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)

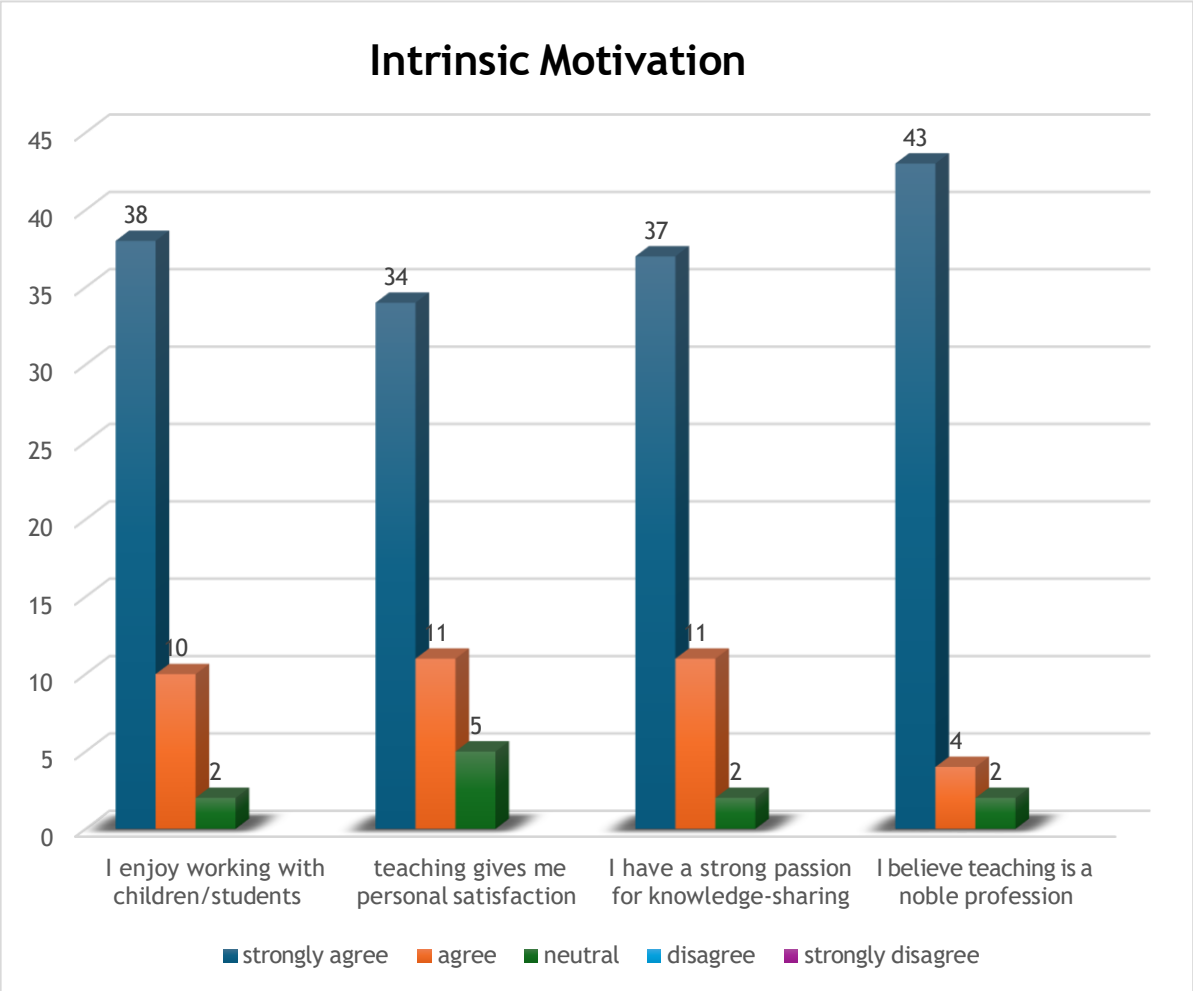
While the study is primarily qualitative, the integration of quantitative findings (means and SDs) from Likert-scale items enhances the triangulation of data. This combined approach enriches the interpretation and lends support to thematic patterns observed in the qualitative responses.

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**

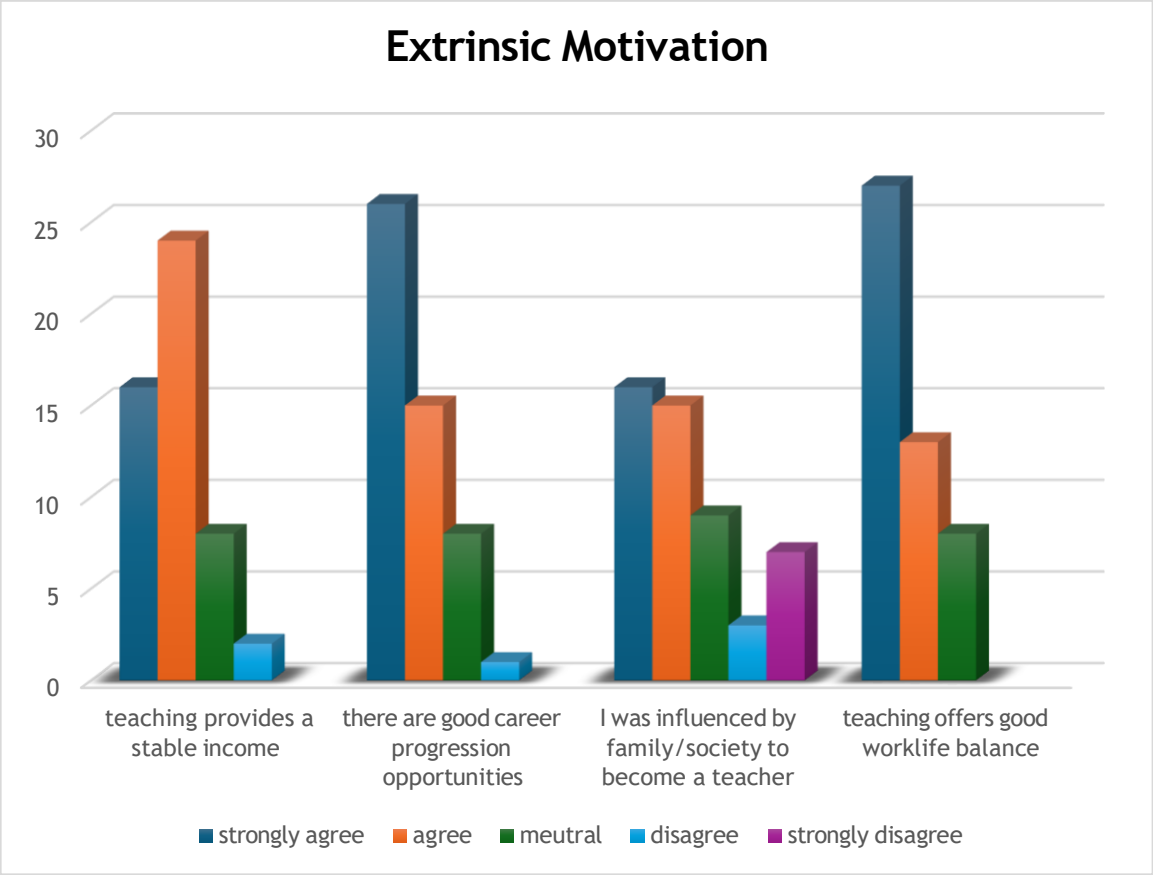
In sum, the high mean scores and low variability across intrinsic motivations underscore the importance of these factors in shaping positive attitudes among pre-service teachers. By acknowledging and fostering intrinsic motivations—such as the perception of teaching as a

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**

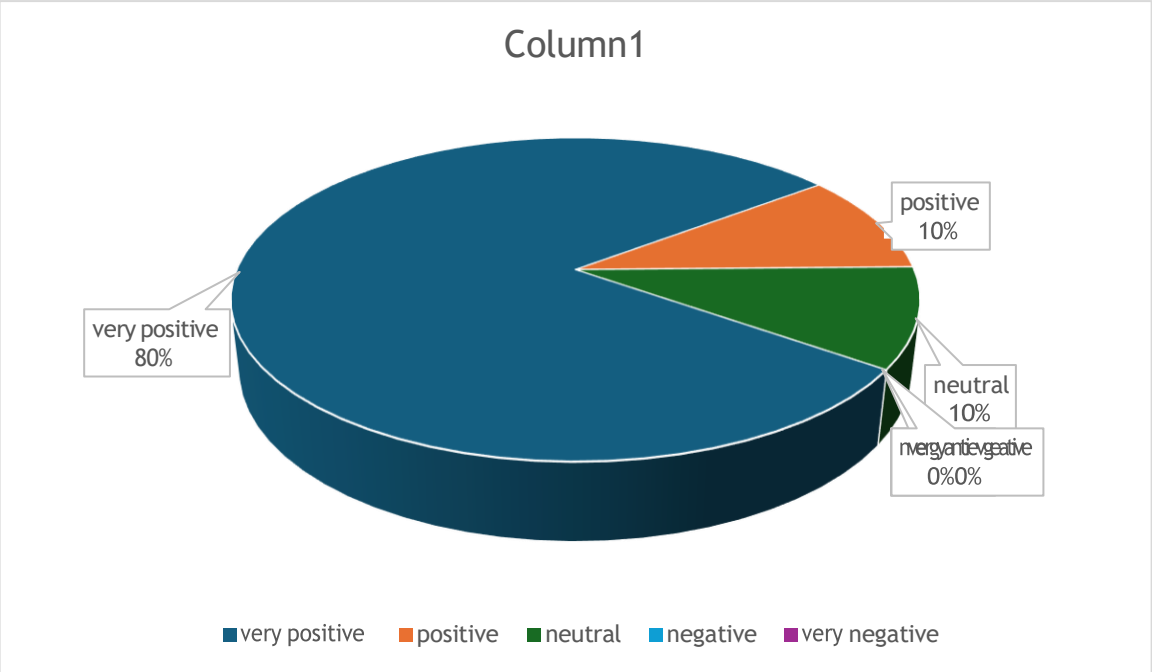
In conclusion the findings indicate that financial stability, career progression opportunities, and work-life balance are key extrinsic motivators for pre-service teachers, echoing findings in previous research (Kyriacou & Coulthard, 2000; Richardson & Watt, 2010; Watt et al., 2012). However, the varied 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.

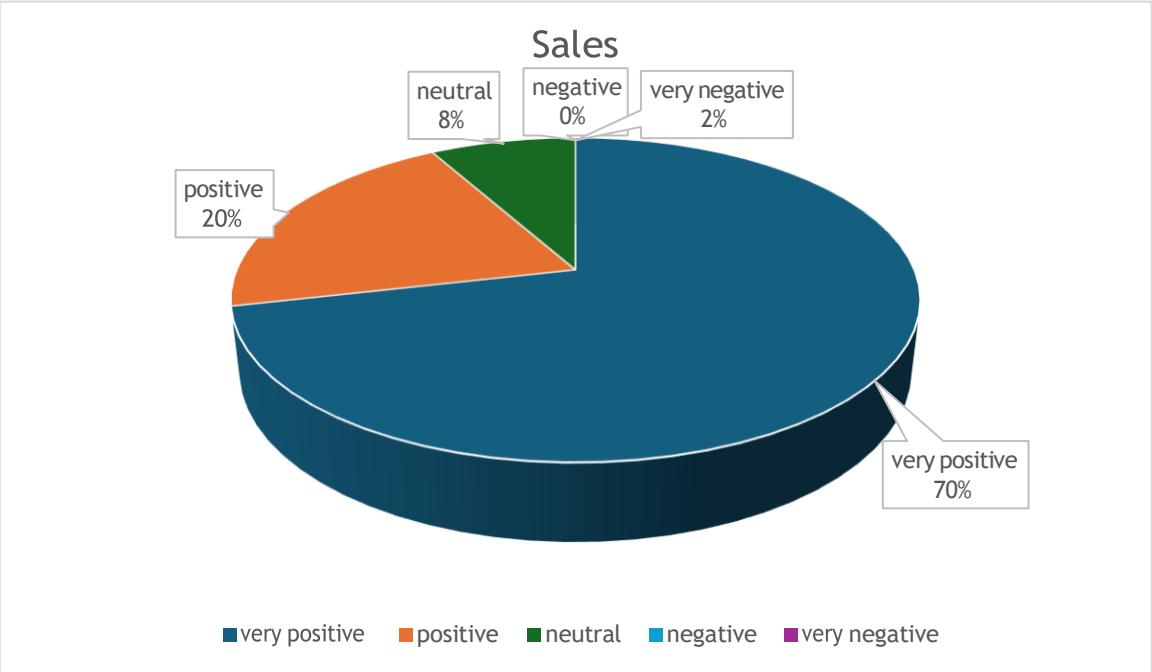
- **Conclusion**

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 disenchanted before even entering the classroom.
- **Conclusion**

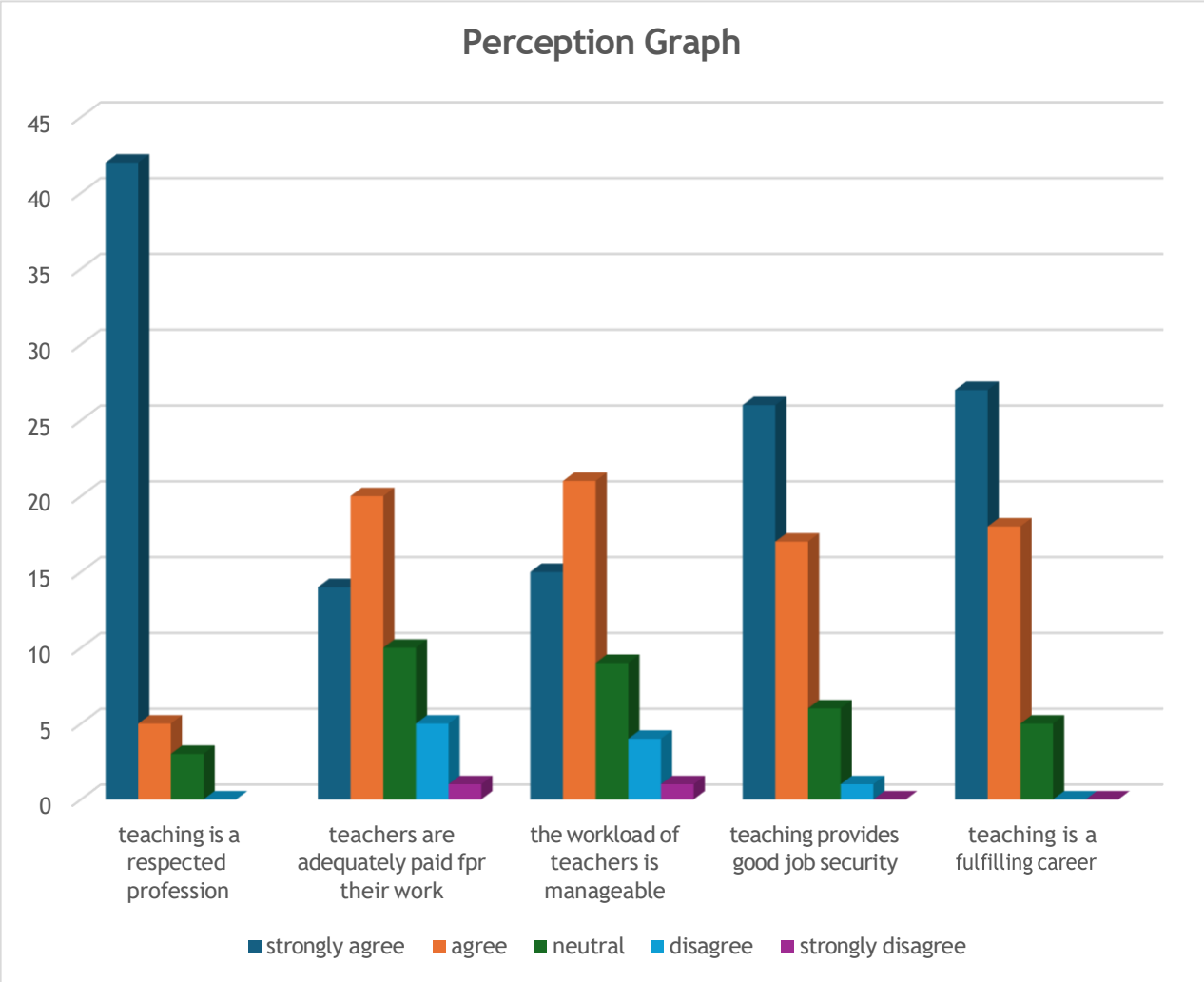
The analysis of this data reveals a strong, positive inclination among pre-service teachers towards continuing in the profession, with a mean score of 4.56 and a low standard deviation of 0.8. These results are consistent with existing literature, emphasizing the role of effective teacher education programs 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**

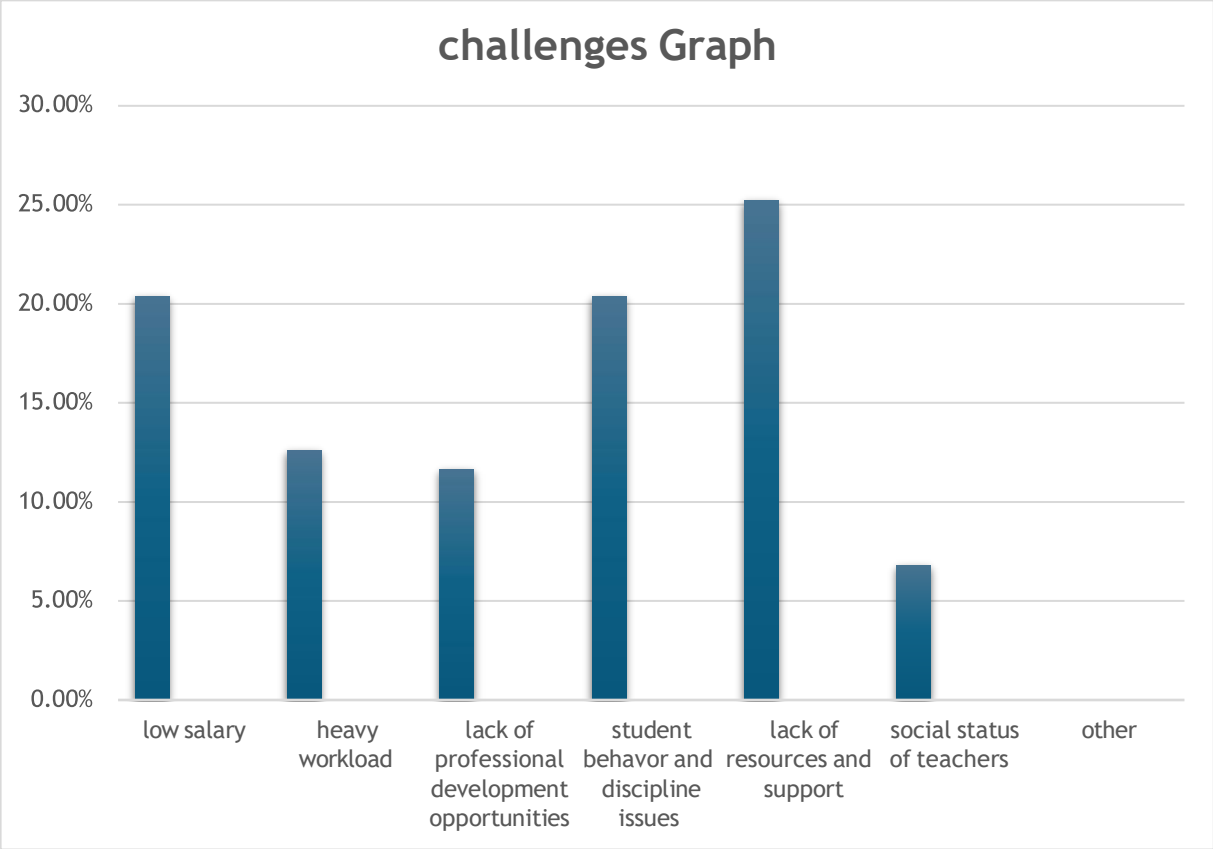
In sum, this analysis emphasizes the dual nature of pre-service teachers' attitudes: they recognize the inherent respect and fulfillment in teaching but remain cautious about practical issues such as workload and financial rewards. These findings provide a valuable foundation for policymakers and educational 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.