

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.