

Influence of Altruistic, Intrinsic and Extrinsic Motivation on the Choice of Teaching Career in Basic Education

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Abstract

Extrinsic, altruistic, and intrinsic motivations play vital roles in choosing teaching career. The current study sought to find out the extent to which altruistic, intrinsic and extrinsic motives influence the choice of a career of teaching in basic schools, among Student teachers of St. Joseph's College of Education, Bechem. The study was conducted among 300 first year (Level 100) Student teachers. A quantitative method, via a questionnaire was employed to gather the required data. The data was subjected to analysis of Variance (ANOVA) using IBM SPSS statistical package 26. The results indicated that the student had multiple motives for pursuing teacher education. The most dominant motive was altruistic (Mean=1.555) followed by intrinsic (Mean=1.741) and extrinsic (Mean=2.865). There was no significant difference among the influence of the three motives. There were no significant differences among the motives with respect to gender and teacher specialization even though there were a few differences among some of the factors. There was significant difference among the males and females with respect to the factor '*Teaching offers you a good salary*', which is under extrinsic motive. With respect to teacher specialization, there were significant differences in the mean scores on the factors '*I was inspired by a former teacher*' and '*Teaching is a carrier that provides intellectual challenge (not boring)*'.

Key words: Altruistic, Intrinsic, and Extrinsic Motives; Gender; Teacher Specialization; Student Teachers; Career Choice

Introduction

Teacher quality is critical for producing highly qualified students who can compete internationally (Davis et al. 2019; Mukminin et al. 2017a). After successfully recruiting qualified applicants, quality output is produced. As a result, Teacher Education Institutions (TEI) in Ghana seeks and admits highly motivated and competent individuals in order to fulfill their mandate of generating skilled self-motivated teachers (Davis et al. 2019). Aside that, understanding candidates' original motivations for seeking teacher education is critical for developing teacher education policy prior to, during, and after enrollment in the program (Buabeng et al. 2020). Understanding Student teachers' initial motivation, particularly to be teachers in Basic Schools by enrolling in a Bachelor of Education Programme (Basic Education) in a College of Education, is crucial in producing qualified teachers.

Many research works have recently looked into why people choose teaching as a profession. The main motivation for undertaking research on this topic in many nations is that few people choose teaching as a career, resulting in a shortage of qualified applicants for teacher education programmes (Muazza et al. 2016). On the contrary, the number of high school graduates applying for teacher education programme in Ghana's Colleges of Education grows year after year. Unfortunately, there are just a few research works on this topic, such as Abotsi et al. (2020) and Davis et al. (2019). The motivation of St. Joseph's College of Education Student teachers will be a major focus of this research.

Mukminin et al. (2017b) found that there are three main types of motivation: first, altruistic motivation,

which deals with seeing teaching as a socially worthwhile and important job, a desire to help children succeed, and a desire to help society improve; second, intrinsic motivation, which deals with aspects of the job activity itself, such as the activity of teaching children, and an interest in using their subject matter knowledge as a tool to help society improve; Lastly, extrinsic motives include features of the workplace that are not inherent in the labour, such as extensive vacations, salary, and status.

Other research works have discovered altruistic, intrinsic, and extrinsic incentives that motivated Senior High School new graduates to participate in teacher education programs. These research indicated that Senior High School graduates choose Teacher Education Faculty (Low et al. 2011; Kilinc et al. 2012; Lin et al. 2012; Bruinsma & Canrinus, 2012; Mukminin et al. 2017a) for three main reasons (altruistic, intrinsic, and extrinsic). The majority of studies on motivations to become a teacher have tried to increase the attractiveness of teaching and teacher education, as well as to provide recommendations for teacher education institutions and policymakers (Struyven et al. 2013; Yüce et al. 2013).

However, it is currently unclear how varied motivations for becoming a teacher play a role in explaining Student teachers' career choices. This study looked at the altruistic, intrinsic, and extrinsic motivations of Student teachers at Ghanaian colleges of education for choosing career in Basic Education, and how they are related to gender and teacher specialization.

Statement of the Problem

Teacher motivation is a global issue with the challenge of attracting and retaining well-qualified and motivated teachers especially at the Pre- tertiary level. Despite this development, previous research has focused mainly on pre-service teachers outside Africa. Consequently, it appears not much has been done in Africa, particularly in Ghana (Davis et al. 2019), to conduct a study that would unravel the motivational factors influencing a teaching career choice among student teachers, and why some of the teachers choose to specialize in Primary education and/or JHS education.

Objectives

As a result of altruistic, intrinsic and extrinsic motivation among Student teachers not been studied explicitly in Ghana, this study aims to provide additional insights into the revelations of earlier research works and contribute to a better understanding of Students' reasons for entering teacher education in different settings. The aim of this study was to investigate and describe first year Student teachers' motives of choosing to become a teacher in Basic Schools and to examine whether there are significant differences in the motives with respect to gender and teacher specialization.

Research Questions

1. To what extent is Ghanaian Student teacher's choice of becoming a teacher in the Basic schools influenced by altruistic, intrinsic and extrinsic motives?
2. Are there significant difference in altruistic, intrinsic and extrinsic motives with respect to gender (Male vs. Female) and teacher specialization (Primary School vs. Junior High School teachers) among Student teachers?

The Educational Context in Ghana

The formal education system in Ghana has two broad levels, namely, pre-tertiary and tertiary. The pre-tertiary level consists of 11 years of basic education (first cycle): beginning from two years kindergarten and continuing to six years primary, up to three years junior high school, summing up to 11 years. Students write an external examination called Basic Education Certificate Examination (BECE) at the end of the 11th

year.

It is currently being considered as a terminal level. This means that, depending on a student's performance at the BECE and/ or willingness to continue, the student may end schooling at this stage or pursue another three-year senior high or technical education (second cycle) which is also terminal level.

Another external examination known as the West African Senior Secondary School Certificate Examination (WASSSCE) is written at the end of the third year. Again, depending on the performance of a candidate and/or other factors, such as financial capability, the student may choose to continue to the next and final level, which is tertiary.

The tertiary level is the second broad level. However, climbing up the academic ladder, it is the third level. It is offered in three modes as: university, College of Education and College of Nursing. University education in the country has three terminal stages. Stage one is a four-year bachelor's degree, stage two is a one-year or two-year master's degree and stage three is a three-year or four-year doctoral degree. The Colleges of Education take four years to complete and Bachelor certificates in basic education (Buabeng et al. 2020; Ministry of Education, 2016).

Career paths for prospective teachers in the country start at the tertiary level where a person either enrolls into a College of Education to pursue a four-year degree programme in basic education or enters into a bachelor of education programme in any of the universities offering teacher training programmes. In the Colleges of Education, the degree programmes are in basic education with Early Grade Education, Primary Education and Junior High School Education specializations. Student teachers who specialize in Early Grade Education will have the opportunity to teach only early grade classes (ie. Nursery, Kindergarten and Primary 1-3). Those who specialize in Primary Education will be teaching in Primary 4-6, while those who specialize in JHS education will be teaching from JHS 1-3 (Buabeng et al. 2020).

Currently, learning at the tertiary level takes the blended approach, which allows instructional delivery via both distance and traditional face-to-face modes. All pre-service teachers in the country are registered, licensed and given special identification numbers upon successful graduation (Salifu et al. 2018).

Extrinsic Motives

Extrinsic, intrinsic, and altruistic motivations make up the majority of the reasons why students choose teaching as a career, according to studies conducted in developed and developing nations together (Brooks, 2008; California State University, 2008; Ramos, 2008; Sugar, 2009; Tuntufye, 2010; Wolfe, 2009). Extrinsic motivations include those related to money, power, prestige, and advantages of a teaching career. They also include the following motivations: the status of the teaching profession, salaries and benefits provided to teachers, the influence teachers have over students, job security, opportunities for promotion, the holidays teachers enjoy, and the time they have to spend with their families.

The following extrinsic factors might also impact a person's decision to become a teacher: a) family influences, b) teacher influences, c) peer influences, and d) teaching experience.

These four things happen as a result of: a) being suggested to teach, b) being encouraged to do so, c) being an example of teaching conduct, and d) being exposed to teaching behaviour (Hogan, Reid & Furbish, 2017).

When it comes to a teaching career, Shewman (2006) notes that the kids are what make it worthwhile above all else, when they look up at you and say, "Oh my gosh, I got it," or just, "thanks," with a grateful grin, for something you are attempting to teach.

According to Akyeampong (2002), teaching is influenced by a variety of elements, including a teacher's

own socio-historical background, views, and values.

Intrinsic Motives

The term “intrinsic motives” refers to feelings of inner fulfillment, self-fulfillment, or pure delight at work. The opportunity to have an impact on young people’s lives is one of the intrinsic motivations for teachers (Tuntufye, 2010).

Other intrinsic motivations include the joy of watching students learn, giving back to the community, friendship with other teachers, love of the subjects taught, and enjoyment in and love of teaching. Many educators believe that compared to other professions, teaching has the greatest positive social impact (California State University, 2008). Like this, a student majoring in elementary education said, “I decided to be a teacher since it is a profession that the world cannot function without. The backbone of this nation is its teachers (Gauss, 2009).

Altruistic Motives

Altruistic motivations are the desire to help others and society at large. In this sense, the teacher is driven by a sincere desire to help pupils achieve academic and personal success as well as a desire to contribute to the general advancement of society (Jones, 2006; Sugar, 2009; Wolfe, 2009). It is crucial to remember that helping students reach their potential is one of the main goals of education.

In this sense, the teacher assumes the role of a leader who is expected to improve society and civilization and have a beneficial impact on the globe (Morati, 2015) In fact, it is not uncommon for educators to describe their work as a “calling” that allows them to help others and advance society in a way that is purely altruistic (Wiggins, Shepherd, Esward, & Simon, 2009).

Methodology

Research Design

This study employed a descriptive survey research design. It is always necessary that before any progress can be made in solving a problem, a description of the phenomena be done. Description is done with intent of making improvement of a situation. In the current study, the researchers compared the motives influencing the choice of teaching as a career among Student teachers in the St. Joseph’s College of Education, Bechem.

Sample and Sampling Technique

A sample of 300 Student teachers (Level 100) pursuing Primary Education (100) and JHS Education (200) were selected for the study using the purposeful sampling technique. St. Joseph’s College of Education, Bechem, had a total level 100 student population of 354 out of which 110 were pursuing Primary Education and 244 were pursuing JHS Education. The level 100 Student teachers were used for this study because they were in the College for a few weeks and had not been influenced by the colleagues.

Data collection

The researchers employed a quantitative method, via a questionnaire. A 24-item questionnaire was devised to reflect the motivation of Student teachers for choosing teaching as a career. The questionnaire was developed to measure the three main categories of motivation for entering teaching: intrinsic, extrinsic, and altruistic (Hogan et al., 2017). It contained 24 items which comprised the following motivation factors

already emphasized in the teacher education literature:

- Six factors for altruistic-type motivations, based on contribution to society;
- Seven factors for intrinsic-type motivations, based on personal and social values; and
- 11 factors for extrinsic-type motivations, based on external influences such as salary considerations.

Respondents indicated the degree to which each statement was relevant to their choice of teaching as a profession by using a five-point Likert-type scale. Responses to completed questionnaires were coded. A value of 1 was assigned to *Strongly Agree*, 2 was assigned to

Agree, 3 was assigned to *Unsure*, 4 was assigned to *Disagree* and 5 was assigned to *Strongly Disagree*. The Statistical Package for Social Sciences (SPSS) version 26 was used to analyze the responses.

Validity and Reliability

There were two measures which were employed to ensure the validity and reliability of the questionnaire. A pilot test was conducted on 10 student teachers to ascertain the usability of the questionnaire before it was administered. Feedback from the pilot test was used to improve the instrument. The questionnaire was also given to four tutors of St, Joseph’s College of Education, Bechem to comment on the questionnaire items and this also assisted in improving the questionnaire.

Ethical Issues

The researchers used aspects of ethical considerations such as informed consent, voluntary participation and withdrawal as well as confidentiality. The researchers explained the purpose of the study to the participants and stated explicitly that participation was voluntary and participants could withdraw from the study for any reason and at any stage. The researchers further ensured that data collected was for academic purposes only and kept confidentially and in anonymity.

Data Analysis

The data was subjected to analysis of Variance (ANOVA) using IBM SPSS statistical package 26. The means, standard deviations, standard errors, variance, F-value and Significance of the responses were calculated at 5 % significant level.

Results

Research Questions 1: *To what extent is Ghanaian student teacher’s choice of becoming a teacher in the Basic Schools influenced by altruistic, intrinsic and extrinsic motives?*

Table 1: Mean, Standard Deviation and Variance of the Motives

S/N	MOTIVES	MEAN	STD. DEVIATION	Variance
1	ALTRUISIC	1.555	0.713	0.526
2	INTRINSIC	1.741	0.890	0.806
3	EXTRINSIC	2.865	1.249	1.592

Descriptive statistics were employed to find out the most popular motives of Student teachers for choosing to become teachers in Basic schools. Table 1 indicates the mean scores, standard deviation and variance of the various motives. Generally the Student teachers’ choice of career in Basic education was influenced by

all the motives with the altruistic motive, the most influential.

The most influential factors were ‘for the love of children’ (mean=1.27), and ‘To teach and mold the young generation’ (Mean=1.41), which are under altruistic motives; ‘I wanted to become a professional teacher’ (mean=1.36) ‘With teaching, I can learn more about children’ (mean=1.52)- intrinsic motive; and ‘Teaching offer the opportunity to further my education’ (mean=1.56) which is under extrinsic motives (Table 3).

The least influential factors were ‘I was influenced by my husband/wife’ (Mean=4.14) ‘I was influenced by a friend’ (Mean=3.72), ‘I had no other choice’ (mean=3.70), ‘I was influenced by my parents’ (Mean=3.25) and ‘Teaching offers you good salaries’ (mean= 3.03), all within the extrinsic motives (Table 3).

Research Question 2: *How are altruistic, intrinsic and extrinsic motives of becoming a teacher in the Basic School associated with gender (Male vs, Female) and teacher specialization (Primary School vs. Junior High School teachers) among student teachers?*

Table 2: The Mean Square, F-Value and the Significance Levels of Gender and Course pursued in the three Motives

S/N	MOTIVES	Gender (Male/Female)			Teacher Specialization (JHS/Primary Education)		
		Mean Square	F	Significance	Mean Square	F	Significance
1	ALTRUISTIC	0.782	1.537	0.328	0.366	0.679	0.488
2	INTRINSIC	0.668	0.964	0.634	0.820	0.831	0.574
3	EXTRINSIC	3.709	1.960	0.467	1.987	1.384	0.446

Generally, there was no significant difference in the motives associated with gender (male and female) as well as teacher specialization (Table 2). However, there was significant difference among the males and females with respect to the factor ‘Teaching offers you a good salary’ (Female= 3.58; Male= 2.75; $p=0.000$), which is under extrinsic motives (Table 3)

With respect to teacher specialization, there were significant differences in the mean scores for the factors ‘I was inspired by a former teacher’ (JHS Education=2.67; Primary Education=2.20; $p=0.015$) which is under extrinsic Motives as well as ‘Teaching is a carrier that provides intellectual challenge (not boring)’ (Primary Education=1.78; JHS Education=2.08; $p=0.042$) which is under intrinsic motives (Table 4).

Table 3: Mean Scores, Standard Deviation, Standard Error, F and Significant Values among Male and Female Respondents.

Factors		Mean	Std. Dev.	Std. Error	F	Sig.
I was influenced by my parents	Female	3.22	1.566	0.176		
	Male	3.27	1.502	0.126	0.072	0.788
	Total	3.25	1.522	0.102		
I was influenced by my husband/wife	Female	4.16	1.224	0.138		
	Male	4.12	1.172	0.098	0.075	0.785
	Total	4.14	1.188	0.08		

I was inspired by a former teacher	Female	2.66	1.449	0.163		
	Male	2.43	1.292	0.108	1.409	0.236
	Total	2.51	1.351	0.091		
I was influenced by a friend	Female	3.71	1.397	0.157		
	Male	3.78	1.257	0.105	0.164	0.686
	Total	3.76	1.306	0.088		
Teaching is a secure job/job security	Female	2.48	1.29	0.145		
	Male	2.37	1.124	0.094	0.441	0.507
	Total	2.41	1.184	0.079		
The workload in teaching is reasonable	Female	2.58	1.194	0.134		
	Male	2.49	1.08	0.09	0.348	0.556
	Total	2.52	1.12	0.075		
Teaching is a job that is easily compactible with parenthood	Female	2.16	1.305	0.147		
	Male	2.2	1.072	0.09	0.055	0.814
	Total	2.19	1.157	0.078		
I had no other choice	Female	3.81	1.331	0.15		
	Male	3.64	1.258	0.105	0.858	0.355
	Total	3.7	1.284	0.086		
A lot of free time/long vacation	Female	2.3	1.343	0.151		
	Male	2.54	1.249	0.104	1.702	0.193
	Total	2.45	1.285	0.086		
Opportunity to further my education	Female	1.47	0.845	0.095		
	Male	1.62	0.855	0.072	1.517	0.219
	Total	1.56	0.853	0.057		
Good salary	Female	3.53	1.449	0.163		
	Male	2.75	1.446	0.121	14.916	.000*
	Total	3.03	1.492	0.1		
For the love of Children	Female	1.37	0.581	0.065		
	Male	1.22	0.546	0.046	3.685	0.056
	Total	1.27	0.562	0.038		
To contribute to society	Female	1.66	0.575	0.065		

	Male	1.63	0.601	0.05	0.121	0.728
	Total	1.64	0.591	0.04		
To perform a service of moral value to society	Female	1.62	0.666	0.075		
	Male	1.51	0.604	0.05	1.562	0.213
	Total	1.55	0.627	0.042		
To help government achieve it vision	Female	1.86	0.843	0.095		
	Male	1.69	0.841	0.07	2.037	0.155
	Total	1.75	0.844	0.057		
It is a respected job	Female	1.81	0.988	0.111		
	Male	1.65	0.874	0.073	1.548	2.15
	Total	1.71	0.917	0.062		
To teach and mold the young generation	Female	1.38	0.626	0.07		
	Male	1.43	0.792	0.066	0.271	0.603
	Total	1.41	0.736	0.049		
It has always been my ambition to be a teacher	Female	1.78	0.996	0.112		
	Male	1.85	1.037	0.087	0.183	0.669
	Total	1.82	1.02	0.068		
Teaching is suited to my potential and ability	Female	1.75	0.898	0.101		
	Male	1.78	0.867	0.073	0.057	0.812
	Total	1.77	0.877	0.059		
Teaching is appropriate to my academic qualification	Female	1.95	0.973	0.109		
	Male	1.71	0.863	0.072	3.686	0.056
	Total	1.79	0.909	0.061		
Teaching is job I find enjoyable	Female	1.96	0.94	0.106		
	Male	1.94	0.97	0.081	0.018	0.894
	Total	1.95	0.957	0.064		
Teaching is a carrier that provides intellectual challenge (not boring)	Female	1.99	1.006	0.113		
	Male	1.98	1.045	0.087	0.003	0.954
	Total	1.98	1.029	0.069		

With teaching, I can learn more about children	Female	1.52	0.731	0.082		
	Male	1.52	0.72	0.06	0.003	0.957
	Total	1.52	0.723	0.048		
I want to become a professional teacher	Female	1.25	0.542	0.061		
	Male	1.42	0.791	0.066	2.774	0.097
	Total	1.36	0.716	0.048		

NB: Figures with * are significant

Table 4: Mean Scores, Standard Deviation, Standard Error, F and Significant Values among Teacher Specializations.

		Mean	Std. Deviation	Std. Error	F	Sign.
I was influenced by my parents	Primary Education	3.18	1.556	0.181		
	JHS education	3.29	1.508	0.124	0.28	0.597
	Total	3.25	1.522	0.102		
I was influenced by my husband/wife	Primary Education	4.09	1.196	0.139		
	JHS education	4.16	1.188	0.098	0.129	0.72
	Total	4.14	1.188	0.08		
I was inspired by a former teacher	Primary Education	2.2	1.193	0.139		
	JHS education	2.67	1.402	0.115	6.007	.015*
	Total	2.51	1.351	0.091		
I was influenced a friend	Primary Education	3.68	1.325	0.154		
	JHS education	3.8	1.299	0.107	0.427	0.514
	Total	3.76	1.306	0.088		
Teaching is a secure job/job security	Primary Education	2.42	1.25	0.145		
	JHS education	2.41	1.154	0.095	0.006	0.936
	Total	2.41	1.184	0.079		

The workload in teaching is reasonable	Primary Education	2.38	1.056	0.123		
	JHS education	2.59	1.148	0.094	1.845	0.176
	Total	2.52	1.12	0.075		
Teaching is a job that is easily compactible with parenthood	Primary Education	2.3	1.213	0.141		
	JHS education	2.14	1.129	0.093	0.968	0.326
	Total	2.19	1.157	0.078		
I had no other choice	Primary Education	3.51	1.274	0.148		
	JHS education	3.8	1.283	0.105	2.425	0.121
	Total	3.7	1.284	0.086		
A lot of free time/long vacation	Primary Education	2.36	1.361	0.158		
	JHS education	2.5	1.248	0.103	0.544	0.461
	Total	2.45	1.285	0.086		
Opportunity to further my education	Primary Education	1.47	0.707	0.082		
	JHS education	1.61	0.916	0.075	1.241	0.267
	Total	1.56	0.853	0.057		
Good salary	Primary Education	2.99	1.429	0.166		
	JHS education	3.05	1.527	0.126	0.082	0.775
	Total	3.03	1.492	0.1		
For the love of Children	Primary Education	1.26	0.47	0.055		
	JHS education	1.28	0.604	0.05	0.064	0.801
	Total	1.27	0.562	0.038		
To contribute to society	Primary Education	1.68	0.576	0.067		
	JHS education	1.62	0.599	0.049	0.412	0.522
	Total	1.64	0.591	0.04		

To perform a service of moral value to society	Primary Education	1.5	0.603	0.07		
	JHS education	1.57	0.64	0.053	0.692	0.407
	Total	1.55	0.627	0.042		
To help government achieve its vision	Primary Education	1.69	0.793	0.092		
	JHS education	1.78	0.869	0.071	0.619	0.432
	Total	1.75	0.844	0.057		
It is a respected job	Primary Education	1.66	0.832	0.097		
	JHS education	1.73	0.959	0.079	0.267	0.606
	Total	1.71	0.917	0.062		
To teach and mold the young generation	Primary Education	1.51	0.815	0.095		
	JHS education	1.36	0.692	0.057	2.019	0.157
	Total	1.41	0.736	0.049		
It has always been my ambition to be a teacher	Primary Education	1.78	0.969	0.113		
	JHS education	1.84	1.048	0.086	0.175	0.677
	Total	1.82	1.02	0.068		
Teaching is suited to my potential and ability	Primary Education	1.82	0.881	0.102		
	JHS education	1.74	0.876	0.072	0.494	0.483
	Total	1.77	0.877	0.059		
Teaching is appropriate to my academic qualification	Primary Education	1.86	0.998	0.116		
	JHS education	1.76	0.862	0.071	0.697	0.405
	Total	1.79	0.909	0.061		
Teaching is a job I find enjoyable	Primary Education	1.91	0.814	0.095		
	JHS education	1.97	1.023	0.084	0.245	0.621

	Total	1.95	0.957	0.064		
Teaching is a carrier that provides intellectual challenge (not boring)	Primary Education	1.78	0.864	0.1		
	JHS education	2.08	1.091	0.09	4.179	.042*
	Total	1.98	1.029	0.069		
With teaching, I can learn more about children	Primary Education	1.51	0.781	0.091		
	JHS education	1.53	0.694	0.057	0.017	0.896
	Total	1.52	0.723	0.048		
I want to become a professional teacher	Primary Education	1.35	0.671	0.078		
	JHS education	1.36	0.739	0.061	0.018	0.895

NB: Figures with * are significant

Discussion

Extrinsic, altruistic, and intrinsic motivations play vital roles in choosing teaching career (Yuce et al., 2013). The results of the current study indicate that the Student teachers had multiple motives for entering teacher education. The choice of teaching as a career by the student teachers in the St. Joseph's College of Education, was influenced by all the three motives (Altruistic, Intrinsic and Extrinsic). De Broks et al. (2013) in their view said that altruistic and intrinsic motives alone cannot influence the choice of a teaching career but other extrinsic values are equally important. The altruistic motive was the dominant motive influencing the choice of the student teachers followed by intrinsic and extrinsic (Table 1). The result is in line with a study by Low et al. (2011) on pre-service teacher in Singapore. They found that the main reasons to go into the teaching profession fell into altruistic (41%), intrinsic (55%) and extrinsic (3%). In another study on Malaysian sample, Azman (2013) found that Student teachers choose teaching as a career because of altruistic and intrinsic reasons.

The results suggest the Student teachers' sense of caring and compassion for others, coupled with a lifestyle that involves service to others (Wolhuter et al. 2012), is what is driving them into choosing to become a teacher in the basic school. This is evident in their responses; 'Love for children' (Mean= 1.27), 'To become a professional teacher' (Mean=1.36) and 'To teach and mold the younger generation' (Mean= 1.47), the most influential factors or values influencing their choice of career. The possible financial benefits of being a teacher, does not seem to be particularly inspiring to the Student teachers but because of their interest, love, or commitment to teaching as a profession. This is in line with the studies by Assunção Flores & Niklasson (2014), which showed that working with children and adolescents is a prominent intrinsic motive for choosing the profession of teacher.

It is also evident from the results that, appreciation of the teaching profession is the prime motive for the Student teachers opting to join the teaching profession. Many of them seemed to consider it an honour to play a part in the country's development and they seem to express their desire to contribute to society and

the nation. They feel that it is their responsibility and duty to educate the young so that they may become useful citizens. These motives mainly reflect their appreciation for the noble nature of teaching. It is also noteworthy that even during an economically unstable situation, very few students select teaching as a career out of desperation (Azman, 2013). 'Influenced by a spouse' was the least ranked. This could be attributed to the fact that, majority of them were not married and were not into serious relationships that could influence their choice of career. 'No other option', 'Influenced by a friend' and 'Good salary' were lower ranked. These findings confirm other studies showing that altruistic and intrinsic reasons were the main job motives for the teachers, whereas extrinsic motives were of less importance (Jungert et al. 2014; Azman 2013).

Similarly Saks et al. (2016), named the possibility to pass on their knowledge and experience to young ones as the first motive of students in Estonia choosing teaching as a career. They also revealed that only a few of the students said that they had had a positive role model, a good teacher or a family member who had worked as a teacher, and he/she had encouraged them to consider the job.

Watt et al. (2012) revealed that extrinsic motive is more common in developing nations compared to the developed countries, plausibly because there is a greater urgency for resources. Contrary to this assertion, the results of the current study indicate that altruistic and intrinsic motives are common among the Student teachers of St. Joseph's College of Education. This is good news for the education sector as teachers from St. Joseph's College of Education will be motivated to teach for the love of the job and not be inspired by the monetary benefits associated with the job.

On the basis of gender, their motives for becoming a teacher were closely linked to their views of the teaching profession. How they responded to the various factors of the three motives as Student teachers in the early stages of education, are important for how well they will succeed in their teacher training and ultimately graduate as teachers (Bergmark et al. 2018; Jungert et al. 2014). This is also very crucial in the development of their professional identity. There was significant difference between the views of females and that of males regard the factor 'Teaching offers good salaries'. The males (mean= 2.75) somehow agreed that the good salary offered by teaching influenced their choice of becoming a teacher. The females on the other side disagreed (Mean=3.58). This indicates that the females' choice of becoming a teacher was not inspired by the possible financial benefits associated with teaching as a career but because of their interest, love, or commitment to teaching as a profession. Erten (2014) reported a larger proportion of female students having purely intrinsic motives for their career choice of teaching English as a foreign language, while a larger proportion of male students reported purely extrinsic reasons.

On the contrary, Htang (2019) reported that female teacher trainees in Myanmar were more extrinsically motivated to be a classroom teacher than males.

Regarding teacher specialization, the one-way ANOVA revealed that there were significant differences between Student teachers specializing in Primary Education and those specializing in JHS Education in the following factors; 'I was inspired by a former teacher' and 'Teaching is a career that provides intellectual challenges'. Majority of the Student teachers specializing in Primary Education agreed that their choice of becoming a teacher in the primary school was influenced and inspired by their former teachers who acted as role models for them. Though Student teachers specializing in JHS Education also agreed to that same factor, the difference was significant at 5 % significance level.

Student teachers specializing in Primary Education strongly agreed that teaching is a career that provides intellectual challenge. Though the student teachers specializing in JHS education also agreed to the statement, the difference in their responses was significant (Table 4). Nothing encourages one to continue to learn more about a topic than when they have to be teaching it. Children are inquisitive, often asking questions you would never thought of. This allows you to constantly research new finding and technologies

to introduce to your students. This makes teaching very challenging intellectually.

Conclusion

The choice of teaching in the basic school by Student teachers of St. Joseph's College of Education, Bechem, was influenced by altruistic, intrinsic and extrinsic motives. There was no significant difference among the three motives. The most dominant motive was altruistic followed by intrinsic and extrinsic motive. There were no significant differences among the motives with respect to gender and teacher specialization even though there were a few differences among some of the factors. The results is a sign of good news for the education sector, as teachers who will graduate from St. Joseph's College of Education will be motivated to teach for the love of the job and not just be inspired by the monetary benefits associated with the job.

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Conflict of Interest

The authors declare no conflict of interest regarding the preparation and publication of this manuscript.

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