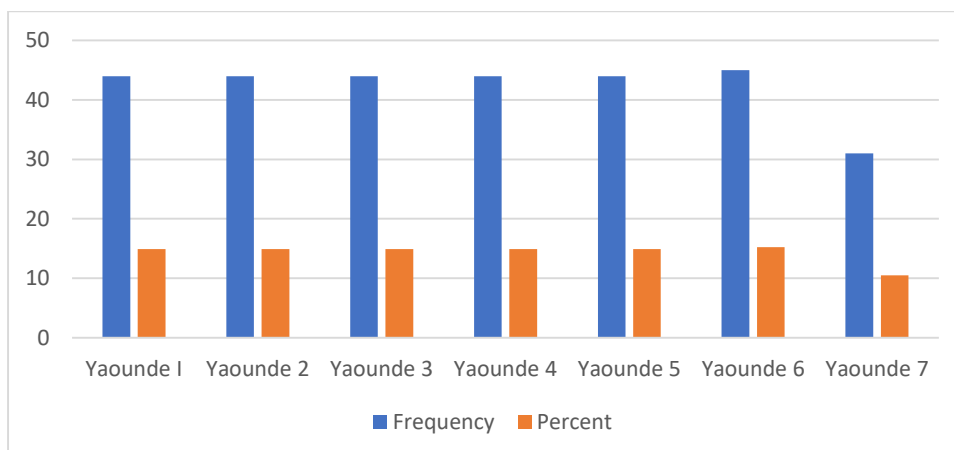


**Table 10: Location of school**

Location of school	Frequency	Percent
Yaounde 1	44	14.9
Yaounde 2	44	14.9
Yaounde 3	44	14.9
Yaounde 4	44	14.9
Yaounde 5	44	14.9
Yaounde 6	45	15.2
Yaounde 7	31	10.5
Total	296	100.0

According to the table above, questionnaire was distributed in seven sub division that make up Mfoundi Division. These sub divisions were Yaounde 1, 2, 3, 4 and with each having a frequency of 44, giving a percentage of 14.9. Yaounde 6 with a frequency of 45 giving a percentage of 15.2, and Yaounde 7 with a frequency of 31 giving a percentage of 10.5. This same result is represented in the figure below.

**Figure 9: Frequency table based on School Location School Location**





**Research Question 1: What is the influence of teachers' intrinsic motivation for choosing the teaching profession?**

Eight items were designed in the questionnaire to respond to this section. All eight items have a mean greater than 2.5, which is the cuff of mean.

**Table 11: Respondent's view on intrinsic motivation**

No	Items	SA		A		D		SD		Mean	Std D
		f	%	F	%	f	%	f	%		
1	A quest for self-realisation	152	51.4	98	33.1	36	12.2	10	3.4	3.3243	.81691
2	Development of skills and knowledge useful to a teaching career	102	34.5	78	26.4	106	35.8	10	3.4	2.9189	.91328
3	Participation in something interesting or intellectually stimulating	118	39.9	118	39.9	56	18.9	4	1.4	3.1824	.78146
4	A quest for fulfilment or purpose	118	39.9	88	29.7	80	27.0	10	3.4	3.0608	.89614
5	Desire to work with children	166	56.1	36	12.2	90	30.4	4	1.4	3.2297	.93224
6	Being suited to teaching naturally and possessing the teaching skill	138	46.6	104	35.1	44	14.9	10	3.4	3.2500	.83056
7	Personal satisfaction	110	37.2	108	36.5	76	25.7	2	.7	3.2027	1.91501
8	Meaningful engagement with teaching subject	140	47.3	80	27.0	66	22.3	10	3.4	3.1824	.89471

It shows that only 84.5% of the teachers generally agree that they entered the teaching profession in a quest for self-realisation, which was supported by a mean of 3.32. 60.9% equally generally agreed to the notion that they development of skills and knowledge useful to a teaching career. 79.8% agreed with the idea that choosing the teaching profession help them to participation in something interesting or intellectually stimulating. 69.6% supported the notion that becoming a teacher help them to a quest for fulfilment or purpose. 68.3% joint the teaching profession because of the desire to work with children 81.7% think that they are being suited to teaching naturally and possessed the teaching skill. 73.7% joint the profession for Personal satisfaction. Finally, 74.3% agreed they joint the teaching profession because of meaningful engagement with teaching subject.

**Research Question 2: What is the influence of teacher's extrinsic motivation for choosing the teaching profession?**

Seven items were designed in the questionnaire to respond to this section. All the seven items have a mean greater than 2.5, which is the cuff of mean.

**Table 12: Respondent's view on Extrinsic motivation**

No	Items	SA		A		D		SD		Mean	Std D
		f	%	f	%	F	%	f	%		
1	Job Benefits	126	42.6	90	30.4	70	23.6	10	3.4	3.1216	.88609
2	Multiple job options	174	58.8	30	10.1	86	29.1	6	2.0	3.2568	.94687
3	Balancing work and family	178	60.1	36	12.2	72	24.3	10	3.4	3.2905	.94781
4	perceived status of teachers	130	43.9	56	18.9	94	31.8	16	5.4	3.0135	.98797
5	Working conditions, including holidays and work hours	138	46.6	42	14.2	100	33.8	16	5.4	3.0203	1.01159
6	Inspirational role models (including teachers)	110	37.2	72	24.3	112	37.8	2	.7	2.9797	.88275
7	Positive school experiences	140	47.3	98	33.1	50	16.9	8	2.7	3.2500	.83056

It shows that only 73% of the participants entered the teaching profession because of Job benefits. 68.9% equally generally agreed to the notion that became teachers because of multiple job options. 72.3% agreed with the idea that choosing the teaching profession help them to balance work and family. 60.8% supported the notion that teachers' working conditions, including holidays and work hours pushed them into the profession. 61.3% joint the teaching profession because of inspirational role models (including teachers). Finally, 80.4% agreed they joint the teaching profession because positive school experiences.

**Research Question 3: What is the influence of teachers' altruistic motivation for choosing the teaching profession?**

Six items were designed in the questionnaire to respond to this section. All the six items have a mean greater than 2.5, which is the cuff of mean.

**Table 13: Respondent's view on Altruistic motivation**

No	Items	SA		A		D		SD		Mean	Std D
		f	%	f	%	f	%	F	%		
1	Providing a meaningful and worthwhile service to others, including individuals, community and country	152	51.4	92	31.1	40	13.5	12	4.1	3.2973	.85140
2	Answering a calling	136	45.9	38	12.8	106	35.8	16	5.4	2.9932	1.01845
3	A desire to teach	186	62.8	46	15.5	54	18.2	10	3.4	3.3784	.89749
4	Wanting to help children and young people	130	43.9	52	17.6	108	36.5	6	2.0	3.0338	.94180
5	Wanting to make a worthwhile contribution to the lives of children/young people	118	39.9	52	17.6	112	37.8	14	4.7	2.9257	.98181
6	Wanting to make a difference	140	47.3	82	27.7	44	14.9	30	10.1	3.1216	1.00780

It shows that only 82.5% of the teachers agree that teaching provides a meaningful and worthwhile service to others, including individuals, the community and the country. 61.5% equally generally agreed to the notion that they became teachers because of the desire to help children and young people. 57.5% agreed that choosing the teaching profession enabled them to make a worthwhile contribution to the lives of children and young people. Finally, 75% agreed they joined the teaching profession because they wanted to make a difference.

**Research Question 4: What is the influence of teachers' altruistic-intrinsic motivation for choosing the teaching profession?**

Seven items were designed in the questionnaire to respond to this section. All the seven items have a mean greater than 2.5, which is the cuff of mean.

**Table 14: Respondent's View on Altruistic-Intrinsic Motivation**

No	Items	SA		A		D		SD		Mean	Std D
		f	%	f	%	f	%	f	%		
1	Job security	118	39.9	72	24.3	100	33.8	6	2.0	3.0203	.90550
2	Flexible working hours	150	50.7	56	18.9	74	25.0	16	5.4	3.1486	.97678
3	Eventual love teaching	122	41.2	50	16.9	118	39.9	6	2.0	2.9730	.94561
4	Convenience at the job	158	53.4	46	15.5	82	27.7	10	3.4	3.1892	.95564
5	Economic conditions.	120	40.5	50	16.9	110	37.2	16	5.4	2.9257	.99552
6	Desire to contribute to the growth of children	84	28.4	76	25.7	116	39.2	20	6.8	2.7568	.94328
7	The satisfaction of children's success	116	39.2	112	37.8	52	17.6	16	5.4	3.1081	.88018

It shows that only 64.2% of the teachers generally agree that they entered the teaching profession because of Job security. 69.6% equally generally agreed to the notion that they became teachers because of flexible working hours. 58.1% agreed that choosing the teaching profession because of their eventual love for teaching. 68.9% supported the notion that teaching is a convenience at the job. 67.4% joined the teaching profession because of Economic conditions. 54.1% became teachers because of the desire to contribute to children's growth. Finally, 77% agreed they joined the teaching profession because of the satisfaction of children's success.

Six items were designed in the questionnaire to respond to this section. All the six items have a mean greater than 2.5, which is the cuff of mean.

**Table 15: Respondent's View on Choosing the Teaching Profession**

No	Items	SA		A		D		SD		Mean	Std D
		f	%	f	%	f	%	f	%		
1	Failure to gain entry into the preferred profession	116	39.2	104	35.1	40	13.5	36	12.2	3.0135	1.00835
2	Family pressure	94	31.8	64	21.6	106	35.8	32	10.8	2.7432	1.02260
3	Uncertainty about career options	156	52.7	64	21.6	58	19.6	18	6.1	3.2095	.96201
4	Social dissuasion	112	37.8	58	19.6	110	37.2	16	5.4	2.8986	.97938
5	Fallback career	122	41.2	28	9.5	122	41.2	24	8.1	2.8378	1.06121
6	Poor job prospects	136	45.9	98	33.1	44	14.9	18	6.1	3.1892	.90461

It shows that only 74.3% of the teachers generally agree that they entered the teaching profession because of failure to gain entry into their preferred career. 52.4% equally generally agreed to the notion that they became teachers because of family pressure. 74.3% agreed that choosing the teaching profession because of uncertainty about career options. 57.4% supported that they became teachers because of social dissuasion. 50.7% joined the teaching profession because of a fallback career. Finally, 77% agreed they joined the teaching profession because of poor job prospects.

### Correlation analysis

To test the previously established hypotheses with the help of simple linear regression analyses, Saunders et al. (2016) state that the collected data has to meet the precondition concerned with the linearity of the relationship between the separate IVs and the DV. Therefore, in the first instance, the researchers have produced scatter plots of the relationships between the different IVs, namely Intrinsic motivation, Extrinsic motivation, Altruistic motivation, and Altruistic-Intrinsic motivation, towards Choosing the Teaching Profession as DV. Looking at the various scatterplots, it can be detected that the relationship between the different IVs and the DV in all cases is linear.

**Table 16: Correlations among variables**

	IM	EM	AM	AIM	ETP
Intrinsic motivation (IM)					
Extrinsic motivation (EM)	.213**				
Altruistic motivation (AM)	.206**	.213**			
Altruistic- Intrinsic motivation (AIM)	.233**	.491**	.206**		
Choosing the Teaching Profession (ETP)	.198**	.840**	.698**	.129*	
Mean	3.1816	3.1332	3.1250	3.0174	2.9820
Std Deviation	.43941	.36204	.42292	.37193	.50015

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (1-tailed).

### Regression

To be more precise and thoroughly test the assumption of the linearity and strengths of relationships between the separate IVs and the DV, the researchers have conducted a correlation analysis whose main results are displayed in Table 16. Outcomes show that the Intrinsic, Extrinsic, Altruistic, and Altruistic- Intrinsic motivations correlate significantly with Choosing the Teaching Profession.

Concerning the strength of the relationship, the IVs of the nature of the Intrinsic motivation, and Extrinsic motivation, (Pearson's  $r(294) = .213, p < .01$ ), Intrinsic motivation, and Altruistic motivation (Pearson's  $r(294) = .206, p < .01$ ), Intrinsic motivation, and Altruistic-Intrinsic motivation, (Pearson's  $r(294) = .233, p < .01$ ), Extrinsic motivation, and Altruistic motivation, (Pearson's  $r(294) = .213, p < .01$ ), Extrinsic motivation and Altruistic-Intrinsic motivation, (Pearson's  $r(294) = .491, p < .01$ ), Altruistic motivation, and Altruistic-Intrinsic motivation, (Pearson's  $r(294) = .206, p < .01$ ). Hence, from the correlation analysis, it can be concluded that all four measured IVs are significantly correlated. Moreover, due to the confirmed linearity of relationships between the separate IVs and the DV, the precondition to run regression analyses to actually test the previously developed hypotheses is met (Saunders et al., 2016).

### **Regression Analysis**

Since motivation is the intersection of the contributing constructs, in order to identify which independent variable was the largest predictor of Choosing the Teaching Profession, a standard simple regression was performed when all the other variables have been considered. Choosing the Teaching Profession was the dependent variable, and the Intrinsic motivation, Extrinsic motivation, Altruistic motivation, and Altruistic-Intrinsic motivation towards Choosing the Teaching Profession were the independent variables.

The various assumptions underlying simple regression were examined. The correlations between the independent and dependent variables were above 0.2 and thus were acceptable for the regression analysis (Fidell & Tabachnick, 2007). Moreover, there were not very high correlations ( $r > 0.9$ ) (Field, 2009) between the independent variables. For further evaluation to check multicollinearity, which indicates a perfect linear relationship between two or more of the independent variables, the tolerance and variance inflation factor (VIF) values were examined. All the tolerance values were above 0.1, and the VIF values were less than 10, thus, the data set did not indicate multicollinearity (Field, 2009; & Fidell & Tabachnick, 2007).

The Mahalanobis distance was used to check for outliers. Mahalanobis distance "is the distance of a case from the centroid of the remaining cases where the centroid is the point created at the intersection of the means of all the variables" (Fidell & Tabachnick

2007, p. 74). It reveals cases that lie at a distance from the other cases, and such cases are considered outliers. Mahalanobis distance is evaluated using chi-square distribution. "Mahalanobis distance is distributed as a chi-square ( $X^2$ ) variable, with degrees of freedom

equal to the number of independent variables" (Tabachnick & Fidell, 2007, p. 166). In order to detect which cases are multivariate outliers, the critical  $X^2$  value of the number of degrees of freedom of the independent variables is compared with the Mahalanobis distance of the cases (Fidell & Tabachnick, 2007). Any case whose Mahalanobis distance value is greater than the critical  $X^2$  is considered an outlier. Tabachnick and Fidell (2007) have produced a table of critical  $X^2$  values with which researchers can compare their Mahalanobis distance values. The data cases of the study were compared with this critical  $X^2$  value. No case with critical values higher than what was prescribed by Fidell & Tabachnick (2007) was detected.

The normality of the data set was checked with the Normal Probability Plot and the Scatterplot of the Standardised Residuals. The Normality Probability Plot produced a fairly straight diagonal plot, indicating that the points did not deviate from normality. Again, the scatterplot produced a rectangular-shaped distribution of the residuals, with most points concentrated around zero (0). This indicated that the data was fairly normally distributed. SPSS produces unusual cases in a table called Case-wise Diagnostics for standard multiple regression. Pallant (2005) alerted that the Casewise Diagnostics table has information on cases that have values above 3.0 or below -3.0 as their standardised residuals and that in normally distributed data, such cases should not be more than 1% of the total cases. In order to check if such cases have an effect on the results, one should have a look at the Cook's distance value. If the Cook's distance is more than 1, then there is cause for concern (Field, 2009; Fidell & Tabachnick, 2007; Pallant, 2005). Though Casewise Diagnostics produced a case with a standardised residual above 3 (in this case, it was 5.655), the Cook's distance produced a maximum value of 0.59. Thus, though the standardised residual is above 3, the maximum Cook's distance value was less than 1; therefore, this case can be included in the regression.

The standard regression with each of the four independent predictors (Intrinsic motivation, Extrinsic motivation, Altruistic motivation and Altruistic- Intrinsic motivation) to predict Choosing the Teaching Profession was used to verify each research hypothesis. The adjusted  $R^2$  was reported because Fidell & Tabachnick (2007) recommended that the R square tends to overestimate its true value in the population when the sample size is small and that the adjusted R square corrects the value of R square and thus produces a better predictor of the true population value.

## Test of Hypotheses

**H<sub>01</sub>: teacher's intrinsic motivation has a statistically significant influence on choosing the teaching profession**

Regression was carried out to ascertain the extent to which intrinsic motivation scores predict Choosing the Teaching Profession.

**Table 17: Model Summary of the Effects of intrinsic motivation on Choosing the Teaching Profession**

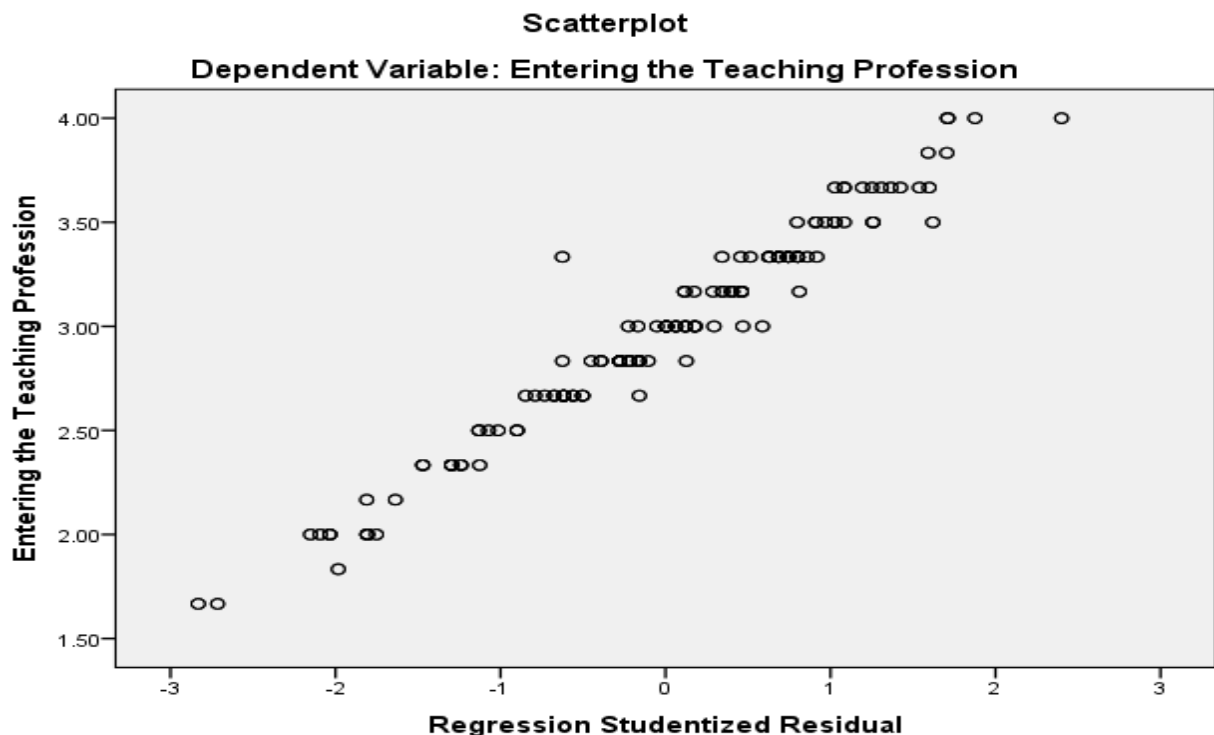
Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.198 <sup>a</sup>	.039	.036	.49107

a. Predictors: (Constant), Intrinsic motivation

b. Dependent Variable: Choosing the Teaching Profession

The scatterplot showed a strong positive linear relationship between the Intrinsic Motivation Choosing the Teaching Profession scores, which was confirmed with a Pearson's correlation coefficient of  $r = .198$ . The regression model predicted 3.6% of the variance. The model was a good fit for the data ( $F(1, 294) = 12.010, p < .000$ ).

**Figure 10: Scatterplot of the effects of intrinsic motivation on of Choosing the Teaching Profession**





The next table is the F test. The linear regression F test has the null hypothesis that the Intrinsic motivation does not have a statistically significant influence on Choosing the Teaching Profession at  $p=.05$ . In other words,  $R^2= 0$ , with  $F(1, 294) = 12.010$ ,  $p= .000$ , the test is highly significant. Thus we can assume a statistically significant relationship between the teachers' intrinsic motivation and Choosing the Teaching Profession.

**Table 18: ANOVA<sup>a</sup> of the effects of intrinsic motivation on Choosing the Teaching Profession**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.896	1	2.896	12.010	.001 <sup>b</sup>
	Residual	70.897	294	.241		
	Total	73.793	295			

a. Dependent Variable: Choosing the Teaching Profession

b. Predictors: (Constant), Intrinsic motivation

The regression results showed a significant relationship between the teachers' intrinsic motivation and Choosing the Teaching Profession scores ( $t = 10.837$ ,  $p < 0.000$ ). The slope coefficient for intrinsic motivation functions of the teachers was .198, so choosing the Teaching Profession increases by a factor of .198.

**Table 19: Coefficients of the effects of intrinsic motivation on Choosing the Teaching Profession**

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.265	.209		10.837	.000
	Intrinsic motivation	.225	.065	.198	3.465	.001

a. Dependent Variable: Choosing the Teaching Profession

**H<sub>02</sub>: Teachers' extrinsic motivation has no statistically significant influence on choosing the teaching profession**

Regression was carried out to ascertain the extent to which extrinsic motivation scores predict Choosing the Teaching Profession.

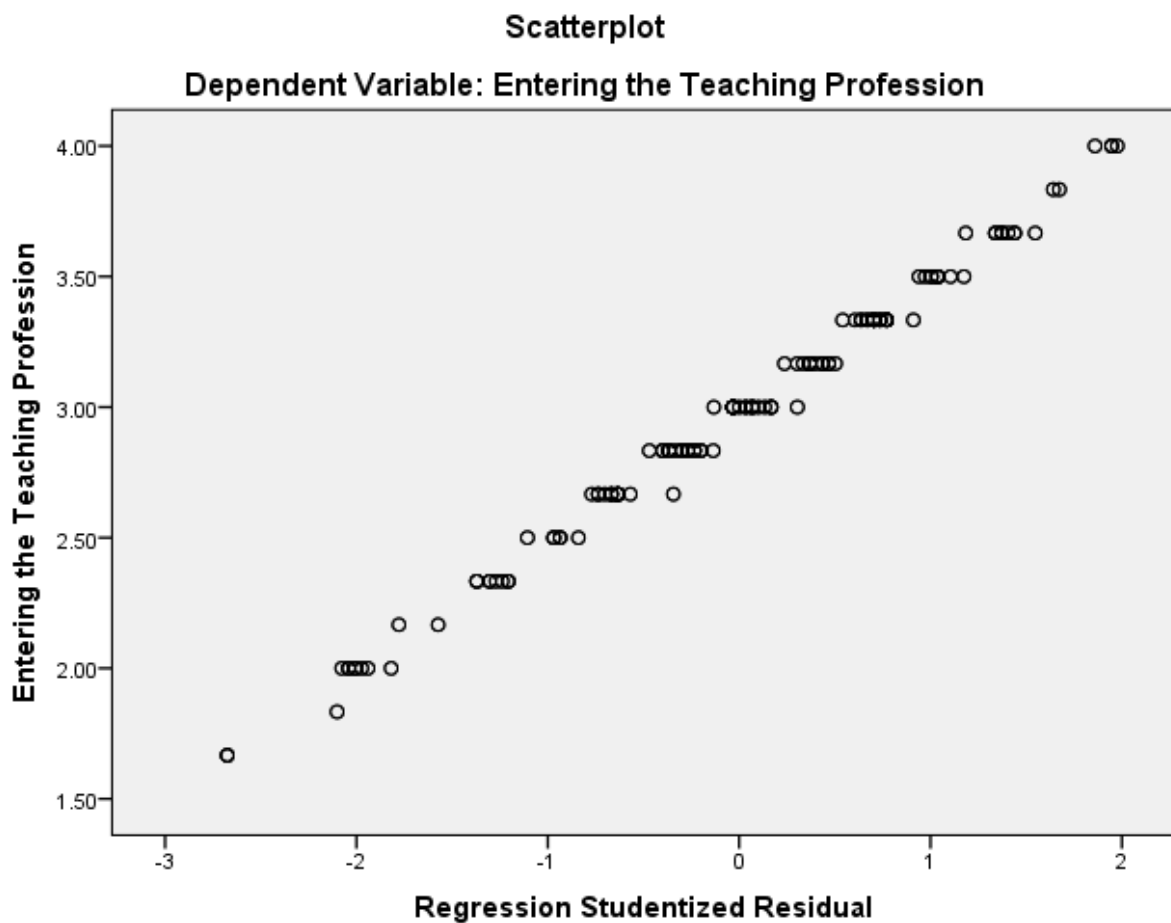
**Table 20: Model Summary of the Effects of extrinsic motivation on Choosing the Teaching Profession**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.840 <sup>a</sup>	.706	.700	.49924

a. Predictors: (Constant), Extrinsic motivation  
 b. Dependent Variable: Choosing the Teaching Profession

The scatterplot showed that there was a strong positive linear relationship between the extrinsic motivation Choosing the Teaching Profession scores, which was confirmed with a Pearson's correlation coefficient of  $r = .840$ . The regression model predicted 70% of the variance. The model was a good fit for the data ( $F(1, 294) = 112.076, p < .000$ ).

**Figure 11: Scatterplot of the effects of extrinsic motivation on Choosing the Teaching Profession**



The next table is the F test. The linear regression F test has the null hypothesis that the extrinsic motivation does not have a statistically significant influence on choosing the teaching profession at  $p=.05$ . In other words,  $R^2=0$ , with  $F(1, 294) = 112.076$ ,  $p= .000$ , the test is highly significant. Thus we can assume a statistically significant relationship between the teachers' extrinsic motivation and choosing the teaching profession.

**Table 21: ANOVA<sup>a</sup> of the effects of extrinsic motivation on Choosing the Teaching Profession**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.517	1	.517	112.076	.000 <sup>b</sup>
	Residual	73.276	294	.249		
	Total	73.793	295			

a. Dependent Variable: Choosing the Teaching Profession

b. Predictors: (Constant), Extrinsic motivation

The regression results showed a significant relationship between the teachers' extrinsic motivation and choosing the teaching profession scores ( $t = 10.345$ ,  $p < 0.000$ ). The slope coefficient for intrinsic motivation functions of the teachers was .840, so choosing the teaching profession increases by a factor of .840.

**Table 22: Coefficients<sup>a</sup> of the effects of intrinsic motivation on Choosing the Teaching Profession**

Model		Unstandardised Coefficients		Standardised Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	2.620	.253		10.345	.000
	Extrinsic motivation	.116	.680	.684	1.441	.151

a. Dependent Variable: Choosing the Teaching Profession

**H<sub>03</sub>: Teachers' altruistic motivation has no statistically significant influence on choosing the teaching profession**

Regression was carried out to ascertain the extent to which altruistic motivation scores predict Choosing the Teaching Profession.

**Table 23: Model Summary of the Effects of altruistic motivation on Choosing the teaching profession**

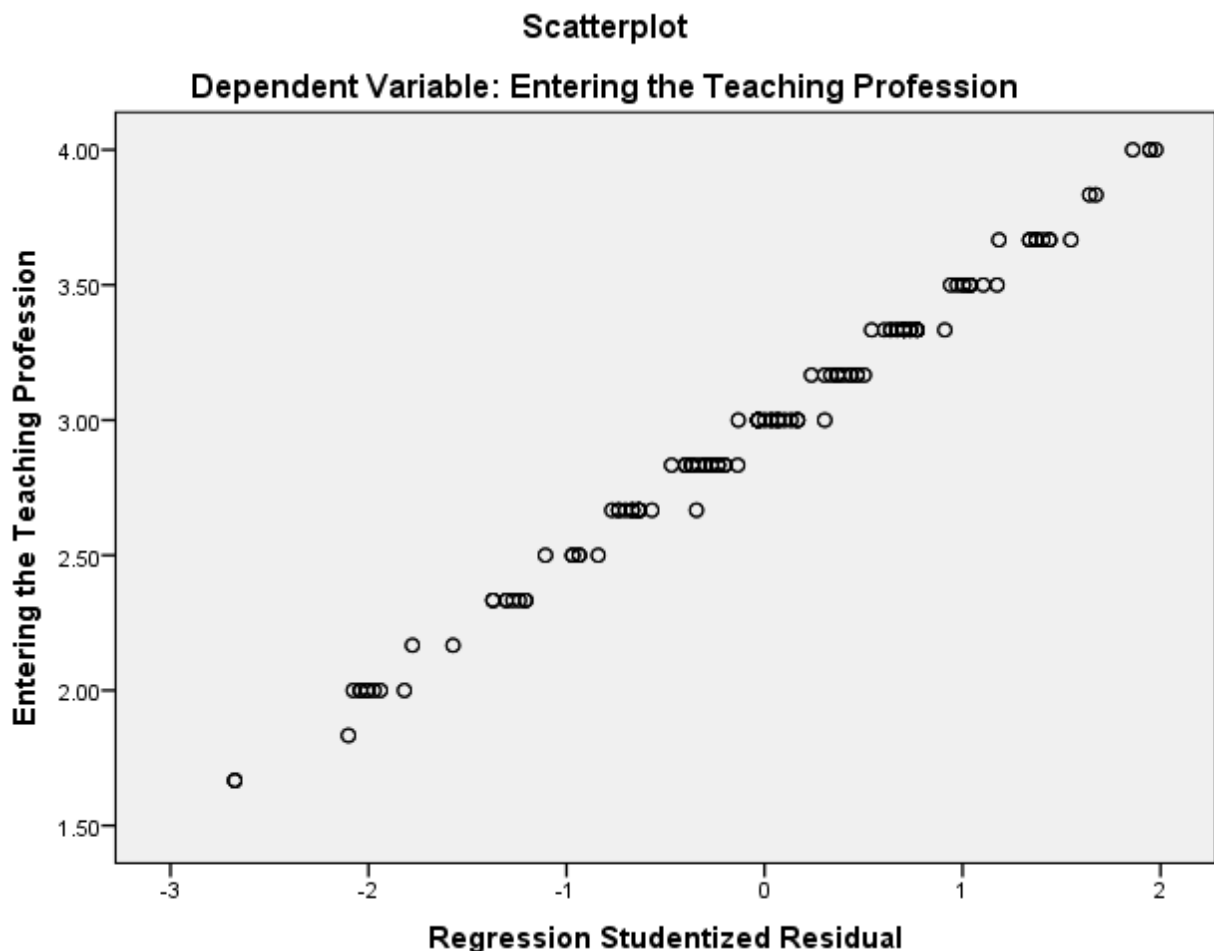
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.698 <sup>a</sup>	.487	.485	.35875

a. Predictors: (Constant), Altruistic motivation

b. Dependent Variable: Choosing the Teaching Profession

The scatter plot showed that there was a strong positive linear relationship between altruistic motivation and choosing the teaching profession scores, which was confirmed with a Pearson's correlation coefficient of  $r = .698$ . The regression model predicted 48.5% of the variance. The model was a good fit for the data ( $F(1, 294) = 279.359, p < .000$ ).

**Figure 12: Scatter plot of the effects of altruistic motivation functions of the supervisor on Choosing the Teaching Profession**



The next table is the F test. The linear regression F test has the null hypothesis that the altruistic motivation does not have a statistically significant influence on Choosing the Teaching Profession at  $p = .05$ . In other words,  $R^2 = 0$ , with  $F(1, 294) = 279.359, p = .000$ , the

test is highly significant. Thus we can assume a statistically significant relationship between the teachers' intrinsic motivation and Choosing the Teaching Profession.

**Table 24: ANOVA<sup>a</sup> of the effects of altruistic motivation on Choosing the Teaching Profession**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.954	1	35.954	279.359	.000 <sup>b</sup>
	Residual	37.839	294	.129		
	Total	73.793	295			

a. Dependent Variable: Choosing the Teaching Profession

b. Predictors: (Constant), Altruistic motivation

The regression results showed a significant relationship between the teachers' altruistic motivation and Choosing the Teaching Profession scores ( $t = 2.583$ ,  $p < 0.000$ ). The slope coefficient for altruistic motivation functions of the teachers was .698, so Choosing the Teaching Profession increases by a factor of .698.

**Table 25: Coefficients<sup>a</sup> of the effects of altruistic motivation on Choosing the Teaching Profession**

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.402	.156		2.583	.010
	Altruistic motivation	.825	.049	.698	16.714	.000

a. Dependent Variable: Choosing the Teaching Profession

**H<sub>04</sub>: teacher's altruistic-intrinsic motivation has no statistically significant influence on choosing the teaching profession**

Regression was carried out to ascertain the extent to which altruistic-intrinsic motivation scores predict Choosing the Teaching Profession.

**Table 26: Model Summary of the Effects of altruistic-intrinsic motivation on Choosing the Teaching Profession**

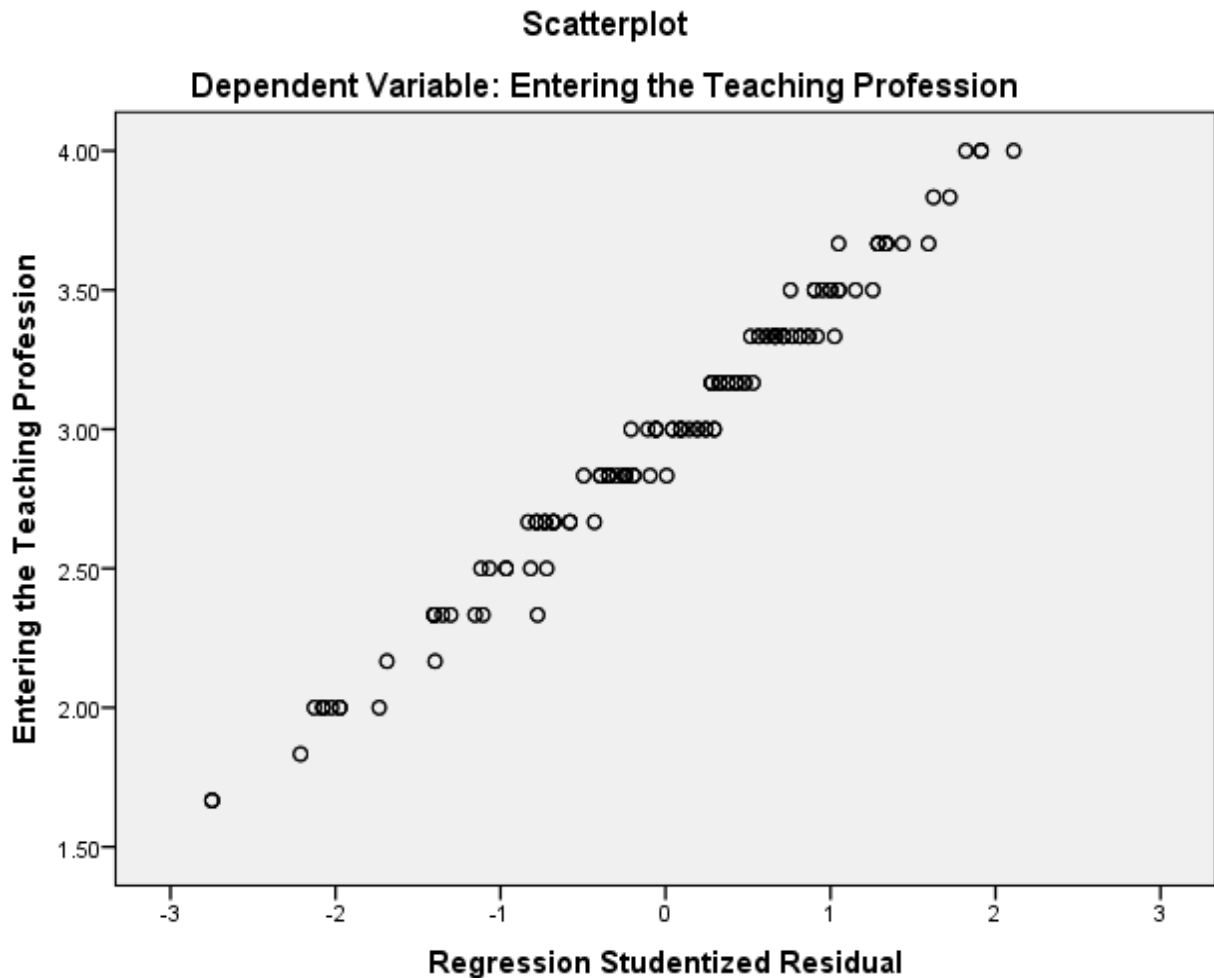
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.129 <sup>a</sup>	.017	.013	.49679

a. Predictors: (Constant), AIM

b. Dependent Variable: Choosing the Teaching Profession

The model fit the data well ( $F(1, 294) = 4.995, p < .000$ ). The scatterplot showed that there was a strong positive linear relationship between altruistic-intrinsic motivation and choosing the teaching profession scores, which was confirmed with Pearson's correlation coefficient of  $r = .129$ . The regression model predicted 1.3% of the variance.

**Figure 13: Scatterplot of the effects of altruistic-intrinsic motivation on Choosing the Teaching Profession**



The next table is the F test. The linear regression F test has the null hypothesis that the Intrinsic motivation does not have a statistically significant influence on Choosing the Teaching Profession at  $p=.05$ . In other words,  $R^2= 0$ , with  $F(1, 294) = 4.995, p= .000$ , the test is highly significant. Thus we can assume a statistically significant relationship between the teachers' intrinsic motivation and Choosing the Teaching Profession.

**Table 27: ANOVA<sup>a</sup> of the effects of altruistic-intrinsic motivation on Choosing the Teaching Profession**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.233	1	1.233	4.995	.026 <sup>b</sup>
	Residual	72.560	294	.247		
	Total	73.793	295			

a. Dependent Variable: Choosing the Teaching Profession

b. Predictors: (Constant), AIM

The regression results showed a significant relationship between the teachers' altruistic-intrinsic motivation and Choosing the Teaching Profession scores ( $t = 10.395$ ,  $p < 0.000$ ).

The slope coefficient for intrinsic motivation functions of the teachers was .129, so choosing the Teaching Profession increases by a factor of .129.

**Table 28: Coefficients<sup>a</sup> of the effects of altruistic-intrinsic motivation on Choosing the Teaching Profession**

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.458	.236		10.395	.000
	AIM	.174	.078	.129	2.235	.026

a. Dependent Variable: Choosing the Teaching Profession

### Summary of Findings

Teachers' intrinsic motivation has a statistically significant influence on choosing the teaching profession

Teachers' extrinsic motivation has a statistically significant influence on choosing the teaching profession

Teachers' altruistic motivation has a statistically significant influence on choosing the teaching profession

Teachers' altruistic-intrinsic motivation has a statistically significant influence on choosing the teaching profession.

## CHAPTER FIVE

### DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

#### Extrinsic motivation and teacher's choice of profession

This study aims to investigate teachers' motivation for choosing the teaching profession in selected public secondary schools in Mfoundi Division. The research instrument used for the study is the questionnaire. This study posed a set of questions while placing the hypothesis and their relationships within the study variables. It also arrived at several results confirming the problem and hypothesis in chapter one. Data collected were analyzed using SPSS statistical product for service solution. In this chapter, we shall examine the findings concerning the hypothesis, objectives and the views of others. We shall also give the limitations, some recommendations and suggestions for further study on the phenomenon. However, this study arrived at several results that might add to improving quality assurance in Mfoundi division and why not in Cameroon.

#### Summary of findings

Based on the evaluated data and the study hypothesis examined in Chapter 4, the results can be summed up as follows. The mean of all variables ranges from 3.02 for Altruistic- Intrinsic motivation, 3.13 for Altruistic motivation (AM), 3.13 for Extrinsic motivation, and 3.18 for Intrinsic motivation, with Altruistic- Intrinsic motivation having the lowest mean of 3.02 and Intrinsic motivation having the highest average of 3.18. This indicates that the respondents agreed that these different facets were combined to contribute to their choosing the Teaching Profession.

Concerning the strength of the relationship, the IVs of the nature of the Intrinsic motivation, and Extrinsic motivation (Pearson's  $r(294) = .213, p < .01$ ), Intrinsic motivation, and Altruistic motivation (Pearson's  $r(294) = .206, p < .01$ ), Intrinsic motivation, and Altruistic- Intrinsic motivation, (Pearson's  $r(294) = .233, p < .01$ ), Extrinsic motivation, and Altruistic motivation, (Pearson's  $r(294) = .213, p < .01$ ), ), Extrinsic motivation and Altruistic- Intrinsic motivation, (Pearson's  $r(294) = .491, p < .01$ ), Altruistic motivation, and Altruistic- Intrinsic motivation, (Pearson's  $r(294) = .206, p < .01$ ). Hence, from the correlation analysis, it can be concluded that all four measured IVs are significantly correlated.



With respect to the independent (motivation) and dependent variables (Choosing the Teaching Profession), the results obtained were as follows;

**Research question:** What is the influence of teachers' intrinsic motivation for choosing the teaching profession?

**H<sub>a1</sub>:** teachers' intrinsic motivation has a statistically significant influence on choosing the teaching profession.

Eight items were designed in the questionnaire to respond to this section. All eight items have a mean greater than 2.5, which is the cuff of mean. H<sub>a1</sub> was accepted, and H<sub>01</sub> was rejected, confirming the hypothesis stated in Chapter 1. From the results, Pearson correlation value  $r = < .01$  indicates a linear relationship between the teachers' intrinsic motivation and choosing the teaching profession. This is equally based on the fact that the level of significance is 0.01, which is less than  $\alpha$  (0.05). This permits us to confirm H<sub>a1</sub> that there is a linearity between the teachers' intrinsic motivation and choosing the teaching profession while rejecting H<sub>01</sub>. Also, The scatterplot showed a strong positive linear relationship between Intrinsic motivation and choosing the Teaching Profession scores, which was confirmed with a Pearson's correlation coefficient of  $r = .198$ . The regression model predicted 3.9% of the variance.

## **Research Hypothesis 2**

**Research Question 2:** What is the influence of teachers' extrinsic motivation for choosing the teaching profession?

**H<sub>a2</sub>:** teachers' extrinsic motivation has a statistically significant influence on choosing the teaching profession

Seven items were designed in the questionnaire to respond to this section. All seven items have a mean greater than 2.5, which is the cuff of mean. Participants' somewhat contradictory career expectations illustrate the complexity of interpreting the decision-making process for a change to a career in teaching. The finding that some participants left their previous job due to low pay and poor prospects while choosing a career seen by some as having similar characteristics is interesting.

H<sub>a2</sub> was accepted, and H<sub>02</sub> was rejected. This indicates that specific research question 2 was answered in confirmation of the hypothesis results. The scatterplot showed that there was a strong positive linear relationship between the extrinsic motivation Choosing the Teaching

Profession scores, which was confirmed with a Pearson's correlation coefficient of  $r = .840$ . The regression model predicted 70.6% of the variance. The model was a good fit for the data ( $F(1, 294) = 112.076, p < .000$ ). The linear regression F test shows that extrinsic motivation statistically influences choosing the teaching profession at  $p = .05$ .

**Research question 3:** What is the influence of teachers' altruistic motivation for choosing the teaching profession?

**Research Hypothesis 3:** teachers' altruistic motivation has a statistically significant influence on choosing the teaching profession

Six items were designed in the questionnaire to respond to this section. All six items have a mean greater than 2.5, which is the cutoff of mean. The scatterplot showed that there was a strong positive linear relationship between altruistic motivation and choosing the teaching profession scores, which was confirmed with a Pearson's correlation coefficient of  $r = .698$ . Results show that altruistic motivation has a statistically significant influence on Choosing the Teaching Profession at  $p = .05$ .

**Research question 4:** What is the influence of teachers' altruistic-intrinsic motivation for choosing the teaching profession?

**Research Hypothesis 4:** teachers' altruistic-intrinsic motivation has a statistically significant influence on choosing the teaching profession.

Seven items were designed in the questionnaire to respond to this section. All seven items have a mean greater than 2.5, which is the cutoff of mean. The scatterplot showed that there was a strong positive linear relationship between altruistic-intrinsic motivation and choosing the teaching profession scores, which was confirmed with Pearson's correlation coefficient of  $r = .129$ . Hence, intrinsic motivation statistically significantly influences Choosing the Teaching Profession at  $p = .05$ .

## **Discussion**

### **Altruistic and intrinsic motivation and teachers choice of profession**

Most career teachers reported that the decision to teach was strongly influenced by more altruistic-type factors, including shaping the future of children/adolescents, making social contributions, and working with children/adolescents. Perceived teaching abilities, intrinsic career, enhanced social equity, prior teaching/learning experience, and job security came next. Drawing upon the notion of 'push and pull factors' (Anthony & Ord, 2008, p. 365; Priyadharshini & Robinson-Pant, 2003), for those career changers in this study, the 'push' resulted from disappointment with previous working experience that lacked fulfilment or satisfaction, which caused them to re-evaluate their prior choice of job(s). The need for greater job satisfaction and better long-term prospects, and, the perception of teaching as a potentially exciting and meaningful profession, served as a 'pull' towards teaching. In changing careers, as Priyadharshini & Robinson-Pant (2003) suggest, teacher trainees may be constantly reevaluating their career perceptions, expectations and aspirations before a final decision to switch to a career to teaching.

The finding that some participants left their previous job due to low pay and poor prospects while choosing a career seen by some as having similar characteristics is interesting. These somewhat contradictory career expectations participants reported illustrate the complexity in interpreting the decision-making process for a change to a career in teaching. One possible interpretation is that, given they report a high level of intrinsic value and social utility motivation; and, given perhaps greater maturity and life experience, they are better able to evaluate the realities from the myths in relation to perspectives on pay and prospects. They seem realistic in weighing up potential positive and negative elements of pursuing teaching as a career and tend to value more on how teaching can fulfill their interests and help others. Although they might have already known what to look for in a teaching job, it is still possible that they are uncertain about whether teaching has a better future than previous jobs.

Research has suggested that altruistic and intrinsic motives are important factors in long-term commitment (Richardson & Watt, 2014). On the positive side, as noted in many studies (e.g. Lovett, 2007; Watt & Richardson, 2007 Sinclair, 2008), the sense of altruism and internal rewards within teaching might be more important and appealing than the external rewards regarding the salary and career prospect. Nonetheless, for a career choice of teaching, external

aspects such as workload, salary and prestige of teaching have the potential to give rise to job dissatisfaction that may contribute towards a decision to leave the profession.

In the literature, altruistic and intrinsic motives have been the very reasons for choosing teaching as a career (Ewing & Manuel 2005; Goh & Aputhasamy 2001; Kyriacou & Coulthard 2000; Kyriacou et al. 2003; Ling Low et al. 2011). According to Bastick (2000), teachers in developed societies choose teaching with altruistic and intrinsic motives, but in underdeveloped and developing societies, most teachers choose it based on extrinsic motives. However, Sinclair (2008) stated that young people are motivated to teach not only by one motive but by many reasons, such as working conditions, being in service to people, appropriateness to personality, salary, social status and prestige, appointment, etc. It can be said that teachers could choose teaching by being motivated by many different reasons to some extent according to the socioeconomic well-being of their societies. As seen from the findings, it is less likely to generalize over only one motive because of the closeness of the statistical data of the four motivation types for career choice.

#### Extrinsic motivation and teachers choice of profession

Again, although extrinsic reasons may not predominantly motivate participants to enter the teaching profession in the first place, they perhaps play an important role in sustaining pre-service teachers' intention to maintain commitment to a career in the long term. Considering these perspectives, it seems difficult to ascertain whether teaching is a life-long profession for this type of career changers, given the ambivalent feelings toward a teaching career respondents conveyed. Thus, it might need further longitudinal research to understand teachers' level of commitment to a career in teaching and the reasons behind decisions to remain or leave the teaching profession.

It can be said that Cameroonian teachers have chosen teaching as a career by being motivated, to a certain extent, by extrinsic, altruistic, and intrinsic motives. This case supports this view of Sinclair. However, the percentages for extrinsic and altruistic motives are higher than those for intrinsic ones. This result supports the idea of Bastick (2000). In many studies carried out in developing countries, Bastick found that extrinsic and altruistic motivations of pre-service teachers were more dominant than intrinsic motivation to choose teaching as a career. The current findings also support the findings of many related studies in developing countries

(Çermik et al. 2010; Yaakob 1988); these studies demonstrated that pre-service teachers generally chose teaching with extrinsic and altruistic motives. For instance, Çermik et al. (2010) found that classroom teachers in Turkey chose the profession with extrinsic motives. It can, then, be stated that teachers in developing societies choose teaching as a career with altruistic motives with reference to the divinity of teaching in itself, but they also take into account the prestige and social status of the profession in their societies such as high level of income, good working conditions, etc. The current findings show that teachers are motivated to teach with altruistic and altruistic-intrinsic motives, such as loving the profession, wanting to teach it to others, and being in service to people, and extrinsic motives, such as working conditions and the social status of the profession.

Current research differs from the findings of earlier studies, particularly in Western communities (Bastick 2000; Kyriacou et al. 2003; Watt et al. 2012; Watt & Richardson 2007). These studies have revealed that intrinsic and altruistic motivations have a preponderant role in choosing teaching as a career. For instance, Kyriacou et al. (2003) observed that English and Norwegian pre-service teachers chose teaching as a career since it best suited their personalities. In another study, Hayes (1990) stated that American pre-service teachers chose teaching only with altruistic motives. Watt & Richardson (2007) used a comprehensive scale in their research with pre-service teachers studying in Australian universities and found that teaching skills, the intrinsic value of teaching, and the desire to make a social contribution were the highest-rated reasons (cited in Zehir-Topkaya & Uztosun 2012). As we have presented, the motives for choosing teaching as a career may vary according to the context. It is here the views of Bastick must be underlined. Concerning the gradually developing teacher profession, the career motivations heavily depend on extrinsic and altruistic and, afterwards, intrinsic motives.

The research offers insight into the motivations for not choosing teaching as a first career. These reasons include wanting to pursue other jobs, the potential of higher income in other careers, and a perception that there are limited opportunities in the teaching profession in Cameroon. Research has shown that, since the 1990s, declining teacher salaries, rising costs of living, an oversupply of teachers in cities, and the appointments of unqualified teachers have all contributed to reducing the quality and prestige of teaching and teachers in the eyes of the public (Eskicumalı, 2002). These perspectives were echoed in our research on the factors dissuading teachers from choosing teaching as a first career. These factors seem to be less of an issue in developed countries. A study carried out in Finland on the teacher training model

found that the teaching profession was associated with scholarly research and cited among the professions with the highest income and prestige levels. Therefore, the most successful students in Finland competed to become teachers (Ekinici & Öter,2010).

## **Conclusions**

Due to the number of countries experiencing difficulty recruiting teachers and suffering from a low teacher retention rate, it is becoming increasingly important to determine what motivates aspiring youth to become teachers. To better understand this question, the career motivations of teachers were examined, and it concluded that extrinsic, intrinsic, altruistic, and altruistic-intrinsic forms of motivation had a preponderant influence on Cameroonian teachers when choosing teaching as a career. Knowledge about the motivation for becoming a teacher is important for several reasons.

Educational authorities, teacher education institutions, and the public have different beliefs about what motivates people to become teachers. These perceptions may be stereotypes that are both negative and inaccurate and they may affect recruitment to the teaching profession. However, using validated instrument to measure motivation to become a teacher and to uncover knowledge about core values, beliefs, and expectations that make people choose the teaching profession can provide useful information. A valid measuring instrument makes it possible to examine the similarities and differences among various cultural contexts. Results of the present study provide support for the validity of the Cameroonian context of the FIT-Choice Scale. It also provides new perspectives on motivations for choosing the teaching profession in other cultural contexts.

It was interesting to find out that motivations appeared similar across the samples. The highest rated motivation for the choice of a teaching career was consistently extrinsic value, salary, job security, compatibility with family life. We notice in our findings the contextual differences in why teachers are motivated to choose the teaching the teaching profession. In America and Australia altruistic motivations are more a dominant factor followed by intrinsic motivations, in Europe Norway, Germany Sweden are more likely to be influenced altruistic motives. Studies in Africa, Turkey, Nigeria, South Africa Ghana, and Cameroon predominantly highlight extrinsic motivations for career choice. Although, remuneration is not a sole determinant for motivation, incentives for effectiveness and efficacy can spur up teacher motivation. It is important to note that altruistic and intrinsic motivations are ethically more compatible with professional practices

Understanding why teachers choose teaching as a career is crucial for teacher training programs within the faculties of education and for identifying the vocational attitudes of teachers. Moreover, the present results are vital to determine where Cameroon stands in the international community in respect to the career motivations of teachers.

Based on the conclusions from this study, some recommendations were formulated for policy makers and teacher training institutions. However, these suggestions are not restricted to policymakers and teacher training institutions in Cameroon since this study's conclusions also concur with other studies concerning the career motivation of teachers. The results of this study also come at a time when politicians and teacher training institutions around the world are addressing the issues of ameliorating recruitment and retention of teachers, structuring their work, improving teacher training systems, and trying to develop the effectiveness of teaching.

As in all studies, this study has some limitations. First, the sample is of moderate size ( $N = 306$ ) in relation to the number of factors being considered in this model, which can influence the stability of the results. Second, the data were obtained from a single division. Although this division is highly representative for the central region in the English teacher education system compared to similar divisions in Cameroon sample came from the country's capital city and from a primarily urban population. This setting may be limiting in generalising the results.

## **Recommendations**

In summary, the most important recommendations of this study are listed below:

- Policymakers should consider the vocational duty of teaching and attempt to increase the social status of teachers.
- Teacher training institutions should concentrate on trying to ameliorate the attitudes of pre-service teachers.
- Teacher training institutions should make an effort to inform pre-service teachers that teaching is about altruism and self-devotion.

Authorities in underdeveloped and developing countries should investigate teacher training models, and teacher recruiting and retaining strategies of developed countries so as to ameliorate the current case of their countries.

This study aimed to investigate the career motivations of teachers in Mfoundi Division who have chosen teaching as a career. Accordingly, we tried to make a useful contribution to the teacher education literature. Although many studies have been carried out on the motivation of teachers, this study can make an important contribution to the field in two ways. Firstly, it is hoped to add to this field's rather sparse Cameroonian literature. Secondly, it is hoped that the argument that extrinsic/mercenary motives may be stronger in less economically developed countries can be especially pertinent at a time of global recession. This study can be very relevant and timely as government and employing authorities in Cameroon and around the world simultaneously attend to improving teacher recruitment and retention, restructuring teachers work and careers, reforming teacher recruitment strategies for better professional development and finding ways to enhance teacher effectiveness. Future research could sample people who have dropped teaching as a career or to gain insight into why some people would not choose teaching as a career.

### **Limitation of the study**

- Time constraint
- Budgetary insufficiency
- Distance



- as a difficulty to reach the target population: Distance of the school chosen for the study cannot be overlooked. Sometimes we needed to go several times to be able to meet the teachers as their time tables between days.

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