

INVESTIGATING THE PROSPECTIVE TEACHERS' PERCEPTIONS ON MOTIVATIONAL FACTORS INFLUENCING THE CHOICE OF TEACHING AS A CAREER

Ei Khaing Win¹ and Zin Nwe Than²

Abstract

The aim of this study is to investigate the prospective teachers' perceptions on their motivational factors influencing the choice of teaching as a career in two Education Colleges in Mandalay Region. The questionnaire survey was developed on the basis of Self-Concept Theory, the Expectancy-Value Theory, the Self-Determination Theory, Maslow's Need Hierarchy Theory and Motivational Factors Influencing Teaching Scale developed by Richardson and Watt (2014). It included 48 items which had three subscales; intrinsic motivation, altruistic motivation and extrinsic motivation. A five-point Likert scale was used in this study. Although a total of 300 prospective teachers from two Education Colleges in Mandalay Region were selected as target population of the study, 295 prospective teachers participated in the study. After collecting the data, descriptive statistics, independent samples *t*-test, one way ANOVA, Post Hoc multiple comparison tests were calculated to analyze the data. The findings showed that the prospective teachers' perceptions on altruistic and intrinsic motivational factors influencing the career choice of teaching were higher than those perceptions on extrinsic motivational factors. The results of this study highlighted that prospective teachers had more intrinsic and altruistic motivation than extrinsic motivation in choosing teaching as a career. It was found that there was no significant difference in perceptions of prospective teachers according to their gender and specialization but significant differences were found in perceptions of prospective teachers according to their grade level and age. Information gained by the responses of two open-ended questions was complementary to the quantitative findings.

Keywords: Career Choice, Intrinsic Motivation, Extrinsic Motivation, Altruistic Motivation

Introduction

Career choice plays a key role for making decisions of a student or a professional. Whether that decision is to choose a specialized subject or a profession in a particular university or college, or join to an organization to get a job, it should be made after thinking carefully because this choice will impact directly on the quality of work life and a person's life-style. Akomolafe (2003) contended that true happiness and satisfaction are linked to proper choice of profession. Moreover, according to Shabbir & Wei (2014), motivation is defined as the reason for why a person makes a decision to do something, how long they are willing to do it and how hard they are going to engage in it. Therefore, it is important to understand and establish the types of motivation when choosing a career.

In addition, pre-service teachers are multi-motivated when they made their choice to join the teaching profession (Sinclair, 2008). However, having the right motivation to choose teaching as a career is important because teaching is a profession that is central to a country's development and well-being. And so it is important to attract pre-service teachers with the "right" motives. If these prospective teachers can be attracted with the right motivation, they will be more engaged and committed to their training and profession (Sinclair, Dowson & McInerney, 2006).

Significance of the Study

Teaching profession should recruit and be filled in by highly-motivated and competent candidates. Pre-service teachers' 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 young

¹ Assistant Lecturer, Department of Educational Studies, Pyay Education Degree College

² Dr, Professor and Head, Department of Educational Theory, Sagaing University of Education

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 (Hattie, 2003, as cited in Chuan, 2013).

Information on prospective teachers' motives is very important for universities of Education and Education Colleges in preparing to obtain the qualified prospective teachers during their education and training, training them with better skill, knowledge, and attitude, and socializing them with the teachers' roles. In addition, this information is also important for the policy makers to change and revise teacher education policy in the future (Mukminin, Rohayati, Putra, Habibi & Aina, 2017) and entry or initial motivation can have an impact on how long pre-service teachers remain in their teacher education courses, the degree of engagement in their courses and consequently the overall teaching profession (Sinclair, 2008). Therefore, this study aimed to provide useful information concerning the motivational factors that influence the prospective teachers' career choice of teaching.

Purpose of the Study

The general objective of the study is to investigate the prospective teachers' perceptions on their motivational factors influencing the choice of teaching as a career.

The specific objectives of the study are:

- to explore the prospective teachers' perceptions on their motivational factors influencing the career choice of teaching,
- to find out a significant difference in the prospective teachers' perceptions on their motivational factors influencing the career choice of teaching according to their gender,
- to investigate a significant difference in prospective teachers' perceptions on their motivational factors influencing the career choice of teaching according to their grade level,
- to explore a significant difference in prospective teachers' perceptions on their motivational factors influencing the career choice of teaching according to their specialized subjects and
- to find out a significant difference in prospective teachers' perceptions on their motivational factors influencing the career choice of teaching according to their age.

Research Questions

The following research questions guide the direction of the study:

- What are the prospective teachers' perceptions on their motivational factors influencing the career choice of teaching?
- Is there a significant difference in the prospective teachers' perceptions on their motivational factors influencing the career choice of teaching according to their gender?
- Is there a significant difference in prospective teachers' perceptions on their motivational factors influencing the career choice of teaching according to their grade level?
- Is there a significant difference in prospective teachers' perceptions on their motivational factors influencing the career choice of teaching according to their specialized subjects?
- Is there a significant difference in prospective teachers' perceptions on their motivational factors influencing the career choice of teaching according to their age?

Scope of the Study

The participants of the study were limited to the prospective teachers who were attending the first year and second year courses in two Education Colleges located in Mandalay Region during the 2018-2019 Academic Year.

Definition of Key Terms

The terms used throughout the current study are defined for clarifying and understanding in the following.

- **Career Choice:** Career choice is the process of choosing a career path which can involve choice regarding education and training for a given career (Yong, 1995). In this study, career choice is the selection of a profession based on the various factors such as personal interests, parental influence and altruism.

- **Motivation:** Motivation is what moves people to do something including beginning a new career (Shabbir & Wei, 2014). In this study, motivation is defined as the attribution that forces a student teacher to join a teaching profession.

- (1) **Intrinsic Motivation:** Intrinsic motivation is derived from one's own self when someone is interested or has a strong romantic interest for an activity, they are intrinsically motivated to do the activity (Struyven, Jacobs & Dochy, 2013). In this study, intrinsic motivation includes personal interest, admiration and the inspiration to take part in the teaching profession.
- (2) **Extrinsic Motivation:** Extrinsic motivation relates to activities undertaken for reasons other than inherent interest in the activity (Ryan & Deci, 2000). In this study, extrinsic motivation is concerned with external factors related to the teaching job such as the influence of others and the professional status of teaching.
- (3) **Altruistic Motivation:** Altruistic motivation is the motive showing that one cares about and wishes to help the others without expecting any personal advantages (Yong, 1995). In this study, altruistic motivation involves the view that teaching is a vital job for the betterment of society.

Theoretical Framework of the Study

One of the earliest theories of career choice is Super's self-concept theory (1953) which drew upon the role of individuals' perception of self in choosing a career. According to the self-concept theory, the question "Who I am?" is a key factor that plays a determinative role in individuals' choosing a profession. Furthermore, the concept of theory of self-conception also assumes that a career choice is an attempt of an individual to implement his/ her personality concept.

Moreover, expectancy-value theory is one of the major frameworks for achievement motivation. Within the field of motivation and career choice, the expectancy-value theory proposed that educational, vocational, and other achievement-related choices are directly impacted by one's abilities, beliefs and expectancies for success and the value one attaches to the task (Eccles, Adler, Futterman, Goff, Kaczala, Meece & Midgley, 1983). Factors that comprise the values component include how much a person enjoys the task (intrinsic value), whether it is seen as useful (utility value), and if it is important for achieving a person's own goals (attainment value).

In addition, the current study also draws the theoretical framework from self-determination theory. Motivation has also been conceived as lying on a continuum of self-determination (Ryan & Deci, 2000). Self-determination is achieved when an individual perceives that they are the origin of their behaviour. Motivation can be divided into three categories based on the extent of self-determination: intrinsic motivation, extrinsic motivation and amotivation.

Furthermore, Abraham Maslow's need hierarchy theory is probably one of the best known and most widely used theories for the study of motivation in organizations. The theory of needs states that personal needs, either on conscious or subconscious levels, are main determinants that

influence a career choice (Lunenburg & Ornstein, 2011). Theory of needs assumes that hierarchy of needs shapes personal interests that are one of the main primary motives in choosing a career.

The motivating factors in choosing teaching as a career vary from individual to individual. Some scholars tend to perceive intrinsic and extrinsic motivation on a single continuum where one component may be more prominent (Covington & Mueller, 2001, as cited in Erten, 2014). Another type of motivation, altruistic is either considered only an extension of intrinsic motivation, or in some publications, a category on its own (Canrinus &, Fokkens-Bruinsma, 2011). In the teacher education literature, three types of motivation are stressed in regard to choosing teaching as a career (Bastick, 2000).

- Intrinsic motives: interest, personal satisfaction, and desire and love of profession
- Extrinsic motives: job guarantee, money, holidays, social security, appointment and ease
- Altruistic motives: being in the service of people, society and country

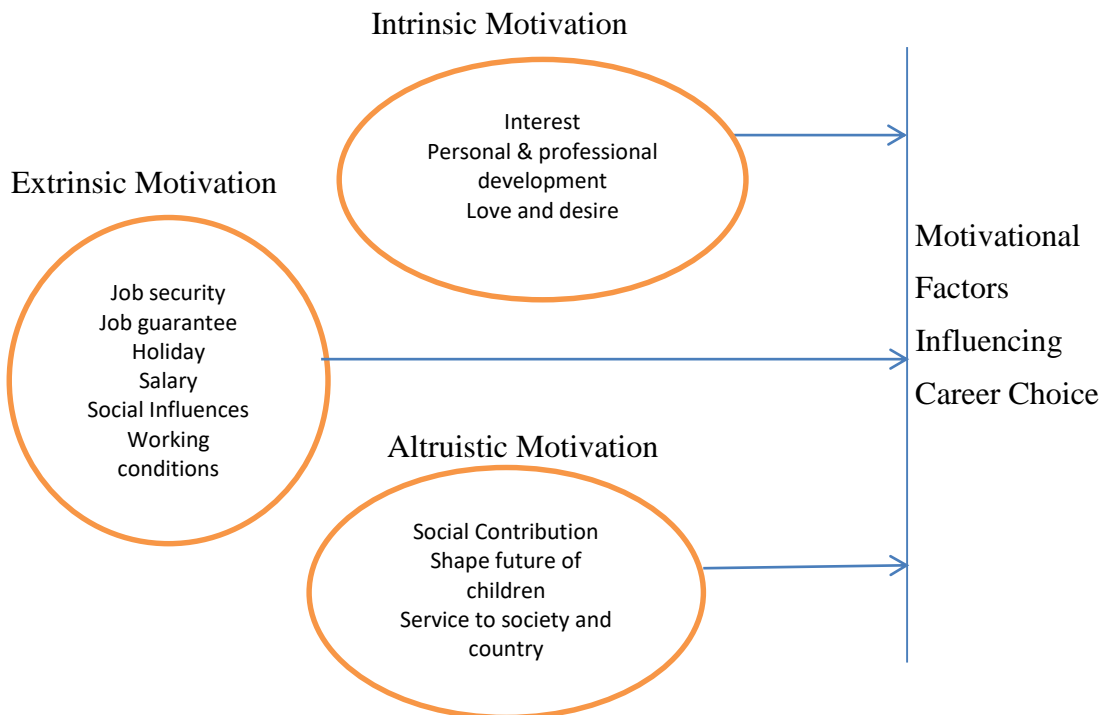


Figure 1 Conceptual Framework of Motivational Factors Influencing the Career Choice of Teaching

Review of Related Literature

Career Choice

Every person needs to understand his/her strengths and interests because it is a fundamental point when deciding on which career path is suitable for him/her. Choosing a career is one of the most important decisions a person makes and most of time moving from one career to another is not always easy for him/her. When people are unsuited for their careers, they usually find themselves in jobs that do not satisfy their value needs. Furthermore, they are usually lacking a certain ability to contribute meaningfully to the society, and they ultimately become liabilities to the nation (Akinjide & Sehinde, 2011).

Therefore, it is necessary to have a certain level of maturity before making the career choice because chosen career will probably have an effect on an individual throughout his/her life. Moreover, the quality of career choice is significant for both the individual himself and society

(Gati, Krausz, & Osipow, 1996). As far as concerned with prospective teachers' career choice, an unwilling choice of field of study may cause even more serious problems for teachers' future work lives. In addition, an unwilling choice of career not only jeopardizes the quality of teacher education but also is reflected in dissatisfaction and early burnout in future career (Kan, 2008, as cited in Topkaya & Uztosun, 2012).

Motivation

The word motivation is derived from the Latin word "movere" (which means "to move"). Motivation is a process that begins with a physiological need that activates a behavior or a drive (Luthans, 1998). It is a multi-faceted construct that consists of beliefs, perceptions, values, interests, and actions. Motivation is also defined as "a set of interrelated beliefs and emotions. These beliefs and emotions drive and influence behavior" (Martin & Dowson, 2009, as cited in Canrinus & Fokkens-Bruinsma, 2011). In the pre-service education field, studying the motivational qualities that pre-service teachers have behind the choice of teaching as a profession may be rewarding as it may enable an understanding of prospective teachers' affective, cognitive, and behavioural properties.

Motivational Factors Influencing the Choice of Teaching as a Career

In the light of the related literature, the motives for selecting teaching as a career are various. Research studies mainly indicate three basic types or categories of motives for selecting teaching as a career. Therefore, prospective teachers' motives to choose teaching as a career are also examined under three categories namely intrinsic motives, extrinsic motives and altruistic motives in the present study.

Intrinsic Motivational Factors

Intrinsic motivation impulse derives from the inner personality structures. Intrinsic motivation plays a key role in many people's decision to pursue teaching (Stern, 1958, as cited in Shea, 2017). Moreover, interest in the subject matter and wish to give on their knowledge are the main intrinsic factors that urge youngsters to choose the teaching career (Hayes, 1990). Individuals who are intrinsically motivated to teach are more likely to choose to take part in teaching-related activities even if no reward is apparent (Chuan, 2013).

Extrinsic Motivational Factors

The extrinsically motivated factors such as the outcomes of a regular salary, coaching, and continuing a family legacy are the individual's primary motives for choosing the profession (Kauffman et al., 2011, as cited in Spittle & Spittle, 2014). Additionally, the extrinsic motivating factors were mostly considered in 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).

Altruistic Motivational Factors

Altruism is perceived as being concerned about other people more than about oneself for the interests of others, or as a behavior that makes a contribution to others. It is commonly accepted that altruism means selfless giving without expectation of reward and without the gratification of one's own desires. In addition, Tomsik (2016) asserted that altruistic motivation is related to the concept of prosociality and it covers doing things intentionally to help another person or group of people. Therefore, a teacher's altruistic motives can be explained by a desire to help students and to make a contribution to the society (Kyriacou & Coulthard, 2000).

Methodology

Research Method

The required data for the study was collected by using descriptive research method.

Participants

The target population of the study was 300 prospective teachers from two Education Colleges in Mandalay Region by using stratified sampling method.

Research Instruments

The questionnaire included demographic data and items for investigating prospective teachers' intrinsic, altruistic and extrinsic motivation of career choice of teaching. There are 48 items which were constructed based on the related theories and Motivational Factors Influencing Teaching Scale developed by Richardson and Watt (2014). The questionnaire was rated on five-point Likert scale "strongly disagree (1)", "disagree (2)", "not sure (3)", "agree (4)", "strongly agree (5)". Two open-ended questions were asked at the end of the questionnaire. The *first question* asked prospective teachers to describe why they choose the teaching career by giving their main reasons. Then the *second question* asked whether they had satisfaction or not in their career choice of teaching and asked them to give their own comments.

Data Collection Procedures

The related literature was analyzed to construct the questionnaire instrument. The advice and guidance were taken from the expert who had special knowledge and experience in the field of the study. Then, pilot study was conducted at Sagaing Education College in Sagaing Region, in the last week of 10th December, 2018. A total of 150 (75= male and 75= female) prospective teachers were assigned as participants. Two days after distributing, the questionnaires were collected. Valid response rate was 100% in the pilot study. In order to measure the reliability of instrument, the Pearson product-moment correlation method (*Average Item Total Correlation*) was used for internal consistency reliability. The average coefficient of correlation for investigating the teachers' perceptions on motivational factors that influence the career choice of teaching was 0.671.

And then, the researcher asked for permissions from the responsible persons for the main study. After getting permissions, the questionnaires were distributed to 300 prospective teachers from two Education Colleges in Mandalay Region to complete the questionnaires on the 3rd January, 2019. After lasting four days, they were collected. The responses from 295 prospective teachers were obtained for the study. The response rate was 98%. Based on the results of responses, the study was conducted for investigating the perceptions of prospective teachers on their motivational factors influencing the career choice of teaching.

Data Analysis

Descriptive statistics, independent sample *t*-test, one way ANOVA, Post Hoc Multiple Comparison Tests (Tukey HSD and Games-Howell) were used in analyzing the data to determine if gender, grade level, specialized subjects and age caused a difference in motivational factors influencing the career choice of teaching. The mean value from 1.00 to 2.33 was identified as "Low Level", the mean value from 2.34 to 3.64 was identified as "Moderate Level" and the mean value from 3.68 to 5.00 was identified as "High Level". Responses from the prospective teachers in two open-ended questions were used in analyzing the data.

Research Findings

The purpose of the study was to investigate the prospective teachers’ perceptions on their motivational factors influencing the choice of teaching as a career. The data were analyzed in terms of mean values, standard deviation, independent Sample t-test, ANOVA, Post Hoc Multiple Comparisons (Turkey and Games-Howell). The findings were presented in the following.

Table 1 shows the mean values of the prospective teachers’ perceptions on their motivational factors influencing the career choice of teaching.

Table 1 Mean Values of Prospective Teachers’ Perceptions on Motivational Factors Influencing the Career Choice of Teaching

Dimensions of Motivational Factors	Mean	SD	Remark
Intrinsic Motivational Factors	3.90	.502	High
Altruistic Motivational Factors	4.07	.467	High
Extrinsic Motivational Factors	2.85	.568	Moderate
Motivational Factors	3.36	.741	Moderate

Note: 1.00-2.33 = Low 2.34-3.67= Moderate 3.68-5.00 = High

According to Table 1, the findings showed that the mean values of prospective teachers’ perceptions on their intrinsic and altruistic motivational factors influencing the career choice of teaching were high. In addition, the mean value of prospective teachers’ perceptions on their extrinsic motivational factors influencing the career choice of teaching was moderate. In other words, prospective teachers’ perceptions on their intrinsic and altruistic motivational factors were higher than those perceptions on their extrinsic motivational factors.

Differences in Prospective Teachers’ Perceptions on Motivational Factors Influencing the Career Choice of Teaching according to Demographic Information

In order to study whether there were significant differences in prospective teachers’ perceptions on their motivational factors influencing the career choice of teaching based on demographic information of prospective teachers from two Education Colleges in Mandalay Region, or not, independent samples t-test, one-way ANOVA, and Post Hoc Multiple Comparisons Test (Tukey HSD or Games-Howell) were employed to analyze the data.

Table 2 describes the mean values of prospective teachers’ perceptions on their motivational factors influencing the career choice of teaching according to their gender.

Table 2 Mean Values of Prospective Teachers’ Perceptions on Motivational Factors Influencing the Career Choice of Teaching according to their Gender

Dimensions of Motivational Factors	Gender		Total (N=295)	Remark
	Male (113)	Female (182)		
Intrinsic Motivational Factors	3.84	3.94	3.90	High
Altruistic Motivational Factors	4.06	4.09	4.07	High
Extrinsic Motivational Factors	2.90	2.82	2.85	Moderate
Motivational Factors	3.46	3.30	3.38	Moderate

Note: 1.00-2.33 = Low 2.34-3.67= Moderate 3.68-5.00 = High

According to Table 2, it was found that the mean values of female prospective teachers' perceptions on their intrinsic and altruistic motivational factors were higher than those of male prospective teachers' perceptions according to their gender. On the other hand, the mean values of male prospective teachers' perceptions on their extrinsic motivational factors were higher than those of female prospective teachers' perceptions.

In order to find out whether there were significant differences in prospective teachers' perceptions on their motivational factors influencing the career choice of teaching between male and female prospective teachers, or not, independent samples *t*-test was calculated. The findings pointed out that there was no significant difference in all dimensions of motivational factors influencing the career choice of teaching according to gender.

Furthermore, the following Table 3 shows the mean values of prospective teachers' perceptions on their motivational factors influencing the career choice of teaching according to their grade level.

Table 3 Mean Values of Prospective Teachers' Perceptions on Motivational Factors Influencing the Career Choice of Teaching according to their Grade Level

Dimensions of Motivational Factors	Grade Level		Total (N=295)	Remark
	First Year (148)	Second Year (147)		
Intrinsic Motivational Factors	3.94	3.86	3.90	High
Altruistic Motivational Factors	4.17	3.18	4.07	High
Extrinsic Motivational Factors	2.69	3.02	2.78	Moderate
Motivational Factors	3.46	3.30	3.38	Moderate

Note: 1.00-2.33 = Low 2.34-3.67 = Moderate 3.68-5.00 = High

According to Table 3, it was found that the mean values of first year prospective teachers' perceptions on their intrinsic and altruistic motivational factors influencing the career choice of teaching were higher than those of second year prospective teachers' perceptions. On the other hand, the mean value of second year prospective teachers' perceptions on their extrinsic motivational factors influencing the career choice of teaching was higher than those of first year prospective teachers' perceptions.

In addition, Table 4 describes independent samples *t*-test results for two dimensions on their motivational factors influencing the career choice of teaching perceived by first year and second year prospective teachers.

Table 4 Independent Samples *t*-Test Results for Prospective Teachers' Perceptions on Motivational Factors Influencing the Career Choice of Teaching according to their Grade Level

Dimensions of Motivational Factors	Grade	N	Mean	<i>t</i>	Mean Difference	<i>df</i>	<i>p</i>
Altruistic Motivational Factors	1 st yr	148	4.17	3.441	.184	293	.001
	2 nd yr	147	3.98				
Extrinsic Motivational Factors	1 st yr	148	2.69	-5.277	-.334	293	.000
	2 nd yr	147	3.02				

Note: $p < 0.05$

According to Table 4, the findings showed that there were significant differences in two dimensions such as altruistic and extrinsic motivational factors influencing the career choice of teaching according to grade level. However, there was no significant difference in one of the dimensions of motivational factors, intrinsic motivational factors and overall motivational factors.

Again, the following Table 5 indicates the mean values of prospective teachers' perceptions on their motivational factors influencing the career choice of teaching according to their specialization.

Table 5 Mean Values of Prospective Teachers' Perceptions on Motivational Factors Influencing the Career Choice of Teaching according to their Specialization

Dimensions of Motivational Factors	Specialization		Total (N=295)	Remark
	Science (146)	Art (149)		
Intrinsic Motivational Factors	3.91	3.89	3.90	High
Altruistic Motivational Factors	4.08	4.07	4.07	High
Extrinsic Motivational Factors	2.89	2.81	2.85	Moderate
Motivational Factors	3.40	3.31	3.36	Moderate

Note: 1.00-2.33 = Low 2.34-3.67= Moderate 3.68-5.00 = High

The results showed that the mean values of the perceptions of prospective teachers who specialized science subjects were higher than those of the perceptions of prospective teachers who specialized art subjects in all dimensions of motivational factors according to their specialization (See: Table 5).

In order to find out whether there were significant differences in the prospective teachers' perceptions on their motivational factors influencing the career choice of teaching according to their specialization, or not, independent samples *t*-test was also calculated. The results show that there was no significant difference in all dimensions of motivational factors influencing the career choice of teaching perceived by prospective teachers according to their specialization.

Again, Table 6 shows the mean values of prospective teachers' perceptions on their motivational factors influencing the career choice of teaching according to their age.

According to Table 6, the findings showed that the mean values of prospective teachers' perceptions on their intrinsic and altruistic motivational factors influencing the career choice of teaching were high and those of prospective teachers' perceptions on their extrinsic motivational factors were moderate according to their age.

Table 6 Mean Values of Prospective Teachers' Perceptions on Motivational Factors Influencing the Career Choice of Teaching according to their Age

Dimensions of Motivational Factors	Age						Total (N=295)	Remark
	16 (25)	17 (100)	18 (108)	19 (44)	20 (14)	>21 (4)		
Intrinsic	3.64	3.93	3.86	3.98	4.18	3.97	3.90	High
Altruistic	3.89	4.08	4.04	4.14	4.42	4.31	4.07	High
Extrinsic	2.77	2.81	2.91	2.88	2.70	2.88	2.85	Moderate
Motivational Factors	3.04	3.38	3.32	3.57	3.32	3.5	3.36	Moderate

Note: 1.00-2.33 = Low 2.34-3.67= Moderate 3.68-5.00 = High

To find out whether there were significant differences in the perceptions of prospective teachers on their motivational factors influencing the career choice of teaching according to their age, or not, one-way ANOVA test was calculated. The ANOVA results were shown in Table 7.

Table 7 ANOVA Results of Prospective Teachers' Perceptions on Motivational Factors Influencing the Career Choice of Teaching according to their Age

Dimensions of Motivational Factors		Sum of Squares	df	Mean Square	F	p
Intrinsic Motivational Factors	Between Groups	3.318	5	.664	2.708	.021
	Within Groups	70.821	289	.245		
	Total	74.140	294			
Altruistic Motivational Factors	Between Groups	3.142	5	.628	2.984	.012
	Within Groups	60.857	289	.211		
	Total	63.999	294			

Note: $p < 0.05$

The findings showed that there were significant differences in two dimensions such as intrinsic and altruistic motivational factors influencing the career choice of teaching perceived by prospective teachers according to their age (See: Table 7). However, there was no significant difference in one of the dimensions of motivational factors, extrinsic motivational factors and overall motivational factors.

In order to find out which particular groups had the significant differences, Post Hoc Multiple Comparisons Test (Games-Howell) was conducted. The following Table 8 points out the results of multiple comparisons of altruistic motivational factors perceived by prospective teachers according to their age.

According to Table 8, there was a significant difference in the dimension of altruistic motivational factors perceived by prospective teachers who were between 20 years old and other levels of different ages at the $p < 0.05$ level. In other words, the perceptions of 20 years old prospective teachers on their altruistic motivational factors influencing the career choice of teaching were higher than those of prospective teachers who were 16, 17 and 18 years old.

Table 8 Results of Multiple Comparisons for Prospective Teachers' Perceptions on Altruistic Motivational Factors according to their Age

Motivational Factors	Age (I)	Age (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Altruistic Motivational Factors	20 years	16 years	.537*	.154	.015	.075	.999
		17 years	.345*	.098	.022	.038	.652
		18 years	.387*	.096	.008	.082	.692

Note: $p < 0.05$

Open-ended Responses

The responses to two open-ended questions of 295 prospective teachers from two Education Colleges in Mandalay Region were collected at the end of the questionnaire. The *first question* asked prospective teachers to describe why they chose the teaching career by giving their main reasons. Among prospective teachers, 54 (18.31%) teachers did not answer that question

while 241 (81.69%) teachers responded to the question. According to teachers' responses, most of the prospective teachers, 95 (32.20%) said,

"They had a hobby with teaching children. They love to work with children. They wanted to make their society a better place and more developed than before. They liked sharing their knowledge to others".

Similarly, 65 (22.03%) prospective teachers responded,

"They decided to keep lifelong learning to improve their academic development. Children are cute with their innocent faces and acts. So they enjoy working with children. On the other hand, they decided to choose teaching profession because of their parents' encouragement".

Additionally, 45 (15.25%) prospective teachers answered,

"Teaching profession gave them job security and job guarantee. Moreover, they had long holidays so they had more time to do their family's work. They thought that they could afford their expenses for their education fees in the teacher education training".

Furthermore, 30 (10.17%) prospective teachers said,

"They thought that teaching profession fits with their personality so they chose it. They were inspired by their role models teachers so they admired their teachers and they had a dream to act like them".

Besides, 6 (1.35%) prospective teachers expressed,

"They had failed to join the university they wanted so they chose teaching profession."

The *second question* asked whether they had satisfaction or not in their career choice of teaching and asked them to give their own comments. Among the respondents, 255 (86.44%) answered the question and 40 (13.55%) did not answer the questions. Among respondents, 180 (61.02%) prospective teachers reported,

"They had satisfaction to choose teaching as a career because they could get respect and admiration from their students and society."

Besides, 35 (11.86%) prospective teachers responded,

"They satisfied with choosing teaching profession because it is a noble profession. It played a key role in the development of the nation. They had an opportunity to return the gratitude of their parents by entering the teaching profession. "

Furthermore, 30 (10.16%) prospective teachers answered,

"They had satisfaction to choose teaching profession because they could have self-confidence and the public attitude towards them is positive by working as a teacher."

Moreover, 10 (3.38%) prospective teachers replied,

"They enjoyed choosing teaching as a career because they had a desire to become role model teachers for their students".

Discussion and Conclusion

Research question one investigated the mean values of prospective teachers' perceptions on their motivational factors influencing the career choice of teaching in two Education Colleges in Mandalay Region. It was found that the mean values of prospective teachers' perceptions on their intrinsic and altruistic motivational factors influencing the career choice of teaching were higher than those of prospective teachers' perceptions on their extrinsic motivational factors. As a

result of the findings, it can be concluded that prospective teachers had more intrinsic and altruistic motivational factors than extrinsic motivational factors. This finding of the study is in line with the finding of the study of Watt & Richardson (2007) which revealed that intrinsic and altruistic motivations have a fundamental role in the career choice of prospective teachers.

For **research question two**, the findings showed that the mean values of female prospective teachers' perceptions on their intrinsic and altruistic motivational factors were higher than those of male prospective teachers' perceptions. On the other hand, the mean value of male prospective teachers' perceptions on their extrinsic motivational factors was higher than those of female prospective teachers' perceptions. Therefore, the results can be assumed that female prospective teachers had more intrinsic as well as altruistic motivational factors than male prospective teachers. In other words, male prospective teachers had more extrinsic motivational factors than female prospective teachers. These findings of the study are in line with the findings of studies of Saban (2003) and Johnston, McKeown & McEwen (1999). These studies found that female pre-service teachers chose teaching for more intrinsic and altruistic motives than male pre-service teachers and males placed greater significance on mercenary-based extrinsic motives. However, the findings showed that there was no significant difference in all dimensions of motivational factors influencing the career choice of teaching perceived by male and female prospective teachers according to independent samples *t*-test results.

Research question three examined that the mean values of first year prospective teachers' perceptions on their intrinsic and altruistic motivational factors influencing the career choice of teaching were higher than those of second year prospective teachers' perceptions according to their grade level. On the other hand, the mean values of second year prospective teachers' perceptions on their extrinsic motivational factors influencing the career choice of teaching were higher than those of first year prospective teachers' perceptions. Consequently, the findings can be assumed that first year prospective teachers had more intrinsic as well as altruistic motivational factors than second year prospective teachers. In other words, the results showed that second year prospective teachers had more extrinsic motivational factors than first year prospective teachers. As a result of independent samples *t*-test, there were significant differences in two dimensions such as altruistic and extrinsic motivational factors perceived by prospective teachers according to their grade level. For that reason, it can be analyzed that first year and second year prospective teachers had different altruistic and extrinsic motivational factors influencing the career choice of teaching.

The findings of the **research question four** also showed that the mean values of perceptions of prospective teachers who specialized science subjects were higher than those of perceptions of prospective teachers who specialized art subjects in all dimensions of motivational factors according to their specialization. According to the findings, it can be interpreted that prospective teachers who specialized science subjects had higher intrinsic, altruistic and extrinsic motivational factors than those who specialized art subjects in choosing teaching as a career. As a result of independent samples *t*-test, there was no significant difference in all dimensions of motivational factors influencing the career choice of teaching perceived by prospective teachers according to their specialization.

In the findings of **research question five**, the mean values of prospective teachers' perceptions on their intrinsic and altruistic motivational factors influencing the career choice of teaching were high and those of prospective teachers' perceptions on their extrinsic motivational factors were moderate according to their age. According to ANOVA results, there were significant differences in two dimensions such as intrinsic and altruistic motivational factors influencing the career choice of teaching perceived by prospective teachers according to their age. Moreover, as a result of Multiple Comparisons Test (Game-Howell), there was a significant difference in the dimension of altruistic motivational factors perceived by prospective teachers who were between

20 years old and 16, 17 and 18 years old. This can be concluded that 20 years old prospective teachers had higher altruistic motivational factors than others who were 16, 17 and 18 years old in choosing teaching as a career.

Moreover, respondents from two Education Colleges in Mandalay Region were asked to respond two open-ended questions at the end of the questionnaire. The *first question* asked prospective teachers to describe why they chose the teaching career by giving their main reasons. The *second question* asked whether they had satisfaction or not in their career choice of teaching and asked them to give their own comments. In the responses, most of the prospective teachers have intrinsic and altruistic motivation when they chose teaching career. This finding was related to the quantitative studies.

In conclusion, recruitment of the right attitude and attributes of prospective 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. In addition, authorities of universities and colleges of Education 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. In addition, proactive measures can be developed by the management of Universities of Education and Education Colleges in order to develop more intrinsic motivational 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 prospective 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).

Recommendations for Further Study

This study is conducted only in two Education Colleges in Mandalay Region with a sample of 295 participants. As further research, larger sample and different education colleges and universities are needed in order to sketch broader picture of prospective teachers' motivational factors influencing the career choice of teaching. Although this study investigated the perceptions of first year and second year prospective teachers, longitudinal studies including different educational universities as well as colleges and different grade levels are required in the future in order to understand deeply the process of motivation changes.

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