

PRE-SERVICE TEACHERS' MOTIVATION FOR CHOOSING TEACHING AS A CAREER

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Abstract

This study aimed to investigate pre-service teachers' motivation to choose teaching as a career. This survey was conducted on 176 undergraduate and postgraduate pre-service teachers who registered in a teacher education programme. A research instrument, using questionnaires, adapted from Sinclair, Dowson and McInerney's (2006) was used to collect data from the population. The findings of the study revealed that pre-service teachers were motivated to choose teaching as a career due to both intrinsic and extrinsic factors. Comparatively, pre-service teachers were more motivated by intrinsic motivating factors than extrinsic factors. In terms of demographic characteristics, motivation to choose teaching as a career was not significantly related to gender, age and group. Implications and recommendations for various stakeholders in the education system in relation to the findings are also included.

Keywords: intrinsic motivation, extrinsic motivation, pre-service teachers, teaching, career

Abstrak

Kajian ini dijalankan untuk menyiasat motivasi memilih bidang keguruan sebagai kerjaya dalam kalangan guru-guru praperkhidmatan. Peserta kajian ini terdiri daripada 176 guru praperkhidmatan bukan graduan dan pasca graduan yang sedang mengikuti program pendidikan guru. Soal-selidik yang diperolehi daripada kajian Sinclair, Dowson dan McInerney (2006) telah diubahsuai sebagai instrumen kajian untuk mengumpul data dari populasi kajian. Dapatan kajian menunjukkan bahawa motivasi untuk memilih bidang keguruan dalam kalangan guru-guru praperkhidmatan dipengaruhi oleh faktor intrinsik dan ekstrinsik. Secara perbandingan, guru-guru praperkhidmatan lebih dipengaruhi oleh faktor intrinsik daripada faktor ekstrinsik. Dari segi ciri-ciri demografi, motivasi untuk memilih bidang keguruan sebagai kerjaya tidak mempunyai hubungan yang signifikan dengan jantina, umur dan kumpulan guru yang dikaji. Implikasi kajian dan cadangan kepada pihak-pihak yang berkepentingan dalam sistem pendidikan juga disertakan.

Kata Kunci: motivasi intrinsik, motivasi ekstrinsik, guru-guru praperkhidmatan, keguruan, kerjaya

Introduction

Teachers are the most important group of professionals for a nation's future (Bishay, 1996). They play an important role in students' education. They are responsible in fostering the intellectual, emotional, physical and social development of the students. In order for students to fully develop themselves in these aspects, an effective teacher must be able to provide the right tools and a conducive teaching and learning environment for the students. The teachers would need to play multiple roles in order to realize this role. Today's teachers should no longer assume the role as knowledge givers or the master of knowledge but should act more as facilitators to help students learn effectively. They should be the experts in planning suitable learning activities to cater for different types of learners, implementing the plan effectively and continuously assessing students' performance. For effective learning to take place in the classroom, they must be able to maintain classroom discipline, meet with the students' parents to discuss about academic progress and seek advice from their colleagues to discuss both pedagogical or non-pedagogical problems. On top of that, teachers today need to 'baby-sit' the students, provide counseling service, be techno-savvy, school administrators, disciplinarians, librarians, creators, innovators, critical thinkers, and more importantly, life long learners for the rest of their

teaching career. To sum up the qualities of an effective teacher, according to Williams and Forgasz (2009), they display traits such as desire for lifelong knowledge and learning, knowledge of content and pedagogy and possess exemplary good ethical behaviours.

For a teacher to play these multidimensional roles and responsibilities effectively and efficiently, he/she needs to have passion for the teaching vocation. Teachers in this profession need to be able to accept this intellectually, physically and emotionally challenging occupation. They need to enjoy working with children, respect and love children and be good role models for children. There is no room for teachers who are in the profession mainly due to the benefits that come with it, such as good salary, long holidays or even wanting to be one's own boss, although they are part and parcel of the profession. Hence, the issue addressed in this study was to explore the underlying reasons that motivated pre-service teachers in choosing teaching as a career, focusing on the recent recruitment of pre-service teachers in one of the teacher training institutes in Sarawak.

Problem Statement

According to Sinclair (2008), pre-service teachers are multi-motivated when they made their choice to join the teaching profession. However, having the right motivation to choose teaching as a career is important. This is because past studies have indicated that pre-service teachers, prior to entering their profession, are idealistic about their future careers (Martin, Chiodo & Chang, 2001). As a result, when faced with dissonance between their expectation on what the teaching profession should be and the subsequent reality, their motivation may not be sufficient for them to sustain their involvement in the teacher education. Additionally, there are plenty of other careers to choose from which might even be offering high pay and status, comfortable, well-equipped work settings, continuous training and opportunities for rapid career advancement. The underlying question is "what motivates pre-service teachers to choose teaching over other options?"

The cost incurred in preparing these would-be-teachers for the profession is also financially costly for the government. The government has to provide a huge amount of taxpayers fund in order to finance the nation's teacher education programme before they are awarded with a recognized teaching degree to teach. These pre-service teachers who undertake a teacher education programme to qualify as teachers have an entire career ahead of them. Their motivation to choose teaching as a career should be addressed as it would have an impact on the quality of education that these future teachers would provide to young learners under their care. The future roles that they are going to play have a significant impact on the quality of teaching and students' personal and academic achievements particularly in realizing the cognitive, affective and behavioural outcomes (Alton-Lee,

2003; Hattie, 2003; McKenzie, Santiago, Sliwka and Hase, 2005; Rowe, 2003; Wenglinsky, 2002). Based on the attempt of past researchers in recognizing the important roles played by teachers, the issue surrounding their motivation to choose teaching as a career should be urgently addressed. As data is unduly lacking, this study aimed to provide useful insights into the reasons motivating pre-service teachers to choose teaching as their career. It is also crucial to investigate the actual motivation in choosing teaching as a career so that remedial measures can be taken during their training years to further sustain or enhance pre-service teachers' motivations to teach. According to Sinclair et al. (2006) entry or initial motivation can have an impact on how long pre-service teachers remain in their initial teacher education courses, the degree of engagement in their courses and consequently the overall teaching profession.

Purpose of the Study

This study aimed to investigate pre-service teachers' motivation to choose teaching as a career. Specifically, the study aimed to answer the following research questions:

1. What motivates pre-service teachers to choose teaching as a career?
2. Is there a significant difference in motivation to choose teaching among undergraduate and post-graduate pre-service teachers?
3. Is there a significant difference in motivation to choose teaching among male and female pre-service teachers?
4. Is there a significant relationship between motivation to choose teaching and age?

Literature Review

Motivation plays a central role in understanding a person's behavior. Luthan (1998) defines motivation as a process that starts with a physiological need that activates a behavior or a drive. Motivation is also what moves a person to do something (Sinclair, 2008). It determines 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 (McInerney, Maehr & Dowson, 2004). In this study, motivation is defined as a process that drives a student teacher to join a teacher education programme. It determines why and for what reasons pre-service teachers are attracted to teach or to join the teaching profession.

In the past decade, there has been extensive research on motivations to teach. Past studies on a variety of participant groups of people (both pre-service teachers and qualified teachers or mixture of both) have demonstrated that not every individual is similarly motivated to teach but there are some motivations commonly expressed by those considering a career in teaching. According to these studies, generally the reasons why

people who are attracted to teaching include “love” of or desire to work with students; altruism or aiming to make a difference in communities and society; and the influence of others including family members, past teachers or members of the wider community. Other factors include the perceived benefits and/or convenience of teaching, such as work schedules, work hours, vacations, career security and salary, a “calling” to teach, and a love of teaching a particular subject, or a desire to impart knowledge and the nature of the teaching work, especially the opportunities teaching provides for creativity and satisfying interpersonal interactions with others, desire for a career change, perceived ease of teaching and status of teaching (Dinham & Scott, 2000; O’Brien & Schillaci, 2002; Richardson & Watt, 2006; Serow, 1993; Yong, 1995; Yong, 1999).

Although past research has revealed that motivations to teach were multidimensional (Sinclair, 2008), motivation to choose teaching as a career can also be categorized under two major headings, intrinsic or extrinsic motivations. In general, those who chose teaching as a career were more motivated to be teachers as a result of intrinsic motivations than extrinsic motivations (Goh & Alpuhasamy, 2001; Richardson & Watt, 2006; Sinclair, 2008). According to Sinclair (2008), student teachers in the study reported that they were intrinsically motivated to teach because they enjoyed working with children, teaching is an intellectually stimulating profession and also due to positive evaluation of their own attributes and capabilities to teach. Supporting this literature were findings of previous studies that showed that teachers were attracted to teaching because it provided an opportunity to work with children (Richardson & Watt, 2006; Yong, 1995, Yong, 1999), intellectual stimulation, (Serow, Eaker & Forrest, 1994; Stiegelbauer, 1992), altruism (Johnson & Birkeland, 2002; O’Brien & Schillaci, 2002; Richardson & Watt, 2006; Serow et al., 1994; Yong, 1995, Yong, 1999); the personal and professional development teaching provided (Organisation for Economic Co-operation and Development (OECD), 2005; Yong, 1995, Yong, 1999) and self-evaluation (Richardson & Watt, 2006; Serow, 1993; Yong, 1999). Lerner and Zittleman (2002) reported that teachers were intrinsically motivated by the desire to make a difference and to pursue meaningful work while Salyer (2003) identified the main motivating factors as helping students and making a contribution to society. In the United Kingdom, Priyadharshini and Robinson-Pant (2003) found that the most significant factors that motivated teachers to teach were the realization that teaching was better suited to personal values and priorities; memories of school and the desire to either positively contribute to children development or to ‘right the wrongs’ of poor schooling that had been part of their own experiences.

Although research has shown that intrinsic motivation is highly preferred, extrinsic consideration was also reported. Examples of extrinsic motivations that triggered them to choose teaching as a career were the nature of the

teaching work, the perceived working conditions and perceived life-fit long holidays, job security and the professional status of teaching, family-friendly work conditions, security and flexibility of employment. (Hobson, Tracey, Kerr, Malderez, Pell, Simm & Johnson, 2004; Manuel & Hughes, 2006; OECD, 2005; Yong, 1999; Priyadharshini & Robinson-Pant, 2003; Richardson & Watt, 2006; Salyer, 2003; Sinclair, 2008). The extrinsic motivating factors were mostly considered in the interest of family and the quality of life the family can enjoy whether through increase income or better job securities or more suitable working hours that could accommodate child rearing and nurturing (Richardson, Gough & Vitlin, 2001). Comparatively between intrinsic and extrinsic motivations, intrinsically motivated teachers were found to be more committed to teaching than extrinsically motivated teachers (Martinez-Pons, 1990).

Comparisons of motivations by demographic characteristics were also conducted by past researchers. However, findings were non-conclusive. To some extent, past studies have reported that motivations differed significantly by demographic characteristics, such as, marital status, gender, age, group and types of teaching programme (Allard, Brangrove, Cooper, Duncan & MacMillan, 1995; Sinclair et al., 2006; Sinclair, 2008). For instance, female teachers placed more importance on some motivational factors than male teachers in terms of working with children and wanting to make a difference in other's lives. Accordingly older teachers also placed significantly more importance on salary and benefits than younger teachers.

Although the existing literature is fairly extensive with regards to motivation to choose teaching as a career in different parts of the world, there is less contemporary empirical evidence on motivation of pre-service teachers enrolled in the teacher education institutes. Little is known on their motivation to choose teaching as a career in this region, particularly in Teacher Education Institute, Batu Lintang Campus, Kuching Sarawak. The aim of this study was to determine if findings from previous research on motivation to choose teaching as a career is prevalent among pre-service teachers in this institute. Additionally, a clear understanding on what motivates these teachers to choose teaching is needed to provide suitable guidelines for existing recruitment policy and strategies when recruiting new pre-service teachers. This is to ensure that only qualified pre-service teachers are accepted into the teaching education programme. Since teachers are the most important group of professionals for the nation's growth, an understanding of the motivation that new entrants bring to teaching is essential as their motivating factors would mostly likely influence the quality of teaching in later years.

Method

Research Design

This study aimed to investigate the perception of pre-service teachers' motivation to choose teaching as a career. The researcher employed a quantitative research methodology to address the predetermined research questions of the study. Among the quantitative methodologies available, a survey method was used in order to obtain responses from a large number of pre-service teachers who participated in the study.

Population

The population was taken from a group of pre-service teachers pursuing a teaching degree in Teacher Education Institute Batu Lintang Campus. They comprised of six groups of undergraduate pre-service teachers and three groups of postgraduate pre-service teachers. A total of 176 pre-service teachers took part in the study.

Instrument

The research instrument used to collect data for this study was adapted from Sinclair, Dowson and McInerney's (2006) Motivational Orientations to Teach Survey (MOT-S) questionnaire which comprised of 45 statements to investigate pre-service teachers' motivation to choose teaching as a career. The psychometric properties of the MOT-S items were tested using confirmatory factor analysis (CFA). Based on the CFA approach, the items displayed excellent psychometric properties with the Goodness of Fit Indexes greater than .90. This showed that the instrument used was a good measure of the construct investigated.

To determine the internal reliability of the items used to measure motivation to choose teaching as a career as well as to determine the suitability of the research instrument for use in the Malaysian education setting, Cronbach's alpha coefficients of reliability were derived and the results indicated high reliability with values ranging from 9.3 to 9.7. The items to measure motivation to choose teaching as a career achieved an overall Cronbach's alpha coefficient of 9.7. The internal reliability of intrinsic and extrinsic motivation to choose teaching as a career were valued at 9.5 and 9.3 respectively, indicating that the research instrument used was highly reliable for use in the Malaysian setting.

Out of the 45 statements, 28 measured intrinsic factors while the remaining 17 measured extrinsic factors. Each statement is scored on a seven-point Likert-type scale with a score of 1 indicating complete disagreement with the statement and a score of 7 to indicate complete agreement.

Procedure

Before the research instrument was administered, the pre-service teachers were briefed on the purpose of the study and permission to participate in the study was sought. After receiving their verbal consent, the research instrument, which was designed using structured self-administered questionnaires, were distributed to the target population of the study. During that period, the researcher was present to clarify doubts or difficulties which these teachers might face when responding to the items in the questionnaires. Completion of the questionnaire took about 10-15 minutes and a total of 176 answered questionnaires were received.

Data Analysis

The data was analysed quantitatively using SPSS for Windows. Statistical analyses such as, descriptive statistics, were used to analyse the data. Among the descriptive statistics used were frequency distribution, measures of central tendency and measures of variability. Mean scores were calculated and standard deviation was used to measure variability. Inferential statistics such as independent samples *t*-test was used to determine if there was any statistically significant differences in motivation with demographic variables whereas Pearson Coefficient Correlation were used to determine relationships between variables investigated in the study.

Findings

The findings of the study are discussed in this section. First, a description of demographic profiles was provided, followed by data concerning motivation to choose teaching as a career. The findings on the two major types of motivations, whether motivation to choose teaching as a career was influenced by intrinsic or extrinsic factors, are discussed more specifically. The findings are presented with the mean score and standard deviation. Subsequently, comparisons between undergraduate and postgraduate pre-service teachers were presented followed by discussion on differences and relationships between motivation and demographic variables. Finally, implications of the findings and the relationship of these findings to the related literature are included in the discussion.

Description of Demographic Profiles

The population of the study comprised 176 full-time pre-service teachers who are recruited to undertake a teacher education programme in the Teacher Education Institute Batu Lintang Campus. Out of 176 pre-service teachers, majority of them were female (73.3%) while the remaining 26.7% were males with ages ranging from 17 to 35 years (mean = 21 years; *SD* = 4.63). Approximately 72.2% of them are undergraduates while 27.8% are postgraduate pre-service teachers. All of them are trained to teach language (Bahasa Malaysia, English Language or Chinese Language) in primary

schools throughout the country. To qualify for this course, undergraduate pre-service teachers must pass the Malaysia Certificate of Education examination (also known as “*Sijil Pelajaran Malaysia*”) while postgraduates must have a minimum of a bachelor degree accredited from either credible private or public universities.

Motivation to Choose Teaching as a Career

In the research instrument, pre-service teachers were asked to assess 45 statements in relation to their motivation to be teachers. For descriptive purposes, three arbitrary levels have been created based on the mean scores of each level of motivation. The scores were classified into low, moderate and high as shown below:

- 1.00 – 2.33: Lowly motivated
- 2.34 – 4.67: Moderately motivated
- 4.68 – 7.00: Highly motivated

These categories were created in order to discuss the different levels of motivation reported by the pre-service teachers. To provide a more comprehensive description of the three different levels, indices such as means and standard deviations were presented.

Generally, the data of the findings indicated that pre-service teachers in the study were highly motivated in their choice of choosing teaching as a career with total mean score of 5.59 ($SD = 0.87$). The first three motivating factors in Table 1 that were given the highest ranking were intellectual stimulation ($M = 6.16$), altruism ($M = 6.11$) and working with children ($M = 5.91$). Intellectual stimulation being the most important motivating factor refers to the intellectual nature of the teaching work. It was because of pre-service teachers' love of learning and teaching, promoting respect for knowledge and learning, imparting knowledge to others or the intellectually stimulating nature of being a teacher that motivated them the most to become language teachers. The second top ranking factor was altruism. Pre-service teachers perceived that by entering the teaching profession, they can provide service to others, help the less fortunate, make an impact on society because good teachers are badly needed in schools or to help solve educational problems. Third in the list was love of children. They love working with children as well as to serve as a positive role model for children. These three factors were considered the most motivating factors for choosing the teaching job.

Table 1

Means and Standard Deviation of Motivation to Choose Teaching as a Career

No.	Motivation to choose teaching as a career	Mean	SD
1	Intellectual stimulation	6.16	0.85
2	Altruism (service to others)	6.11	0.81
3	Working with children	5.91	1.00
4	Nature of work	5.87	1.01
5	Personal and professional development	5.75	0.95
6	Working conditions`	5.54	1.12
7	Self-evaluation (personal characteristics)	5.33	1.20
8	Life-fit	5.30	1.24
9	Influence of others	5.17	1.23
10	Authority and leadership	4.89	1.38
Overall		5.59	0.87

Intrinsic Motivation to Choose Teaching as a Career

Motivation to choose teaching as a career can be broadly categorized into intrinsic motivation as well as extrinsic motivation. According to Sinclair (2008), intrinsic motivations are related to the pre-service teachers themselves and their lives. Their motivation to choose teaching are influenced by six factors, such as the love of working with children, intellectual stimulation, altruism, authority and leadership, self evaluation and personal and professional development. Based on the findings presented in Table 2, pre-service teachers were highly intrinsically motivated to teach with a mean score of 5.71 and standard deviation of 0.83.

Table 2

Means and Standard Deviation of Intrinsic Motivation to Choose Teaching as a Career

No.	Intrinsic Motivation to choose teaching as a career	Mean	SD
1	Intellectual stimulation	6.16	0.85
2	Altruism (service to others)	6.11	0.81
3	Working with children	5.91	1.00
4	Personal and professional development	5.75	0.95
5	Self-evaluation (personal characteristics)	5.33	1.20
6	Authority and leadership	4.89	1.38
Overall		5.71	0.83

On top of the intrinsic motivation to choose teaching as a career list was intellectual stimulation ($M = 6.16$). As discussed above, this is the most important internal motivating factor which refers to the intellectual nature of the teaching work. Pre-service teachers are intrinsically motivated because of their love of learning, teaching, particularly teaching English, promoting respect for knowledge and learning, imparting knowledge to others or the intellectually stimulating nature of being a teachers that motivated them the most to choose teaching. The next important internal factor was altruism ($M = 6.11$). Pre-service teachers perceived that by entering the teaching profession, they can provide service to others, help the less fortunate, make an impact on society because good teachers are badly needed in schools or to help solve educational problems. Third in the list was working with children ($M = 5.91$). They love working with children as well as to serve as a positive role model for children.

Extrinsic Motivation to Choose Teaching as a Career

According to Sinclair (2008), extrinsic motivations to teach are factors external to the teacher or factors related to the teaching job. The extrinsic motivations to choose teaching could be influenced by four major factors, such as working condition, life fit, influence of others and the nature of the teaching work. Based on the findings presented in Table 3, pre-service teachers were also highly extrinsically motivated to teach with a mean score of 5.46 and standard deviation of 0.98. Comparatively, pre-service teachers were less extrinsically motivated to choose teaching compared to intrinsic motivation ($M = 5.71$). Among the four extrinsic factors, nature of work top the list with mean score of 5.87, followed by working condition ($M = 5.54$), life-fit ($M = 5.30$) and influence of others ($M = 5.17$).

Table 3

Means and Standard Deviation of Extrinsic Motivation to Choose Teaching as a Career

No.	Extrinsic Motivation to choose teaching as a career	Mean	SD
1	Nature of work	5.87	1.01
2	Working conditions	5.54	1.12
3	Life-fit	5.30	1.24
4	Influence of others	5.17	1.23
Overall		5.46	0.98

As extrinsic motivations relate to external factors, pre-service teachers chose this profession as they perceived the nature of the teaching job as a creative profession, job variety that would not lead to boredom, a suitable career for women as well as the social nature of teaching where there are ample opportunities for them to meet people and interact with interesting

colleagues. Beside the nature of work, their motivation to choose teaching was also triggered by the perceived benefits of being teachers which include a good salary, suitable working hours, a pleasant working environment, long holidays and job security.

The next factor in the extrinsic motivation list was life-fit, where they perceived this profession as compatible with the demand of work and family. Among the four extrinsic factors, the least considered external factor was influence of others which implied that external influence from family members, past teachers, friends, school counselors and media did not have great impact on pre-service teachers' extrinsic motivation to choose teaching as a career.

Differences in Motivation between Undergraduate and Postgraduate teachers

Table 4 displays the differences in motivation to choose teaching as a career among two groups of pre-service teachers. Two groups of pre-service teachers participated in the study, undergraduate and postgraduate pre-service teachers. The overall mean in motivation to choose teaching indicated that undergraduate pre-service teachers rated higher than postgraduate pre-service teachers. Upon close examination on the two different types of motivation, data showed that the intrinsic motivation of undergraduates is lower than post-graduates and vice-versa for extrinsic motivation. Although there are differences in mean values, independent samples *t*-test results indicated that there were no significant differences in motivation according to group. Hence, empirical evidence is lacking to conclude that motivation to choose teaching as a career differs in terms of types of pre-service teachers.

Table 4

Independent Samples t-test of Motivation between Undergraduate and Postgraduate Teachers

Motivation	Undergraduates	Postgraduates	<i>t</i> -value	Sig	d.f.
	Mean (SD)	Mean (SD)			
Intrinsic	5.68 (0.87)	5.78 (0.73)	-0.71	0.21	154
Extrinsic	5.54 (0.96)	5.29 (0.99)	1.51	0.71	163
Overall Motivation	5.60 (0.90)	5.56 (0.80)	0.24	0.49	146

Differences in Motivation between Male and Female Teachers

Table 5 shows the results of the independent samples *t*-test of motivation by gender. The findings indicated that male pre-service teachers

displayed higher overall motivation as compared to female pre-service teachers. Data also indicated that male pre-service teachers demonstrated higher intrinsic and extrinsic motivation. However, the independent *t*-test results indicated that statistically, there were no significant differences in motivation to choose teaching based on gender. Findings of the study failed to conclude that male pre-service teachers were more motivated to choose teaching as a career compared to female pre-service teachers.

Table 5

Independent Samples t-test on Motivation and Gender

Motivation	Male	Female	<i>t</i> -value	Sig	d.f.
	Mean (SD)	Mean (SD)			
Intrinsic	5.75 (0.98)	5.70 (0.78)	0.35	0.51	154
Extrinsic	5.56 (1.03)	5.43 (0.96)	0.76	0.96	163
Overall Motivation	5.67 (0.98)	5.56 (0.84)	0.64	0.62	146

Relationship between Motivation and Age

The relationship between motivation and age is displayed in Table 6. Based on the data, age was found to be negatively correlated to overall motivation as well as intrinsic and extrinsic motivation, indicating that motivation (either intrinsic or extrinsic) decreases with age. However, Pearson Coefficient Correlation, which was established at .05 level of significance, showed that the relationships were not statistically significant. Hence, there was no significant relationship between motivation to choose teaching as a career and age.

Table 6

Pearson Correlation Coefficient between Motivation and Age

Motivation	Age
Intrinsic	-.01
Extrinsic	-.14
Overall Motivation	-.08

Discussion and Recommendations

The findings of the study showed consistency with similar studies conducted on motivation to choose teaching both locally and overseas. It appeared that although motivation of pre-service teachers entering the teaching profession is multi-motivated, motivation can be broadly classified as either intrinsic and extrinsic factors (Sinclair, 2008; Sinclair et al., 2006) which implied that pre-service teachers who joined a teacher education programme possessed different perceptions, knowledge and understanding about the teaching profession which resulted in differences in different types of motivation to choose teaching as a career.

The data also suggested that pre-service teachers in the study were largely attracted to teaching because of intrinsic factors. This finding is consistent with past studies where in general, those who chose teaching as a career were more motivated to be teachers as a result of intrinsic motivations than extrinsic motivations (Goh & Alpuhasamy, 2001; Richardson & Watt, 2006; Sinclair, 2008). The three most important intrinsic factors were teaching is an intellectual stimulating profession, altruism and the joy in working with children. It is a positive finding that pre-service teachers want to be teachers because they wanted to be teachers. They were self-motivated and more self-determined to become teachers. They chose teaching because they find the profession a personal interest fulfillment and joy. This kind of work attitude should be promoted in this profession as intrinsic motivation can provide a sense of energy and commitment to any given task (Raizis, 2011). In addition, intrinsically motivated teachers were found to be more committed to teaching than extrinsically motivated teachers (Martinez-Pons, 1990).

As opposed to intrinsic motivation, pre-service teachers also reported high extrinsic motivation in choosing the teaching profession. The three influential factors were nature of the teaching job, working condition and life fit. This implied that pre-service teachers who joined an initial teacher education programme have different levels of knowledge and understanding about the teaching job. Although the results of the study help to enlighten educational stakeholders on the influence of external factors in pre-service teachers' motivation to choose teaching as a career, it is important to note that extrinsic motivating factors might not necessary work in the long run. In the event when the external factors are not met or when they experience the reality of the teaching job, they might be disappointed leading to reduction or even negative motivation to choose teaching as a career. Consequently, the quality of teaching workforce might be greatly affected. Hence, the findings of the study that pre-service teachers are attracted to the profession due to external factors need to be treated with caution by educational stakeholders. As it is a known fact that teaching, by itself, is a physically and emotionally demanding job, students who chose teaching due to the benefits that

teaching will provide might be disappointed when they encounter other challenges in the job. Therefore, it is important for stakeholder to address these problems. For instance, proactive measures can be developed by the management of teacher training institutions in order for these teachers to develop more of the intrinsic motivating factors than extrinsic factors during the total duration of teacher education programme before joining the teaching workforce. Measures can also be taken when recruiting new pre-service teachers to ensure that new recruits are attracted to teaching because they wanted to be teachers (intrinsic factors) and not because of other external influences (extrinsic benefits). Recruitment of the right attitude and attributes of pre-service teachers is important as the roles played by them will not only have a great impact on the profession they are trained in but also as future role models for many generations to come. It might also be useful to use the research instrument as a filtering tool during the recruitment exercise to identify those would be teachers who are self-motivated to be teachers which might help to strengthen the quality of the teaching workforce. Additionally, it would also boost up the confidence of the public as a substantial amount of public funding has been put aside towards financing teacher education programmes. The public has a strong desire to see guaranteed returns on their substantial educational investment.

As for the receiver of these future teachers, school authorities also need to understand the different motivating factors that influence teachers to teach in order for them to provide the necessary support strategies depending on whether motivation of newly trained teachers is largely triggered by intrinsic or extrinsic factors. For this reason, schools should establish induction and mentoring programmes that provide more accurate information on the teaching job and allow them to discuss their problems or concerns in a more supportive work environment.

In terms of demographic characteristics, the findings of the study showed that motivation to choose teaching as a career was not significantly related to gender, age and group, which is inconsistent with previous research (Allard, et al., 1995; Sinclair et al., 2006). It is possible that the differences noted were methodological in nature where self-reporting research instrument used in the survey limited respondents to forced choice options or due to the limited sample size for each subgroup. Therefore, future researchers might attempt to conduct similar studies using a more evasive data collection method such as interviews or increase sample size to further verify the findings of the study. Additionally, it might also be useful to conduct the same survey on the same group of pre-service teachers to investigate whether their motivation to choose teaching as a career changes before the completion of the teacher education programme. Initial or entry motivation to choose teaching is just a small step in becoming a teacher. The teacher education programme for undergraduate pre-service teachers runs for a full duration of five and half years. During this period, they gain

better understanding of being a teacher as well as the nature of the teaching job. They will be exposed to hands-on experience of working in an actual classroom with trained teachers and real students. As a result, future researchers can explore if motivation to choose teaching as a career of these students is sustained, weakened or strengthened. Over time, are they more motivated, committed, enthusiastic, equipped or challenged to be teachers? Are the findings consistent with their initial entry motivation to choose teaching as a career? What causes change in motivation, if any? Conducting longitudinal changes in pre-service teachers' motivation over the whole of their teacher education programme can help to enlighten educational stakeholders on the actual motivation to choose teaching as a career at different stages of their programme so that intervening strategies can be employed to rectify arising concerns.

This study on motivation to choose teaching as a career can also be extended to other samples of pre-service teachers, such as those pre-service teachers trained for secondary schools in teaching universities. Further research in this area is warranted to ascertain the stability or to extend the generalisability of the current findings.

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