

# Motivation and Commitment to Teaching among Pre-service Teachers of a State University in Samar, Philippines

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**Abstract:** A teacher has to update professionally, personally and be rightfully motivated and committed so he/she could discharge his/her diverse tasks and responsibilities with efficiency and effectiveness. This study aimed to investigate the career motivations and commitment among pre-service teachers to recommend plans for action along teacher education profession. Using descriptive mixed method design, a total of 255 pre-service teachers were employed in the study. Based on the results, it was found out that pre-service teachers are highly motivated and committed to teaching. Moreover, extrinsic motivation factors drive these pre-service teachers while intrinsic or altruistic factors dominate among the commitment to pursue a teaching career. This result sheds light on career plans and programs for teacher education.

**Keywords:** Teaching career, teaching profession, career factors, teaching as vocation

## ***1. Introduction***

It has been said by many that teachers build a nation and teaching is thought to be the noblest among all professions. Therefore, to meet this expectation, the country seeks quality among teachers. In this sense, a teacher has to update professionally, personally and be rightfully motivated and committed so he/she could discharge his/her diverse tasks and responsibilities with efficiency and effectiveness.

Teachers' work is sophisticated and multifaceted and occurs in contexts that are demanding and "emotionally and intellectually challenging" (Day, 2005, p. 13). As such, teaching is a profession that requires personal commitment to maintain

enthusiasm for being actively involved in the work (Day, 2004).

The term commitment is often used when describing desirable attributes of a teacher. It is a word often used to differentiate those "caring" and "dedicated" teachers from those who put their interests and needs first (Nias, 1989). Some teachers see their commitment as part of their professional identity, it defines them, and their work and they gain satisfaction and "a lot of enjoyment from this" (Elliott & Crosswell, 2001,p.7)

Teacher commitment is a crucial phenomenon to understand due to its intimate connection with concepts such as quality of teaching, teacher adaptability, teacher attendance, teacher burnout, teacher retention, organizational "health" of the school, and student attitudes and learning

outcomes (Firestone, 1996; Firestone & Rosenblum, 1988). Hence, teacher commitment and engagement is viewed as a foundational element in the success and future of education (Skillback & Connell, 2004).

An investigation into teacher commitment also serves in understanding the link between time spent in a career and commitment levels. In organizational studies, the commitment has been positively linked to age and experience (Dornstein & Matalon, 1989). In the teacher commitment literature, however, there exist conflicting views on the link between career span and teacher commitment. One position considers teachers' commitment to decrease progressively throughout their careers (Fraser, Draper & Taylor, 1998). Various stages have been identified in this process. The enthusiasm and commitment demonstrated by teachers at the beginning of their careers are often followed by a time of experimentation, after which time teachers can experience a period of frustration and self-doubt, often followed by stages of conservatism and eventual disengagement (Huberman, 1993). This progressive decrease in commitment may affect the teacher's willingness to implement changes in the class and school environment and decrease voluntary participation in extra-curricular activities.

However, research conducted in Australia suggests that this pattern of decreasing commitment does not necessarily apply to all teachers (Watson & Hatton, 2002). In one study, teachers who had spent more than six years in rural schools reported an increase in commitment (Boylan & McSwan, 1998). In other studies, it has been noted that experienced teachers may continue to demonstrate high levels of commitment to teaching, a willingness to

continue to experiment and exhibit dedication to their students (Watson & Hatton, 2002). Day (2004) argues that experienced teachers who do maintain their levels of commitment have been capable of this because they have modified their commitment in response to their current personal and professional situations. Therefore, even though there are many studies that have examined teachers' level of commitment throughout their careers, consensus does not exist within these findings.

On the other hand, according to Sinclair, Dowson, and McInerney (2006) and the Ministry of Education, Culture, and Science (2007), understanding teachers' motivation for teaching is essential to understand how prospective teachers can be attracted and retained. Sinclair et al. (2006) furthermore state that it is important to attract students with the "right" motives; a highly motivated students will be more engaged and committed to their training and profession. Many schools for teacher training accepts students were admitted not based on their motivation to become a teacher. In the best case, if students were prepared to love the profession as they progress in their schooling may produce pre-service teachers with the right motivation. Many enter into the course because of the demand of the profession not because of the love for it, in short, they enter with the "wrong" motives. During teacher training, these pre-service teachers experience many facets of the teaching profession and expect that their students desire to become a teacher may change over time. This change over time may even be a consequence of the teacher training program. It is this latter aspect that this study would like to focus. What are the influences of the teacher training program in promoting a change in motivation to become a teacher, especially

when it concerns the change from a "wrong" to a "right" motive? Furthermore, this study is interested in how pre-service teachers' motivation to become a teacher is related to their commitment, as proposed by Sinclair et al. (2006).

Manning & Patterson, (2005), on the other hand, are with the idea that while academic qualification, subject matter knowledge, pedagogy and teaching skills are important factors in determining teachers' competency and teaching efficacy, a knowledgeable teacher without motivation and dedication to teaching may not sustain quality education. In other words, the quality of teaching is not only governed by the knowledge and skill competence of teachers but also their enthusiasm and commitment in teaching (Rikard, 1999). In fact, teacher commitment and engagement has been identified as one of the most critical factors in the success of education (Huberman, 1997, Nias, 1981). Thus, the recruitment and retention of quality teachers is a crucial issue in education.

Many studies revealed that people entering pre-service teacher education share a number of common motivating factors such as the desire to work with or benefit the students, a sense to make a difference in their community or society through teaching, the influence of parents, former teachers, peers or relatives, and the perceived benefits of a teaching job such as career security, vacations, and salary (Sinclair, 2008). While research into motivation to teach has tended to focus on pre-service teachers' initial motives for becoming teachers, these can change in response to their educational experience and 'real' teaching experience during teaching practice (ibid).

Certainly, there are many reasons accounting for the turnover of teachers. According to Albert (2013), Philippine public school teachers are overworked (based on the high pupil-teacher ratio, teaching hours per day, and teaching hours per year). With long working hours and larger class sizes, teachers are unlikely to have the time, energy and opportunity for professional development and lesson plans especially when the curriculum is changing so often. Philippine public school teachers are underpaid. Salaries are stagnant. Teachers' pay does not go up appreciably with years of experience. Teachers' salaries do not keep pace with inflation. Compared to Indonesia and Malaysia, the fraction of Philippine public school teachers under 40 years of age is much smaller. With a significant number retiring shortly, this can be problematic. Graduation rates in teacher education are less than 20 percent, and for those who graduate, only 20-30 percent pass the licensure exam. This means only 4-6 percent of students in teaching colleges qualify to practice the profession. The faculty in teaching institutions lacks advanced degrees. Less than half of higher education faculty have degrees beyond the bachelors' degree. Only about 10 percent holds a doctorate. Philippine public school teachers are leaving the country for better conditions and opportunities.

Add to the above the high poverty incidence in the country and these factors alone can explain the current dismal state of basic education in the Philippines. Education reforms that might work must focus on these issues first.

The problem of recruitment and retention of quality teachers has repeatedly been reported in literature and government documents in different countries. For example, in the United States, there is a

shortage of qualified teachers particularly in math and science or special education. Moreover, there is continuing concern that professionals are leaving the teaching field much earlier in their careers than are professionals from other fields (The National Center for Education Statistics, 1997; Certo & Fox, 2002). The constant leaving of good teachers from the teaching profession to other careers, such as the business and government sectors suggests that teaching is not an attractive career to prospective and in-service teachers (Ingersoll, 2001; National Center for Education Statistics, 1992)

The high poverty incidence in the country can explain the current dismal state of the basic education in the Philippines. Education reforms that might work must focus on these issues first.

The researcher, on the other hand, had received negative feedbacks coming from the cooperating teachers of the different schools in Catbalogan City where the SSU practice teachers had been assigned during the second semester, last year. Some cooperating teachers complained of practice teachers who often come late; do not make instructional materials; could not deliver the lessons well because of lack of preparation; and those who would log in late, but log out early. In fact, in one of the high schools, two practice teachers obtained very low grades from one of the cooperating teachers for not performing well during their practice teaching activity.

With these presentations, the researcher feels a deep concern that she was prompted to get into this study of knowing the extent of commitment to the teaching of the pre-service teachers, amidst the bare facts presented above. Furthermore, this study is interested in how pre-service

teachers' motivation to become a teacher is related to their commitment, as proposed by Sinclair et al. (2006).

This study is significant because it would assist education leaders and systems at the level of both policy and practice in identifying ways to support, stimulate and enhance pre-service teachers' commitment levels.

## **2. Objective**

This study aimed to determine the motivational and commitment levels of pre-service students of Samar State University enrolled during SY 2015-2016. It also sought factors of motivation and commitment derived through qualitative method.

## **3. Methodology**

This study used descriptive mixed method design utilizing quantitative and qualitative data. Survey technique was used to conduct the level of motivation and commitment among pre-service teachers employed through stratified sampling. The researcher got 75% of the total population of the respondents for each course- Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSED). Specifically, there were 255 respondents obtained of which 118 from BEED and 137 from the BSED.

A validated and standardized instrument was utilized in the quantitative study. The questionnaire consisted of three parts. Part I is the solicited personal information from the pre-service teacher-respondents like age, gender, course, and family income. Part II determined the dominant motivating factors in choosing education as a course, using the instrument utilized by Gu (2013) consisting of 33 items

representing the reasons affecting the pre-service teacher's choice of the course; and 27 items on the commitment that the pre-service teacher has. For the qualitative component, a focus group discussion was conducted to extract the motivation and commitment factors from the participants.

#### 4. Results and Discussion

The data in Table 1 show that out of the 33 motivations, the three which emerged as the highest motivation being carried by the COED students are 1) I have had good teachers as role models. (4.44 HM); 2) I have had positive learning experiences. (4.33 HM); and 3) Teachers make a worthwhile social contribution. (4.19 HM). The result is supported by the research studies of Moran et al. (2001) which posits that motives for selecting teaching as a career are various- it could be extrinsic motives such as salary, lengthy holidays; b. intrinsic motives such as interest, personal experience, and intellectual fulfillment; and c) altruistic motives as wanting to contribute to the growth of another individual. The highest motivations of these respondents show that they are more driven by intrinsic motives. It is a good point to note since it could be implied that salaries and other extrinsic motives are not their only priority in taking teaching as their course.

On the other hand, the three lowest rated motivations are 1) *I have good teaching skills*, (2.62 MM); 2) *Teaching hours will fit with the responsibilities of having a family* (2.85 MM); and 3) *A teaching job will allow me to choose where I wish to live* (3.00 MM). This is an indication that extrinsic motivations dominate among the respondents.

These findings are the same from the previous study of pre-service teachers who

joined the teaching profession mostly based on extrinsic motive factor (Chan, 1998; Yong, 1995; Young, 1995). The similarity was probably due to the same composition and characteristics of the samples in the studies (e.g., educational qualification and background). In the previous studies of pre-service teachers (Chan, 1998; Young, 1995), the students usually took teacher education program as an alternate means or last resort of continuing further study when they could not enter their desired university programs. Thus, they might not be intrinsically or altruistically motivated in joining the teaching profession.

Preservice teachers with intrinsic motivation tend to endorse a mastery goal leading to more adaptive teaching strategies and better teaching performance (Malmberg, 2006; Roth et al., 2007) while those with extrinsic motivation tend to endorse an avoidance type of goal orientation. More importantly, teachers' intrinsic motivation for teaching has a great impact on students' enjoyment and interest in learning (Reeve, Bolt, & Cai, 1999; Wild, Enzle, Nix, & Deci, 1999).

On the whole, the data for the level of career motivation which is 3.83 for males and 3.49 for females, had a combined mean of 3.66 which is interpreted as Highly Motivated. According to Sinclair, Dowson, and McInerney (2006) and the Ministry of Education, Culture, and Science (2007), understanding teachers' motivation for teaching is essential to understand how prospective teachers can be attracted and retained. Sinclair et al. (2006) furthermore state that it is important to attract students with the "right" motives; these students will be more engaged and committed to their training and profession. It is speculated that the performance and commitment of teachers in teaching are influenced by their



Table 1 Level of Career Motivation of the Pre-Service Teachers.

No.	Item	Respondents' Category (Xw / Interpretation)				Combined Mean/Interpretation	
		Male		Female			
1	Teaching is a career suited to my abilities.	3.89	HM	3.89	HM	3.89	HM
2	I have good teaching skills.	1.84	MM	3.40	MM	2.62	MM
3	I have the qualities of a good teacher.	2.58	MM	3.68	HM	3.13	MM
4	I am interested in teaching.	3.89	HM	3.94	HM	3.92	HM
5	I like teaching.	4.47	HM	3.33	MM	3.90	HM
6	I have always wanted to be a teacher.	4.32	HM	3.61	HM	3.97	HM
7	I chose to teach as a last resort career.	3.42	MM	3.59	HM	3.51	HM
8	I was not accepted into my first-choice career.	4.26	HM	3.40	MM	3.83	HM
9	I was unsure of what career I wanted.	3.37	MM	3.07	MM	3.22	MM
10	Teaching will be a secure job.	4.32	HM	3.85	HM	4.09	HM
11	Teaching will provide a reliable income.	3.16	MM	3.25	MM	3.21	MM
12	Teaching will offer a steady career path.	3.84	HM	4.03	HM	3.94	HM
13	School holidays will fit in my family commitments.	4.16	HM	3.48	MM	3.82	HM
14	As a teacher, I will have a short working day.	4.42	HM	2.70	MM	3.56	HM
15	Teaching hours will fit with the responsibilities of having a family.	3.11	MM	2.59	MM	2.85	MM
16	As a teacher, I will have lengthy holidays.	3.74	HM	2.79	MM	3.27	MM
17	Part-time teaching could allow more family time.	3.11	MM	3.13	MM	3.12	MM
18	A teaching job will allow me to choose where I wish to live.	3.42	MM	2.58	MM	3.00	MM
19	A teaching qualification is recognized everywhere.	4.47	HM	3.14	MM	3.81	HM
20	Teaching will be a useful job for me to have when travelling.	3.63	HM	3.31	MM	3.47	MM
21	Teaching will allow me to shape child/adolescent values.	2.95	MM	3.81	HM	3.38	MM
22	Teaching will allow me to have an impact on children/adolescent.	4.32	HM	4.03	HM	4.18	HM
23	Teaching will allow me to work against social disadvantage.	3.16	MM	3.04	MM	3.10	MM
24	Teaching will allow me to raise the ambitions of underprivileged youth.	4.11	HM	3.82	HM	3.97	HM
25	Teaching will allow me to provide service to the society.	4.16	HM	4.16	HM	4.16	HM
26	Teachers make a worthwhile social contribution.	4.58	VHM	3.80	HM	4.19	HM
27	I want to work in a child/adolescent- centered environment.	4.05	HM	3.73	HM	3.89	HM
28	I like working with children/adolescents.	4.16	HM	3.59	HM	3.88	HM
29	I have had good teachers as role models.	4.79	VHM	4.09	HM	4.44	HM
30	I have had positive learning experiences.	4.84	VHM	3.82	HM	4.33	HM
31	People I have worked with think I should become a teacher.	3.68	HM	3.31	MM	3.50	MM
32	My friends think I should become a teacher.	4.26	HM	3.33	MM	3.80	HM
33	My family thinks I should become a teacher.	4.00	HM	3.75	HM	3.88	HM
Grand Mean		3.83	HM	3.49	MM	3.66	HM

motives in taking up teaching as a career, their confidence level, efficacy, and concerns in teaching (Day, 2004; Joeffres & Haughey, 2001).

Table 2 shows the following three highest commitments as gathered from the respondents: 1) *To teach to improve the knowledge of students* (4.49 HC); 2) *To*

*accomplish the job with enthusiasm* (4.23 HC); and 3) *To take the choice of becoming a teacher as the best decision in life* (4.22 HC).

*"To teach to improve the knowledge of students "* and *" To accomplish the job*

*with enthusiasm "* suggest that the preservice teachers in the present study had high commitment in their teaching work, caring much about their students' learning and development, as well as the development of the schools they teach, implying they had reached the highest level of teachers'

Table 2 Level of Commitment of the Pre-Service Teachers

No.	Item	Respondents' Category Xw/Interpretation				Combined Mean/Interpretation	
		Male		Female			
1	To teach to improve the	4.37	HC	4.61	VHC	4.49	HC
2	To teach them with passion because it is my aspiration in life	3.63	HC	4.00	HC	3.82	HC
3	To try my best to help develop	3.89	HC	3.85	HC	3.87	HC
4	To try my best to teach no matter how bad students would behave	3.32	MC	3.79	HC	3.56	HC
5	To consider teaching as my first	3.53	HC	3.52	HC	3.53	HC
6	To consider teaching different	3.47	MC	3.86	HC	3.67	HC
7	To look at my teaching	4.37	HC	3.63	HC	4.00	HC
8	To work hard for the school	3.00	MC	3.68	HC	3.34	MC
9	To upgrade myself in order to	3.68	HC	3.71	HC	3.70	HC
10	To be proud of the school	4.32	HC	3.90	HC	4.11	HC
11	To prefer working at this school	3.53	HC	4.20	HC	3.87	HC
12	To deal with the future of the	3.79	HC	3.82	HC	3.81	HC
13	To perceive the school as the	3.74	HC	3.30	MC	3.52	HC
14	To spend time with the students	3.95	HC	3.59	HC	3.77	HC
15	To be proud of my colleagues	4.16	HC	3.62	HC	3.89	HC
16	To accomplish the job with	4.68	VHC	3.78	HC	4.23	HC
17	To get information about the	4.53	VHC	3.81	HC	4.17	HC
18	To try to do the best for the	3.95	HC	3.75	HC	3.85	HC
19	To enjoy teaching	4.47	HC	3.83	HC	4.15	HC
20	To take the choice of becoming a	4.42	HC	4.01	HC	4.22	HC
21	To be proud of being a teacher	3.63	HC	3.83	HC	3.73	HC
22	To perceive the values of	3.37	MC	3.34	MC	3.36	MC
23	To perceive teaching occupation	4.53	VHC	3.81	HC	4.17	HC
24	To desire to well-known in the	2.95	MC	3.22	MC	3.09	MC
25	To continue teaching without	3.42	MC	3.56	HC	3.49	MC
26	To have the perception of being	3.84	HC	3.72	HC	3.78	HC
27	To treat other teachers in other	4.00	HC	3.70	HC	3.85	HC
	Grand Mean	3.87	HC	3.76	HC	3.81	HC

concern (impact concerns) according to the Fuller (1969) model of concerns.

Looking at the other side, the three least rated commitment among the 27-commitment statements were 1) *To desire to be well known in the teaching profession*, (3.09 MC); 2) *To work hard for the school*, (3.34 MC); and 3) *To continue teaching without much thoughts on economic needs*, (3.49 MC). The grand mean, 3.81 is interpreted as Highly Committed.

As indicated in this study, personal factors such as the "Intrinsic/Altruistic" motive to choose to teach as a career is significantly related to teacher commitment to teaching.

The results suggest that, when trying to attract students to the profession and trying to retain them on the teacher-training program, it is important to focus on motives such as social utility motives or perceived teaching abilities.

The set of core values and beliefs in helping students' learning and development should be promoted in teacher education program, allowing teachers' constant reflection and support at the institution level. As concluded by Day et al. (2005), whether teachers are mobilized and ready to respond to new challenges and changing circumstances very much depend on sets of core values-based identities which are related too strongly held purposes and principles of care and commitment to pupils' learning and achievement. The negligence of these core identities in the management and implementation of change and reform agendas is likely to result in a decline in pre-service and in-service teachers the very qualities essential to sustain their passion and commitment for high-quality teaching

### During the Focus Group

Discussions, preservice teachers were given an opportunity to share their experiences as College of Education students. One focus group discussion was conducted among twelve students from Bachelor of Elementary Education and Bachelor of Secondary Education. The proceedings of focus group discussions were transcribed verbatim.

The presentation of results was organized into two major parts. The first part addresses the reasons that 'compelled' teachers to join the teaching profession. The second part looks at their commitment to the teaching profession when they become one. On their motivation to teach, the researcher focused on the three most dominant reasons.

### On Motivation

Here are the three motivations common to the respondents:

#### 1. 'I want to teach children'

The analysis of the proceedings of the focus group discussion revealed three major reasons that motivated teachers to join the teaching profession. The first prominent reason that emerged during the discussion is the motivation to teach children. They would like to share their knowledge with their future pupils/students. They love teaching kids. Moreover, they would like to teach children and touch their lives. This has relevance to the third common motivation in the survey which is; "*Teachers make a worthwhile social contribution.*"

#### 2. 'I love teaching'

The second reason that was cited as a factor that compelled the preservice teachers to join the profession was they love teaching. They always wanted to become a teacher ever since. Some of the participants'



remarks are illustrated by their quotes. *I wanted to continue the profession and found myself falling in love with teaching. Since high school, I already had in mind that I would be teaching because it is a very inspiring job.* Another respondent says; *"I joined the teaching profession because I like the profession and I believe it is the best way to serve the society."* Another respondent opines: *"I feel like teaching profession is my vocation and my mission is to help and impart knowledge."* This has relevance to the third common motivation in the survey which is; *"Teachers make a worthwhile social contribution."*

### 3. 'I was influenced by my parents and significant others'

There were respondents who explained that they would like to join the teaching profession because of the influence of their parents and/or other close relatives. It is observed that they want to join the teaching profession because their parents or other close people who are important to them are teachers. And yet a respondent mentioned that she opted to become a teacher because it runs in the family – both parents are teachers. One says; *"It is a desire in our family to be one of the licensed teachers."*

One response was extrinsic though. *"I think teaching profession can provide my basic needs and also my family needs."*

In addition to these three most common responses, are the following: *"I want to make a difference in people's lives."* *"I want to educate and inspire people."* *"I want to become a professional teacher to serve our nation."* Another respondent mentions: *"I want to become a big part of the lives of every pupils/student and change them and mold them to become good citizens."* *"I have the passion for teaching."* *"I think teaching profession can provide my basic needs and also my family needs."* On

sharing knowledge, one stated: *"I want to impart/share more knowledge with students, the interesting knowledge that I have gained in school."*

About the three motivations that drove the students to take education were that they have good teachers as role models and that they have had positive learning experiences. This was confirmed by one of the respondents of the Focus Group Discussion when she said: *"The experience that influenced me was during our Field Study observations when I observed a teacher who patiently taught his students who were hard-headed and "pasaway". He passionately taught even though it was hard but he still did it for the students to learn. On that point, I realized that I want to be like him too."*

### On Commitment

On the other hand, the respondents were also asked about their commitment to teaching when they will be in the service. The respondents gave the following common commitments:

1. 'I will not stop studying and learning for my professional growth.'

The respondents are willing to grow professionally and never stop learning. *"I am willing to learn more, and I will not stop from learning."* *"I will be patient all the time in order to learn more."* *"I will do my best to improve professionally and personally for the betterment of my teaching profession and education."* These are just some of the statements given by the respondents when it comes to their commitment to teaching.

2. 'Use lot of materials/strategies where children can gain more knowledge.'

The second common commitment from among the respondents is on the use of different strategies for the enhancement of the knowledge of students/pupils by using different materials and/or strategies. *"I will be equipped with the essential knowledge for teaching using varied materials and strategies to suit the needs of my children."* Another one stressed by saying; *"I will use different learning strategies."*

### 3. 'No giving up on students/pupils.'

The third commitment that emerged from the responses is on students' welfare. One shared her commitment by assuring that she can handle her students. One mentions her commitment by saying that she would influence her children and touch their lives. Still one says, *"I would be an efficient and effective teacher for my children."* One respondent assured by saying, *"I would always ask or solicit student's feedback."* *"I will teach my students the best that I can."* *"I am willing to teach children as long as I can, and I will give my all best in order to make the change in their lives."* These are some of the commitment shared by the respondents on their becoming a teacher someday.

Aside from the mentioned responses, worth mentioning too, are the following: *"I would make a good lesson plan to ensure the achievement of my target objectives."* This was also supported by another respondent who says that she would always plan her lesson and would always have a backup plan in anticipation if something goes wrong. One commits to be prepared at all times. Still, one respondent is committed to keeping herself abreast of the time. One preservice teacher says; *"I would always be motivated to do such things as learning is fun, not a burden."* On curriculum, one says; *"I will always be prepared and adapt the*

*changes in the curriculum;* "while one says; *"Be aware of the curriculum."*

## 5. Conclusion and Recommendations

Good teaching is affected not only by the knowledge and pedagogy of teachers, but also their passion for teaching, which is associated with enthusiasm, caring, commitment, and teaching efficacy. Extrinsic and intrinsic factors could play and are fundamental to raising standards. It is clearly both the responsibility of the teachers and the schools to ensure that teachers can continue and sustain passion, to exercise the love, care and respect necessary to good teaching and carry on for a better future (Day, 2004).

In view of the findings of this study, the following recommendations are made intending to fostering preservice teachers' motivation and commitment to the teaching profession. First, the government and other stakeholders and the teacher education institution should seriously instill in the minds of the students, the nobility and the urgency of the profession in addressing the needs of the country of more intrinsically motivated teachers, more dedicated and proficient teachers in order to attract other incoming students by making their years in the institution more enjoyable, worthwhile, and meaningful. The College of Education should live up to the expectations of everyone in turning out more graduates who are excellent and disciplined leaders and devoted service providers.

There should also be a regular training program for school leadership and values formation because studies have also revealed that many teachers in many schools are disappointed with their school administration (Mkumbo, 2011), which further tends to erode their teaching commitment and morale.

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