

**INVESTIGATING FACTORS INFLUENCING PRESERVICE
TEACHERS ATTITUDE AND MOTIVATION TOWARDS
TEACHING PROFESSION**

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CERTIFICATE

This is to certify that the thesis entitled, “INVESTIGATING FACTORS INFLUENCING PRE-SERVICE TEACHERS’ ATTITUDE AND MOTIVATION TOWARDS TEACHING PROFESSION” Submitted by Subasini Majhi bearing Enrollment .No:R230664070036 and Roll NO. - 2306600341 in partial fulfillment of the requirements for the award of the degree of Three-year Integrated B.Ed.–M.Ed. at the Regional Institute of Education (RIE), NCERT, Bhopal, affiliated to Barkatullah University, Bhopal, is a record of original and independent research work carried out by the candidate under my supervision and guidance.

This work has not been submitted to any other university or institution for the award of any degree or diploma course.

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DECLARATION

I, **Subasini Majhi**, hereby declare that the thesis entitled: “INVESTIGATING FACTORS INFLUENCING PRESERVICE TEACHERS’ ATTITUDE AND MOTIVATION TOWARDS THE TEACHING PROFESSION” submitted in partial fulfillment of the requirements for the degree of Integrated B.Ed.–M.Ed. at the Regional Institute of Education (RIE), NCERT, Bhopal, affiliated to Barkatullah University, Bhopal, is the result of my own original work to the best of my knowledge carried out under the supervision of **Dr.Triloki Prasad** , Assistant Professor ,Department of Education RIE Bhopal ,Madhya Pradesh .

I further declare that this thesis has not been submitted previously, either in part or in full, to any other university or institution for the award of any degree or diploma.All sources of information used and cited in the thesis have been duly acknowledged.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teaching is widely recognized as one of the most influential professions in society due to its fundamental role in shaping future generations. It is often referred to as the “mother of all professions” because it lays the foundation for all other careers (Darling-Hammond, 2000). The quality of education in any society is intrinsically tied to the quality, dedication, and motivation of its teachers. In this context, understanding the attitudes and motivational orientations of pre-service teachers the future torchbearers of education is of paramount importance.

A growing body of research suggests that positive attitudes and strong motivation among pre-service teachers are critical predictors of effective teaching and long-term retention in the profession (Klassen & Chiu, 2011). Yet, recent years have seen rising concerns over declining interest in the teaching profession among young people, particularly due to perceived low status, inadequate remuneration, and challenging working conditions (OECD, 2021; Ingersoll & Smith, 2003). These perceptions can dampen enthusiasm, reduce motivation, and contribute to high attrition rates during the early years of teaching.

Research by Watt and Richardson (2008) introduced the FIT-Choice model (Factors Influencing Teaching Choice), a widely used framework that integrates motivational factors with career choice theory. The model categorizes motivation into intrinsic values (e.g., interest in teaching, desire to make a social contribution), extrinsic values (e.g., job security, salary), and fallback career motives (e.g., choosing teaching due to lack of alternatives). Their findings reveal that intrinsic motives are generally stronger predictors of positive attitudes and long-term commitment to teaching, although extrinsic motives also play a significant role, especially in certain socio-economic settings. Pre-service teachers' attitudes and motivation towards teaching are shaped by a dynamic interplay of personal, institutional, and societal factors. These elements collectively influence their readiness, satisfaction, and persistence in the profession. In an era where educational systems globally are striving to improve teacher quality and reduce attrition, especially among early-career teachers, investigating these influencing factors is more urgent than ever. A thorough understanding of what drives and sustains pre-service teachers' passion and commitment to teaching can inform targeted interventions and reforms in teacher education.

In order to be considered one of the developed countries, a nation needs, first and foremost, to have a qualified workforce. Undoubtedly, achieving a human resource is believed to stem from having a well-established education system. Also, the educational system's success is rather closely linked to the quality of the teachers produced.

Teaching is often described as the “mother profession,” because without teachers, no other profession can thrive. Despite its fundamental importance to society, teaching has been increasingly seen by many, especially younger generations, as a less desirable career path. Pre-service teachers—those who are currently in training to become educators—are at the heart of the future of education. Yet, an alarming trend has been observed globally and locally: a growing number of pre-service teachers are entering their programs with lukewarm attitudes and weak motivation, and many do not persist in the profession after graduation (Ingersoll, 2001; Watt & Richardson, 2008).

The issue is not simply that some individuals decide not to pursue teaching. Rather, it is the deeper concern that many who do enter teacher education programs may lack the strong commitment, confidence, or positive perception of the profession necessary to thrive in it. Some pre-service teachers report that they did not choose teaching as their first career choice but entered due to external pressures or limited options (Sinclair, 2008). Others cite low societal respect, insufficient salaries, work overload, and poor working conditions as demotivating factors—even before they officially start teaching (Kyriacou&Coulthard, 2000).

Moreover, the COVID-19 pandemic has added new dimensions to this issue. It disrupted traditional models of teaching and forced many pre-service teachers to learn in isolation, away from the classroom environments where passion and purpose are often sparked. For some, this led to greater resilience and creativity. For others, it widened the gap between theory and practice and made them question whether teaching is a viable or fulfilling career at all (König et al., 2020).

There is an urgent need to investigate the personal, institutional, and societal factors that shape pre-service teachers' attitudes and motivation. Without this understanding, interventions may be misdirected, and the education system could continue to lose capable, passionate teachers before they even begin.

The problem, therefore, is not only the declining interest in the teaching profession but also the complex interplay of emotional, social, and structural factors that influence pre-service teachers' willingness and enthusiasm to commit to it. Identifying and addressing these

factors is essential for strengthening teacher preparation programs, supporting future educators, and ultimately improving the quality and sustainability of education systems.

The attitudes pre-service teachers hold toward the teaching profession are critical. These attitudes influence how they approach their training, how they relate to students, and whether they will remain in the profession long term (Richardson & Watt, 2006). Positive attitudes can fuel enthusiasm, resilience, and commitment, while negative attitudes may lead to dissatisfaction, burnout, or even early exit from the profession (Hong, 2010).

In today's changing educational landscape marked by technological advancements, policy shifts, and increasing mental health challenges understanding the mindset of future educators is more important than ever. Teacher shortages in many countries, along with a declining interest in teaching as a career, further highlight the urgency of this issue (OECD, 2019). Why do some students embrace the idea of becoming teachers, while others hesitate? What beliefs and experiences shape their outlook? These are questions that need to be answered if we are to build stronger, more supportive, and more inspiring pathways into the profession.

By exploring pre-service teachers' attitudes, this study aims to give voice to those who are preparing to shape the next generation. It is a step toward understanding not just what future teachers know—but how they feel, what they value, and what they need to thrive.

1.1.1 Shaping the future : the importance of teacher development

Teachers don't just teach subjects—they shape lives. Behind every successful engineer, artist, scientist, or entrepreneur is a teacher who, at some point, sparked curiosity, encouraged growth, and nurtured resilience. And yet, before a person becomes a teacher, they are a learner—sometimes full of hope, sometimes full of doubt—navigating the path of teacher preparation. These individuals, known as pre-service teachers, are the future builders of classrooms, and their attitudes and motivation toward the profession are key predictors of how well they will teach, how long they will stay, and how much impact they will have (Watt & Richardson, 2008; Klassen & Chiu, 2011).

This study begins with those questions, and it aims to investigate the factors that influence pre-service teachers' attitudes and motivation toward choosing and staying committed to the teaching profession. Through their stories, beliefs, social environments, and institutional experiences, we hope to uncover not only what leads them into teaching, but also what might keep them there.

1.1.2 Emerging educators

A pre-service teacher is an individual who is enrolled in a formal teacher education program but has not yet achieved full certification or begun teaching independently. These individuals engage in coursework and often participate in field experiences, including practicum or student teaching, as part of their professional preparation. Pre-service teachers are in the formative phase of learning both the theoretical and practical aspects of teaching, developing their pedagogical content knowledge, teaching philosophies, and professional identities (Darling-Hammond, 2006; Feiman-Nemser, 2001).

1.1.3 Mindset of Teacher- in-training

The two psychological pillars at the center of this research –Attitude and Motivation. Attitude is a complex construct that captures how people think and feel about something and how they behave as a result. According to Eagly and Chaiken (1993), attitude is “a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour ” (p. 1). In simpler terms, it's the lens through which people view the world whether positive or negative.

For pre-service teachers, attitudes toward teaching may be shaped by a variety of inputs: childhood school experiences, influential teachers, social conversations about education, or even depictions of teaching in the media. These attitudes, in turn, influence decisions about whether to pursue teaching, how seriously to engage in training, and how committed they are likely to be to the profession (Richardson, 2003).

Motivation refers to the internal and external drivers that lead individuals to initiate and sustain behavior. In the educational context, motivation explains why someone chooses teaching in the first place, and what keeps them going during hard times.

Ryan and Deci (2000), in their Self-Determination Theory (SDT), draw a key distinction between intrinsic motivation (doing something because it is inherently interesting or enjoyable) and extrinsic motivation (doing something because it leads to a separable outcome, like a salary or job security). Both types can influence pre-service teachers in powerful ways.

For example:

- A student who grew up dreaming of helping children may be intrinsically motivated.
- Another who seeks stable employment may be driven by extrinsic rewards.

Motivation also impacts persistence, effort, creativity, and emotional well-being—all crucial in the teaching profession (Deci & Ryan, 1985; Watt & Richardson, 2007).

1.1.4 The global context: teaching in a changing world

Globally, education systems are under stress. Rapid technological changes, socioeconomic shifts, pandemics, and political pressures have placed new demands on schools—and by extension, teachers. Many countries report growing teacher shortages, especially in rural and high-needs areas (UNESCO, 2020). At the same time, surveys indicate declining interest in teaching among younger generations, due to concerns about workload, low pay, and limited career advancement (OECD, 2021). These trends raise an urgent question: Are we preparing and supporting our future teachers in the right ways? If we understand what inspires and sustains them, we can better design teacher education programs, policies, and support systems to meet their needs.

Personal, Social, and Institutional Influences on Attitude and Motivation-The development of attitude and motivation among pre-service teachers does not occur in isolation. Multiple interrelated factors shape how individuals feel about teaching.

• Personal Background and Experiences

Many pre-service teachers enter education with vivid memories of their own schooling. According to Lortie (1975), the “apprenticeship of observation” means that future teachers spend years watching teachers from a student’s perspective, internalizing ideas about what teaching is or should be. If they had supportive, inspiring educators, they may develop a positive attitude. Conversely, negative experiences may create skepticism or ambivalence.

Other personal factors—such as family background, gender, culture, socioeconomic status, or life goals—also play a role. For instance, Fokkens-Bruinsma and Canrinus (2012) found that pre-service teachers’ family support, personal values, and prior academic success were significantly linked to their teaching motivation.

- **Social influence**

Social perception of teaching affects how pre-service teachers feel about their career choice. In cultures where teaching is highly respected, students may feel proud and motivated. In contrast, where the profession is undervalued, pre-service teachers may feel pressure to justify their choice.

Social expectations can be subtle but powerful. For instance, in some contexts, women may be channeled into teaching as a “gender-appropriate” profession, while men may face stigma for choosing early childhood education (Drudy, 2008).

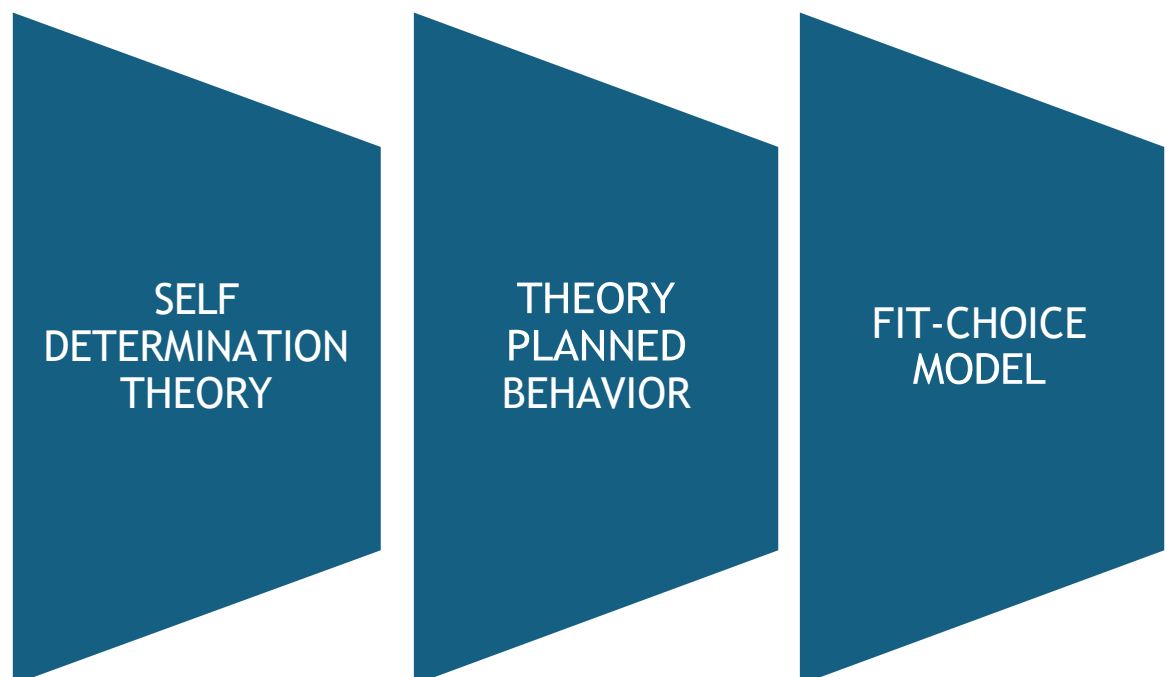
- **Institutional and Programmatic Factors**

Teacher education programs have a major role in shaping attitudes and motivation. Factors such as curriculum relevance, quality of instruction, practical experiences, mentorship, and feedback systems all influence how engaged pre-service teachers feel.

Hammernes et al. (2005) argue that well-structured programs that balance theory and practice, and that create reflective spaces, can significantly boost pre-service teachers’ confidence and commitment.

1.2 Theoretical Framework: Making Sense of Human Motivation

A solid understanding of what influences pre-service teachers' motivation and attitudes requires theoretical grounding. This study draws on three key frameworks :



(Figure 1.1 Showing the 3 motivation Theories)

1.2.1 Self-determination theory (sdt)

Developed by Deci and Ryan (1985), SDT posits that people are most motivated when their basic psychological needs for autonomy, competence, and relatedness are met. Applied to pre-service teachers:

- Autonomy: Do they feel their career choice was freely made?
- Competence: Do they feel capable of succeeding in teaching?
- Relatedness: Do they feel supported by peers, mentors, and institutions?

1.2.2 Theory of Planned Behavior (TPB)

Ajzen's (1991) Theory of Planned Behavior suggests that attitudes, perceived norms, and perceived behavioral control shape intentions, which in turn predict behavior. For pre-service teachers, this means:

- Positive attitudes toward teaching → Stronger intention to enter/continue the profession.

1.2.3 Fit-choice model

Watt and Richardson (2007) developed the Factors Influencing Teaching Choice (FIT-Choice) framework, which categorizes motivational factors into:

- Intrinsic motivations (e.g., desire to work with children)
- Personal utility values (e.g., job security)
- Social utility values (e.g., making a difference)
- Fallback career motives (e.g., lack of alternatives)

The FIT-Choice model provides a nuanced lens for understanding the diverse motivations pre-service teachers bring to their programs.

1.3 Present-day scenario

In today's world, becoming a teacher is no longer simply a matter of passion or choice—it's shaped by a complex web of social, economic, and emotional factors. For pre-service teachers, the decision to pursue teaching and their attitude toward the profession are increasingly influenced by the realities they observe and experience during their training.

One major factor is societal perception. In many countries, teaching is still undervalued when compared to other professions. Despite its essential role in shaping future generations, teachers often feel underappreciated and underpaid. This disconnect between the value teachers provide and the recognition they receive can create doubt and disillusionment in the minds of pre-service teachers (OECD, 2019).

Economic considerations are also significant. Many pre-service teachers worry about the financial viability of a teaching career, especially when compared with other fields that offer higher salaries and better career advancement opportunities. The rising cost of living and student loan debts make financial security a key concern (Toropova et al., 2021).

In the post-pandemic era, pre-service teachers have also witnessed the increasing complexity of the teaching role. Remote learning, student mental health issues, and shifting curricula have added pressure to what was already a demanding job. Many pre-service teachers report anxiety about whether they are truly prepared for the multifaceted responsibilities of teaching today (Kim et al., 2022).

Another important factor is the quality of teacher education programs themselves. The kind of mentorship, classroom exposure, and practical training that pre-service teachers receive significantly shapes how they view the profession. Programs that provide hands-on experience, emotional support, and constructive feedback tend to foster more positive attitudes (Flores & Day, 2006).

Lastly, personal motivation and purpose still play a central role. Many pre-service teachers enter the field driven by a desire to make a difference, to inspire, or to give back to their communities. However, if that motivation is not nurtured through positive training experiences and supportive environments, it can be overshadowed by stress and uncertainty.

In short, the attitudes of pre-service teachers are being formed in a time of rapid change and uncertainty. Understanding the diverse factors at play—from societal values to institutional support—is essential if we are to prepare and retain passionate, capable, and resilient teachers for the future.

1.4 Role of government

The government plays a critical role in shaping the attitudes and motivation of pre-service teachers by influencing both structural conditions and perceptions of the teaching profession. Through its policies, funding decisions, and public discourse, the government acts as both a regulator and a motivator in the field of teacher education.

- **Policy Development and Implementation**

Government bodies are responsible for creating education policies that directly impact teacher training institutions, curriculum standards, practicum structures, and qualification requirements. When policies are supportive and inclusive, they help foster positive attitudes among future teachers. Conversely, inconsistent or poorly designed policies may lead to frustration and de-motivation (OECD, 2005).

Example: Mandating well-structured practicum programs and mentor support systems can enhance pre-service teachers' confidence and motivation.

- **Funding and Resource Allocation**

Adequate government funding ensures that teacher education programs have the resources, facilities, and personnel needed to provide quality training. Lack of financial support often results in overcrowded classrooms, outdated materials, and demoralized faculty—factors that negatively affect pre-service teachers' experience and enthusiasm (UNESCO, 2014).

- **Professional Status and Public Image**

Government officials and leaders influence how society views the teaching profession. When they publicly recognize teachers' contributions, offer career incentives, and implement fair compensation structures, it boosts the public image of teaching—which in turn uplifts pre-service teachers' morale (Sahlberg, 2011).

Example: National campaigns or Teacher's Day recognitions backed by government messaging can uplift the social prestige of the profession.

- **Scholarships and Financial Incentives**

Governments can also offer scholarships, stipends, and loan forgiveness programs for teacher trainees. These incentives are not only practical supports but also symbolic affirmations that teaching is a valued profession.

- **Regulation and Quality Assurance**

Through agencies or ministries, the government ensures that teacher education institutions maintain quality standards. These efforts help instill trust and pride in pre-service teachers about the profession they're entering.

1.5 Role of artificial intelligence (ai)

In the 21st-century educational landscape, Artificial Intelligence (AI) is becoming a transformative force—not just in how students learn, but also in how teachers are trained, evaluated, and supported. For pre-service teachers, AI presents both opportunities and challenges that can significantly influence their attitudes and motivation toward the teaching profession.

- **Enhancing teacher education through personalized learning**

AI-driven platforms can offer customized learning experiences for pre-service teachers. Intelligent tutoring systems, adaptive quizzes, and AI-based feedback tools allow trainees to learn at their own pace, address their weaknesses, and build competence with confidence (Luckin et al., 2016).

Impact: When pre-service teachers feel supported through personalized, real-time feedback, their motivation and self-efficacy often increase.

- **AI in Teaching Simulations and Virtual Classrooms**

Simulations powered by AI—such as virtual students or classroom management scenarios—enable pre-service teachers to practice real-life teaching skills in safe, controlled environments. These tools help build readiness, reduce anxiety, and enhance reflective practice (Dieker et al., 2014).

Example: Virtual avatars like "TeachLivE" or AI classroom simulations allow student teachers to rehearse managing disruptive behavior or delivering lessons.

- **Streamlining administrative burdens**

AI tools assist with grading, lesson planning, and progress tracking—tasks that often overwhelm teachers. Exposure to such tools during training can make pre-service teachers feel more prepared and less burdened, improving their attitude toward the profession’s demands (Holmes et al., 2022).

- **AI as a Source of Inspiration or Intimidation**

While some pre-service teachers embrace AI as a helpful companion, others may fear it as a threat to job security or human connection. Concerns about AI replacing teachers or reducing the emotional and social elements of teaching can influence attitudes negatively (Zawacki-Richter et al., 2019).

1.6 Rationale of the study

Teaching is more than just a job it’s a calling that shapes minds, builds communities, and influences generations. But before someone becomes a teacher, they go through a journey of preparation. That journey begins in teacher education programs, where future educators pre-service teachers are not only learning how to teach but are also forming beliefs, values, and attitudes about the profession itself.

Why focus on their attitudes? Because what pre-service teachers believe about teaching deeply affects how they will teach, how committed they’ll be, and whether they’ll even stay in the profession long-term. A pre-service teacher who feels proud, motivated, and confident is more likely to become an inspiring and effective teacher. On the other hand, if they feel uncertain, undervalued, or unprepared, they may enter the classroom with hesitation—or leave the profession altogether within the first few years (Ingersoll & Smith, 2003).

This topic also matters in today’s world, where many countries are facing teacher shortages and rising stress levels in the profession. Understanding what shapes pre-service teachers’ attitudes can help us build better training programs, create more supportive learning environments, and ensure that we’re not just filling classrooms, but empowering those who stand in front of them (Watt & Richardson, 2008). Their voices tell us what’s working and what needs to change in teacher education.

Ultimately, studying pre-service teachers' attitudes is about investing in the future of education. Because when we support and believe in future teachers, we're also supporting and believing in every student they will someday teach.

In recent years, concerns about teacher attrition, declining interest in the profession, and burnout have prompted renewed interest in understanding what drives individuals to choose teaching—and, more importantly, what sustains them in it. A significant portion of early-career teacher attrition can be traced back to misaligned expectations and negative attitudes formed during teacher education (Hong, 2010). By examining the attitudes of pre-service teachers, this study aims to uncover the psychological, social, and contextual factors that influence how future educators perceive the profession.

In essence, this study serves both a diagnostic and developmental purpose: diagnosing existing challenges within the teacher preparation process and developing strategies to nurture more enthusiastic, resilient, and committed teachers.

1.7 Statement of the problem

The following study is entitled as :

“INVESTIGATING FACTORS INFLUENCING PRE-SERVICE TEACHERS ATTITUDE AND MOTIVATION TOWARDS TEACHING PROFESSION.”

1.8 Significance of the study

The global teaching profession faces challenges such as teacher shortages, high attrition rates, and variability in teaching quality (Ingersoll, 2001; OECD, 2021). A growing body of research underscores that positive attitudes and strong motivation towards teaching among pre-service teachers can mitigate these issues by fostering resilience, job satisfaction, and professional commitment (Watt & Richardson, 2008). Therefore, investigating the factors that influence these attitudes and motivation is critical for teacher education institutions, policymakers, and educational stakeholders aiming to improve teacher preparation and retention.

By identifying key determinants, such as personal characteristics, institutional support, social status of teaching, and professional development opportunities, this study seeks to contribute to a comprehensive understanding of how to better support pre-service teachers. Enhancing their motivation and attitude could lead to more effective teaching practices and ultimately, improved student outcomes (Guskey, 2002). Understanding pre-service teachers' attitudes toward the teaching profession is critically important for the development of

effective teacher education programs, sustainable educational systems, and the overall quality of teaching. Attitudes formed during the pre-service stage play a pivotal role in shaping future teaching practices, professional identity, and long-term commitment to the profession (Richardson & Watt, 2006). Positive attitudes are associated with higher levels of motivation, resilience, classroom effectiveness, and student engagement, while negative attitudes can lead to attrition, burnout, or disillusionment with the profession (Klassen & Chiu, 2011).

In many contexts, teaching is no longer viewed as an attractive career option, especially among high-achieving students, due to factors such as low salary, limited professional development opportunities, and a perceived lack of societal respect (OECD, 2019). Examining pre-service teachers' perceptions helps policymakers, curriculum designers, and educators identify the factors that either encourage or deter individuals from entering and remaining in the profession. Furthermore, this topic is especially important in the post-pandemic era, where teacher shortages and changing classroom dynamics demand a better understanding of how future teachers are prepared and supported.

By addressing the attitudes and motivations of pre-service teachers, educational stakeholders can better design interventions that improve teacher recruitment, retention, and performance, ultimately contributing to the quality and equity of education systems worldwide (UNESCO, 2023).

1.9 Objectives of the study

- To identify the factors influencing pre-service teachers' attitudes and motivations towards the teaching profession,
- To gain an in-depth understanding of their perspectives on teaching as a career, and
- To explore the challenges they encounter within the educational landscape.

1.10 Research questions

- What are the key factors that influence pre-service teachers' attitudes towards the teaching profession?
- What factors shape pre-service teachers' motivation to pursue teaching as a profession?
- How do pre-service teachers perceive the teaching profession and their prospective roles within it?
- What are the primary challenges faced by pre-service teachers during their teacher education journey?

1.11 Definition of key terms

Understanding the foundation of any research begins with clarity of its core terms. In this study, several key terms form the conceptual bedrock. These terms—such as pre-service teachers, attitude, motivation, and teaching profession are not just academic labels. They carry emotional, social, and practical significance that deeply influence how we interpret the findings.

• Pre-service teachers

Pre-service teachers refer to individuals who are currently enrolled in a teacher education program and are undergoing formal training before they begin their careers as professional educators.

In simpler terms, they are future teachers who are still in the process of learning what it means to teach—through coursework, field experiences, and practice teaching. According to Feiman-Nemser (2001, pre-service teachers “straddle the line between learner and professional,” often negotiating their identity, confidence, and purpose as they transition from student to educator.

This phase is crucial because it is during this period that attitudes, beliefs, and motivations toward teaching are shaped and solidified (Korthagen et al., 2006). The experiences pre-service teachers have—whether empowering or discouraging—often determine whether they will enter the profession with passion or with doubt.

- **Attitude**

Attitude in this context refers to an individual's overall evaluation—positive, negative, or neutral—toward the teaching profession.

Attitude involves a blend of feelings, thoughts, and behavioral intentions. It is not fixed; rather, it is shaped by experiences, expectations, and context. Eagly and Chaiken (1993) define attitude as “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.” When applied to pre-service teachers, this means how they feel about teaching, what they think it involves, and whether they see it as something worth pursuing.

- **Motivation**

Motivation refers to the internal and external forces that influence a person's decision to become a teacher and to remain committed to the profession.

Motivation answers the “why” behind action. It's the driving force that keeps a pre-service teacher working late on a lesson plan, seeking feedback, or staying positive even when classroom management gets tough. Ryan and Deci (2000) classify motivation into two major types: intrinsic motivation, which comes from within (e.g., love for children, passion for learning), and extrinsic motivation, which comes from external rewards (e.g., salary, job stability).

- **Teaching Profession**

The teaching profession refers to the structured, ethical, and skilled practice of educating others, typically within institutional settings like schools.

But beyond the technical definition, teaching is a vocation, a career, and often, a calling. It involves not only delivering content but also shaping young minds, fostering curiosity, and building a more equitable society. According to Goodlad (1990), teaching is “a complex human activity that cannot be reduced to a set of mechanical tasks.” This complexity means that entering the profession requires not only knowledge but also emotional intelligence, empathy, and a deep sense of purpose.

- **Influencing factors**

Influencing factors refer to the various internal and external conditions that shape pre-service teachers' attitudes and motivation toward teaching.

These factors can be personal (e.g., childhood experiences, academic background), institutional (e.g., quality of teacher training programs), or societal (e.g., public perception of teachers, cultural norms). Flores and Day (2006) highlight that teacher identity and motivation are influenced by “the interplay of personal biography and professional context.” Recognizing these influencing factors helps researchers and policy makers identify where interventions are needed to support pre-service teachers effectively.

1.12 Delimitation of the study

1. The research focuses only on pre-service teachers enrolled in teacher education programs.
2. It examines selected factors as attitude , motivational, perception and their influence on pre-service teachers.
3. The study uses mixed-method approach and the data has been collected during a specific semester.

CHAPTER II

REVIEW OF RELATED LITERATUR

2.1 Intrinsic and Extrinsic Motivations

A significant body of literature has explored the complex interplay of intrinsic and extrinsic motivations that drive individuals to pursue teaching as a career. Richardson and Watt (2006) argue that intrinsic motivations—such as a passion for working with children, a desire to contribute to societal development, and personal fulfilment—are central to pre-service teachers’ professional aspirations. These findings are echoed in Sinclair (2008), who emphasizes that altruistic motivations, including the belief in the transformative power of education, are pivotal in shaping teachers’ professional commitment.

However, the role of extrinsic motivations cannot be overlooked. Kyriacou and Coulthard (2000) highlight factors such as job security, social status, and work-life balance as important extrinsic motivators, particularly in contexts where teaching offers a stable and respected career path. In the Indian context, Kaur (2012) and Sarma (2016) similarly underscore that while intrinsic motivations are prominent, external factors such as job security in government teaching positions and the influence of family expectations significantly shape career choices.

Notably, Roness and Smith (2009) suggest that the balance between intrinsic and extrinsic motivations varies across cultural and economic contexts, underlining the need for context-specific research. However, despite this robust body of literature, there remains limited understanding of how these motivational factors evolve during teacher education programs a gap the present study seeks to address.

2.2 Attitudes Towards the Teaching Profession

Attitudes towards teaching encompass perceptions of the profession’s social value, the roles and responsibilities of teachers, and expectations for professional development. Manuel and Hughes (2006) found that pre-service teachers generally regard teaching as a socially respected and meaningful career, which positively influences their commitment to the profession. Similarly, Heinz (2015) observed that positive attitudes are often linked to a strong sense of purpose and job satisfaction.

Conversely, several studies highlight the persistence of negative perceptions regarding the teaching profession. Spear, Gould, and Lee (2000) note that concerns over low salaries, challenging work conditions, and limited career advancement opportunities can contribute

to ambivalent attitudes, potentially discouraging long-term engagement in the profession. In India, Rao and Kumar (2017) observed that while many pre-service teachers enter the field with positive attitudes, these can diminish when faced with the realities of inadequate infrastructure and heavy workloads in schools.

These findings highlight the need to examine how pre-service teachers' attitudes are shaped during their training, particularly in terms of reconciling idealistic perceptions with practical challenges. This issue forms a core component of the present study.

2.3 Socio-cultural and Institutional Influences

Socio-cultural and institutional contexts play a crucial role in shaping pre-service teachers' motivations and attitudes. Brookhart and Freeman (1992) argue that family background, cultural norms, and societal values significantly influence the decision to pursue teaching. In many collectivist societies, including India, family expectations and community perceptions of teaching as a stable and respected profession exert considerable pressure on career choices (Gupta, 2018).

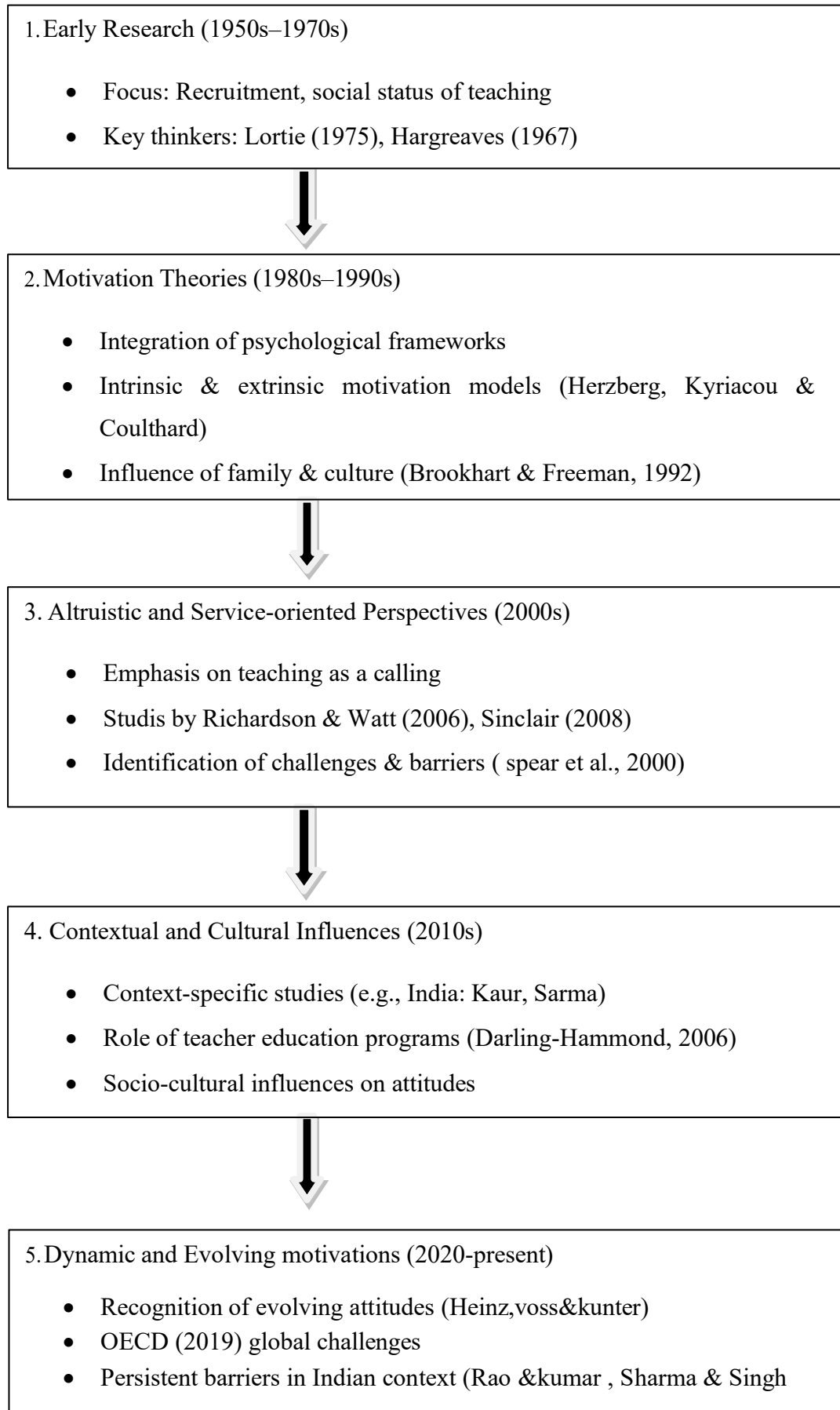
Institutional factors, such as the quality of teacher education programs and mentorship experiences, also impact pre-service teachers' attitudes and motivation. Darling-Hammond (2006) emphasizes the importance of supportive learning environments and reflective practices in fostering positive professional identities among pre-service teachers. In the Indian context, NCTE (National Council for Teacher Education, 2014) has highlighted the role of well-designed teacher education curricula in shaping attitudes towards the profession.

Despite these insights, there is a dearth of empirical studies that explore how these socio-cultural and institutional factors interact to influence pre-service teachers' attitudes and motivations particularly within the unique cultural context of India. This gap underscores the relevance of the present research.

2.4 Challenges and Barriers to Entering and Staying in the Profession

Research indicates that pre-service teachers often face significant challenges and barriers that can negatively impact their attitudes and motivation. OECD (2019) reports that issues such as student misbehavior, workload pressures, and low salaries are among the most cited deterrents to remaining in the teaching profession. Similarly, Voss and Kunter (2019) found that early experiences of classroom management difficulties and lack of professional support can erode initial enthusiasm for teaching.

In the Indian context, Sharma and Singh (2019) identify overcrowded classrooms, insufficient teaching resources, and limited professional autonomy as significant barriers that affect pre-service teachers' attitudes towards the profession. Such challenges highlight the importance of addressing systemic issues in teacher education programs and providing supportive environments that nurture positive attitudes and sustained motivation.



(Figure 2.1 showing the evolution of this research)

2.5 Evolution

Tracing how ideas, frameworks, and findings have developed over time.

- **Early Research: Teacher Recruitment and Social Status (1950s–1970s)**

Initial studies on teacher attitudes and motivations largely focused on teacher recruitment and the social status of the profession. Lortie (1975), in his seminal work *Schoolteacher*, noted that many teachers were drawn to the profession by practical considerations such as job security and the perceived respectability of teaching. Earlier research (e.g., Hargreaves, 1967) emphasized teaching's role in social mobility, particularly in developing countries, where teaching was often seen as a stable and upwardly mobile career option.

Focus: This phase centered on understanding the recruitment of teachers and how social status shaped attitudes towards the teaching profession.

Key thinkers: Lortie (1975), in *Schoolteacher*, argued that teaching was often chosen for its practical benefits—steady income, job security, and social standing—rather than as a purely “idealistic” pursuit. Hargreaves (1967) emphasized how teaching provided a path for social mobility and was seen as a respectable profession, especially in developing nations.

Explanation: Research in this era laid the foundations by showing that societal expectations, economic stability, and status were primary considerations. The focus was on why people entered teaching rather than exploring deeper psychological or altruistic motivations.

- **Motivation Theory and the Rise of Intrinsic/Extrinsic Frameworks (1980s–1990s)**

By the 1980s, educational researchers began integrating psychological frameworks to explain teacher motivation more systematically. Herzberg's Two-Factor Theory (1959) was adapted to explain how intrinsic (e.g., personal growth, meaningful work) and extrinsic (e.g., salary, job security) factors shape motivation. Kyriacou and Coulthard (2000), building on this foundation, demonstrated that while intrinsic motivations—such as a passion for teaching and working with children—were primary drivers for many pre-service teachers, extrinsic factors also played a significant role in attracting individuals to the profession.

During this period, studies like Brookhart and Freeman (1992) highlighted the role of family background and cultural norms in influencing career choices, expanding the discussion from individual motivations to broader social factors.

Focus: Researchers began integrating psychological theories to understand why people chose teaching and how these motivations influenced their attitudes.

Key frameworks & studies: Herzberg's Two-Factor Theory: Intrinsic motivators (e.g., job satisfaction, meaningful work) and extrinsic motivators (e.g., salary, job security) both play roles. Kyriacou & Coulthard (2000): Confirmed that intrinsic reasons (love of teaching, working with children) were significant but coexisted with extrinsic concerns. Brookhart & Freeman (1992): Found that family expectations and cultural norms strongly influenced pre-service teachers' choices.

Explanation: This period marked a shift from merely describing external drivers to analyzing psychological motivations. The intrinsic vs. extrinsic framework became a powerful lens for later studies, highlighting that motivations are multifaceted and socially embedded.

• **Altruistic and Service-oriented Perspectives (2000s)**

The early 2000s saw a growing recognition of altruistic and service-oriented motivations in pre-service teachers. Richardson and Watt (2006) conducted comprehensive studies showing that many pre-service teachers view teaching as a calling, driven by a desire to make a positive impact on society. Sinclair (2008) echoed these findings, suggesting that altruistic motivations often outweigh financial or pragmatic concerns, especially in contexts where teaching is culturally valorized.

At the same time, studies began to identify barriers and challenges—such as workload, student behavior issues, and low salaries—that could temper these altruistic motivations (Spear, Gould, & Lee, 2000).

Focu: Attention turned to altruistic motivations and the idea of teaching as a calling—the notion that teaching is pursued out of a deep personal or moral commitment.

Key studies: Richardson & Watt (2006): Many pre-service teachers see teaching as a way to give back to society or make a difference in students' lives. Sinclair (2008): Confirmed altruistic motivations—like shaping future generations—were powerful drivers. Spear, Gould, & Lee (2000): Identified practical barriers (low pay, workload) that could weaken these idealistic motivations.

Explanation: This phase expanded beyond personal gain to consider ethical and service-oriented dimensions of teaching. It also introduced the tension between idealism (altruism) and the practical realities of teaching (e.g., low salaries, challenging environments)

- **Contextual and Cultural Shifts: Focus on Developing Contexts (2010s)**

In the 2010s, research shifted towards context-sensitive approaches, examining how socio-cultural factors and educational policies shape attitudes and motivations. For example, Kaur (2012) and Sarma (2016) explored the Indian context, emphasizing that while intrinsic motivations were important, extrinsic factors like government job security and family expectations significantly influenced career choices. These studies revealed that cultural norms and social structures can either support or constrain pre-service teachers' attitudes towards the profession.

Additionally, Darling-Hammond (2006) highlighted how the quality of teacher education programs and institutional support can positively shape pre-service teachers' attitudes and professional identity.

Focus: Researchers recognized that socio-cultural contexts deeply shape teachers' attitudes and motivations.

Key studies: Kaur (2012) and Sarma (2016): In India, teaching was valued for job security and societal respect—often influenced by family pressure. Darling-Hammond (2006): Showed how teacher education programs can nurture professional identity and strengthen positive attitudes.

Explanation: This phase recognized that motivations are not universal. Cultural norms (like the respect for teachers in some societies) and education policies (such as scholarships or job guarantees) strongly influence decisions to enter teaching. It also showed that teacher education can reinforce or transform initial attitudes.

- **Dynamic and evolving motivations (2020–present)**

Recent research has further expanded to consider dynamic and evolving influences on pre-service teachers' attitudes and motivation. Heinz (2015) observed that attitudes are not static but evolve throughout teacher education, influenced by practical experiences, mentorship, and institutional cultures. Similarly, Voss and Kunter (2019) argue that early teaching experiences can either reinforce or challenge initial motivations, underscoring the importance of supportive learning environments.

The OECD (2019) also highlights global challenges, such as student misbehavior and inadequate resources, which can erode initial enthusiasm and impact long-term professional engagement.

In the Indian context, Rao and Kumar (2017) and Sharma and Singh (2019) identify persistent challenges such as overcrowded classrooms, low salaries, and social perceptions of teaching as a “less prestigious” profession, which may negatively affect pre-service teachers’ attitudes.

Focus: Recent studies emphasize that pre-service teachers’ motivations and attitudes are not static—they evolve through training and early teaching experiences.

Key studies: Heinz (2015): Found that real-life experiences (like practicums) can either strengthen or challenge initial motivations.

Voss & Kunter (2019): Showed how professional identity evolves through mentorship and practical experiences. OECD (2019): Highlighted global challenges like student misbehaviour and resource shortages that can negatively affect attitudes .Rao& Kumar (2017), Sharma & Singh (2019): In India, persistent issues (e.g., overcrowded classrooms, low salaries) can erode positive attitudes, despite strong intrinsic or altruistic motivation.

Explanation: This phase reflects a dynamic perspective: attitudes are shaped continuously by real classroom experiences and policy environments. It also highlights how systemic challenges can undermine even the most enthusiastic teachers, emphasizing the need for better support structures in teacher education and school systems

• **Synthesis and Gaps in the related literature**

Taken together, these studies underscore that pre-service teachers’ attitudes and motivations towards teaching are shaped by a dynamic interplay of intrinsic factors (e.g., passion, altruism), extrinsic factors (e.g., job security, societal respect), and contextual influences (e.g., family, culture, institutional quality). However, several gaps remain.

First, while numerous studies examine individual motivational factors, there is limited research that integrates these factors into a comprehensive framework specific to the Indian context. Second, few studies track how attitudes and motivations evolve throughout pre-service teacher education, leaving a gap in understanding how training experiences shape future professional engagement. Finally, the interaction of socio-cultural norms and institutional practices with individual motivations remains underexplored.

This chronological review reveals a clear trajectory in the study of pre-service teachers’ attitudes and motivation:

- Early studies focused on recruitment and social status.
- Subsequent research integrated intrinsic/extrinsic motivation frameworks.

- Later studies emphasized altruistic and service-oriented motivations.
- Recent research has moved towards context-sensitive analyses and dynamic, evolving motivations shaped by institutional and cultural factors.

However, despite these advances, gaps remain:

- Limited longitudinal studies tracing how motivations and attitudes evolve throughout pre-service training.
- Limited integrated frameworks that synthesize individual, institutional, and socio-cultural factors.

Sparse context-specific studies for regions like India, where cultural and institutional dynamics differ significantly from Western contexts. The trajectory of research has moved from practical and status-driven explanations to intricate, context-sensitive, and evolving models. Across time, there's a consistent thread: intrinsic (love of teaching) and altruistic (making a difference) motivations remain strongest—but practical realities and cultural contexts can support or diminish these motivations. The present study builds on these insights, investigating how these factors intersect in your specific context—capturing the ongoing evolution of attitudes and motivations.

• Highlights

This literature review highlights the multifaceted nature of pre-service teachers' attitudes and motivations towards the teaching profession. While existing studies provide valuable insights, there is a clear need for research that synthesizes these factors within a holistic framework, particularly in culturally diverse contexts such as India. Addressing these gaps, the present study seeks to investigate the interplay of intrinsic and extrinsic motivations, attitudes towards the profession, and the socio-cultural and institutional contexts that shape pre-service teachers' professional identity and future commitment.

2.6 Research gap

Although a substantial body of research has explored pre-service teachers' attitudes and motivations towards the teaching profession, several notable gaps persist.

Firstly, much of the foundational literature has been conducted in Western contexts, where cultural, policy, and institutional factors differ markedly from those in countries like India. As a result, there is limited understanding of how these attitudes and motivations manifest and evolve in the Indian teacher education landscape, where unique cultural values and systemic challenges significantly shape career perceptions.

Secondly, while numerous studies have explored the balance between intrinsic motivations—such as the desire to contribute to students’ lives—and extrinsic motivators like job security and social status, relatively few have examined how these drivers interact and shift over time within pre-service teacher education programs. The dynamic nature of motivations, influenced by classroom experiences, institutional environments, and personal growth during teacher training, remains underexplored.

Additionally, research has often overlooked how persistent barriers—such as overcrowded classrooms, limited resources, and societal perceptions of teaching—impact pre-service teachers’ attitudes in the Indian context. These factors may erode the altruistic and service-oriented aspirations that many pre-service teachers bring to their training.

This study seeks to address these gaps by conducting an in-depth investigation of the multifaceted factors—cultural, institutional, and personal—that influence pre-service teachers’ attitudes and motivations in India. By contextualizing these findings within existing global research, it aims to contribute fresh insights and inform policy and practice in teacher education.

CHAPTER III

METHODOLOGY

3.1 Design of the study

This research adopts a descriptive survey research design within the framework of a mixed-methods approach. The study seeks to explore and describe the attitudes and motivational factors influencing pre-service teachers' perspectives toward the teaching profession. A **survey** was used as the primary data collection instrument, incorporating both closed-ended Likert-scale items and open-ended qualitative questions to allow for both breadth and depth in data collection.

The descriptive survey design is appropriate for this study as it facilitates the collection of data from a broad population to determine prevailing attitudes, perceptions, and beliefs. It enables the researcher to capture current opinions and behavioral tendencies without manipulating any variables, which aligns with the exploratory nature of the research questions.

While survey research is typically associated with quantitative studies, this study integrates it within a qualitative interpretivist paradigm, using the survey tool not for numerical generalization but to understand and interpret subjective experiences. The qualitative dimension of the survey (open-ended responses) allows participants to express their views, motivations, and personal experiences in their own words, thereby providing rich, contextual insights that complement the quantitative patterns observed in the Likert-scale responses. This design ensures a holistic understanding of the research problem by blending descriptive statistical analysis (means and standard deviations) with thematic analysis of narrative data. By using this integrated approach, the study captures not only what pre-service teachers think and feel about the profession, but also why they hold those views.

3.2 Research approach

This study employs an inductive research approach, which is particularly suitable for exploring the factors influencing pre-service teachers' attitudes and motivation toward the teaching profession. The inductive approach allows for the emergence of patterns, themes, and insights from the data itself, rather than testing pre-existing hypotheses. The decision to adopt an inductive approach is informed by the exploratory nature of the research objectives. The aim of this study is not to confirm a predetermined theory but to gain a

comprehensive understanding of the nuanced factors—both intrinsic and extrinsic—that shape pre-service teachers’ attitudes and motivations. As such, the inductive approach enables the researcher to draw meaning from participants’ responses and to construct a grounded understanding of their experiences and perceptions.

The inductive approach aligns well with the mixed-methods design of this study. While quantitative data provides an overview of trends and tendencies, the qualitative data—particularly open-ended responses—allows for emergent insights that can be interpreted inductively. This combination strengthens the validity and relevance of the findings. By using an inductive approach, the study seeks to generate insights that are contextually relevant and directly responsive to the lived experiences of pre-service teachers. This ensures that the conclusions drawn from the data are firmly rooted in the participants’ own voices and perspectives.

3.3 Variables of the study

In line with the descriptive and qualitative nature of the study, the variables are primarily non-manipulative and are observed as they naturally occur. These include both dependent and independent variables, as well as demographic variables for descriptive and comparative purposes.

3.1 Variable Classification Table

Variable Type	Variable Name	Description
Dependent	Attitude toward teaching	Beliefs and feelings toward the profession
Dependent	Motivation toward teaching	Level and type of motivation
Independent	Intrinsic motivation	Internal factors like passion and fulfillment
Independent	Extrinsic motivation	External factors like pay, security, status
Independent	Social/environmental influences	Family, societal support, public perception
Demographic	Age, gender, level of study, etc.	Descriptive data to compare and contextualize

3.4 Population

The population for this study comprises pre-service teachers currently enrolled in teacher education programs. These individuals are in the process of completing their formal training to become certified professional educators and are at varying stages of their teacher preparation journey.

Specifically, the population includes students from universities, colleges, and teacher training institutes offering undergraduate or postgraduate teacher education degrees such as the Bachelor of Education (B.Ed.), Master of Education (M.Ed.), B.Ed.-M.Ed., BA /B.Sc B.E.d. or equivalent qualifications. These pre-service teachers represent diverse academic levels, from first-year entrants to those in their final year of training.

The population is further characterized by demographic diversity in terms of age, gender, socioeconomic background, and educational specialization (e.g., primary education, secondary education, subject-specific tracks). This heterogeneity allows for a comprehensive examination of how different factors may influence attitudes and motivation toward the teaching profession across varied subgroups.

The selection of pre-service teachers as the population is essential for this study as their attitudes and motivation are critical indicators of future teacher quality, retention, and professional commitment. Understanding these factors at the pre-service stage can inform teacher education curricula, policy development, and support mechanisms that foster sustainable teaching careers.

3.5 Sample

The sample for this study consisted Of pre-service teachers enrolled in teacher education programs at various Teacher Educator Institutions. These participants were carefully chosen to represent a diverse cross-section of individuals preparing for the teaching profession, ensuring the findings would be reflective of a broad spectrum of experiences and motivations.

3.6 Sampling technique

A purposive sampling technique was employed to select individuals who met the inclusion criteria—specifically, those:

- who were currently enrolled in Bachelor of Education (B.Ed.), Master of Education (M.Ed.) , B.Ed.-M.Ed. or equivalent programs.
- Had completed at least one semester of coursework in teacher education.
- Were willing to share their honest views and experiences related to attitudes and motivation toward the teaching profession.

Efforts were made to ensure balanced representation across various dimensions, including:

- Year of study (e.g., first-year and final-year students)
- Gender identities
- Subject specializations (e.g., arts, science, language education)

This approach was designed to capture a broad range of perspectives and lived experiences, thereby enhancing the richness and generalizability of the study's insights within the selected context.

Given the mixed-methods design of the research, this sample size was deemed appropriate to enable both quantitative analysis (using descriptive statistics such as mean and standard deviation) and qualitative thematic analysis of open-ended survey responses.

All participants provided informed consent and participated voluntarily, in accordance with ethical research practices.

3.7 Sample size

The final sample comprised 50 pre-service teachers. This sample size was deemed appropriate for the mixed-methods approach of the study, providing sufficient data for quantitative analysis (e.g., calculating mean and standard deviation for attitudes and motivation) and for identifying emergent themes through qualitative data.

Efforts were made to ensure balanced representation across academic years, gender identities, and subject specializations, thereby enhancing the richness and credibility of the findings.

3.8 Tools

This study was a structured online survey questionnaire specifically developed using Google form to investigate the factors influencing pre-service teachers' attitudes and motivation toward the teaching profession. The survey instrument was designed to capture both quantitative and qualitative data to provide a comprehensive range of information relevant to the research objectives and understanding of participants' perspectives.

For this study, I developed a structured Google Forms questionnaire as the primary data collection tool. The tool was carefully designed by aligning its items with the research objectives and research questions to ensure that it effectively captures the relevant data.

Each section of the questionnaire was tailored to address a specific research question. For instance, items related to attitudes included Likert-scale statements gauging perceptions of the teaching profession, while items for motivation factors included multiple-choice questions on intrinsic and extrinsic motivators.

The Google Form included both closed-ended questions (such as multiple-choice, Likert scales) for quantitative analysis and a few open-ended questions to gather deeper qualitative insights.

Google Forms was chosen for its user-friendly interface, which allowed participants to easily access and complete the questionnaire online. Features like required fields ensured complete responses, while automatic data collation into a spreadsheet facilitated efficient data analysis.

By using Google Forms, the tool has effectively facilitated the collection of reliable and valid data, directly supporting the study's objectives and addressing the research questions which is divided into 6 sections :

- **Components of the Survey Instrument**

- Demographic Information – collected basic participant details (e.g., age, gender, year of study, specialization, programme of study).
- Attitude Towards Teaching – included Likert-scale items to assess pre-service teachers' positive and negative attitudes towards the profession.

- **Likert-Scale Items**

The survey included a set of statements related to key constructs such as attitudes toward teaching, intrinsic motivation (e.g., passion for teaching,

desire to impact students), extrinsic motivation (e.g., salary, job security), and social influences (e.g., family support, societal perceptions). Respondents rated their level of agreement using a **5-point Likert scale**, ranging from **Strongly Disagree (1)** to **Strongly Agree (5)**. This allowed for quantification of attitudes and motivational levels, facilitating descriptive statistical analysis.

- Motivation to Teach— measure intrinsic, extrinsic motivations.
- Perceptions of the Teaching Profession – measured participants’ beliefs about the profession’s social status and challenges.
- Challenges Faced – captured anticipated difficulties in pursuing a teaching career.
- Final Thoughts – open-ended questions to gather additional perspectives and insights.

• **Open-Ended Questions**

To complement the quantitative data, several open-ended questions were included to allow participants to elaborate on their experiences, motivations, and concerns regarding the teaching profession. This qualitative data enabled a deeper exploration of personal insights and contextual factors influencing their career choices. The tool was carefully designed to be clear, concise, and user-friendly, ensuring that participants could easily understand and respond to the questions.

• **Development and Validation**

The survey instrument was developed based on an extensive review of existing literature and validated instruments measuring teacher attitudes and motivation. My supervisor reviewed the instrument to ensure content validity and relevance to the target population. Furthermore, a pilot study was conducted with a small sample of pre-service teachers to assess the clarity, reliability, and usability of the instrument, leading to minor modifications for improved comprehension. Reliability, or the consistency of the instrument, was assessed through a pilot testing phase-A pilot test was conducted with 10 pre-service teachers who were not part of the main study’s sample. The pilot participants were selected from similar teacher education programs to ensure comparability with the target population.

- The objectives of the pilot testing were:
 - To identify any ambiguous, confusing, or irrelevant items.
 - To test the clarity and readability of the instructions and items.
 - To gather feedback on the overall flow and length of the survey.

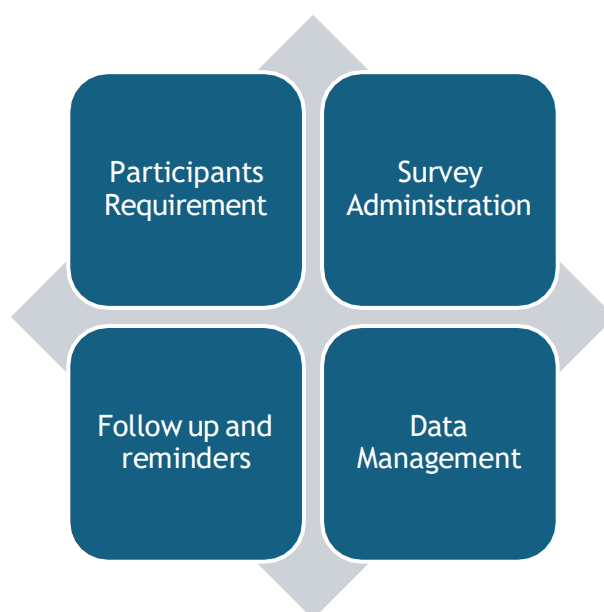
Following the pilot test, minor adjustments were made to improve question clarity and remove redundancies. The final version of the questionnaire reflected these modifications and was subsequently administered to the main study sample.

• Administration

The survey was administered electronically using an online platform to facilitate ease of distribution and data collection. Participants were provided with clear instructions and assurances of confidentiality to encourage candid and honest responses.

3.9 Data collection procedure

The data for this study were collected through a structured survey questionnaire administered to pre-service teachers enrolled in teacher education programs. The collection process was designed to ensure the acquisition of comprehensive and reliable data while respecting participants' rights and confidentiality.



(Figure 3.2 Showing the data collection procedure)

Pre-service teachers were invited to participate voluntarily via whatsapp the invitation included detailed information about the study's purpose, the voluntary nature of participation, and assurances of confidentiality and anonymity. The survey was administered online using Google Form to facilitate ease of access and to reach a broad geographic sample. Participants accessed the survey link and completed the questionnaire at their convenience within a specified timeframe (typically two to three weeks). To enhance response rates, periodic reminders were sent to potential participants during the data collection period. Additionally, technical support was available for any participants encountering difficulties with the online survey. Upon survey closure, data were downloaded and securely stored for analysis. Responses were screened for completeness, and incomplete or inconsistent responses were excluded from the final dataset to maintain data integrity.

3.10 Data Analysis Procedures

The data analysis for this study employed a combination of descriptive statistics and thematic analysis to comprehensively address the research questions.

- **Quantitative Data: Descriptive Statistics**

For the quantitative data gathered from the structured questionnaire, descriptive statistics (means, and standard deviations) were used to summarize and describe the pre-service teachers' attitudes and motivations towards the teaching profession. Descriptive analysis provided insights into overall trends and patterns in the participants' responses, addressing questions such as:

- What are the general attitudes of pre-service teachers towards the teaching profession?
- What levels of intrinsic and extrinsic motivation do pre-service teachers report?

- **Qualitative Data: Thematic Analysis**

For the open-ended responses and any qualitative data gathered through survey this process involved: Familiarization with the data , Generating initial codes ,Searching for themes ,Reviewing themes , defining and naming themes .This approach allowed for a rich, nuanced understanding of how pre-service teachers articulate the factors that shape their attitudes and motivations towards teaching.

- **Justification of Techniques**

Using both descriptive statistics and thematic analysis ensured a comprehensive and balanced analysis. Descriptive statistics provided quantifiable insights aligned with the first research question (patterns in attitudes and motivation levels). Thematic analysis complemented this by revealing deeper, contextual factors behind these quantitative trends, addressing the second research question (underlying influences and personal experiences).

This mixed analytical approach aligns with the study's goal of capturing both the breadth (quantitative) and depth (qualitative) of the factors influencing pre-service teachers' attitudes and motivations.

- **Ethical Considerations**

Ethical standards were rigorously observed throughout the research process to protect the rights and welfare of all participants.

Participants were provided with detailed information about the study's objectives, procedures, and their rights, including the right to decline or withdraw from participation at any point without penalty. Informed consent was obtained electronically before respondents could proceed with the survey.

Confidentiality and anonymity were strictly maintained; no personally identifiable information was collected or linked to the survey responses. Data were securely stored on password-protected devices accessible only to the research team. The findings are reported in aggregate form to prevent identification of individual participants.

The study adhered to ethical principles of respect, beneficence, and justice, ensuring that the research process was transparent, voluntary, and minimally intrusive.

CHAPTER IV

DATA ANALYSIS

The data collected from the survey will be analyzed using a mixed-method approach, integrating both descriptive statistical analysis and thematic qualitative analysis to provide a comprehensive understanding of the factors influencing pre-service teachers' attitudes and motivation toward the teaching profession.

Responses to closed-ended Likert-scale items in the survey (e.g., “I feel motivated to become a teacher,” rated from 1 = strongly disagree to 5 = strongly agree) will be analyzed using descriptive statistics, specifically means and standard deviations (SDs). This statistical approach will allow for a basic interpretation of central tendency and variability in pre-service teachers’ attitudes and motivational levels.

The data will be processed using Microsoft Excel. For each Likert-scale item, the mean score will indicate the general direction of agreement, while the SD will reflect the degree of consensus or divergence among respondents.

Open-ended survey responses will be analyzed using thematic analysis. This process involves identifying, analyzing, and reporting patterns within the textual data to uncover the core themes that describe pre-service teachers' lived experiences, motivations, and attitudes toward the profession.

Themes will be organized under overarching categories such as:

- **Intrinsic Motivation** (e.g., love for teaching, desire to make a difference)
- **Extrinsic Influences** (e.g., job security, salary, social recognition)

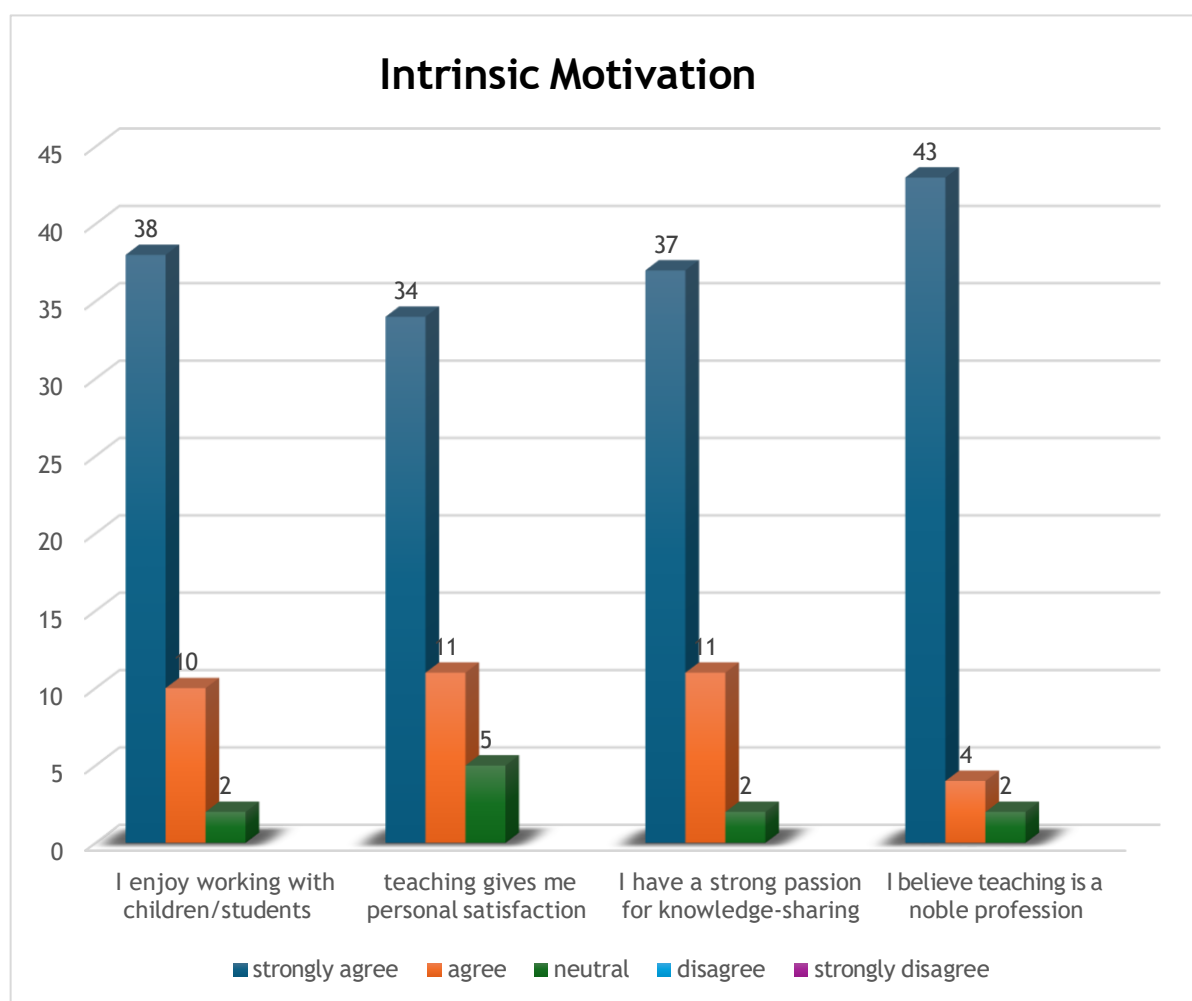
While the study is primarily qualitative, the integration of quantitative findings (means and SDs) from Likert-scale items enhances the triangulation of data. This combined approach enriches the interpretation and lends support to thematic patterns observed in the qualitative responses.

4.1. Descriptive analysis

- Interpretation of Motivation
- Intrinsic motivation

Intrinsic Motivation	Mean	Standard Deviation
I enjoy working with children/students	4.72	0.53
Teaching gives me personal satisfaction	4.58	0.67
I have a strong passion for knowlwdge-sharing	4.70	0.54
I believe teaching is a noble profession	4.78	0.61

(Table 4.1 Table representing the MEAN and SD Intrinsic motivation of Pre-service teachers)



(figure 4.1 Graph representing the Intrinsic Motivation of Pre-service teachers)

• Findings

The descriptive analysis of four intrinsic motivation items revealed consistently high mean scores, indicating a strong and uniform commitment to these motivations among the participants. Notably, the belief that teaching is a noble profession ($M = 4.78$, $SD = 0.61$) emerged as the most highly rated item, underscoring the moral and ethical significance that pre-service teachers attach to teaching. This finding resonates with Kyriacou and Coulthard (2000), who argued that many pre-service teachers perceive teaching as a noble and altruistic calling.

The high mean scores for statements such as “I enjoy working with children/students” ($M = 4.72$, $SD = 0.53$) and “I have a strong passion for knowledge-sharing” ($M = 4.70$, $SD = 0.54$) highlight the importance of relational and pedagogical factors in shaping pre-service teachers’ attitudes. Klassen et al. (2012) also emphasize that teachers who derive enjoyment and meaning from working with students are more likely to exhibit sustained engagement and effectiveness in their roles.

Although the item “Teaching gives me personal satisfaction” had a slightly lower mean score ($M = 4.58$, $SD = 0.67$), it nonetheless suggests a positive outlook toward teaching as a personally fulfilling activity. The relatively low standard deviations across all items (0.53 to 0.67) indicate a strong consensus among participants, supporting the idea that these intrinsic motivations are widely shared and central to pre-service teachers’ professional identities.

• Implications

These findings provide a robust answer to the research question on the factors influencing pre-service teachers’ attitudes and motivations toward the teaching profession. Specifically, the strong intrinsic motivations identified here suggest that teacher preparation programs should prioritize activities and experiences that reinforce the intrinsic value of teaching. Consistent with Richardson and Watt (2010), nurturing these motivations can contribute to greater professional commitment and resilience, reducing the risk of burnout and attrition in early career teachers.

• Conclusion

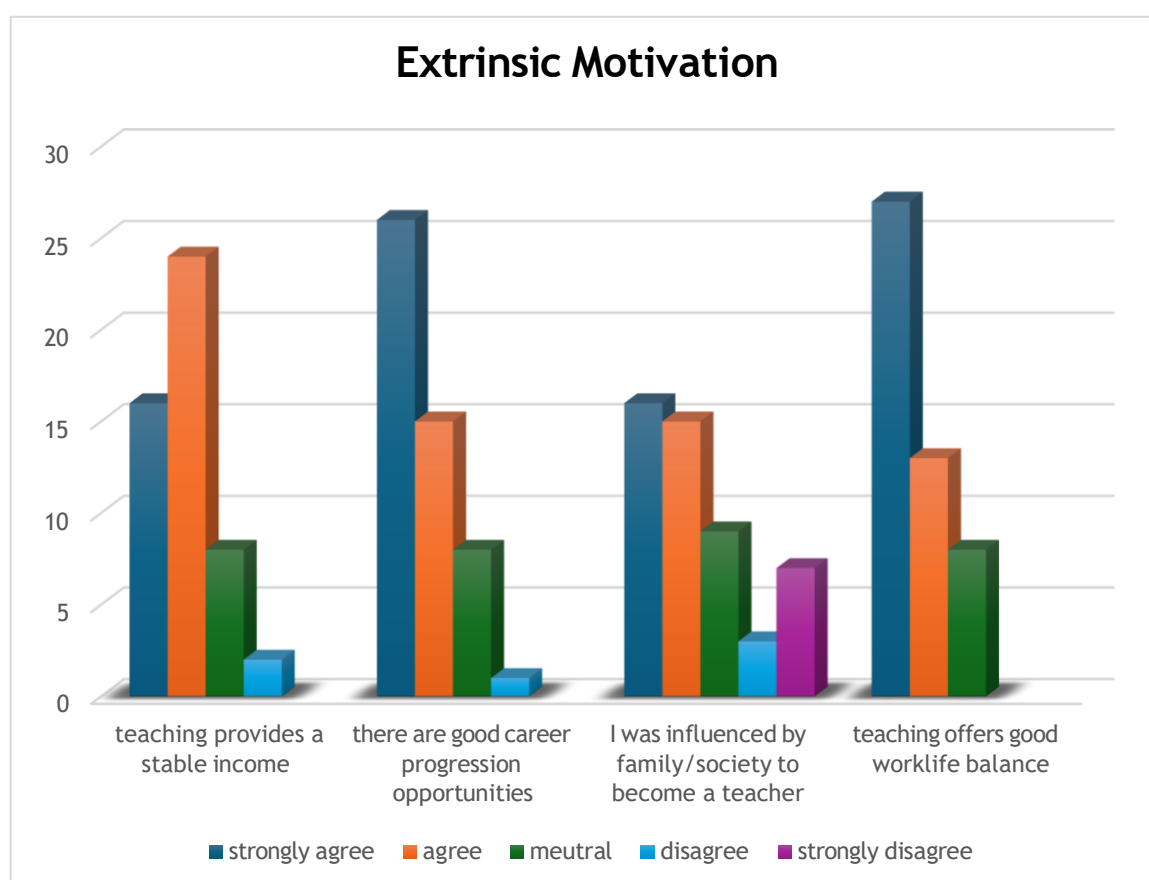
In sum, the high mean scores and low variability across intrinsic motivations underscore the importance of these factors in shaping positive attitudes among pre-service teachers. By acknowledging and fostering intrinsic motivations—such as the perception of teaching as a

noble calling, enjoyment in working with children, and passion for knowledge-sharing—teacher education programs can better prepare pre-service teachers to face the challenges of the profession with a strong and enduring sense of purpose.

• Interpretation of Extrinsic Motivation

Extrinsic Motivation	Mean	Standard Deviation
Teaching provides a stable income	4.08	0.80
Good career progression opportunities	4.32	0.81
Influenced by family/society	3.60	1.36
Teaching offers good work-life balance	4.30	0.88

(Table 4.2 Showing Mean and SD of Extrinsic Motivation of Pre-service teachers)



(Figure 4.2 Graphical representation of Extrinsic Motivation of Pre-service teachers)

• Findings

The analysis of the survey data indicates that financial security is a prominent extrinsic motivation for pre-service teachers. The statement “Teaching provides a stable income” had a mean score of 4.08 with a standard deviation of 0.80, suggesting that most respondents perceive teaching as a financially secure career. This perception is consistent with findings by Manuel and Hughes (2006), who reported that pre-service teachers are often drawn to the profession for its perceived job security and economic stability, especially in contexts where teaching is seen as a reliable government or public sector job.

The statement “There are good career progression opportunities” received the highest mean score of 4.32 (SD = 0.81). This finding reflects respondents’ strong belief that teaching offers not only initial employment stability but also pathways for professional growth, such as promotions, leadership roles, and further academic opportunities (Richardson & Watt, 2010). In many educational contexts, teaching provides clear progression routes—from classroom teaching to administrative roles, mentoring positions, and continuing education—factors that contribute to the profession’s attractiveness (Bastick, 2000).

Regarding the statement “I was influenced by family/society to become a teacher”, the mean score of 3.60 and the standard deviation of 1.36 indicate a more neutral stance and significant variation among respondents. This variability suggests that while some pre-service teachers may have felt pressure or encouragement from family and societal norms, others did not experience such influences or resisted them. Heinz (2015) notes that family expectations and societal values around teaching vary across cultures and can be either motivating or discouraging depending on the socio-cultural context. In collectivist societies, teaching is often seen as a respected and community-valued profession, whereas in other contexts, it might be viewed as a default choice rather than a preferred career (Bruinsma & Jansen, 2010).

Finally, the statement “Teaching offers good work-life balance” achieved a mean score of 4.30 (SD = 0.88), suggesting that respondents generally see teaching as supportive of a healthy work-life balance. This aligns with Kyriacou and Coulthard (2000), who argue that perceptions of manageable working hours, flexible schedules, and family-friendly work environments are central to teaching’s appeal, particularly for individuals who value personal time and family commitments (Klassen et al., 2011).

• Discussion

These findings confirm and expand upon the broader body of literature on teacher motivation and career choice. Financial security has been repeatedly identified as a crucial extrinsic motivator in teaching, especially in countries where teaching positions are tied to government employment or offer pensionable benefits (Watt et al., 2012; Kyriacou & Coulthard, 2000). In a study of Australian pre-service teachers, Richardson and Watt (2006) found that extrinsic rewards such as salary and job security significantly influenced individuals' entry into teacher education programs.

Similarly, the high mean score for career progression opportunities supports research by Bastick (2000), who found that opportunities for advancement and professional growth are central to teaching's extrinsic appeal. Opportunities for in-service training, further study, and administrative roles not only enhance job satisfaction but also contribute to teachers' long-term commitment to the profession (Richardson & Watt, 2010).

The more varied responses regarding family and societal influences highlight the importance of cultural and personal factors in shaping career decisions. Heinz (2015) argues that while family expectations can be powerful motivators in some contexts, they can also act as barriers if individuals perceive teaching as a fallback option or if societal narratives devalue the profession. This nuanced finding in the current study suggests that teacher education programs should recognize the complexity of these external pressures and consider how to support pre-service teachers who may feel ambivalent about their career choice.

The strong perception of teaching as supportive of work-life balance resonates with research by Klassen et al. (2011), who identified work-life balance as a significant factor in teacher satisfaction and retention. In contexts where burnout and stress are common among educators, the belief that teaching allows for personal and family time can be a compelling factor in career decisions (Skaalvik&Skaalvik, 2017).

• Conclusion

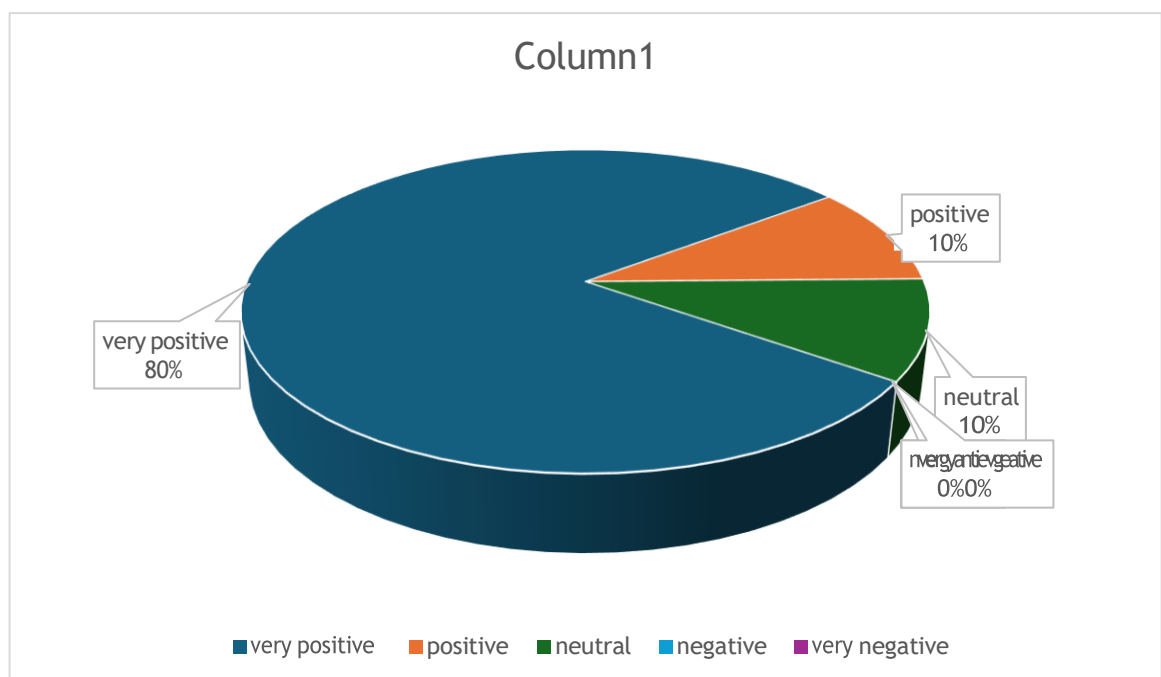
In conclusion the findings indicate that financial stability, career progression opportunities, and work-life balance are key extrinsic motivators for pre-service teachers, echoing findings in previous research (Kyriacou & Coulthard, 2000; Richardson & Watt, 2010; Watt et al., 2012). However, the varied responses regarding family and societal influence suggest that these pressures are more context-dependent and influenced by cultural, familial, and individual factors (Heinz, 2015). By acknowledging the importance of these extrinsic factors, teacher education programs and policymakers can develop more targeted strategies to attract and retain teachers. For example, emphasizing the career stability and growth opportunities in teaching, as well as supporting healthy work-life balance, may help build a more motivated and committed teaching workforce.

❖ Interpretation of Attitude

➤ How do you feel about becoming a teacher ?

Measure	Value
Mean Score	4.7
Standard Deviation	0.64

(Table 4.3 Mean and SD of Attitude of Pre-service)



(Figure 4.3 Pie-chart showing of Pre-service teachers attitude)

• Interpretation

The pie chart illustrates pre-service teachers' attitudes towards becoming a teacher. Out of 50 participants:

- 40 (80%) reported feeling "Very positive,"
- 5 (10%) reported feeling "Somewhat positive,"
- 5 (10%) reported a "Neutral" attitude,
- None reported negative attitudes.

Using a Likert-type scale (Very Positive=5, Somewhat Positive=4, Neutral=3, Somewhat Negative=2, Very Negative=1), the mean score was 4.7, indicating a strong overall positive attitude towards the teaching profession. The standard deviation was 0.64, suggesting relatively low variability in these positive perceptions.

• Discussion

The findings highlight a predominantly positive outlook among pre-service teachers towards the teaching profession. A mean attitude score of 4.7 reflects enthusiasm and strong commitment, while the low standard deviation of 0.64 suggests that most participants share this positive perspective with little deviation. These results align with Kyriacou and Coulthard's (2000) observation that enthusiasm for teaching is often rooted in intrinsic motivations such as the desire to make a difference and the opportunity to work with young people. Furthermore, Watt and Richardson (2007) in their Factors Influencing Teaching Choice (FIT-Choice) framework, emphasize how positive attitudes are often shaped by perceptions of teaching as a fulfilling and socially valuable profession.

In my sample, the complete absence of negative responses (somewhat negative and very negative) further strengthens the argument that the teaching profession is largely perceived as an attractive and viable career path. This is consistent with Richardson and Watt's (2010) finding that pre-service teachers are often driven by intrinsic career value and perceived teaching abilities, rather than extrinsic motivators alone. The small standard deviation (0.64) reflects the homogeneity of these perceptions. This suggests that recruitment efforts and teacher education programs are likely succeeding in fostering consistent and positive attitudes among pre-service teachers. This finding resonates with Brookhart and Freeman's (1992) argument that supportive teacher education environments can promote robust professional identity formation during the pre-service phase.

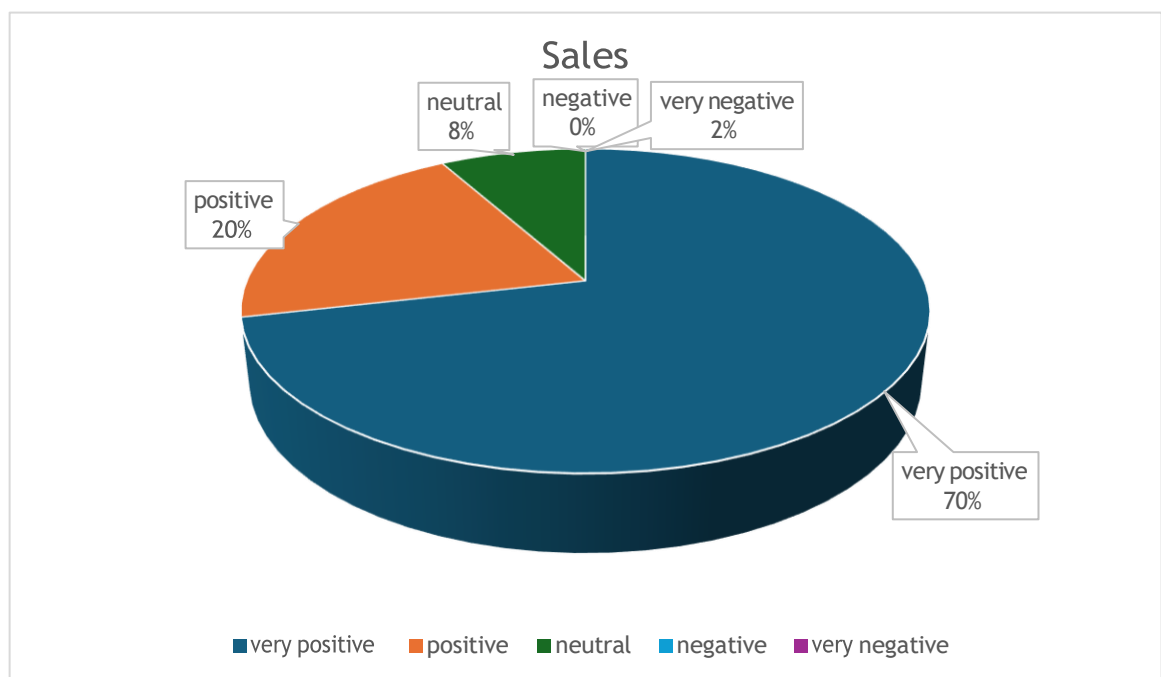
• Conclusion

In sum, the results show that pre-service teachers in your study have an overwhelmingly positive attitude towards becoming teachers, which is encouraging for future teacher recruitment and retention efforts. This underscores the need for teacher education programs to build on these positive attitudes by providing meaningful field experiences, mentorship opportunities, and sustained support for novice teachers.

➤ How likely are you to continue in the teaching profession after this course ?

Measure	Value
Mean	4.56
Standard Deviation	0.80

(Table 4.4 Mean and SD of pre-service teachers)



(Figure 4.4 Pre-service teachers attitude)

• Interpretation

- Very positive: 35 respondents (70%)
- Somewhat positive: 10 respondents (20%)
- Neutral: 4 respondents (8%)
- Somewhat negative: 0 respondents (0%)
- Very negative: 1 respondent (2%)

Total respondents: 50

Interpretation: The results show a mean score of 4.56 with a standard deviation of approximately 0.8. This high mean score indicates that respondents have a generally very positive attitude towards continuing in the teaching profession after this course. The low standard deviation suggests that responses are clustered closely around the mean, indicating low variability in attitudes.

• Discussion

This positive outlook among pre-service teachers is significant in the context of teacher motivation and professional commitment. Research has consistently shown that teacher motivation and positive attitudes are crucial for retention in the profession (Han & Yin, 2016; Watt & Richardson, 2007). A mean score of 4.56, which is close to "very positive", aligns with the findings of Kyriacou and Kunc (2007) who suggest that intrinsic motivation and a sense of purpose strongly influence the decision to remain in teaching.

The fact that 90% of respondents expressed a positive or very positive attitude supports the idea that teacher education programs can enhance professional commitment (Sinclair et al., 2006). The low standard deviation further reinforces the consistency of this positive outlook, suggesting that this is not a random variation but a genuine sentiment shared by most respondents.

Importantly, the presence of even a small proportion (2%) of "very negative" responses highlights that while most participants are motivated, there are still individuals who may need targeted support to address their concerns or challenges. According to Klassen and Chiu (2011), such negative perceptions can be linked to factors like perceived teaching self-efficacy, work-related stress, or misalignment with personal values.

• **These findings suggest that:**

- Teacher preparation programs are effective in fostering positive attitudes.
- Continuous professional development and mentorship during the pre-service stage can consolidate this positive commitment.
- Addressing the small fraction of negativity is essential to ensure that no prospective teacher feels disenchanting before even entering the classroom.

• **Conclusion**

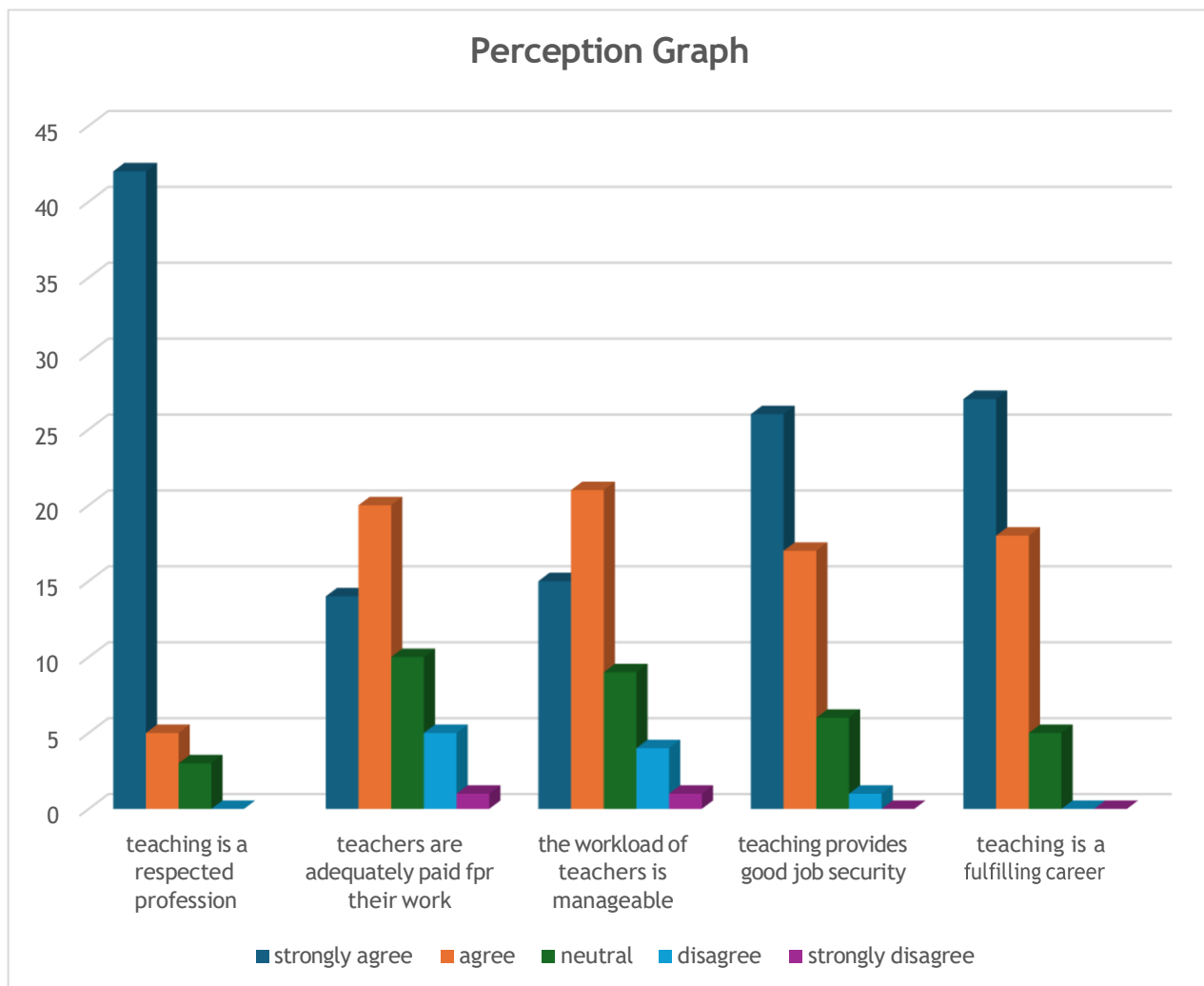
The analysis of this data reveals a strong, positive inclination among pre-service teachers towards continuing in the profession, with a mean score of 4.56 and a low standard deviation of 0.8. These results are consistent with existing literature, emphasizing the role of effective teacher education programs in shaping professional commitment (Watt & Richardson, 2008). Future teacher preparation initiatives should continue to nurture this positivity while also addressing the concerns of the few with negative outlooks to create a resilient and motivated teaching workforce.

❖ **Perception**

Participants rated their **agreement with statements about teaching**. Here's the summary of each statement's **mean (M)** and **standard deviation (SD)**:

Statement	M	SD	Interpretation
Teaching is a respected profession	4.78	0.54	High agreement, low variation. Most participants believe teaching is respected.
Teachers are adequately paid for their work	3.82	1.02	Moderate agreement, higher variation. Mixed views about teacher compensation.
The workload of teachers is manageable	3.9	0.99	Moderate agreement, some variability. Participants generally find teaching workload somewhat manageable.
Teaching provides good job security	4.36	0.77	High agreement, moderate variation. Most participants see teaching as offering good job security.
Teaching is a fulfilling career	4.44	0.67	High agreement, low variation. Participants largely find teaching fulfilling.

(Table 4.5 Mean and Standard Deviation of pre-service teachers)



(Figure 4.5 pre-service teachers perception)

• Discussion of Findings

The data from the survey provide valuable insights into pre-service teachers' perceptions of the teaching profession. By analyzing the mean scores and standard deviations, we can understand both the level of agreement and the degree of consensus among respondents.

- Teaching is a respected profession
- Mean = 4.78, SD = 0.55

The data show a strong agreement that teaching is a respected profession. This perception aligns with the argument by Hargreaves (2000), who emphasized that teaching is often seen as a noble, community-oriented profession. Additionally, Lortie (1975) highlighted that societal respect for teachers is deeply rooted in the historical and cultural significance of education. The low standard deviation (0.55) suggests a high consensus among respondents, indicating a uniformly positive view.

- Teachers are adequately paid for their work
- Mean = 3.82, SD = 1.02

While the mean score (3.82) shows moderate agreement, the higher standard deviation (1.02) reflects divided opinions. This finding echoes the concerns raised by Ingersoll (2001) and OECD (2019), which have consistently reported dissatisfaction with teacher salaries as a factor affecting recruitment and retention. Such discrepancies highlight the need to address financial incentives to ensure the teaching profession remains attractive.

- The workload of teachers is manageable
- Mean = 3.90, SD = 0.99

The moderate mean score and notable variability point to mixed views about workload. Research by Kyriacou (2001) suggests that heavy workloads and the associated stress are central challenges for teachers, potentially undermining job satisfaction. This area requires careful attention in policy and practice, particularly for pre-service teachers transitioning into the workforce.

- Teaching provides good job security
- Mean = 4.36, SD = 0.78

A relatively high mean score and moderate standard deviation underscore the perception of teaching as a secure profession. This is consistent with findings by Guarino et al. (2006), who argue that job security is a key factor attracting individuals to teaching careers. In the context of uncertain economic conditions, such perceptions may enhance the profession's appeal for pre-service teachers.

- Teaching is a fulfilling career
- Mean = 4.44, SD = 0.67

Respondents' high mean score and low standard deviation (0.67) indicate a strong consensus about teaching's fulfilling nature. This aligns with Day & Gu (2007), who note that intrinsic rewards and the opportunity to influence students' lives are crucial motivators for teachers. Self-determination theory (Deci & Ryan, 2000) further supports this by arguing that fulfillment and autonomy in work contribute to sustained motivation and well-being.

• Implications and Significance

These findings reveal that pre-service teachers generally hold positive perceptions of the teaching profession, particularly regarding its respect, security, and fulfillment. However, concerns about workload and pay indicate potential barriers to motivation and long-term commitment. Addressing these issues is critical, as studies by OECD (2019) and Klassen & Chiu (2011) highlight the link between supportive working conditions and teachers' motivation and retention.

• Conclusion

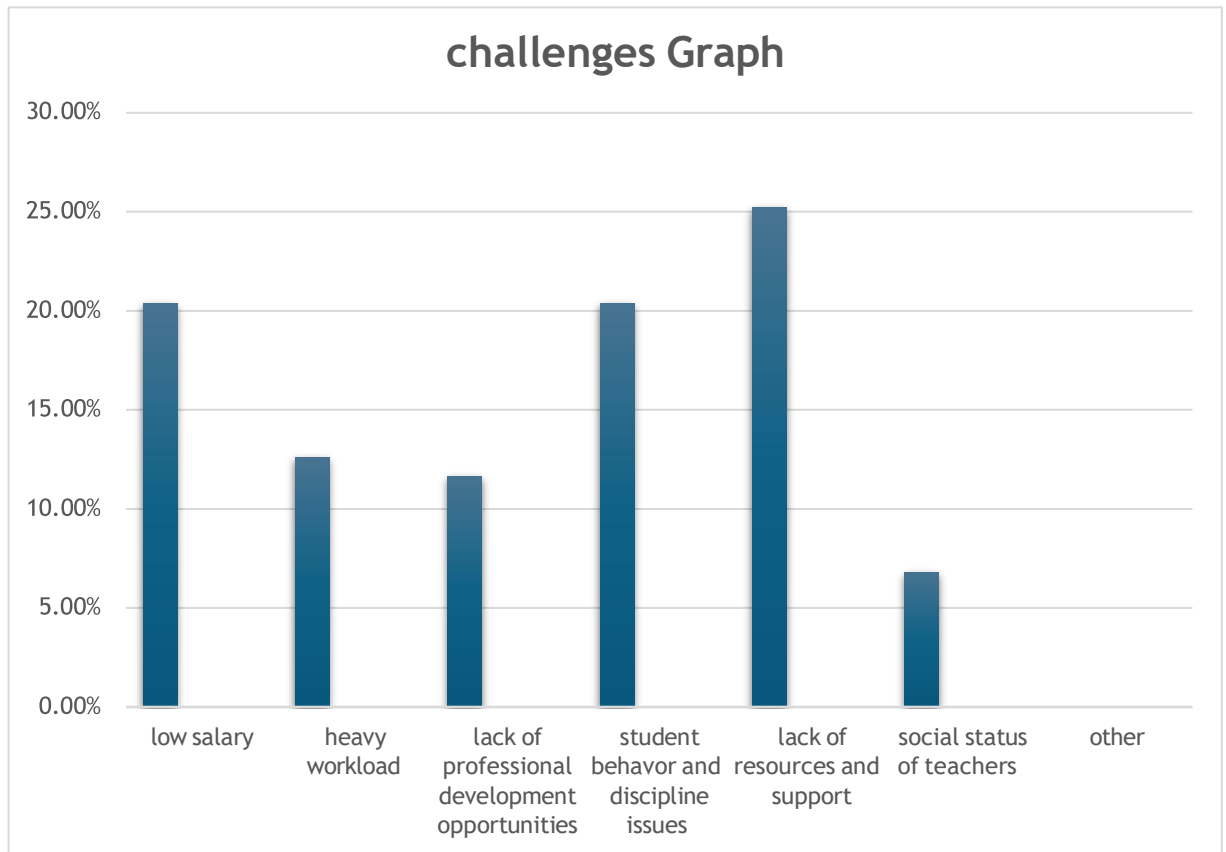
In sum, this analysis emphasizes the dual nature of pre-service teachers' attitudes: they recognize the inherent respect and fulfillment in teaching but remain cautious about practical issues such as workload and financial rewards. These findings provide a valuable foundation for policymakers and educational institutions to develop strategies that strengthen pre-service teachers' motivation and support their transition into effective teaching roles.

❖ CHALLENGES

The table in the images shows the **biggest challenges perceived by participants in the teaching profession** along with their corresponding **percentages**.

Challenges	Frequency(f)	Percentage%
Low salary	21	20.39%
Heavy workload	13	12.62%
Lack of professional development	12	11.65%
Student behaviour and discipline issues	21	20.39%
Lack of resources and support	26	25.24%
Social status of teachers	7	6.8%
others	3	2.91%

(Table 4.6 percentage distribution of challenge by pre-service teachers)



(Figure 4.6 Graphical representation of challenges faced by pre-service teachers)

- **Interpretation**

The data reveals that the average number of responses per challenge is approximately 14.71, with a standard deviation of 7.36. This suggests notable variability in how frequently each challenge was cited by participants. The most commonly reported challenge was “Lack of resources and support” (26 responses; 25.24%), while “Other” issues were reported by the fewest participants (3 responses; 2.91%). Both “Low salary” and “Student behavior and discipline issues” were each cited by 21 participants (20.39%), highlighting them as significant challenges in the teaching profession.

- **Discussion**

1. Low salary: Teachers’ perceptions of low pay as a major challenge align with findings from Ingersoll (2001) and Guarino et al. (2006), who argue that inadequate compensation is a major reason for teacher dissatisfaction and attrition. In developing countries, the issue is particularly pronounced (Zembylas, 2004).

2. Heavy workload: The heavy workload reported by 13 participants reflects longstanding concerns about the burdens of lesson planning, grading, and administrative tasks (Kyriacou, 2001). OECD's TALIS report (2018) similarly identifies workload as a significant stressor for teachers globally.
3. Lack of professional development: Limited access to professional development, as cited by 12 participants, has been linked to feelings of stagnation and reduced teaching effectiveness (Darling-Hammond et al., 2017). Such development is crucial for staying abreast of pedagogical advances and ensuring job satisfaction.
4. Student behavior and discipline: Student misbehavior is a consistent theme in the literature (Espelage et al., 2013). Brouwers and Tomic (2000) highlight how such issues contribute to teacher burnout and reduced classroom efficacy.
5. Lack of resources and support: The most frequently reported challenge (26 responses) underscores systemic issues. UNESCO (2016) highlights that lack of teaching materials, technological tools, and institutional support impede teaching effectiveness. Day et al. (2007) further argue that supportive environments enhance teacher motivation and performance.
6. Social status of teachers: Teachers' concerns about their social status align with Hargreaves and Fullan's (2012) observation that the perceived status of teachers has declined, particularly in many developing contexts. Low social standing can contribute to demoralization and deter future educators (Dolton & Marcenaro-Gutierrez, 2011).
7. Other issues: Although few participants cited "Other" challenges, these may include factors like personal health, work-life balance, or school climate—factors also noted in the literature (Skaalvik & Skaalvik, 2017).

• Conclusion

Overall, the findings highlight that while low salary and student discipline issues are notable challenges, lack of resources and support emerges as the most significant concern among pre-service teachers. These perceptions align with global research (Ingersoll, 2001; UNESCO, 2016) and underscore the importance of addressing systemic barriers to support teacher motivation, professional growth, and retention.

Overall, the analysis of the descriptive statistics and motivational factors reveals that pre-service teachers generally hold positive attitudes and perceptions towards the teaching profession, viewing it as a respected, secure, and fulfilling career. Intrinsic and altruistic motivations—such as the enjoyment of working with students, sharing knowledge, and seeing teaching as a noble calling—are the primary drivers for choosing the profession, supported by moderate levels of agreement around job security and career progression. However, participants also identified significant challenges, notably student behavior and discipline issues, low salaries, and heavy workloads, which could hinder long-term commitment and satisfaction. These findings suggest that while enthusiasm and commitment are strong among pre-service teachers, addressing these challenges through improved compensation, manageable workloads, professional development opportunities, and supportive environments will be critical in fostering sustained motivation and retention within the teaching profession.

4.2. Thematic analysis

Thematic analysis is a qualitative method used to identify, analyze, and interpret patterns or themes within qualitative data. In this study, open-ended responses from pre-service teachers were systematically examined to explore their attitudes and motivations towards the teaching profession. This approach provided rich insights into their perceptions, concerns, and aspirations, revealing common themes that reflect both personal and professional dimensions of their career outlook. The analysis not only highlights individual experiences but also uncovers broader factors influencing their commitment to the teaching profession.

➤ What do you think are most rewarding aspect of being teacher?

The responses highlight several rewarding aspects of being a teacher that significantly influence the respondents' attitudes and motivation toward the profession. A strong recurring theme is respect and recognition, both from students and society, which enhances teachers' sense of purpose and value. Many respondents also mentioned emotional fulfillment, derived from witnessing student success, receiving love and appreciation, and contributing positively to learners' lives. The idea of lifelong learning and continuous personal growth through teaching also emerged, reflecting intrinsic motivation. Respondents emphasized the noble nature of the profession, its role in nation-building, and the opportunity to shape future generations, all of which contribute to a sense of pride and professional identity. Additionally, meaningful relationships with students, nostalgia, and the interactive nature of teaching add to its motivational appeal. Overall, these factors—respect, emotional satisfaction, intellectual engagement, and social contribution—collectively shape positive attitudes and strong motivation toward the teaching profession.

➤ What are your biggest concern about becoming a teacher ?

The responses reveal a range of concerns that influence pre-service teachers' attitudes and motivation toward the teaching profession. A major theme is the challenge of managing diverse learners, including meeting the needs of both academically strong and weak students, adapting teaching styles, and dealing with students' declining interest in education. Many express worries about classroom management and student behavior, highlighting discipline and maintaining a positive learning environment as significant stressors. There are also concerns about content delivery, ensuring the quality of education, and making a meaningful impact on students' lives, which reflects a deep sense of

responsibility. Systemic issues, such as outdated educational policies, lack of scope for higher education, and inadequate teacher recruitment processes, also demotivate respondents. Personal concerns like job security, workload, work-life balance, and self-doubt about their suitability for the profession further shape their attitudes. Overall, the factors affecting their attitude and motivation include student engagement, teaching effectiveness, systemic limitations, behavioral challenges, and personal-professional balance, which collectively influence how positively or cautiously they view a future in teaching.

➤ **Would you recommend teaching as a career to others ?**

The majority of respondents would recommend teaching as a career, but with important conditions that reveal key factors influencing their attitudes and motivation. Many highlight the noble and socially impactful nature of the profession—emphasizing teaching as a way to shape the future, contribute to nation-building, and enrich lives through knowledge-sharing. This reflects strong intrinsic motivation and a values-based attitude toward teaching. Others mention personal fulfillment, self-satisfaction, and respect, suggesting that the profession provides emotional and social rewards.

However, several responses indicate a more cautious stance—emphasizing that teaching should only be pursued if one has genuine interest, passion, or views it as more than just a job. This signals that intrinsic motivation is a critical factor; without it, individuals may experience exhaustion or dissatisfaction. Some also mentioned practical benefits such as job security, work-life balance, and a stable salary, which point to extrinsic motivators supporting a positive view of the profession.

On the other hand, a few expressed reluctance to recommend teaching unless there were no better options, indicating concerns about career pathways, long qualification processes, or limited professional growth, which can negatively affect motivation. Overall, the factors shaping respondents' attitudes and motivation include personal interest, social contribution, emotional fulfillment, job stability, and career conditions, all of which determine how positively they perceive and promote teaching as a profession.

➤ **How do you think the teaching profession can be improved to attract more pre-service teachers ?**

The responses suggest that improving the teaching profession to attract more pre-service teachers involves addressing both systemic issues and personal-professional incentives, which significantly shape attitudes and motivation toward teaching. A dominant theme is the need for better salary and financial stability, with many emphasizing that increased pay, job security, and permanent employment are essential to making the profession more appealing. Respondents also call for a reduction in workload, particularly non-teaching tasks, which currently hinder teachers' focus and effectiveness in the classroom.

Another major factor is the desire for greater respect and recognition of teachers' roles in society. Suggestions include awards, public appreciation, and elevating the status of teaching to that of other prestigious careers. Supportive work environments, including mentorship, collaborative staff, and professional development opportunities, are also highlighted as crucial for sustaining motivation and growth. Respondents also value modernization, such as updating curricula, integrating technology, and offering practical, hands-on learning approaches in teacher training.

Overall, the key factors influencing attitudes and motivation include financial incentives, job security, professional autonomy and respect, workload management, institutional support, and the perceived social value of teaching. Addressing these areas holistically could significantly enhance the appeal of the profession for future educators.

➤ **What advice would you give someone considering a teaching career ?**

The advice provided by respondents offers valuable insights into the factors influencing their attitudes and motivation toward the teaching profession. A consistent theme is the noble and transformative nature of teaching—many respondents emphasize that it is a profession that shapes all other professions and helps build responsible citizens and a better nation. This reflects a strong sense of intrinsic motivation rooted in social contribution and moral responsibility. Several responses highlight the importance of passion, dedication, and patience, indicating that successful and fulfilling teaching requires emotional resilience and a deep commitment to students' growth. Others stress the need for professional preparation, such as gaining knowledge, acquiring communication and pedagogical skills, and earning qualifications like a B.Ed., which points to professional competence as a factor that builds confidence and motivation.

There is also an emphasis on continuous learning, technological integration, and practical experience, reflecting the importance of adaptability and ongoing development in sustaining a positive attitude toward teaching. Lastly, self-awareness and purpose, such as remembering one's motivation for entering the profession, contribute to long-term engagement and satisfaction.

In summary, the factors influencing respondents' attitudes and motivation toward teaching include a sense of purpose, professional dedication, emotional readiness, commitment to learning and improvement, and a strong belief in the societal value of education.

➤ **Comment about your attitude towards teaching profession .**

The additional comments reflect a largely positive and respectful attitude toward the teaching profession, reinforcing several core factors that influence respondents' motivation and perception. Many respondents emphasize teaching as a noble, respectful, and impactful career, which reinforces a strong sense of intrinsic motivation and moral responsibility. Several comments reflect passion for teaching, a desire to help students both academically and personally, and a belief in the transformative power of education to bring long-term societal change.

Some responses also highlight work-life balance, such as the benefit of long vacations, which allows for quality family time, indicating that personal well-being and lifestyle compatibility are also factors in maintaining a positive attitude. A few respondents raise concerns about maintaining professionalism, avoiding emotional overattachment, and the need for innovation and accountability, suggesting that professional boundaries, ongoing learning, and ethics are also essential in shaping attitudes.

In summary, the key factors influencing respondents' attitudes and motivation toward the teaching profession include:

- Respect and social value of the profession
- Intrinsic passion and purpose
- Work-life balance and lifestyle benefits
- Commitment to student development
- Need for professional integrity and innovation

These dimensions collectively shape a balanced, thoughtful, and largely positive view of teaching among the respondents. The overall analysis of pre-service teachers' responses reveals a generally positive attitude and strong intrinsic motivation toward the teaching profession, grounded in its noble purpose, social impact, and the opportunity to shape future generations. A recurring theme is the respect and recognition teaching offers, along with the emotional fulfillment gained from contributing to students' growth and success. Many respondents also value the intellectual engagement, lifelong learning, and stable lifestyle the profession provides.

However, several concerns temper this enthusiasm. Key challenges include managing diverse student needs, classroom behavior, heavy workloads, and declining student interest in learning. Respondents also point to systemic issues such as low salaries, job insecurity, lack of practical training, and insufficient institutional support, which negatively affect motivation and long-term commitment.

Recommendations for improving the appeal of the profession include better salaries, job stability, professional development opportunities, modernized training, integration of technology, and greater respect for teachers. Pre-service teachers advise those entering the field to be passionate, patient, dedicated, and professionally prepared, emphasizing that teaching requires both heart and skill.

• **Highlighted Findings:**

- Positive motivators: Respect, emotional satisfaction, intellectual growth, social contribution, job stability.
- Challenges: Workload, student behavior, lack of student interest, systemic inefficiencies, job insecurity.
- Suggestions for improvement: Increased salary, permanent employment, practical training, supportive work environments, professional recognition.
- Advice to future teachers: Be passionate, patient, stay committed, continuously learn, and maintain professional integrity.

In conclusion, while pre-service teachers generally hold the profession in high regard, addressing the practical challenges and enhancing professional support systems will be crucial to sustaining and growing their motivation and commitment.

CHAPTER V

SUMMARY, CONCLUSION AND FINDINGS

5.1 Summary

This study aimed to examine pre-service teachers' attitudes, perceptions, and motivations towards the teaching profession by analyzing their responses to a set of survey items. The results show that pre-service teachers hold a generally positive attitude towards teaching, with high mean scores reflecting strong agreement about the profession's respect, job security, and personal fulfillment. Intrinsic and altruistic motivations, such as the desire to work with students and share knowledge, emerged as the most prominent reasons for choosing teaching as a career, indicating that many pre-service teachers are driven by a sense of purpose and personal fulfillment. Practical factors like job stability and professional growth opportunities were also seen as relevant, although to a lesser extent.

Despite this overall positive outlook, participants identified several significant challenges. Chief among these were concerns about managing student behavior and discipline, low salaries, and the heavy workload associated with teaching. These challenges were viewed as potential obstacles that could impact their long-term motivation and satisfaction in the profession. The data further revealed some variability in perceptions about issues like teacher pay and workload, suggesting areas where targeted interventions could be especially impactful.

Taken together, the findings of this study suggest a nuanced understanding of how pre-service teachers approach their future roles. While they are enthusiastic and see teaching as both noble and personally rewarding, they are also keenly aware of the profession's practical demands and limitations. Addressing these concerns through supportive policies, fair compensation, and improved working conditions will be essential to fostering a stable, motivated, and resilient teaching workforce.

This study meticulously explores the multifaceted factors that shape pre-service teachers' attitudes and motivations towards the teaching profession, with a view to understanding how these elements collectively inform their decision to pursue a career in education. By examining both personal and contextual influences—such as intrinsic passion, extrinsic incentives, societal perceptions, and institutional support—the research delves into the complex interplay of factors that either inspire or inhibit future teachers. In addition to

identifying these core influences, the study captures the unique perspectives of pre-service teachers, including their hopes, concerns, and evolving perceptions of the teaching profession. Furthermore, it seeks to illuminate the challenges these pre-service teachers face—ranging from resource constraints and inadequate practical exposure to societal pressures and policy barriers—which may impact their overall commitment and readiness to teach.

The Google Forms tool offers several advantages for this research:

- **Accessibility & Convenience** – It allows participants to respond at their convenience, enhancing response rates.
- **Standardization** – Uniform questions reduce researcher bias and ensure consistency across responses.
- **Data Management** – Automatic data storage in spreadsheets simplifies data analysis, saving time and ensuring data integrity.
- **Real-time Data Collection** – Responses are collected instantly, enabling timely insights and data tracking.
- **Cost-effective** – No printing or physical distribution is needed, making it an economical choice.

Employing a descriptive survey design, the research draws upon a robust methodological framework that includes purposive sampling, carefully validated instruments, and rigorous statistical analyses. The findings are expected to provide not only a nuanced understanding of the factors shaping pre-service teachers' attitudes and motivations, but also critical insights for policy makers, teacher educators, and educational leaders. Ultimately, the study aims to contribute to the ongoing discourse on teacher preparation and professional identity, offering evidence-based recommendations to improve teacher education programs, foster positive attitudes, and cultivate a more motivated and resilient teaching workforce. In doing so, it underscores the urgent need for comprehensive support systems that acknowledge the diverse aspirations and lived experiences of those preparing to become the educators of tomorrow.

5.2 Conclusion

In conclusion, this study has endeavored to provide a comprehensive exploration of the factors influencing pre-service teachers' attitudes and motivations towards the teaching profession. Through a robust methodological approach, incorporating both personal and contextual dimensions, the research has revealed that pre-service teachers' decisions to embrace teaching as a career are shaped by a delicate interplay of intrinsic aspirations such as the desire to make a difference and extrinsic considerations, including job security and societal perceptions of the profession.

The findings underscore that while many pre-service teachers possess a genuine enthusiasm for teaching, various challenges—ranging from limited practical exposure and inadequate institutional support to negative societal attitudes—can hinder their commitment and diminish their professional identity. Furthermore, the study highlights the vital role that teacher education programs, policy frameworks, and supportive environments play in shaping these attitudes and sustaining motivation.

This research thus contributes to a more nuanced understanding of the complexities facing pre-service teachers, shedding light on how motivation, perception, and external influences coalesce to inform their readiness for the teaching role. It also underscores the importance of targeted interventions and responsive teacher education policies to address these multifaceted factors. Ultimately, the insights generated from this study hold promise for informing reforms in teacher education, fostering a more supportive environment for pre-service teachers, and strengthening the foundation of the teaching profession for future generations.

Based on the findings, it is evident that pre-service teachers' attitudes and motivations towards teaching are influenced by a complex and dynamic interplay of internal drivers and external conditions. While many pre-service teachers enter teacher education programs with a passion for teaching and a desire to contribute meaningfully to society, this enthusiasm can be dampened by practical and systemic challenges. The importance of fostering a supportive and responsive teacher education environment is therefore critical to nurturing positive attitudes and sustained motivation among future educators.

5.3 Recommendations

Drawing from the insights generated in this study, the following recommendations are proposed to improve the experiences of pre-service teachers and strengthen their attitudes and motivations towards the teaching profession:

- **Strengthen Teacher Education Programs**
 - Teacher education institutions should integrate more hands-on practicum experiences and mentorship opportunities to bridge the gap between theory and practice.
- **Enhance Motivational Support**
 - Programs should incorporate sessions on personal and professional growth, highlighting the intrinsic value and impact of teaching to inspire pre-service teachers.
- **Address Societal Perceptions**
 - Efforts should be made to elevate the status of the teaching profession in public discourse and media to positively shape societal attitudes.
- **Provide Comprehensive Policy Support**
 - Policymakers should develop policies that recognize and address the specific challenges faced by pre-service teachers, including providing scholarships, incentives, and clear career progression pathways.
- **Incorporate Technology and AI Tools**
 - Integrating digital tools and AI-driven resources in teacher education can enrich learning experiences and better prepare pre-service teachers for modern classrooms.

In sum, this study reaffirms the critical role of teacher education in shaping future educators' mindsets and motivation. By attending to the personal aspirations, contextual factors, and societal influences that affect pre-service teachers, stakeholders in education can work collaboratively to build a teaching profession that is both inspiring and sustainable. The findings of this research thus offer valuable guidance for reforms in teacher preparation, policy development, and practice.

5.4 Findings

This study aimed to investigate the factors influencing pre-service teachers' attitudes and motivation toward the teaching profession. Recognizing the pivotal role of motivated and positive-minded teachers in fostering effective learning environments, this research focused on uncovering both intrinsic and extrinsic factors that shape pre-service teachers' professional aspirations.

Employing a **descriptive survey research design** with a **qualitative approach**, data were collected through a structured questionnaire that included both **Likert-scale items** and **open-ended questions**. The instrument was carefully developed, pilot-tested, and validated to ensure clarity, relevance, and reliability. The target population comprised pre-service teachers enrolled in teacher education programs within selected institutions.

Quantitative data were analyzed using **descriptive statistical measures** (mean and standard deviation) to capture overall trends and variations in attitudes and motivation levels. The qualitative data, on the other hand, were examined thematically to provide nuanced insights into the lived experiences and contextual factors shaping pre-service teachers' perceptions.

Key themes that emerged from the findings included the influence of **intrinsic motivation** (e.g., passion for teaching, desire to impact students), **extrinsic factors** (e.g., job security, financial incentives), and **social influences** (e.g., family and community support). These insights contribute to a deeper understanding of how future educators perceive the teaching profession and the factors that either sustain or challenge their commitment.

By delineating the factors that influence pre-service teachers' attitudes and motivation, this study offers valuable implications for teacher education programs and policy-making. The findings underscore the importance of addressing both personal and contextual dimensions in supporting pre-service teachers, thereby enhancing their readiness and enthusiasm for entering the teaching workforce.

In conclusion, the analysis of the data reveals that pre-service teachers generally hold a positive attitude and perception towards the teaching profession, driven primarily by intrinsic and altruistic motivations such as the joy of working with students and the fulfillment of sharing knowledge. The high level of agreement across these dimensions suggests a solid commitment and enthusiasm for teaching. However, these positive

perceptions coexist with real concerns about challenges within the profession, including student behavior and discipline issues, low salaries, and heavy workloads. These challenges are perceived as significant obstacles that could undermine long-term satisfaction and retention in teaching. Therefore, while the findings highlight a strong foundation of motivation and professional aspiration, they also underscore the urgent need for supportive policies and practices—such as fair compensation, professional development opportunities, and manageable workloads—to ensure that teaching remains a sustainable and rewarding career for these future educators.

5.5 Future Scope of the Study

This research has laid a foundational understanding of the multifaceted factors influencing pre-service teachers' attitudes and motivations towards the teaching profession. However, it also opens avenues for further inquiry and exploration. Future studies could expand the scope of this research by including a more diverse range of teacher education institutions, encompassing both rural and urban contexts to better capture the variations in experiences and perceptions among pre-service teachers across different regions.

Longitudinal studies would also be valuable to track the evolution of attitudes and motivation from the beginning of teacher education programs through to the early years of teaching practice. Such studies could provide deeper insights into how practical teaching experiences and institutional policies impact the sustainability of positive attitudes and motivation over time.

Moreover, future research could incorporate mixed-methods approaches—combining quantitative surveys with qualitative interviews—to capture the nuanced experiences and personal narratives of pre-service teachers. This would enrich the understanding of the human dimensions of teacher preparation and reveal the lived realities that numbers alone may not fully express.

Finally, given the increasing integration of technology and artificial intelligence in education, future investigations could explore how digital tools and AI-driven resources can further support pre-service teachers' professional growth and pedagogical innovation. By embracing these emerging areas, future research can contribute to more dynamic and contextually relevant teacher education practices that prepare pre-service teachers to thrive in an ever-changing educational landscape.

5.6 Potential Future Research Topics

- **Exploring the Impact of Digital Tools and AI on Pre-service Teachers' Motivation and Engagement in Teacher Education Programs** - As technology becomes increasingly integrated into teacher education, future research could focus on how AI-powered learning platforms, online teaching tools, and virtual practicum experiences shape pre-service teachers' motivation and attitudes towards teaching..
- **Gender Differences in Attitudes and Motivation Among Pre-service Teachers** A future study could investigate whether there are significant gender-based differences in the factors influencing motivation, challenges, and perceptions of the teaching profession.
- **Examining the Relationship Between Emotional Intelligence and Motivation Among Pre-service Teachers** - This topic would explore whether higher emotional intelligence levels among pre-service teachers correlate with stronger intrinsic motivation and more positive attitudes towards teaching.
- **The Impact of Initial Teaching Practicum Experiences on Pre-service Teachers' Long-Term Motivation and Professional Identity** - Focusing on how early classroom experiences either strengthen or undermine pre-service teachers' commitment to becoming educators.
- **Investigating the Link Between Pre-service Teachers' Self-Efficacy Beliefs and Their Motivation for the Teaching Profession** - Exploring whether self-confidence and perceived competence are key factors in driving motivation.
- **Policy Analysis: How National Teacher Education Policies Shape Pre-service Teachers' Attitudes and Motivation** - Future research could examine the direct effects of policy reforms and funding on pre-service teachers' perceptions and experiences.

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- The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.
- Supports intrinsic vs extrinsic motivation, passion, interest, and self-satisfaction mentioned throughout your responses.
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- Relevant to themes of professional identity, lifelong learning, and passion for teaching.
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- Teacher emotions: Well-being and effectiveness. Cambridge University Press.
- Linked to emotional satisfaction, job fulfillment, and the emotional challenges of teaching.
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- Teacher stress: Directions for future research. *Educational Review*, 53(1), 27–35.
- Supports concerns about workload, job stress, student behavior, and emotional fatigue.
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- Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499–534.
- Validates systemic concerns, job insecurity, and retention issues mentioned.
- Darling-Hammond, L. (2006).
- Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(3), 300–314.
- Supports themes about modernizing curriculum, integrating practical training, and improving teacher education.
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- Reconsidering research on teachers’ professional identity. *Teaching and Teacher Education*, 20(2), 107–128.
- Matches your discussion on self-perception, sense of purpose, and professional identity.
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- Teachers Matter: Attracting, Developing and Retaining Effective Teachers. OECD Publishing.

- Provides international context and evidence for improving salaries, working conditions, and policy reforms.
- Zeichner, K. (2010).
- Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education*, 61(1–2), 89–99.
- Relates to concerns and suggestions regarding practical experience and teacher training reforms.
- Sutton, R. E., & Wheatley, K. F. (2003).
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- Supports mentions of emotional resilience, stress, and joy derived from teaching.

QUESTIONNAIRE FOR PRE-SERVICE TEACHERS

This questionnaire aims to investigate the factors that influence pre-service teachers attitude towards teaching profession.

Your response will contribute to a better understanding of the motivations, Perceptions, and expectations of pre-service teachers.


* Indicates required question

Section 1: Demographic Information

1. Name *

2. Email *

3. Gender *

 Dropdown

Mark only one oval.

☐ Male

☐ Female

4. Age group *

Check all that apply.

☐ Below 20

☐ 20-25

☐ 26-30

☐ Above 30

5. Year of Study *

Check all that apply.

- ☐ First year
- ☐ Second year
- ☐ Third Year
- ☐ Fourth year

6. Programme of study *

Check all that apply.

- ☐ B.Ed.
- ☐ M.Ed.
- ☐ B.Ed.-M.Ed.
- ☐ B.sc. B.Ed. / BA B.Ed.
- ☐ Other: _____

7. Teaching Subject Specialization *

Check all that apply.

- ☐ Science
- ☐ Mathematics
- ☐ Social Sciences
- ☐ Languages
- ☐ Other: _____

8. Area you live in *

Check all that apply.

- ☐ Rural
- ☐ Urban

9. What motivated you to choose the teaching profession? (Select all that apply) *

Mark only one oval.

- ☐ Passion for teaching
- ☐ Influence of family or teachers
- ☐ Job security
- ☐ Financial stability
- ☐ Desire to shape future generations
- ☐ Lack of other career options
- ☐ Other: _____

10. Rate the following intrinsic motivations for becoming a teacher : *

Mark only one oval per row.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I enjoy working with children/students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching gives me personal satisfaction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a strong passion for knowledge- sharing .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe teaching is a noble profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Rate the following extrinsic motivations for becoming a teacher: *

Mark only one oval per row.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Teaching provides a stable income.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are good career progression opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was influenced by family/society to become a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching offers good work-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3: Attitude Towards the Teaching Profession

12. How do you feel about becoming a teacher ? *

Mark only one oval.

- ☐ Very positive
- ☐ Somewhat positive
- ☐ Neutral
- ☐ Somewhat negative
- ☐ Very negative

13. How likely are you to continue in the teaching profession after this course? *

Mark only one oval.

- ☐ Very positive
- ☐ Somewhat positive
- ☐ Neutral
- ☐ Somewhat negative
- ☐ Very negative

14. What do you think are the most rewarding aspects of being a teacher?

15. What are your biggest concerns about becoming a teacher?

Section 4 : Perceptions of Teaching Profession

16. Rate your agreement with the following statements about teaching: *

Mark only one oval per row.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Teaching is a respected profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are adequately paid for their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The workload of teachers is manageable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching provides good job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is a fulfilling career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Would you recommend teaching as a career to others? Why or why not?

18. What are the biggest challenges you perceive in the teaching profession? *
(Select all that apply)

Check all that apply.

- ☐ Low salary
- ☐ Heavy workload
- ☐ Lack of professional development opportunities
- ☐ Student behavior and discipline issues
- ☐ Lack of resources and support
- ☐ Social status of teachers
- ☐ Other: _____

19. How do you think the teaching profession can be improved to attract more preservice teachers?

Section 6: Final Thoughts

20. What advice would you give to someone considering a teaching career?

21. Any additional comments about your attitude towards the teaching profession ?

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