



and Richardson (2008), Watt and Richardson (2008), Watt and Richardson (2008), Watt and Richardson (2008), Watt and Richardson (2008), Watt and Richardson (2008), Watt and Richardson (2008).

Teacher shortages have been recorded in various western countries, including the United States, Australia, and several European countries, including the United Kingdom, Germany, and Norway. Early teacher attrition, the ageing of the teaching force, the imbalance of high demand for lower pay, limited career prospects, work insecurity, and low prestige have all been proposed as causes of current and future teacher shortages (OECD, 2005; Richardson & Watt, 2005, 2006; Sinclair, 2008; Sinclair, Dowson, & Mcinerney, 2006; Watt & Richardson, 2007; Watt et al., 2007). Teacher motivation study is very important since it is a crucial aspect that is linked to a number of educational qualities, such as student motivation, educational reform, teaching practise, and teachers' psychological fulfilment and well-being. As a result, administrators benefit from figuring out how to attract and keep potential instructors in the classroom. 2007 is the year (Kyriacou & Kunc).

Research on student teachers' motivation has been examined by Richardson and Watt (2010) using their FIT-Choice (Factors Influencing Teaching Choice) approach to teacher motivation. After recognising a variety of objectives of teacher motivation, such as student results and teachers' psychological health and well-being, they did not go on to expound on current work in these areas. In response to numerous requests and to establish the groundwork for future research on teacher motivation, this study will provide an overview of the development of teacher motivation research across time. Research on teacher motivation begins with a literature review, followed by a synthesis and analysis of the literature in terms of pre-service and in-service teachers' motivation to teach and to remain in the classroom. Finally, a critical review of the current literature leads to the identification of possible research fields (Richardson & Watt 2010)

### **Statement of the Problem**

Teaching profession is a prophetic profession and every individual want to become a teacher but due to certain reason the individual put the option of joining teaching profession at end of the list of different profession. The present study was designed to explore the factors that motivate teacher to teaching profession.

### **Objective of the Study**

1. To identify the intrinsic factors motivating teachers to teaching profession.
2. To find out extrinsic factors motivating teachers to teaching profession.

### **Research Question**

1. What are the intrinsic factors that drive teachers to pursue a career in education?
2. What are the extrinsic factors that drive teachers to pursue a career in education?

### **Significance of the Study**

Findings from this study will be used to develop practical methods for increasing the motivation of instructors. In order to improve teaching and learning activities, reduce educational waste, maintain educational quality, increase efficiency and effectiveness of every plan and programme provided in the education sector, and achieve a return on investment in education as we invest community schools if concerned authorities and stakeholders take care and try to use the findings of this study as motivational tools for teachers (Weisberg, 2016)

## **Delimitation of the study**

The study was delimited to the public sector female secondary school teacher at district Swabi.

## **Literature Review**

After a long period of time working, our curiosity begins to fade, according to Harrington (2004). Some people lose interest in their professions after they have mentally quit, while others stick it out to retain their rising pay and long-term benefits. For others, a career shift is the only option to rekindle their love of what they do. It's easy to see how many businesses, including educational institutions, are struggling right now just by looking at just one example. Motivation! When it comes to effort, some teachers are more enthusiastic than others. Consequently, management has a difficult time dealing with low levels of engagement among their workforces. Academics and authors have tackled motivation in a variety of ways. In Robbins and Coulter's definition of employee motivation, it is the "willingness to exert high levels of inspiration to reach business goals, conditioned by the effort's potential to satisfy specific individual needs" (2005). Employees are only motivated to do their best work when they have faith that their efforts will match their employer's expectations, as this term makes crystal-clear. A person's motivation is defined by Steers et al. (2004) as the process of energising, directing, and maintaining one's efforts toward a certain objective. Energy, direction, and persistence form the basis of this description. A derived intensity metric, the energy element, is used. Motivated people work harder and put forth more effort than those who are not. Contrary to popular belief, good work outcomes aren't necessarily the product of high levels of effort. Finally, there is a motivational factor that persists. Employees are expected to put in the effort that is aligned with the company's objectives. We hope that our personnel will continue to work hard in order to meet their objectives. A person's motivation is defined as the factors that influence their actions and decisions. (Gibson, Ivancevich, and Donnelly, 2000)

For example, more intense behaviour may be due to strong motivation, and we utilise this concept to describe and illustrate behavioural direction. Motivation is defined by Bateman and Snell (1999) as the factors that energise, guide, and sustain a person's actions in the direction of a certain goal. Involuntary reflexes, such as eye blinks, are the exception rather than the rule (which have little to do with management). Unmotivated people are less productive and efficient than those who are highly motivated to achieve their goals. In the words of Pinder (1998), work motivation is a collection of energetic forces that originate both within and outside of an individual and influence the form and duration of work-related behaviour. It's been said that motivation is both purposeful and oriented according to the authors of this study: Nel; Gerber; Vandyk; Haasbroek; Schulz; Sono; Werner (2001). As well as the presence of a driving force aiming at accomplishing a certain goal, the terms 'intentional' and 'directed' denote human decision and action persistence. Adversity doesn't deter a person with a purpose in mind, and he or she continues to work toward that objective despite the odds. For teachers to learn their strengths and weaknesses, as well as how to execute comparable actions more efficiently in the future, Mufflin (1995) emphasised the need of delivering feedback. Teachers get dissatisfied when they don't get the feedback they need, which has a detrimental effect on their performance. With this in mind, Woodward (1992) stated that training is one of the most important input variables that inspire instructors and improve their performance. According to Kyriacou and Sutcliffe, instructors are more likely to leave the profession because of a lack of support from department heads and an increase in administrative responsibilities (1979). Professors' ability motivates students to do better, according to Qayyum and Siddique (2003). Additional factors that contribute to an increase in motivation include opportunities for advancement, favourable treatment from colleagues and superior working environment and job security.. The two-factor theory of job satisfaction proposed by Frederick Herzberg is known as the Motivation-Hygiene Theory. At a

conference in Pittsburg in the early 1950s, Herzberg proposed that job discontent can be caused by factors that are polar opposites of those that lead to job happiness. However many books he read, he was still unable to draw any conclusions. A survey of engineers and accountants followed, in which he asked about the aspects of their work that they liked and disliked. He published "The Motivation to Work" in 1959, in which he divided work-related elements into two categories: motivators and sanitary factors. What makes people happy or dissatisfied at work, according to Herzberg, is how they are used or what they do for a living. Working in an environment where one is happy with one's employment is different from being unhappy with one's job. Herzberg developed his Motivators and Hygiene Factors theory based on the results of the survey. Motivators have the most impact on long-term job satisfaction, while sanitary elements have the least impact on long-term job dissatisfaction.

### **Motivators (Intrinsic Factors)**

Things that make you happy and satisfied at work are known as motivators or satisfiers. People's motivations have shifted as a result of the evolution of the workplace. As a result, they help people realise their full potential. People who perform poorly because they are bored with the tasks they are assigned can be helped by giving them more responsibility at work and by providing them with opportunity to learn new skills, which can lead to better results. Employees that are intrinsically motivated are more likely to take on more duties and master new skills. It doesn't matter if certain elements are lacking, but appreciating them can lead to an increase in contentment (Bogardus, 2007).

### **Hygiene (Extrinsic Factors)**

Extrinsic factors, often known as factors external to a task, are those that have to do with the context or environment in which the job is performed (Herzberg, Mausner and Snyderman, 1959). It's not uncommon for people to feel dissatisfied in the job if hygiene aspects are lacking, inadequate or negative; but it's rare for them to feel satisfied if they are present, adequate and positive. Research and related theories on motivation explain the dynamic nature of work motivation to a considerable extent, but they fail to highlight the most important components that contribute to work motivation. Content theories, on the other hand, focus on the most important parts of work motivation. As a result, content theory was chosen as the study's foundation. However, a few authors and scholars have challenged content theories. There is no empirical support for Maslow's Hierarchy of Needs Theory. There is a lack of empirical evidence to support the Existence, Relatedness & Growth (ERG) theory, compared to other theories. There is a dearth of research on teacher motivation that combines theories X and/or Y. Thus, the truthfulness of hypotheses (X) and (Y) and the Existence, Relatedness and Growth (ERG) theory of instructor motivation is called into question. In contrast, research backs up Herzberg's Motivation-Hygiene Theory. It has been shown that Herzberg's theory can be used to improve teacher motivation and work satisfaction (Sergiovanni, 1967). Herzberg's two-factor theory is better adapted to capture job satisfaction or dissatisfaction in educational environments than other content theories, as a result. Therefore, the study recommends Herzberg's Two Factor Theory of Motivation and Job Satisfaction.

## **Factors That Motivating Teachers to Teaching Profession**

### **Make yourself Available**

As a school administrator, your job is to make it easy for teachers and students alike to do their jobs. Make every effort to help your instructors when they're working on a challenging project. To avoid the impression that you're micromanaging your teachers, ask them what they need help with first. Help your teachers with time-consuming duties by using digital solutions.

### **Publicly Praise Teachers**

If a teacher feels valued, you won't have to worry about encouraging them. These teachers will know how to keep their students interested in learning. It's as simple as making a morning announcement congratulating each instructor for everything they've done recently to make each teacher feel appreciated. You could even go all out and hold a staff lunch to honour teachers personally for their outstanding contributions to the school.

### **Encourage Teachers to Reward each Other**

Make a teaching award that will be presented at the conclusion of the day, week, or month. This award could be given in honour of outstanding teaching or extracurricular activities. Allow the previous winner to choose the winner of the following award. This motivates your educators to succeed while also teaching them how to accept constructive criticism from their colleagues.

### **Leave some Room in the Budget for Small Gifts**

Consider buying a little present, such as coffee shop gift cards, to give to teachers who go above and beyond. If a teacher agrees to serve an extra supervision shift, show them that their efforts are appreciated by giving them a small gift. The additional coffee will be much appreciated by your teachers!

### **Encourage Teachers to Seek out Professional Development Opportunities**

You should provide professional development for your teachers on campus, as well as opportunities for them to learn outside of the classroom. This could include district-sponsored seminars, workshops, or specialised professional development. Approve any requests that are reasonable. Consider purchasing a modest token of appreciation for teachers that go above and above, such as coffee shop gift cards, in addition to keeping an eye out for new chances. Give a small gift to a teacher who agrees to work an extra shift of supervision. The extra coffee will be appreciated by your teachers. At a staff meeting, give these to all of the instructors.

### **Provide Opportunities to Take Breaks**

Consider giving each teacher a form that can be used for a morning or afternoon off, no questions asked. This can be given out once a semester but must be given to you in advance, so that someone can be found to cover the class. This is a small action that doesn't cost you much but let your teacher know that you care about them and will go out of your way to make sure that they are happy.

### **Give Teachers a Voice**

The quickest way for a teacher to lose motivation is to be excluded from a critical decision that affects them. If you give them the chance, many instructors would love to be part in these decisions. Invite a representative from each grade level to attend board meetings to hear their thoughts and learn about their recommended methods. Consider hosting "open-door" meetings, in which any teacher, even if they are not actively participating, is welcome to attend and listen.

### **Empower each Teacher's Strengths**

There are both positive and negative aspects to every teacher. It's easy to understand how teachers may leverage that strength in the classroom to get students more involved and inspired. Particularly when tasked with meeting curriculum requirements, it may be difficult for some school personnel to recognise their own strengths and talents. It's a good idea for each teacher to think about the classes

they've had success with as well as the methods they enjoy utilising, like incorporating music into the classroom.

### **Recognize Key Stress Times**

Don't overload instructors during report card season with professional development! Avoid taking on new work and getting stressed out at the end of the semester, when reports are being written, or when teachers are grading exams. It's because of this that instructor enthusiasm wanes. Please provide a hand if you can during these trying times! It's possible that you'll undertake some of the work yourself, or that you'll step in to cover a teacher's lunchtime duties.

### **Encourage Collaboration**

Getting your instructors to work together could have a significant impact on their motivation. Teachers with more experience are more likely to be recognised for their creative approaches to the classroom management. Teaching methods used by younger teachers will be proven to be beneficial. Forming professional learning groups in your school might help you develop a more formal framework for collaboration. Use technologies like Plan Board, Google Drive, and Asana to foster a collaborative work environment..

### **Factors that Motivating Teachers to Teaching Profession**

#### **Definition of Intrinsic Factors**

Intrinsic motivation, in general, refers to engaging in conduct that is intrinsically satisfying or gratifying. When someone is intrinsically motivated to perform something because it brings them pure pleasure and happiness, this is known as intrinsic motivation. Factor that is intrinsic Teachers must be motivated. (L. Legault, 2016)

#### **Satisfaction**

When a successful teacher uses an effective method of delivering the lecture and the students comprehend it easily and clearly, the instructor feels satisfied and motivated to do more.

#### **Be Supportive**

Learn about the goals, aspirations, and passions of your students. Know what's happening in their lives, and share. Share some of your personal experiences with them. Assist and encourage them. To the benefit of both students and educators,

#### **Have a Fresh Outlook**

Take time to get to know your pupil on a personal level. Keep abreast of what's going on in their life and communicate with them about it. Tell them some stories of your own. Assist and encourage them while they pursue their goals. To the benefit of both the students and teachers,

#### **Manage your Workspace**

Teachers can improve their working conditions by changing their work surroundings. Try to fill your life with things that offer you happiness. Whether it's family photos, inspiring quotes, or other personal touches, this is where you can express your creativity. Make a concerted effort to surround yourself with energising stimuli.



## **Don't give up**

Encourage a growth mentality in PAs by being positive. Motivational and inspirational quotations can have a big impact on your kids. The most successful teachers are those who are driven, so create goals for yourself every day and surround yourself with things that encourage you.

## **Definition of Extrinsic Motivation**

Extrinsic motivation refers to the desire to do something due to rewards, punishment and compensation. It originates from outside the self.

## **Extrinsic Factors that Motivating Teachers**

### **Salary**

Teachers are providing their services in educational institutions like Schools, colleges and universities and takes salaries in return that not only motivating the teachers but also tend to develop interest in their profession.

### **Mentoring**

Encourage a growth mindset in PAs by being upbeat. Motivational and inspirational quotations have a powerful impact on your kids. Set daily aims and embrace things that encourage you to be a more successful teacher.

### **Teacher Allowance**

Teachers are attracted to this sector of special education because of the double pay package and unique teacher stipend, which motivates them.

## **Performance of the Teachers**

When a department head states, "Alhamdulillah, Teachers are cooperative," it means that they complete their diaries, lesson plans, and take student tests on a regular basis. They do what he or she says when he or she gives an order. In this approach, the teacher is motivated.

### **Promotion**

Promotion is also an extrinsic factor when teachers get promotion from one rank to another rank their salaries also increases. They get Motivation and take interesting in their profession.

## **Related Studies**

Conducted a study on the topic "Assessment of Teacher Motivation Approaches in The Less Developed Countries" study finding revealed that Intrinsic motivational factors such as self-respect, responsibility and a sense of achievement as well as participatory serves as a guiding map for improving teacher satisfaction.( Iliya and Ifeoma (2015)

Conducted a study on the topic "The Unique Motivational Factors Affecting Teachers Performance Among Senior High schools In Kumasi Metropolis" study finding revealed that Intrinsic motivational factors such as motivational practices, fringe benefits, nature of working condition and teacher performance serves as a guiding map for improving Teacher satisfaction. Danquah and Asiamah (2019)

Experimenting with teachers working in elementary or secondary schools, researchers found that age and educational status had a substantial impact on teachers' intrinsic drive, but gender and marital status had no significant impact on teachers' intrinsic motivation. Younger teachers and those with a

master's degree were shown to be more affected by the study's findings. They function as a compass to help teachers feel more satisfied in their jobs. (Canadian, 2015)

A person's internal motivational elements. According to a research on "Investigating Factors That Motivate Teachers To Teach After Normal Working Hours," teachers are inspired to teach after hours by their skill, relevant PD, resources, positive environment, theories of motivation, and goals set. According to the research, these factors should be retained. There should be enough time for professional development, as well as bursaries or compensation revisions, teacher participation in textbook acquisitions, and excellence rewards, according to the report. In a study by Sehlapelo et al.

## Research Methodology

### Nature of the Study

The study was done using a descriptive research design. A questionnaire was used to obtain information from original sources. Participants' replies were collated and measured.

### Population of the Study

There were 49 Government Girls High Schools in district Swabi. 485 female secondary school teachers constituted the population of the study.

### Sample of the Study

Cluster random sampling technique was used for sample selection. Twenty schools were randomly selected five from each tehsil. From each school 5 teachers were randomly selected as sample of the study. The total number of participants were 100

### Research Instrument

To collect data from the respondents, a closed ended questionnaire containing 10 items based on Likert scale was developed with the consultation of the supervisor in relation to the objective of the subject.

### Data Collection

The researcher personally visited the sample schools for collecting data. The questionnaire was distributed among the respondents.

### Data Analysis Tool

The collected data was presented in tabulated form. Frequency and percentage were used as statistical tool to analyzed data.

## Analysis of Data

**Table 1.** Democratic attitude of Head of the Institution serves as a Motivational Factor for Teachers toward Teaching Profession

	SA	A	UD	D	SD
Frequency	25	52	5	10	8
Percentage	25%	52%	5%	10%	8%

Table 1 shows 77% respondents were agreed that democratic attitude of Head of the institution serves as a motivational factor for teacher toward teaching profession.



**Table 2.** Students Interest and Supporting Attitude Serves as a Motivational Factor for Teachers toward Teaching Profession

	SA	A	UD	D	SD
Frequency	50	30	20	0	0
Percentage	50%	30%	20%	0%	0%

Table 2 shows 80% respondents viewed that students' interest and supporting attitude serves as a motivational factor for teachers toward teaching profession.

**Table 3.** Recognition of Work Serves best to Motivate Teachers toward Teaching Profession

	SA	A	UD	D	SD
Frequency	15	75	10	0	0
Percentage	15%	75%	10%	0%	0%

Table 3 shows 90% respondents were agreed that recognition of work serves best to motivate teachers toward teaching profession.

**Table 4.** Conducive Work Environment Serves as a Motivational Factor for Teachers in Teaching Learning Process

	SA	A	UD	D	SD
Frequency	40	40	10	0	0
Percentage	40%	40%	10%	0%	0%

Table 4 shows 80% respondents were agreed conducive work environment serves as a motivational factor for teachers in teaching learning process

**Table 5.** Fame and Respect in Society Motivate Teachers toward Teaching Profession

	SA	A	UD	D	SD
Frequency	45	45	10	0	0
Percentage	45%	45%	10%	0%	0%

Table 5 shows 90% respondents were agreed that fame and Respect in Society motivate teachers toward teaching profession

**Table 6.** The Financial Support (Salary) Motivates Teachers toward Teaching Profession

	SA	A	UD	D	SD
Frequency	56	20	10	15	0
Percentage	56%	20%	10%	15%	0%

Table 6 shows 76% respondents were agreed with statement that, the financial support (Salary) motivates teachers toward teaching profession

**Table 7.** Pension and Gratuity Motivate Teachers towards Teaching Profession

	SA	A	UD	D	SD
Frequency	35	65	0	0	0
Percentage	35%	65%	0%	0%	0%

Table 7 shows 100% respondents were agreed that pension and gratuity motivate teachers towards teaching profession

**Table 8.** Personal Interest and Patriotism Motivate Teachers toward Teaching Profession

	SA	A	UD	D	SD
Frequency	25	50	15	5	5
Percentage	25%	50%	15%	5%	5%

Table 8 shows 75% respondents were agreed with statement that Mentoring provides significant motivations to teacher.

**Table 9.** Different Teaching Allowances Motivates Teacher toward Teaching Profession

	SA	A	UD	D	SD
Frequency	25	50	15	5	5
Percentage	25%	50%	15%	5%	5%

Table 9 shows 75% respondents were agreed that different teaching allowances motivates teacher toward teaching profession.

**Table 10.** Departmental Promotion Motivates Teachers toward Teaching Profession

	SA	A	UD	D	SD
Frequency	50	35	0	5	10
Percentage	50%	35%	0%	5%	10%

Table 10 shows 85% respondents were agreed with statement that Promotion from rank to rank motivate teacher to his profession.

## Findings

1. Table 4.1 shows 77% respondents were agreed that democratic attitude of Head of the institution serves as a motivational factor for teacher toward teaching profession.
2. Table 4.2 shows 80% respondents viewed that students' interest and supporting attitude serves as a motivational factor for teachers toward teaching profession.
3. Table 4.3 shows 90% respondents were agreed that recognition of work serves best to motivate teachers toward teaching profession.
4. Table 4.4 shows 80% respondents were agreed conducive work environment serves as a motivational factor for teachers in teaching learning process
5. Table 4.5 shows 90% respondents were agreed that fame and Respect in Society motivate teachers toward teaching profession
6. Table 4.6 shows 76% respondents were agreed with statement that, the financial support (Salary) motivates teachers toward teaching profession
7. Table 4.7 shows 100% respondents were agreed that pension and gratuity motivate teachers towards teaching profession
8. Table 4.8 shows 75% respondents were agreed with statement that Mentoring provides significant motivations to teacher.
9. Table 4.9 shows 75% respondents were agreed that different teaching allowances motivates teacher toward teaching profession.
10. Table 4.10 shows 85% respondents were agreed with statement that Promotion from rank to rank motivate teacher to his profession.

## **Conclusion**

Majority of the respondents were agreed that democratic attitude of Head of the institution serves as a motivational factor for teacher toward teaching profession. Most of the respondents viewed that students' interest and supporting attitude serves as a motivational factor for teachers toward teaching profession. Maximum respondents were agreed that recognition of work serves best to motivate teachers toward teaching profession. Large percentage respondents were agreed conducive work environment serves as a motivational factor for teachers in teaching learning process. Majority respondents were agreed that fame and Respect in Society motivate teachers toward teaching profession. Most of respondents were agreed with statement that, the financial support (Salary) motivates teachers toward teaching profession. Maximum respondents were agreed that pension and gratuity motivate teachers towards teaching profession. Several respondents were agreed with statement that Mentoring provides significant motivations to teacher. Many respondents were agreed that different teaching allowances motivates teacher toward teaching profession. Most of respondents were agreed with statement that Promotion from rank to rank motivate teacher to his profession.

## **Recommendations**

1. Teachers and principals may be given training to help them support one another and to improve their dedication to the profession, instructional supervision, fair compensation, and the evaluation process.
2. Teachers may be given the opportunity to participate in the decision-making process and express their opinions.
3. Teachers' salaries, like those of other professions such as doctors and engineers, may be increased.
4. Teachers may be supplied with assistance so that they can more readily carry out their responsibilities.

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## Appendix-A

### Questionnaire

With profound veneration it is stated that I am intending to conduct my research on the topic “Factors motivating teachers toward teaching profession” for the completion of my B.Ed. 1.5 Degree. For this purpose, a questionnaire has been developed to collect data, so kindly fill it accordingly. Your cooperation in this regard will be highly appreciated. The data will only be used for research purpose and your identification will be kept confidential.

Please Tick (  ) the most suitable option)

A= Agree, SA=Strongly Agree, UD=Un-Decided, DA= Dis-Agree, SDA=Strongly Dis-Agree

S. NO	Statement	A	SA	UD	DA	SDA
1	Democratic attitude of Head of the institution serves as a motivational factor for teacher toward teaching profession.					
2	Students’ interest and supporting attitude serves as a motivational factor for teachers toward teaching profession.					
3	Recognition of work serves best to motivate teachers toward teaching profession.					
4	Conducive work environment serves as a motivational factor for teachers in teaching learning process					
5	Fame and Respect in Society motivate teachers toward teaching profession					
6	The financial support (Salary) motivates teachers teaching profession					
7	Pension and Gratuity motivate teachers towards teaching profession					
8	Personal interest and patriotism motivate teachers toward teaching profession					

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