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## Exploring Pre-Service Teacher's Motivations for Choosing Teaching as a Career.

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### Abstract

*The purpose of the present paper is to determine the motivation factors that motivated the student-teachers of Jammu province to choose teaching as a career. Sample of the study was 200 student-teachers of 08 Colleges of Education of Jammu provinces affiliated to the University of Jammu and was selected by using simple random sampling. Here 25 student-teachers were selected from each sampled College of Education. The sample consists of both male and female. Five Point - Likert Scale with 28 motivation statements under 5 broad groups of factors of motivation, namely Intrinsic, Altruistic, Extrinsic, Social Influences and Pragmatic was used for collecting the data. The results showed that from the 5 broad groups of factors of motivation, Intrinsic factor was highly rated and seems to be more dominant (Mean = 4.258) than Altruistic Factor (Mean=4.190), Extrinsic Factor (Mean=3.783), Social Influences (Mean=3.833 ) and Pragmatic Factor (Mean=2.546 ). We also compared the groups with regard to gender, level of*

*education and locale. Intrinsic factor was rated highest in all the groups. Due to small sample size, the results cannot be generalized on the entire teacher education policies and practices but on the whole this study imparts perception towards the motivation factors that motivate large number of student-teachers to pursue Secondary Teacher Education Programme and to join teaching as a career.*

**Keywords:** Teacher Education Programme, Student-teachers, Motivation for teaching, Factors determining motives

### Introduction

Teaching is considered as the most important profession that makes all other professions possible, as it is the teacher who prepares people for different kinds of professions. The teachers have to mould the minds of young people so as to make them worthy citizens of our democratic country. This means that a tremendous responsibility rests upon the teachers. Any

system of education evolved for the progress of the society and the country is to be translated into reality by the teachers. It is the teacher alone who can make a system work. He has been regarded as the most vital single factor in any system of education. He is the key to the quality of education.

The modern society very badly needs such teachers who are not only knowledgeable, but also good towards their students, committed to their profession and sincere in their efforts for doing well to the society. Teachers play a crucial role in enabling students to achieve good learning outcomes within effective education system. Though teachers' ability to affect students' learning experiences positively depends upon manifold factors, the first measure towards effective learning outcomes is to ensure that motivated teachers join the teaching profession. The importance and value of teaching profession and role of teacher must be recognized and understandable by the student-teachers so that before joining this programme, they are aware of their pious duties and responsibilities towards the teaching profession.

It is extremely important to recruit workforce who are intrinsically motivated.

Employees who have high intrinsic motivation are more involved in their jobs and can achieve higher goals when compared with individuals having less intrinsic motivation (Gagne & Deci, 2005). Intrinsic motivation makes the working on tasks enjoyable and interesting. Employees with high intrinsic motivation find the job rewarding, meaningful and a mean for their self fulfillment. Also employees with high intrinsic motivation are self driven, independent and make consistent efforts for excellence.

To know commitment and motivation of the individuals towards teaching profession is important, because motives help to attain professional excellence. Researchers are interested in understanding teachers' motivation to choose the career because of the belief that motivation is linked to quality of teaching, engagement and commitment towards the profession (De Jesus & Lens, 2005). Teachers motivation has been found to be significantly related to teachers' job satisfaction (Davis & Wilson, 2000; Fokkens-Bruinsma & Canrinus, 2012). In studies on motivation for teaching, it is normal to distinguish between intrinsic, extrinsic and altruistic reasons for selecting the profession (Kyriacou

&Coulthard, 2000; Moran et al,2001). Teachers with intrinsic motivation choose teaching because they like the job. Intrinsic motivations are associated with 'Higher-order needs' of Maslow's theory such as accomplishment, enjoyment of teaching, sense of responsibility, striving for excellence and goal directives (Sinclair, 2008).

Extrinsically motivated teachers choose the profession due to the benefits related to the job such as salary, working conditions, social status, holiday and other external rewards (Mau et al, 2008). On the other hand altruistically motivated teachers have the view that teaching as a profession enable them to contribute to the society such as by being a part of young student's growth and development (Bakar et al, 2014).

Researchers around the world have explored teachers' motivation to make teaching as a career choice. Researchers have suggested that those who go into teaching with high intrinsic and altruistic factors may be highly committed to the profession, will perform efficiently and effectively and have positive attitude towards teaching (Bakar et al, 2014). Spear, Gould and Lee (2000) in their review of research found that intrinsic and

altruistic motivation was the most important reasons for entering the teaching profession among prospective teachers. Manuel and Brindley (2005) and Manuel and Hughes (2006) in their studies in Australia and England reported that personal fulfilment, the yearning to work with young children and to make a difference in their life and the opening to experience more sincere engagement with the field of their choice were the three fundamental motivational factors that governed Pre-Service teachers' motivation for choosing to teach. Prior teaching experience, cultural beliefs about teaching, earning, status in the society and good working conditions impacted prospective teachers' motivation for teaching in Taiwan (Wang, 2004). A desire to work with children and adolescents put together the intellectual needs met by the teaching task and an avenue to make a contribution to the society were the most recurring grounds for occupational choice among teachers (OECD,2005). Ok and Onkol (2007) reported that love for the field, fairly large job opportunities, rendering help to others, opportunities to work with young students and personal view of being fit for the teaching job were the reasons for choosing teaching career. Boz and Boz (2008) conducted a study on the Turkish

prospective teachers' motivation for teaching and found that intrinsic career value, pay, status in the society, opportunities to work with children and adolescents and contribution to the society were among the most important factors that impacted their choices for teaching career. Research findings of Sinclair (2008) with Australian student- teachers expand the findings of studies conducted earlier that people are attracted to teaching because it provides them a platform to work with children. He found that teaching also provides intellectual stimulation, personal and professional development. Essential features of teaching job, favourable working conditions were reported by him as other factors attracting to teaching profession. Aksu et al. (2010) has identified job security as another important cause for increased demand for teacher education programme in the Turkish Content.

Above discussion reveals that so far no study has been conducted in India in general and in Jammu and Kashmir in particular to know the motivations of students of Secondary Teacher Education Programme to choose teaching as a career. Admission to Secondary Teacher Education Programme in Colleges of Education in Jammu and Kashmir is

conducted on the basis of merit in the qualifying examination. In such a situation, knowing the motivations for entering the profession among student- teachers is essential so that students who get admission in Colleges of Education are committed to profession and perform effectively for the overall development of students under their charge. The study is considered necessary to ensure the entrants into teacher education programme do have genuine reasons for their choice. It is essential that people who are really interested in teaching choose teaching as a career so as to enhance the quality of teaching. Hence this study is an attempt to investigate the motivation of pre-service teachers to choose teaching as a career.

### **Objectives of the Study**

The present study was designed with the following objectives

1. To study the motivational factors that may influence student- teachers to take teaching as their career choice.
2. To determine if these factors differ as a function of gender, level of educational qualification, locale and career choice.

### **Methodology**

A descriptive survey approach was used to study the present problem.

## Sample

The sample was taken from 08 Colleges of Education of Jammu Province, affiliated to the University of Jammu using simple random sampling technique. 200 student-teachers (25 from each sampled College of Education i.e.  $25 \times 8 = 200$ ) were selected to form the sample.

## Tool

The instrument we used to measure motivations for choosing teaching as a profession contained 25 items. The FIT-Choice (Factors Influencing Teaching Choice) framework (Richardson and Watt, 2006) provides a comprehensive model to guide systematic investigation into why people choose teaching career. The FIT CHOICE and literature that says that there are certain possible reasons why people choose certain occupations was consulted. In studies on motivation for teaching, intrinsic, extrinsic, altruistic and social influences have been described as reasons for choosing teaching as a career. We prepared 28 items with response on 5-point scale ranging from: 5 (Very true) to 1 (Very Untrue). These were divided into

five factors namely intrinsic, altruistic, extrinsic, social influence and pragmatic.

The tool was administered on a sample of 200 prospective teachers. Item analysis was done by SPSS and items with t-value equal to or greater than 1.75 were selected. 3 items which had t-value less than 1.75 were deleted. Hence final scale comprised 25 items.

Total reliability of the scale (Cronbach's Alpha) was found to be 0.889. Cronbach's alpha value was found 0.906 for intrinsic factor, 0.768 for altruistic, 0.808 for extrinsic, 0.676 for social influences and 0.754 for pragmatic factor respectively. The tool was pilot tested with 15 student-teachers who were not part of the final survey.

## Data Analysis

Descriptive statistics (Mean and Standard deviation) were used to determine the student-teachers' motivation for choosing teaching as a career. The researcher personally administered the survey, interacted with the student-teachers during a lecture and to minimise the response bias, ensured that participants did not discuss the content regarding the motivation statements with each other.

## Results

Table 1. List of Motivations: Summary statistics (Mean, Standard Deviation and Cronbach's Alpha)

S.No.	Motivation Statements	Mean	S.D
	<b>Intrinsic Factor (0.906)</b>		
1	My aim is to become a teacher	4.20	0.67993
2	I have interest in teaching	4.44	0.6155
3	I love to teach	4.45	0.5563
4	I like teaching career	4.25	0.618
5	I have a talent to become a good teacher	4.10	0.61307
6	Teaching as a career suits to my abilities	4.09	0.7201
	<b>Altruistic Factor (0.768)</b>		
7	Teaching can allow me to work for socially disadvantaged group	4.00	0.68360
8	Teaching will provide me an opportunity to do social service to society	4.34	0.571
9	Teaching will enable me to make a marked influence on the life of children/adolescents	4.17	0.64278
10	Teaching will give me an opportunity to help the children in developing their personality	4.25	0.56489
11	As a teacher, I can guide/counsel the children to lead a good life	4.24	0.61178
12	Teaching will enable me to pay back to the society	4.16	0.61342
13	Teaching will empower me to inculcate the values among the children/adolescents	4.17	0.61071
	<b>Extrinsic Factor (0.808)</b>		
14	Teaching career provides job security	4.06	0.7063
15	Teaching career provides handsome salary	3.66	0.96387
16	Teaching will provide enough of time for the family	3.76	0.8965
17	In teaching career I can enjoy long vacations each year	3.52	1.11155
18	Summer/ Winter vacations will be suitable in relation to family responsibilities	4.02	0.7632
19	I can earn more from part time tuition /coaching	3.44	0.59596
20	By becoming a teacher, I can enjoy good social status in the society	3.98	0.8535
	<b>Social Influence factor (0.676)</b>		
21	My family motivated me to choose teaching career	4.19	0.86466
22	My friends are pursuing the teacher education programme	3.85	1.02604
23	People around me advised me to choose teaching as a career	3.46	1.13792
	<b>Pragmatic Factor (0.745)</b>		
24	There was no other choice for me	2.53	1.1514
25	Teaching is the only option left for me	2.56	1.11229

Note 5=Very True; 4= True; 3=Undecided; 2=Untrue; 1=Very Untrue



## Analysis and Interpretation of the Results

Table 1 depicts the mean and S.D. of each item. It indicates that item no. 03 love to teach has a highest mean value i.e. 4.45 indicating it as the top most reason for choosing teaching as a career. Interest in teaching is the second top most reason for teaching as a career choice given by prospective teachers. Opportunity to give service to the society is falling third in order of choice as per mean value i.e. 4.34. Liking for the teaching career and getting an opportunity to help children in developing their personality is next reason given by the prospective teachers to choose teaching as a career. I can guide the children to lead a good life is the next reason for choosing teaching career with mean value of 4.24, followed by ambition to become a teacher with mean value of 4.20. Opportunity, the teaching career will provide to make influence on the life of the children and adolescents and to

inculcate values among them are another motives expressed by prospective teachers to choose teaching career with a mean value of 4.17 on each item. 'Teaching will enable me to serve to the society', 'I have a talent to become a good teacher' and 'Teaching as a career suits to my abilities' are the next reasons given by pre-service teachers for choosing teaching as a career with mean value of 4.16, 4.10 and 4.09 respectively.

Table 1 reveals that pre-service teachers have chosen teaching as a career primarily for intrinsic or altruistic reasons rather than for extrinsic benefits such as salary, job security, social status, working conditions ( long vacations) and part-time earnings. Social influences such as family members and friends and not being able to get into any other options have found last reasons for the prospective teachers to choose teaching as a career.

**Table 2. Factor wise summary of Mean and Standard deviation**

S.No	Factor	Mean	S.D.
1	Intrinsic	4.26	0.634
2	Altruistic	4.19	0.614
3	Extrinsic	3.74	0.839
4	Social Influence	3.83	1.009
5	Pragmatic	2.54	1.130

Table 2 depicts that 25 items were categorized into 5 main factors to determine the reasons of pre-service teachers to choose teaching as a career. Out of these 5 factors, intrinsic motivation is the most important determinant of choosing teaching as a career with mean value of 4.26. The altruistic motivation has been found to be the second

most determinant of choice to become a teacher with mean value of 4.19. Social Influence motivation (Mean=3.83), extrinsic motivation (Mean=3.74) and Pragmatic motivation (Mean=2.54) are the other motivational factors influencing pre-service teachers' choice to become teacher.

Table 3(a) Mean and Standard deviation of Factors by Gender

S. No.	Factors	Gender			
		Male		Female	
		Mean	S.D	Mean	S.D
1	Intrinsic	4.3611	0.7219	4.2464	0.6252
2	Altruistic	4.2381	0.7549	4.1877	0.6015
3	Extrinsic	3.6785	0.9979	3.7917	0.9067
4	Social Influence	3.6111	1.1642	3.8475	1.0007
5	Pragmatic	2.9166	1.2315	2.5159	1.1277

From table 3(a) it is visible that regardless of gender, intrinsic motive was rated as more important by both male(Mean=4.361 ) and female(Mean=4.246) student-teachers in influencing their choice followed by altruistic motive by both male

(Mean=4.238) and female(Mean=4.187);extrinsic motive by male(Mean=3.678)and female(Mean=3.791).social influence motive and pragmatic motive are the last motivational factors influencing pre-service teachers' choice to become teacher.

Table 3 (b) Mean and Standard deviation of Factors by Level of Educational qualification (UG=Undergraduate, PG=Postgraduate) and Locale ( Residence )



S. No	Factors	Level of Educational qualification				Locale (Residence)			
		UG		PG		Rural		Urban	
		Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D
1	Intrinsic	4.278	0.600	4.2268	0.6630	4.2669	0.5994	4.2017	0.6905
2	Altruistic	4.191	0.599	4.1899	0.6307	4.2095	0.5981	4.1354	0.6436
3	Extrinsic	3.800	0.884	3.7688	0.9147	3.788	0.9026	3.7494	0.9225
4	Social Influence	3.858	0.997	3.8076	1.0257	3.845	0.9838	3.7836	1.0330
5	Pragmatic	2.544	1.082	2.5361	1.1947	2.597	1.1185	2.509	1.2106

Similarly, an analysis was carried out to determine if motivating factor to choose teaching as a profession differed as a function of level of education and residence. It is visible from table 3(b) that intrinsic motive was rated as more important by both Undergraduate (M=4.2783) and Postgraduate (M=4.2268) student-teachers in influencing their choice followed by altruistic motive by both Undergraduate (M=4.19) and Post graduate (M=4.189); extrinsic motive, Undergraduate (Mean=3.800) and Postgraduate (Mean=3.7688); social influences motive, Undergraduate (Mean=3.85) and Postgraduate (Mean=3.80) and in pragmatic motive Undergraduate (Mean=2.544) and Postgraduate (Mean=2.5361).

With regard to locale, intrinsic factor seemed to be the most dominant, Rural (Mean=4.2669) Urban (Mean=4.2017) and followed by altruistic factor, Rural (Mean=4.2095); Urban (Mean=4.135); extrinsic factor, Rural (Mean=3.788); Urban (Mean=3.7494); social influences factor, Rural (Mean=3.845); Urban (Mean=3.7836) and in pragmatic factor, Rural (Mean=2.597); Urban (Mean=2.509).

### Discussion and Conclusion

The present study explores the motives student-teachers at affiliated Colleges of University of Jammu felt had influenced their decision to choose teaching as a career. It is found that intrinsic and altruistic motives are more important than extrinsic motives in influencing them to

make teaching as a career choice. Infact these are the most dominant motives irrespective of gender, level of educational qualification and locale. The study reiterates the empirical findings of a study in Slovenia by Krecic and Grmek (2005) who showed that self-realization was the rank one reason for choosing teaching, followed by altruistic and material reasons. A study by Moran et al. (2001) also demonstrated that intrinsic motivation seemed to be the most influential factor cited by teacher education students in Ireland in influencing their choice to choose teaching. Similarly, a study by Sinclair (2008) in Australia revealed that intrinsic factors have a greater influence than extrinsic factors over student-teachers' decision to take up teaching position. The study validates the findings of Low et al. (2011) who found that the main reasons to go into the teaching profession fell into intrinsic (55%),altruistic (41%) and extrinsic (3%).The pre-service teachers in Singapore rated intrinsic factors as most influential that made them to choose teaching as a career.

The present study contradicts the findings of Bastic (2000) which showed that for Jamaican sample, extrinsic motives were dominant in choosing teaching than

intrinsic and altruistic motives. A study by Abdullah (2002) also found extrinsic motives more important, followed by intrinsic and altruistic motives influencing the choice of the respondents in choosing teaching as a career.

The findings of the present study throw light on the important aspect that needs to be taken into consideration by the School Education Department, Government of Jammu and Kashmir. It is necessary to make certain that those who enter into teacher education programme and subsequently to teaching profession do have the just reasons for their choice. Since prospective teachers have the intrinsic and altruistic motives to join the teaching profession, the teaching conditions such as pupil-teacher ratio, work environment and job responsibility needs to be taken into consideration for quality school education. They should not be made to do non- teaching jobs as it will affect the quality of teaching in our schools. Since teachers with intrinsic motivation tend to focus on teaching and view teaching as interesting for them and altruistically motivated teachers view teaching as a profession that enable them to contribute to the society by being a part of growth and development of young people; it is suggested that before joining

the teacher education programme, the candidates must be counselled by professionals/experts of teacher education programme. The admission to the B.Ed Programme should be made through entrance test so that those who are really interested in teaching, have love for the profession and want to contribute to the society by being a part of young children's growth and development seek admission to the B.Ed Programme. Moreover, in order to sustain the motivation to teach throughout the teaching career, it is important to ensure that combinations of intrinsic, altruistic and extrinsic motivations are nurtured by creating good service conditions. This will have definite role in increasing commitments to teach.

The study recommends further researches to know whether student-teachers who are pursuing Secondary Teacher Education Programme in Private Colleges of Education in the State on self-finance have different motivations to teach than their counterparts studying in Government Colleges of Education. A study is also required to explore the factors that dissuade the potential teachers from the teaching profession. Further study is suggested to identify the gender specific motivations that influence their decision to make choice of teaching as a career.

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