



Teaching as A Profession, Exploring the Motivational Factors, and the Motives to Stay in the Field of Teaching

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ABSTRACT- The purpose of study is to get insight into motivational factors of pre-service teachers with a special focus on extrinsic, intrinsic, altruistic factors motivation which are discussed in term of their relationships with the motives of pre-service teachers to stay in the teaching profession. The study examines the motivational factors of 105(47 male, 58 female) pre-service teachers enrolled in Associate Degree program (ADE) of eight different educational institutes of Peshawar. The participants responses were analyzed using descriptive and Pearson correlation techniques.

The results indicated that extrinsic factor of motivation play a dominant role in selecting teaching as a career while intrinsic factors drive them to stay in the long run of teaching whereas altruistic factors of motivation were found to have no effective role. Considering the findings, this research suggested educational stakeholders that to attract the most committed teachers for this profession, incentives and number of seats should be increased at union council level. Additionally, motivational environment and regular opportunities should also be provided to the pre-service teacher to satisfy their extrinsic needs which will enhance in them intrinsic motivation to stay in the teaching profession as committed teachers.

Keywords: Teaching, Career Profession, Motivational Factors, Opportunities

I. INTRODUCTION

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. Several studies have confirmed that most of the people join teaching as an option rather than choice (Ayub, A., et al., 2021). Sometime individuals who are not able to fit in another profession they also become a teacher or join teaching as a profession. Without employees, organizations will not be able to produce business results, achieve organization goals, or meet its financial objectives (Bukhari, S. K. U. S., Gul, R., Bashir, T., Zakir, S., & Javed, T., 2021). Therefore, the present study is conducted to determine the motivational factors of pre-service teachers with a special focus on extrinsic, intrinsic, altruistic factors which are discussed in term of their relationships with the motives of pre-service teachers to stay in the teaching profession.

A renewed research interest in teachers' motivation to teach and to remain teaching in the past decade has highlighted possible causes of the existing and potential teacher shortages as early teacher attrition, teaching force ageing, imbalance of high demand with less reward, limited career opportunities, less job security and low prestige (Saleem, A., Gul, R., Ahmad, A., 2021; Gul, R., Khan, S. S., Mazhar, S., & Tahir, T., 2020; OECD, 2005; Richardson & Watt, 2005, 2006; Sinclair, 2008; Sinclair, Dowson, & Mcinerney, 2006; Watt & Richardson, 2007; Watt et al., 2012). The significance of teacher motivation research is also self-evident as it is a crucial factor closely related to several variables in education such as student motivation, educational reform, teaching practice and teachers' psychological fulfilment and well-being (Gul, R., & Rafique, M., 2017; Gul, R., & Reba, A., 2017). Therefore, it is helpful for administrators to determine how to attract potential teachers and how to retain them in teaching.

Richardson and Watt (2010) have conducted a review of teacher motivation research with a focus on their 'FIT-Choice' (Factors Influencing Teaching Choice) programme with student teachers. Although they have identified several consequences of teacher motivation such as student outcomes, teachers' psychological

health and well-being, they did not go further to elaborate the existing literature concerning these areas. This study attempts to present a critical review of the development of teacher motivation research to address the constant calls and lay the foundation for future teacher motivation research.

II. LITERATURE REVIEW

Motivation is someone's inner force and inner drive some fillings and wishes which directed to a person to do any work and activity (Gul, R., Khan, S. S., & Akhtar, S. (2020). As for teacher motivation, Sinclair (2008) defined it 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 and Ushioda (2011) highlighted two dimensions of teacher motivation in accordance with their conceptions of motivation, namely, the motivation to teach and the motivation to remain in the profession. Previous studies have confirmed three basic kinds of teacher motivation i.e., extrinsic, intrinsic, and altruistic that compels individuals to choose a profession. Extrinsic motives may include structure and scale of salary, time available to spend with family in the term of holidays. Those who are motivated due to intrinsic motives may always seek lifelong learning opportunities and look for the job that fit the competency and ability of the individual. Altruistic people stand for personal satisfaction. People with this motivation are motivated by their love for children and are aspired to bring a change in the life of learners (Saleem, A., Gul, R., Ahmad, A., 2021).

The motivation for teaching as a career is investigated here using self-determination theory; this framework used to understand the motivational factors for choosing teaching as a career. Motivation worked as a link between joining the profession and remains stay in teaching, participation in all activities that related to the career. Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers' desire to participate in the pedagogical processes within the School environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore, it could underlie their involvement or noninvolvement in academic and non-academic activities, which operate in School.

The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration and the overall improvement of the School. The teacher commands and transmits the image of one who improves knowledge and the physical conditions of the classroom through orderliness, discipline and control. He makes diagnosis of student's feelings and attitudes inferred by their behavior and response in the classroom environment.

People who are motivated exert a greater effort to perform than those who are not motivated. We know that fear and money are not the only ways to motivate people to work. Human beings have reasons for the things that they do. There are many factors that determine people's behavior to motivate them. These are psychological needs, physiological drives, survival, urges, emotions, hurts, impulses, fears, threats, rewards (money, friendship, status), possessions, wishes, intentions, values, mastery, freedom, intrinsic satisfaction, self-satisfaction, interests, pleasure, dislikes, established habits, goals, ambitions etc.

Research Questions:

1. How do pre-service teachers describe their motivations to teach and their intention to stay in the profession of teaching at district Peshawar?
2. How do motivational factors influence teachers' intention to stay in the profession of teaching at Peshawar?

III. METHODS AND MATERIALS

This is a survey type research in which questionnaire was used to collect data from participants. Participants were selected randomly in which 103 (46 male, 57 female) pre-service teachers enrolled in Associate Degree program (ADE) of eight different educational institutes of Peshawar, responded on the study questionnaire. Questionnaire was consisting of 84 items focused on assessing the variables of extrinsic, altruistic, intrinsic motivation. All the pre-service teachers of selected institutions were asked to complete the survey.

Confidentiality in data collection was maintained and adhered throughout the process. The data obtained were tabulated and analyzed using descriptive statistical techniques like mean and standard deviation and inferential technique like Pearson Product Moment Correlation analysis. Correlation analysis was carried out to determine a statistically significant relationship among motivational drives (extrinsic motivation, intrinsic motivation, and altruistic motivation) and the other factors contributing to support the intention of pre-service teachers to stay in the teaching profession as a career.

Validity and Reliability:

A factor analysis of the responses from the participants was applied to validate that the items. The reliability of every subscale contained by the survey was tested using a Cronbach alpha to investigate the consistency within each scale. The internal stability of the four subscales were ranged from .74 to .92. All items were examined to see if the alpha coefficient would increase if the item were removed. In all cases, the alpha coefficient decreased if an item were removed. Therefore, the items in the subscale were retained. *Table 1* shows the results.

IV. RESULTS

Table:1 Scale Reliabilities Resulting from Factor Analysis

	Male	Female	Urban	Rural
Frequency	46	57	63	40
Percentage	44.7	55.3	61	39

The total number of the respondents were 103 Out of which female respond were 57 and the male were 46. Similarly, 63% stated that they came from urban background while 40% respondent showed that they belong to rural background.

Table:2

	Extrinsic	Intrinsic	Altruistic	Intention
N	103	103	103	103
Mean	32.0000	29.2427	23.5437	21.8835
Std. Deviation	2.30940	9.23810	4.37636	5.83986
Range	12.00	42.00	19.00	26.00
Minimum	23.00	7.00	9.00	2.00
Maximum	35.00	49.00	28.00	28.00

Research Question 1: How do pre-service teachers describe their motivations to teach and their intention to stay in the teaching profession in Quetta?

Descriptive statistics included mean, standard deviations and minimum and maximum score were used to analyses the responses of the data for this question. *Table 3* predicts the results.

Table 3: Descriptive Statistics of motivational factors of pre-service teachers.

Subscale	Items	Number of items	Range of Scores	A
Extrinsic Motivation	46,47,48,49,50,	5	5-35	.79
Intrinsic Motivation	1,2,3,5,38,39,41	7	7-49	.92
Altruistic Motivation	57,58,59,6	5	5-35	.82
Intention to stay in teaching	63,64, 66, 67, 69	5	5-35	.74

The mean score transpires that 32 percent of the respondents were extrinsically motivated to choose teaching profession as career. The range of possible composite scores was 5 to 35, which showed that the respondents fell between important and very important demonstrated that extrinsic motivation influenced

pre-service teachers when they chose teaching as profession. The variable intrinsic motivation had seven items with a composite score of 7 to 49. The respondents were attracted towards the profession by intrinsic motives had mean score was ($M= 29.24$ had) responded that they had slightly importance for intrinsic motivation for teaching as career choice. The variable of altruistic motivation had five items with a composite score of 5 to 37. The respondents in the altruistic motivation led ($M=23.54$) to report for teaching career had low importance of altruistic motivation. The dimension of intention had five factors with a composite score of five to 35. The respondents in this variable ($M=21.88$), reported that they showed low importance to stay in teaching profession as career.

Research Question Two

What relationships does exist between motivating factors contributing towards pre-service teachers' and their intention to stay in the teaching profession?

Table 4: Correlations

		EXM	INTM	ALTM	INTEN
EXM	Pearson Correlation	1	-.047	.053	.014
	Sig. (2-tailed)		.638	.592	.890
	N	103	103	103	103
INTM	Pearson Correlation	-.047	1	.371**	.309**
	Sig. (2-tailed)	.638		.000	.001
	N	103	103	103	103
ALTM	Pearson Correlation	.053	.371**	1	.489**
	Sig. (2-tailed)	.592	.000		.000
	N	103	103	103	103
INTEN	Pearson Correlation	.014	.309**	.489**	1
	Sig. (2-tailed)	.890	.001	.000	
	N	103	103	103	103

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

Correlation analyses shows the statistically significant relationship among motivational factors (extrinsic motivation, intrinsic motivation, altruistic motivation) and the intention of pre-service teachers to stay in the teaching profession. Table 4 shows the correlation between pre-service teachers who continue teaching as their profession and extrinsic motivation yield results of $r = .014$, $p > .01$ accounting for .019 percent of the variance which is not strong relationship. Correlation between pre-service teachers who wanted to continue teaching as profession and intrinsic motivation yield result of $r = .309$, $p > .01$ accounting for 13 percent of the variance which indicates a positive relationship. Table 4 further reveal that correlation between pre-service teachers who desire to continue teaching as career and altruistic motivation yield results of $r = .489$, $p > .01$ accounting for .23 percent of the variance which indicated a strong relationship.

V. CONCLUSION

Current study examines the motivational factors (extrinsic, intrinsic, altruistic) of pre-service teachers to join teaching profession as a career. Additionally, this study also examined the pre-service teachers' intention to stay in teaching profession. The items on the survey instrument were extracted by applying factor analysis test and again categorize the items into extrinsic motivation, intrinsic motivation, and altruistic motivation. The mean score indicated that pre-service teachers were extrinsically and intrinsically motivated to join teaching as their profession. The findings are in coherence with the other study findings of Boz, 2008, who found that pre-service teachers of chemistry and mathematics were motivated through intrinsic and extrinsic motivation to choose teaching profession as a career. Pre-service teachers have strongly agreed that extrinsic motivation is the more conquered motivation to join teaching as profession. Other results (Aksu, 2010; Bick Har, 2012; Chung, 2012) showed extrinsic motivation influenced the pre-service teachers to join teaching as a

career. Shaikh & Saad (2019) also reported that extrinsic motivation played a main role in attracting pre-service teachers to join teaching as a profession and continue profession for a long time. Other studies (Krecic, 2005; Saiti, 2011) explored that pre-service teachers join teaching due to substance benefits like job security, income, long holidays etc. professional motives. Hall (2006) explored the extrinsic motives were stronger than intrinsic in pre-service teachers to join teaching as a career. According to (Bizet, 2010; & McKenzie, 2018) attractive salary packages, secure job, interpersonal fulfillment (intrinsic motivation) are the most striking motives to join teaching as a career. Demographic findings of this study also indicated that pre-service teachers enter teaching profession due to extrinsic motives.

Correlation analysis was carried out to determine a statistically significant relationship among motivational drives (extrinsic motivation, intrinsic motivation, and altruistic motivation) and the other factors contributing to support the intention of pre-service teachers to stay in the teaching profession as a career. It was found that altruistic motivation and intrinsic motivations was quite higher among pre-service teachers who intended to continue with teaching profession than those who were not sure to stay in teaching profession. Extrinsic motivation was high among the participants who intended to teach but would part ways if they are offered a job where a salary is higher, a load of work is less, and status of the job is higher. Statistically, a difference between both groups is marginal and insignificant. A situational study shows that the PTC, CT (one-year teachers training after SSC Examination, F. A/F.Sc. respectively) have equal opportunities of recruitment. They have a quota of 50 percent promotion as secondary school Teachers (BPS-17) whereas ADE graduates do not have such advantages. During the last five years, few ADE graduates have been able to get the job and thus unemployment among them is striking high. These difficulties influence their intention to continue job as a teacher and they look for other opportunities. Concerning that issue, numeral of studies has explored why people leave the teaching profession (Newson, 1993). To conclude, extrinsic, intrinsic, and altruistic reasons to motivate young people for entering teaching as career collectively associated to their intention to stay a long time in the teaching profession. The number of such teachers is very low who are dominated by only one motivation to select teaching as a career and stay there for a definite period.

In view of current study, the educational bureaucracy and policy designers need to modify their tools to select and hire teachers stressing on the motivational level of potential candidates. The general knowledge of the subject matter through shares their own importance should not be deciding factors in selection of teachers. (Watt & Richardson, 2006) research also suggested that all over world extrinsic factors associated with teaching are significantly strong to motivate the youth to join the teaching profession. Therefore, policy designers are suggested to assign adequate importance to financial and other extrinsic factors while designing the recruitment policy.

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