

## **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).

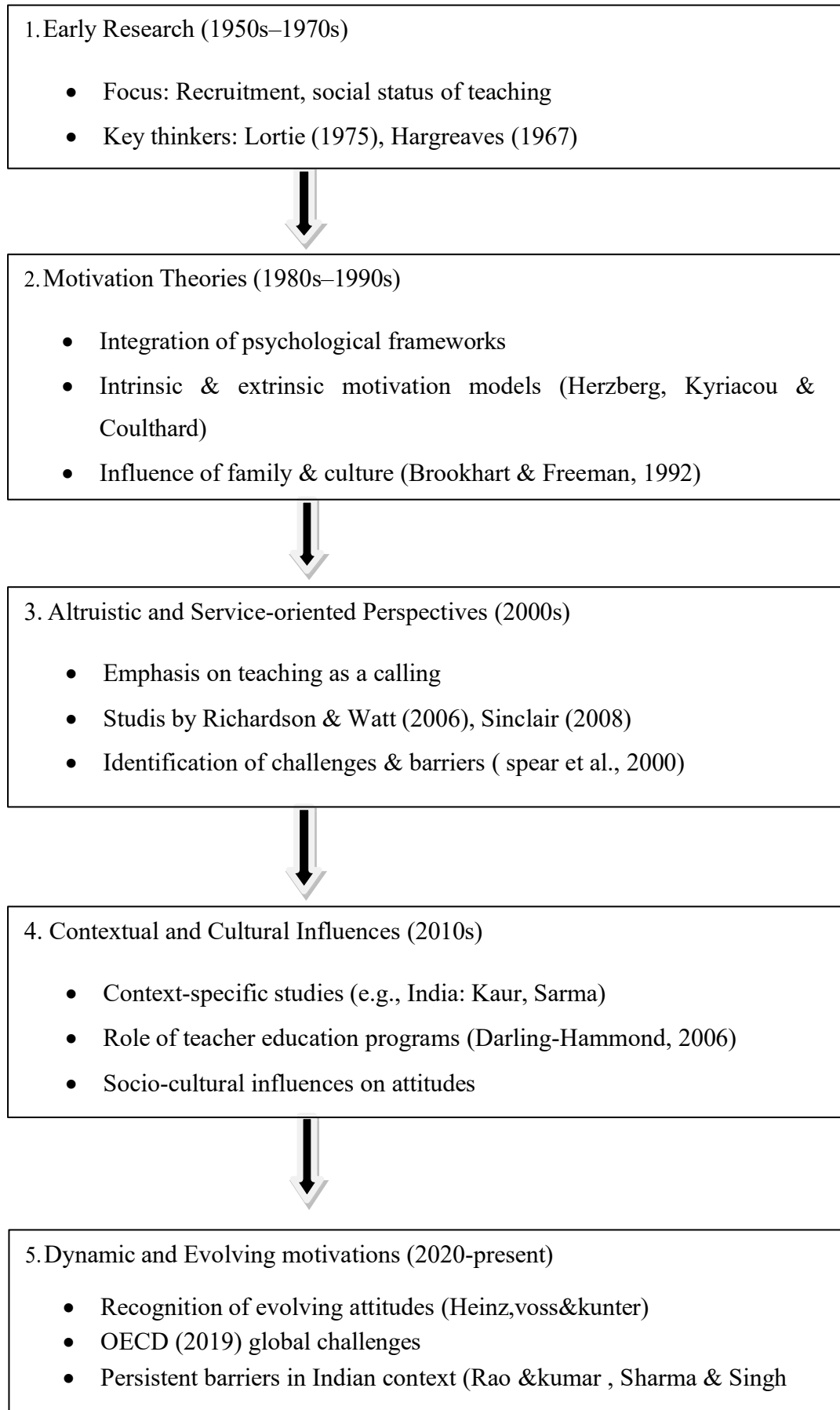
Institutional factors, such as the quality of teacher education programs and mentorship experiences, also impact pre-service teachers' attitudes and motivation. Darling-Hammond (2006) emphasizes the importance of supportive learning environments and reflective practices in fostering positive professional 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.