

Impact of Motivational Factors on Career Choice Satisfaction of Early-Career English Language Teachers in Pakistan

Tabassum Khalid¹
Dr Muhammad Islam²

Abstract: *The study aims to find the impact of motivational factors on early-career English language teachers' satisfaction with their career choice. This quantitative research included a population of English language teachers from Punjab, Pakistan. Simple random sampling was used to select a sample of 659 participants. FIT-Choice scale, developed by Watt and Richardson (2007), was used to collect data. Descriptive and inferential statistics were used to analyze the data. Findings showed that teachers rated "prior teaching /learning experience" as a highly motivating factor along with "high demand". A positive relationship was found between motivational factors and career choice satisfaction of early-career English language teachers. Based on regression analysis, "Social contribution" was found to be the strongest motivating factor that predicted the career choice satisfaction of early-career English language teachers followed by "perceived teaching ability" and "shape future of children". Overall, teachers were satisfied with their career choice, however, they perceived this career as a highly demanding one because of low salaries and social status.*

Keywords: *Motivating factors, early-career English language teachers, FIT-Choice Scale, satisfaction with career choice*

¹ PhD Scholar, IER, University of the Punjab, Lahore, Pakistan: tabassum.asim@yahoo.com

² Assistant Professor, Department of English Language Teaching & Linguistics, IER, University of the Punjab, Lahore, Pakistan: mislam.ier@pu.edu.pk

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Introduction

The value of education could not be denied in the development of a nation throughout the world. The progress of nations is directly correlated with the quality of education in their academic institutions. Generally, the quality of

education is directly linked with the quality of instruction (Chakrobarty & Mondal, 2015). The quality of instruction can be greatly influenced by teachers' perceptions and motivating factors towards the teaching profession as much as their professional abilities.

This is due to the fact that motivation has been found to affect human behavior. Therefore, it is crucial to have teachers with favorable views towards the teaching profession in order to have effective second/foreign language teachers/teaching. Further, motivation is extremely important, especially for those teachers who have newly (2 to 5 years) entered in the field of teaching.

First five years are likely to be most challenging and demanding regarding teaching and professional responsibilities because it is the beginning of the career of a teacher and most of the attrition occurs during this span (Ingersoll, 2012). According to a research, 30 to 50 percent of instructors quit their jobs during the first five years (Hanna & Pennington, 2015). In service teachers frequently have duties and concerns with students, that go beyond teaching, during their initial years of teaching. During this period, they are generally responsible for additional documentation/paper work that is not particularly linked to their instruction (such as administrative work). They also

perform other unexpected extra responsibilities, e.g. multiple single classroom, which results in a professional dissatisfaction and a failure of expectations (Kim & Cho, 2014). Simultaneously, they face a lack of opportunities for professional growth and other situations that could cause extra stress. These pressures might cause a professional dissatisfaction, which would also weaken their motivation (Darling-Hammond & Skeys, 2003).

Over the past two decades, a growing body of quantitative and qualitative research has examined this construct in relation to a variety of aspects and situations; and one of the main areas of interest has been why people choose to become teachers. The motivation for teaching has attracted more attention due to professional and academic changes in many countries across the world - where there is a constant shortage of teachers in contrast to a significant rise in the number of instructional assignments. There is a gradual fall in the status of the teaching

profession, and therefore, governments are facing a serious difficulty in persuading young people to choose a teaching career (La Velle, 2019).

The significance of career choice satisfaction may be understood better in the light of the likelihood that early career teachers who are unhappy with their choices may opt against becoming permanent teachers after graduating. Studies that have already been done on the factors that indicate teachers' satisfaction with their career choice usually produced conflicting results. For instance, a sample of Irish teachers found that three motivating variables (such as working with children, aptitude, and having a backup career) could explain 48.6% of the overall variance for the satisfaction of teachers' career choices (Hennessy & Lynch, 2017). Moreover, the career choice satisfaction of Turkish teachers has a positive relationship with personal accountability (Eren, 2017). Another research by Watt and Richardson (2012) discovered that motivational factors work with children and social

contribution were associated with career choice satisfaction.

Research Questions of the Study

1. Is there any relationship between motivational factors and career choice satisfaction of early career English language teachers in Punjab, Pakistan?
2. What are the motivational factors that contribute most to the satisfaction of career choice of early-career English language teachers in Punjab, Pakistan?

Literature Review

Teachers may have a variety of motivations for the desire to become teachers, and some may be forced to do so because of an admission issue, for instance, not owning up to their best option major. Studies about motivation commonly examine what motivates educators to pursue careers in education. Sinclair (2008) argues that people choose to become teachers for many reasons. For instance, enjoying a long summer vacation and being well-prepared for family life were the two

main variables influencing the decision to become a teacher (Richards, 1960). The top three motives given for becoming an instructor were the possibility to improve one's learning, a willingness to work with children, a liking for a particular subject, and a desire to transfer information (Fox, 1961). An analysis of the literature on selecting teaching as a career reveals that intrinsic, altruistic, and extrinsic incentives are three fundamentally distinct categories of factors influencing people's decision to become a teacher (Bastick, 2000). An interest in education and a willingness to teach are examples of what the FIT-choice researchers mean by intrinsic career worth (Richardson & Watt, 2012). Self-actualization, fulfilment, and enjoyment from work are intrinsic motivators. It depends on an individual's ability to realize their emotional potential, which is often connected with job pleasure, and to what extent intrinsic motivations can influence their career. As indicated by a new report by (An et al. 2020, p. 503). Pre-service educators chosen from

three Chinese colleges uncovered that inherent professional values were the best indicator of occupation joy.

Altruistic motivation is one of the criteria, according to a review of the studies on instructors' motives and their decision to follow education as a vocation (Mansfield et al., 2012). The most ideal way to characterize social utility worth is the drive to get things done with responsibility because of its value to society or people in the future. Educators who see their profession as socially valuable and feel a sense of urgency to help youngsters are bound to track down significant contributions in their work (Eccles et al., 1983; Bakar et al., 2014). From the constructs of motivation, social contribution has the highest impact on people's decisions after deciding to stay in a career (Wigfield & Eccles, 2000). When creating 'Factor Influencing Teaching Choice' tool, the authors enumerated four constructs that participants usually mention as reasons for choosing teaching as their career. These elements are "shape children's future",

“improving social equality”, “contribution in society”, and “working with kids”. They classified these factors as significantly greater elements in “social utility value”. According to them, these factors were frequently cited by teacher applicants at all three Australian institutions, who also found that “contribution in society” and “shape children’s future” were popular reasons for adopting teaching profession (Watt & Richardson, 2007). For example, Turkish pre-service educators referred to “social utility” as their essential inspiration for choosing to seek life-long education. These findings might point to the significance of altruistic intentions in determining whether or not to teach in a range of diverse socio-cultural circumstances (Kilinc et al., 2012).

In developing nations, the influence of external motivation has repeatedly been noted (Kilinc et al., 2012; Sharif et al., 2014). Using a mixed-methods approach, a study revealed that participants who chose a career in teaching reported higher life satisfaction, with extrinsic factors

(salary, perks, and job stability) representing the majority of significant variables (24.2%), compared to intrinsic motives (8.8%) and altruistic drive (14.6%) (Bastick, 2000). Similarly, a novel structured qualitative approach was used to perform a cross-cultural study from two different locations. They examined 200 aspiring instructors from Oman and Canada. The findings highlight the significance of “personal utility” for participants from Canada and Oman, when considering teaching as a career (Klassen et al., 2011).

A comparative research that intended to examine the impact of teachers' income and its relationship to the achievement of pupils across 39 nations, revealed wage as one of the key motivational elements to attract and keep exceptional instructors motivated. They contend that appropriate incentives may not only help employers hire promising educators but also improve the chances of their retention for a longer period of time (Dolton & Marcenaro-Gutierrez, 2011). A number of studies also indicate that personal

utility values (work stability, transferability of job or family time) may be less related to young professionals' contentment about the decision to teach, rather their career decisions may be largely based on their own skills and interests, especially, in the societies that are individualistic in nature (Konig & Rothland, 2012; Richardson & Watt, 2016).

The FIT-Choice model was used as this study's theoretical foundation (Richardson & Watt, 2006, 2012). In addition, Expectancy-value theory was a supporting theory for the theoretical framework (Wigfield & Eccles, 2000). According to Eccles et al. (1983), it is believed that expectancy-value is one of the most important theories has crucial in predicting human behavior and expectations about a certain life situation or decision. Task value level, confidence in self-talents, and anticipation of either triumph or failing are the elements that directly affect motivation according to the expectancy-value theory. This complex process starts with experience (Eccles et al.,

1983). According to Wigfield and Cambria (2010), the framework of expectancy-value theory defines that how a person would be performing to achieve success in a future task. The key components of the Expectancy-Value-Theory model are beliefs and values, which include arbitrary work objectives and standards of success. The degree to which individuals are confident about their talents to handle the complexity of a task, would affect their abilities to complete it successfully. For instance, when people believe a task is doable, they work hard to do it. People who believe in their own skills will feel more eager and driven to invest their time and effort required to finish the task in order to live up to their higher expectations of success (Wigfield & Eccles, 2000).

Methodology

This study was quantitative in nature and comprised English language teachers who were still at the early stages of their career. The sample was chosen by a basic random sampling procedure. In total, 659 teachers took

part in the study. The information from the participants was gathered using a survey method. The Factor Influencing Teaching Choice tool (Watt and Richardson, 2007) has been adapted for the data collection. The questionnaire was divided into three parts, motivational factors, perceptions about teachings and career choice satisfaction. The objective of the first section, "Motivation for teaching," was to identify the motivating elements that led research participants to seek a career in teaching. Overall, this section included 38 items divided into 11 constructs, which evaluated various aspects of participants' motivation. Based on a seven-point Likert scale, each item has been given a number value ranging from one (not at all important) to seven (very important). Overall, this section included the concepts of perceived teaching ability, intrinsic career value, fallback career, job security, time for family, job transferability, improving social equity, making social contributions, working with children and adolescents, prior teaching and learning experiences, and social influences. The second part, "Perceptions about teaching," focused on participants' perceptions of their own teaching. This part was assessed using five constructs based on 17 items. Each item has been given a numerical value ranging from one (not at all true in my decision) to seven (very true in my decision) by using seven-point Likert scale. This section contained constructs for "expertise," "difficulty," "social status," "salary," and "social dissuasion". The third part, "career choice satisfaction," addressed to participants' satisfaction with their career choices. This part was assessed by three constructs based on 12 items. Each item is assigned a numerical value on a seven-point Likert scale ranging from one (not at all true in my decision) to seven (extremely true in my decision). "Satisfaction with career choice", "Decision to become a teacher", and "Performance satisfaction" were the constructs in this section. At the end of this section, teachers were requested to briefly state what

influenced them to become teachers in an open-ended questions. The reliability of the scale was .959.

Data Analysis/ Findings

Descriptive and inferential statistical techniques were used to analyze the data; e.g. to determine the motivational reasons and career choice satisfaction of early-career English language teachers. Descriptive statistics

were used to calculate the mean and standard deviation. To find the relationship between motivational factors, perceptions about teaching and career choice satisfaction, the Pearson coefficient of correlation was examined. Regression analysis was used to investigate how these motivational factors contributed to participants’ satisfaction with their career choices.

Table 1: *Descriptive Scores of Teachers’ Motivating Elements and Opinions on Their Instruction*

| Motivational Factors | N | Mean | SD |
|-----------------------------|----------|-------------|-----------|
| Work with Children | 659 | 5.10 | 1.35 |
| Social Contribution | 659 | 5.77 | 1.05 |
| Shape Children’s Future | 659 | 5.68 | 1.08 |
| Security of Job | 659 | 5.13 | 1.52 |
| Job Transferability | 659 | 4.77 | 1.32 |
| Intrinsic Career Value | 659 | 5.58 | 1.49 |
| Perceived teaching Ability | 659 | 5.61 | 1.20 |
| Prior Teaching Experience | 659 | 5.96 | 1.04 |
| Social Influence | 659 | 4.75 | 1.73 |
| Expert Career | 659 | 5.73 | 1.29 |
| High Demand | 659 | 5.43 | 1.13 |
| Salary | 658 | 3.95 | 1.89 |
| Social Dissuasion | 659 | 4.73 | 1.19 |
| Social Status | 659 | 4.74 | 1.51 |

Table 1 shows the descriptive scores of motivational factors. Seven out of nine motivational factors are rated above 5 and 2 factors are rated below 5. The findings of the study reveal that the factor (prior teaching experience) has the highest mean value ($M = 5.96$, $SD = 1.04$) as compared to the other factors. It indicates that teachers perceived prior teaching learning experience as a more important factor/reason for their decision while choosing a career in teaching. Moreover, the motivational factor social contribution with mean value ($M=5.77$, $SD = 1.05$) is also considered important factor in their decisions while becoming teachers. Whereas, the least-rated constructs are social influence ($M = 4.75$, $SD = 1.73$) and transferability of job ($M = 4.77$, $SD = 1.32$). It shows that these are less important indicators of participants' decisions of choosing teaching as a profession. Descriptive scores of instructors' perceptions about teaching are shown in Table 1.

The factors of perceptions about teaching included (expert careers, high

demand, salary, social discussion, and social status). Here, the salary factor has the lowest mean value ($M = 3.95$) as compared to other perceptions. It indicates that teachers perceived it as a less important factor in their decision. Moreover, salary has a high standard deviation ($SD = 1.89$), which indicates that some teachers perceived this factor important than others. The findings also describe how teachers perceived teaching as an expert-level career with high mean score ($M = 5.73$, $SD = 1.29$), along with high demand ($M = 5.43$, $SD = 1.13$) as compared to the other factors. It reveals that teachers believed that teaching is a career of high expertise and very demanding in responsibilities with low social status ($M = 4.74$, $SD = 1.51$).

Correlation Analysis

Correlation analysis was performed to see the association between professional satisfaction, perceptions of teaching, and motivational factors. Table 2 shows the correlation analysis between motivational factors, perceptions about

teaching and satisfaction with career choice. As shown in the table the “social contribution” has the strongest ($r = .81^{**}$) relationship with “career choice satisfaction”. Moreover, “perceived teaching ability” ($r = .75^{**}$), “shape future of children” ($r = .73^{**}$), “intrinsic career value” ($r = .63^{**}$), “high demand” ($r = .60^{**}$), “prior teaching learning experience” ($r = .55^{**}$) and “expert career” ($r = .51^{**}$) also have a strong relationship with “career choice satisfaction”. Furthermore, “social status” ($r = .48^{**}$), “work with children” ($r = .48^{**}$), “job security” ($r = .40^{**}$)

and “social influence” ($r = .312^{**}$) have a moderate relationship with “career choice satisfaction”. Whereas, “job transferability” ($r = .22^{**}$) and “salary” ($r = .29^{**}$) have a weak relationship with “satisfaction with career choice” and “social dissuasion” ($r = -.03$) is negatively correlated with “satisfaction with career choice”. These associations give us some crucial information about how these motivational factors may possibly affect the satisfaction with career choice of early career English language teachers.

Table 2: *Correlation Analysis of Motivational Factors, Perceptions of Teaching and Satisfaction With Career Choice*

| Variables | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|--|--------|--------|---------|--------|--------|---------|--------|--------|--------|---------|---------|--------|-------|--------|
| 1. Work with kids | - | | | | | | | | | | | | | |
| 2. Contribution in society | .482** | - | | | | | | | | | | | | |
| 3. Shape children's Future | .459** | .809** | - | | | | | | | | | | | |
| 4. Job Security | .789** | .434** | .437** | - | | | | | | | | | | |
| 5. Job Transferability | .676** | .267** | .224** | .853** | - | | | | | | | | | |
| 6. Intrinsic Career Value | .526** | .709** | .674** | .579** | .365** | - | | | | | | | | |
| 7. Perceived teaching Ability | .610** | .769** | .687** | .615** | .368** | .852** | - | | | | | | | |
| 8. Prior Teaching/ Learning Experience | .495** | .660** | .554** | .505** | .379** | .654** | .717** | - | | | | | | |
| 9. Social Influence | .635** | .228** | .197** | .716** | .695** | .462** | .529** | .402** | - | | | | | |
| 10. Expert Career | .444** | .648** | .541** | .483** | .317** | .645** | .699** | .608** | .132** | - | | | | |
| 11. High Demand | .460** | .571** | .622** | .499** | .402** | .422** | .582** | .490** | .156** | .591** | - | | | |
| 12. Salary | .371** | .044** | .024** | .446** | .438** | .055** | .181** | .038** | .276** | .122** | .434** | - | | |
| 13. Social Dissuasion | 0.051 | -0.039 | -.246** | 0.042 | .110** | -.118** | -0.068 | -0.47 | .201** | -.112** | -.131** | .080* | - | |
| 14. Social Status | .601** | .323** | .291** | .588** | .588** | .267** | .474** | .407** | .484** | .324** | .588** | .727** | 0.017 | - |
| Satisfaction with choice | .480** | .814** | .732** | .401** | .223** | .633** | .752** | .552** | .312** | .510** | .606** | .290** | 0.036 | .489** |

**p < 0.01; *p <

0.05

Regression Analysis

Step wise regression analysis was conducted to find the effect of motivational factors, perceptions about teaching on satisfaction with career choice to identify the best predictors of satisfaction with career choice of the early-career English language teachers.

The final model of the predictors has been presented in the Table 3 and Table 4 below.

Stepwise Regression Analysis: Effect of Motivational Factors on Satisfaction with Career Choice

Stepwise regression analysis was applied to see how the factors of

motivational scale may contribute to participants' career choice satisfaction.

Table 3: Motivational Factors Contributing to the Satisfaction With Career Choice

| Constructs | B | SE B | B | R ² | Adjusted R ² | F Change | P-Value |
|-----------------------------|-------|------|-------|----------------|-------------------------|----------|---------|
| Final Model | | | | 0.734 | 0.73 | 223.702 | 0.00 |
| Social Contribution | .509 | .042 | .513 | | | | |
| Perceived teaching ability | .353 | .042 | .407 | | | | |
| Shape future of children | .205 | .035 | .212 | | | | |
| Security of job | -.123 | .026 | -.178 | | | | |
| Intrinsic career value | -.108 | .028 | -.154 | | | | |
| Social Influence | .077 | .02 | .128 | | | | |
| Earlier teaching experience | -.094 | .031 | -.93 | | | | |
| Work with children | .057 | .027 | .074 | | | | |

The final model involves eight out of nine variables and R² Value of .73, which means that the model explains 73% of the variance reported to the career choice satisfaction of the English language instructors. According to the findings, “social contribution” factor from motivational scale was the strongest predictor of career choice satisfaction as its beta value ($\beta = .513$) followed by “perceived ability of teaching” ($\beta = .407$), “shape children’s future” ($\beta = .212$), “social influence” (β

$= .128$) and “work with kids” ($\beta = .074$). Intrinsic career value ($\beta = -.154$), “prior teaching learning experience” ($\beta = -.93$) and “job security” ($\beta = -.178$) negatively contributed to the satisfaction with career choice.

Stepwise Regression Analysis: Effect of the Perceptions about Teaching on Satisfaction with Career Choice

Stepwise regression analysis was applied to see how the factors of perceptions about choice of teaching

scale may contribute to participants' satisfaction with career choice.

Table 4: *Stepwise Regression Analysis: Perceptions About Teaching Contributing to The Satisfaction With Career Choice*

| Constructs | <i>B</i> | <i>SE B</i> | β | R^2 | Adjusted R^2 | <i>F</i> Change | <i>P</i> -Value |
|---------------|----------|-------------|---------|-------|----------------|-----------------|-----------------|
| High Demand | 0.323 | 0.04 | 0.349 | 0.436 | 0.432 | 126.265 | 0.00 |
| Social Status | 0.19 | 0.033 | 0.276 | | | | |
| Expert Career | 0.182 | 0.03 | 0.226 | | | | |
| Salary | 0.049 | 0.024 | 0.089 | | | | |

The final model involves four out of five variables and R^2 Value of .436, which means that the model explains 43% of the variance reported to the career choice satisfaction of the English language instructors. According to the findings, “high demand” the factor of perceptions about teaching choice was the best indicator of career choice satisfaction, as its beta value ($\beta = .348$) followed by “social status” ($\beta = .276$), “expert career” ($\beta = .226$), and “salary” ($\beta = -.089$). Salary also negatively contributed to the satisfaction with career choice. It has been determined that teachers believed teaching to be a low-paying as well as an extremely demanding career.

Discussion

The findings indicated that altruistic-intrinsic drive and the motivational factor “social contribution” were the factors in deciding to pursue a profession of education. These findings are similar to Bastick's (2000) study, which discovered that intrinsic and altruistic motivation were more common inspiration for individuals' decisions to become a teacher. It may be because of the fact that, in Pakistan, most people choose teaching career as it is considered to be a sacred one. As English language teachers, they want to shape the future of children so they can cope with the world. “Social influence” has the lowest mean score, which showed that teachers did not pursue a

career in teaching under the influence of others. Altruistic motivation present teaching as a morally honorable and significant career, a way of improving society and assisting young people in succeeding (Mansfield et al., 2012; Richardson & Watt, 2006). Based on the available research on in-service teachers, these "altruistic" motivational factors were found to influence their choices to follow a profession in teaching, maintaining dedication and success during their professional work (Roness & Smith, 2010). English language teachers' motivation to choose to teach as a career is for altruistic and intrinsic reasons in Pakistan (Kamran & Shahbaz, 2019). The results are similar to those of a study by Parr et al. (2021), which revealed that 'social contribution' is the most influential factor for in-service English language teachers in the US. Furthermore, similarities are found in motivational factors such as "intrinsic career value" and "social contribution" among beginner and university teachers in China (Ye et al., 2021). Even though the comparative international literature

frequently links altruist motives for choosing a career in teaching, such as "contribution in society", as the primary reason for educators in industrialized nations (Tang et al., 2018; Richardson & Watt, 2012; Kyriacou & Coulthard, 2000). Money and job stability were key considerations that influenced people's decisions to become teachers. Stable salaries ensure job security in developing countries (Akiba et al., 2012). However, in Pakistan, teachers rated teaching as high demanding profession with low returns (salary) (Ijaz, 2018). The findings of this research correlate to the findings from an investigation conducted by Alibakshi and Nezakatgo (2019), which found that job stability and pay are the two most important motivators for English language teachers. "Perceived teaching ability" was a motivating factor for the in-service teachers, as they rated it high in their decision to choose a career in teaching, and the majority of the research is also consistent with the results of the current study. For instance, in Turkey, pre-service teachers have

rated “perceived teaching ability” as high (Kilinc et al., 2012). It was also a significant motivator for in-service English language teachers in the United States (Parr et al., 2021). The motivational factor “previous instruction experience” has a comparatively low effect on the selection for instruction as a profession. In this regard, many studies are in line with what this research's findings have found. For instance, research from the Netherlands (Fokkens-Bruinsma & Canrinus, 2014), Canada (Klassen et al., 2011), and Malaysia (Keow, 2006) revealed that "prior teaching experience" has a low-to-moderate impact on a person's desire to continue a career in education. This variable has not been researched by other researchers as part of the effect of teaching as a career in Pakistan. The motivational reasons “job transferability” and “social influence” were less appreciated by the teachers. Similar findings were obtained from studies carried out in Turkey and Germany (Kilinc et al., 2012; Goller et al., 2019). Additionally, the current

analysis is also consistent with other studies carried out in Pakistan; teachers are not choosing this career to influence other people, they choose it for their own selves (Noor, Akram, & Kamran, 2021). Al- Tayyar (2014) found that in-service teachers are dissatisfied with their motivational factors “social status”, “salary”, and workload. “Social dissuasion” is a weak motivational factor in the current study, and the results are the same as previous studies conducted in Pakistan, where people from different backgrounds have different opinions about choosing a career in teaching (Razzaque, 2013; Ijaz, 2018).

Conclusion and Recommendations

The study shows that motivating factors have a significant impact on how satisfied English language teachers feel with their decisions. “Social contribution” was the highest motivating factor that contributes the most to teachers’ deciding to pursue a career as a teacher along with perceived teaching

ability and work with children. The results of the present investigation are comparable to the findings of Rezaee et al. (2021), who stated that English language teachers are satisfied with their careers as teachers. In the same way, Iranian English language teachers also indicated “satisfaction with career choice” as a highly influential factor (Alibakshi & Nezakatgoo, 2019). Salary may also be an important factor that contributes to the decision of the participants. According to the perceptions of the participants, teaching is highly demanding job with low salaries and status in the society.

The findings indicate that instructors have a variety of reasons for deciding a profession in teaching. Therefore, as to attract brilliant and driven individuals to choose a career in teaching, policymakers must make sure a mix of personal, professional, and social motivations while structuring teacher education courses. This would aid in the retention of a variety of people with high motivation and a desire to become teachers.

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