Exploring the differences in motives influencing the choice of teaching as a career for student, early, and late-career teachers in England and South Africa

by

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A thesis submitted for the award of the degree of Doctor of Education (EdD)

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Abstract

The research question focused on how adaptive motivational factors influenced student, early, and late-career teachers in England and South Africa's initial choice to join and persist in teaching as a career. Two research instruments were used in this study: 1) adapted FIT-choice questionnaire (N = 385); 2) semi-structured interviews (N = 128). Watt and Richardson's FIT-Choice model (2007), influenced by the Expectancy Value Theory (EVT), was chosen as a theoretical model as it: a) integrates key themes from the teacher motivation literature closely relevant to this study, b) supported the collection of quantitative and qualitative data exploring the adaptive motives influencing the choice to teach and c) enabled the comparison of English and South African teachers' motives to teach across career stages. The two-phase comparative mixed methods sequential explanatory research design used qualitative data from semi-structured interviews to deepen the understanding of the intrinsic, altruistic, and extrinsic motives initially identified in the analysis of the quantitative data from sections A and B of the FIT-choice questionnaire. The highest rated adaptive motives were the intrinsic motives, *ability* and *intrinsic career value* followed by the altruistic motive, *social equity*. Intrinsically motivated student teachers expected to enjoy teaching and were idealistically motivated to teach as an opportunity to transform the world of education. In contrast, early career teachers became more pragmatic, whilst they were still intrinsically motivated, they valued the importance of adequate extrinsic rewards. Late-career teachers were more realistic, valuing the opportunity to continue to serve their students and society. English teachers described being motivated to redress enduring social class bias, compared to South African teachers who were motivated to support students disadvantaged through racial and socio-economic discrimination. The theoretical contribution of this study lies in the first use of the FIT-choice model to compare teachers' motivations in England and South Africa. Practical implications suggested a deeper understanding of teacher motivation can contribute to developing effective strategies to recruit, educate, and retain effective professional teachers.

Table of Contents

List of Tables

List of Figures

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Declaration

I hereby certify that this material, which I now submit for assessment on the programme of study leading to the award of Doctor of Education (EdD) is entirely my own work, and that I have exercised reasonable care to ensure that the work is original and does not to the best of my knowledge breaches any law of copyright and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the text of my work.

Signed: Michele Fuller

Student ID No: 100187392

Date: 30 September 2022

1 Chapter 1: Introduction

1.1 Overview

The research aimed to provide an insight into what adaptive motives influenced student, early, and later-career teachers to choose teaching as a career in England compared to South Africa. Literature suggested that teachers' motivation has proved to be an essential factor related to several variables influencing education systems, such as student motivation, education reform, teaching practice, continued professional learning (CPL), psychological fulfilment, and well-being (Bas, 2022; Han and Yin, 2016; Heinz, 2015; Perryman and Calvert, 2020; Watt, Richardson, Smith, 2017). The implications of a deeper understanding of teachers' motivation would be to inform successful recruitment, education, and retention campaigns to attract and retain effective teachers identified as an international issue in several countries, including England and South Africa (Han and Yin, 2016; Sayed and McDonald, 2017; Watt, Richardson, Smith, 2017; Worth and Faulkner-Ellis, 2022b).

In this Educational Doctorate (EdD), the methodology was a two-phase, comparative mixed-methods sequential explanatory research design (Creswell and Plano Clark, 2018). The quantitative and qualitative data was collected (2018-2019) pre-COVID-19 pandemic and are presented in the context of the period. However, it is vital to acknowledge the shift in educational practice due to the unprecedented rate of socio-economic and technological change accelerated by the COVID-19 pandemic. The pandemic widened an understanding of teachers as active change agents (Boeskens et al., 2020). In England, teachers were identified as *'the fourth emergency service'* (Adams, 2019), and globally were viewed as *'frontline workers'* (International Task Force on Teachers for Education 2030, 2021). Overnight, teachers' roles pivoted to include supplying meals and checking on student safety, amongst additional ongoing pastoral, socioemotional and wellbeing duties (Adams, 2019; International Task Force on Teachers for Education 2030, 2021; UNESCO, 2020, 2022a). Teachers had to consider creative strategies to address inequitable access to learning by designing and implementing technological innovations in teaching, learning and assessment (Hargreaves, 2021). Although the enduring COVID-19 pandemic requires ongoing systemic adjustments, a deeper understanding of teacher motivation can inform the design and delivery of high-quality initial teacher education (ITE) and continuing professional learning (CPL) programs to inform, retain and motivate

effective teachers to persist in schools, Further Education (FE) colleges and Higher Education institutions (HEI).

This chapter presents the background to the study in four main sections: Firstly, in section 1.2 the background, research context and rationale; secondly, in section 1.3 a brief outline of initial teacher education (ITE) and continuing professional learning (CPL) in England and South Africa; thirdly, in section 1.3.4 a brief review of the research problem exploring what motivated individuals to choose teaching as a career, and lastly, in section 1.4 an outline of the overall structure of the thesis.

1.2 Research context and rationale

The rationale for exploring teachers' motivation in England compared to South Africa evolved out of an interest developed during the revalidation of initial teacher education programs (ITE) at a South African higher education institution (HEI) and later at a HEI in England. The HEI in England was part of a mixed economy college (MEG) campus, which consisted of a Further Education College section (FE) catering to students from 16 to 18 years old and a Higher Education section (HE). The South African HEI amalgamated a Technikon (Technical Further Education) with a traditional academic university. Although the importance of supporting the development of effective and motivated teachers was emphasised in discussions central to the revalidation process, a specific focus on teacher motivation was only explicitly mentioned in the South African HEI phase two documents[1]. The interest in teacher motivation also increased as the researcher became concerned about how teachers in England and South Africa seemed increasingly demotivated, with several choosing to leave the profession.

The fundamental question guiding this research was how some teachers remain skilful, knowledgeable, committed, motivated, and resilient regardless of the circumstances (Chiong et al., 2017; Gu and Day, 2013). Thus, the rationale and focus of this EdD was how a deeper understanding of the adaptive motives that influence effective student, early, and late-career teachers in England and South Africa to persist in the profession could inform improved strategies to address the ongoing teacher recruitment and retention crisis in both countries.

[1] The second section or block of an overall three-section/block PGCE course structure. Block 2: Knowledge of Teaching for the 21st-century teacher: Pedagogy Mediation of Teaching-Facilitation of Learning for Learning, Humanising Pedagogy, Critical Pedagogy, Pedagogical reasoning & Revisiting Teaching Strategies, Pedagogy and Social mediation: Vygotskian and Neo-Vygotskian perspectives, Motivational Theories & Pedagogy, Traditional & Emerging Authentic Media: Authentic Learning Experience Spaces (Phase 2 document 2014: 203).

In England, teacher recruitment and retention data in the *Teacher Labour Market in England annual report* (2022) reflected the impact of a resurgent labour market in 2022, with postgraduate ITE applications 23% lower than in February 2021 (Worth and Faulkner-Ellis, 2022a). The previous year's recruitment and retention report (2021) had reported a "Covid surge in postgraduate ITT applications" (Worth & Faulkner-Ellis, 2022: 4) and marked the first year since 2013/14 that the postgraduate ITE target was achieved. However, recruitment numbers in key secondary subjects (chemistry, design and technology, mathematics, modern foreign languages, physics) still fell short of predicted targets (Danechi and Long, 2021; Faulkner-Ellis and Worth, 2022; Worth, 2020).

The importance of recruiting and retaining motivated, effective teachers in South Africa is amplified by the number of teachers' resignations and early retirement from the public education system (Mafukata and Mudau, 2016). In South Africa, there is an "*absolute* shortage of teachers, and a *relative* shortage of teachers qualified and competent enough to teach specific subjects or learning areas" (Department of Basic Education and Department of Higher Education and Training, 2011). Teacher recruitment shortages are in STEM subjects, foundation phase, African languages, special needs schools and remote rural schools (Sayed and de Kock, 2019; Shibiti, 2019). There is the additional issue of many graduate teachers emigrating or finding employment in other industries and professions, referred to as a "brain drain" (Shibiti, 2019).

1.3 Initial and continuing teacher education

Internationally, the challenge of effectively educating teachers and providing relevant continuous professional learning (CPL) that positively affects practice is an ongoing challenge. HEI ITE and CPL are recognised as essential factors in developing resilient, effective education systems, supporting teacher wellbeing and teachers' motivation to affect social change for student and in-service teachers (Boeskens et al., 2020; Draper et al., 2017; Heinz, 2015; Sayed and de Kock, 2019; Worth and Faulkner-Ellis, 2022a). Another ongoing challenge is the importance of access to initial teacher education (ITE) and continual professional learning (CPL), reflecting wider society's assumptions of equity of access to pedagogical spaces, so the diversity of teachers reflects the diversity of the communities (Heinz et al., 2017; Worth and Faulkner-Ellis, 2022a). The term continued professional learning (CPL) when compared to continued professional development (CPD) reflects a paradigmatic shift in the understanding of ongoing

professional development (PD). PD refers to a more passive form of a single or a short series of externally provided learning courses compared to CPL, defined as a more contextualised form of learning, inquiry, and reflection, requiring active engagement and consultation with the teachers involved (Boeskens et al., 2020; Sayed and de Kock, 2019).

1.3.1 A brief review of the current education system in England

1.3.1.1 The educational system in the United Kingdom (UK)

In the United Kingdom (England, Northern Ireland, Scotland, and Wales), each country has separate educational systems overseen by different regional governments. In England, the United Kingdom (UK) Government is responsible for teaching and teacher practice. The Scottish Government, the Welsh Government, and the Northern Ireland Executive govern education in Scotland, Wales, and Northern Ireland. In the United Kingdom, education is compulsory for all children between the ages of five and 18 (aged four and over in Northern Ireland). The educational system in England comprises six educational stages: Early Years foundation stage (children aged three to five); primary education (ages five to 10) divided into key stage one (KS1, aged five to six) and key stage two (KS2, ages seven to 10); secondary education divided into key stage three (KS3, ages 11 to 13) and key stage four (KS4, ages 14 to 15); key stage five is post-16 education (KS5, ages 15 to 17); and the sixth stage, higher education (ages 18 and over) (United Kingdom government publications, 2012; Williams et al., 2016), see Figure 1.1.

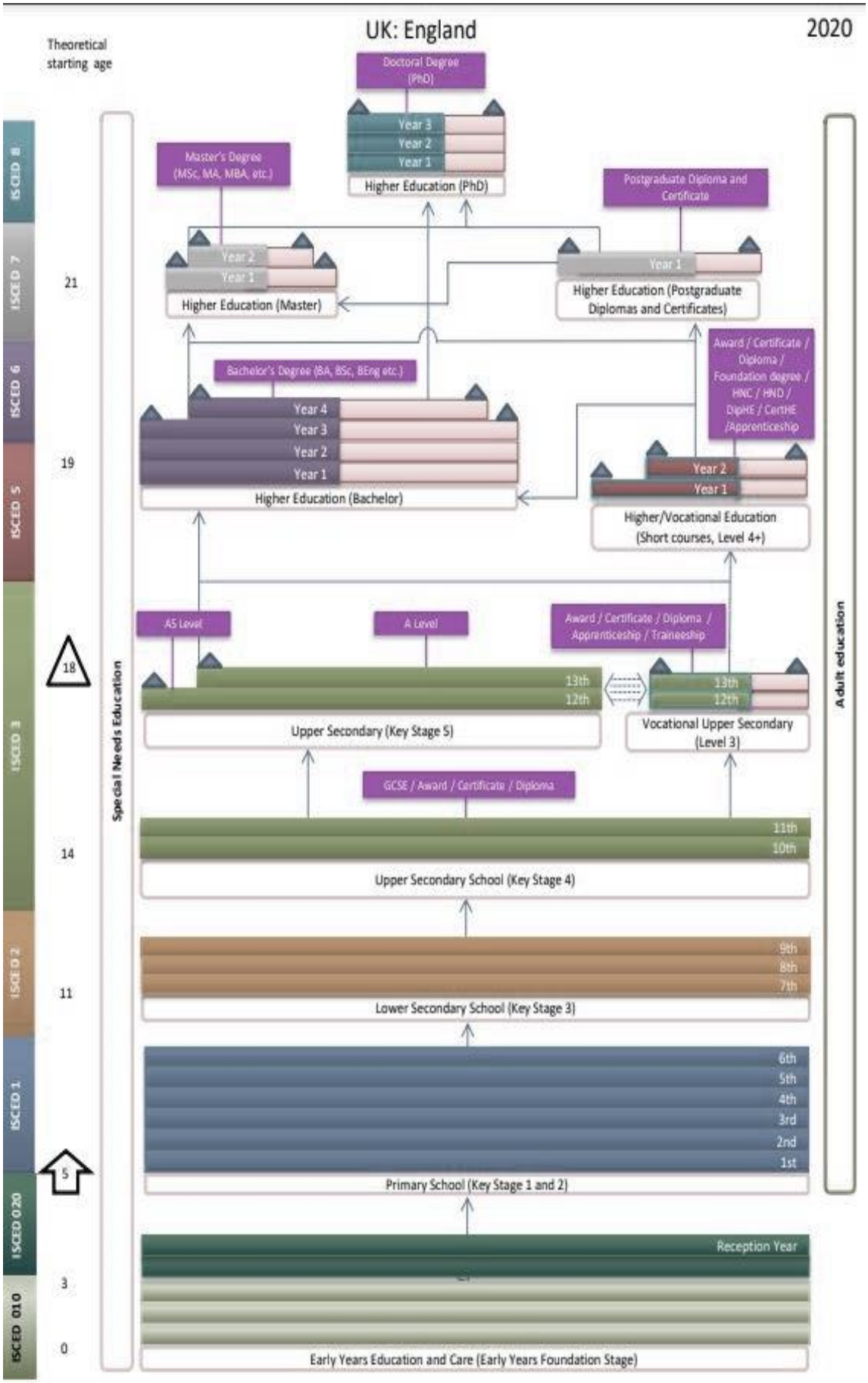


Figure 1.1. Education system structure in England – 2020/21[2]

[2] https://gpseducation.oecd.org/Content/mapofeducationsystem/ENG/ENG_2011_EN.pdf.

1.3.2 Initial Teacher Education (ITE) in England

The Carter review (2015) identified access to ITE in England as a confusing array of choices for potential teacher education students currently (Carter, 2015; Department of Education, 2016). Currently, there are several different routes to teaching, including the main types of partnerships the Office for Standards in Education, children's services, and skills (OFSTED) inspects, namely school-led training (SCITT), Higher Education Institutions (HEI), Teach First, and Further Education (FE) training.

The undergraduate pathways included an HEI bachelor's degree in education leading to Qualified Teaching Status (QTS) or early years teacher status (EYTS). There are several postgraduate pathways, including HEI-led training leading to a postgraduate certificate in education (PGCE); school-led training (SCITT); School Direct, a school-led route (Student fee); School Direct (salaried, aimed at career changers) or Teach First. Individuals currently apply via the University and Colleges Admissions Service (UCAS), replacing the Teacher Training Registry (GTTR), or applications can be made directly to schools except for Teach First and most early years programmes (Williams et al., 2016). Each ITE partnership can offer programmes related to the four age phases – early years, primary, secondary, and further education (FE) (Ofsted, 2021). However, there are other ways of entering the teaching profession: Researchers in Schools, including the mathematics and physics; Assessment only route; Troops to Teachers; Future Teaching Scholars; Now Teach and Postgraduate teaching apprenticeship (Department of Education, 2019a, 2019b, 2021b; Ofsted, 2021; Universities Council for the Education of Teachers, 2021).

The university or college-led PGCE and Certificate of Education (Cert.Ed.) courses are typically one-year full-time or two-year part-time study courses, with Qualified Teaching and Learning Status (QTLS) or Qualified Teacher Status (QTS) professional certification. The QTLS is a professional status awarded to newly qualified teachers in the post-14 education and training sector, compared to QTS (Schools) awarded to primary and secondary teachers once they have completed their initial teaching qualification and have undertaken a statutory induction period of a year as a newly qualified teacher (NQT) (Society for Education & Training, 2019, 2022),see Figure 1.2.

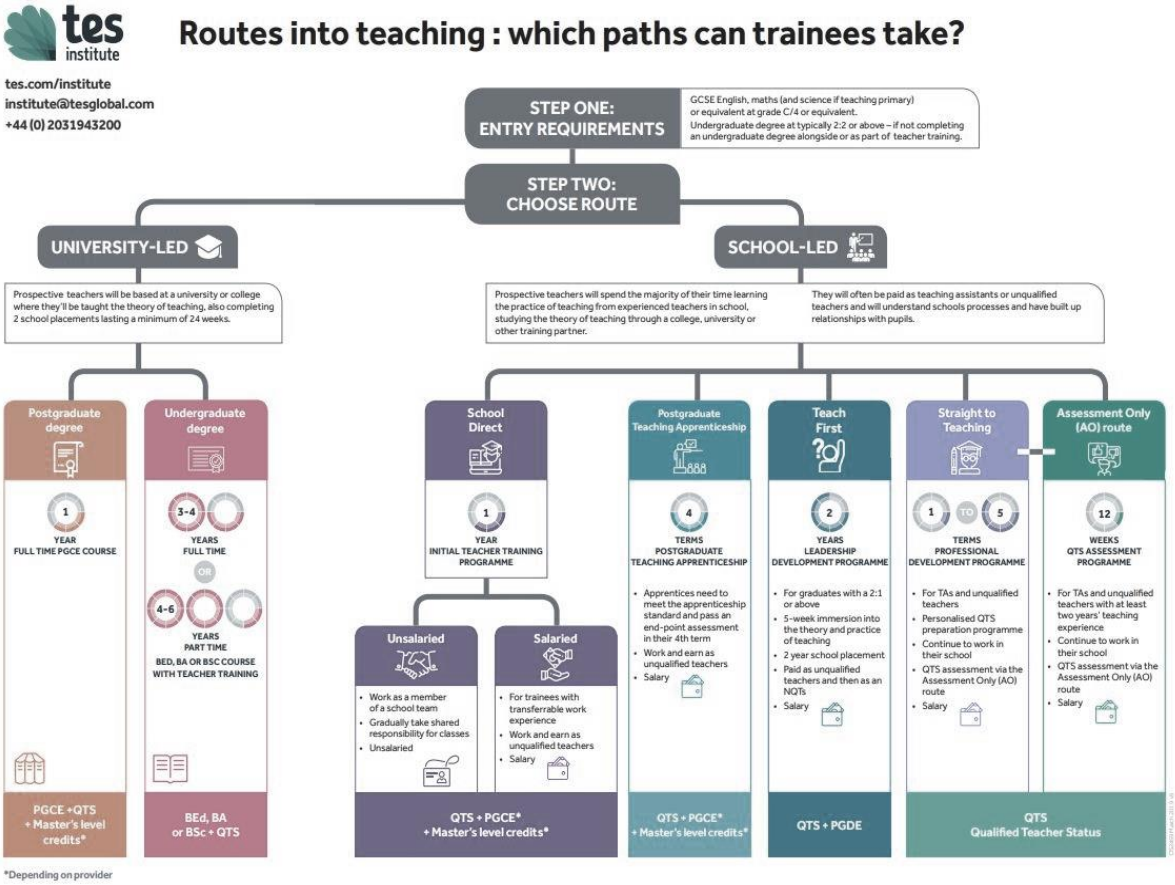


Figure 1.2. Pathways into teaching: England 2021[3]

There were 250 providers and partnerships providing ITE through school-centred initial teacher training (SCITT), higher education institutions (HEIs), and college providers in 2020/2021 (Ofsted, 2020, 2021). The Department of Education (DfE) initiated a review of initial teacher education (ITE) (Department of Education, 2021a; Department of Education, 2021b), resulting in a critical response from 35 out of 40 HEI ITE training providers surveyed by the universities council for the Education of Teachers (UCET) (Universities Council for the Education of Teachers, 2021; University Council for the Education of Teachers, 2020). The concerns expressed included the potential negative impact of the unsustainable increased cost, dictated changes to the curriculum, unworkable extended placement weeks and an onerous reaccreditation process. Several providers agreed that ITE programs in England should be informed by research with consistency between ITE curricula and supported by good placement experience for student teachers with professionally trained mentors however the process and outcome of the stage two of the market review has been controversial (University

[3] For detail and reference, see: [https://www.epschool.org/wp-content/uploads/2019/02/ASCL-Routes-into-Teaching-map.pdf]

Council for the Education of Teachers, 2020, 2021). There are currently 179 accredited ITE providers leading to the award of QTS from 2024 to 2025 academic years from the accreditation rounds in 2022. The next accreditation round is planned to take place during the 2025 to 2026 academic year (Department for Education, 2022).

1.3.2.1 Continued professional learning in England

In response to the teacher supply crisis, the United Kingdom government developed the *Teacher Retention and Recruitment Strategy* in 2019 (Department for Education, 2019b). The strategy included the Early Career Framework (ECF), a two-year support programme for Early Careers Teachers (ECT) receiving three years of evidence-based professional development and support (Department for Education, 2019a; Department for Education, 2021). The three years began with the revised Initial Teacher Education (ITE) core framework, progressing to ECF and National Professional Qualifications (NPQs) (Department of Education, 2021b). ECF includes a reduced teaching timetable and access to experienced mentors who are encouraged to complete the new National Professional Qualification in Leading Teacher Development (NPQLTD) (Department of Education, 2019b, 2021b). The stated aim of the NPQs was to provide a development pathway for teachers to continue progressing during the first five years of their practice with an entitlement to 35 hours of high-quality CPL. However, the offer of CPL as part of the ECF only applied to primary and secondary student teachers, leading to QTS (2019), not to early years teachers leading to Early Years Teacher Status (EYTS), nor Further Education based (FE) teachers leading to QTLS (Department of Education, 2019b, 2021b).

The Education and Training Foundation (ETF) recently released New Professional Standards for FE teachers and trainers (Education & Training Foundation, 2022). The 20 professional standards aim to support, inspire professional learning, and career development for FE teachers and trainers at different career stages. The three career stages are (1) Early Career: teachers and trainers developing the craft of teaching and learning to achieve competence in each Standard; (2) Experienced: teachers and trainers with several years of teaching with high levels of confidence around practice, centrally located and influential in their teaching communities, and (3) Advanced: teachers and trainers with more than five years of professional practice, well-known for championing and influencing good practice, and the design of organisational initiatives to improve learner experience

(Education & Training Foundation, 2022).

1.3.3 A brief review of the current education system in South Africa

1.3.3.1 The educational system in South Africa

South Africa's education system has seen necessary post-apartheid reforms since 1994 to redress the legacy of racial and social divisions (Amnesty International, 2020; Department of Basic Education, 2021b; Draper et al., 2017; Sayed and de Kock, 2019). Schooling in South Africa is compulsory for students aged seven to 16 years. The Department of Basic Education (DoBE) shares a responsibility, alongside the provincial departments, for primary schooling. However, it is the responsibility of each of the nine provincial education departments to finance and manage schools directly. The DoBE in South Africa is responsible for the Foundation Phase (FP), including pre-schooling to Grade 0, commonly known as Grade R. The Department of Higher Education and Training (DHET) is responsible for tertiary education and vocational training (VET), HEIs, colleges, and adult education centres (NPC, 2011). Before 2009, the DHET and DBE were in one department, the Department of Education (DoE) (Department of Basic Education, 2021b; Department of Basic Education and Department of Higher Education and Training, 2011).

The educational system in South Africa comprises two stages: (1) The General Education and Training (GET) stage includes grades R to nine (children aged five to 16 years old), and (2) Further Education and Training (FET) stage includes grades 10 to 12 (individuals usually aged from 16 to 18 years old). The GET stage consists of three phases: (1) The Foundation Phase (Grades R to grade three, children aged five to nine), (2) the Intermediate Phase (Grades four to six, children aged ten to 12 years old) and (3) the Senior Phase (Grades seven to nine, children aged 13 to 15 years old). In grades 10 to 12 (aged 16 to 18 years old), education is optional and is sometimes taught in specialist technical, community or private colleges. The students take a school-leaving exam known as the National Senior Certificate (NSC) upon completion of grade 12. The NSC grants access to higher education and has been awarded since 2008. There is the alternative option of vocational secondary education in Grades 11 and 12 with the summative award of a national certificate (vocational) (Department of Basic Education, 2021b), see Figure 1.3.

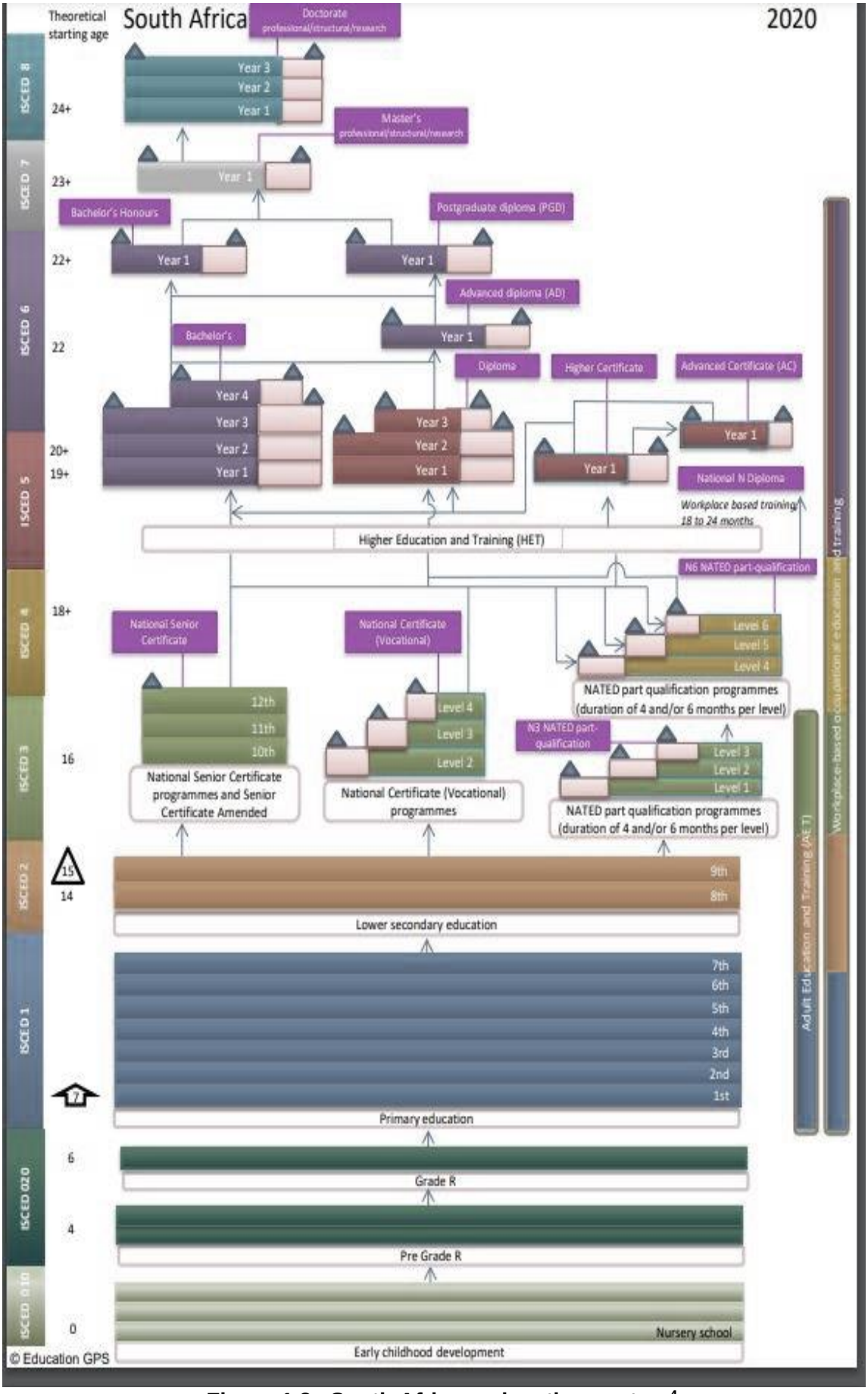


Figure 1.3. South African education system[4]

[4] https://gpseducation.oecd.org/Content/MapOfEducationSystem/ZAF/ZAF_2011_EN.pdf

1.3.3.2 Initial Teacher Education (ITE) in South Africa

The Government of South Africa (GoSA) post-1994 merged 36 traditional research-led Higher Education Institutions (HEI), reducing the number to 26 HEI's, with 12 traditional research-intensive HEI, eight technical HEI's and six comprehensive HEIs (Bennell and Akyeampong, 2007; Wilmot, 2017). In 1997, 120 teacher colleges were closed, and ITE transferred to HEIs (Wilmot, 2017)). The aim of locating ITE within HEIs was to provide equitable access to quality teacher education for all South African student teachers. The additional benefit of receiving tuition in research and academic skills by university lecturers, thus enhancing the quality of teacher education and teachers entering the profession. All HEIs had to revalidate ITE qualifications before 2019, with final approval by the Department of Higher Education and Training (DHET), accredited by the Council on Higher Education (CHE) and South African Qualifications Agency (SAQA) (Department of Basic Education and Department of Higher Education and Training, 2011; Draper et al., 2017; Wilmot, 2017).

The current official requirement for a qualified teacher in South Africa is an M+4, a matriculation (school-leaving) certificate with additional four years of post-secondary education, including an initial teacher education (ITE) qualification. Until recently, however, M+3 (matric plus three years of post-secondary education) was the official requirement; as a result, many teachers in the country are qualified with M+3 (Draper et al., 2017). Once initial teacher education is completed, for example, an undergraduate four-year Bachelor of Education degree or a Postgraduate Certificate of Education (PGCE), see Table 1.1, new teachers have to register with the South African Council for Educators (SACE) to obtain professional qualified teacher status (Department of Basic Education, 2021a).

Table 1.1. Pathways into teaching: South Africa[5]

Teaching pathways	Phase specialisms
Four-year Bachelor of Education (B.Ed.)	Foundation Phase: Grades R to grade 3 (±5 to 9year-olds)
	Intermediate Phase: Grades 4 to 6 (±10 to 12-year-olds)
	Senior Phase: Grades 7 to 9 (±13 to 15-year-olds)
A three or four-year bachelor's degree, followed by a one-year Postgraduate Certificate in Education (PGCE)	Further Education and Training Phase (FET): Grades 10 to 12 (±16 to 18-year-olds)

[5] Source: https://www.education.gov.za/Informationfor/Teachers/InitialTeacherEducation.aspx#:~:text=You%20may%20follow%20one%20of,as%20a%20professionally%20qualified%20teacher.

1.3.3.3 Continued Professional Learning (CPL) in South Africa

After registering with SACE, qualified professional teachers in South Africa follow the Continuing Professional Teacher Development (CPTD) process and a mandatory induction programme provided by various employers (South African Council for Educators, 2022). A Professional Development Portfolio (PDP) reflects the evidence of engagement in CPTD. The PDP evidence consists of teachers reflecting on professional standards and skills developed in up to 80 CPTD hours per year (Department of Basic Education, 2021a; Sayed and de Kock, 2019). Teachers must accumulate a minimum of 150 points over three years by attending SACE-approved professional development activities, after which the accumulated points are reset to zero (South African Council for Educators, 2022). There are three types of recognised professional development activities: 1) self-directed individual efforts to improve themselves as professionals; 2) school-based professional development; 3) participation in SACE-endorsed learning programmes, or activities offered by accredited institutions of learning (Draper et al., 2017; Sayed and de Kock, 2019; South African Council for Educators, 2022).

In South Africa, ongoing strategies for developing a quality teacher workforce were addressed by a five-year basic education sector plan, *Action plan to 2024. Towards the realisation of Schooling 2030* (Department of Basic Education, 2020). The document outlined a vision of educational change for primary education, embedding technology, coding, and robotics to create a modern decolonised school system (DBE, 2020: vii). The development of teaching professional standards (TPS) in South Africa aimed to address a perceived vicious schooling cycle and foster a virtuous cycle by offering clear lifelong professional education pathways to develop better educated and motivated teachers (Draper et al., 2017; South African Council for Educators, 2022). The professional standards aim to be applied to three career pathways: (1) practising classroom teachers who seek promotion to higher teacher levels in the teaching and learning pathway or seek promotion to either (2) the management and leadership pathway or (3) the educational planning, research, and policy development pathway. In the second and third options, classroom teaching is no longer central to the job (Draper et al., 2017; Sayed and de Kock, 2019). However, the career pathway systems have faced organisational and managerial implementation challenges. These included teachers who seemed reluctant to engage with the different career pathways as teachers' salaries automatically increased based on years of experience; or salary

progression determined by an annual appraisal using the Integrated Quality Management System (IQMS) (DoE, 2003(Sayed and de Kock, 2019).

1.3.4 Teaching in England compared to South Africa

A comparison of teachers and education between England and South Africa was possible due to similarities in the structure and organisation of the HEI ITE programmes and education systems, with a historical legacy of English influence due to colonisation and church mission schools (Amnesty International, 2020). Literature suggested that challenges common to English and South African teachers include a loss of authority, victimisation, ongoing COVID-19 pandemic issues, increasing international political instability, lack of family and community involvement, increasingly complex student, and staff mental health issues, increasing disparity in student's learning achievement when assessed using global metrics, see Table 1.3 (Amnesty International, 2020; Sayed and de Kock, 2019; Shibiti, 2019; UNESCO, 2020; Worth and Faulkner-Ellis, 2022a).

Table 1.2. UNESCO Global Education Monitoring report comparison of England/South Africa

UNESCO Global Education monitoring report: Comparison of England and South Africa	England	South Africa
Gross national income per capita (2019) $	48,040.00	12,630.00
Population/millions	68	59
Population below $3.20 a day (2016)	0%	38%
Pre-primary attendance	69%	n/a
Primary completion rate	100%	96%
Upper secondary rate	100%	88%
Learning achievement in reading (end of lower secondary): High proficiency PISA 2018	82%	49%
Learning achievement in maths (lower secondary): High proficiency PISA 2018	33%	1%
Learning achievement in science (end of lower secondary): High proficiency PISA 2018	30%	1%

English and South African teacher's responses indicate differences in the OECD Teaching and Learning International questionnaire (TALIS) 2018[6] of lower secondary teachers who provided a measure of cross-national teacher job satisfaction and motivation (OECD, 2019b, 2020). As seen in Table 1.4., a marginally lower percentage of teachers in England (77%) were satisfied with their

[6]. South Africa - Country Note - TALIS 2018 Results p.1 at http://www.oecd.org/education/talis/. The OECD Teaching and Learning International Scale (TALIS) is an international, large-scale scale of teachers, school leaders and the learning environment in school

job compared to fewer South African teachers (78%). The results indicated that a lower percentage of English teachers (29%) agreed that teaching has status in society compared to a much higher percentage of South African teachers (61%). However, slightly fewer English teachers (22%) aged 50 or less were thinking of leaving the profession in the next five years compared to a higher percentage of South African teachers (25%) ((OECD, 2019a, 2019b, 2020).

Table 1.3. **TALIS 2018 country statistics: England & South Africa**

Influential motives in choosing teaching as a career			
Question	**England**	**South Africa**	**OECD average**
Satisfaction with teaching as a career choice	77%	78%	90%
Teaching was a first-choice career	59%	49%	67%
To influence children's development or contribute to society	93%	97%	90%
Agree' or 'strongly agree' teaching profession highly valued by society	29%	61%	26%
Satisfied with salary	54%	30%	39%
Salaries improvement for teachers a priority for government	54%	85%	39%
Better to have chosen another profession	52%	51%	34%
Leave profession next 5 years	29%	30%	25%
Teachers aged 50 or less leave profession in next 5 years	22%	25%	14%
Experience 'a lot' of stress at work	38%	25%	18%
Teaching negatively affects physical & mental health 'a lot'	10%	12%	7%
Teaching no time for personal life	*high*	18%	6%
Responsible for students' achievement	*high*	75%	41%
Administrative tasks	65%	63%	49%
Too much marking causing a 'lot of stress'	39%	25%	17%

1.3.5 Research objectives

The role of teacher education in HEIs is contentious. However, arguably ITE in HEIs encourages an independent approach to ensure that “high-quality teacher education draws on a corpus of knowledge embedded in ethical practice, including robust evidence from research, whilst accepting that knowledge is both contested and contestable” (University Council for the Education of Teachers, 2020). This research aimed to explore how an explicit understanding of the complex and dynamic set of factors that influence affective teacher motivation as it is activated in classrooms and schools in specific socio-cultural settings could inform effective recruitment, education, and retention strategies.

1.3.5.1 Research question and research hypothesis

Based on the aim mentioned above, the following overarching research question was posed:

Research question: how are adaptive motivational factors influencing the initial choice to join and persist in teaching as a career associated with student, early, and late-career teachers in England compared to South Africa?

A non-directional research hypothesis was formulated to support the quantitative phase of the research:

Hypothesis 1: There is a statistically significant interaction effect of the home country and career group on the intrinsic, altruistic, and extrinsic motives influencing the initial choice to join and persist in teaching as a career for English and South African student, early and late-career teachers.

1.3.6 Theoretical framework

The theoretical framework used to guide this research was the Factors Influencing Teachers (FIT) Choice model developed by Watt & Richardson (2007). The FIT-choice model (2007) integrated vital themes from the teacher motivation (TM) literature, particularly the expectancy-value framework (EVT) (Eccles et al., 1983), 1983), alongside ability-related beliefs emphasised in the career-choice literature. The justification for using the FIT-choice theoretical model (Watt and Richardson, 2007) lies in the fact that it informed the development of the valid and reliable FIT-choice questionnaire used since 2006 with 20 different language versions, all successfully created to compare the phenomenon of teacher motivation in cross-national[7] settings (Fray and Gore, 2018; Gore et al., 2015; Heinz, 2015; Richardson et al., 2014; Watt et al., 2014; Watt and Richardson, 2007; Watt and Richardson, 2008a; Watt, Richardson, Morris, 2017). The FIT-choice theoretical model consists of four higher-order teacher motivating factors and 18 first-order teacher motivating factors. The FIT-choice questionnaire provides the opportunity to rate 57 items associated with variables influencing the choice to teach, including socialisation influences, task demand, task reward, self-perceptions of ability, intrinsic value, personal utility value (PUV), social utility value (SUV) and teaching as a fallback career (Watt and Richardson, 2007), see Table 1.4.

[7] The term cross-national referred to comparisons across legally and politically distinct populations or systems of interaction; in this study, England and South Africa. The comparison in a cross-national study occurs at the design level, with common variables rated by a comparable sample with specific questions asked within each national population during data collection, analysis and integration. The approach reflects a replicative mode, a design or research instrument developed in one country is imported to another, and the two data sets are compared in detail (Rokkan, 1993).

Table 1.4. FIT-choice theoretical model (Watt & Richardson, 2007)

Higher order factors	First-order FIT-choice factors	FIT CHOICE MODEL - 57 items	Item
Motive items	Teaching ability	I have the qualities of a good teacher	B5
		I have good teaching skills	B19
		Teaching is a career suited to my abilities	B43
	Intrinsic career value	I am interested in teaching	B1
		I've always wanted to be a teacher	B7
		I like teaching	B12
	Fallback career	I was unsure of what career I wanted	B11
		I was not accepted into my first career choice	B35
		I chose teaching as a last resort career	B48
Personal Utility Value (extrinsic motives)	Job security	Teaching will offer a steady career path	B14
		Teaching will provide a reliable income	B27
		Teaching will be a secure job	B38
	Time for family	Part time teaching will allow me more family time	B2
		Teaching hours will fit with the responsibilities of having a family	B16
		School holidays will fit in with family commitments	B29
		As a teacher I will have lengthy holidays	B4
		As a teacher I will have short working days	B18
	Job transferability	Teaching may give me a chance to work overseas	B8
		A teaching qualification is recognised everywhere	B22
		A teaching job will allow me to choose where I live.	B45
Social Utility Value (altruistic motives)	Shape future of children or adolescents	Teaching will allow me to shape children/adolescents' values	B9
		Teaching will allow me to shape the next generation	B23
		Teaching will allow me to have an impact on children/ adolescents	B53
	Enhance social equity	Teaching will allow me to benefit the socially disadvantaged	B49
		Teaching will allow me to raise the ambitions of under-privileged youth	B36
		Teaching will allow me to work against social disadvantage	B54
	Make social contribution	Teaching will allow me to provide a service to society	B6
		Teachers make a worthwhile contribution	B20
		Teaching enables me to 'give' back to society	B31
	Work with children or adolescents	I want to help children/adolescents learn	B10
		I want a job that involves working with children/adolescents	B13
		I like working with children/adolescents	B37
		I want to work in a child/adolescent-centred environment	B26
	Prior teaching and learning experiences	I have had inspirational teachers	B17
		I have had good teachers as role models	B30
		I have had positive learning experiences	B39
	Social influences	My friends think I should become a teacher	B3
		My family think I should become a teacher	B24
		People I have worked with think I should become a teacher	B40
Task Demand (perception /belief items)	Expert career	Do you think teaching requires high levels of expert knowledge?	C10
		Do you think teachers need high levels of technical knowledge?	C14
	High demand	Do you think teachers have a heavy workload?	C2
		Do you think teaching is emotionally demanding?	C7
		Do you think teaching is hard work?	C11
Task Return (perception/ belief items)	Social status	Do you think teachers are perceived as professionals?	C4
		Do you think teaching is perceived as a high-status profession?	C8
		Do you believe teaching is a well-respected career?	C12
		Do you think teachers feel valued by society?	C9
		Do you think teachers feel their occupation has high social status?	C13
	Salary	Do you think teaching is well paid?	C1
		Do you think teachers earn a good salary?	C3
Decision items	Social dissuasion	Were you encouraged to pursue careers other than teaching?	D2
		Did others tell you teaching was not a good career choice?	D4
		Did others influence you to consider careers other than teaching?	D6
	Satisfaction with choice	How carefully have you thought about becoming a teacher?	D1
		How satisfied are you with your choice of becoming a teacher?	D3
		How happy are you with your decision to become a teacher?	D5

1.3.7 Methodology

This section provides a brief overview of the methodology and protocols of the research design with a more in-depth presentation and discussion regarding methodological aspects presented in Chapter three. This research used a mixed-methods two-phase sequential explanatory research design which used quantitative and qualitative data underpinned by a pragmatic approach to explore motivational factors that influenced individuals to choose teaching as a career in England and South Africa (Bryman, 2016; Cohen et al., 2018; Creswell and Plano Clark, 2018). The research used a pragmatic methodology adopting a pluralist approach to research combining positivist quantitative data and qualitative interpretative data based on the criteria of fitness for purpose and applicability,

regarding reality as both objective and socially constructed (Johnson & Onwuegbuzie, 2004 cited in Cohen et al., 2018).

1.3.8 Methods: Research instruments

The comparative mixed-methods two-phase sequential explanatory research design used two research instruments. In phase one, the FIT-choice questionnaire, *N* = 385 (Watt & Richardson, 2007), followed in the second phase by semi-structured interviews with student, early and late-career teachers in England and South Africa, *N* = 128 (Bryman, 2016; Cohen et al., 2018; Creswell and Plano Clark, 2018). The justification for using two research instruments was pragmatically utilising the strengths of both quantitative and qualitative data (Creswell and Plano Clark, 2018). For example, in phase one, the FIT-choice questionnaire provided numerical data indicating statistically significant trends and patterns. However, reducing the data to more parsimonious categories also meant few insights were available to help explain differences in the interpretation of intrinsic, altruistic, and extrinsic items influenced by socio-cultural cross-national contexts (Fray and Gore, 2018; Gore et al., 2015; Heinz, 2015; Richardson et al., 2014; Watt, Richardson, Smith, 2017). Thus, the use of a second qualitative research instrument, semi-structured interviews, aimed to extend and deepen the understanding of how adaptive motives identified in the first phase quantitative data influenced English and South African student, early and late-career teachers (ibid). Using qualitative data collection methods acknowledged the belief that teachers' voices are essential and must be included the curriculation of initial ITE and CPL to support the effective recruitment, education, and retention of competent, confident, committed professionals. Teachers viewed as independent thinkers and epistemic agents able to engage in enquiry-rich practice and contribute effectively to education policy making (Sayed, 2016; Sayed and McDonald, 2017; Watt, Richardson, Klusmann et al., 2012; Watt, Richardson, Smith, 2017; Worth and Faulkner-Ellis, 2022a).

1.3.9 The structure of the thesis

There are eight chapters in this thesis. This first chapter presents an overview of the context, structure, and rationale for conducting the research. Chapter two reviews FIT-choice literature (2006-2022) considering how the traditional categories of altruistic, intrinsic, and extrinsic motivation were defined, and describes the development of the FIT-choice model (Watt and Richardson, 2007).

The third methodology chapter presents the ontological and epistemological considerations that informed the two-phase mixed-methods explanatory sequential research design, the ethical considerations relevant for each stage of the research process, the design of research instruments, the data collection methods, and the data analysis processes. Chapter four presents the descriptive statistical analysis of phase one data collected from Section A of the FIT-choice questionnaire of the responses to the open question on adaptive motives that would influence the choice of student, early, and late-career teachers in England and South Africa to stay in the profession. Chapter five presents the inferential statistical analyses of phase one quantitative data from FIT-choice questionnaire Section B to test the interaction effect of home country and career stage on the intrinsic, altruistic, and extrinsic adaptive motives influencing the career choice of student, early and late career teachers in England compared to South Africa. Chapter six presents the analysis of the phase two semi-structured interview data where student, early and late career teachers in England and South Africa shared how adaptive motives influenced their career choice. The aim was to deepen the understanding of how intrinsic, altruistic, and extrinsic motives identified in phase one experienced by teachers influenced their decisions to choose to join and persist in teaching as a career. Chapter seven provides an in-depth discussion in response to the research question and hypothesis contextualising the quantitative and qualitative findings of this EdD study in consideration of the FIT-choice teacher motivation literature reviewed earlier in chapter two. In chapter eight a summary of the research project, theoretical contributions, and limitations and suggestions for further research is presented.

This chapter introduces how this EdD study addresses an identified gap in understanding how adaptive motives influenced student, early, and late-career teachers' career choices in England compared to South Africa. The next chapter discusses the key concepts and theories of teacher motivation, alongside the current state of the FIT-choice and teacher motivation literature, in more detail.

2 Chapter 2: Literature review

2.1 Overview

The literature review consists of five parts. The first part in section 2.2 considers how the main research terms were conceptualised in the FIT-choice literature, followed in the second part in section 2.3 by a brief introduction to the Expectancy value motivation theory (EVT) (Eccles et al., 1983). The third part in section 2.4 presents a brief review of FIT-choice literature (2006-2022), considering the effect of teachers' career group in section 2.4.1, and home country in section 2.4.2 on the adaptive motives influencing the choice to teach as a career. The fourth part in section 2.5 discusses if teacher motivation was presented in the literature as stable or fluid, not subject to change or changing as an individual progresses through a teaching career. The last section 2.6 concludes with a summary of the FIT-choice literature reviewed, identifying the gap this EdD study addresses, namely the use of the FIT-choice theoretical model (Watt and Richardson, 2007) to inform the research on how adaptive motives influenced English compared to South African student, early and late career teachers motives to teach as a career.

The FIT-choice literature reviewed looked at pre-existing teacher motivation literature reviews that referred explicitly to the FIT-choice theoretical model (Watt and Richardson, 2007), including two scoping literature reviews (Fray and Gore, 2018; Gore et al., 2015), a systematic literature review (Heinz, 2015), and two edited volumes (Richardson et al., 2014; Watt, Richardson, Morris, 2017), see Table 2.1. The literature reviews and additional FIT-choice literature discussed were limited in scope as only English language references were selected. The teacher motivation research literature included in the literature review made direct or indirect references to the FIT-choice theoretical model (Fray and Gore, 2018; Gore et al., 2015; Heinz, 2015; Richardson et al., 2014; Watt, Richardson, Smith, 2017).

Table 2.1. FIT-choice literature reviewed examples

Reference	Date	No	Date of publications reviewed	Detail
Fray, L and Gore, J. (2018)	2018	70	2007-2016	Who enters teaching and why are questions of immense social and political importance throughout the world? This paper presents a scoping review of 70 empirical studies, published between 2007 and 2016, that addressed the motives influencing the choice of teaching as a career.
Gore, J., Homes, K, Smith, M and Fray, L. (2015)	2015	75	2005-2015	This scoping review included 75 studies of contemporary empirical literature published in 45 different journals between 2005 and 2015 in 25 countries to identify factors influencing the choice to teach as a first career choice.
Heinz, M. (2015)	2015	41	1960-2014	The 41 studies focusing on student teachers' career motivations in twenty-three countries across the globe served as empirical data sources for this systematic review.
Richardson, P. W., Karabenick, S. A., and Watt, H. M. G. (2014)	2014	15	2008-2014	The first edited volume is edited by Paul W. Richardson, Stuart A. Karabenick and Helen M.G. Watt published in 2014 with 15 chapters.
Watt, H. M. G., Richardson, P.W and Smith., K. (2017)	2017	13	2006-2017	First book to synthesise robust empirical findings from studies around world drawing on large-scale survey data in order to understand antecedents and consequences of teachers motivations to teach.

2.2 Key research terms conceptualised in FIT-choice literature

2.2.1 Teacher motivation

The first section reviewed how the FIT-choice literature defined the key terms used in this research, including teacher motivation, intrinsic and altruistic motivation, and teaching career. Teacher motivation was defined by the triadic model of intrinsic, altruistic, and extrinsic motives, or as adaptive and maladaptive motives affecting an individual's choice to teach as a career (Fokkens-Bruinsma and Canrinus, 2012a; Fray and Gore, 2018; Gore et al., 2015; Heinz, 2015; Richardson et al., 2014; Watt, Richardson, Smith, 2017). Richardson and Watt (2006) challenged the altruistic, intrinsic, and extrinsic typology suggesting it reflected the lack of "an integrative theoretical framework to guide the selection and organisation of influential factors" (2006: 31). However, intrinsic, altruistic, and extrinsic motivational factors were constantly referred to in the teacher motivation literature reviewed and provided a shared understanding of what motivated individuals to pursue a teaching career (Chiong et al., 2017; Fray and Gore, 2018; Gore et al., 2015; Heinz, 2015; Richardson et al., 2014; Watt, Richardson, Smith, 2017).

In the reviewed FIT-choice literature, the definition of intrinsic motives reflected the influence of EVT's notion of *intrinsic value*, namely the enjoyment one expects to

experience while doing a task (Nesje et al., 2018; Wigfield et al., 2009; Wigfield and Eccles, 2000). The understanding that being intrinsically motivated to teach reflects identified regulation which, according to Self-Determination Theory (SDT), namely when tasks are performed with a sense of volition and choice, motivated by interest, pleasure and the value attributed to the required effort (Roth, 2014; Ryan and Deci, 2000b). Two elements thought to be associated with the intrinsic reward of teaching: are firstly, the process of teaching and interaction with students, and secondly, the desire to engage with a subject specialism continuously (Csikszentmihalyi, 2014).

The definition of altruistic motives in the FIT-choice literature reviewed reflected two different interpretations. Firstly, an individual's desire to teach as an opportunity to enhance social equity through service, thus having an impact on their community and broader society; secondly, teaching as an opportunity to serve students by promoting social justice and equitable access to opportunities, thus making a difference to their lives (Heinz, 2015; Watt, Richardson, Smith, 2017).

There were two categories of extrinsic motives: the first category related to the social influences of family, partners, peers, and colleagues. Social influences also referred to socio-cultural influences on an individual's choice to teach as a career, such as religion and the status of the teaching profession within the community and broader society (Richardson et al., 2014; Watt, Richardson, Smith, 2017; Wigfield and Eccles, 2000). The second category related to the material rewards associated with teaching as a career: job security, good working conditions, holidays; a reliable or good salary, job opportunities, and flexible working hours (Heinz, 2015; Richardson et al., 2014; Watt and Richardson, 2007; Watt, Richardson, Klusmann et al., 2012; Watt, Richardson, Smith, 2017).

Fray and Gore's (2018) scoping review did cite several studies that moved beyond the traditional triadic conceptualisation, referring to adaptive and maladaptive motives (Bruinsma and Jansen, 2010; Fokkens-Bruinsma and Canrinus, 2012a; Tang et al., 2015; Watt, Richardson, Smith, 2017). Adaptive motives support teachers' feelings of competence, autonomy, and the ability to regard the tasks associated with teaching as enjoyable and relevant, developing positive interpersonal relationships, and a sense of belonging (Fokkens-Bruinsma and Canrinus, 2012a; Fray and Gore, 2018; Ryan and Deci, 2000a). Maladaptive

motives included teaching viewed as a last resort fallback career, with a heavy workload, unreasonable emotional demands with low material rewards and social status (Fokkens-Bruinsma and Canrinus, 2012a; Fray and Gore, 2018).

2.2.2 Work or career choice

The aim to explore how adaptive motives influenced student, early and late-career teachers' commitment, enjoyment and interest in their work or career required consideration of how the literature defined teacher's work compared to a teacher's career (McMahon et al., 2015; Watson, 2010). The term work was considered more inclusive and included unpaid, unqualified, volunteer, or caring forms of work (Heinz et al., 2017; Richardson, 2012). Literature suggested teachers' work could also refer to the range of tasks teachers are required to perform as part of their career. However, the use of the term *career* in this EdD study foregrounded teaching viewed as a professional career choice and was not intended to denote any exclusive class or cultural connotations (Richardson, 2012). While definitions of a professional teaching career are varied, the combination of factors referred to included having a solid and complex formal knowledge base, autonomy of practice, and feeling a responsibility for ethical praxis involving students, parents, communities, and peer networks (Darling-Hammond, 2000; Gutierrez and Nailer, 2021).

When reviewing the literature on how an individual's home country influenced the choice to teach as a career, the role of social networks, educational and labour market conditions, and opportunity structures were carefully considered (Watson, 2010; Watt and Richardson, 2008b). It was essential to challenge the assumption that everyone had access to several alternative careers and the freedom to choose from among them (Özbilgin et al., 2005; Richardson, 2012). The recognition that the ideal of equity of access to academic and employment opportunities and outcomes is difficult to actualise given the realities of an individual's access to resources in different socio-cultural and economic contexts (Labonte, 2004): 116 cited in (Watson, 2010).

The following section presents a brief discussion of the EVT of motivation, which influenced the development of the FIT-choice theoretical model (Watt and Richardson, 2007). EVT explored how an individual's cultural milieu, namely family demographics, prevailing acceptable gender, cultural, and occupational stereotypes directly influenced short-term and long-term career goals (Eccles and

Wigfield, 2020; Wigfield and Eccles, 2000).

2.3 Expectancy Value Theory (EVT) (Eccles et al., 1983)

Eccles et al., (1983) proposed that an individual's subjective beliefs, abilities and expectancies for success directly influence educational, vocational, and other achievement-related choices and the value they attach to the task (Eccles and Wigfield, 2002b; Wigfield and Eccles, 2000). Ability beliefs are an individual's perception of present levels of task competence (Wigfield and Eccles, 2000) and function in a comparable manner to expectations of self-efficacy (Bandura, 1993) and autonomous competence (Ryan and Deci, 2000a, 2000b). Although ability beliefs are focused on the present, success expectancies are future-focused, defined as individuals' "beliefs about how well they will do on an upcoming task" (Wigfield & Eccles, 2000: 70).

EVT conceptualises and organises four classes of values related to how a task meets individual needs (Eccles et al., 1983; Wigfield and Eccles, 2000). Firstly, intrinsic value refers to engaging in a task out of interest or enjoyment. Secondly, utility value refers to how a task will be helpful to an individual in the future and has some resemblance to altruistic motivation, understood as an instrumental reason for engaging in a task. Thirdly, attainment value refers to the importance of doing well on a task. Fourthly, cost value refers to the notion that all choices are assumed to have negative and positive task characteristics, and all choices have associated costs, as one choice often eliminates others (Eccles and Wigfield, 2002a; Wigfield and Eccles, 2000).

Tasks are valued when they provide opportunities for individuals to fulfil several identity-related needs. In career decision-making, individuals will weigh multiple facets of a potential career's value while judging their expectancy to succeed and be influenced by competence beliefs associated with a particular career (Maree et al., 2009; McMahon et al., 2015). Research exploring various aspects of EVT found that values were the strongest predictors of individuals' career choices, while ability beliefs and expectancies for success were the strongest predictors of individuals' performance and persistence (Eccles et al., 1983; Richardson et al., 2014; Thomson and Palermo, 2014).

The development of the FIT-choice model (Watt and Richardson, 2007) integrated various aspects of the Expectancy Value Theory (EVT) (Wigfield and Eccles,

2000), work and career motivation theorists enabling the comparison and measurement of motives influencing the choice of teaching as a career for individuals in different contexts (Watt and Richardson, 2007; Watt, Richardson, Klusmann et al., 2012). The FIT-choice model (Richardson, P. W. and Watt, H. M. G., 2006; Watt and Richardson, 2007) addressed one of the criticisms of EVT being overly reliant on broad categorisations (Eccles and Wigfield, 2002a; Wigfield and Eccles, 2000). The challenge was to include socially influenced adaptive motives, for example, positive prior teaching and learning experiences, and social influences on the choice to teach as a career (Richardson et al., 2014; Richardson, P. W. and Watt, H. M. G., 2006; Watt and Richardson, 2007; Watt, Richardson, Smith, 2017).

2.4 FIT-choice model (Watt & Richardson, 2007)

The constructs from the EVT model influenced the development of the FIT-choice conceptual framework, namely perceptions of a task, ability beliefs, and subjective task values (Watt and Richardson, 2007; Wigfield and Eccles, 2000). The factors influenced by perceptions of task value include the higher order FIT-choice factor *Task demand*, referring to the extrinsic costs associated with teaching as a career, being emotionally demanding, and requiring important levels of expert knowledge with a heavy workload. In comparison, the higher order FIT-choice factor *Task return* referred to extrinsic material rewards, including job security, salary, and flexible working hours (Watt and Richardson, 2007). The higher-order FIT-choice factors, *self-perceptions* and *intrinsic value* refer to the influence of intrinsic abilities and beliefs, see Figure 2.1.

The FIT-choice theoretical model categorises subjective task values into three groups: *intrinsic career value* (ICV), *social utility value* (SUV), and *personal utility value* (PUV) (Watt and Richardson, 2007). Other perceptions included the first order FIT-choice factor *social dissuasion*, which reflected the maladaptive influence of friends, family and colleagues in an individual's social environment dissuading them from choosing to teach. In contrast, career choice satisfaction reflects the self-reported satisfaction of those who initially chose to teach and persist in teaching as a preferred career option, see Figure 2.1.

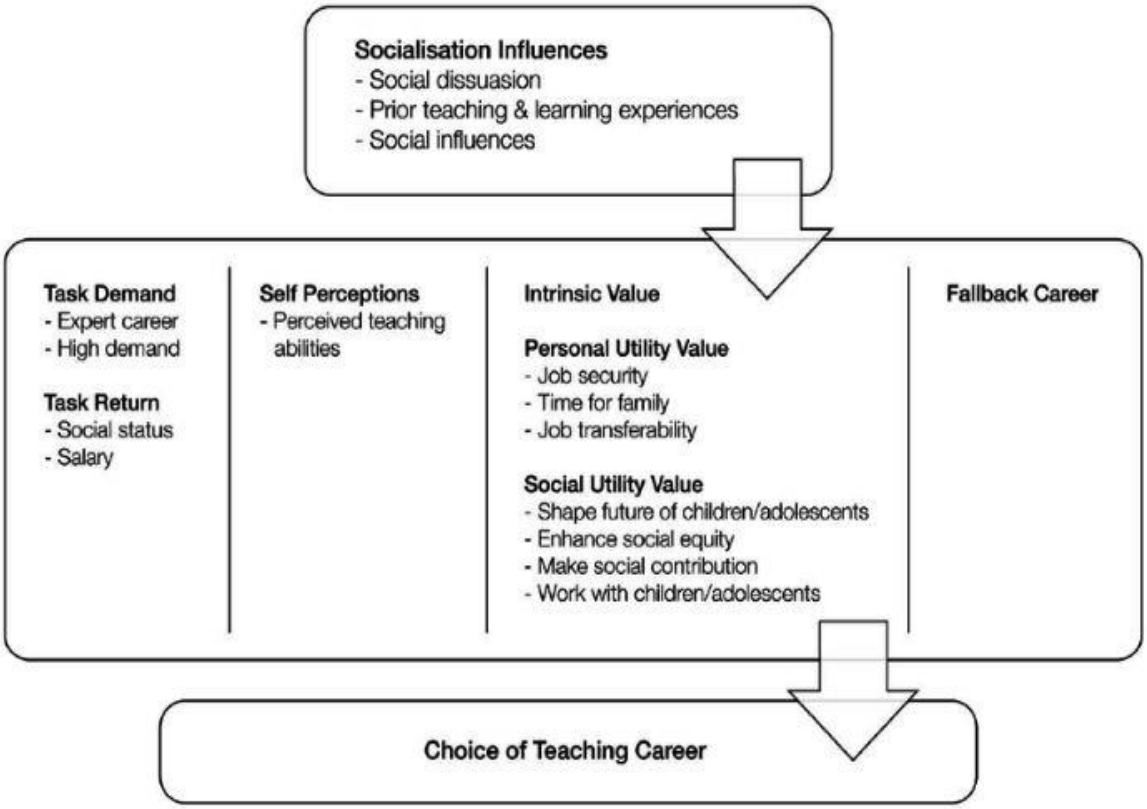


Figure 2.1. FIT-choice model (Watt & Richardson, 2007)

The FIT-choice literature reviewed revealed how the validated higher-order FIT-choice factor *intrinsic career value* (ICV) refers to items associated with the first-order FIT-choice factor *ability* and higher-order FIT-choice factor *intrinsic value* referred to as *intrinsic career value* (ICV) in several studies. The ICV section, see Table 2.2, reference's themes associated with intrinsic motives that emerged when reviewing FIT-choice literature namely, a passion for a subject and a passion for teaching. The first-order factors associated with the validated higher-order factors SUV refer to the altruistic motives of enhancing social equity by shaping the future of children/adolescents and the additional themes of service to students and society. The first order FIT-choice factor PUV refers to extrinsic motives of job security, skills transferability, and time for family.

Table 2.2. **FIT-choice model (Watt & Richardson, 2007)**

Intrinsic motives			
First-order FIT-choice factor	**First-order factors and emerging intrinsic motive themes**	**Gore et al., 2015; , Richardson et al., 2014; Watt et al., 2017; Fray & Gore, 2018**	**Example of References**
Intrinsic Career Value (ICV)	*Passion for teaching subject*	Intrinsic motivation characterised by a passion for teaching and interest in the subject matter were often cited as key intrinsic reasons. Intrinsic motivation was described as an interest in or enjoyment of teaching; being suited to the career, and liking or feeling accomplished in a specific subject . Other researchers have illustrated how intrinsic motivation could include the development of knowledge and skills, intellectual stimulation or participation in something that is interesting , and personal development.A number of studies also reported intrinsic motivation as a desire to work with children or young people or enjoying the company of children (Fray & Gore, 2018)	Klassen, Al-Dhafri, Hannok, & Betts, 2011; Sinclair, 2008; Struyven et al.2013; Butt, MacKenzie, & Manning, 2010; Heinz, 2013; Low, Lim, Ch'ng, & Goh, 2011; Mtika & Gates, 2011; Reeves & Lowenhaupt, 2016; Roness & Smith, 2010; Chong & Low, 2009Jungert et al., 2014; Sinclair, 2008; Struyven et al., 2013; Gao & Trent, 2009; Green & Greive, 2007; Jungert et al., 2014; Low et al., 2011; Ralph & MacPhail, 2015; Spittle & Spittle, 2014; Spittle, Jackson, & Casey, 2009; Struyven et al., 2013; Balyer & Ozcan, 2014;; Butt et al., 2010; Flores & Niklasson, 2014; Roness & Smith, 2010; Sinclair, 2008; Weiss & Kiel, 2013
	Passion for teaching – always wanted to teach		
	Enjoy working with children, adolescents, others		
	Ability – expect to be successful as a teacher		
	Satisfaction with choice to become a teacher		
Altruistic motives			
Higher-order factors	**First-order factors**	**Gore et al., 2015; , Richardson et al., 2014; Watt et al., 2017; Fray & Gore, 2018**	**Example of references**
Social Utility Value (SUV)	Shape future of children/adolescents/others	Service to others' was a key reason pre-service teachers gave for their interest in teaching; their altruistic motivations included the desire to help and support students; make a difference; contribute to society and answer a calling . More recent research from Israel found that a combination of altruism and narcissism was central in the motivation to teach (Friedman, 2016)	Bakar, Mohamed, Suhid, & Hamzah, 2014; Massari, 2014; Reeves & Lowenhaupt, 2016; Thomson, 2013; Osguthorpe & Sanger, 2013; Yüce, S¸ahin, Koçer, & Kana, 2013. Chung & Huang, 2012; Jungert, Alm, & Thornberg, 2014; Pop & Turner, 2009; Struyven, Jacobs, & Dochy, 2013; Afrianto, 2014; Gao & Trent, 2009; Gu & Lai, 2012; Struyven et al., 2013; Afrianto, 2014; Azman, 2012; Bullough & Hall-Kenyon, 2011; Chong & Low, 2009; Flores & Niklasson, 2014; Jungert et al., 2014; Mtika & Gates, 2011
	Enhance Social Equity		
	Make a social contribution		
	Service to society		
	Service to students		
Extrinsic motives			
Higher-order factors	**First-order factors**	**Gore et al., 2015; , Richardson et al., 2014; Watt et al., 2017; Fray & Gore, 2018**	**Example of References**
Personal Utility value (PUV)	Job security	Characterised as falling into two discrete categories. The first category relates to lifestyle choices outside of work and includes: the ability to balance work and family commitments, perceived life-fit ; flexible working hours and holidays. The second category relates to the conditions of work and includes: job security ; good working conditions ; a reliable or good income ; job opportunities; and career prospects	Struyven et al., 2013; Weiss & Kiel, 2013; Pop & Turner, 2009; Sinclair, 2008; Aksu, Demir, Daloglu, Yildirim, & Kiraz, 2010; Jungert et al., 2014; Aksu et al., 2010; Gu & Lai, 2012; Struyven et al., 2013; Yüce et al., 2013; Balyer & Ozcan, 2014; Cheung & Yuen, 2016; Chong & Low, 2009; Low et al., 2011; Bruinsma & Jansen, 2010; Chushman, 2005; Gore et al., 2016: 11; Mwamwenda, 2010; Aksu et al., 2010; König & Rothland, 2012; Manuel & Hughes, 2006; Su et al., 2001
	Transferability of job		
	Time for family		
Factors in *italics* refer to additional themes that emerged in literature reviewed			

The FIT-choice questionnaire consists of sub-scales representing the factors of the FIT-choice framework, each made up of three or more scale items (Watt and Richardson, 2007). Section B includes items on motives influencing the choice to teach; section C refers to belief about teaching items; section D focuses on satisfaction with career choice and social dissuasion items. Section B items referenced motives associated with 12 first-order FIT-choice factors, including *ability, intrinsic career value, shaping the future of children/adolescents, enhancing social equity, making social contributions, working with children, time for family, fallback career, job security, job transferability, prior teaching and learning experiences*, and *social influences.*

2.4.1 FIT-choice literature: Effect of career group

When considering the effect of career group on the motivation to teach, most of the FIT-choice teacher career choice literature focused on the experiences and perceptions of student teachers as a homogenous group (Fray and Gore, 2018; Gore et al., 2015; Heinz, 2015; Richardson et al., 2014; Watt, Richardson, Smith, 2017). Two recent studies in Australia (Alexander et al., 2020) and United Arab Emirates (Sharif et al., 2016) claimed they were the first to apply the FIT-choice questionnaire to explore expatriate and in-service teachers' motivation to teach.

Few FIT-choice studies purposefully compared distinct groups or sub-groups of teachers' adaptive or maladaptive motives to teach at different career stages, for example, primary, secondary, further education (FE) or higher education (HE), special education (SEN), or subject-specific teachers at all levels (Watt, Richardson, Smith, 2017). While grouping all teachers does have utility for research methods and policy, it does not address certain differences among teachers, for example, perceptions or experiences of self-efficacy, subject matter knowledge, and assessment priorities (Fuchs et al., 2022). The focus on the student, early, and late-career teacher's motivation in this EdD study was the interest in how, despite the challenges, there are "teachers who remain skilful, knowledgeable, committed and resilient regardless of circumstance" (Day 2012: 7).

There was no scholarly consensus or accepted definitions characterising career groups with varied delineations of early career, novice, veteran, experienced or long-serving teachers (Day, 2012; Day and Gu, 2009, 2010; Gu and Day, 2013; Klassen and Durksen, 2014; Richardson et al., 2014). Common assumptions presented as characteristic of teachers at different career stages or by age were associated with fluctuating levels of motivation, resilience, and commitment. In some literature, teacher groups aged between 34 to 39 years were described as questioning if they had accomplished their initial ambitions as a teacher; teachers aged between 40 to 47 years were reported as having unfulfilled ambitions and increased ambivalence; while teachers aged 47 years to retirement age were resistant to change, had fixed values and purpose (Day and Gu, 2009). Veteran teachers, for example, were described as experiencing a loss of self-efficacy resulting in diminishing personal commitment and less successful student attainment scores (Day and Gu, 2009; Day, Kington et al., 2006).

In some of the literature reviewed, teachers' motives across career stages reflected an understanding of teaching professional life phases (Day and Gu, 2010; Day, Stobart et al., 2006; Gu and Day, 2013). Teachers' careers were defined as either linear or non-linear stages. A linear professional life stage was described as having either a logical linear progression, for example, novice, mid-career, and late-career teachers (Day and Gu, 2009; Huberman, 1989; Huberman, 1993). However, Huberman (1989) suggested that defining teacher development as a linear sequence of phases is problematic as it ignores factors such as subjective experiences, social environment, and organisational influences that

shape teachers' development. The approach of defining career phases regarding the non-linear professional life stages model not only links the career phase of teachers to the number of years of teaching experience, which allows for naturally occurring breaks. For example, teachers who have returned after maternity leave or individuals who switch to teaching after an initial alternative career, but also acknowledged that teachers move in and out of various novice and expert stages (Day and Gu, 2010; Klassen et al., 2014; Priyadharshini and Robinson-Pant, 2003; See, Morris, Gorard, Kokotsaki, Abdi, 2020). This non-linear view of a teaching career means, for example, a late-career teacher can return to a novice stage if faced with a lack of knowledge due to the constant curriculum changes, developments in pedagogical praxis, and technological expertise (Day and Gu, 2010; OECD, 2020; See, Morris, Gorard, Kokotsaki, Abdi, 2020).

The definition of a non-linear teaching career used in this EdD refers to professional life stages that needed to reflect changes in an individual's behaviour, beliefs, and values (Day, 2007; Day and Gu, 2010; Day, Stobart et al., 2006). A teaching career reflects a dynamic process of gains and losses, fluctuating motivation, and commitment to teaching as a preferred career option (Day, 2007; Day and Gu, 2010; Gu and Day, 2013; Huberman, 1989; Klassen et al., 2014). Teaching is viewed ideally as a process of being continuously activated and motivated to learn new practices and value tasks associated with effective teaching in a supportive community of practice situated in a social world (Fray and Gore, 2018; Gore et al., 2015; Heinz, 2015; Richardson et al., 2014; Watt, Richardson, Smith, 2017). In this EdD study, HEI ITE referred to the first stage of a teacher's professional career; early career teachers with between one to 15 years of experience, while late-career teachers have more than 16 years of experience.

2.4.1.1 Student Teachers: Persisters or desisters

The findings of FIT-choice studies that explored the career motivations of different types of student teachers resulted in the typology of highly engaged persisters; highly engaged switchers, lower engaged desisters, disengaged desisters and classroom-engaged careerists (George et al., 2018; Watt et al., 2014; Watt and Richardson, 2008a; Watt, Richardson, Klusmann et al., 2012). Highly engaged persisters were intrinsically motivated, intending to spend their whole career in education as they have a passion for teaching and perceive teaching to be a vocation, a calling (George et al., 2018; Suryani, 2013; Watt and Richardson,

2008a). Highly engaged switchers were more likely to indicate that teaching was not their only career choice, considering alternative careers despite their highly planned effort, professional development, and leadership aspirations (George et al., 2018; Watt and Richardson, 2008a). Lower engaged desisters are least likely to persist for distinct reasons, including negative practical teaching experience during ITE, high workload, little administrative support, and the challenging behaviour of students (Watt and Richardson, 2008a). The disengaged desisters profile scored lowest on planned persistence, professional development, or leadership aspirations. Teaching was not their preferred career option but represented a pathway to better employment opportunities and enhanced future career prospects (Kılınç et al., 2012b). Classroom-engaged careerists were likely to persist, motivated to teach, believing they have the abilities, the desire to work, to shape the future of students, enhance social equity, with no interest in becoming a school leader or administrator, intent on a career as a classroom teacher (Kılınç et al., 2012b; Richardson et al., 2014; Watt et al., 2014; Watt and Richardson, 2008a).

In the literature reviewed, teachers rated the influence of intrinsic motives as significant when choosing to teach as a career for two discrete reasons: Firstly, an inherent interest in teaching their subject specialist field, a subject-centred orientation (Tang et al., 2015), or secondly, the passion or vocation for teaching children, adolescents or adults and the enjoyment associated with teaching a student-centred orientation (Fray and Gore, 2018; Gore et al., 2015; Heinz, 2015; Sayed and McDonald, 2017; Tang et al., 2015; Watt, Richardson, Smith, 2017). Some of the literature reviewed portrayed teachers of different subject disciplines as different personality types (Watt, Richardson, & Morris 2017). However, studies in Germany (Glutsch et al., 2019) and Australia (Watt, Richardson, Morris, 2017) found more similarities than differences in motives influencing different subject specialist teachers.

There were differences between teachers teaching different levels of students, for example, primary teachers compared to secondary school teachers. Nesje, Brandmo & Berger (2018) found that interest in a specialist subject area influenced student teachers in Norwegian secondary schools to teach compared to primary school teachers. FIT-choice literature suggested that motivation to teach as an opportunity to remain involved in a subject specialist area predicted a high degree of persistence and commitment to the teaching profession (Du Plessis and Sunde,

2017; Glutsch and König, 2019; Gore et al., 2015; Naughton, 2020; Nesje et al., 2018; Sam Baars et al., 2015).

Literature suggested that student teachers in England were most motivated by an enthusiasm to teach children/adolescents/adults, believing they had the necessary interpersonal skills, and confidence in their ability to be an effective teacher (Bamford and Worth; Deacon, 2016; Perryman and Calvert, 2020). A belief in teaching as a vocation and valuing tasks associated with a *passion for teaching* influenced student teachers' choice of teaching as a career (Darling-Hammond, 2000; Heinz, 2015; Morton et al., 2018; Watt and Richardson, 2008a).

There are two interpretations of altruistic motives: Firstly, the service to society theme refers to teaching as a socially valuable and vital job, allowing individuals the opportunity to contribute to society, serve communities, and enhance social equity (Heinz, 2015; Sayed and McDonald, 2017). The second interpretation of altruistic motives was that teaching was viewed as an opportunity to make a meaningful contribution to the lives of individuals or groups of students, the service to students' theme (Heinz, 2015; Wang, 2018; Watt, Richardson, Smith, 2017). Teachers support and help students to achieve their potential and gain opportunities they might not otherwise access due to various cognitive, socio-economic, religious, or socio-cultural barriers (Fray and Gore, 2018; Gore et al., 2015; Heinz, 2015; Richardson et al., 2014; Wang, 2018; Watt, Richardson, Smith, 2017).

Most FIT-choice teacher motivation literature reviewed referred to the highly rated influence of adaptive altruistic motives of service to society and students. However, several authors referred to how minority student teachers valued their role as change agents, articulating the importance of social equity and justice (Du Preez, 2016; Heinz, 2015; Naughton, 2020; Sayed and McDonald, 2017). The findings of altruistic motives as the most important influence for student teachers when choosing to teach as a career reflected the normative perception of teachers wanting to make a difference in their community and sharing a moral commitment to serve students and society (Cross and Ndofirepi, 2013; Moosa and Aloka, 2022; Mtika and Gates, 2011; Mwamwenda, 2010). The seminal studies of Valentine (1934) and Tudhope (1944) found in their early UK studies that a fondness for children was one of the most important reasons for students choosing to teach (cited in Heinz, 2015).

There were two different interpretations of extrinsic motives influencing student teachers' choice of career: 1) material/mercenary conditions of work, and 2) socially influenced extrinsic motives (Cheung and Yuen, 2016; Sinclair, 2008; Watt and Richardson, 2007; Watt, Richardson, Smith, 2017; Yüce et al., 2013). The material motives referred to factors such as salary, job security, transferability skills, benefits, and employment opportunities, while the socially influence-based extrinsic motives included teaching fitting in with family commitments, social persuasion, the influence of religion, and the expectation of community amongst others (Watt, Richardson, Klusmann et al., 2012; Yüce et al., 2013). Literature examining why individuals switch to teaching as a career found that flexible working hours and the security of employment played a crucial motivating role (Priyadharshini and Robinson-Pant, 2003; Richardson and Watt, 2005b; Watt and Richardson, 2008a). The FIT-choice factors associated with maladaptive extrinsic motives, such as teaching as a fallback career, teaching viewed as a last resort career or a second career option, were usually the lowest rated of all influential motivations to choose to teach as a career for student teachers (Fray and Gore, 2018; Gore et al., 2015; Heinz, 2015; Richardson et al., 2014; Watt, Richardson, Smith, 2017).

2.4.1.2 Early career teachers: Survival, stabilisation, and discovery

The definition of the early career teacher stage (one to 15 years) used in this EdD study reflected two distinct stages described in the literature. Firstly, progressing from student teacher to early career novice teacher stage where experience either supported or challenged an individual's initial beliefs and expectations, a period of survival mediated by experiences of discovery, leading to a stabilisation phase (Huberman, 1989, cited in Klassen et al., 2014; Day & Gu, 2010). The entry of some early career teachers into the teaching profession has been described as a "reality shock," as the "collapse of the missionary ideals formed during teacher training by the harsh and rude reality of everyday classroom life" (Veenman,1984: 143 cited in George et al., 2018). Findings in the literature suggested common issues were a poor sense of preparedness and self-efficacy to effectively deal with classroom management, student motivation, classroom resources, curriculum changes, classwork organisation, and excessive work demands contributing to the experience of reality shock (George et al., 2018). However, the lack ability to cope is often due to novice teachers' unrealistic expectations about their ability to cope with the demands of teaching. There was a tendency to believe that the problems

experienced by other novice teachers would not apply to them (George et al., 2018). Early career teachers experienced a conflict between their initial idealistic beliefs and organisational norms encountered in school contexts, for example, daunting workloads and poor working conditions (CooperGibson Research, 2018; George et al., 2018; See and Gorard, 2020; Worth and Faulkner-Ellis, 2022a).

In the initial influential first five-year teaching stage, an estimated 30-50% of teachers choose to leave the profession (Danechi and Long, 2021; Foster, 2019; Morton et al., 2018; OECD, 2020; Worth, 2021; Worth and Faulkner-Ellis, 2022a). The following second early career stabilisation stage is one where a teacher develops confidence, identity, and efficacy as a teacher in the classroom, more committed with an "affiliation to an occupational community" *(*Huberman, 1989: 34 cited in Klassen et al., 2014; Day & Gu, 2010*).* In some literature, the early career stabilisation teacher stage, also referred to as the mid-career teacher phase, was characterised by experimentation, activism, or a period of reassessment, managing changes in role, identifying transitions and growing tensions (ibid). Regarding the influence of adaptive intrinsic motives on early career teachers, the literature suggested they were motivated by a belief in their abilities, wanting to work with children/adolescents and the "sheer love of their students" (Perryman & Calvert, 2020: 12).

Early career teachers in the literature reviewed were reluctant to admit the role of material rewards in their decision to teach, contributing to the normative perception of teaching as a profession of moral service and selfless dedication (Alexander et al., 2020; Fray and Gore, 2018; Gore et al., 2015; Perryman and Calvert, 2020; Salifu et al., 2018). The influence of extrinsic motives increased when the reality of a low salary and the lack of a work/life balance experienced during the early career phase of teaching challenged the initial dedication and enjoyment of teaching as a commitment to make a difference to society and students (Perryman and Calvert, 2020; Watt, Richardson, Klusmann et al., 2012; Williams et al., 2016).

Studies found that the increasing salary gap between teaching and other professions, poor working conditions combined with the disappointments and hardships experienced, were highly influential factors in early career teachers' choice to leave the profession (Faulkner-Ellis and Worth, 2022; Lin et al., 2012; Worth and McLean, 2022). While the extrinsic motives were not rated as highly influential on the choice to teach as a career in most of the FIT-choice studies

reviewed, material benefits and time compatibility become significant factors influencing individuals to stay or leave the teaching profession (Foster, 2019; Heinz, 2015; Worth, 2021). In a study in England, early career teachers did not rate the influence of holidays as especially important (18% of the teachers) but, interestingly, holidays were rated as more important (31% of teachers) by late-career teachers when explaining the motivation to persist as teachers (Chiong et al., 2017).

2.4.1.3 Late-career teachers: Serenity or disengagement

Huberman (1989) referred to the late-career teacher stage as the period of serenity with increasing confidence, self-acceptance, and assured teacher identity. In comparison, some late-career teachers experienced increasing work-life tensions that negatively affected their sense of efficacy, motivation, and commitment. A teacher's late-career stage is often characterised as a period of disengagement and bitterness (Huberman, 1989). Day & Gu (2010) study challenged the stereotype of late-career teachers being disheartened, identifying two subgroups of veteran teachers. Firstly, late-career teachers who experienced an optimal level of motivation and commitment with a balanced work-life adjustment, successfully coping with change, and having a keen sense of enhanced efficacy (Chiong et al., 2017; Klassen, Bardach et al., 2021). The second subgroup of late-career teachers were worn-out older teachers with reduced professional ambition making less effort, often waiting to retire, or burnout teachers with a loss of the pleasure and enjoyment of teaching they previously experienced (Chiong et al., 2017; Fernet et al., 2012; Richardson et al., 2014).

Literature exploring the influence of intrinsic motives, for example, the Wyatt-Smith et al. (2017) study with older teachers in Australia found high levels of satisfaction despite teaching outside their areas of qualification. Older teachers refer to teachers 60 years or older (Wyatt-Smith et al., 2017) Subject interest and a sense of professional mastery were reported as crucial to long serving teachers compared to student and early career teachers in England (Chiong et al., 2017). However, some studies suggested that experienced teachers may be more likely to "virtue-signal," describing their motives to persist in elevated, virtuous-sounding terms associated with altruistic and intrinsic motivations to justify their commitment and investment in teaching as a preferred career option (Chiong et al., 2017).

Late-career teachers were consistently motivated by enduring intrinsic, altruistic,

and perceived professional mastery reasons, but in some cases, paradoxically, extrinsic reasons. The influence of extrinsic motives varied; for example, English late-career teachers cited quality of life factors such as reasonable hours, reliable income, and job security as more important than material rewards such as salary (Chiong et al., 2017). However, some research did find that some late-career teachers experienced amotivation due to a lack of alternative employment opportunities, experiencing a declining sense of agency resulting in disengagement and low performance (Chiong et al., 2017; Heinz, 2015; Richardson and Watt, 2005a; Roth, 2014).

2.4.2 FIT-choice literature: Effect of the home country

The development of the FIT-choice theoretical model (Watt and Richardson, 2007) allowed the comparison of teachers' motives cross-nationally, with adaptations and variations on how the model was applied reflecting the effect of different cultural traditions, religions, political ideologies and beliefs around the value of education for different individuals within and between home countries (Cross and Ndofirepi, 2013; Fray and Gore, 2018; Gore et al., 2015; Heinz, 2013, 2015; Heinz et al., 2017; Klassen et al., 2011). The most influential adaptive motives for teachers cross-nationally were a passion for teaching their subject specialist area to transform opportunities for their students and serve their societies, compared to the lowest rated motive of teaching viewed as a *fallback career* (Fray and Gore, 2018; Gore et al., 2015; Heinz, 2015; Richardson et al., 2014; Watt, Richardson, Smith, 2017).

2.4.2.1 Effect of home country: Intrinsic motives

Overall, intrinsic motives were found to have the most influence on a teacher's career choice. Teaching as an opportunity to fulfil a lifelong interest to teach, with the expectation of enjoyment and a belief in the ability to be an effective teacher (Fray and Gore, 2018; Gore et al., 2015; Heinz, 2015; Richardson et al., 2014; Watt and Richardson, 2008a; Watt, Richardson, Smith, 2017). The influence of socio-cultural context on the individuals' intrinsic motivation, for example, where Irish student teachers rated the influence of perceived teaching *ability* higher compared to student teachers from the Netherlands, was attributed to the influence of the explicit requirement of secondary teachers in the Republic of Ireland to have high levels of expert subject-specialist knowledge (Heinz, 2015; Heinz et al., 2017; Hennessy and Lynch, 2017). Teaching as an opportunity to share a passion for

the subject through creative praxis and increasing expertise was found to be a key motive for teachers in several studies originating in the United States of America (USA), Australia, Republic of Ireland, Norway, Canada, the Caribbean, Slovenia, China, the UK, Malaysia, Hong Kong, South Africa amongst others (Gore et al., 2015; Heinz, 2015; Perryman and Calvert, 2020).

2.4.2.2 Effect of home country: Altruistic motives

Internationally, the high rating of adaptive altruistic motives was consistent with FIT-choice studies by Berger and D'Ascoli (2012) in Switzerland, Jugović et al. (2012) in Croatia, Lin et al. (2012) in China and the United States of America (USA), Fokkens-Bruinsma and Canrinus (2012b) in the Netherlands, and König & Rothland (2011) in Germany (cited in Heinz, 2015; Gore & Fray, 2018; Gore et al., 2015; Watt et al., 2017; Richardson et al., 2014). The most often cited reward associated with teaching was the opportunity to transform students' lives by supporting their ability to progress personally and academically (Perryman and Calvert, 2020; Watt, Richardson, Morris, 2017; Watt, Richardson, Smith, 2017).

Richardson and Watt's (2006) findings suggested that Australian teacher candidates (*N* = 1140) rated the influence of adaptive altruistic motives associated with the higher-order FIT-choice factor social utility value (SUV) as a major influence on their career choice. In contexts as varied as the Caribbean and Republic of Ireland, a strong orientation toward caring among primary and second-level student teachers who wanted to help children was an important motive influencing the choice to teach (Brown's study, 1992 cited in Heinz, 2015; Heinz, 2013). Student teachers in the Netherlands were altruistically motivated and inspired to teach as an opportunity to give back in service; however, their initial idealism was challenged when they encountered the realities of being in the classroom during their ITE practicums (Fokkens-Bruinsma and Canrinus, 2012a; Ponnock et al., 2018). Teachers in several countries considered the adaptive altruistic motives associated with teaching as an opportunity to contribute to society and make a difference in students' lives to be particularly important when choosing to teach as a career. However, this was not always the case, for example, student teachers in Canada and Oman rated the influence of intrinsic motives as more important on their choice to teach (Klassen et al., 2011). Altruism motives referring to the moral commitment of teachers to serve students and society was reported in several studies as the most important motive influencing teachers' career choice. However, in several studies altruistic motives were interrelated to

the important influence of intrinsic motives (Heinz, 2015; Richardson et al., 2014; Watt, Richardson, Smith, 2017).

Student teachers were reported to be influenced by a complex combination of intrinsic, altruistic, and extrinsic motives. As seen in the FIT-choice study in Turkey, where student teachers rated the altruistic motives associated with the higher-order FIT-choice factor SUV as the most important, followed by the extrinsic motive of *job security,* and lastly, the intrinsic motives associated with *intrinsic career value (*ICV), and *teaching abilities* (Kılınç et al., 2012b; Topkaya and Uztosun, 2012). Research in South Africa found that student teachers were motivated by adaptive altruistic factors, including working with children to change their future, contributing to the development of the country, and the personal reward of teaching to share a passion for their subject, as an opportunity to make a difference (Deacon, 2012, 2016; Du Preez, 2016).

2.4.2.3 Effect of home country: Extrinsic motives

The extrinsic maladaptive motives associated with the first-order FIT-choice factor *fallback career*, namely teaching as a second-choice career or last resort career, were the lowest-rated factors in the cross-national FIT-choice literature reviewed (Fray and Gore, 2018; Gore et al., 2015; Heinz, 2015; Richardson et al., 2014; Watt and Richardson, 2008a; Watt, Richardson, Smith, 2017). However, extrinsic factors are not always maladaptive; in China, for example, studies have indicated that most individual's choices to teach are influenced by the social status of teachers, tuition waivers and feeling an obligation to serve their country (Gao and Trent, 2009; Liu et al., 2019; Yüce et al., 2013). Roness & Smith's (2010) research with student teachers in Norway findings reported an influential extrinsic motive to enrol on the PGCE course was the opportunity to develop transferable skills resulting in multiple options in the job market. The material rewards of salary, extra income, working conditions and good prospects for promotion were an important influence for those entering the teaching profession in South Africa (Mwamwenda, 2010) and Turkey (Yüce et al., 2013). Similarly, Bastick's (2000) study with Jamaican student teachers (N = 1444) found the highest rated motives to teach were the adaptive extrinsic motives of salary, holidays, and job security (cited in Fray & Gore, 2018).

In a study by Watt et al. (2012) comparing adaptive and maladaptive extrinsic motives influencing the choice of teaching as a career in Australia, Germany,

Norway, and the United States, the perception that teachers earn a good salary differed for well-paid teachers in Germany compared to lower-paid teachers in countries such as Australia. Studies in Turkey, Indonesia, Taiwan, Hong Kong, and Saudi Arabia reported that teaching is considered an attractive career with a reliable salary, good job opportunities, promotion prospects, a variety of material rewards, and good holidays (Almulla, 2020; Cheung and Yuen, 2016; Fray and Gore, 2018; Watt, Richardson, Smith, 2017).

Although the influence of extrinsic motives varied depending on socio-cultural context, it was suggested in the literature that the influence of adaptive intrinsic and altruistic motives can compensate for the impact of maladaptive extrinsic factors such as low job satisfaction and insufficient material rewards (Chiong et al., 2017). However, extrinsic factors, such as workload and salary, are critical in determining if teachers persist in the teaching profession (Danechi and Long, 2021; Faulkner-Ellis and Worth, 2022; Foster, 2019; Jerrim, 2021; Worth, 2021).

2.4.3 FIT choice and teacher motivation literature in England and South Africa

When reviewing FIT-choice studies conducted in England, there has been one study sourced that collected data using the validated FIT-choice questionnaire (Watt and Richardson, 2007), a Master of Philosophy (MPhil) degree (Fulford, 2006). Thus, the literature reviewed in this section included studies that referred to the FIT-choice theoretical model (2007) or explored adaptive motives influencing the recruitment, education, and retention of the student, early, and late-career teachers in England (Chiong et al., 2017; Klassen, Rushby et al., 2021; Menzies et al., 2015; Perryman and Calvert, 2020; Williams et al., 2016), see Appendix 11.15.

Fulford's (2006) MPhil dissertation explored the relationship between the motives influencing the career choice of primary school student teachers and their future career plans concerned with the scarcity of male primary school teachers in England. The findings revealed that the strongest motive influencing the choice of teaching as a career for English student teachers (N = 201) was *intrinsic career value*, followed by altruistic factors favoured over extrinsic rewards. However, an unexpected finding was the higher rating of altruistic *social utility values* by male student teachers compared to female teachers entering primary school teaching (Fulford, 2006).

Klassen et al. (2021) used the FIT-choice theoretical model (2007) as a coding framework in a qualitative study comparing publicly available teacher recruitment strategies and messages from two key education organisations in England, namely, the Department for Education (DfE) and Teach First, to strategies and models developed by English health professions (as presented by the National Health Service (NHS)) (Klassen, Rushby et al., 2021). The findings identified how the recruitment strategy policy documents for DfE and Teach First emphasised administrative or system changes (recruiting applicants by improving and streamlining the application process and options) and personal utility messages (recruiting applicants by highlighting personal benefits). At the same time, the public facing advertisements focus on personal utility, social utility (recruiting applicants by showing how teaching benefits society) and, to a lesser extent, the personal qualities Person-Vocation Fit (recruiting applicants by emphasising the fit between applicants' attributes and attributes demanded by the job) considered to be essential for teachers (Klassen et al., 2021: 170). Klassen et al. (2021) concluded by proposing that research which develops and tests teacher recruitment interventions that are empirically sound and theoretically robust are needed to address the current recruitment challenges as "we do not yet have an obvious idea of *what* works, *why* messages work, for *whom* they work, and *when* these messages are most effectively delivered" (Klassen et al., 2021: 174).

There were studies in the United Kingdom (UK) that used or adapted the validated FIT-choice theoretical model, for example in Scotland (Wang, 2018; Wang and Houston, 2021). Wang's (2018) EdD study and subsequent journal article (Wang and Houston, 2021) compared the motives of student teachers' choice of teaching as a first or second career in Scotland. The study employed two research instruments, firstly, an online FIT-choice questionnaire completed by student teachers ($N = 92$) in the first year of a Master of Education (Med) and Postgraduate Diploma in Education (PGDE) programmes at the University of Glasgow in Scotland. Secondly, face-to-face semi-structured interviews with a subset of the student teacher sample ($n = 11$). The findings suggested that Scottish student teachers relied on perceived intrinsic rewards of teaching to resist any opposing thoughts or remarks about teaching as a career (Wang, 2018).

Additional influential studies in the Republic of Ireland, although not part of the UK, explored the use of the validated FIT-choice model (Heinz, 2013; Heinz et al., 2017; Hennessy and Lynch, 2017; Naughton, 2020). Heinz et al. (2017) used an

adapted FIT-choice theoretical framework (Watt and Richardson, 2007) to explore differences in motives influencing the choice of Irish student teacher cohorts in 2006 compared to 2013 to teach as a career. The focus of the study considered how Republic of Ireland's changing socio-economic conditions affected student teacher's motivation to choose to teach as a preferred career option (Heinz et al., 2017). The additional items included in FIT-choice questionnaire used in the Heinz et al. (2017) study included having teachers in one's family and choosing to teach because of job loss. The findings revealed that the highest rated adaptive motives were a passion for their teaching subject, followed by intrinsic career value, ability, and shaping the future of children/adolescents (Heinz et al., 2017).

The highest rating of the adaptive motive subject interest (Heinz et al., 2017) was consistent with the findings in Hennessy and Lynch's (2017) FIT-choice study in the Republic of Ireland, where the student teachers' highest rated motives included the ability to be successful as a teacher due to excellent subject specialist knowledge and positive *prior teaching and learning experiences.* Hennessy and Lynch's (2017) study revealed an eight-factor solution that loaded differently compared to the validated FIT-choice scale (Watt and Richardson, 2007). The adapted factors were renamed as *work with children*, *practical utility value*, *social and educational contribution*, *selfless service*, *ability, social and family influences, prior teaching and learning experiences,* and *fallback career* (Hennessy and Lynch, 2017).

Naughtons's (2020) EdD dissertation explored post-primary students' (*N* = 155) perceptions of a teaching career in the Republic of Ireland. Data was collected using two research instruments, an adapted form of the FIT-choice questionnaire, named the Motivational Assessment Instrument (*N* = 155), and focus group interviews (*N* = 23). The findings suggested that students from minority-ethnic backgrounds were less motivated to choose teaching as a career compared to students from white Irish backgrounds. The main maladaptive motivation factors were the *social influence* of family and others in their social networks persuading students to consider alternative careers, salary, the perception of teaching as highly demanding work, the Irish language requirement for primary ITE and lastly, the notable lack of diversity within the teaching profession in the Republic of Ireland (Naughton, 2020).

There is a master's dissertation and subsequent journal article using the validated

FIT-choice questionnaire in South Africa by du Preez[8] (Du Preez, 2016, 2018). This study explored the motivational factors that influenced student teachers from three Western Cape universities to choose to teach mathematics. The South African student teachers' responses to the FIT-choice questionnaire open question, alongside the rating of the FIT-choice questionnaire items, indicated the most important adaptive motives influencing their career choice were remarkably consistent, regardless of home language or social class. The adaptive motives included a *passion for the subject* (mathematics), to make a difference in students' lives, *time for family*, *prior teaching and learning experiences*, family influence, *job security* and teaching seen as a secure *fallback career* (Du Preez, 2016, 2018).

There were examples of FIT-choice studies conducted in sub-Saharan Africa, including Nigeria (Akpochafo, 2020), Ghana (Abonyi et al., 2021; Salifu et al., 2018), Malawi (Mtika and Gates, 2011) and Namibia (Kambeyo and Julius, 2020). Adaptive factors associated with intrinsic motives were not highly rated; however, in interviews conducted as part of qualitative data collection in some of the FIT-choice studies, participants shared the expectation of teaching to be an enjoyable and exciting career choice. There was a collective optimistic belief in the ability to effectively teach children/adolescents/adults, sharing a passion for their subject specialist area (Abotsi et al., 2020; Akpochafo, 2020; Kambeyo and Julius, 2020; Mtika and Gates, 2011; Salifu et al., 2018). The participating teachers shared a sense of job satisfaction despite the common perception of teaching being an emotionally demanding career requiring expertise, empathy, and hard work.

Overall, adaptive altruistic factors associated with the higher-order FIT-choice factor SUV were the highest rated motives influencing sub-Saharan teachers' career choices. The highest rated adaptive altruistic motives were *service to students,* including *shaping the future of children/adolescents* and *enhancing social equity* by inspiring students to access opportunities usually denied due to cultural, socio-economic, ideological, political disadvantages or discrimination (Abonyi et al., 2021; Abotsi et al., 2020; Kambeyo and Julius, 2020; Korb, 2010; Salifu and Agbenyega, 2013). The second highest-rated altruistic motive in teacher motivation literature was that teaching was valued as an opportunity to provide a *service to society* and positively impact the community. The opportunity to serve students and society emerged as an essential part of teachers' motivation,

[8] A master's degree dissertation and a journal article see Appendix 9.14 for an outline of FIT-choice and teacher motivation studies in Southern Africa.

viewing teaching as encompassing ethical moral obligations and duties (Cross and Ndofirepi, 2013; Mtika and Gates, 2011; Sayed and McDonald, 2017).

The FIT-choice studies conducted in sub-Saharan Africa revealed that teachers highly valued extrinsic motives associated with higher-order FIT-choice factor PUV but did not consider them as essential as intrinsic or altruistic factors in their decision to pursue a teaching career. The findings challenge the prevailing stereotype that teachers in less economically developed countries, such as Brunei, Zimbabwe, and Cameroon, are primarily motivated by mercenary-extrinsic factors, which are associated with negative self-schemas and low morale (Chivore, 1990; Salifu and Agbenyega, 2013; Yüce et al., 2013). In contrast, previous research on teacher motivation in South Africa, Zimbabwe, Malawi, Namibia, and Ghana revealed the importance of extrinsic motives. The most highly rated extrinsic motives included material or work condition extrinsic factors, such as job security, salary, fallback career, second choice career, bursary, or funding support with lower entrance requirements for the programme of study, extra income, and good prospects for promotion (Abotsi et al., 2020; Chivore, 1990; Kambeyo and Julius, 2020; Mtika and Gates, 2011; Mwamwenda, 2010). In contrast, previous research on teacher motivation in South Africa, Zimbabwe, Malawi, Namibia, and Ghana revealed the importance of extrinsic motives. The most highly rated extrinsic motives included material or work condition extrinsic factors, such as job security, salary, fallback career, second choice career, bursary, or funding support with lower entrance requirements for the programme of study, extra income, and good prospects for promotion ((Abotsi et al., 2020; Kambeyo and Julius, 2020; Mtika and Gates, 2011; Salifu and Agbenyega, 2013).

The past three decades of research in the UK and nearby countries, including the Republic of Ireland, using the FIT-choice model (Watt and Richardson, 2007) consistently suggested the most important reasons current and prospective teachers chose to teach included teaching perceived to be a socially meaningful career, an opportunity to share a passion for teaching by sharing a passion for their specialist subject, thus transform the lives of students ((Chiong et al., 2017; Heinz, 2015; Perryman and Calvert, 2020; Richardson, P. W. and Watt, H. M. G., 2006; Sims and Jerrim, 2020). In South Africa, research consistently reported the noteworthy influence of altruistic motives on teachers' initial and persistent career choice, alluding to teaching as an opportunity to serve students and society by improving the quality of education in South Africa, interwoven with an intrinsic

belief in their ability to share a passion for their subject (Deacon, 2016; Du Preez, 2018; Moosa, 2020; Moosa and Aloka, 2022; Wolhuter et al., 2012). The extrinsic motives also rated as influential included salary, job availability and security; transferable skills; student funding and bursaries; an exciting and dynamic career that makes a difference (Deacon, 2016; Sayed and de Kock, 2019; Sayed and McDonald, 2017).

2.5 Is teachers' motivation stable or fluid?

Identifying if a teacher's motivation changes to inform effective recruitment, education, and retention strategies remains challenging. Unlike other professions, student teachers choose to enrol on ITE programs with an existing cognitive schema grounded in prior personal and academic experiences of what teaching or becoming a teacher should be like (Almulla, 2020; Lazarides et al., 2020; Richardson, P. W. and Watt, H. M. G., 2006; Thomson and Palermo, 2014). Teachers interpret their future actions and motives influencing their choice to teach through existing schemas which, for some, are indelibly altered as they grasp the differences between their imagined pre-existing idea of being a teacher and their emerging evidence-based identity as a teacher shaped by the realities experienced during HEI ITE practicum (Lazarides et al., 2020; Perryman and Calvert, 2020; Thomson and Palermo, 2014). The novice early career teacher stage is often one where an individual experiences a critical dissonance, referred to as reality shock. The disjuncture when directly confronted by the gap between what they learnt about teaching, learning and assessment in theory during ITE, and the revelation of unconscious bias and assumptions influenced by prior teaching and learning experiences informing what they assumed teaching was in practice (George et al., 2018; Heinz, 2015; Lazarides et al., 2020; Perryman and Calvert, 2020; Suryani and George, 2021; Thomson and Palermo, 2014).

The literature linking changes in teachers' motivation to a perception of teachers' self-efficacy found that self-efficacy initially increased but then declined during the early to mid-career teaching stage (Lazarides et al., 2020; Morton et al., 2018). The decline in early career teaching was, firstly, due to a lack of experience in classroom management, additional administrative work, and academic bureaucracy; secondly, instructional strategies often conflicted with preferred personal praxis; thirdly, struggling to engage students in the learning processes (ibid). These factors can result in a decrease in motivation and negative interpersonal relationships with students, leading to teachers becoming worn-out

or burnt out (Morton et al., 2018; Ponnock et al., 2018; Skaalvik and Skaalvik, 2007). Teacher-reported negativity is highly stable from early to mid-career suggesting, for example, a negative response to managing student behaviour, once established, becomes resistant to change (Lazarides et al., 2020).

Day et al. (2007) suggested that teachers' sense of identity and self-efficacy is a major contributing factor to a teachers' sense of motivation, commitment, and resilience. Literature suggests that motivation can be affected positively or negatively and is neither intrinsically stable nor unstable, thus subject to change (Bandura, 1993; Day, 2007; Perryman and Calvert, 2020). Social-cognitive theory (Bandura, 1993) proposed that once developed, a sense of self-efficacy is stable. Early career teaching may be when teachers' self-efficacies and identity are developing; therefore, they are most malleable. Literature suggested that if early career teachers attributed their success or failure to an internal locus of control, they were able to develop attributes of resilience, commitment, and a willingness to adapt and change (Ponnock et al., 2018). In comparison, early career teachers who attributed their success or failure to an external locus of control, namely external incentives or pressure from colleagues, managers, or leaders, resulted in a lack of commitment or willingness to adapt to necessary changes (Botha and Rens, 2018; Perryman and Calvert, 2020). Teachers at a later career stage might depend less on contextual resources due to their more significant accumulation of mastery experiences as they developed agency and autonomy facilitated by increasing confidence and acknowledged expertise (Chiong et al., 2017).

2.6 Chapter Summary

This chapter has reviewed the FIT-choice literature published primarily between 2006 and 2022, with a consensus on the complexity of defining the phenomena of teacher motivation (Fray and Gore, 2018; Gore et al., 2015; Heinz, 2015; Watt et al., 2014; Watt, Richardson, Morris, 2017; Wyatt-Smith et al., 2017). What is clear is that teacher motivation matters, influencing how teachers are continuously activated to learn professionally, adopt new teaching practices, remain committed, resilient, or become burnout or worn out (Darling-Hammond, 2012; Fray and Gore, 2018; Gore et al., 2015; Han and Yin, 2016; Watt et al., 2014; Watt, Richardson, Morris, 2017). There were strong links between motivation and other concepts associated with teaching effectiveness and commitment, including self-efficacy, resilience, mastery, control, autonomy, agency, teacher identity and emotional regulation (Fray and Gore, 2018; Gore et al., 2015; Gu, 2014; Heinz, 2015; Watt

et al., 2014; Watt, Richardson, Morris, 2017).

To conclude, intrinsic motives were often cited as the most influential on teachers' career choices (Gore et al., 2015; Moosa, 2020; Watt, Richardson, Morris, 2017). The intrinsic motives included confidence in the ability to meet students' learning needs with expert subject knowledge or the necessary personal qualities, sharing a passion and interest in teaching (Fray and Gore, 2018; Gore et al., 2015; Heinz, 2015; Richardson, P. W. and Watt, H. M. G., 2006; Watt et al., 2014; Watt and Richardson, 2007; Watt, Richardson, Smith, 2017). The second most influential motive referred to in several studies was the altruistic motivation to make a difference in the lives of students and society (Hennessy and Lynch, 2017; Kılınç et al., 2012a; König and Rothland, 2012; Rana et al., 2021; Salifu et al., 2018; Salifu and Agbenyega, 2013; Sharif et al., 2016). Extrinsic motives, although stereotypically considered to be more influential for teachers in developing countries, were consistently not highly rated cross-nationally but were found to be more critical in the retention rather than the recruitment of teachers internationally (Foster, 2019; Jerrim and Sims, 2019; Long and Danechi, 2022; Worth, 2021; Worth and Faulkner-Ellis, 2022b). The suggestion in several FIT-choice studies was a recommendation for reliable, large-scale, long-term, cross-national research incorporating extensive quantitative measures alongside targeted rich qualitative methods. The aim would be to examine teacher motivation to enable effective recruitment, education, and retention strategies mindful of teacher's wellbeing and their ability to flourish cross-nationally (Biesta, 2016; Fray and Gore, 2018; Heinz, 2015; Klassen, Rushby et al., 2021; Watt et al., 2014; Watt, Richardson, Smith, 2017).

This EdD study focus addressed an identified gap in comparative studies using the FIT-choice model (Watt and Richardson, 2007) by exploring the motives influencing the career choice of teachers in England compared to South Africa. An additional gap was that most FIT-choice studies reviewed focused on motives influencing student teachers' career choices, with limited studies comparing the student, early, and late-career teachers' committed persistence as effective, motivated teachers. By including the focus group and individual semi-structured interviews in this EdD, the study addressed the criticism that the predominant use of quantitative methods did not allow for a nuanced understanding of the salient motives influencing career choice by considering teachers' views, perceptions, and experience. Thus, this EdD study will make a valuable contribution to the

dialogue about teacher motivation in terms of what attracted individuals initially to enrol on ITE programs, transition into early career teaching, and persist as effective late-career teachers.

Watt & Richardson (2014) suggested an etic and emic approach is vital to progress the work concerning teachers' motives cross-nationally. In this EdD study, an etic approach focused on the objective analysis of quantitative data from the initial quantitative phase informed by an external theoretical framework, the FIT-choice model (Watt and Richardson, 2007). The emic approach focused on the analysis of English and South African student, early and late-career teacher's subjective interpretations and feelings on motivations influencing the choice to teach as a career shared in semi-structured interviews (Cohen et al., 2018; Holley and Harris, 2019; Watt and Richardson, 2007). The next chapter discusses the methodology used in the two-phase comparative mixed-methods sequential explanatory research design.

3 Chapter 3: Methodology

3.1 Overview

This methodology chapter discusses the two-phase comparative mixed-methods sequential explanatory research design in four parts. The first part explored the ontology, epistemology, or knowledge theory shaping the research design and methodology. The second part outlined the aim of the chosen methodology, and a brief reflective account of the sampling strategy for the quantitative first phase and the qualitative second phase. The third part considered the rationale justifying using two research instruments: firstly, the FIT-choice questionnaire (Watt and Richardson, 2007); secondly, individual and focus group semi-structured interviews. This is followed by a brief description of the approach to synthesising quantitative and qualitative findings. The fourth part discusses the ethical imperatives of the research. The chapter concludes with a consideration of the potential contribution of this research to the ongoing dialogue around teacher recruitment, education, and retention.

3.2 Ontological and epistemological position

The choice of a two-phase, comparative mixed-methods sequential explanatory research design was concerned with the problem of how to explore the socio-cultural contextual factors influencing teacher's career choices but including the personal narratives describing their experience of intrinsic, altruistic, and extrinsic motives in the real-world of teaching practice and education (Cohen et al., 2018; Creswell and Plano Clark, 2018). The present mixed-methods research design reflected an ontology that recognised phenomena as complex to the extent that a single method approach might result in a partial, selective, and incomplete understanding, an epistemological approach that required pragmatic combinations of methods in sequence (Bryman, 2016; Cohen et al., 2018). The pragmatic use of mixed methods combined the strengths of quantitative research methods focused on behaviour, and qualitative methods focused on meaning to explore and gain a deeper understanding of the real-world psychological, social, and educational phenomena of teacher motivation using the reliable FIT-choice theoretical model (Cohen et al., 2018; Creswell and Plano Clark, 2018; Watt and Richardson, 2007). The aim was to identify how specific adaptive motives could contribute to the recruitment, education and retention of effective, motivated English and South African student and early and late-career teachers.

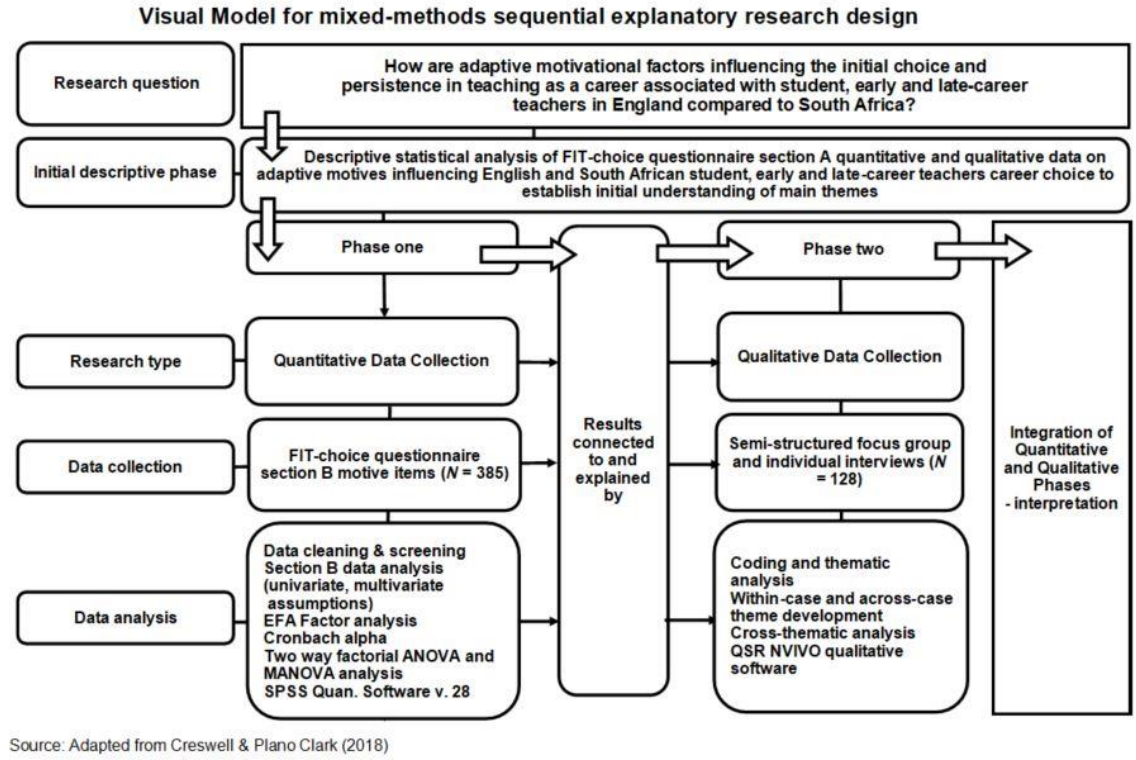
3.3 Two-phase comparative mixed-methods sequential explanatory research design

The use of the two-phase comparative mixed-methods sequential explanatory research design, see Figure 3.1 was to arrive at a research methodology that achieved reliable, ethical data collection and analysis to answer the following research question:

- How are adaptive motivational factors influencing the initial choice and persistence in teaching as a career associated with student, early, and late-career teachers in England compared to South Africa?

A non-directional research hypotheses were formulated to support the first quantitative phase of the research:

- Hypothesis 1: There will be a statistically significant interaction effect of the home country and career group on the intrinsic, altruistic, and extrinsic motives influencing the choice of teaching as a career for English and South African student, early and late-career teachers.



Source: Adapted from Creswell & Plano Clark (2018)

Figure 3.1. Visual model for two-phase, comparative mixed-methods sequential explanatory research design

3.4 Reflective account of the sampling and recruitment of participants

In this EdD dissertation, a reflexive attitude was adopted towards the possible impact of the assumptions and judgments underpinning the sampling strategy and participant recruitment. This involved a deliberate, reflexive, ontological, and epistemological approach to determining the adequacy and size of the research participant sample (Cohen et al., 2018). An insider perspective, established through extended residencies in England and South Africa and teaching experience at Higher Education Institutions in these countries, proved to be instrumental in facilitating access, communication, and mitigating contextual factors that could potentially impact the data collected in both phases of the explanatory sequential mixed-methods research design (Cohen et al., 2018; CohenMiller et al., 2022; Cyr, 2016). Access to research participants was arranged through ethics committees and professional gatekeepers in both countries (BERA, 2018; Bryman, 2016; Cohen et al., 2018).

The sampling approach employed in this study adhered to the principles of purposive sampling, which entailed recruiting participants based on specific criteria guided by the independent variables of home country and career stage (Bryman, 2016; Cohen et al., 2018; Creswell and Plano Clark, 2018). Student teachers (WGST) were defined as individuals enrolled in a Higher Education Institution's (HEI) Initial Teacher Education (ITE) program. Early career (WGEC) and late career (WGLC) teachers were distinguished based on the opportunities presented in the data and the definitions of career phases described in Section 2.4.1 of the preceding chapter. WGEC teachers had taught between one to 15 years, while WGLC teachers had taught for 16 years or more, up to their planned retirement from the teaching profession (Day, 2012; Day and Gu, 2010; Gu and Day, 2013).

3.5 The impact of the sampling strategy on participation in the study

The adequacy and size of the research participant sample were determined by the two-phase comparative mixed-methods sequential explanatory research design, and the objectives of the study (Bryman, 2016; Cohen et al., 2018; Creswell and Plano Clark, 2018; Punch and Oancea, 2014). For the first data collection phase, a purposive sample of student (WGST), early (WGEC), and late-career (WGLC) teachers in England and South Africa completed a self-administered online or paper-based copy of the validated FIT-choice questionnaire (*N* = 385), see Figure 3.2. and Section 3.6 for further discussion.

The aim of the purposive sampling strategy in the second phase was to recruit a representative group of participants in England and South Africa who were at the appropriate career stage, shared similar characteristics such as level of education and subject specialist area, and provided clear examples of effective motivated educators. For further details on the profile of the qualitative sample set, please refer to Table 3.10 and Table 3.11 in Section 3.7.1 of this chapter (Bryman, 2016; Cohen et al., 2018; Creswell and Plano Clark, 2018). The second phase involved collecting qualitative data through individual and focus group semi-structured interviews with English and South African WGST, WGEC, and WGLC teachers, see Figure 3.2.

The semi-structured focus groups were conducted primarily with WGST in England and South Africa (2018-2019) while individual or paired semi-structured interviews were held with WGEC and WGLC teachers. However, for SAEC teachers, two rounds of interviews were conducted as the initial round of interviews in 2018 did not yield enough data for convincing comparative analysis of adaptive FIT-choice motives influencing WGEC teachers' career choices. Thus, a focus group of four SAEC teachers (SAEC F4 – SAEC F6) and one additional individual interview with an SAEC teacher (SAEC M1) were arranged in 2019, see Figure 3.2 and Table 3.10.

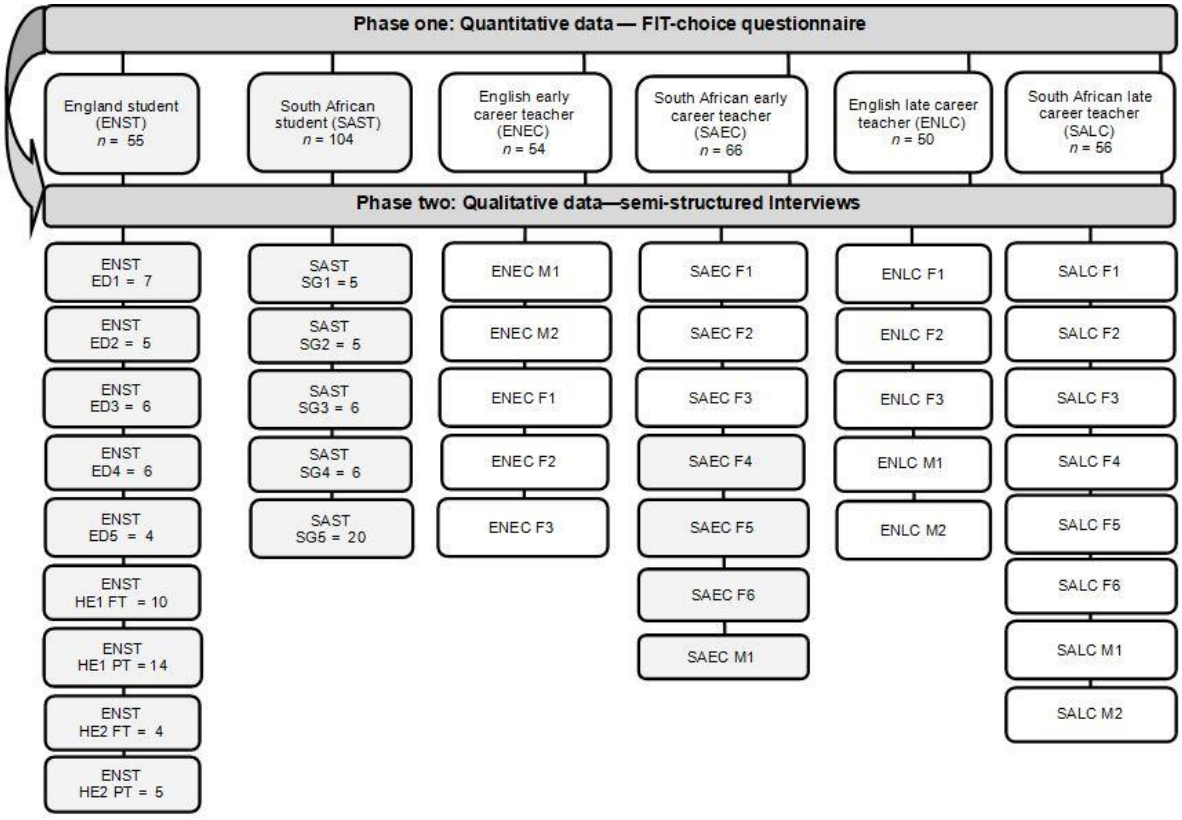


Figure 3.2. Participants in phase one and phase two data collection

3.5.1 Phase one sampling approach

3.5.1.1 . Student teachers

In the first phase of data collection student teacher participants in England (ENST) consisted of a cohort of pre-service and in-service student teachers (2018-2019) who were completing either a Certificate of Education (CertED) or a Post-Graduate Certificate of Education (PGCE) at a Higher Education Institution (HEI). The pre-service South African student teachers (SAST) were representative of a cohort of student teachers (2018) with an undergraduate education or subject specific degree, enrolled on a post-graduate HEI ITE program (Bryman, 2016; Coe et al., 2017; Creswell and Plano Clark, 2018; Punch and Oancea, 2014).

The self-administered paper-based FIT-choice questionnaire was distributed at similar points in the ITE programs in England and South Africa (2018-2019). In England, the FIT-choice questionnaires were distributed in January/February 2019, with February marking the midway point of the English ITE program (typically from September to July). In South Africa, FIT-choice questionnaires were disseminated in July 2018, immediately following the half-year holidays and halfway through the academic year (typically from January to December). The response rate for the phase one quantitative data collection was ENST 80% (*n* = 55 out 69 enrolled students) and SAST 87% (*n* = 104 out of 120 enrolled students), see Table 3.1.

Table 3.1. FIT-choice questionnaire sample set

FIT-choice questionnaire: Paper based (PB) or online (OL) versions	England						South Africa					
	PB	Response rate	OL	Response rate	TOTAL possible	Response rate	PB	Response rate	OL	Response rate	TOTAL possible	Response rate
Whole group of Student teachers (WGST)	55	100%	0	0%	WG 69	80%	104	100%	0	0%	WG 120	86%
WGST participants by gender % of participation	Male	%	Female	%	TOTAL		Male	%	Female	%	Total	
	24	44%	31	56%	55	100%	34	33%	70	67%	104	
Whole group of Early career Teachers (WGEC)	12	22%	42	78%	54	100%	4	6%	62	94%	66	
WGEC teachers by gender % of participation	Male	%	Female	%	Other 1		Male	%	Female	%	Total	
	20	37%	34	63%	54	100%	18	27%	48	73%	66	
Whole group of Late-career teachers (WGLC)	6	12%	44	88%	50	100%	9	16%	48	84%	57	
WGLC teachers by gender % of participation	Male	%	Female	%	Other 1		Male	%	Female	%	Other 1	
	20	40%	30	58%	50	100%	14	24%	42	74%	56	
Total no of questionnaires	73	46%	86	54%	159	100%	116		110		226	

Whole group of student (WGST) or whole group of early career teachers (WGEC), whole group of late career teachers (WGLC) indicates the total number of respondents from specific teacher career groups who responded to either the OL or PB FIT-choice questionnaires; PB = total paper-based questionnaire respondents; OL = total online questionnaire respondents; Total possible refers to the whole group of student, early and late career teachers available. Response rate of total number of respondents to either OL or PB questionnaires.

3.5.1.2 Early and late career teachers

Paper-based FIT-choice questionnaires were circulated to several schools and colleges in England and South Africa, with a concurrent online FIT-choice

questionnaire option available for WGEC and WGLC teachers to complete in England and South Africa (2018-2019), see Section 3.6.1 and Section 3.6.2 for further discussion. Early-career (ENEC, *n* = 54) and late-career (ENLC, *n* = 50) teachers in England represented a diverse range of individuals teaching subjects at primary and secondary schools, sixth form colleges, vocational colleges, and a few HEI lecturers, see Figure 3.2. Similarly, the early-career (SAEC, *n* = 66) and late-career (SALC, *n* = 57) teachers in South Africa reflected a range of primary and secondary school teachers, with a few teaching in Higher Education institutions, see Figure 3.3. See Section 3.6.2 for further demographic details of age, gender, and home language of the student, early, and late-career teachers in England and South Africa who completed the FIT-choice questionnaire (Watt and Richardson, 2007).

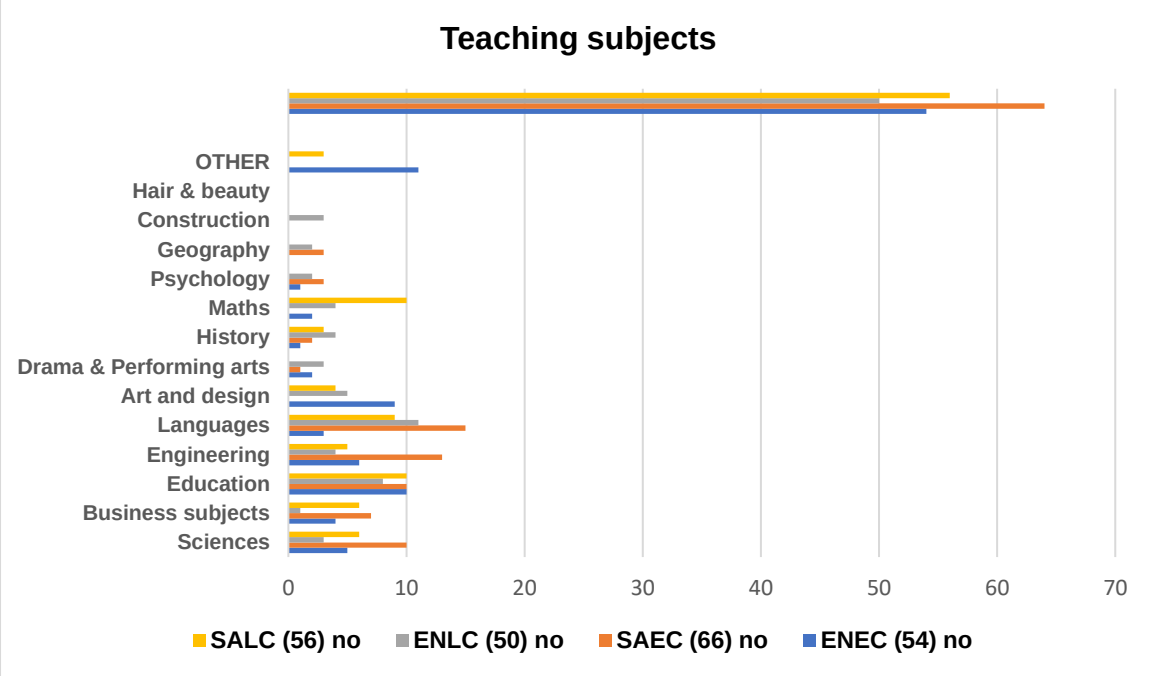


Figure 3.3 Teaching subjects of Early and Late-career teachers

3.5.1.3 Phase one: Impact of sampling approach on participation

The recruitment and use of an adequate sample size, namely a minimum of 150 cases or 5 to 10 cases per variable, the use of independent sub-samples with different participants in each group, and the use of the validated FIT-choice questionnaire (Watt and Richardson, 2007), suggested that phase one data findings could be considered valid and reliable (Bryman, 2016; Cohen et al., 2018; Field, 2018). In addition, the high response rate of over 80% of WGST on a HEI ITE program for a specific academic year proposed that the WGST sample could be considered representative of typical cohorts of ENST and SAST teachers

(Cohen et al., 2018; Creswell and Plano Clark, 2018; Field, 2018; Punch and Oancea, 2014).

The number of WGEC and WGLC teachers who responded to the FIT-choice questionnaire (Watt and Richardson, 2007) also suggested they could be representative samples of these groups of professionals in England and South Africa (Bryman, 2016; Cohen et al., 2018; Field, 2018). Overall, the quantitative phase one sample size was sufficient to ensure a representative range of participants from various demographic backgrounds, educational settings, and career stages that one could be relatively confident when generalising back to the population of WGST, WGEC and WGLC teachers in similar settings in England and South Africa (Creswell & Plano Clark, 2018; Onwuegbuzie & Leech, 2005; Bryman, 2016; Cohen et al., 2018; Field, 2018; Pallant, 2016)

3.5.2 Phase two sampling approach

The aim of the sampling approach in the second phase was to recruit WGST, WGEC and WGLC teachers in England and South Africa to participate in individual and focus group semi-structured interviews to further illuminate or expand the understanding of the statistically significant adaptive FIT-choice motivating factors (Watt and Richardson, 2007) identified in the first quantitative data phase. (Bryman, 2016; Creswell and Plano Clark, 2018; Cyr, 2016). It was considered that a homogeneous group of WGST may find it easier to talk to one another and share ideas in focus groups about the adaptive motives initially influencing their choice to teach that could support their ability to persist in the profession (CohenMiller et al., 2022; Harris and Brown, 2011; Manzano, 2022). The depth of interaction and conversation around what motivated WGEC, and WGLC teachers afforded in the one-to-one or small focus group of four basis with purposefully selected participants allowed for clarity and elucidation over a period of time (Cohen et al., 2018; Onwuegbuzie et al., 2009). The format of the semi-structured interviews provided in-depth information contributing to the understanding of what adaptive motives influenced WGEC and WGLC teachers' initial choice and persistence in teaching as a career (Cohen et al., 2018; Creswell and Plano Clark, 2018).

Given the use of multiple semi-structured interviews in this EdD study, it was important to use a research protocol that included careful consideration of how to ensure that the first and last interviews covered the same topics to facilitate data

comparability (Creswell and Plano Clark, 2018; Cyr, 2016; Harrell and Bradley, 2009). To address this issue, two key approaches were employed. Firstly, the researcher moderated all the face-to-face semi-structured interviews encouraging participation, promoting open discussion, managing group dynamics, and trying to make sure all participants felt heard and valued (Adler et al., 2019; Bryman, 2016; Cohen et al., 2018; Creswell and Plano Clark, 2018; Punch and Oancea, 2014). In addition, the possibility of the internal consistency of coding was also strengthened by having the same researcher conduct all the individual and focus group semi-structured interviews (Adler et al., 2019; CooperGibson Research, 2018; Creswell and Plano Clark, 2018).

Secondly, all the semi-structured individual and focus-group interviews were guided by 20 carefully formulated questions grounded in the key motivational factors identified in the FIT-Choice model, see Table 3.13 (Watt and Richardson, 2007). These questions served as a flexible framework for the conversations, enabling the moderator to facilitate participants' exploration and articulation of the adaptive motives that informed their decision to pursue a career in teaching. The approach in this EdD study allowed for open-ended discussions, eschewing a controlling narrative (BERA, 2018; Cohen et al., 2018; Husband, 2020; Wibeck et al., 2007). The use of carefully formulated FIT-choice questions and maintaining consistency in content and methodology during semi-structured interviews was considered essential for ensuring the comparability of data collected throughout this EdD study (Cohen et al., 2018; CohenMiller et al., 2022; Husband, 2020).

Given the time constraints inherent in the semi-structured interview process, it was critical to prioritise questions by distinguishing between those that were essential and those that were secondary. It was important to carefully prepare for the semi-structured interviews, making sure of a thorough understanding of the FIT-choice questions to competently address any queries or concerns raised by the participants (Adler et al., 2019; Cyr, 2016). In some cases, interview questions were asked sequentially to encourage participation from less naturally vocal members of the group, while in other semi-structured interviews, the conversation was steered to ensure that each participant had the opportunity to contribute their views and experiences (Cohen et al., 2018; Creswell and Plano Clark, 2018; Husband, 2020). Notes were taken by the researcher during and after the interviews, with participants' permission, to review the protocol and ensure that

any omitted questions were addressed (Cohen et al., 2018; Creswell and Plano Clark, 2018; Husband, 2020).

All of the focus group semi-structured interviews were conducted in the natural setting of either a classroom or educational setting where dialogue and debate between a lecturer and students regarding their views on educational theory and practice was encouraged (Creswell and Plano Clark, 2018). Therefore, it was assumed that the WGST would be able to engage critically, review and reflect on what adaptive motives were most influential on their choice to teach without being unduly influenced by areas of agreement and disagreement. The WGEC and WGLC teachers' individual and focus group interviews took place at a time and place of their choosing with the participants informed of the rationale and motivation of the EdD study beforehand.

3.5.2.1 Student teachers

The sample set of ENST and SAST who agreed to participate in the semi-structured interviews were a subset of the phase one quantitative WGST sample set. In England, ENST *n* = 61 (87% of the total student cohort for 2018-2019) participated in semi-structured focus group semi-structured interviews. There were nine ENST focus groups, ranging in size from four to 14 participants. In South Africa, a subset of SAST *n* = 42 (41% of the available SAST 2018 cohort) agreed to participate in a total of five SAST focus groups, ranging in size from five to 20 participants, see Figure 3.2. Further discussion on the phase two qualitative sample can be found in Section 3.7.1.

The focus groups in England and South Africa were designed focusing on the availability of the WGST teachers, and usually lasted between one to two hours, see Table 3.10, and consisted of between four to 20 participants (Cohen et al., 2018; CohenMiller et al., 2022; Cyr, 2016; Onwuegbuzie et al., 2009). Prior studies have suggested that between six to twelve participants are the ideal number for focus groups, but there are benefits of smaller groups of two and larger groups of over 20 (CohenMiller et al., 2022; Cyr, 2016; Gill et al., 2008; Harrell and Bradley, 2009). The rationale for the range in focus group size in this EdD study was for pragmatic reasons and to ensure enough participants for diverse information while maintaining a comfortable environment for sharing thoughts, opinions, beliefs, and experiences (Cyr, 2016; Gill et al., 2008).

The phase two participants reflected a greater percentage of ENST who participated in both phases of data collection compared to larger number of SAST participating in the first phase, as shown in in Figure 3.2 and Table 3.2. However, the consistent use of an interview protocol for the semi-structured format of the focus group interviews aimed to try and ensure an opportunity for all individual student teachers to share testimonial accounts and personal narratives within a group setting, promoting interpretive validity through co-constructed meaning and understanding (Cohen et al., 2018; Creswell and Plano Clark, 2018).

Table 3.2. Demographics of phase one and two participants

	Home country	England		South Africa	
Career	Gender	QAN	QUAL	QUAN	QUAL
Student	Male	24	24	34	11
	Female	31	37	69	31
Early career	Male	20	2	18	1
	Female	34	3	48	6
Late-career	Male	20	2	14	2
	Female	30	3	43	6
Total participants		159	71	226	57

3.5.2.2 Early and late career teachers

In the second phase, a smaller group of purposively selected English and South African early and late-career teachers, see Table 3.2, who had not necessarily completed the FIT-choice questionnaire in the first phase were interviewed (*n* = 25), see Figure 3.2. This was due to practical reasons as it was unfeasible to interview all WGEC and WGLC teachers who had anonymously completed the questionnaire since they were not part of a naturally occurring group. The sampling approach is consistent with the methods used in other FIT-choice studies, see Table 3.3 (Alloush et al., 2020; Kissau et al., 2019; Naughton, 2020; Parr et al., 2021; Rana et al., 2021; Wang, 2018; Wang and Houston, 2021). The secondary analysis of other FIT-choice studies allowed the researcher to compare the impact of sampling approaches on participation, and enabled an additional insight into the construct of adaptive FIT-choice motives which are the focus of this EdD study (Cohen et al., 2018; Creswell and Plano Clark, 2018).

Table 3.3. FIT-choice mixed method studies using individual and focus group semi-structured interviews

Country	Author	Year	Sample no	Quantitative sample	Qualitative sample Individual interview	Qualitative sample focus group interview	Methodology
Israel	Garra-Alloush et al	2021	100	100	20		Quantitative and qualitative techniques equally prioritized (Johnson & Onwuegbuzie, 2004) .Used adapted Factors Influencing Teaching Choice (FIT-Choice) scale. Questionnaire of 38 motivational factors influenced the choice of English teaching as a future profession when entering education colleges. Qualitative data were collected via semi-structured interviews conducted face to face and fully transcribed. Each interview took about 45 minutes and was audiotaped and accompanied by a research diary.
USA	Kissau et al	2019	54		8	12	Factors Influencing Teaching Choice (Fit Choice) scale to world language teacher candidates across the United States and interviewed a subset of respondents. Qualitative sample: teachers randomly selected. From the 54 candidates who completed the survey, eight were randomly selected to participate in a follow-up interview to better understand what influenced their personal decision to become a world language teacher. An additional 12 students participated in a focus group.
Ireland	Naughton	2020	155	155		23	An explanatory sequential single-case design involving a questionnaire survey and focus group interviews (Yin, 2009). 155 participants completed the Motivational Assessment Instrument, an adaption of the FIT-Choice scale (Watt & Richardson, 2007). 23 students participated in focus group interviews further explored the hybridised identity of post-primary students and their perceptions of becoming a teacher.
USA	Parr et al	2020	124	124	16		Convergent mixed methods where qualitative and quantitative methods were merged through meta-inferences during interpretation (Creswell & Plano-Clark, 2018). Through teacher interviews this study used mixed-methods approaches to explore what motivates teachers to teach and how those motivations relate to teachers' autonomy-supportive instruction and teaching emotions. The quantitative sample consisted of 124 teachers from three suburban public districts, one urban public district, and one urban charter district in the same North-eastern metropolitan area as the qualitative sample. 16 teacher interviews conducted between the fall of 2015 and the spring of 2018.
India	Rana et al	2021	256	256	8		A quantitative cross-sectional research design with a online questionnaire to understand the motivational factors, teachers' perception and motive to opt for and continue with teaching in a higher-education institute as a career in India. Focus group discussions were conducted for the purpose of identifying and including the factors that are of importance in the COVID-19 pandemic period attended by eight academicians, as well as experts from the education industry and top educational institutes. This exercise helped in gaining greater insights into the additional factors affecting the motivation of teachers in the pandemic situation. The design was chosen with the intention to have a generalized representation of the sample population (Creswell, 2000) of teachers in India.
Scotland	Wang	2019	92	92	11		An explanatory sequential mixed-methods approach, the procedure for data analysis was undertaken sequentially in three stages, 1) quantitative data analysis 2) qualitative data analysis 3) synthesising and triangulating quantitative and qualitative findings (Creswell and Plano Clark 2011).Mixed methods study on the motivations for and perceptions of teaching as a career choice from the perspective of student teachers in Scotland. is study employs two research instruments: an online questionnaire based upon a standardised inventory called 'FIT-Choice scale' (Watt and Richardson, 2007) completed by 92 students who were in first year MEduc and PGDE programmes at the University of Glasgow in Scotland; and followed-up with face-to-face semi-structured interviews with a subset of the sample (n =11).

The English and South African WGEC teachers and WGLC teachers recruited were either personally known to the researcher or identified through snowball sampling recommended by peers who acknowledged the participants as highly motivated and effective teachers. Most WGEC and WGLC teachers in England and South Africa were individually or pair-interviewed once lasting between 30 minutes to two hours (on average around an hour), see Table 3.10.

The use of individual or small focus group semi-structured interviews in a social space of the participants choice, with no time constraints, allowed for a leisurely conversation with the opportunity to feely share thoughts and experiences of adaptive motives influencing their initial career choice and supporting their successful persistence within the profession (Bryman, 2016; Cohen et al., 2018; CohenMiller et al., 2022; Harrell and Bradley, 2009; Onwuegbuzie et al., 2009). The interviews were audio-taped, transcribed, and researcher notes written during and after the interview, with the participant's permission.

3.5.2.3 Phase two: Impact of sampling approach

It was recognised that the impact of using a subsample of participants from the first phase of quantitative data collection in the second phase of qualitative data collection can have implications for the generalisability and transferability of the findings. In particular, the WGEC and WGLC teachers who completed the FIT-choice questionnaire in the first phase of data collection but did not participate in

the second phase of qualitative data collection could limit the understanding of the adaptive FIT-choice motives that influenced the career choices of these specific groups of teachers in England and South Africa (Bryman, 2016; Cohen et al., 2018; Creswell and Plano Clark, 2018). To address this limitation, the sampling approach was carefully considered, which resulted in purposeful sampling of WGEC and WGLC teachers who did not participate in the first phase of data collection but who possessed the desired characteristics to provide rich and insightful data on the adaptive FIT-choice motives that influenced their career choices (Cohen et al., 2018; CohenMiller et al., 2022; Creswell and Plano Clark, 2018).

When considering the impact of using individual and focus group semi-structured interviews, it was reasonable to expect the composition of the semi-structured interviews to influence the quality of responses given by one or more of the participants (CohenMiller et al., 2022; Cyr, 2016; Onwuegbuzie et al., 2009). It was also important to consider the potential influence of the three possible units of analysis associated with the use of focus groups to collect qualitative data, namely the individual, the group, and the interaction between focus group participants (Manzano, 2022). However, in this EdD study, similar to other FIT-choice studies, see Table 3.3., focus groups were used to obtain individual-level data, with emergent themes coded to add a deeper understanding of the adaptive FIT-choice motives that emerged as statistically significant in the first phase of data collection (CohenMiller et al., 2022; Cyr, 2016; Manzano, 2022; Onwuegbuzie et al., 2009).

It is acknowledged that there was a difference between the interaction and discussion in the small and larger focus group interviews, with more lengthy exploration of each participant's adaptive motives occurring during the individual and small focus group interviews (four to six participants) compared to the large focus group semi-structured interviews (14 to 20 participants) (CohenMiller et al., 2022; Cyr, 2016). However, it is suggested that the dynamic of the larger groups was ameliorated by the subject specialist area of the largest SAST focus group (*n* = 20). This group consisted of psychology students who appeared to be confident in reflecting on the motives influencing their career choice and were mindful of affording their peers the opportunity to share their views. As demonstrated in the quote from a SAST in Chapter Six, section 6.6.4, pg. 140 challenging the normative answers provided by others in the large focus group (SAST *n* = 20): "Everybody's answers sound so sweet and everything, but I never wanted to become a teacher at all" (SAFG-ST-SG5-M2 South African student teacher). The

ENST ITE class (*n* = 14) reflected similar confidence in participating in robust dialogical exchanges. Participants appeared confident in presenting their own opinions and experiences of what did or did not motivate them to choose teaching as a career. Thus it is suggested that the potential impact of the context, size of focus group on the views expressed by the participants in England and South Africa was addressed by the consistent use of an interview protocol and the confidence to participate that reflected the learning culture within both HEI organisations.

The careful consideration of the sampling and recruitment of participants, and the design of the individual and focus group semi-structured interviews, aimed to ensure the generalisability and transferability of the data collected and provide a rich and detailed understanding of the student, early, and late career teachers in England and South Africa's perspectives on the FIT-choice adaptive motives influencing their career choice (CohenMiller et al., 2022; Creswell and Plano Clark, 2018; Cyr, 2016; Harrell and Bradley, 2009)

3.5.3 Conclusion

Overall it was recognised that considering the impact of the sampling approach on participation in this two-phase mixed-methods explanatory EdD study was important as it can have implications for the validity, reliability, generalisability, and transferability of the findings (Bryman, 2016; Cohen et al., 2018; Creswell and Plano Clark, 2018). In this EdD study the use of purposive sampling approach in the first and second data collection phases allowed for the selection of participants based on specific criteria relevant to the research question. In the first data collection phase, the content and method of the sampling approach aimed to achieve a large enough sample set for adequate factorial analysis of the quantitative data (Bryman, 2016; Field, 2018). In regard to the analysis of the qualitative data from the responses in the individual and focus group semi-structured interviews in the second phase, the aim was to achieve data saturation in relation to providing a deeper nuanced insight into the adaptive FIT-choice motives influencing the career choices of student, early, and late-career teachers in England and South Africa that were revealed as statistically significantly in the first phase (Cohen et al., 2018; Creswell and Plano Clark, 2018; Onwuegbuzie et al., 2009; Watt and Richardson, 2007).

Purposeful sampling, triangulation, concern of the context and characteristics of the sample was carefully considered aiming to address any limitations and ensure that the findings were credible, dependable, and confirmable (Bryman, 2016; Cohen et al., 2018; Creswell and Plano Clark, 2018). To try and ensure the trustworthiness of the study's findings, a consistent research and interview protocol addressed the potential contextual factors influencing the recruitment and participation of research participants in England and South Africa (Bryman, 2016; Cohen et al., 2018; Creswell and Plano Clark, 2018). Thus, it is argued that the potential impact of the different discussion contexts in England and South Africa were ameliorated by recruiting research participants at similar career stages, namely student, early and late career teachers, and adhering to a carefully considered interview protocol, using the 20 questions informed by the FIT-choice model (Watt and Richardson, 2007) with the researcher conducting all of the intervews. The aim was to ensure that contextual factors influencing sample set recruitment and participation were addressed in order to achieve authentic, credible, transferable, and dependable findings (Adler et al., 2019; Cohen et al., 2018; Harrell and Bradley, 2009). There is a suggestion for further longitudinal research to expand the understanding of FIT-choice motivational factors in different contexts with larger sample sets of student, early, and late-career teachers to enhance the generalisability and transferability of the findings to other contexts and populations.

3.6. Phase one: The rationale for quantitative data collection methods

The rationale for choosing the FIT-choice questionnaire (Watt and Richardson, 2007) is justified as it has been used to measure teacher motivation reliably for over a decade in cross-national studies (Watt et al., 2014; Watt and Richardson, 2007; Watt, Richardson, Smith, 2017). Permission to use the FIT-choice scale was generously granted by the developers (Watt and Richardson, 2007) for use in an English and South African socio-cultural context[9] . The use of a validated research instrument addresses concerns around quantitative reliability as scores received from participants can be viewed as meaningful indicators of the FIT-choice factors being measured and supported in other FIT-choice studies (Creswell and Plano Clark, 2018; Watt, Richardson, Smith, 2017).

[9] See a copy of the email granting permission to use the FIT-choice scale from Helen M.G. Watts in Appendix 11.1.

3.6.1. Phase one: Structure of FIT-choice questionnaire sections A and B

The structure of the FIT-choice questionnaire used in this study was adapted by including participants' socio-demographic backgrounds and additional adaptive and maladaptive questions in section A[10] at the beginning compared to the validated FIT-choice questionnaire (Watt and Richardson, 2007), who included participants' socio-demographic questions at the end of the questionnaire. There were two different versions of section A questions adapted for the WGEN and WGSA student teachers (*n* = 158) version of the FIT-choice scale to include the open-ended question "*briefly state your main reason(s) for choosing to become a teacher?"*[11]. In comparison, English (ENEC) and South African (SAEC) early career teachers' (*n* = 120) and late-career teachers (ENLC, SALC) (*n* = 107) versions included two closed multiple choice questions with an open-ended question option on adaptive and maladaptive motives influencing their career choice[12]. The differences in the adaptive and maladaptive motive question options were justified as WGST teachers had not started their teaching careers, therefore they would be speculating how maladapted motives might influence their choice to leave the teaching profession.

All participants completed the entire FIT-choice questionnaire, however, as this EdD study focused on adaptive motives influencing the choice of teaching as a career only the motive items from FIT-choice questionnaire section B were selected for further descriptive and inferential factor analysis. Table 3.1 lists the details of FIT-choice studies, including in England, Scotland, Republic of Ireland, and South Africa, showing how researchers added items or used an adapted final factor structure to reflect the influence of motives on teachers' career choice cross-nationally. The first entry in Table 3.4 refers to the seminal Watt & Richardson's FIT-choice study (2007) in Australia based on student teachers' responses (*N* = 1431) rating the FIT-choice questionnaire items, resulting in 20 FIT-choice factors influencing student teachers' career choice. In comparison, the other FIT-choice studies listed were all altered or adapted (A) with final FIT-choice factor solutions varying from four to 18 motivational factors to suit a particular research aim or to provide a valid answer in a particular socio-cultural context on what motives

[10] See a copy of the FIT-choice scale used with the student teachers in England and South Africa and for early and late-career teachers in England and South Africa in Appendix 11.2
[11] See question 13 in Appendix 11.2.
[12] see questions 9 and 10 in the second section of Appendix 11.2

influenced the choice to teach as a preferred career option.

Table 3.4. **Selected adapted FIT-choice studies**

Country	Group	Author	Year	Sample no	Motive	Items	Factor no	FIT (F) or A	Method
Australia	ST	Watts &Richardson,	2007	1434	Intrinsic/ altruistic	57	20	F	QUAN
England	ST	Fulford	2006	201	Altruistic	57	18	F	MM
Germany	ST	Glutsch & König	2019	386	Intrinsic/ altruistic	14	11	A	QUAN
Ghana	EC	Salifu, et al.	2018	354	Intrinsic/ altruistic	57	17	F	QUAN
Republic of Ireland	ST	Heinz et al.	2017	427	Intrinsic	57	14	A	QUAN
Republic of Ireland	ST	Hennessy & Lynch	2017	143	Intrinsic	57	13	A	QUAN
Republic of Ireland	ST	Heinz, et al.	2017		Intrinsic	57	18	A	MM
Israel	ST	Garra-Alloush et al.	2021	100	Intrinsic	38	5	A	MM
Jakarta	ST	Rosyid	2017	83	Altruistic	38	10	A	QUAN
Myanmar	ST	Htang	2019	306	Altruistic	17	3	A	MM
Namibia	ST	Julius & Kambeyo	2020	80	Altruistic	37	18	A	QUAL
Netherlands	ST, EC, LC	den Brok, et al.	2013	128	Intrinsic/ altruistic	57	18	A	QUAN
Netherlands	ST	Fokkens-Bruinsma & Canrinus	2012	151	Intrinsic	57	8	A	MM
Netherlands	ST	Fokkens-Bruinsma & Canrinus	2014	221	Intrinsic	57	14	A	QUAN
Nigeria	ST	Akpochafo & Omegewe,	2020	225	Altruistic	61	12	A	QUAN
Scotland	ST	Naughton, E	2020	155	Extrinsic	29	16	A	MM
Scotland	ST	Wang, W	2019	92	Intrinsic	52	4	A	MM
South Africa	ST	Du Preez, M.	2016	45	Intrinsic	55	20	A	MM
USA	ST	Torsney, et al.	2019	216	Altruistic	23	6	A	QUAN

Phase one FIT-choice questionnaire section B motive items analysed in this EdD study were consistent with the items in the validated FIT-choice questionnaire (Watt and Richardson, 2007). The motive items were rated using Likert-type scales ranging from 1 (not at all important) to 7 (extremely important) (Watt and Richardson, 2007). The 12 validated first-order FIT-choice factors associated with FIT-choice section B items were *ability, intrinsic career value, work with children/adolescents, enhance social equity, make a social contribution, shape future of children/adolescents, time for family, fallback career, job security, job transferability, prior teaching & learning experiences,* and *social influences*.

3.6.2. Phase one: Sample for quantitative study

The quantitative sample group that completed the FIT-choice questionnaire (Watt and Richardson, 2007) included English[13] and South African student, early and

[13] The term English identifies the home country of residence of the research participants. When referring to the home language of the research participants, English will refer to the language spoken by teachers from England and South Africa

late-career teachers (WG *N* = 385). The teacher career groups were similar except for a larger sample of SAST teachers (*n* =104; 65%) compared to the ENST teacher sample (*n* = 55; 35%), see Figure 3.4.

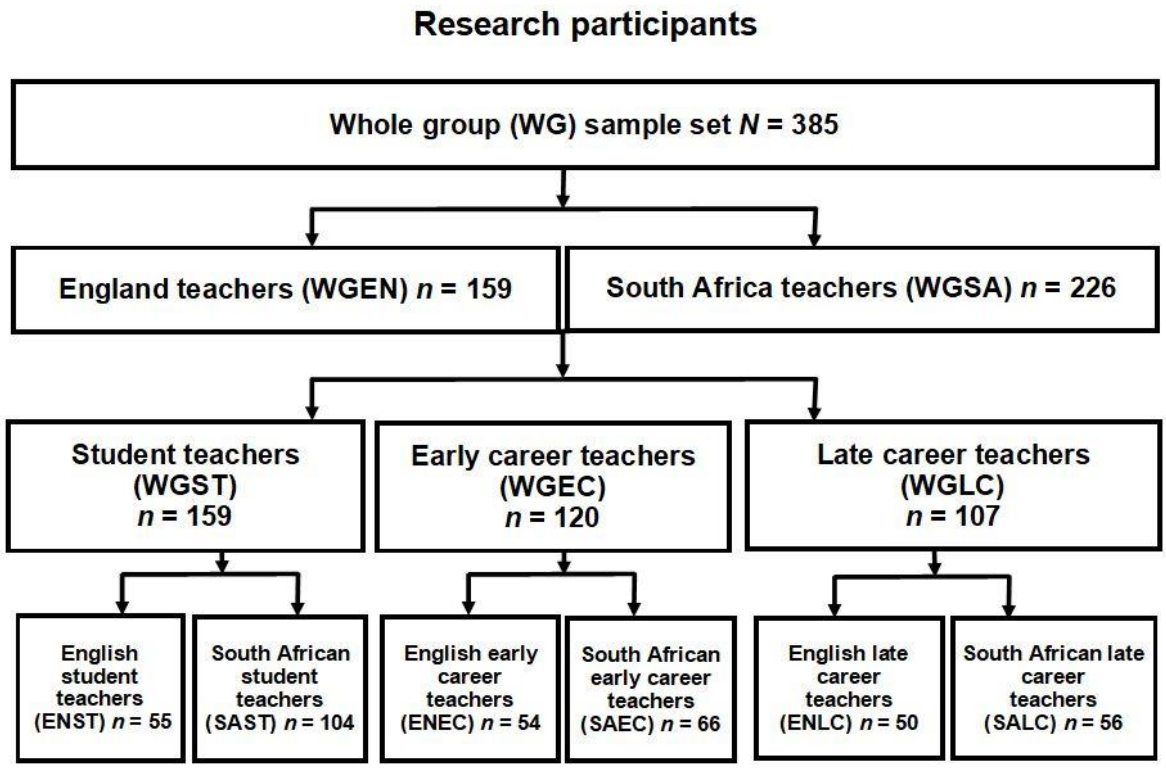


Figure 3.4. Quantitative data sample (*N* = 385)

English teachers (WGEN) were older than South African teachers (WGSA); see Table 3.5. The whole group of (WG) teachers revealed a mean average age of WG teachers of 33 years old, with 85% of WG teachers aged between 25 and 54 years old. Comparing the age of teacher career groups, 40% of WGST teachers were between 19 and 24 years old, compared to 34%of WGEC teachers aged between 25 and 34 years old, and 40% of WGLC teachers aged between 45 and 54 years old.

Table 3.5. Section A: Age

Age	SAWG (226)	ENWG (159)	WG (385)	WGST (158)	WGEC (120)	WGLC (107)
	%	%	%	%	%	%
19-24 years	26	8	18	40	6	0
25-34 years	28	13	22	28	34	0
35-44 years	16	31	23	15	28	29
45-54 years	20	25	22	10	21	40
55-64 years	9	21	14	0	8	30
Not say/missing	1	2	1	7	3	1
Total	100	100	100	100	100	100

Abbreviations: SAWG = whole group of South African teachers; ENWG = whole group of English teachers; WG = whole group of teachers; WGST = whole group of English and South African student teachers; WGEC = whole group of English and South African early career teachers; WGLC = whole group of English and South African late-career teachers

Overall, there was a higher percentage who identified as female, namely 64% of WG teachers, see Table 3.6.

Table 3.6. **Section A: Gender**

Gender	SAWG (226)	ENWG (159)	WG (385)	WGST (158)	WGEC (120)	WGLC (107)
Male/female	%	%	%	%	%	%
Male	29	40	35	36	36	32
Female	70	59	64	63	63	65
Prefer not to say	1	1	1	1	1	3
Total	100	100	100	100	100	100

Abbreviations: SAWG = whole group of South African teachers; ENWG = whole group of English teachers; WG = whole group of teachers; WGST = whole group of English and South African student teachers; WGEC = whole group of English and South African early career teachers; WGLC = whole group of English and South African late-career teachers

Overall, 64% of WG teachers spoke English as a home language. There were more ENWG teachers (97%) who spoke English as a home language compared to SAWG teachers (41%) who spoke English as a home language, followed by SAWG teachers whose home language was Afrikaans (31%), and SAWG teachers (22%) who spoke isiXhosa as their home language, see Table 3.7.

Table 3.7. Section A: Home language

Home language	SAWG (226)	ENWG (159)	WG (385)	WGST (158)	WGEC (120)	WGLC (107)
	%	%	%	%	%	%
English	41	97	64	53	66	79
Afrikaans	31	0	18	11	28	19
isiXhosa	22	0	13	28	3	1
isiZulu	2	0	1	3	1	0
Setswana	0.4	0	0	0.5	0	0
Xistonga	0.4	0	0	0.5	0	0
other	2.2	3	4	4	0	0
Missing	1	0	0	0	2	1
	100	100	100	100	100	100

Abbreviations: SAWG = whole group of South African teachers; ENWG = whole group of English teachers; WG = whole group of teachers; WGST = whole group of English and South African student teachers; WGEC = whole group of English and South African early career teachers; WGLC = whole group of English and South African late-career teachers

The home language reflected the effect of the home country with 11 official languages in South Africa (Sepedi, also known as Sesotho sa Leboa, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa, and isiZulu) compared to England where English is the de facto official language (Alexander, 2018; British Council, 2020). Welsh is the only other official language in the United Kingdom, but Gaelic and Scots (Scotland), Irish (Republic of Ireland) and Ulster Scots (Northern Ireland), and Cornish (Cornwall, England) are recognised as national languages (Alexander, 2018; British Council, 2020; Carruthers and Ó Mainnín, 2018).

3.6.3. Phase one: FIT-choice questionnaire section A data analysis

The analysis of the data from the FIT-choice questionnaire section A included a

descriptive statistical analysis of the frequencies, percentages, means and standard deviations of the total responses to the closed multiple-choice adaptive motive items (Bryman, 2016; Creswell and Plano Clark, 2018; Field, 2018). All descriptive and inferential statistical analyses used SPSS version 25-28 (IBM, corp., 2017, 2021). The justification for using SPSS was that it is an accepted and widely employed computer programme for descriptive and inferential statistical analysis of complex quantitative data used in several other FIT-choice studies (Field, 2018; Pallant, 2016).

The responses to the open-questions on adapted motives were thematically coded and analysed using NVivo with codes, themes and categories based on the FIT-choice theoretical model (Creswell and Plano Clark, 2018; Watt and Richardson, 2007). There was an awareness of the criticisms of using CAQDAS (Computer Assisted Qualitative Data Analysis Software) including NVivo, with concerns of reducing interpretation to a code and a retrieving process that fragments and decontextualises text, and thereby loses some of the subtleties considered as being essential to the accurate representation of the event (Bryman, 2016; Creswell and Plano Clark, 2018; Lewins and Silver, 2014). However, it would have been unimaginable to work with the volume of qualitative data generated from the responses to phase one FIT-choice questionnaire section A adapted motive items and the subsequent phase two focus group and individual semi-structured interviews without using NVivo in combination with other forms of coding (Bryman, 2016; Lewins and Silver, 2014).

Questions on adaptive and maladaptive motives in the FIT-choice questionnaire included in FIT-choice questionnaire section A addressed criticism of the FIT-choice model of not including vital motivational constructs such as *a passion for the subject.* Although Watt & Richardson's (2006) FIT-choice study did include additional subject interest factor items in some studies, for example: "*I enjoy the topics I teach; the subjects that I teach interest me deeply; I want to share my passion for my subject area"* (Watt, Richardson & Morris, 2017: 353), several researchers suggested important adaptive motives influencing teachers' career choice were missing from the FIT-choice questionnaire (included loving the subject, transferring knowledge and skills, and wanting to improve the quality of teaching (Fokkens-Bruinsma and Canrinus, 2012a; Gore et al., 2015; Watt, Richardson, Morris, 2017; Watt, Richardson, Smith, 2017). The analysis of responses to open-ended questions included in this EdD study addresses a gap

in several FIT-choice studies where the open-ended question data included in the FIT-choice questionnaires was not analysed or presented as part of the findings on the adaptive motives influencing teachers' career choices (Moss, 2015).

3.6.4. Phase one FIT-choice questionnaire section B quantitative data analyses

The quantitative data collected from participant responses to the FIT-choice questionnaire section B motive items (Watt and Richardson, 2007) was analysed in four steps: In step one, the data was checked to see if it achieved the assumptions necessary to run an exploratory factor analysis (EFA), see Table 3.8.

Table 3.8. The data assumptions and tests for EFA, ANOVA and MANOVA

EFA	Two-way ANOVA	Two-way MANOVA	Assumption	Test for data assumption achieved
YES	YES	YES	Assumption #1: Two or more dependent variables should be measured at the continuous level, i.e., interval or ratio level.	Ordinal variables include Likert items (e.g., a 7-point scale from "strongly agree" through to "strongly disagree"), used in FIT-choice questionnaire.
YES	YES	YES	Assumption #2: An adequate sample size. For two-way ANOVA and MANOVA, the sample needs to have more cases in each group than the number of dependent variables being analysed.	A minimum of 150 cases, or 5 to 10 cases per variable, achieved with *N* =385.
YES	YES	YES	Assumption #3: Linearity There is a linear relationship between each pair of dependent variables for each group of the independent variable.	Look at scatterplot matrixes for each variable.
YES	YES	YES	Assumption #4: Check for outliers. In the ANOVA and MANOVA to determine that there are no univariate or multivariate outliers. First, there can be no (univariate) outliers in each group of the independent variable for any of the dependent variables. Multivariate outliers are cases which have an unusual combination of scores on the dependent variables	Outliers are data points within the data that do not follow the usual pattern. Univariate outliers are detected using boxplots and removing cases more than 1.5 box-lengths from the edge of the box. Multivariate outliers are detected using a measure called Mahalanobis distance.
	YES	YES	Assumption #5: There should be independence of observations, which means that there is no relationship between the observations in each group or between the groups themselves.	There must be different participants in each group with no participant being in more than one group.
	YES	YES	Assumption #6: The independent variables should consist of two or more categorical, independent groups.	Categorical or discrete variables are associated with a limited number of mutually exclusive options. Home country refers to England or South Africa; career group refers to student, early or late-career teachers.
	YES	YES	Assumption #7: There is multivariate normality. The dependent variable (residuals) should be normally distributed for each cell of the design. The Shapiro-Wilk's test for multivariate normality.	The Shapiro-Wilk numerical method for testing normality which examines how close the sample data fits to a normal distribution.
	YES	YES	Assumption #8: There is homogeneity of variance-covariance matrices. The variances and covariances of the dependent variables in each cell of the design are equal in the population tested using Box's test of equality of covariance. Follow up using Levene's test for equality of variances.	Box's Test, which uses the *F* Distribution, is a test for homogeneity of covariance matrices. If the *p*-value is less than .05, then the covariances are significantly different, which means the assumption is violated. This can be followed up with Levene's test of homogeneity of variances.
	YES	YES	Assumption #9: There is no multicollinearity. Dependent variables to avoid multicollinearity should not be exceedingly high, r >.9.	Check multicollinearity two ways: correlation coefficients and variance inflation factor (VIF) values. To check it using correlation coefficients, add predictor variables into a correlation matrix and look for coefficients with magnitudes of . 90 or higher.
Cited in Laerd statistics, 2022; Fields, 2018 and Pallant, 2016				

In step two, an EFA was run to establish a valid FIT-choice factorial structure to compare the motives influencing the career choice of English and South African student, early and late-career teachers. While multi-sample invariance testing using structural equation modelling (SEM) and confirmatory factor analysis (CFA) may have been a more robust statistical test, this was beyond the scope of the current research which was not a cross-national scale validation study (Field, 2018; Laerd statistics, 2018; Pallant, 2016). Cronbach's alpha (α), a measure of internal consistency and reliability, was used to explore if the items on each factor were consistently measuring the same underlying dimension as intended by Watt and Richardson (2007) (Field, 2018; Laerd statistics, 2018). In step three, the data was looked at to see if it achieved the assumptions to run a two-way factorial ANOVA (one dependent variable) or a two-way factorial MANOVA (more than one

dependent variable), see Table 3.5. In step four, the statistical analysis of the data proceeded using a two-way way factorial ANOVA or MANOVA, with Bonferroni protected *p*-values and Tukey post hoc tests to control for type 1 error. Moreover, Pillai's trace was used as there were unequal sample sizes, and to adjust if the assumption of homogeneity of variance-covariance was violated. Research has shown that Pillai's test statistic gives the closest result to the nominal value in balanced and unbalanced sample sizes (Ates¸ C et al., 2019; Cohen et al., 2018; Field, 2018; Laerd statistics, 2018; Pallant, 2016).

The research hypothesis was tested in the final step in which the quantitative data was analysed to establish if there was a statistically significant interaction effect of the independent variables, namely career group and home country, on the intrinsic, altruistic, and extrinsic motives influencing the career choice of student, early and late-career teachers in England compared to South Africa. If there was a significant interaction effect identified, this was followed by an exploration of the univariate interaction effects and simple main effect of the dichotomous variables, career group*home country on the intrinsic, altruistic, and extrinsic motivation of student, early and late teacher career groups in England and South Africa (Field, 2018; Laerd statistics, 2018; Pallant, 2016). However, if there was no significant interaction effect, an interpretation of the main effects of career group or home country followed. Tukey post hoc tests, one of the best available methods in cases when sample sizes are unequal, was used to find exactly where the similarities and differences between teacher career groups and home country were, by placing the means into homogenous sub-groups (Field, 2018; Laerd statistics, 2018; Pallant, 2016).

3.7. Phase two: Rationale for qualitative data collection methods

In the second phase of the two-phase comparative mixed-methods sequential explanatory research design, qualitative data from focus groups and individual interviews deepened an understanding of the influence of the intrinsic, altruistic, and extrinsic motives revealed in the analysis of phase one FIT-choice questionnaire section B data (Creswell and Plano Clark, 2018; Watt and Richardson, 2007). Semi-structured interviews as a qualitative data collection strategy allowed the researcher to ask a series of predetermined but open-ended questions compared to unstructured interviews, but with no predetermined range of responses (Bryman, 2016; Creswell and Plano Clark, 2018).

3.7.1. Phase two: Sample for qualitative study

A purposeful sample of English and South African student, early and late-career teachers, *N* = 128, were invited to participate in 36 focus group and individual semi-structured interviews between April 2018 to June 2019, see Table 3.9.

Table 3.9. Semi-structured focus group and individual interviews

Interview	Description	SA	ENG	TOTAL
Focus group	FG students teach	42	61	103
Focus group	Early career	4	0	4
Individual	Early career	3	5	8
Individual	Late-career	8	5	13
	TOTAL	57	71	128
Individual	IV Interviews	11	10	21
Focus group	Focus groups	6	9	15
	TOTAL	17	19	36

Access to the student groups in England and South Africa (WGST *n* = 103) was arranged through the Dean of Education and lecturers in the education departments at the HEIs in England and South Africa after being granted clearance by the institution's ethics committee. The data collection started with an explanation of the rationale for this EdD study of teacher motivation to the student teachers who kindly agreed to participate in South Africa and England in the natural setting of participating schools or lecture venues. All students were reassured of voluntary participation with a focus on no obligation to participate and reminded of the option to withdraw from the interview at any point (BERA, 2018), see Table 3.10.

Table 3.10. Phase two qualitative sample set: Semi-structured interviews

QUALITATIVE DATA COLLECTION SOUTH AFRICA AND ENGLAND 2018 - MARCH 2019													
South Africa							England						
DESCRIPTION	NO	NAME	TIME	RECORD	WRITE	DATE	DESCRIPTION	NO	NAME	TIME	RECORD	WRITE	DATE
Focus group	5	School Group 1 SG1	01:35:06	YES	YES	18.07.2018	Focus group	7	ED1	01:01:31	YES	YES	25.01.2019
Focus group	5	School Group 2 SG2	01:05:06	YES	YES	19.07.2018	Focus group	5	ED2	43:03:00	YES	YES	16.03.2019
Focus group	6	High School 3 SG3	01:59:26	YES	YES	19.07.2018	Focus group	6	ED3	01:03:44	YES	YES	30:01:2019
Focus group	6	High School 4 SG4	01:02:19	YES	YES	18.07.2018	Focus group	6	ED4	01:05:20	YES	YES	5.02.2019
Focus group	20	LO students 5 SG5	49:29:00	YES	YES	20.07.2018	Focus group	4	ED5	45:22:00	YES	YES	31:01:2019
							Focus group	10	HE1 FT	51:37:00	YES	YES	5.02.2019
							Focus group	14	HE1 PT	58:20:00	YES	YES	6.03.2019
							Focus group	5	HE2 PT	37:35:00	YES	YES	25.02.2019
							Focus group	4	HE2 FT	01:08:35	YES	YES	14.12.2018
WGST	42	TOTAL FG = 5					WGST	61	TOTAL FG = 9				
Early /late-career	1	*SALC-F1* and SAEC-F1	01:48:51	YES	YES	21.07.2018	Early career	1	ENEC-M2	49:37:00	YES	YES	6.02.2019
Early career	1	SAEC-F2	01:49:11	YES	YES	26.07.2018	Early career	1	ENEC-M1	29:35:00	YES	YES	7.03.2019
Early career	1	SAEC-F3	01:04:09	YES	YES	30.04.2019	Early career	1	ENEC-F3	01:30:47	YES	YES	4.03.2019
Early career	1	SAEC-F4	01:04:09	YES	YES	30.04.2019	Early career	1	ENEC-*F1* and F2	01:23:58	YES	YES	31:01:2019
Early career	1	SAEC-F5	01:04:09	YES	YES	30.04.2019	Early career	1	ENEC-F1	54:35:00	YES	YES	5.02.2019
Early career	1	SAEC-F6	01:04:09	YES	YES	30.04.2019							
Early career	1	SAEC-M1	01:03.1	YES	YES	01.05.2019							
Late-career	1	SALC-M1	01:09:21	YES	YES	26.07.2018							
Late-career	1	SALC-F2	01:36:57	YES	YES	26.07.2018	Late-career	1	ENLC-M1	56:34:00	YES	YES	1.02.2019
Late-career	1	SALC-F3	30:17:00	YES	YES	25.07.2018	Late-career	1	ENLC-F1	43:35:00	YES	YES	4.02.2019
Late-career	1	SALC-F4 *and SALC-F1*	01:11:16	YES	YES	25.07.2018	Late-career	1	ENLC-F3	57:52:00	YES	YES	7.02.2019
Late-career	1	SALC-M2	01:56:27	YES	YES	30.07.2018	Late-career	1	ENLC-M2	01:03:38	YES	YES	28:01:2019
Late-career	1	SALC-F5	63:14:00	YES	YES	4.05.2019	Late-career	1	ENLC-F2	49:22:00	YES	YES	11.03.2019
Late-career	1	SALC-F1	52:56:00	YES	YES	30.04.2019							
Late-career	1	SAEC-F6	01:03:55	YES	YES	25.07.2018							
WGEC and WGLC	15						WGEC and WGLC	10	Total number of students, early and late-career teachers				128
WGSA	57						WGEN	71					

ENST = English student teacher; ENEC = English early career teacher; ENLC = English late-career teacher; SAST = South African student teacher; SAEC = South African early career teacher; SALC = South African late-career teacher; Focus groups in both South Africa and England refer to student teachers in participating Higher Education institutions

The ENEC and SAEC teachers (*n* = 13), ENLC and SALC teachers (*n* = 12) who participated in the individual and focus group semi-structured interviews were accessed through professional and personal contacts and invited to interview at a convenient time and place of their choosing (BERA, 2018; Bryman, 2016; Creswell and Plano Clark, 2018), see Table 3.11.

Table 3.11. Qualitative early and late-career teachers in England and South Africa.

South African early and late-career teachers					English early and late-career teachers				
Career stage	NO	Participant code	Teacher/tutor	Taught	Career stage	NO	Participant code	Teacher/tutor	Taught
Early career	1	SAEC -F1	Foundation early years	4 yr.	Early career	1	ENEC-F1	Early years HE	5 yr.
Early career	1	SAEC-F2	Primary head teacher	10 yr.	Early career	1	ENEC-F2	Early years HE	7 yr.
Early career	1	SAEC-M1	High school	1 yr.	Early career	1	ENEC-F3	Media HE	4 yr.
Early career	1	SAEC-F3	Economics (HS)	4 yr.	Early career	1	ENEC-M1	Engineering HE	1 yr.
Early career	1	SAEC-F4	Maths (HS)	8 yr.	Early career	1	ENEC-M2	Media HE	5 yr.
Early career	1	SAEC-F5	History (HS)	3 yr.					
Early career	1	SAEC-F6	Life Orientation (HS)	3 yr.					
Total SAEC	**7**				**Total ENEC**	**5**			
Late-career	1	SALC-F6	Early Years HE	15+yr.	Late-career	1	ENLC-F1	Primary head teacher	15+ yr.
Late-career	1	SALC-F2	Grade 2 (Primary school)	20+yr					
Late-career	1	SALC-F1	Grade 1 (Primary school)	20+yr					
Late-career	1	SALC-M1	Business (HE)	20+yr	Late-career	1	ENLC-F2	IT & Business (HE)	20+ yr.
Late-career	1	SALC-F4	Science (High school)	20+yr					
Late-career	1	SALC-F3	Languages (HE)	20+yr	Late-career	1	ENLC-M1	Education & music (HE)	15+ yr.
Late-career	1	SALC-M2	Psychology & career guidance (HE)	20+yr	Late-career	1	ENLC-M2	Student services (FE and HE)	20+ yr.
Late-career	1	SALC-F5	High school head teacher	15+y.	Late-career	1	ENLC-F3	Vice-principal 6th form college	20+ yr.
Total SALC	**8**				**Total ENLC**	**5**			
Total WGSA	**15**				**Total WGEN**	**10**			

ENST = English student teacher; ENEC = English early career teacher; ENLC = English late-career teacher; SAST = South African student teacher; SAEC = South African early career teacher; SALC = South African late-career teacher; Focus groups in both South Africa and England refer to student teachers in participating Higher Education institutions

The voice-recorded interviews were initially transcribed verbatim. The anonymity of the research participants' identities was essential in presenting the findings from the qualitative interview data with pseudonyms or participant codes (BERA, 2018). The participant code, see Table 3.12 included reference to home country, career group, education group (student teachers only) and individual identifier code[14], for example, ENFG-ST (English student focus group) - ED1 (Education group 1) - M1 (male one).

[14] See Appendix 11.12 for the codes of all participants in the qualitative focus group and individual interviews in England and South Africa.

Table 3.12. Coding of English and South African interview sample sets

Coding of semi-structured focus group and individual interviews	Focus group		Individual interviews	
Country: England (EN) and South Africa (SA) & focus group (FG) or individual interview (IV)	ENFG	SAFG	ENIV	SAIV
Career group: ST (student), EC (early career), LC (late-career)	ST	ST	EC	LC
Sample set: education group (ED), secondary school (SG)	ED1	SG1		
Gender & research participant number	F1/M1	F1/M1	F1/M1	F1/M1

3.7.2. Phase two: The twenty interview questions

The semi-structured interview questions were designed to collect the views of the participants on how intrinsic, altruistic, and extrinsic motives identified as significant in the analysis of phase one FIT-choice questionnaire data influenced their choice to teach as a preferred career option (Creswell and Plano Clark, 2018; Watt and Richardson, 2007), see Table 3.13.

Table 3.13. The twenty interview questions

	Twenty semi-structured interview questions	Validated FIT-choice factors
1	What specific factors motivated you to choose teaching as a career before you started your teacher training?	Ability
2	Did your friends or family think you should become a teacher?	Social influences
3	Did you want to provide a service to society, to give back to society?	Make a social contribution
4	Did the idea of working overseas motivate you?	Job transferability
5	Did you have an inspirational teacher?	Prior teaching and learning experiences
6	Was the motivation to become a teacher so that you could work with adolescents or young people?	Work with children/adolescents
7	Did you think teaching would be a secure job?	Job security
8	Did you think teaching would fit in with a family or family commitments?	Time for family
9	Did your love for your subject specialism or vocational skill motivate you to become a teacher?	Intrinsic value
10	Do you think teaching is well paid?	Salary
11	Do you think teachers have a heavy workload?	High demand
12	Do you believe that teachers should be qualified with a recognised teacher qualification?	Expert career
13	Do you think that teaching has high status in society?	Social status
14	Do you think that teachers need a high level of vocational or academic skill?	Intrinsic value
15	Do you think that teaching is emotionally demanding?	High demand
16	Do you think that teachers are perceived as professionals by society?	Social status
17	What do you think the characteristics of a good, motivated teacher are?	Ability
18	What motivates you to stay in the profession and why?	Satisfied with choice
19	What might make you leave the teaching profession?	Social dissuasion
20	When things have got difficult or tough, what helped you to get over that and stay on as a teacher?	

3.7.3. Phase two: Qualitative data thematic coding and analysis

Once the interview transcripts had been uploaded and coded using NVivo software, a thematic analysis extracted core themes between and within transcripts (Bryman, 2016; Creswell and Plano Clark, 2018). The coding focused on how the qualitative data could add to the understanding of the similarities or differences between the intrinsic, altruistic, and extrinsic adaptive motives influencing English and South African student, early and late-career teachers' choice to teach as a career that emerged from the significant quantitative findings in phase one (Bryman, 2016; Creswell and Plano Clark, 2018). The emic codes or inductive analysis focused on the participant's subjective interpretations and feelings of the situation, while etic or deductive analysis focused on objective analysis or external frameworks, the FIT-choice theoretical model (Cohen et al.,

2018; Creswell and Plano Clark, 2018; Holley and Harris, 2019; Watt and Richardson, 2007).

It was essential to consider the validity of the qualitative data analysis, namely the trustworthiness or authenticity of the findings and to ensure the qualitative data reflected an accurate, dependable, and confirmable interpretation (*a posteriori*) of what student, early and late-career teachers in England and South Africa revealed in the individual and focus group semi-structured interviews (Creswell and Plano Clark, 2018; Holley and Harris, 2019). After the initial NVivo analysis (Holley and Harris, 2019), the analysis included a matrix framework approach (Bryman, 2016; Creswell and Plano Clark, 2018; Watt and Richardson, 2007). The advantage of the matrix approach using EXCEL spreadsheets was that the analysis of qualitative semi-structured interview data from the English and South African student, early and late-career teacher's responses to the interview questions using codes, themes, and categories were viewed at once (Bryman, 2016; Cohen et al., 2018; Creswell and Plano Clark, 2018; Watt and Richardson, 2007).

3.8. Synthesising quantitative and qualitative data findings

After completing the quantitative and qualitative analysis, the synthesis across cases of quantitative and qualitative data extended beyond a comparison of the FIT-choice factors initially identified as statistically significant influencing English and South African student, early and late-career teachers' career choices (Watt and Richardson, 2007). The value of using mixed methods allowed a more nuanced understanding afforded by participant's narratives supporting or refuting the influence of the significant propositional FIT-choice intrinsic, altruistic, and extrinsic factors on their career choice, situating the findings of this EdD study within the field of FIT-choice teacher motivation literature.

3.9. Ethical considerations

To gain ethical approval to conduct the research, it was necessary to go through a rigorous and detailed ethical approval process from the three Higher Education institutions (HEIs) concerned. The critical responsibility to obtain informed consent, transparency, and ensuring safe data storage with full disclosure of the aim and intent of the intended research carefully communicated to participants were followed by considering the four elements of competence, voluntarism, complete information, and comprehension central to ethical research (BERA, 2018; Cohen et al., 2018). The first element of competence was addressed by

carefully explaining through an attached letter provided with the paper-based FIT-choice questionnaires or a detailed forward at the start of the online version the rationale for the research, and necessary information, for example, the 15-20 minutes completion time and the researchers contact email if any additional information was required (BERA, 2018; Bryman, 2016; Cohen et al., 2018).

Secondly, voluntarism enabled by an assurance of voluntary opt-in consent.[15] There was no obligation to participate as mandated by the ethical approval processes at all three participating HEIs (BERA, 2018; Cohen et al., 2018). Completed information forms implied consent was fully informed, though it is often difficult in practice to inform participants of every aspect of a research project. Complete comprehension means that participants fully understand the nature of the research project, even when procedures are complicated and entail risks. The research did not entail significant risks to the participants or organisations other than identity disclosure, but precautions were taken to anonymise participants' identities (BERA, 2018; Bryman, 2016; Cohen et al., 2018).

3.10. Chapter Summary

The research methodology adopted for this study was a two-phase, comparative mixed-methods sequential explanatory research design. The purpose of conducting the pragmatic mixed-methods research was not to replace pure quantitative or qualitative approaches but to use the strengths and compensate for the potential weaknesses of the approaches if solely employed (Bryman, 2016; Cohen et al., 2018; Creswell and Plano Clark, 2018). In phase one, quantitative data was collected, analysed, and presented using statistical and inferential factor analysis (SPSS version 25, IBM corp., 2017). This was followed in phase two by collecting qualitative semi-structured interview data to deepen and extend the understanding of the statistically significant intrinsic, altruistic, and extrinsic motives initially identified in phase one by analysing semi-structured focus group and individual interviews data (NVivo and researcher coding) (Bryman, 2016; Creswell, 2014; Creswell and Plano Clark, 2018). Integration[16] naturally occurred within the analysis of the FIT-choice questionnaire section A closed-option multiple

[15] See Appendix 11.4 and Appendix 11.5 for consent letters for student, early and late career teachers completing the FIT-choice scale and participating in the subsequent focus group interviews in England and South Africa.

[16] Integration of quantitative and qualitative research within a given research stage, for example, integration might occur with research questions; within data collection (e.g., open-option options on a structured instrument); within data analysis (e.g., transforming themes into quantitative items or scales) or interpretation (e.g., examining the quantitative and qualitative results for convergence of findings), (Tashakkori & Teddlie, 1998, in Creswell et al., 2003:220).

choice with open questions in both the paper-based and online adapted FIT-choice questionnaires. The integration of the findings from the analysis of phase one FIT-choice questionnaire section A and B data and phase two semi-structured individual and focus group interview data occurs in the discussion section in chapter 7 (Cohen et al., 2018; Creswell and Plano Clark, 2018).

The descriptive statistical findings and thematically coded qualitative data from the FIT-choice questionnaire section A in the first phase of the two-phase, comparative mixed-methods sequential explanatory research design are presented in the following chapter four. The aim was to establish an initial understanding of the general pattern of the altruistic, intrinsic, and extrinsic motives influencing student, early and late-career teachers in England compared to South Africa's choice to teach as a preferred career option.

4. Chapter 4: FIT-choice questionnaire section A

4.6. Overview

This chapter presents the findings from the first section of phase one data collection of the two-phase comparative mixed-methods sequential explanatory research. The first section of phase one FIT-choice questionnaire data refers to the quantitative and qualitative findings from FIT-choice questionnaire section A. The second section of phase one refers to the data from the research participants' responses to items in FIT-choice questionnaire section B discussed in chapter 5. The findings in this chapter look at the frequency of English and South African student, early and late-career teachers' responses to a question on adaptive factors that influenced their career choice.

4.7. FIT–choice questionnaire Section A: Quantitative and qualitative findings

As discussed earlier in methodology chapter three, WGST (*n* = 158) responded to the open question, "briefly state your main reason(s) for choosing to become a teacher"[17]. The eight adaptive motives were the themes that guided the numerical coding, see Table 4.1 of the WGST, WGEC (*n* = 120) and WGLC (*n* = 107) teachers' responses to the question in FIT-choice questionnaire section A[18]. The WGEC and WGLC teachers' responses reflected a choice of one out of eight possible adaptive motive options offered in the closed multiple choice question[19]. The eight adaptive motive options referred to intrinsic motives, namely a *passion for the subject* and *working with children/adolescents; altruistic* motives including a *difference to society* and *difference to the learners I teach*, and extrinsic motives referring to *not accepted into first career choice, second career, job security,* and *holidays.*

The following sections present the preliminary findings of student, early and late career English and South African teachers' responses to closed and open questions on the adaptive intrinsic, altruistic, and extrinsic motives influencing their choice to teach as a career in two parts. The first part looks at the descriptive statistics of the frequency of responses to a particular item, given an initial impression of which intrinsic, altruistic, and extrinsic motives were considered

[17]See Appendix 11.2 see question 13 on the student version of the FIT-choice survey (Watt & Richardson, 2007)
[18]See Appendix 11.2. see questions 9 and 10 on the early and late-career teachers of the FIT-choice survey (Watt & Richardson, 2007)
[19] See Appendix 11.7 for example, of coding of responses to data in Section A from student, early and late-career teachers in England and South Africa,

important for English and South African WG teachers when choosing a career, see Table 4.1.

Table 4.1. Section A: Percentage of responses coded to the eight different adapted motive options

Adaptive motives		ENST (55)	ENEC (54)	ENLC (50)	SAST (103)	SAEC (66)	SALC (56)	ENWG (159)	SAWG (226)	WG (385)	WGST (158)	WGEC (120)	WGLC (107)
Frequency of responses		%	%	%	%	%	%	%	%	%	%	%	%
Intrinsic	Passion for subject	16	30	42	14	23	28	29	20	29	15	26	35
	Work with children/adolescents	11	4	4	6	12	11	6	9	6	8	8	8
Altruistic	Difference to society	11	11	12	20	15	11	11	16	11	17	13	11
	Difference to learners I teach	24	26	12	32	23	19	21	26	21	29	24	16
Extrinsic	Not accepted first career choice	4	2	4	3	3	2	3	3	3	3	3	3
	Second career	18	13	12	7	6	9	15	7	14	11	9	10
	Security	5	2	2	9	3	4	3	6	3	8	3	3
	Holidays	5	9	4	1	11	11	6	6	6	3	10	8
Other	Prefer not to say	2	4	4	6	2	5	3	2	2	3	4	2
	Other	2	0	4	3	3	0	3	3	4	3	0	4
	Missing	1	0	0	0	0	2	0	2	0	0	0	0
		100	100	100	100	100	100	100	100	100	100	100	100

ENST=English student teachers; ENEC = English early career teachers; ENLC= English late-career teachers; SAST = South African student teachers; SAEC = South African early career teachers; SALC = South African late-career teachers; SAWG = South African whole group of teachers; ENWG = English whole group of teachers; WG = whole group of teachers; WGST = Whole group student teachers; WGEC = Whole group early career teachers; WGLC = Whole group late-career teachers

The second part of each section presents the thematically coded qualitative data on adaptive motives influencing the choice to teach as a career, see Table 4.2. The qualitative data is presented in the form of quotes linked to specific student, early and late-career teachers[20] in England and South Africa responses to the open questions with the aim to deepen the understanding of the initial quantitative data on WG teachers views on the crucial motives influencing their initial choice and ability to persist in the teaching profession.

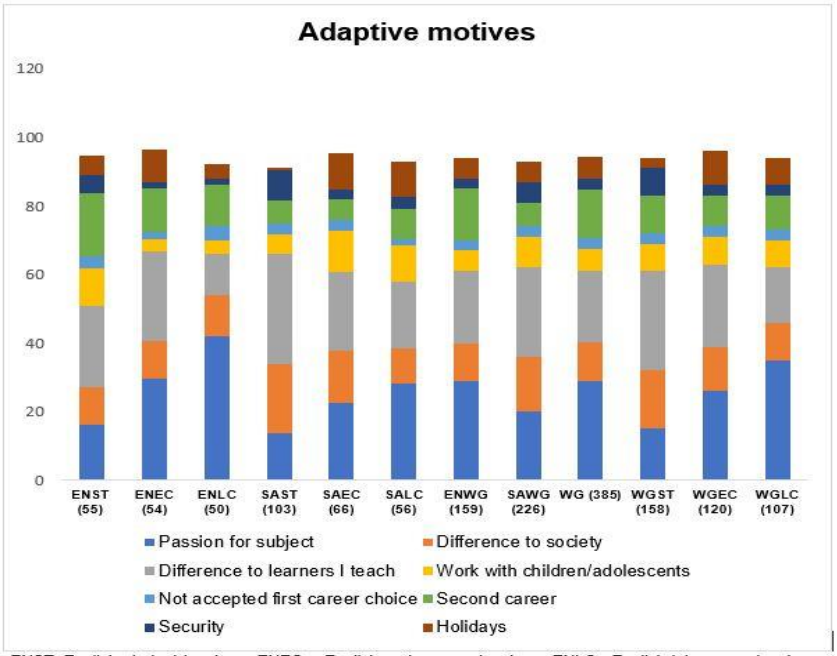
Table 4.2. FIT-choice scale section A: Adapted motives

Motives	Validated FIT-choice motives	Themes associated with adaptive motives	Codes
Intrinsic motives	Ability	Passion for subject	I want to make a difference and share my passion for psychology with others (UKPBS-55-P35 English student teacher)
	Intrinsic career value	Work with children/adolescents	I like teaching! I like working with children and I hope becoming a teacher will motivate and encourage the youth to study and further their education. I hope to lead by example (SAPBS-103-P14 South African student teacher); My main reason is because when reviewing careers I thought I would be a teacher best as I believe I can bring out the best out of a child and help them reach their potential in education (UKPBS-55-P6 English student teacher)
Altruistic motives	Make a social contribution	Difference to society	The reason I became a teacher is because I want to make a difference in children's lives, even a difference in my community as it is in need (SAPBS-103-P19 South African student teacher)
	Social equity	Difference to learners I teach	The reason I have chosen to become a teacher is admiration for children. I love the ideology of being a teacher who moulds the individuals who are going to become our future leaders. Teachers can have a tremendous impact on student's morals and values, and the parents as well (SAPBS-103-P1 South African student teacher)
Extrinsic motives	Job security	Security	Job satisfaction and security, future financial stability, pension (UKPBS-55-P1 English student teacher)
	Time for family	Holidays	I was told I would be good at it! Holidays fit in well with my wife who also teaches (UKPBS-55-P41 English student teacher)
	Fallback career	Not accepted first career choice	I am struggling to get jobs with my degree, so I decided to teach (SAPBS-103-P36 South African student teacher)
		Second career	Wanted a change in career-but relevant to my knowledge- subject specific (UKPBS-55-P27 English student teacher)

When viewing the descriptive statistical analysis of the frequency of responses

[20] See Appendix 10.6 for details on the percentage of responses to the closed and open questions in the student, early and late-career teachers FIT-choice questionnaire (Watt & Richardson, 2007)

coded to the eight adaptive motive options influencing the choice to remain in teaching as a preferred career option, a higher percentage of WGSA teachers rated the influence of six out of the eight adaptive motives as influential compared to a lower percentage of WGEN teachers. However, a higher percentage of WGEN teachers rated the influence of the intrinsic motive *passion for the subject* and extrinsic motive *not accepted into first career choice* higher than WGSA teachers, see Figure 4.1.



ENST=English student teachers; ENEC = English early career teachers; ENLC= English late-career teachers; SAST = South African student teachers; SAEC = South African early career teachers; SALC = South African late-career teachers; SAWG = South African whole group of teachers; ENWG = English whole group of teachers; WG = whole group of teachers; WGST = Whole group student teachers; WGEC = Whole group early career teachers; WGLC = Whole group late-career teachers

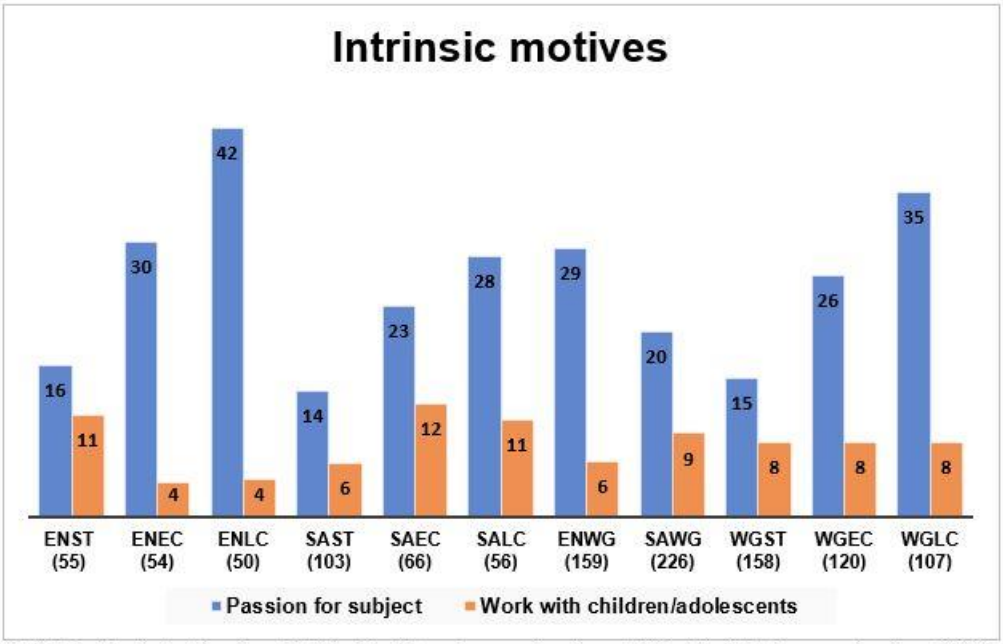
Figure 4.1. FIT-choice scale section A: Adapted motivations.

4.8. FIT–choice questionnaire Section A: Intrinsic motives

When first considering the frequency of responses, and the effect of career group, a higher percentage of ENLC (42%) and SALC (28%) teachers indicated that the intrinsic motivation of *passion for a subject* was an important influence on their choice to remain in the profession. A higher percentage of ENST (11%) teachers rated the influence of *working with children/adolescents* compared to ENEC (4%) and ENLC (4%) teachers. A marginally higher percentage of SAEC (12%) teachers choose the intrinsic motive of *working with children/adolescents* as the primary motivation to stay in teaching compared to SAST and SALC teachers, see Figure 4.2.

When considering the effect of home country, a higher percentage of WGEN (29%) teachers selected the intrinsic motive, *passion for the subject*, as the primary

motivation to stay in teaching compared to WGSA (20%) teachers. A much lower percentage of WGEN (6%) and WGSA (9%) teachers rated the intrinsic motive *work with children/adolescents* as an important motive influencing their career choice compared to a *passion for subject*.



ENST=English student teachers; ENEC = English early career teachers; ENLC= English late-career teachers; SAST = South African student teachers; SAEC = South African early career teachers; SALC = South African late-career teachers; SAWG = South African whole group of teachers; ENWG = English whole group of teachers; WG = whole group of teachers; WGST = Whole group student teachers; WGEC = Whole group early career teachers; WGLC = Whole group late-career teachers

Figure 4.2. FIT-choice scale section A: Intrinsic motives

The thematic coding of English and South African student, early and late-career teachers' responses regarding the influence of intrinsic motives on their choice to teach as a career revealed two discrete categories consistent with the FIT-choice literature reviewed in chapter two. The first category referred to teachers describing the importance of teaching as an opportunity to remain engaged and involved in their subject specialist area, namely a passion for the subject. The second category referred to teachers who were motivated by the passion or vocation for working with children, adolescents, or adults, expecting to enjoy and value the activities associated with a passion for teaching (Fray and Gore, 2018; Heinz, 2015; Mwamwenda, 2010; Sayed and McDonald, 2017; Watt, Richardson, Smith, 2017).

4.8.1. Intrinsic motives: Passion for a subject specialist area

The adaptive intrinsic motive *of passion for the subject* alluded to the expected enjoyment and value of tasks associated with teaching as an opportunity to remain involved with their subject specialist area, similar to motives associated with the

validated FIT-choice factor *ability* (Watt & Richardson, 2007). ENST teachers (see responses below) explained how their primary motivation to stay in teaching was the opportunity to share a passion for their teaching subject with their students.

> *I love the subject I teach and really enjoy passing on my knowledge to others* (UKPBS-55-P25-ST – English student teacher)
>
> *Develop and focus on the future of my professional specialism and learn how to encourage younger people in the subject. I like 'lightbulb moments, and it is quite rewarding when a student suddenly gets something I am teaching* (UKPBS-55-P30 English student teacher)
>
> *To pass on my skills in Engineering* (UKPBS-55-P26 English student teacher)

In comparison, SAST teacher's responses, see below, suggested they were influenced by an interplay between the intrinsic motive *of passion for subject* and the altruistic motive of service, specifically in subject shortage areas, for example, Science, Technology, Engineering and Maths (STEM).

> *I want to teach because of the shortage of teachers, especially in the science and maths subjects. I personally know the impact of not having a maths teacher, and me loving maths, so this is my way of giving back to the community and shaping a better country* (SAPBS-103-P12 South African student teacher)
>
> *I am passionate about encouraging girls to do STEM subjects.* (SAPBS-103-P44 South African student teacher)

4.8.2. Intrinsic motives: Passion for teaching

The second theme of a *passion for teaching* reflected intrinsic motives associated with the FIT-choice factor *intrinsic career value* (Watt and Richardson, 2007). As seen in the open-question response below.

> *I have a passion for training people and seeing the end development result* (UKPBS-55-P51 English student teacher)

SAST teachers were motivated to stay in teaching (see responses below) as they shared the perception of teaching as a vocation.

> *Also, teaching is my calling. I have been teaching for four years, so I ended up being motivated to pursue this degree* (SAPBS-103-P69 South African student teacher)
>
> *I am passionate about teaching. I have a powerful desire in my heart to teach* (SAPBS-103-P51 South African student teacher)

4.8.3. Summary of intrinsic motives

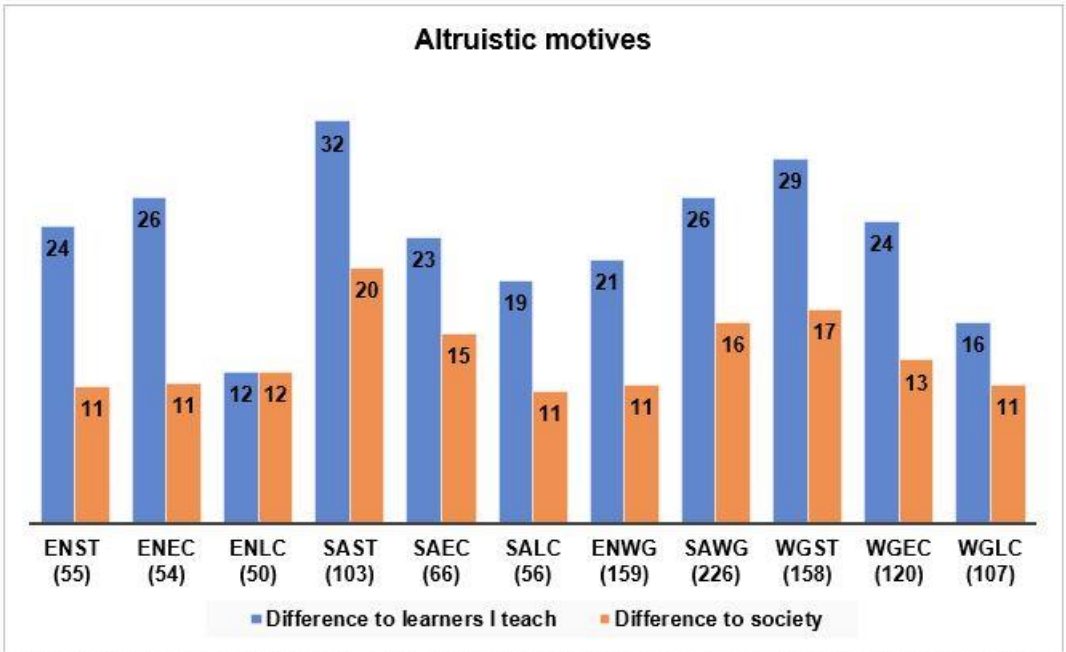
Interesting indicative findings from the descriptive statistical analysis of FIT-choice questionnaire section A findings supported by thematic coding of qualitative data, revealed two categories of intrinsic motives as influential: a *passion for the subject* and *a passion for teaching*. When considering the effect of the career group, a much higher percentage of WGLC teachers were influenced by a *passion for the subject* compared to WGST and WGEC teachers. The indicative findings are consistent with the literature suggesting that WGLC teachers' motivation to persist as effective teachers is due to an increased feeling of agency, autonomy, and competence as knowledgeable and skilled subject specialists (Eccles and Wigfield, 2020; Ryan and Deci, 2000b). Recent studies found that late-career teachers in England were highly motivated to teach, inspired by a passion for their academic subject (Chiong et al., 2017; Perryman and Calvert, 2020). When comparing the effect of career groups, a higher percentage of SAST and ENST teachers rated the influence of *working with children/adolescents* as important compared to all other teacher career groups. The indicative findings suggested teachers at the start of their careers were more motivated by the opportunity to *work with children/adolescents,* but the influence of this adaptive motive declined as teachers progressed through their career.

When comparing the effect of home country, a higher percentage of WGEN teachers were motivated by a passion for the subject compared to a lower percentage of WGSA teachers. The difference may be influenced by the socio-cultural and economic context as when considering the findings from the thematic analysis, a higher percentage of WGEN teachers were motivated to share a passion for their subject and pass on their subject specialist knowledge. In comparison, WGSA teachers expressed how they were intrinsically motivated by a passion for teaching to share their expertise, but this intersected with the altruistic motive of making a difference in their communities and contributing to creating a better country by transforming opportunities for their students. The findings of a lower percentage of WGEN teachers motivated to teach as an opportunity to work with children/adolescents suggested one of the key differences initially emerging was a higher percentage of WGEN teachers motivated to teach inspired by a passion for their subject compared to WGSA teachers who were more motivated by a passion for teaching children/adolescents.

4.9. FIT–choice questionnaire Section A: Altruistic motives

In the statistical frequency analysis of the responses to the closed multiple-choice items on adapted altruistic motives that might make teachers stay in the profession, considering the effect of career group, a higher percentage of ENEC (26%) teachers were influenced by the altruistic motivation of *making a difference to the learners I teach* compared to ENST (24%) and ENLC (12%) teachers. A marginally higher percentage of ENLC (12%) were influenced by the opportunity to *make a difference to society* in comparison to ENST (11%) and ENEC (11%) teachers. In comparison, a higher percentage of SAST teachers chose the altruistic motives of making a *difference to society* (20%) and a *difference to the learners I teach* (32%) as the primary motivation to stay in teaching compared to the other English and South African teacher career groups, see Figure 4.3.

WGEN (21%) teachers rated making *a difference to the learners I teach* as the second most influential adapted motive on their career choice. The higher percentage of WGSA teachers rating the vital influence of the altruistic motives of making a *difference to the learners I teach* (26%) and making *a difference to society* (WGSA 16%), see Figure 4.3, reflected the perception of teaching in South Africa as an opportunity to transform the lives of the students and society.



ENST=English student teachers; ENEC = English early career teachers; ENLC= English late-career teachers; SAST = South African student teachers; SAEC = South African early career teachers; SALC = South African late-career teachers; SAWG = South African whole group of teachers; ENWG = English whole group of teachers; WG = whole group of teachers; WGST = Whole group student teachers; WGEC = Whole group early career teachers; WGLC = Whole group late-career teachers

Figure 4.3. FIT-choice scale section A: Altruistic motivations

The thematically coded qualitative data from the responses to the open questions reflected two interpretations of altruistic motives described in the teacher motivation literature reviewed in chapter two. The first interpretation was the service theme, of teaching viewed as a socially valuable and essential job, the opportunity to make a social contribution by serving communities and improving society by enhancing social equity (Mtika and Gates, 2011; Sayed and McDonald, 2017; Wang, 2018; Watt, Richardson, Smith, 2017). The second interpretation was teaching viewed as an opportunity to make a meaningful contribution to the lives of individuals or groups of students, the service to students' theme (Heinz, 2015; Watt, Richardson, Smith, 2017).

4.9.1. Altruistic motives: Service to society

The altruistic motive of making *a difference to society* and *learners I teach* through service to their communities referred to items associated with the validated FIT-choice factors *make a social contribution* and *enhance social equity* Watt (Watt and Richardson, 2007). WGEN teachers viewed teaching as an opportunity to transform student opportunities, see the responses below.

> *I want to make a difference in society; I want to make a difference to the students I teach* (UKOLT-33-P4-LC English late-career teacher)
>
> *I like to help others. I wanted to 'give back, as certain teachers had invested in me significantly. This made an immeasurable difference in my life and opened opportunities for me that enabled me to escape and lift myself out of my childhood situation* (UKOLT-55-P10-LC English late-career teacher.

In comparison, WGSA teachers' responses, see below, indicated how they were influenced to teach as a career as an opportunity to serve their communities by supporting social change.

> *The reason I became a teacher is that I want to make a difference in children's lives, even a difference in my community as it is in need* (SAPBS-103-P19 South African student teacher)
>
> *Where I live in a township area, kids are so confused. Unemployment and poverty shape our community. There is a high demand for social change. I hope to help them* (SAPBS-103-P9 South African student teacher)

4.9.2. Altruistic motives: Service to students

Altruistic motives influenced WGEN teachers, see responses below, with teaching

viewed as an opportunity to make a difference to the experience and opportunities for their students with increasing neurodivergent profiles and additional needs.

> *I wanted to learn about child development due to my child having additional needs* (UKPBS-55-P11 English student teacher)

WGSA teachers were motivated to teach, recognising it as an opportunity to serve their students, but closely inter-related to *making a difference in their society* by inspiring their learners to overcome current barriers to success.

> *I was born a teacher, and my love for empowering black children is too much to ignore. Wanting to change the current status quo* (SAPBS-103-P32 South African student teacher)

4.9.3. Summary of altruistic motives

The data analysis indicated two interpretations of altruistic motives, namely a *service to society* and *a service to students*. A higher percentage of WGST teachers compared to fewer WGEC and WGLC teachers rated the influence of altruistic motives making a *difference in society* and making *a difference to the learners* seeming to indicate as teachers progressed through their career, altruistic motives became less influential. A higher percentage of WGSA teachers rated the influence of altruistic motives as influential on their career choice compared to WGEN teachers.

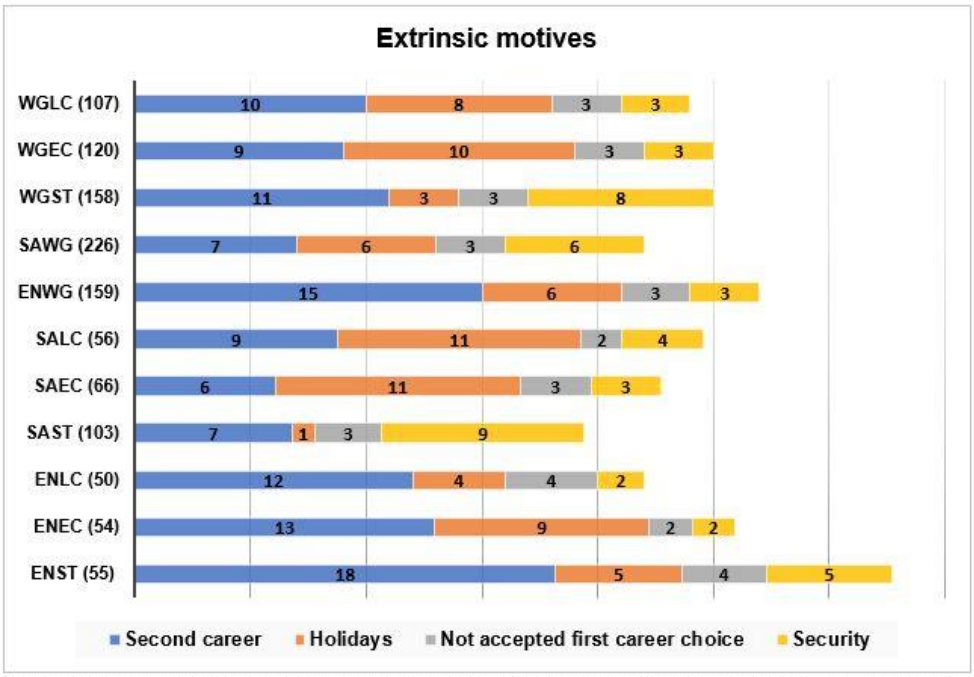
In the thematic coding, a higher percentage of WGEN and WGSA teachers were altruistically motivated to teach and inspired to make a difference in the lives of their students and communities compared to the intrinsic and extrinsic adaptive motive options available. However, WGEN teachers' responses indicated they were inspired to *make a difference in their learners lives* by providing opportunities to develop their academic and personal potential, while less motivated to make a *difference to society*. In comparison, WGSA teachers were more altruistically motivated by social justice issues, making a *difference in society* creating opportunities to make *a difference to the learners* they teach. WGSA teachers were motivated to transform student's lives by challenging ongoing social inequality and socio-economic disadvantage. The importance of making a difference could be attributed to the racial inequality still experienced in South African society, even after the abolishment of the discriminatory apartheid policies. How WGSA teachers associate with the teaching principles of the South African Curriculum Assessment Policy Statement, which has at its core transformation and

equality (Cross and Ndofirepi, 2013; Department of Basic Education and Department of Higher Education and Training, 2011; Moosa, 2020; Mwamwenda, 2010).

4.10. FIT–choice questionnaire section A: Extrinsic motives

The descriptive statistical analysis of the responses to the influence of extrinsic motives indicated that a higher percentage of English and South African student, early and late-career teachers viewed teaching as a second career option as the most influential extrinsic motive, see Figure 4.4. When considering the effect of career group, a higher percentage of ENST (18%) rated teaching as a second career as an important influence on their career choice compared to all other teacher career groups. The next most influential extrinsic motives were *holidays* and *job security*, while not being accepted into the first career choice was the least influential motivating factor. Holidays were a more important motivation for a higher percentage of WGEC (10%) teachers compared to WGST (3%) and WGLC (8%) teachers. SAEC (11%) and SALC (11%) teachers rated holidays as having more influence on their decision to teach than all the other teacher career groups. A higher percentage of WGST (8%) teachers rated *job security* as necessary compared to WGEC (3%) and WGLC (3%) teachers. SAST (9%) teachers rated *job security's* influence *as* a more substantial influence on their career choice compared to the other teacher career groups in England and South Africa. *Not being accepted into first career choice* was not rated as a crucial motivating factor by all English and South African (WG) teachers' (3%) participating in this EdD study.

A higher percentage of WGEN (15%) teachers selected the adaptive motive of teaching as a *second career* compared to WGSA (7%). WGEN (3%) and WGSA (6%) teachers viewed teaching as an opportunity to access job security, a rewarding job with *holidays* (WGEN 6%; WGSA 6%), fitting in with family commitments, see Figure 4.4.



ENST=English student teachers; ENEC = English early career teachers; ENLC= English late-career teachers; SAST = South African student teachers; SAEC = South African early career teachers; SALC = South African late-career teachers; SAWG = South African whole group of teachers; ENWG = English whole group of teachers; WG = whole group of teachers; WGST = Whole group student teachers; WGEC = Whole group early career teachers; WGLC = Whole group late-career teachers

Figure 4.4. Section A: Extrinsic motives

The thematically coded qualitative data from the responses by English and South African student, early and late-career teachers discussed in the next section reflected two different interpretations of extrinsic motives influencing the choice to teach as a career and were consistent with themes described in the FIT-choice motivation literature reviewed in chapter two. The first interpretation of extrinsic motives was that teaching was viewed as a second career choice because entry criteria for the HEI qualifications were lower, with bursaries or student fee loan support. The second interpretation referred to the extrinsic material rewards linked to conditions of work factors including *salary,* job benefits and *job security.*

4.10.1. Extrinsic motives: Second career

An ENST teacher shared how they were influenced by influential individuals in their social network, suggesting they switched careers as they were perceived to have the skills and qualities needed to be an effective teacher, see responses below.

> *The advice I was given was that it would suit me. I have always wanted to see learners develop skills and have self-belief. For my self-worth and to be challenged in a career, I wanted a career I could feel proud about and aim to make a difference* (UKPBS-55-P8 English student teacher)

> *Career progression and job satisfaction* (UKPBS-55-P10 English student teacher)

Some ENST teachers suggested, as can be seen in the responses below, that they were motivated to switch to teaching as a *second career* option to pursue an interest in their subject area rather than as a last resort *fallback* career.

> *Wanted a change in career-but relevant to my knowledge- subject-specific* (UKPBS-55-P27 English student teacher)
>
> *Lack of motivation in the previous career, missing the collaborative nature of my subject specialism, wanting a fulfilling career, wanting to be enrolled in my subject specialism again, enjoying education, wanting to encourage students to love the subject, and inspire* (UKPBS-55-P39 English student teacher)

As can be seen in the ENST teachers' response below, they were motivated to teach as a low-risk career change choice due to the bursaries or student funding support available to enrol on an ITE program.

> *Bursary to train made it a low-risk career change. I like talking to people (UKPBS-55-P44 English student teacher)*

SAST and SAEC teachers described teaching as a second career option, but only after significant individuals within their social environment had influenced them to consider other careers first, see the responses below.

> *I have always wanted to become a teacher but was forced into a B. Com degree (Bachelor of Commerce), worked in a corporate environment for over three years and decided to follow my calling. I love and am passionate about education* (SAPBS-103-P81 South African student teacher)
>
> *I changed careers from being a chiropractor. Not much except ill health would make me leave teaching* (SAPBT-62-P8-EC South African early career teacher)

4.10.2. Extrinsic motives: Material conditions of work

The material conditions of work included the adaptive motives of *holidays* and *job security,* referring to the quality-of-life rewards associated with teaching as a career. WGEN and WGSA teachers, see responses below, shared how fitting in with family responsibilities and the *holidays* were essential motivating factors.

> *Holidays fit in well with my wife, who also teaches* (UKPBS-55-P41 English student teacher)
>
> *To work with children; The holidays* (UKOLT-33-P7-EC English early career teacher)
>
> *Teaching will also give me time with my family* (SAPBS-103-P65 South African student teacher)

The influence of the material rewards associated with teaching, perceived as a secure, reliable job with financial stability, was essential in the decision to teach for the WGEN and WGSA teachers below.

> *Job satisfaction and security, future financial stability, pension* (UKPBS-55-P1 English student teacher)
>
> *Job security. Passion for shaping and moulding young people into responsible beings* (SAPBS-103-P38 South African student teacher)
>
> *My family have struggled financially. Therefore, having a successful career will support my family and me (*UKPBS-55-P52 English student teacher)
>
> *To earn a better salary, to have a career that requires less emotional investment if I experience burnout* (SAPBT-62-P6-EC South African early career teacher)

However, ENC teachers, see below, described how a teacher's salary can also be perceived as a maladaptive factor that might make them consider leaving teaching.

> *Erosion of pay makes it uneconomic compared to the effort* (UKPBT-18-P8-LC English late-career teacher)
>
> *We have had eight years of the pay freeze, so I am thousands of pounds worse off in real terms than I was ten years ago! I would seriously consider leaving teaching for a more lucrative position* (UKPBT-18-P1-LC English late-career teacher)

In comparison, the responses from SAST teachers below suggested they were motivated by the perception that a teacher qualification allowed travelling and teaching in another country.

> *I want to continue to travel and teach. I want to be able to get secure employment in South Africa to make a difference, or to be an example, to young underprivileged students* (SAPBS-103-P41 South African student teacher)
>
> *Job security in that it is a permanent position. Opportunities in foreign countries* (SAPBS-103-P83 South African student teacher)

A higher percentage of WGSA (6%) teachers rated *job security* as a significant influence on their choice to teach as a career compared to a lower percentage of WGEN (3%) teachers. The responses below suggested this could be due to the socio-economic context where teaching in South Africa was viewed as a reliable job with long-term security in a country with an unstable economy and unreliable employment options for many HEI graduates.

> *I have an honours degree in media and culture and could not get a decent job. I figured my love for knowledge and education could be best applied this way* (SAPBS-103-P5 South African student teacher)
>
> *I had to make a second career choice after so many retrenchments* (SAPBT-62-P11-EC South African early career teacher)

4.10.3. Extrinsic motives: Not accepted into a first career choice

In the open question responses, several WGEN and WGSA teachers, see the responses below, expressed how teaching was a *fallback career* option as they had not been accepted into their first career choice.

> *I was not accepted into my first career choice* (UKOLT-33-P12-LC English late-career teacher)
>
> *Just fell into it* (UKOLT-33-P15-LC English late-career teacher)
>
> *The main reason I chose to become a teacher was the job opportunity, but with the actual practice of teaching, I have become attached to the idea that I need to change the world through innovative teaching* (SAPBS-103-P42 South African student teacher)

4.10.4. Summary of extrinsic motives

There were two interpretations of adaptive extrinsic motives from the data analysis. Firstly, the extrinsic motivation to teach as a *second career* or *not accepted into the first career choice* added a nuanced understanding of how teaching as a *second career* option is perceived as a positive choice. Teaching was viewed as a preferred *second career* choice or a convenient career rather than a career of last resort. The descriptive statistics indicated that a higher percentage of WGEN teachers were motivated to teach as a *second career* opportunity compared to WGSA teachers. Second-career teachers were referred to in teacher motivation literature as *career switchers,* attracted to teaching by the extrinsic factors of a flexible working schedule and employment security (Priyadharshini and Robinson-Pant, 2003; Richardson and Watt, 2005a; Watt and Richardson, 2008b; Watt, Richardson, Devos, 2012; Watt, Richardson, Klusmann et al., 2012). However, it was clear several WGEN and WGSA teachers, their choice to teach as a second career option was because of being persuaded to pursue alternate initial careers with higher status or salary. Teacher motivation literature referred to returning teachers as 'home comer' teachers (Crow et al., 1990). The opportunity to teach resembled a psychological homecoming (Wang, 2018).

The adaptive extrinsic motive *not accepted in first career choice* associated with the perception of teaching as a last resort *fallback career* was not rated as an influential motivational factor when considering teaching by a high percentage of English or South African student, early and late-career teachers. This item is associated with the validated first-order FIT-choice factor *fallback career* consistently the lowest rated motivating factor influencing the choice to teach in the FIT-choice literature reviewed (Fray and Gore, 2018; Gore et al., 2015; Heinz, 2015; Richardson et al., 2014; Watt, Richardson, Smith, 2017).

Secondly, the importance of *holidays* for a higher percentage of WGEC teachers when compared to the WGST and WGLC teachers suggested this could be a crucial factor to consider when developing recruitment strategies to address the early career (one to five years) exodus often referred to in teacher recruitment and retention literature (Department for Education, 2019b; Faulkner-Ellis and Worth, 2022; Foster, 2019; Heinz, 2015; Wolhuter et al., 2012). Career choice for several WGEN and WGSA teachers was motivated by *job security*, and the additional theme of a teacher's *salary* emerged as both an adaptive and maladaptive factor. Several WGEN teachers indicated that the lack of increase in teachers' salaries for over a decade could be a maladaptive motive suggesting it may have an important influence on the decision to leave the teaching profession. In comparison, *job security* and *salary* were essential for WGSA teachers, as several had struggled to find employment. Teaching was viewed as a secure career with a reliable salary, with valuable transferable skills.

4.11. Chapter Summary

The preliminary quantitative and qualitative findings from section A of the FIT-choice scale suggested that the influence of intrinsic, altruistic, and extrinsic motives on the choice to teach reflected similarities and differences between English and South African student, early and late-career teachers. Overall, the highest percentage of WGEN and WGSA teachers rated the influence of the adaptive altruistic motives of wanting to *make a difference to students* and a *difference to society* as the most critical influence on their career choice. The next highest rated motives were the intrinsic *passion for the subject* and *working with children/adolescents*. Lastly, the lowest percentage of WGEN and WGSA teachers rated the extrinsic motives associated with the material benefits of teaching, such as *job security* and *holidays*, teaching as a *second career choice* or *not being*

accepted into their first career choice as an important influence of their decision to stay in teaching as a career.

Overall, consistent with the literature reviewed in chapter two, the coding of the phase one FIT-choice questionnaire section A suggested that a higher percentage of WGST, WGEC, and WGLC teachers were motivated to teach and influenced by adaptive intrinsic and altruistic motives compared to the influence of extrinsic motives (Fray and Gore, 2018; Gore et al., 2015; Heinz, 2015; Suryani et al., 2016; Watt et al., 2014; Watt, Richardson, Smith, 2017). The preliminary findings suggested there were differences in the intrinsic, altruistic, and extrinsic motives associated with WGST, WGEC and WGLC teachers in England compared to South Africa. The differences in intrinsic motives would appear that ENST, ENEC and ENLC teachers were more motivated by the intrinsic motive *passion for subject*, while SAEC and SALC teachers were more motivated by a *passion for teaching* children/adolescents. SAST teachers were not as influenced by intrinsic motives compared to ENST teachers.

The main differences regarding the influence of altruistic motives making a *difference to the learners I teach* and *difference to society* were a higher percentage of ENST and SAST teachers motivated to teach as an opportunity to serve their students and society. As teachers progress through their career the rating of the influence of the altruistic motives declined. What was interesting was how all the participants were more influenced by teaching as an opportunity to make a *difference to the lives of their learners* compared to the opportunity to make a *difference to society*. South African teachers consistently rated the influence of altruistic motives higher compared to English teachers.

The differences between teacher career groups regarding the influence of extrinsic motives indicated that a higher percentage of ENST, ENEC and ENLC teachers rated teaching as *a second career, not accepted into first career choice* higher compared to SAST, SAEC and SALC teachers. In comparison, a higher percentage of SAST, SAEC and SALC teachers rated the influence of *job security* as an important factor when making a career choice. The preliminary findings suggest that ENST, ENEC and ENLC teachers were more influenced by the extrinsic motives associated with the FIT-choice factor *fallback career* while SAST, SAEC and SALC teachers were motivated by the quality-of-life material benefits associated with the FIT-choice factors *time for family* and *job security*.

The effect of home country was reflected in a higher percentage of WGEN teachers influenced by the intrinsic motive of a *passion for subject*, followed by the altruistic motive of making a *difference to the learners I teach*. In comparison, WGSA teachers were most influenced by *making a difference to the learners I teach*, followed by a *passion for subject*. Although the influence of extrinsic motives was not highly rated by a large percentage of WGEN and WGSA teachers participating in this EdD research, it was mentioned by teachers in the open question reluctantly considering leaving the profession due to concerns around *salary* and *job security.*

The following chapter five presents the inferential statistical analysis of phase one FIT-choice questionnaire section B data. The aim was to extend the understanding of the altruistic, intrinsic, and extrinsic motives that influenced student, early and late-career teachers in England compared to South Africa's career choice revealed in the analysis of the initial quantitative and qualitative data from FIT-choice questionnaire section A.

5. Chapter 5. FIT-choice questionnaire section B

5.1. Overview

The quantitative data collected from English and South African student, early, and late-career teachers' responses to FIT-choice questionnaire section B items was analysed in a four-step approach to test the following non-directional research hypothesis:

There is a statistically significant interaction effect of home country and career group on the intrinsic, altruistic, and extrinsic motives influencing the initial choice to join and persist in teaching as a career for English and South African student, early, and late-career teachers.

Step one assessed the suitability of the data before running an EFA to explore the underlying factor structure. In step two, in section 5.2 the reliability of the adapted FIT-choice factors was checked using Cronbach's Alpha (α) (Field, 2018; Pallant, 2016) . Step three in section 5.3 checked that the data achieved the assumptions necessary for further inferential factorial analysis. In step four, see section 5.3.2. a two-way factorial ANOVA (one dependent variable) considered the interaction effect of career group and home country on the combined altruistic motives associated with the adapted FIT-choice motive *social equity*. In section 5.3.1 and section 5.3.3, two-way MANOVA analysis (two or more dependent variables) considered the interaction effects between career group and home country on the combined intrinsic motives, see section 5.3.1.1, and the combined extrinsic motivating factors, see section 5.3.3, revealed in the EFA (Field, 2018; Laerd statistics, 2018; Pallant, 2013).

5.2. FIT-choice questionnaire section B steps 1 and 2: Exploratory Factor Analysis

Step one assessed the suitability of data for factor analysis before subjecting the motives items to an EFA, see Table 5.1. There were multiple dependent variables measured at interval or ratio level, namely a career group consisting of student, early and late-career teachers and home country, consisting of England and South Africa. There was independence of observations, and an adequacy of sampling reflected in the statistically significant Kaiser-Meyer-Olkin (KMO) values, KMO = .779, χ^2 = 3476.078, *df* = 325, *p* <.001 (meritorious > .6) (Kaiser, 1974 cited in Laerd, 2021). Moreover, as most of the KMO values were >.6 or over and Bartlett's test of sphericity was statistically significant, *p* <.001, suggested that variances

were equal for all samples, thus the data was considered suitable for further factor analysis (Field, 2005, 2018; Laerd statistics, 2018; Pallant, 2016). There was one outlier in the data, as assessed by inspection of scatterplots and boxplots for values greater than 1.5 box-lengths from the edge of the box. However, as there was only one case, no 52 out of a sample set of 385 it was decided to proceed including the case (Field, 2018; Laerd statistics, 2018; Pallant, 2016). The correlation matrix, see Appendix 11.9, indicated multivariate normality with variables reflecting scores of *r* >.3, but no multicollinearity as the values did not exceed *r* > .9 (Field, 2018; Laerd statistics, 2018; Pallant, 2016).

Table 5.1. Assumptions achieved by the data for factorial analysis

EFA	Tests for data assumption achieved
YES	Assumption #1: The overall sample size was *N* = 385. Achieved over 150+, and a ratio of at least five cases for each variable (Pallant, 2016: 187).
YES	Assumption #2: Factorability of the correlation matrix was achieved with the correlation matrix scores indicating most variables achieved a correlation above r > .3. (Pallant, 2016). The factorability of the data was tested using Bartlett's test of sphericity (1954) and the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy (Kaiser, 1970, 1974 cited in Pallant, 2016; Fields, 2018).
YES	Assumption #3: Linearity was tested by checking scatterplots which indicated there is a linear relationship between each pair of dependent variables for each group of the independent variable.
YES	Assumption #4: Boxplots were used to detect any outliers. There was one univariate outlier in the data, as assessed by inspection of a boxplot for values greater than 1.5 box-lengths from the edge of the box. However, as there was only one case no 52 out of a sample set of *N* = 385 it was decided to proceed including the case (Laerd statistics, 2022; Fields, 2018; Pallant, 2016).

In step two, an EFA with a direct oblimin rotation was used to reduce the FIT-choice questionnaire section B motive items to a more parsimonious number of factors (Cohen et al., 2018; Pallant, 2016). The pattern matrix was analysed after each EFA, and coefficients that reflected cross, complex, or small factor loadings (<.30) were rejected to achieve a simple structure meaning with each item loading strongly on one factor (Thurston, 1947 cited in Pallant, 2016). Further support for a cut from below .30 was provided by literature which suggested that loadings should be greater than .298 as the sample size was >300 (N = 385), (Field, 2018; Pallant, 2016). In the first EFA, five items were removed due to cross-loadings, see Appendix 11.10. A second EFA resulted in the removal of six more items due to cross-loadings. After considering the factors with Eigenvalues exceeding one, the pattern matrix, and a visual inspection of the scree plot, see Appendix 11.11.,

a final eight-factor solution explaining 19.62%, 9.20%, 5.36%, 5.05%, 3.98%, 3.84%, 3.04% and 2.08% variance respectively, equalling 52.19% of the total variance (Cattell, 1966 cited in Pallant, 2016), see Table 5.2.

Table 5.2. Factor loadings, KMO, Alpha and Eigenvalues of initial 8 factors.

EFA final adapted FIT-choice factor solution					
FIT-choice factor	FIT-choice questionnaire section B motive items	Factor			
		Factor Loading	KMO	Alpha	Eigen value
5. Intrinsic career value	B1 interested in teaching	0.573	0.495	.619	1.47
	B11 Unsure of what career I wanted	-0.548	0.362		
	B12 I like teaching	0.469	0.485		
	B7 Always wanted to be a teacher	0.424	0.370		
	B8 chance to work overseas	0.413	0.186		
7. Ability	B19 Good teaching skills	0.919	0.780	.804	1.23
	B5 I have the qualities of a good teacher	0.754	0.609		
1. Social equity	B54 Allow me to work against social disadvantage	0.825	0.627	.803	5.53
	B49 Benefit socially disadvantaged	0.753	0.556		
	B36 Raise ambitions of underprivileged youth	0.713	0.641		
	B9 Shape child/adolescent values	0.396	0.394		
	B6 Teaching allows me to provide a service to society	0.388	0.386		
2. Fallback career	B48 Last resort career	0.844	0.755	.778	2.84
	B35 Not accepted 1st career choice	0.685	0.538		
	B43 Teaching career suited to my abilities	-0.428	0.350		
3. Time for family	B16 Fit in responsibilities of family	0.822	0.646	.683	1.87
	B29 School holidays fit in with family commitments	0.752	0.672		
	B2 Part time teaching allows more family time	0.463	0.237		
	B18 short working day	0.330	0.251		
4. Prior teaching and learning experiences	B17 inspirational teachers	-1.005	0.915	.863	1.59
	B30 Good teacher role-models	-0.798	0.644		
6. Social influences	B3 friends think I should become a teacher	-0.860	0.679	.803	1.37
	B40 People I work with think I should become a teacher	-0.720	0.634		
	B24 Family think I should become a teacher	-0.607	0.606		
8. Job security	B14 A steady career path	0.698	0.632	.261	1.05
	B27 Reliable income	0.318	0.117		
Extraction Method: Principal Axis Factoring. Rotation Method: Oblimin with Kaiser Normalization., a. Rotation converged in 12 iterations.					

Criteria for determining factor adequacy were determined by looking at reliability estimates using Cronbach's alpha (*α*) suggesting a measure should consistently reflect the construct that it is measures (Field, 2018; Watt and Richardson, 2007). The results were also interpreted in the context of the research and if the resultant factors were theoretically meaningful in relation to the original FIT-choice theoretical model (Cohen et al., 2018; Field, 2018; Pallant, 2016; Watt and Richardson, 2007). Items associated with the adapted FIT-choice factor *job security* loaded onto factor eight but were removed from further analysis due to an unacceptably low Cronbach's alpha (*α* = .261), see Table 5.2. Two items (item B11, *unsure of what career I wanted*; B8 *chance to work overseas*) that loaded onto Factor 1 were not consistent with the items associated with the validated FIT-choice factor *intrinsic career value* (ICV) and initially achieved an unacceptably low Cronbach alpha score (α = .176). However, once the two items B11 and B8 were removed, the remaining items associated with the adapted FIT-choice factor ICV achieved an acceptable Cronbach alpha score (α = .619). The adapted FIT choice factor *ability* achieved an initial unacceptably low Cronbach alpha score (α = .261) but after the removal of item B43 (*teaching is a career suited to my abilities*)

achieved a good alpha value (α = .804).

Most of the remaining adapted FIT-choice factors achieved alpha values >.70, the cut-off for acceptable reliability (Bryman, 2016; Field, 2018; Laerd statistics, 2018; Pallant, 2016). Two factors demonstrated slightly lower alphas, namely *intrinsic career value*, α = .619, and *time for family*, α = .683; however, Berthoud (2000) suggested alphas around .60 are 'good', especially if they had a small number of items (2000b: 169 cited in Bryman, 2016). In addition, Watt & Richardson's (2004) study with two large cohorts in Australia (*N* = 488, 652) produced alphas scores ranging between α =.65 and α = .96 (Richardson and Watt, 2005a). Thus, the decision was to keep the adapted FIT-choice factors with alpha scores of >.60 in this EdD study considering their face validity or equivalence in structure to the validated FIT-choice factors (Watt and Richardson, 2007). The final reliable seven adapted FIT-choice factors in this EdD study consisted of 20 motives items, and after considering factor interpretability and clarity, the final adapted FIT-choice factors reflected meaningfulness with external criteria, the FIT-choice theoretical model (Watt and Richardson, 2007), see Table 5.3.

Table 5.3. Adapted FIT-choice seven factor solution.

	Validated FIT-choice factor	No	Adapted FIT-choice factor	Adapted FIT-choice factor and items	No.	α
Intrinsic motives	Intrinsic career value	3	Intrinsic career value	**Intrinsic career value: Factor 1**	3	.619
				B1 I am interested in teaching		
				B7 I have always wanted to be a teacher		
				B12 I like teaching		
	Ability	3	Ability	**Ability: Factor 7**	2	804
				B5 I have the qualities of a good teacher		
				B19 I have good teaching skills		
Altruistic motives	Enhance social equity	3	Social Equity	**Social equity: Factor 5**	5	.803
				B49 Teaching will allow me to benefit the socially disadvantaged		
				B36 Teaching will allow me to raise the ambitions of under-privileged youth		
				B54 Teaching will allow me to work against social disadvantage		
	Shape future of children/ adolescents	3		B9 Shape children/adolescents values		
	Social contribute	3		B6 Teaching allows me to provide a service to society		
Extrinsic motives	Fall back career	3	Fallback career	**Fall back career: Factor 2**	2	.778
				B35 I was not accepted into my first career choice		
				B48 I chose teaching as a last resort career		
	Time for family	5	Time for Family	**Time for family: Factor 4**	4	.683
				B2 Part time teaching will allow me more family time		
				B16 Teaching hours will fit with the responsibilities of having a family		
				B29 School holidays will fit in with family commitments		
				B18 As a teacher I will have short working days		
	Prior teaching and learning experiences	3	Prior teaching and learning experiences	**Prior teaching and learning experiences: Factor 3**	2	.863
				B17 I have had inspirational teachers		
				B30 I have had good teachers as role models		
	Social influences	3	Social influences	**Social influences: Factor 6**	3	.803
				B3 My friends think I should become a teacher		
				B24 My family think I should become a teacher		
				B40 People I have worked with think I should become a teacher		

The adapted FIT-choice factors were consistent in structure with Watt and Richardson's (2007) validated FIT-choice factors *intrinsic career value, ability, enhanced social equity, fallback career, time for family, social influences*, and *prior teaching and learning experiences*. The adapted FIT-choice factors reflected similar intrinsic, altruistic, and extrinsic motives identified in the literature review in

chapter two and the analysis of Section A of the FIT-choice questionnaire data discussed in chapter four. When looking at the items that loaded onto the adapted FIT-choice factors associated with intrinsic motives, factor 5, *intrinsic career value*, the remaining three items (B1 interested in teaching, B12 like teaching, B7 always wanted to be a teacher) were consistent with the structure and meaning of the validated FIT-choice factor *intrinsic career value*, see Table 5.4. The seventh factor reflected two of the three items (B19 I have good teaching skills; B5 I have the qualities of a good teacher) associated with the validated FIT-choice factor *ability* (Watt and Richardson, 2007). It is argued that retaining the same name of the validated FIT-choice factor for the adapted intrinsic FIT-choice factors consisting of comparable items is justified as it was consistent with the approach used in other FIT-choice studies (Fokkens-Bruinsma and Canrinus, 2012b; Hennessy and Lynch, 2017).

The altruistic motive items loading onto factor five, the adapted FIT-choice factor *social equity*, consisted of a combination of items from three validated FIT-choice factors. Two of the three items were associated with the validated FIT-choice factor *enhance social equity* (B49 Teaching will benefit the socially disadvantaged; B54 teaching will allow me to work against social disadvantage). One item (B9 Shape children/adolescents' values) was associated with the validated FIT-choice factor *shape future of children/adolescents*, and one item (B6 Teaching allows me to provide a service to society) from the validated FIT-choice factor *make a social contribution*. The justification for using the name *social equity* was that all five items that loaded onto adapted FIT-choice factor one referred to the altruistic motivation to teach as an opportunity to address systemic inequalities and promote social justice (Watt and Richardson, 2007).

Extrinsic motivations loading onto the second EFA factor consisted of two out of three items (B48 I chose to teach as a last resort career; B35 I was not accepted into my first career choice) associated with the validated FIT-choice factor *fallback career*. Thus, adapted factor two retained the same name as the validated FIT-choice factor *fallback career* (Watt and Richardson, 2007). The fourth factor named *time for family* loaded three out of five items (B2 part-time teaching will allow me more family time; B16 teaching hours will fit with the responsibilities of having a family; B29 school holidays will fit in with family commitments) associated with the validated first-order FIT-choice factor *time for family*. The third factor closely resembled the validated FIT-choice factor, *prior teaching and learning*

experiences, loading two out of three associated items (B17 I have had inspirational teachers; B30 I have had good teachers as role models). The sixth factor was identical to the validated FIT-choice factor *social influences* (B3 My friends think I should become a teacher; B24 My family think I should become a teacher; B40 People I have worked with think I should become a teacher). Thus, the extrinsic adapted FIT-choice factors *fallback career, time for family, prior teaching and learning experiences* and *social influences* retained the same names as the validated FIT-choice factors (Watt and Richardson, 2007).

The final valid and reliable seven adapted FIT-choice factors in this EdD study consisted of 20 motives items, and after considering factor interpretability and clarity, reflected meaningfulness with external criteria, namely the FIT-choice theoretical model (Watt and Richardson, 2007). As indicated in Table 5.3, the adapted FIT-choice factors were consistent in structure to Watt and Richardson's (2007) validated FIT-choice factors *intrinsic career value*, *ability*, *enhance social equity, fall back career, time for family, prior teaching and learning experiences*, and *social influences*. The adapted FIT-choice factors were linked to the intrinsic, altruistic, and extrinsic motive themes identified in the literature review in chapter two, and in the analysis of the section A FIT-choice questionnaire data discussed in chapter four, see Table 5.4.

Table 5.4. Final intrinsic, altruistic, and extrinsic motives linked to themes

	Adapted FIT-choice factor and motive items	Theme
Intrinsic motives	**Intrinsic career value: Factor 5**	**Passion for teaching**
	B1 I am interested in teaching	
	B7 I have always wanted to be a teacher	
	B12 I like teaching	
	Teaching ability: Factor 7	**Passion for subject**
	B5 I have the qualities of a good teacher	
	B19 I have good teaching skills	
Altruistic motives	**Enhance social equity: Factor 1**	**Service to society**
	B49 Teaching will allow me to benefit the socially disadvantaged	
	B36 Teaching will allow me to raise the ambitions of under-privileged youth	
	B54 Teaching will allow me to work against social disadvantage	
	B9 Shape children/adolescents values	**Service to students**
	B6 Teaching allows me to provide a service to society	
Extrinsic motives	**Fall back career: Factor 2**	**Second career**
	B35 I was not accepted into my first career choice	
	B48 I chose teaching as a last resort career	**Last resort career**
	Time for family: Factor 3	**Convenience career**
	B2 Part time teaching will allow me more family time	
	B16 Teaching hours will fit with the responsibilities of having a family	
	B29 School holidays will fit in with family commitments	
	B18 As a teacher I will have short working days	
	Prior teaching and learning experiences: Factor 4	**Social influences**
	B17 I have had inspirational teachers	
	B30 I have had good teachers as role models	
	Social influences: Factor 6	
	B3 My friends think I should become a teacher	
	B24 My family think I should become a teacher	
	B40 People I have worked with think I should become a teacher	

For example, the Intrinsic motive items associated with the adapted FIT-choice factors *intrinsic career value* and *ability* linked to two themes*, passion for teaching* (B1, B7, B12) and *passion for the subject* (B5, B19)*.* Altruistic items loaded onto the adapted FIT-choice factor *social equity* linked to the two themes that emerged earlier, namely *service to society* (B6, B54) and *service to students* (B49, B36, B9). The extrinsic items loading onto the adapted FIT-choice factors *fallback career, time for family, prior teaching and learning experiences* and *social influences* extended the extrinsic motive themes that emerged from the literature reviewed and the analysis of FIT-choice questionnaire section A data. The first adaptive theme associated with teaching as a second *fallback career* choice (B35) revealed how some individuals discovered an interest and commitment to teaching as a second career choice, despite not being accepted into their first preferred career choice. The second maladaptive theme that emerged was teaching as a

last resort *fallback career* due to a lack of alternative career opportunities or an inability to access a preferred academic qualification or career choice (B48). The third extrinsic adaptive theme linked to teaching as a convenient career choice liked to quality-of-life factors (B18) such as *holidays* (B2) and teaching fitting in with family commitments (B29) and responsibilities (B16). The fourth theme reflected the adaptive *social influence* of influential individuals and inspirational role models such as former teachers (B17, B30), friends (B3) and family (B24) in an individual's social life, inspiring the choice to teach as a preferred career option.

5.3. FIT-choice questionnaire section B steps 3 and 4: ANOVA and MANOVA

In step three, a preliminary exploration checked that the data achieved the assumptions necessary to run two-way factorial ANOVA and MANOVAs, see Table 5.5. The assumptions met included the use of continuous dependent variables, categorical independent variables with two or more groups, and independence of observations (Field, 2018; Laerd statistics, 2018; Pallant, 2016). In relation to outliers, the critical value of Mahalanobis distance Maximum value 2.848 DV = 7 critical value = 24.32, indicated the values were lower than the critical value suggesting there were no multivariate outliers ($p > .001$).

Table 5.5. Tests for data assumptions achieved for ANOVA and MANOVA analysis

Two-way ANOVA	Two-way MANOVA	Tests for assumption
YES	YES	Assumption #1: Multiple dependent continuous variables measured at the interval or ratio level (i.e., they are continuous). Ordinal variables include Likert items (e.g., a 7-point scale from "strongly agree" through to "strongly disagree"), used in FIT-choice questionnaire.
YES	YES	Assumption #2: Categorical or discrete variables are associated with a limited number of mutually exclusive options. Home country refers to England or South Africa; career group refers to student, early or late-career teachers.
YES	YES	Assumption #3: There was independence of observations, with no relationship between the observations in each group or between the groups themselves. There were different participants in each group.
YES	YES	Assumption #4: The overall sample size was *N* = 385. KMO measure of sample adequacy for this data set is 0.833 which is meritorious (Kaiser, 1974). When looking at the anti-image correlation matrix, there were no KMO measures <.5 and thus all adapted FIT-choice factors retained for further analysis. Bartlett's test of sphericity evaluates the null hypothesis that the there are no correlations between variables, the Bartlett's test was statistically significant p<.001.
YES	YES	Assumption #5: When running two-way ANOVA and MANOVA there can be no (univariate) outliers in each group of the independent variable for any of the dependent variables. Multivariate outliers are cases which have an unusual combination of scores on the dependent variables. There was one univariate outlier in the data, as assessed by inspection of a boxplot for values greater than 1.5 box-lengths from the edge of the box. However, as there was only one case no 52 out of a sample set of 385 it was decided to proceed including the case (Laerd statistics, 2022). Mahalanobis distance is often used when dealing with multivariate outliers in MANOVA (e.g., Tabachnick & Fidell, 2014). Maximum value 3.00851 DV = 7 critical values =24.32 so the value is lower than the critical value suggesting there are no multivariate outliers (Laerd statistics, 2017; Pallant, 2016; Fields, 2016).
YES	YES	Assumption #6: There was a linear relationship between each pair of dependent variables for each group of the independent variable looked at scatterplot; see multivariate normality achieved by combinations of groups of independent variables, see Appendix 11.8.
YES	YES	Assumption #7: There should be no multicollinearity and there was no indication of multicollinearity using Pearson bivariate correlation analysis with no values above, r >.9. see Table 5.1 for correlation matrix of final adapted first-order FIT-choice factors.
YES	YES	Assumption #8: Assumption of normality. The dependent variable (residuals) should be normally distributed for each cell of the design. The Shapiro-Wilk's tests indicated that multivariate normality was achieved for some career groups, and English and South African teacher groups, however overall, most of the variables were statistically significant reflecting that the data was not normally distributed. Data was not normally distributed, as assessed by Shapiro-Wilk's test (p > .05). As the ANOVA and MANOVA are considered robust to deviations from normality it was decided to continue with statistical analysis (Pallant, 2016; Fields, 2018; Laerd, 2021).
YES	YES	Assumption #9: Homogeneity of variances: Variance of the dependent variable should be equal in each cell of the design. The variance of your dependent variables are equal in each cell of the design. Levene's test was run achieving statistically significant for social equity, prior teaching and learning experiences, fallback career, and ability demonstrating that some of the data deviated from normality. This was addressed by using Bonferroni protected p-values and Tukey post hoc tests controlled for type 1 error. Moreover, Pillai's trace was used as there were unequal sample sizes, and to adjust if the assumption of homogeneity of variance-covariance is violated (Laerd statistics, 2016; Fields, 2018; Pallant, 2018; Cohen et al., 2018; Ateş et al., 2019).

There was evidence of a linear relationship looking at scatterplots, with no evidence of multicollinearity among the dependable variables (DVs) as assessed by Pearson correlation matrix ($r < 0.9$), see Table 5.6 and missing values were addressed by listwise deletion (Field, 2018; Pallant, 2013, 2016).

Table 5.6. **Correlation of seven adapted FIT-choice factors**

Correlations							
	1	2	3	4	5	6	7
Social equity							
Time for family	.225**						
Prior teaching and learning experience	.362**	.167**					
Intrinsic	.421**	.104*	.327**				
Social influence	.302**	.293**	.241**	.307**			
Ability	.362**	.138**	.141**	.357**	.184**		
Fallback career	-.006	.217**	.010	-.054	.294**	.019	

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Box's M test was statistically significant for the intrinsic, p = .009 and extrinsic, p <.001 motives, suggesting the data did not reflect homogeneity of covariance. In the follow up Levene's tests to consider the variance separately identifying if the dependent variables across the groups are equal, the adapted first-order FIT-choice factors *intrinsic career value* $F(5, 376) = 1.06$, p = .384; *time for family* $F(5, 378) = 0.82$, p = .536; and s*ocial influence* $F(5, 378) = 0.36$, p = .873 were all statistically non-significant suggesting that the data achieved the assumption of homogeneity of variance (Field, 2018; Pallant, 2016). However, *ability* $F(5, 378) = 2.51$, p = .030; *social equity* $F(5, 378) = 4.28$, p >.001; *fallback career* $F(5, 378) = 22.80$, p >.001; and *prior teaching and learning* $F(5, 378) = 2.93$, p = .013 scores were statistically significant suggesting the violation of the homogeneity of variance. The unequal sample sizes impacted on some of the adapted intrinsic, altruistic, and extrinsic factors achieving homogeneity of variance as measured by Box's test or Levene's test, however all the factors were retained for further analysis as literature suggested the two-way ANOVA and MANOVA is a robust test (Field, 2018; Laerd statistics, 2018; Pallant, 2016). Moreover, the use of Pillai's Trace, recommended for studies with unequal sample sizes, and Tukey's post hoc test with Bonferroni adjustment is considered a conservative method for probability thresholding to control the occurrence of false positives and address the lack of homogeneity of variance (Tabachnick & Fidell, 2014, cited in Pallant, 2016; Field, 2018; Armstrong, 2014; Laerd statistics, 2018; Ateş et al., 2019). Thus, two two-way MANOVA's and one two-way ANOVA were used to explore the impact of home country and career stage on the intrinsic first-order FIT-choice factors *intrinsic career value* and *ability,* the extrinsic adapted first-order FIT-choice factors *time for family, fallback career, social influences,* and *prior teaching and learning experiences,* and the altruistic motives associated with the adapted FIT-choice factor, *social equity*, respectively. In step four, the findings begin with a brief

discussion of the descriptive statistics reflecting English and South African student, early, and late-career teachers' rating of the influence of intrinsic, altruistic, and extrinsic motives on their career choice. Subsequently, the findings of the two-way MANOVA or ANOVA are reported, firstly in relation to the research hypothesis, and then the follow-up univariate analysis outlining the interaction effect of career group and home country on the dependent motive variables separately. Where interactions were not significant, the main effects of each independent variable, home country and career group were examined (Field, 2018; Laerd statistics, 2018; Pallant, 2016).

5.3.1. Intrinsic motives: Two-way MANOVA

5.3.1.1. Descriptive statistics

The descriptive statistics of the English and South African student, early and late-career teachers (WG) indicated that the second highest rated adaptive motive, WG teachers (*M* = 5.52, *SD*=1.12) was an expectation of enjoyment and an interest in teaching associated with the adapted FIT-choice factor *intrinsic career value*. However, the highest rating was for the intrinsic motives associated with the adapted FIT-choice factor *ability* (*M* = 5.87, *SD*=2.30), namely a belief in their skills and qualities to be an effective teacher.

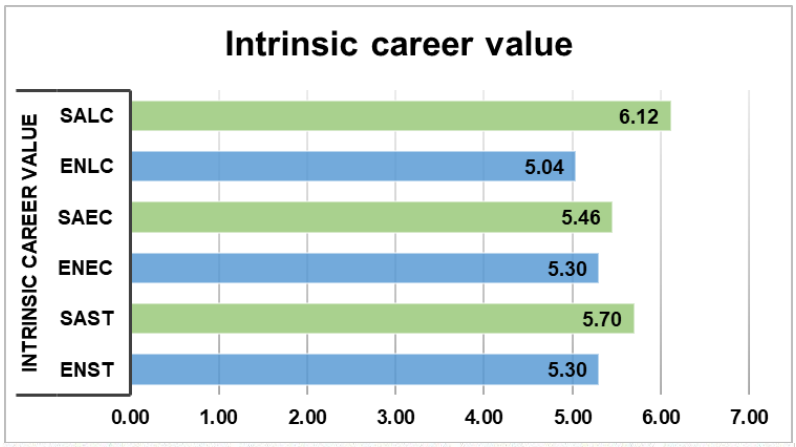
5.3.1.1.1. Intrinsic career value

When looking at the effect of career group, interestingly WGLC teachers (*M* = 5.61, *SD*=1.09) rated the influence of *intrinsic career value* marginally higher compared to WGST (*M* = 5.56, *SD*=1.14) and WGEC teachers (*M* = 5.39, *SD*=1.12). The rating of the intrinsic motives associated with a passion for teaching as more important for WGLC teachers compared to WGST and WGEC teachers could potentially be due to an increased sense of competence, autonomy, and relatedness leading to psychological healthy functioning and an enhanced sense of efficacy (Bandura, 1986; Roth, 2014). When looking at the effect of home country, WGSA teachers (*M* = 5.74, *SD*=1.11) rated the influence of intrinsic motives higher compared to WGEN teachers (*M* = 5.22, *SD*=1.06), see Table 5.7.

Table 5.7. Descriptive statistics: Intrinsic career value

Descriptive statistics				
Dependent variable	Career group	Home country	Mean	SD
Intrinsic career value	Student	England	5.30	1.11
		South Africa	5.70	1.14
		Total	5.56	1.14
	Early career	England	5.30	1.06
		South Africa	5.46	1.17
		Total	5.39	1.12
	Late-career	England	5.04	1.01
		South Africa	6.12	0.90
		Total	5.61	1.09
	Total	England	5.22	1.06
		South Africa	5.74	1.11
		Total	5.52	1.12

Within home country teacher career groups, ENEC teachers (*M* = 5.30, *SD*=1.06) and ENST (5.30, *SD*=1.11) had a similar high rating of the influence of *intrinsic career value* with the lowest rating by ENLC teachers (*M* = 5.04, *SD*=1.01). In comparison, SALC teachers (*M* = 6.12, *SD*=0.90) scores reflected the highest rating of the influence of *intrinsic career value*, compared to the lowest rating by SAEC teachers (*M* = 5.46, *SD*=1.17), see Figure 5.1.



ENST= English student teacher; ENEC = English early career teacher; ENLC = English late-career teacher; SAST= South African student teacher; SAEC = South African early career teacher; SALC = South African late-career teacher = whole group of teachers participants; WGST = student teachers; WGEC = early career teachers; WGLC = late career teachers

Figure 5.1. Intrinsic career value

5.3.1.1.2. Ability

ENLC teachers (*M* = 5.75, *SD*=0.12) considered their ability and skills to be an effective teacher as more influential compared to ENST and ENEC teachers. ENST teachers (*M* 5.47, *SD*=0.16) rated their ability and skills to be an effective teacher as having the least influence suggesting that teachers at the start of their career may lack of confidence in their identity as an effective educator. WGSA teachers (*M* = 6.05, *SD*=0.06) rated the influence of the intrinsic motives associated with the adapted FIT-choice factor *ability* higher compared to WGEN teachers (*M* = 5.63, *SD*=0.08), see Table 5.8.

Table 5.8. Descriptive statistics: Ability

Descriptive statistics				
Dependent variable	Career group	**Home country**	**Mean**	**SD**
Ability	Student	**England**	5.47	0.16
		South Africa	6.02	0.09
		Total	5.83	0.08
	Early career	**England**	5.69	0.11
		South Africa	5.95	0.11
		Total	5.83	0.08
	Late-career	**England**	5.75	0.12
		South Africa	6.20	0.11
		Total	5.99	0.08
	Total	**England**	5.63	0.08
		South Africa	6.05	0.06
		Total	5.83	0.08

Looking at the differences within home country career groups in England and South Africa, ENLC teachers (*M* = 5.75, *SD*=0.12) rated the influence of the adapted factor *ability* slightly higher compared to the lower rating by ENST teachers (*M* = 5.47, *SD*= 0.16). SALC teachers (*M* = 6.20, *SD*= 0.11) rated their ability to teach higher compared to the lowest rating by SAEC teachers (*M* = 5.95, *SD*= 0.11), see Figure 5.2.

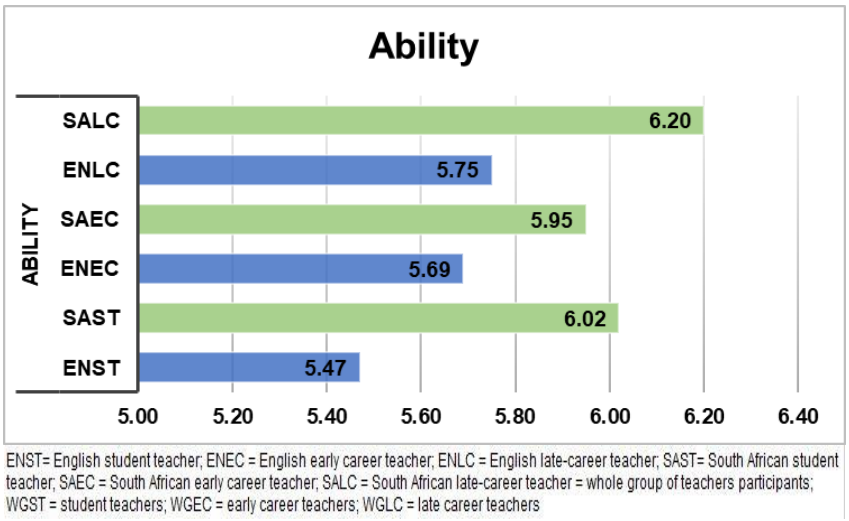


Figure 5.2. Ability

5.3.1.2. Inferential statistics

5.3.1.2.1. Intrinsic career value

The non-directional research hypothesis was accepted as the two-way factorial MANOVA revealed a statistically significant interaction effect between *career group* and *home country* on the combined dependent intrinsic FIT-choice motives, $F(2, 378) = 3.083$, $p = .016$, partial $\eta^2 = .016$. The statistically significant interaction effect was followed by an interpretation of the univariate interaction effects of career group and home country separately on each intrinsic dependent variable,

intrinsic career value and *ability* (Pituch & Stevens, 2016). There was a statistically significant interaction effect between career group and home country on the adapted first-order FIT-choice factor *intrinsic career value, F (*2, 378) = 5.572, *p* =.004, partial η^2 = .029.

When first looking at the findings of a significant interaction between career group and home country of the motive *intrinsic career value,* a consideration of the simple main effect revealed statistically significant differences between SALC teachers (*M* = 6.12, *SD* = 0.90) higher score compared to the lower score of SAEC teachers (*M* = 5.46, *SD* = 0.14), *p* = .004, see Figure 5.3.

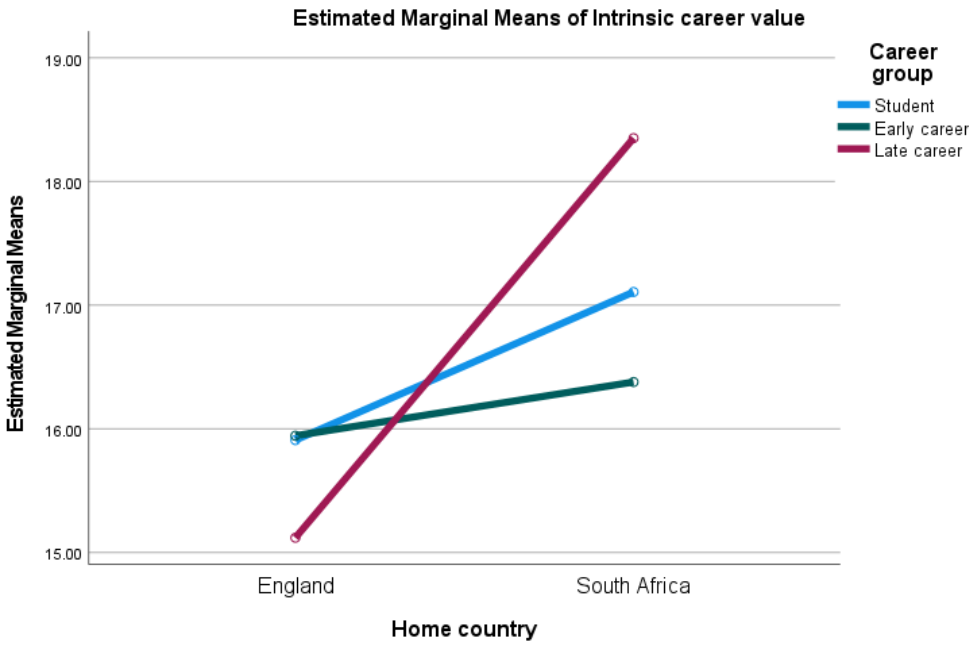


Figure 5.3. Estimated marginal means of intrinsic career value.

There were no statistically significant differences between ENST, ENEC or ENLC teachers, or between SAST and SALC or SAEC teachers' regarding the influence of *intrinsic career value*.

5.3.1.2.2. Ability

There was not a significant interaction effect of career group and home country on the intrinsic motives associated with the adapted FIT-choice factor ability, *F*(2, 378) = .484, *p* = .617, partial η^2 = .003. As such, the main effects were explored. When considering the main effect of career group on the intrinsic motive *ability*, *F*(2, 378) = 1.760, *p* =.173, partial η^2 = .009, there were not statistically significant differences

between career groups. However, when considering the main effect of home country on the intrinsic motive *ability*, $F(2, 378) = 18.79$, $p < .001$, partial $\eta^2 = .047$, the differences were statistically significant. The score for WGSA teachers (M = 6.05, SD =0.06) was statistically significantly higher compared to the WGEN teachers' score (M = 5.63, SD =0.08, p <.001), see Figure 5.4.

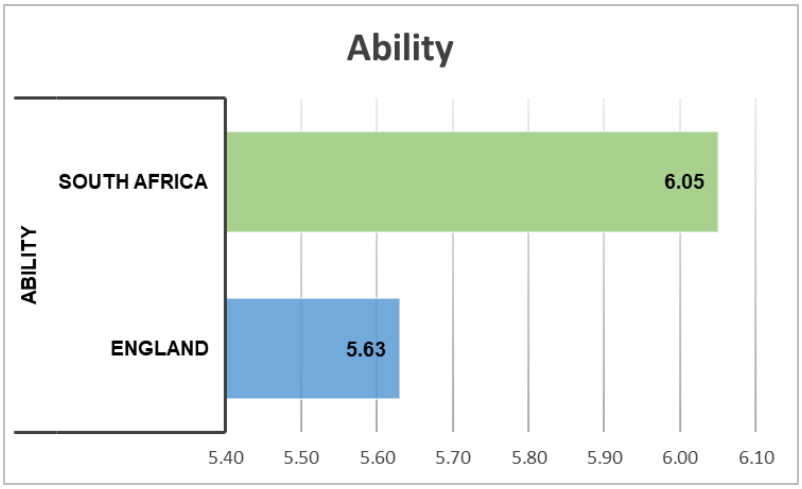


Figure 5.4. Intrinsic motives: Ability

5.3.2. Altruistic motives: Two-way ANOVA

5.3.2.1. Descriptive statistics

The descriptive statistics of the average rating of the influence of the altruistic motive *social equity* on the career choice of English and South African student, early and late-career teachers are discussed in the next section. When looking at the descriptive statistics it is interesting to observe how much higher the SAST teachers (M = 6.22, SD =0.80) score was for the influence of the adapted FIT-choice factor, *social equity* compared to all other teacher career groups participating in this EdD study.

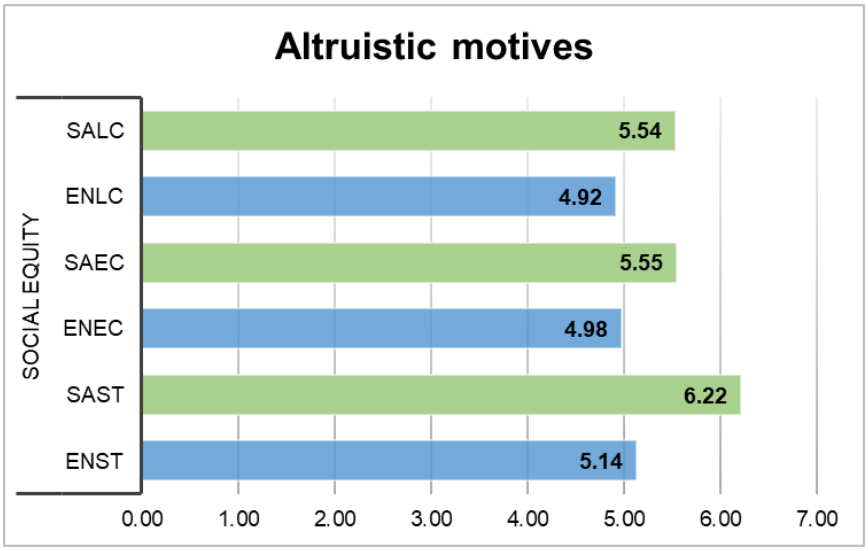
5.3.2.1.1. Social equity

WGST teachers (M = 5.85, SD =0.09) had a significantly higher score for the influence of adapted FIT-choice factor s*ocial equity* compared to WGEC (M = 5.30, SD =0.10) and WGLC teachers (M = 5.25, SD = 0.09). SAST teachers (M = 6.22, SD =0.80) had the highest score for the influence of *social equity* on their choice to teach as a career compared to the lowest score by ENLC teachers (M = 4.92, SD =0.12), see Table 5.9. WGSA teachers (M = 5.85, SD = 0.06) score for the influence of *social equity* was higher compared to WGEN teachers (M 5.02, SD = 0.09, p <.001).

Table 5.9. Descriptive statistics: Altruistic motive

Descriptive statistics				
Dependent variable	Career group	Home country	Mean	SD
Social equity	Student	England	5.14	0.16
		South Africa	6.22	0.08
		Total	5.85	0.09
	Early career	England	4.98	0.17
		South Africa	5.55	0.11
		Total	5.30	0.10
	Late-career	England	4.92	0.12
		South Africa	5.54	0.13
		Total	5.25	0.09
	Home country	England	5.02	0.09
		South Africa	5.85	0.06
		Total	5.51	0.06

Within career groups in different home countries, see Figure 5.5, there was a similar pattern with ENST (*M* = 5.14, *SD* =0.16) and SAST teachers (*M* = 6.22, *SD* =0.08) score reflecting the highest rating of the influence of altruistic motives compared to WGEC (*M* = 5.30, *SD* =0.10) and WGLC teachers (*M* = 5.25, *SD* = 0.09). ENLC (*M* = 4.92, *SD* = 0.12) and SALC teachers (*M* = 5.54, *SD* = 0.13) rated the influence of altruistic motive *social equity* the lowest out of all career groups seeming to indicate the influence of serving society and students declines as teachers progress through their careers, see Figure 5.5.



ENST= English student teacher; ENEC = English early career teacher; ENLC = English late-career teacher; SAST= South African student teacher; SAEC = South African early career teacher; SALC = South African late-career teacher = whole group of teachers participants; WGST = student teachers; WGEC = early career teachers; WGLC = late career teachers

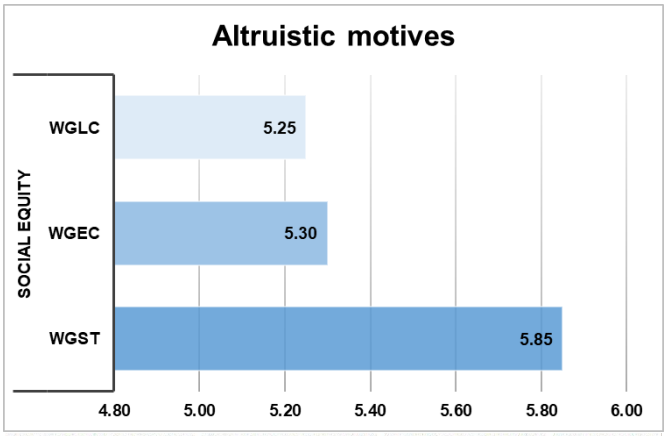
Figure 5.5. Altruistic motives

5.3.2.2. Inferential statistics

5.3.2.2.1. Social equity

The non-directional research hypothesis was not accepted as the two-way ANOVA revealed there was not a statistically significant interaction effect of career group and home country on altruistic motives influencing student, early, and late-career

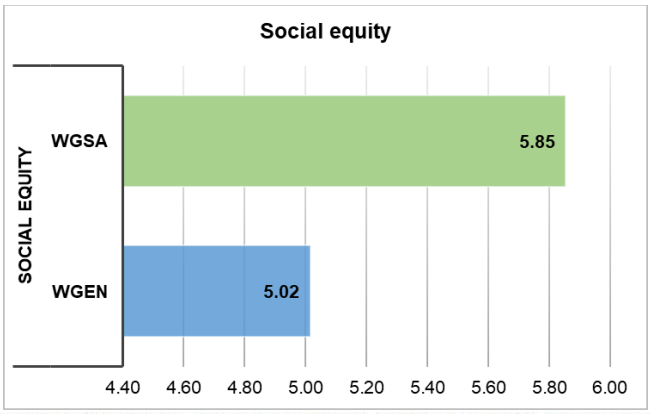
teachers in England compared to South Africa, F (2, 378) = 2.682, p =.070, partial η^2 = .014. When considering the main effect of career group, the data revealed significant differences between career groups, F (2, 378) = 9.126, p <.001, partial η^2 = .046. The Tukey post hoc test indicated a statistically significant difference between WGST teachers (M = 5.85, SD = 0.09) higher rating of the influence of *social equity* compared to WGEC (M = 5.30, SD = 0.10, p >.001) and WGLC teachers' (M = 5.06, SD = 1.30, p <.001). There were not statistically significant differences between WGEC and WGLC teachers regarding the influence of adapted FIT-choice factor *social equity* on their choice to teach as a career, see Figure 5.6.



ENST= English student teacher; ENEC = English early career teacher; ENLC = English late-career teacher; SAST= South African student teacher; SAEC = South African early career teacher; SALC = South African late-career teacher = whole group of teachers participants; WGST = student teachers; WGEC = early career teachers; WGLC = late career teachers

Figure 5.6. Altruistic motives: Career groups

When considering the effect of home country, there were significant differences between teachers in England and South Africa F (1,378) = 52.61, p <.001, partial η^2 = .122. WGSA teachers (M =5.85, SD = 0.06) rated the influence of the altruistic motives associated with the adapted FIT-choice factor social equity higher compared to WGEN teachers (M = 5.02, SD = 0.09), see Figure 5.7.



ENST= English student teacher; ENEC = English early career teacher; ENLC = English late-career teacher; SAST= South African student teacher; SAEC = South African early career teacher; SALC = South African late-career teacher = whole group of teachers participants; WGST = student teachers; WGEC = early career teachers; WGLC = late career teachers

Figure 5.7. Altruistic motives: Home country

5.3.3. Extrinsic motives: Two-way MANOVA

The section on the influence of extrinsic motives begins with a discussion of the differences between WGST, WGEC and WGLC teachers' mean average rating followed by a consideration of the differences between WGEN and WGSA teachers' rating of *time for family***,** *fallback career, social influences,* and *prior teaching and learning experiences*.

5.3.3.1. Descriptive statistics

The highest rated extrinsic motive for English and South African student, early and late-career teachers (WG) was *Prior teaching and learning experiences* (*M* = 5.51, *SD* = 0.06) followed secondly, by *social influences* (*M* = 4.07, *SD* = 0.09) and *time for family* (*M* = 3.92, *SD* =0.07). *Fallback career* (*M* = 2.54, *SD* = 0.09) was the lowest rated adapted extrinsic FIT-choice factor.

5.3.3.1.1. Prior teaching and learning experiences

When looking at the descriptive statistics of the rating of the influence of the extrinsic motive *prior teaching and learning experiences* ENLC teachers (*M* = 4.75, *SD* = 0.19) had the lowest rating compared to the highest rating by SAST teachers (*M* = 5.77, *SD* = 0.15). ENST and SAST teachers were more motivated to teach inspired by former teachers who were positive role models compared to early and late-career teachers in England and South Africa, see Table 5.10.

Table 5.10. Descriptive statistics: Prior teaching and learning experiences

Descriptive statistics				
Dependent variable	**Career group**	**Home country**	**Mean**	**SD**
Prior teaching and learning experience	Student	England	5.11	0.26
		South Africa	5.77	0.15
		Total	5.54	0.14
	Early career	England	4.89	0.22
		South Africa	5.64	0.16
		Total	5.30	0.13
	Late-career	England	4.75	0.19
		South Africa	5.59	0.16
		Total	5.20	0.13
	Home country	England	4.92	0.13
		South Africa	5.68	0.09
		Total	5.37	0.08

When comparing the scores within career groups in home countries ENST teachers (*M* = 5.11, *SD* = 0.26) rated the influence of *prior teaching and learning experiences* the highest compared to the lowest rating by ENLC teachers (*M* = 4.75, *SD* = 0.19). Similarly, SAST teachers (*M* = 5.77, *SD* = 0.15) rated the influence of *prior teaching and learning experiences* the highest compared to the

lowest rating by SALC (*M* = 5.59, *SD* = 0.16). WGSA teachers (*M* = 5.68, *SD* = 0.09) reflected a higher score compared to the lower rating by WGEN teachers *(M* = 4.92, *SD* = 0.13, *p* =< .001), see Figure 5.8.

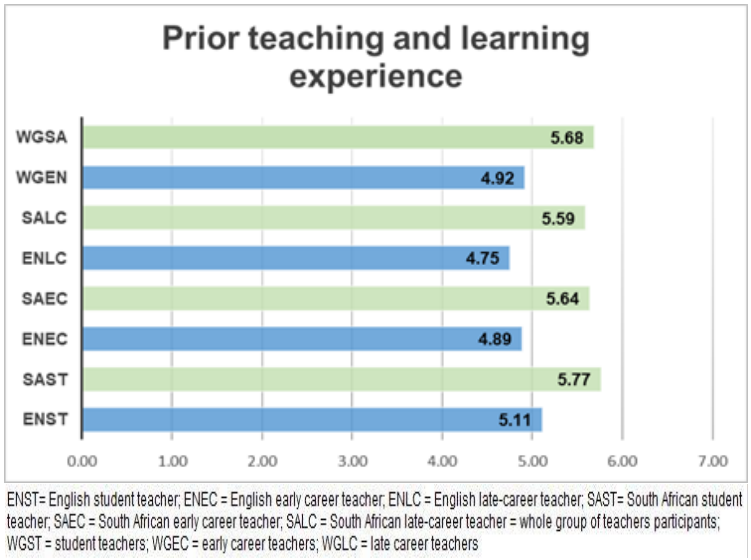


Figure 5.8. Prior teaching and learning experiences.

5.3.3.1.2. Social influences

The descriptive statistics indicating the scores by English and South African student, early and late-career teachers showed that ENLC teachers (*M* = 3.08, *SD* = 0.23) had the lowest rating for the *social influence* of important individuals on their choice to teach as a career compared to the highest rating by SAEC teachers (*M* = 4.64, *SD* = 0.21), see Table 5.11.

Table 5.11. Descriptive statistics: Social influence

Descriptive statistics				
Dependent variable	career group	Home country	Mean	SD
Social Influence	Student	England	4.00	0.20
		South Africa	4.24	0.18
		Total	4.15	0.14
	Early career	England	3.68	0.23
		South Africa	4.64	0.21
		Total	4.21	0.16
	Late-career	England	3.08	0.23
		South Africa	4.40	0.22
		Total	3.79	0.17
	Total	England	3.60	0.14
		South Africa	4.40	0.11
		Total	4.07	0.09

When comparing the rating within *career groups* in the two home countries, ENST teachers (*M* = 4.00, *SD* = 0.20) were more *socially influenced* by important individuals in their communities when choosing to teach as a career compared to

the lowest rating by ENLC teachers (*M* = 3.08, *SD* = 0.23), see Figure 5.9. In comparison SAEC teachers (*M* = 4.64, *SD* = 0.21) rated *social influence* the highest compared to SAST teachers (*M* = 4.24, *SD* =0.18) lowest rating. WGSA (*M* = 4.40, *SD* = 0.11), rated *social influences* higher compared to WGEN teachers (*M* = 3.60, *SD* =0.14).

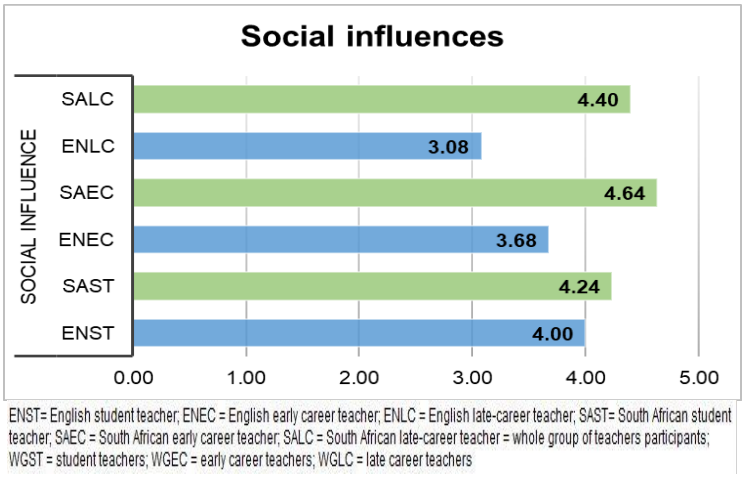


Figure 5.9. Descriptive statistics social influences

5.3.3.1.3. Time for family

The descriptive statistics revealed that ENEC teachers' (*M* = 3.25, *SD* = 0.19) score for the influence of the adapted FIT-choice factor *time for family* was the lowest compared to the highest rating by SAST teachers (*M* = 4.61, *SD* = 0.13), see Table 5.12.

Table 5.12. Descriptive statistics: Time for family

Descriptive statistics				
Dependent variable	Career group	Home country	Mean	SD
Time for family	Student	England	3.54	0.20
		South Africa	4.61	0.13
		Total	4.24	0.12
	Early career	England	3.25	0.19
		South Africa	3.90	0.15
		Total	3.61	0.12
	Late-career	England	3.68	0.18
		South Africa	3.91	0.16
		Total	3.80	0.12
	Home country	England	3.49	0.11
		South Africa	4.23	0.09
		Total	3.92	0.07

When considering descriptive statistics for the differences within home country career groups, ENLC teachers (*M* = 3.68, *SD* = 0.18) rated the influence of *time for family* the highest compared to lowest rating by ENEC teachers (*M* = 3.25, *SD* = 0.19). SAST teachers (*M* = 4.61, *SD* = 0.13) rated the influence of *time for family*

higher compared to the lowest rating by SAEC teachers (*M* = 3.90, *SD* = 0.15), see Figure 5.10. Interesting differences between ENST teachers (*M* = 3.54, *SD* = 0.20) with the second highest rating within the WGEN teachers' group, compared to the much higher rating by SAST teachers (*M* = 4.61, *SD* = 0.13) of being influenced by the perception of teaching fitting in with the responsibilities of having a family. WGEC teachers (*M* = 3.61, *SD* = 0.12) lower scores indicated they were not motivated to teach by the reward of *time for family*, perhaps overwhelmed by the demands of the workload associated with teaching at the start of their careers. WGSA teachers (*M* = 4.23, *SD* = 0.09) rated the influence of extrinsic motive *time for family* higher compared to WGEN teachers (*M* = 3.49, *SD* = 0.11).

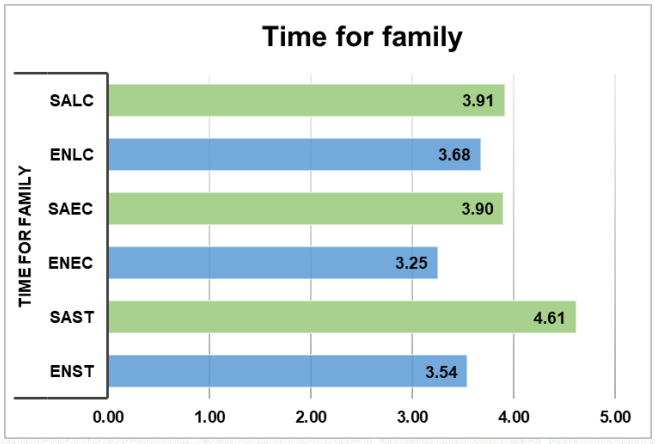


Figure 5.10. Time for family

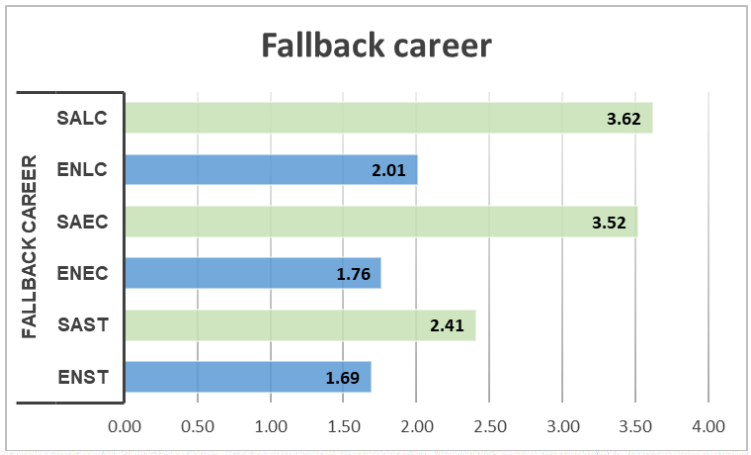
5.3.3.1.4. Fallback career

When considering the descriptive statistics for the ratings of the influence of the adapted extrinsic FIT-choice factor *fallback career*, ENST teachers (*M* = 1.69, *SD* = 0.14) had the lowest score compared to the highest rating by SALC teachers (*M* = 3.62, *SD* = 0.30), see Table 5.13. This would suggest that ENST teachers were satisfied with their choice to teach as a preferred career option and not as a second *fallback career* option, or as a last resort *fallback career*.

Table 5.13. Descriptive statistics: Fallback career

Descriptive statistics				
Dependent variable	career group	Home country	Mean	SD
Fallback career	Student	England	1.69	0.14
		South Africa	2.41	0.15
		Total	2.16	0.11
	Early career	England	1.76	0.15
		South Africa	3.52	0.26
		Total	2.74	0.18
	Late-career	England	2.01	0.19
		South Africa	3.62	0.30
		Total	2.87	0.20
	Home country	England	1.82	0.09
		South Africa	3.04	0.13
		Total	2.54	0.09

Although the scores for the perception of teaching as a *fallback career* were the lowest out of all intrinsic, altruistic, and extrinsic motives, there were differences between and within teacher career groups in England and South Africa, see Figure 5.11. ENLC teachers (M = 2.01, SD = 0.19) rated the influence of teaching perceived as a *fallback career* option the highest compared to the lowest rating by ENST teachers (M = 1.69, SD = 0.14). A similar trend is clear when looking at the difference between the SALC teachers (M = 3.62, SD = 0.30) higher score compared to the lowest score by SAST teachers (M = 2.41, SD = 0.15).



ENST= English student teacher; ENEC = English early career teacher; ENLC = English late-career teacher; SAST= South African student teacher; SAEC = South African early career teacher; SALC = South African late-career teacher = whole group of teachers participants; WGST = student teachers; WGEC = early career teachers; WGLC = late career teachers

Figure 5.11. Fallback career

5.3.3.2. Inferential statistics

The hypothesis of a statistically significant interaction effect between career group and home country on the combined dependent extrinsic motives variables was accepted, F (2, 378) = 3.174, p =.002, partial η^2 = .033. The statistically significant interaction effect was followed by interpretation of the univariate interaction effects for each dependent variable separately (Pituch and Stevens, 2915). There was a statistically significant interaction effect between career group and home country

for adapted FIT-choice factors *fall back career*, $F(2, 378) = 4.659$, $p = .010$, partial $\eta^2 = .024$, and *social influences*, $F(2, 376) = 3.20$, $p = .042$, partial $\eta^2 = .017$ but not for *time for family,* $F(2, 378) = 2.84$, $p = .059$, partial $\eta^2 = .015$, or *prior teaching and learning experience* $F(2, 376) = 0.151$, $p = .860$, partial $\eta^2 = .001$.

5.3.3.2.1. Prior teaching and learning experience

As there was not a statistically significant interaction effect of career group and home country on the adapted FIT-choice factor *prior teaching and learning experience* a consideration of the main effect of career group revealed there were not statistically significant differences between WGST, WGEC or WGLC teachers, $F(2, 378) = 1.221$, $p = .296$, partial $\eta^2 = .01$. However, when considering the main effect of home country on the adapted FIT-choice factor *prior teaching and learning experiences*, there were statistically significant differences between WGEN and WGSA teachers, $F(1, 378) = 21.42$, $p < .001$, partial $\eta^2 = .05$. WGSA teachers ($M = 5.68$, $SD = 0.09$) rated the influence of the extrinsic motives associated with the adapted FIT-choice factor *prior teaching and learning experiences* higher compared to WGEN teachers ($M = 4.92$, $SD = 0.13$), see Figure 5.12.

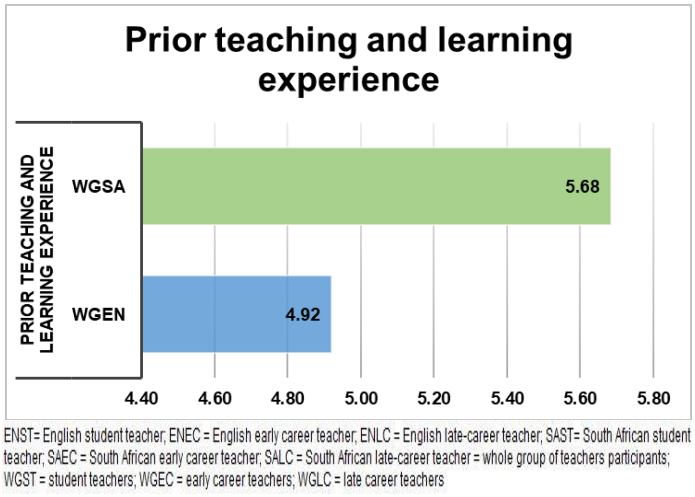


Figure 5.12. Extrinsic motives: Prior teaching and learning experience.

5.3.3.2.2. Social influences

As there was a significant interaction effect of career group and home country on the adapted FIT-choice factor *social influence*, when considering the simple mean effect, the statistically significant differences were between ENST teachers ($M = 4.00$, $SD = 0.20$), higher rating compared to the lower rating by ENLC teachers ($M = 4.40$, $SD = 0.22$, $p = .015$), see Figure 5.13. There were no statistically significant differences between, ENEC and ENLC teachers, or SAST, SAEC and SALC

teachers, regarding the influence of the adapted FIT-choice factor *social influences*.

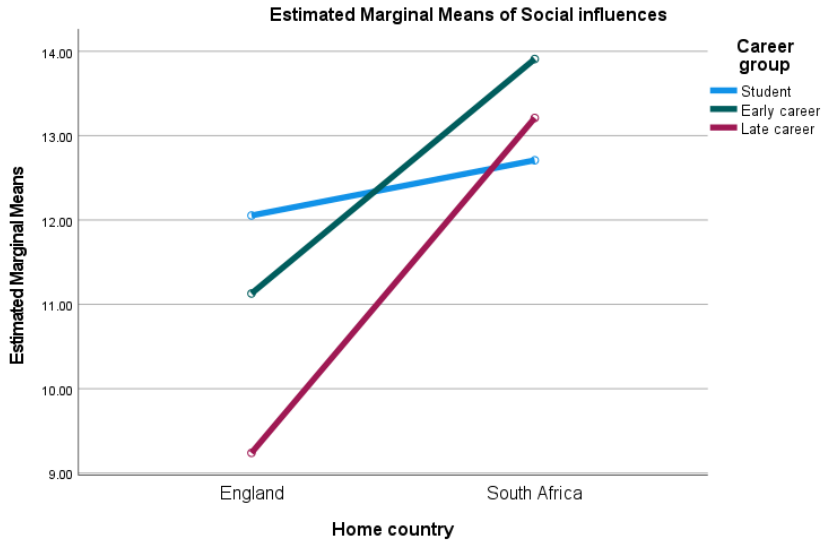


Figure 5.13. Estimated marginal means of social influences

5.3.3.2.3. Time for family

As there was not a statistically significant interaction effect of career group and home country on the extrinsic motive *time for family* a consideration of the main effect of career group revealed there were statistically significant differences, $F(2, 378) = 260.94$, $p = .010$, partial $\eta^2 = .02$. The Tukey post hoc test indicated a statistically significant difference between WGST teachers (M =4.24, SD = 0.12) higher rating of the influence of *time for family* compared to WGEC (M = 3.61, SD = 0.12, $p < .001$) and WGLC teachers (M = 3.80, SD = 0.12, p = .025). There were not statistically significant differences between WGEC and WGLC teachers regarding the influence of the adapted FIT-choice factor *time for family* on their choice to teach as a career, see Figure 5.14.

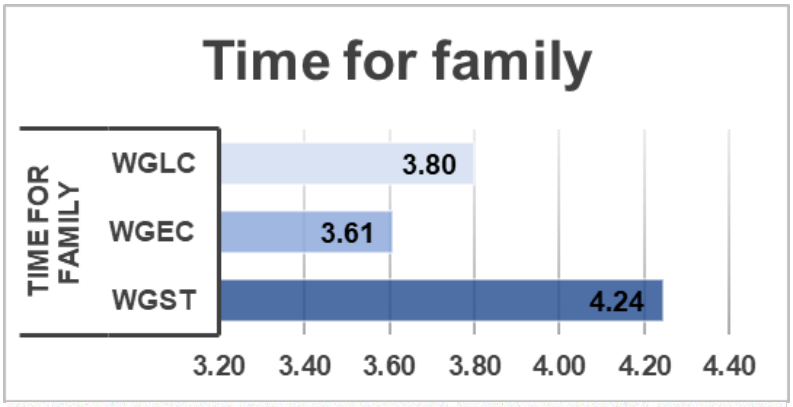


Figure 5.14. Extrinsic motives: Time for family

When considering the main effect of home country on *time for family* there was a statistically significant difference between WGEN and WGSA, $F(1, 378) = 605.53$, $p < .001$, partial $\eta^2 = .05$. WGSA teachers ($M = 4.23$, $SD = 0.09$) rated the influence of the extrinsic motives associated with the adapted FIT-choice factor *time for family* higher compared to WGEN teachers ($M = 3.49$, $SD = 0.11$), see Figure 5.15.

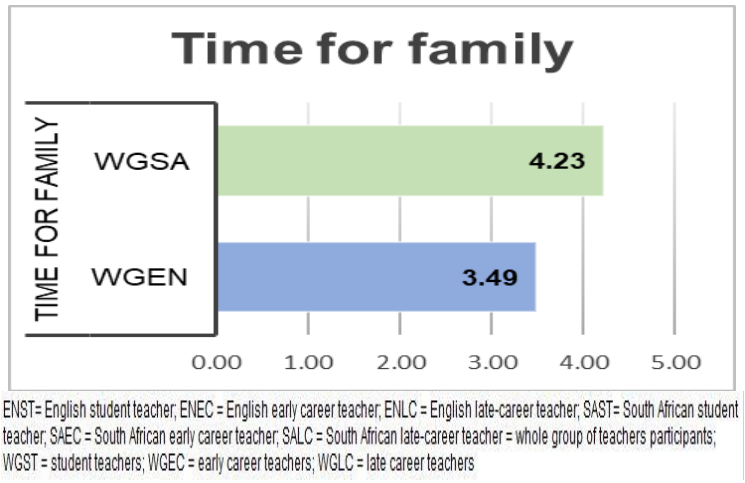


Figure 5.15. Extrinsic motive: Time for family.

5.3.3.2.4. Fallback career

As there was a significant interaction effect of career group and home country on the adapted FIT-choice factor *fallback career*, when considering the simple mean effect, the statistically significant differences were between SAEC teachers (M = 3.52, SD = 0.26), and SALC teachers (M = 3.62, SD = 0.30) higher rating compared to the lower rating by SAST teachers (M = 2.41, SD = 0.15, p <.001), see Figure 5.12. There were no statistically significant differences between ENST, ENEC and ENLC or SAEC and SALC teachers regarding the influence of the adapted FIT-choice factor *fallback career*.

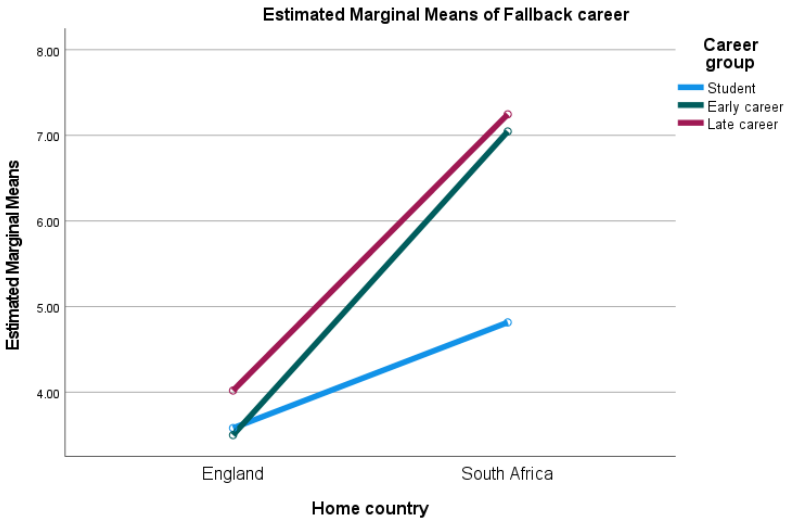


Figure 5.16. Estimated marginal means of fallback career.

5.4. Chapter summary

Overall, the phase one analysis of FIT-choice questionnaire section B data indicated that the highest rated adaptive motives influencing the choice to teach for English and South African student, early, and late-career teachers was firstly, the intrinsic motives associated with the adapted FIT-choice factors *ability;* and secondly, *intrinsic career value*. The third highest rated factor were the altruistic motives associated with the adapted FIT-choice factor *social equity*, see Table 5.14. WGSA teachers consistently rated the influence of the adaptive intrinsic, altruistic, and extrinsic motives higher compared to WGEN teachers, but this effect depended on career stage for the intrinsic motives *intrinsic career value*, and extrinsic motives *fallback career*, and *social influences.*

Table 5.14. Phase one quantitative data: Final factor solution ranking

Ranking	Adapted FIT-choice factor	WG (383)	*SD*
1	Ability	5.87	2.30
2	Intrinsic career value	5.52	1.12
3	Social Equity	5.51	1.08
4	Prior teaching and learning experience	5.38	1.54
5	Social influence	4.07	1.76
6	Time for family	3.93	1.39
7	Fall back career	2.55	1.80

When looking at the findings from phase one FIT-choice questionnaire section B data the highest rating of the adaptive intrinsic motive *ability* in England and South Africa suggested that student, early and late-career teachers believed they had the necessary skills and qualities to be successful as effective teachers. The

second highest rated motive *intrinsic career value* reflected how the participants fulfilled a lifelong aspiration to teach, accompanied by the anticipated enjoyment of the tasks associated with teaching, as well as a recognition of the profession as being both significant and stimulating. The third highest rating of the altruistic adaptive motives of *social equity*, indicated that for the student, early and late-career teachers in England and South Africa teaching was regarded as an opportunity to serve society and students.

There was a significant interaction effect on the intrinsic motives associated with the adapted FIT-choice factor *intrinsic career value* but not for the adapted FIT-choice factor *ability*. SALC teachers rated the adapted FIT-choice factor *intrinsic career value* as more influential on their career choice compared to SAEC teachers, suggesting that SALC teachers valued and enjoyed the tasks associated with teaching more than SAEC teachers. Where significant interactions were not present, the main effect of the independent variables career group or home country on the dependent adaptive motive variables were considered separately. The main effect of career stage was not significant on the intrinsic motives associated with the adapted FIT-choice factor *ability*, however there were statistically significant differences between WGEN teachers higher rating of the influence of intrinsic motives compared to WGSA teachers.

There was a significant main effect of career group and home country on the altruistic motives associated with the adapted FIT-choice factor *social equity*. When considering the effect of career group, WGST teachers rated the influence of the adapted FIT-choice factor *social equity* significantly higher compared to WGEC and WGLC teachers. The effect of home country reflected a higher rating of the influence of altruistic motives by WGSA teachers compared to WGEN teachers.

There were significant interaction effects of career group and home country on the extrinsic motives associated with the adapted first-order FIT-choice factors *fallback career* and *social influences*. SAEC and SALC teachers had a statistically significantly higher score for the influence of the extrinsic motive *fallback career* compared to SAST teachers, suggesting that SAST teachers chose to teach as a preferred career option. There were statistically significant differences between the higher rating by ENST compared to ENLC teachers regarding the influence of the extrinsic motive *social influences* suggesting that ENST teachers valued the views

of important individuals in their social network as a crucial influence on their choice to teach as a career.

When looking at the main effect of career group and home country on the extrinsic adapted FIT-choice factor *time for family* there were statistically significant differences between the higher rating by WGST teachers compared to WGEC and WGLC teachers, but no statistically significant differences between WGEC and WGLC teachers. In addition, there were statistically significant differences regarding the higher rating of teaching affording *time with family* by WGSA teachers compared to WGEN teachers. Regarding the statistically significant influence of the extrinsic adapted FIT-choice factor *prior teaching and learning experiences*, there were not significant differences between career groups, but when considering the effect of home country, WGSA teacher's rating was significantly higher compared to WGEN teachers.

The differences in the level of influence of the intrinsic, altruistic, and extrinsic motives revealed in the analysis of the phase one FIT-choice questionnaire section A and B data will inform the analysis of the qualitative data collected from the responses in the semi-structured focus group and individual interviews discussed in the following chapter 6.

6. Chapter 6: Qualitative data

6.1. Overview

This chapter presents the coded qualitative data findings from the analysis of phase two focus group and individual semi-structured interviews (N = 128)[21]. The semi-structured interview data afforded an opportunity to deepen and extend an initial understanding of the adapted intrinsic, altruistic, and extrinsic motives identified as statistically significant in the first phase of FIT-choice questionnaire section B data analysis (Creswell and Plano Clark, 2018; Watt and Richardson, 2007). The analysis of phase one FIT-choice questionnaire section B data found the three highest rated adaptive motives influencing English and South African student, early, and late-career teachers career choice were firstly, the intrinsic motive *ability,* followed by *intrinsic career value*; and thirdly, the altruistic motive, *social equity*.

The findings from the semi-structured interviews are presented in three sections: The first section 6.2 focuses on how the WGEN and WGSA teachers described the influence of the two highest rated adaptive intrinsic motives associated with the adapted first-order FIT-choice factors *intrinsic career value* and *ability*. The second section 6.3 explored the influence of altruistic motives associated with the adapted first-order FIT-choice factor *social equity*. The third section 6.4 explores the influence of extrinsic motives associated with the adapted first-order FIT-choice extrinsic factors *fallback career*, *social influences, time for family*, and *prior teaching and learning experiences*. The chapter concludes with section 6.5 summarising the phase two qualitative semi-structured data findings exploring how intrinsic, altruistic, and extrinsic motives influenced English and South African student, early, and late-career teachers to choose to teach as a career.

6.2. Qualitative semi-structured interviews: Intrinsic motives

Two main interpretations of intrinsic motives that had emerged from the phase one FIT-choice questionnaire section A and B quantitative data analysis guided the coding of the qualitative interview data. The first interpretation referred to a passion for teaching associated with the first-order FIT-choice factor *intrinsic career value*, and secondly, a passion for subject associated with the first-order FIT-choice factor *ability* (Watt and Richardson, 2007).

[21] See list of participants fully anonymised in Appendix 10.12

6.2.1. Intrinsic career value: Passion for teaching

Overall, the adapted FIT-choice motive *intrinsic career value* was rated as the second most influential adaptive motive in the analysis of phase one FIT-choice questionnaire section B data. In the next section 6.2.1.1, the thematic coding of the semi-structured interview data was guided by the statistically significant differences revealed in phase one FIT-choice questionnaire section B data analysis where SALC teachers were significantly more motivated by the intrinsic motives associated with *intrinsic career value* compared to SAEC teachers. There were not statistically significant differences between ENST, ENEC, and ENLC teachers, nor between SAST teachers and SAEC or SALC teachers.

6.2.1.1. South Africa early career teachers

While the SAEC teachers explained below how they enjoyed a positive teaching experience during ITE, counterintuitively this created dissonance between the expectations of what it means to be a teacher developed during that ideal practicum experience, and the less than ideal reality of early career teaching.

> *I wanted someone at varsity*[22] *to tell me that I am not going straight to teaching heaven, I thought I was going there. At the start I could not even get a job and I was in teacher hell all the time. I was a student teacher at two both genuinely lovely schools, and that is what I thought teaching would be like, and it was not!* (SAIV-EC-F1 South African early career teacher)

Several SAEC teachers explained how they experienced the well documented early career shock leading to an initial discourse of disappointment (Torsney et al., 2019).

> *I think my first year was the worst. I had an exceedingly difficult first year, I was here at this secondary school*[23]*, and the staff were a great support. So, you know I had a valuable experience here, but I think only once I realised that there is no perfect way that is going to work for every child in every situation, that is the only time that I started enjoying it. In the beginning, I was also hard on myself. I teach math's and the kids were failing, and I was wondering, what am I doing that is making the kids fail? What am I not doing?* (SAIV-EC-F4 South African early career teacher)

6.2.1.2. South African late-career teachers

What was interesting is how a SALC teachers described the process of student and early career teachers becoming less idealistic. While they remained

[22] 'Varsity' slang for university

[23] Name of school anonymised – South African secondary school

emotionally invested they became more pragmatic and resilient, adapting to the reality of teaching without losing their effectiveness or passion for teaching.

> *They might burnout if they see the religion, not religion but I would use the term spirituality. If they see their careers as a kind of almost spiritual enhancement of sorts. They are going to burn out because they cannot save all those kids. They must go through that stressful situation where they will realise that a lot of the kids, they teach are not particularly interested in any impact they would have in any event. If they are not able to do this, they are far more likely to not be able to emotionally disentangle themselves from the situation. On the other hand, when it works, and they are so passionate, that is a wonderful thing for the kids* (SAIV-LC-M2 South African late-career teacher)

Several SALC teachers were motivated by a passion to teach, believing it was a vocation, a calling.

> *I think that for me it was a talent, a gift from God. When I grew up my parents always said they knew because I would act as a teacher when we were playing as children. So, it is in my blood, I was just born with it. So yes, I knew right from the start I wanted to be a teacher* (SAIV-LC-F3 South African late-career teacher)

A SALC teacher shared how the initial intrinsic motivation to teach remained relevant as they expressed a persistent passion for teaching.

> *I love teaching, it is the teaching that is my passion, I can teach anything* (SAIV-LC-F3 South African late-career teacher)

A passion for teaching clearly sustained the motivation of SALC teacher below who described how they enjoyed and liked teaching as it was an inherently satisfying, varied and interesting career.

> *I have never considered another career. I have enjoyed my job. I never wake up and think, I do not want to go to school today. I might be tired or whatever, but I never wake up ever worrying about going to work* (SAIV-LC-F1 South African late-career teacher)

Several SALC teachers shared , as can be seen below, how their initial motivation of always wanting to be a teacher had increased as they had achieved a level of autonomy, mastery, skill, and competence enabling a deeper enjoyment of their teaching role.

> *I feel like now, I am a better teacher than I was two years ago, or the year before that. All the time I am teaching, I am thinking how can I do this better? The thinking behind the thinking, and the knowledge that you bring with you as a mature teacher. You know what the children need to know which a younger teacher would not know* (SAIV-LC-F1 South African late-career teacher)

SALC teachers retained an interest in continually reflecting on how to convey their passion for teaching developing skill, and expertise reflected in their pedagogical practice, see the response below.

> *Come and say to me, you have made me see that aspect in a different light, I have never thought about it that way before, then you know there is wrestling, a paradigm shift or what some call a paradigm slide. I took a brick, and I placed it on the table and asked the students: "what does this mean to you"? Some said, it is a vital ingredient in constructing a wall or a house. So, I asked, do you have any masons in your family? Yes, my grandfather was a mason. Another one said, my gran used to cover it or sew it up with an embroidered cloth to make a doorstop. I said it is still a brick but how two people experience it, is different. In the same way this is the approach to a curriculum. Understand eidetic experience as an important part of teaching using visual prompts, it is one of the most effective approaches you can use to enable your students to understand and remember the curriculum content* (SAIV-LC-M1 South African late-career teacher)

In the next section, the influence of the highest rated intrinsic motives associated with the adapted FIT-choice factor *ability*, a passion for subject will be discussed. The focus is on comparing how WGEN and WGSA teachers described being motivated to teach as an opportunity to develop their expertise and engagement in their subject specialist area revealed as statistically significant in the coding of phase one quantitative data.

6.2.2. Ability: Passion for subject

Analysis of the phase one FIT-choice questionnaire data suggested that WGEN and WGSA teachers were intrinsically motivated by their *ability* to share a passion for subject. It was interesting to see WGEN and WGSA teachers share in the semi-structured interviews how they distinguished between the qualities compared to the skills associated with being an effective subject specialist teacher.

6.2.2.1. English teachers

WGEN teachers shared how they chose to teach motivated by a passion for their subject, see below.

> *I would not be in education if it were not for my connection to music. So, in my experience, educators broadly fall into the category of those that are committed to education and the subject is the vehicle by which they do that, and those who committed to a subject which they then decide to share. For me, it is clearly the latter* (ENIV-LC-M1 English late-career teacher)

The ENST teacher below shared how they were motivated to teach a specialist

subject area, but linked to a specific level, for example, primary school, see below.

> *Yeah, I want to go into teaching in primary school key stage one and two, with a particular focus on special educational needs. I want to go through the ranks and see if I can make a difference in the special education and health sector* (ENFG-ST-ED1-M4 English pre-service student teacher)

An important quality associated with being an effective teacher by WGEN teachers was described as having a passion for learning, see below.

> *You need to have a passion for learning, that is the thing you will transfer to your learners. If you are enthusiastic about learning, it is like osmosis flowing into your learners. They start to become passionate about whatever it is you are trying to teach them* (ENFG-ST-ED4-F2 English in-service student teacher)

The responses from the ENEC teachers below extended an understanding of the personal qualities they believed were associated with being an effective professional teacher.

> *It is a personality profession; you must get on with the smallest to the oldest people. It is the parents that you must build that relationship with, that is where the trickiness comes in. They must just realise that they can be themselves sometimes, but there is the expectation that there is a professional way to behave as a teacher* (ENIV-EC-F3 English early career teacher)

The importance of developing the skills to plan inclusive teaching sessions amongst others, is clearly articulated by the ENLC teacher below.

> *You have to develop good team working skills, problem solving skills, thinking on your feet, excellent communication skills, all sorts of things. Obviously, as I say this planning and monitoring progress of others is a skill in terms of being able to adapt how you are doing something to meet emerging needs* (ENIV-LC-F1 English late-career teacher)

The ENST teacher below stressed the importance of developing the skills needed to cope with the emotional demands of teaching.

> *I do not think there is any training really that can prepare you for when a child suddenly disappears from your classroom, removed from their family because of neglect concerns. Then the next day they ask you if they did something wrong, nothing could prepare you for that. I think you can go over potential scenarios, but nothing can prepare you for that* (ENFG-ST-ED2-M1 English student teacher)

6.2.2.2. South African teachers

Similar to WGEN teachers, a SAST teacher agreed they were intrinsically motivated by the opportunity to teach the subject they were passionate about, see below.

> *I had a passion for English, so I figured, you could use your passion to make English a more interesting and relevant subject* (SAFG-ST-SG4-F3 pre-service South African student teacher)

WGSA teachers shared the belief they had the qualities necessary to be successful and effective, describing how they viewed teaching a specific grade or age of student as a calling, a vocation.

> *All the bells went off, I just knew teaching Early Years children in a specialist school is what I wanted to do. You either stay just for a day or for a lifetime* (SAIV-LC-F6 South African late-career teacher)

The WGSA teachers, see below, shared what they believed were the important personal qualities associated with being an effective teacher such as enthusiasm, resilience, and tenacity.

> *Passion, drive, and identity! You can have the cognitive ability to be able to solve the most difficult complex math problems, but if you're not passionate and you do not have the drive to actually make sure that this transfers, to share this knowledge or co-create this knowledge with the learners, you just know it for yourself, then what good is that?* (SAIV-EC-M1 South African early career teacher)

A SAST teacher described below how essential it was to remain informed and current in their knowledge and understanding of a subject specialist area. Although recently graduated, the curricular content they needed to teach their students may be quite different to the subject specialist knowledge covered during an undergraduate degree.

> *Its' also scary how much they evolved because I have looked at the matric theory textbook, and it is the work I did in my first year at university. This is so advanced, sometimes it is intimidating* (SAFG-ST-SG3-F1 pre-service South African student teacher)

However, for the SALC teacher below, a passion for teaching is not enough for individuals to become an effective professional teacher. They described how they viewed HEI ITE as essential to develop the required skills and expertise, see response below.

> *If you just go teaching and do not have a PGCE, you can see it, honestly. My students come to me and complain the teacher's do not understand what they are teaching. When I try find out what the teacher's background is, I find out for instance, then it is somebody who has been doing engineering. So, they have got that vocational experience, but no teaching experience. They do not know how to teach, to share the expertise they have developed. It does not work* (SAIV-LC-F3 South African late-career teacher)

In the next section the views shared in the semi-structured interviews of the importance of altruistic motives for English and South African student, early and late-career teachers revealed as statistically significant in the phase one FIT-choice questionnaire section B data analysis are presented.

6.3. Qualitative interviews: Altruistic motives

There are two main interpretations of altruistic motives that guided the thematic coding of the semi-structured interview data: Firstly, teaching as an opportunity to provide a service to society, to contribute to meaningful change addressing social justice issues within the community (Heinz, 2015; Mtika and Gates, 2011; Sayed and McDonald, 2017; Watt, Richardson, Smith, 2017). The second interpretation was about service to students, where teaching was viewed as an opportunity to transform the opportunities for students addressing socio-economic and cultural disadvantages students experience, inhibiting their ability to achieve their full potential (Heinz, 2015; Watt, Richardson, Smith, 2017).

6.5.1. Altruistic motive: Social equity

The altruistic motives associated with the adapted first-order FIT-choice factor *social equity* were rated as the third most influential adaptive motives by WGEN and WGSA teachers in the findings emerging from the analysis of phase one FIT-choice questionnaire section B data. The altruistic motives referred to teaching viewed as an opportunity to shape children/adolescent values by working against social disadvantage and providing a service to society. The analysis of phase two semi-structured interview data focused on deepening the understanding of the statistically significant differences between the much higher rating of the influence of altruistic motives by WGST teachers compared to WGEC and WGLC teachers. Also, exploring why WGSA teachers rated the influence of social equity significantly higher compared to WGEN teachers.

6.5.2. Student teachers

ENST and SAST teachers, see below, were motivated to serve their societies

believing teaching to be a socially worthwhile and important career. They optimistically and idealistically described the role of the teacher as transformative. Teaching as an opportunity to change the world of learning and educational experience empowering their students, an opportunity to challenge the status quo.

> *The thing that inspired me to go into teaching is I could change a child for life by pushing them into a direction that they are interested in. The thought that I could do this for a child gives meaning to life, that you have changed someone else*'s *life* (ENFG-ST-ED2-M1 English pre-service student teacher)

SAST teachers, see below, described how they were motivated to teach as an opportunity to serve their students by addressing a lack of equitable access to good teaching due to challenging socio-economic conditions within their communities.

> *During my third year, I went to Northern areas, children were crying, there were gangster activities and that type of thing. I went into the community, and I saw how much help they really need, how little help they are getting, and it broke my heart when I went there. I interviewed a 16-year-old who already went to jail. He has not gone to school since he was 13, because his parents do not really bother with his education, because the community does not bother with his education. That was sad, and I felt like if I could just give back to those children, like encourage them to go to school, help them stay in school* (SAFG-ST-SG3-F1 pre-service South African student teacher)

> *In the sense that, the environment where I am staying, I currently find myself in a gangster populated society because the youth are troubled. Honestly, some of them cannot find jobs, or some of them are too shy to find a job at Checkers, Spar or Pick & Pay[24]. They cannot find a job that they want because they are too influenced by their friends. They are not working hard, and they end up becoming gangsters. Like, they see gangsters are cool, because gangsters have everything they want, including cars, woman, and money, but they do not see how the gangsters get that, and the way they achieve it! So inevitably they become gangsters as well* (SAFG-ST-SG4-M2 pre-service South African student teacher)

6.5.3. Early career teachers

WGEC teachers described how they became more pragmatic, tempering their idealism to be the change they wanted to see in their learning communities. Teaching was viewed by WGEC teachers as an opportunity to serve their communities by making a difference to the lives of disadvantaged students, see below.

[24] Well known South African supermarkets

> *I decided that I want to be involved in the community, in giving back. Oh, my word, these kids' circumstances play such a crucial role in the way that they are. When I was in my first year at university I was not as advanced as the other kids. I mean, for the first time when the lecturer said I am going to email you, and I was like, I do not do email, that is for rich people. So, I wanted to be the teacher that fills that gap and that is why I got into teaching, because I wanted to make that kind of difference* (SAIV-EC-F6 South African early career teacher)

> *I think what motivates teachers is doing a good job for the students so that the students can grow and learn, be in a safe space that is suitable, and adequate for them to learn* (ENIV-EC-F1 English early career teacher)

A WGEC teacher described how important it was to develop a secure teacher identity. To not become demotivated by the initial scepticism and distrust encountered from older more experienced teachers and lose the idealistic altruistic motives that influenced their initial choice to teach as a career.

> *Everything that you produce, oh, it will not work, so and so tried it and it did not work! Psychologically if you hear enough of no, it will not work, no, we cannot do this, then you are going to be sucked into that same negative space. So, all of us novice teachers have this idealistic way. The only difference I would say is that if you are able to find that identity as a teacher, then you will be able to speak with the voice of authority. That is why I am asking; how will I get that authority? Especially amongst the experienced teachers? I will get that by carefully forming my arguments and basing them logically on sound academic practice and ideas, so they can see it makes a difference to practice* (SAIV-EC-M1 South African early career teacher)

6.5.4. Late-career teachers

WGLC teachers were more realistic, motivated by the role they have identified as mentors, teachers and leaders within their learning organisations and wider society that will have an impact, see below.

> *I just feel by going in there and trying to motivate teachers and just improve their skills a little bit, just maybe we were making a difference. You know, that is my passion, to make a difference for the children and the teachers that nobody* hears (SAIV-LC-F2 South African late-career teacher)

A SALC teacher below shared below how the initial altruistic motive to teach still resonated with the enduring belief that access to quality education empowers disadvantaged students to flourish.

> *Yes, it is a calling for me, I did want to give back to society. I like people to have knowledge about all factors of life. If you are educated, no mountain is too high to climb* (SAIV-LC-F3 South African late-career teacher)

Several of the WGLC teachers were in leadership positions and remain committed to making a difference by collaborating with their staff, see the response below.

> *I am sure that the vast majority of teachers go into teaching because they are passionate about it, they want to teach, they want to make a difference. I always tried to mention the positive things my staff are doing because there's times when I have got to give them difficult messages. Thanking people, offering support and being willing to take on some of that responsibility. You know, we are here, together we can do this* (ENIV-LC-F1 English late-career teacher)

6.5.5. English teachers

WGEN teachers, as can be seen in the responses below, described how the perception of teaching as a middle-class career prevailed in England.

> *Secondly, about the class system, it still counts if your parents are teachers, or you have a teacher in the family. It is still seen that teachers have that middle-class background. They are still part of this class system that we have* (ENFG-ST-HE1PT-F5 English in-service student teacher)

> *I come from a very working-class background, and I was the first one to attempt university, but I did not complete it. I think teachers and lecturers, to a certain extent are looked on as professionals, as part of the middle class* (ENFG-ST-HE1PT-M1 English in-service student teacher)

> *Personally, I grew up working class, I did not have much. So, to me it is about teaching, wanting to help kids, even if it is just one, get a better education* (ENFG-ST-ED1-F3 English pre-service student teacher)

A ENST teacher shared how they were motivated to teach believing they had the ability to challenge the current education system and the negative stereotypes attached to certain subject areas designated for a lower achieving class of student.

> *I think a lot of teachers would teach a class that for example, the government have created, that is seen as a kind of a lower achieving class. Maybe the vocational kind of subject, or apprenticeship, the kind you do if you failed your GCSEs[25]. I think some teachers are put into those roles, not supported by government or by management, and are seen as numbers themselves. Then the children are seen as numbers, and then everyone has a lack of faith in education. However, if you have a teacher that inspires you, sees your potential and pushes you to be go beyond that potential, then the education system suddenly becomes a quite different place* (ENFG-ST-HE1FT-F2 English student teacher)

[25] GCSE stands for General Certificate of Secondary Education completes the primary school stage for English school students. The qualification mainly involves studying the theory of a subject, together with some investigative work, while some subjects also involve practical work (accessed: https://www.nidirect.Gov.UK/articles/gcses.

6.5.6. South African teachers

Several WGSA teachers shared how their passion and motivation to teach, see the response below, was influenced by the perception of education as an opportunity to encourage social justice, and enhance social equity.

> *No, but in the same breadth, there are some that are deeply passionate about education. They are deeply passionate, not just about education, some are deeply passionate about social justice, and social justice issues, not just about educating the child* (SAIV-EC-F1 South African early career teacher)

> *They are motivated to make a difference, by rewriting the wrongs of the past. They did not necessarily want to be a teacher, but saw that education was the only driver to be able to do it. So, the whole value system is based on that type of background. So, they see themselves as, you know, change agents. More importantly, they want to propel a particular group of people in South Africa that did not have those opportunities forward, to ensure that they are able to achieve those things. So that is one reason why some of them are passionate about education* (SAIV-EC-M1 South African early career teacher)

WGSA teachers were motivated by the opportunity to serve their students and indicated a willingness to take up teaching positions in remote and underserved rural areas but were restrained by apprehensions pertaining to their personal safety, see below.

> *I would like to be a good teacher to kids that need it. I would not mind working in a rural school because I know they need more help, but my only worry is that it is dangerous. That is the only thing, otherwise I would love to work in that environment* (SAFG-ST-SG1-F1 pre-service South African student teacher)

The next section highlights the impact of adaptive extrinsic motives as explained in the phase two semi-structured interviews by English and South African student, early and late-career teachers. These insights were informed by statistically significant findings from phase one FIT-choice questionnaire section A and B data analysis.

6.6. Qualitative interviews: Extrinsic motives

The phase one FIT-choice questionnaire section B data analysis revealed that overall, the extrinsic motive the influence of *prior teaching and learning experiences* was the fourth most important adaptive motive influencing WGEN and WGSA teacher's choice of teaching as a career. Initially in the FIT-choice literature reviewed, and analysis of phase one data, four interpretations of adapted extrinsic

motives guided the coding of the semi-structured interview data. The first and second interpretation that emerged from the thematic coding of the phase one FIT-choice questionnaire section A and B data was *fallback career* described as an adaptive and maladaptive motive. Adaptive when associated with teaching as a convenient second career choice, for example, the flexible working hours, and fitting in with personal circumstances. Viewed by some individuals as a deferred secondary preferred career choice as they were initially persuaded to pursue other professions that offered higher renumeration and greater social prestige. Maladaptive influence where teaching was viewed as a last resort *fallback career* option as individuals were unable to access a preferred career option. Alternatively, some chose to teach as it afforded more accessible access to an HEI academic qualification with bursaries or funding support. The third interpretation reflected *social influences,* such as important individuals in a teacher's social network endorsing their choice to teach, with teachers enjoying social status and recognition of the value they add by the wider community (Cheung and Yuen, 2016; Sinclair, 2008; Watt and Richardson, 2007; Watt, Richardson, Smith, 2017; Yüce et al., 2013). Fourthly, extrinsic motives were interpreted as instrumental factors attached to pragmatic considerations linked to material or quality-of-life benefits. Examples of such benefits included increased opportunities to spend *time with family* during holidays, an adequate salary and substantial material rewards such as a reliable pension plan (Richardson et al., 2014; Watt, Richardson, Klusmann et al., 2012; Watt, Richardson, Smith, 2017).

The findings of the influence of extrinsic motives as described by English and South African teachers is presented in the following sections by considering the statistically significant differences that emerged in the analysis of phase one FIT-choice questionnaire section B data. The first section 6.4.1 discusses how the responses in the semi-structured interviews extend the understanding of the statistically significant differences between SAEC and SALC teachers higher rating of the influence of *fallback career* compared to SAST. How ENST compared to ENLC teachers were influenced to teach by important individuals in their social network is discussed in section 6.4.2. In section 6.4.3 the differences between how WGST compared to WGEC and WGLC teachers, and WGEN compared to WGSA teachers were influenced by teaching as an opportunity to spend *time with family*. Section 6.4.4 compares how WGEN and WGSA teachers described the significant influence of the extrinsic motives *prior teaching and learning experiences* on their

career choice. In section 6.4.5 the additional material theme of *salary* shared as an important motivating factor in the response to the open-item questions in the analysis of phase one FIT-choice questionnaire section A data is discussed.

6.6.1. Extrinsic motives: Fallback career

Overall, in the analysis of the phase one FIT-choice questionnaire data, WGEN and WGSA teachers did not rate the influence of teaching as a *fallback career* option as very important when choosing to teach as a preferred career option. The focus of the thematic coding was to gain a deeper understanding why SAEC and SALC teachers rated the influence of teaching viewed as a *fallback career* option statistically significantly higher when compared to SAST teachers.

6.6.1.1. South African student teachers

SAST teachers shared below how teaching as a *fallback career* option was an influential motive, particularly in situations where securing a job after graduation presented a potential challenge.

> *Yeah, I started off studying social work and my mom was incredibly happy with that, but I ended up not enjoying it. So, I wanted to do a BA MCC[26] and she told me I could only do that if I had a backup plan. So, I had to do the PGCE but now I am loving it, this is what I want to do* (SAFG-ST-SG1-F3 South African student teacher)

A SAST teacher shared how they were motivated to teach as they were from a family who recognised the value of service to the community and were inspired to teach as a preferred second career choice after initially studying a degree associated with a more lucrative career, see below.

> *I hated school! I said I will never come back to school, so in matric I thought I want the job that paid the most money, so I went into information technology (IT). I started my IT diploma, but halfway through the course I realised this is not going to be it for me. I cannot give back to the community, you just sit in a room and work with hardware. This was not for me because my father was a preacher and my mom was a nurse, and both jobs give back to the community. I almost have those genes. I heard about the PGCE and teaching, so I chose to come and teach* (SAFG-ST-SG2-M1 South African student teacher)

SAST teachers indicated, as can be seen below, how they were motivated to acquire transferable skills with the aim of a career in the wider education sector, referred to as a stepping stone occupation (Hobson et al., 2006; Watt and

[26] Bachelor's degree in media, communication, and culture

Richardson, 2008b) or a springboard to pursue alternative career pursuits (Mtika & Gates, 2011 cited in Heinz, 2015).

> *Last year I was working in this office, you know I knew from high school I did not want to sit in an office. I also really enjoy this teaching a lot more. I enjoy the practical element of it and the personal interaction although I might not stay in the profession, I might go into educational psychology. A requirement of it is to do a PGCE and then get two years' experience before you can apply for Masters* (SAFG-ST-SG1-F1 South African student teacher)

Several SAST teachers shared how they were motivated to teach as it facilitated the possibility of emigration to a more secure academic and socio-cultural context, or for financial reasons to earn a higher salary.

> *I like the idea of doing a PGCE because it is an extra qualification. What I love the most is you can almost go anywhere in the world, and not struggle to find a job* (SAFG-ST-SG1-M1 pre-service South African student teacher)

There was the perception of teaching as a convenient career for individuals who were unsure of what career they preferred, or because of easier access to an academic qualification, as can be seen in the SAST teacher's response below.

> *I want to add how easy it is to become a teacher because of the lack of teachers. I feel like now schools look for students who have a PGCE, and that is so easy for them to get. I was so astonished at how easy it was to get accepted. I just applied, there was no interview, they just wanted my student record, and they phoned me, you are accepted. I feel like we need an extended background check, like a psychological test to see if we would fit with teaching as a career, because they just accept you* (SAFG-ST-SG3-F1 South African student teacher)

6.6.1.2. South African early career teacher

Several SAEC teachers, see example below, shared how they choose to teach as a second career option as they had not been accepted into the academic course of choice.

> *Education was not my first choice, I love economics, I wanted to do a B. Comm (Bachelor's degree of Commerce). So then last minute, literally on the day of registration, they had one space in Education. Yeah, and that is how I made it in. I said to my mom, I will give it a year at varsity, and if I am enjoying the course, you know, I will carry on. I ended up enjoying it so much. I mean, I love my kids* (SAIV-EC-F3 South African early career teacher)

Several SAEC teachers shared how they were surprised to find themselves teaching, and how much they enjoyed teaching, see the response below.

> *Yes, every day I am shocked I am here. I never planned this and never set out to do it, I just got taken by the tide. I just put armbands on, and I am just paddling and trying to get on with it. I am happy to have my head above water* (SAIV-EC-F2 South African early career teacher)

6.6.1.3. South African late-career teacher

SALC teachers explained how they were motivated to teach as they were returning to the world of work, and teaching offered a convenient flexible part-time option, see below.

> *I went back to teaching because I had to do something. That is why I was quite keen to take my part time slot* (SAIV-LC-F4 South African late-career teacher)

A SALC teacher explained how they were initially motivated to teach as it was convenient and offered attractive lifestyle options. It afforded the opportunity to progress into part time studying to eventually qualify into the profession of choice, see below.

> *It is almost like; I want to go to university. I want to get a qualification. If that is where I have to start, then I will go there. The other thing that makes you wonder about commitment to a profession is individuals returning into higher education while they are still working as teachers. I am talking about part time studies. A lot of the people who landed up in the psychology profession of an older age were teachers who plugged away doing a part time honours, doing a Master's. So, it is also seen as, wrongly I think, because it is a very time consuming, committed job, but initially people see it as offering lifestyle options for them* (SAIV-LC-M2 South African late-career teacher)

Several SALC teachers shared, see below, how they had always wanted to become a teacher, but there was also an element of chance in how they eventually taught the level and subject specialist area in the teaching career that followed.

> *You know, I was always going to become a teacher, but I wanted to do the senior phase of Junior school. In those days, when we applied for the teacher bursary, the Department official came to interview you. I was persuaded to do a degree at university. When my parents asked what subject I chose, I decided on the sciences as my favourite subject was biology, and science is my other subject. So, I was signed up. That is how I ended up teaching Sciences at secondary school level* (SAIV-LC-F4 South African late-career teacher)

SALC teachers added insight into how teaching was one of the few career options available to individuals due to gender or racial discrimination.

> *Well, especially in those days, we did not wander off overseas and have gap years and things. I mean most of my friends either became teachers*

> *or nurses or went into the bank, that old cliché* (SAIV-LC-F2 South African late-career teacher)

> *Yes, because when we were growing up, black people could teach or nurse. The choice was to teach, as I did not like the idea of nursing at all* (SAIV-LC-F3 South African late-career teacher)

The ability to travel and work overseas was a factor that motivated SALC teachers to persist due to the opportunities that became possible due to the transferable skills one developed as an effective teacher, see below.

> *As I was heading for 60, I realized when we retire, we are not going to be able to afford to travel so if I want to travel and work overseas, I had to do it now* (SAIV-LC-F2 South African late-career teacher)

In the next section, the influence of the extrinsic motives associated with the adapted FIT-choice factor *social influences* affecting ENST more when compared to ENLC teachers are discussed.

6.6.2. Extrinsic motives: Social influences

In the findings from the analysis of phase one FIT-choice questionnaire data, ENST rated the influence of the extrinsic motives associated with the adapted FIT-choice factor, *social influences* significantly higher compared to ENLC. There were no significant differences between the other English and South African student, early and late-career teacher groups. What was explored in the thematic coding of the phase two semi-structured interview data was how ENST compared to ENLC described the *social influence* of parents, siblings, extended family, role models, and other is in their social networks on their choice to teach as a career.

6.6.2.1. English student teachers

The importance of friends, family, or people they have worked with recognising their potential to be an effective teacher was influential for ENST teachers. ENST teachers shared how they were persuaded to teach influenced by people they had worked with recognising they had the qualities to be an effective teacher, see below.

> *I had a lot of parents from children that I coached football saying I have a lot of the qualities needed to be a teacher. People say that I work well with kids, and I really enjoy it* (ENFG-ST-ED1-M3 English student teacher)

> *Well, a lot of people that I work with say that they can actually see me teach in a class, and I was like, really? I can't see that yet, but I obviously do not know* (ENFG-ST-ED3-F4 English student teacher)

> *Quite a few people in education, like teachers, head teachers that had recognised my potential as a coach said I had a lot of the qualities to be a good teacher. They said the qualities that are needed are similar to the qualities I had developed as a coach, and so they're easily transferable* (ENFG-ST-ED1-M2 English student teacher)

An ENST teacher described how the influence of a former teacher who recognised their potential to be an effective teacher played a significant role in their career choice, see below.

> *It was at College, and it was a PE[27] lecturer. She asked me if I thought about teaching, and I had not until she asked me, and I went from there* (ENFG-ST-ESSEX2PT-F1 English student teacher)

Several ENST teachers described being motivated to teach despite social dissuasion from family and friends, see below.

> *My brother in law's mom, she is retired now, but she used to be a teacher. I remember the first time I told her I wanted to be a teacher, she said, "don't do it, do not do it!" But at the end of the day, everyone handles the job differently. I feel like I might be able to handle it, I might be all right* (ENFG-ST-ED3-F4 English pre-service student teacher)

The important social influence of friends who inspired them to consider teaching as a career was mentioned by ENST teachers, see below.

> *The idea of being a primary school teacher always been in the back of my mind since I was little. I went off and did other things, had a family, found myself in Early Years for quite a long time, and really enjoyed it. I thought, well, you know, maybe I will go into primary school teaching, and then another person, Melissa[28] dragged me to this degree and said, come on, I think you can do this. You want to do it, so I ended up here* (ENFG-ST-ED2-F3 English student teacher)

6.6.2.2. English late-career teachers

Similar to the ENST teachers, an ENLC teacher described how colleagues they worked with encouraged them to consider teaching as a career, see below.

> *People I worked with always thought I should teach. I cut my teeth in youth and community work, and social care and stuff, and you know, it is that thing. I like working with people, on a bit more of an individual basis and getting, you know having time to get to know them* (ENIV-LC-M2 English late-career teacher)

An ENLC teacher described, see below, how the prevailing religious practice in their previous home country influenced access to career opportunities and

[27] PE abbreviation for Physical Education
[28] Anonymised individual to protect the student participants identity

education for women.

> *I started teaching from a young age in my country because people around me thought I was good at math. They always needed ladies to tutor girls as they did not want to bring a male teacher to the school* (ENIV-LC-F2 English late-career teacher)

Some ENLC teachers decided to teach as it was a convenient career choice and despite discouragement from family, who did not value teaching as a career, see below.

> *My father was very critical because he saw involvement in teaching as distracting from performing. Involvement in education, if you're coming at it from my subject area, does not require a fundamental shift in your frame of mind. It can be gradual, because you can be involved in education a day a week, which still leaves you with plenty of time to pursue your own activities. With art-based programmers. I think the, the involvement can be more gradual, almost harder to notice* (ENIV-LC-M1 English late-career teacher)

Interestingly, a ENLC teacher described how the important influence of important individuals within their personal and professional social sphere had been instrumental in their progress due to the encouragement and belief in their ability to succeed as an effective teacher, see below.

> *I can honestly say I've never actually gone for promotion without encouragement, or it has been suggested to me. I would never normally think of putting myself forward. If I go back to the beginning, I did one term of teaching to start off with, and I stayed there for eight years* (ENIV-LC-F3 English late-career teacher)

The significance of peer and colleague support and encouragement in facilitating the persistence of teachers in their careers is described below. In particular, the ENLC teacher below highlighted the critical role played by an effective mentor in facilitating their ability to persist in teaching.

> *I think I was lucky in my first NQT year. I had a really good mentor who was incredibly supportive, really knowledgeable, and made it a priority (*ENIV-LC-F1 English late-career teacher)

In the next section the findings of the influence of the extrinsic motives associated with the adapted FIT-choice *time for family* influenced WGST teachers compared to WGEC and WGLC teachers, and WGEN teachers compared to WGSA teachers is presented.

6.6.3. Extrinsic motives: Time for family

The FIT-choice questionnaire items associated with the adapted FIT-choice factor

time for family comprised extrinsic factors, such as flexible working hours that fitted in with family responsibilities, and school holidays that aligned with family commitments. The focus in the coding of the qualitative semi-structured interview data was to deepen the understanding of the statistically significantly higher ratings by WGST teachers regarding their motivation to teach due to the perception that it affords them more *time for family*, compared to WGEC and WGLC teachers.

6.6.3.1. Student teachers

When reflecting on what motivated the decision to choose to teach as a career, WGST teacher described the important influence of teaching fitting in with family commitments and responsibilities, see below.

> *I worked for banks for 15 years. So, at this point in my life, my motivation of becoming a teacher, I want to spend more time with my kids. I was telling some colleagues that for the first time in 15 years I was at home when my children were at home, during the holidays. When I was up in Joburg, and they were here in the Eastern Cape, travelling was not so easy* (SAFG-ST-SG2-F4 pre-service South African student teacher)

Although it may seem surprising that WGST rated the influence of *time for family* higher, it was clearly an extrinsic factor that made teaching as a profession attractive for several WGST teachers, see below.

> *I mean I am not going to lie that was a contributing factor, when I do have children, because I do want to be a mom, I do not want to be someone who must have constant childcare. If I am fortunate enough to be there to help my children, then yeah, I choose to teach* (ENFG-ST-HE2FT-F1 English pre-service student)

6.6.3.2. Early career teachers

The important benefit and reward associated with teaching as a career is the opportunity to spend more time with family as shared by the ENEC teacher below.

> *The holidays, although you work a lot, the holidays are good. A lot of mature students come because it does fit around family life. They have been volunteering at their children's schools. Even the mature male students are motivated by teaching as they can spend more time with their families* (ENIV-EC-F3 English early career teacher)

A different interpretation of *time for family* was shared by several WGEC teachers who described being motivated by the close familial relationships developed with their students. However, their own family warned them to be mindful of maintaining a sustainable work/life balance, see below.

> *Yeah, my mother feels like I do too much. She says, why do you care? They are not your children! That kind of thing. You know, so many times she will actually remind me like, okay, "dit raak nou laat, assesblief"*[29]*. You know, because you just find yourself wanting to do so much for your kids, you forget that they are technically not really yours. Yes, but it feels like they are, so every struggle, every win, everything they are going through, you feel so much part of that* (SAIV-EC-F5 South African early career teacher)

6.6.3.3. Late-career teachers

When reflecting on what motivated them to choose to teach as a career and influenced their ability to persist, several WGLC teachers referred, as seen below, to how teaching fitted in with family commitments and responsibilities.

> *It fits in perfectly with your afternoons and your weekends. Even though you do sport and things, you still have more time at home than the average parent* (SAIV-LC-F2 South African late-career teacher)

> *Yes, it is amazing for a second income career, it is particularly good. Yes, you can pick up the kids, you can still have a career and be a wife* (SAIV-LC-F1 South African late-career teacher)

6.6.3.4. English teachers

While being able to spend *time with family* was an important extrinsic motive, it emerged from the views of WGEN teachers that it was experienced as both an adaptive and maladaptive factor. An interesting view shared by WGEN teachers was how at times, although teaching does accommodate *time with family*, it can have a maladaptive effect on how time spent on tasks associated with teaching impacted on their own family, see below.

> *There is no let up, you are with children all day long, and then you come home, and you've still got your own children to deal with. I felt like that was a huge problem, I was not giving my own children what I was giving my children at school* (ENIV-EC-F1 English early career teacher)

The intersection of being able to spend *time with family* but being constrained by the lack of material benefits associated with the salary teachers earn was mentioned by several WGEN teachers, see below.

> *I think if it fits around family life, the pay is enough, but if you are motivated by money, it is not going to give you a luxurious lifestyle, you must accept that* (ENIV-EC-F3 English early career teacher)

> *I have a wife and two kids, and I cannot afford to stay in teaching fulltime. I would have to send my wife out to work full time and she would*

[29] Afrikaans – "it is getting late now, please!"

> *not enjoy that. I enjoy what I do professionally. If I can keep the balance of doing both, then that would be ideal (*ENFG-ST-HE2PT-M2 English in-service student teacher)

6.6.3.5. South African teachers

Several WGSA teachers shared how important the ability to accommodate *time with family* was on their career choice, see below.

> *Yes, it has, especially afterwards when it needed to fit in with my family* (SAIV-EC-F1 South African early career teacher

> *At least I was there with the children in the afternoon, so it is a lovely job* (SAIV-LC-F2 South African late career teacher)

The WGSA teacher shared below how the demands of a teaching role, although initially allowing *time for family*, did not accommodate their family needs at a particular time in their teaching career. However, once their personal family circumstances changed, they chose to return to teaching as a preferred career option.

> *I actually left teaching because of the school not being able to accommodate my family structure and its challenges. I left for my child. I did decide to come back as I have a passion for the children, and teaching. I love it again, but I had to make the difficult decision. That was what I needed to do at that stage* (SAIV-EC-F1 South African early career teacher)

In the next section, the qualitative data from the semi-structured interviews is presented that provided a deeper understanding of significant differences that emerged between WGEN and WGSA teachers' descriptions of how they were influenced by *prior teaching and learning experiences* to choose to teach as a career. There were no statistically significant differences between WGST, WGEC and WGLC teachers regarding the influence of *prior teaching and learning experiences.*

6.6.4. Prior teaching and learning experiences

In the findings from the phase one data analysis, WGSA teachers rated the influence of *prior teaching and learning experiences* statistically significantly higher compared to WGEN teachers. The thematic coding focused on how positive *prior teaching and learning experiences* with inspiring teachers who were good role models influenced WGEN teachers career choice more compared to WGSA teachers.

6.6.4.1. English teachers

All the WGEN teachers described how they were influenced to teach by an inspirational former teacher who has had a positive impact on their lives, see an example below.

> *I had one teacher who spoke to you on more of an adult level. I found all through secondary school you were taught to be quiet, do not speak! Whereas he was so interested in everyone. It was like everyone in the class loved him because he wanted to hear your opinion. He made the topic interesting because of his passion. You wanted to do well* (ENFG-ST-ED2-F1 English student teacher)

Having teachers in the family influenced an ENEC teacher's decision, see below, to switch to teaching after a critical incident revealed that they did not value the tasks or conditions of work associated with their first career choice.

> *Think I fell into it as I am from a family of teachers, my cousins are head teachers, and my granddad was a deputy head. I initially did a psychology degree and thought I wanted to go into social work. I was sent to this school for boys with severe behavioural issues, a boarding school. They got me to speak to the social worker who worked there. The social worker revealed they had a severe safeguarding issue and told me all about it in detail. I was shocked they were not going to be removed from their families, social care was going to send them back home where they were being abused. There were about 10 boys, and he said, what you have got to remember is you cannot help everybody. You have got to think they have five nights a week here where they are safe and that is a lot more than a lot of children have. I mean, this was 15 years ago, but at the time I thought, I cannot cope with that* (ENIV-EC-F3 English early career teacher)

6.6.4.2. South African teachers

WGSA teachers did mention the influence of former teachers who were influential role models, see the responses below.

> *In my village, most of the kids would like to go away from the village. So, there was a lady who was a teacher there, at that time not everyone was educated in my village. This lady used to teach us, and her code of conduct was different. So that really motivated me. It is just something that grew in my heart, and I said one day I want to be like this lady, to change other people lives* (SAFG-ST-SG5-F6 South African student teacher)

Several WGSA teachers shared, see below, how the choice to teach was despite seeing the precarious situation of teachers.

> *In high school, I did not want to become a teacher because I saw the stress teachers go through. But then in matric, I went through a difficult situation at*

> *school, with social experiences. There was one teacher who helped me through the whole year. If it were not for her, I do not think I would have completed my matric successfully. So, it reminded me of how a teacher is, not just someone who stands there in front of the class. It is more maybe more that they are the students only lifeline during the day* (SAFG-ST-SG2-F1 South African student teacher)

WGSA teachers shared how they were also motivated to teach as an opportunity to continue the family tradition, see below.

> *Yeah, I had marvellous teachers, and my mother is a teacher as well. I would like to make that same kind of difference. My mother taught in a disadvantaged school, and she would bring kids home on the weekends because they do not have homes to go to. She takes extra food to school; you know that type of thing. So, through her example, I really thought, okay, I could do this* (SAIV-EC-F4 South African early career teacher).

A SAST teacher, see below, shared how the choice to teach as a career was due to influence by their families who valued teaching as a respected career.

> *No, it was pretty much decided by my family since the beginning of second year that I am going to do a PGCE. I come from a very traditional Afrikaans family, so being a teachers a very respected thing to do. I think most of my family supports me* (SAFG-ST-SG3-M2 South African student teacher)

A SAST teacher shared how a lecturer/mentor influenced their reluctant choice to teach as a career, see below, but they were surprised how personally rewarding they found teaching.

> *Everybody's answers sound so sweet and everything, but I never wanted to become a teacher at all! Like that was the worst thing ever for me to become. I wanted to become a lecturer and an archaeologist working in the field. But I had a very good history lecturer, and mentor who said to me, when I spoke to him about doing my honours, master's, or doctorate: "Why don't you just do what you love, do your sport." I am very sport active, and he said I should teach because I would love it. I actually teach the boys that I coach. The relationship I have built with them in the sense of the respect you gain from them, and the understanding of who they are is so rewarding. I was posted to a school that is very diverse, and 90% of the time the language spoken in the hallways is Xhosa. So, I do speak Xhosa, and the respect you get when they hear you can speak the language of the community is incredible. I want be part of making a change, everything in South Africa is being torn down, but I want to be part of building it up* (SAFG-ST-SG5-M2 South African student teacher)

In the next section, the influence of extrinsic material rewards, although not revealed as statistically significant in phase one FIT-choice questionnaire section B data, did appear as an important influence on the career choice of student, early

and late-career teachers in England and South Africa in the analysis of phase one FIT-choice questionnaire section A data, and was repeatedly mentioned during the semi-structured interviews.

6.6.5. Extrinsic motives: Material reward

The material rewards associated with teaching, such as salary, were found to be a critical extrinsic motivator that had both adaptive and maladaptive effects on WGEN and WGSA teachers' decision to pursue or persist in the teaching profession. Two main themes emerged from the analysis of the data. Firstly, the adaptive influence of a teacher's salary and profession when perceived as a secure and stable job, providing an adequate income, with additional material benefits compensating for the relatively lower level of remuneration when compared to similar professional occupations (Perryman and Calvert, 2020). Secondly, the maladaptive influence of the perceived lack of adequate material rewards associated with teaching was often cited as a reason why many teachers contemplate leaving the profession (Faulkner-Ellis and Worth, 2022).

An ENEC teacher suggested the salary was adequate as an additional household income, see below.

> *Yeah, I am fine with the teacher's salary. I think if other circumstances in my life financially were better, it would not be an issue. I will be fine, you know, but when you are trying to be the sole breadwinner, it is not an easy thing. That becomes one of the reasons why you might leave, not because of the profession* (ENIV-EC-F2 English early career teacher)

As the SALC teacher below described how many SAEC teachers initially earn a low salary and are compelled to continue to live in their family home.

> *Some early young teachers have governing body posts[30], and some of the other posts do not pay very much better to start. They live with their parents, they have little income, and then if they stay, as time goes on, they can live on the income (*SAIV-LC-F6 South African late-career teacher)

ENLC and SALC teachers, see below, shared the belief that the issues around the inadequate salaries and the distrust of teachers' professionalism and lack of social status are linked.

[30] Also known as SGB (School Governing Body post) is an educator appointed by a contract with the school principal and appointed governing body of individuals who are legally entitled to employ teachers paid for by the school funded through school fees, with individual SGB stipulating the salary scale & conditions of employment.

> *There are two issues. There is the issue of renumeration and there is the issue of social standing, and I think those two are linked. I think the low renumeration teachers receive in this country is reflective of a punitive inspection regime. The root of which is a distrust in the professionalism of the teaching profession, otherwise, it would not be such a punitive system. There is a direct relationship between teaching inspections and the freedom, or lack of it that educators have, and the salaries they receive* (ENIV-LC-M1 English late-career teacher)

> *The parents and the community have the perception of schools in South Africa not functioning, and I am not talking about disadvantaged schools only, I am talking about our top schools not functioning. Are our so called high fee-paying schools, are they are really good schools? So, because of the monetary value attached to teachers, if teachers were paid double, well, you can expect much more from them. The profession would attract more of the right people because people are making a decision not to teach* (SAPROF-LC-M1 South African late-career teacher)

However, there is a negative perception of some teachers in South Africa being solely motivated by the material rewards associated with teaching as a career choice, as can be seen in response below.

> *Some may get attracted to teaching as being more of a balanced kind of life. Then they start to work, and they realize they cannot handle it. But instead of walking away, they stay there, because they get a good salary from the department* (SAFG-ST-SG2-M1 South African student teacher)

The SALC teacher described how teachers at all career stages can become demotivated but feel trapped to stay in the teaching profession due to financial constraints, see below.

> *The teachers' level of psychological dissatisfaction and stress just rises the longer they say stuck, and they get to a tipping point where reality factors come in again and they cannot move, I have a house, I have a bond[31]. Yah, then they are truly trapped by the macro factors again, and if a person understands that they should be tuned in to change as they go along, they might prevent this happening* (SAIV-LC-M2 South African late-career teacher)

The intrinsic, altruistic, and extrinsic sections conclude with a summary on how the findings from the phase two focus group and individual semi-structured interviews revealed to what extent adaptive intrinsic, altruistic, and extrinsic motivational factors influencing the choice to teach as a career are associated with student, early and late-career teachers in England compared to South Africa.

[31] A mortgage on a property, known as a bond in South Africa.

6.7. Chapter summary

The initial findings from the analysis of phase one FIT-choice questionnaire section A and B data suggested the most influential adaptive motives were the intrinsic motives *ability* and *intrinsic career value*, followed by altruistic motive *social equity*. The analysis of phase two semi-structured interview data revealed a nuanced understanding of how the intrinsic, altruistic, and extrinsic motives influencing the career choice of teachers' were interpreted by the student, early and late-career teachers in England and South Africa.

In the analysis of phase one FIT-choice questionnaire section B data, SALC teachers rated the motives associated with the adapted FIT-choice factor *intrinsic career value* significantly higher compared to SAEC teachers. This was explained in greater depth in the semi-structured interviews. SALC teachers shared an assurance and confidence in the mastery they developed as they progressed through their teaching careers. In comparison, the challenge of the rupture between the ideal teacher identity developed during HEI ITE praxis compared to the harsh reality experienced in daily teaching weakened several SAEC teachers' commitment and made them question their ability to persist in the teaching profession. The nuanced understanding of how a lifelong interest in teaching and the expected enjoyment of being a teacher associated with the adapted FIT-choice factor *intrinsic career value* is disrupted in the transition between career stages is an important additional insight into the factors influencing the intrinsic motivation of teachers gained by using two research methods, namely the quantitative FIT-choice questionnaire and the qualitative semi-structured interviews.

There were statistically significant differences between WGEN and WGSA teachers regarding the influence of the intrinsic motives associated with the FIT-choice factor *ability,* namely teaching as an opportunity to share a *passion for their subject*. In the analysis of the phase two semi-structured interview data WGEN and WGSA teachers distinguished between the intrinsic qualities and skills associated with the *ability* to teach their subject effectively. The important common personal qualities associated with being an effective teacher included passion for learning, caring for their students, persistence, commitment, agency, and resilience. WGEN and WGSA teachers described how the important skills including but not limited to session planning, formative assessment, differentiated instruction, and the personal quality of an ability to instil enthusiasm for their subject specialist area were enhanced via effective Initial Teacher Education (ITE)

and Continuing Professional Learning (CPL). WGEN teachers shared how they have always wanted to teach as an opportunity to share a *passion for their subject* specialist area, to be truly inclusive, enabling their students to develop confidence in their ability to succeed. In comparison WGSA teachers were motivated to share a *passion for their subject* but this intersected with an opportunity to redress limited access to learning opportunities for disadvantaged students.

It appeared that from the WGST, WGEC, and WGLC teachers' descriptions, the altruistic motives of teaching as an opportunity to *serve the students* and *serve society* changed as they progressed through their career. WGST teachers were idealistically inspired to teach as an opportunity to serve their societies by transforming opportunities for their students compared to more pragmatic WGEC teachers motived to *serve their students* by focusing on the change they can make within their learning communities. In contrast, WGLC teachers were motivated to transform the academic experience within their learning communities but shared a more realistic understanding of the impact they may have on the wider society in which they continued to teach. While WGSA teachers rated the influence of altruistic motives as more important compared to WGEN teachers, WGEN teachers described how they were motivated to teach as an opportunity to address the ongoing systemic discrimination based on social class in English society. In comparison WGSA teachers described how they were motivated to address the ongoing legacy of racial discrimination and socio-economic disparities within contemporary South African society. The main difference was how WGEN teachers appeared to be more altruistically motivated to teach as an opportunity to serve their students compared to WGSA teachers who shared how they were more altruistically motivated to teach as an opportunity to serve their societies.

The main findings emerging from the analysis of phase two semi-structured interview data pertaining to the influence of extrinsic motives on the career choice of WGEN and WGSA teachers extended the initial four influential extrinsic motivational themes to a total of five interpretations The first interpretation was teaching described as a convenient career linked to quality-of-life factors such as *time for family*, for example, school holidays fitting in with family commitments and responsibilities. Secondly, teaching viewed as a maladaptive last resort *fallback career* due to a lack of alternative employment or providing access to HEI based academic opportunities with available funding and bursaries. The third interpretation was how individuals chose to switch to teaching as an adaptive

second *fallback career* choice. Several teacher's shared how they returned to teaching after being socially influenced to initially pursue alternative careers with perceived higher status or salary, referred to as home comer teachers' (Hobson et al., 2006; Watt and Richardson, 2008b). WGEN and WGSA teachers described how they chose to teach as a more professionally meaningful and valued career compared to a previous unsatisfactory first career choice. Alternatively, several teachers identified as "restless spirits" (Watt and Richardson, 2008b: 423), individuals who were conscious of considering moving onto a subsequent career that would offer fresh challenges. These teachers, referred to in the literature as highly engaged switchers (Watt and Richardson, 2008b), perceived teaching as a platform to cultivate transferable skills and knowledge, which could subsequently facilitate their transition to a preferred secondary career path. Fourthly, the *social influences* within an individual's social environment including family, friends, peers, and colleagues encouraged them to choose to teach as a career. The influence of inspirational teachers who were good role models, that is positive *prior teaching and learning experiences*, also emerged as an important extrinsic factor. Lastly, the fifth theme referred to the material rewards associated with teaching as a career such as salary, job security, the ability to gain employment and good benefits such as a teachers' pension.

In the following chapter, the integration of the findings from the analysis of phase one quantitative FIT-choice questionnaire section A and B data, and phase two qualitative semi-structured interview data will be considered in response to the research question: How are adaptive motivational factors influencing the initial choice to join and persist in teaching as a career associated with student, early, and late-career teachers in England compared to South Africa?

7. Chapter 7: Discussion

7.1. Overview

The main aim of the discussion is to present the findings in response to the research question on how adaptive motives influenced the career choice of student, early, and late-career teachers in England compared to South Africa. The chapter is structured in three parts synthesising the inferences drawn from integrating the findings from: 1) the FIT-choice literature reviewed earlier in Chapter two; 2) the analysis of phase one FIT-choice questionnaire sections A and B data in Chapter four and Chapter five; 3) the phase two focus group and individual semi-structured interview findings discussed in Chapter six. The first part in sections 7.2, 7.3 and 7.4 presents the findings in two sections on the intrinsic, altruistic, and extrinsic motives influencing the career choice of English and South African student, early and late-career teachers. Each section looks at an interpretation of the analysis of the phase one FIT-choice questionnaire section A and B data and the phase two semi-structured interview findings. The integration tables indicate how the qualitative data deepened the understanding of the influence of intrinsic, altruistic, and extrinsic motives identified in the initial phase one quantitative data results (Creswell & Plano Clark, 2018). The second part, presented in section 7.5, considers the findings concerning the practical implications of an enhanced understanding of teacher motivation for recruitment, education, and retention strategies. In the third part, the chapter concludes in section 7.6 summarising the findings from the analysis of phase one and phase two data with reference to the FIT-choice literature reviewed in chapter two in response to the research question: How are the adaptive motivational factors influencing the initial choice and persistence in teaching as a career associated with student, early and late-career teachers in England compared to South Africa?

7.2. Intrinsic motives

The responses from English and South African student, early and late-career teachers during phase two semi-structured interviews offered a deeper understanding of the phase one FIT-choice questionnaire data findings associated with the highest rated adapted FIT-choice factor's *ability* and *intrinsic career value.* The findings reflected two discrete categories of intrinsic motives. Firstly, the identified enjoyment associated with internal satisfaction, personal accomplishment, and sheer joy or passion for teaching. Intrinsic motives inspiring individuals to work as a teacher were associated with the adapted FIT-choice

factor *intrinsic career value* (Fray and Gore, 2018; Gore et al., 2015; Heinz, 2015; Watt et al., 2014; Watt, Richardson, Smith, 2017). Secondly, teaching was viewed as an opportunity to remain engaged and involved in their subject specialist area, valuing the ability and opportunity to share a passion for their subject (Menzies et al., 2015; Watt, Richardson, Smith, 2017; Williams et al., 2016).

Teachers in England and South Africa were highly influenced by the intrinsic values and beliefs associated with teaching as an opportunity to develop pedagogical knowledge and skills. They believed they could share a passion for their academic subject specialist area or vocational field of interest. In the FIT-choice literature reviewed the *intrinsic career value* of teaching referred to the expectations for success and enjoyment of a specific upcoming task associated with a teaching role. In contrast, *ability* beliefs were conceived as general beliefs and perceptions about competence in each domain of a subject specialist area (Eccles and Wigfield, 2002b; Heinz, 2015; Watt and Richardson, 2007; Watt, Richardson, Smith, 2017). The analysis of the phase one FIT-choice questionnaire data revealed the intrinsic motive *intrinsic career value* was the second highest rated adaptive motive overall influencing student, early, and late-career teachers' choice of teaching as a career in England and South Africa.

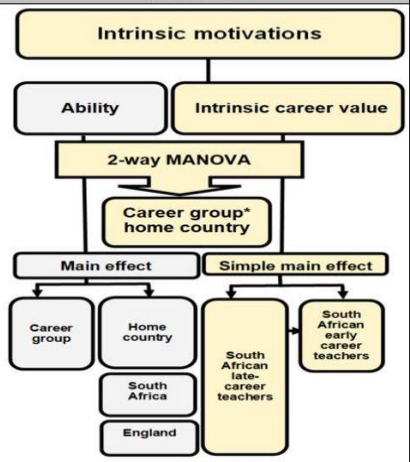
7.2.1. Intrinsic career value: Passion for teaching

The initial quantitative phase one FIT-choice questionnaire data analysis reflected a statistically significant interaction effect of career group and home country on the intrinsic motive *intrinsic career value* for SAEC and SALC teachers, see the joint display Table 7.1. There were no statistically significant differences between ENST, ENEC and ENLC teachers or between SAST teachers and SAEC or SALC teacher career groups. Thus, the qualitative data analysis in phase two focused on looking for a more nuanced understanding of the differences between SAEC and SALC teachers.

The findings revealed that SALC teachers rated their interest in, and enjoyment of teaching higher compared to SAEC teachers. While, at first, this seemed surprising, the reasons for this difference became apparent when several SAEC teachers shared how they experienced the well-documented early career shock during the phase two semi-structured interviews (Torsney et al., 2019). In the FIT-choice literature reviewed, and during semi-structured interviews, SAEC teachers described the incongruence between a teacher's assumptions, expectations, and

beliefs of the tasks associated with being an effective teacher, compared to the impact of contextual and time constraints on the actual tasks they had to complete once in full-time teaching (Roth, 2014; Torsney et al., 2019; Watt et al., 2014; Watt, Richardson, Klusmann et al., 2012; Worth and Faulkner-Ellis, 2022a). The understanding was established of how an education environment could be considered an achievement arena (Butler and Shibaz, 2008) for teachers and students, where teachers incorporate goals for others as part of their own set of work goals. Teachers "construct and strive to attain goals for their students" (Retelsdorf et al., 2010: 42 cited in Butler & Shibaz, 2008), and thus their sense of personal accomplishment, feelings of competence, experiences of mastery, and goal orientation are intricately sensitive to their students and learning communities' success and effectiveness (Richardson et al., 2014; Richardson and Watt, 2016; Watt et al., 2021). The contextual pressures, increasing accountability to external agencies, the unexpected additional administrative load and varied expectations associated with the first few challenging years of teaching were key factors mentioned in the literature that led to exhausted and demotivated teachers (Roth, 2014; Worth and McLean, 2022).

Table 7.1. Joint display of intrinsic career value: South African early and late-career teachers

Intrinsic motives	Intrinsic career value: Passion for teaching	Quantitative	Qualitative	
			South African early career teachers	South African late-career teachers
			SAEC teachers who negotiated the early career shock shared how they became more resilient and developed rewarding interpersonal relationships with students, peers, colleagues, and management. Several developed a more confident identity as teachers, understanding they can be the change they want to see for their students and communities. SAEC teachers shared how they regained a passion to teach once they were able to see the impact the tasks associated with their teaching role was having on the lives of their students. Early career shock did affect their initial enjoyment and interest in teaching, but once negotiated, those who managed to persist developed a sense of enhanced commitment, agency, autonomy that was not dependent on their teaching context or available external resources.	It is the *passion for teaching*, opportunities for progression and success, the support and rewarding interpersonal relationships that was highly influential in motivating SALC teachers to persist. They believed they were making a difference to the lives of students, staff, parents, peers, colleagues and the wider community through their effective leadership, wisdom and knowledge gained through a lifetime of teaching and learning. The importance of positive and supportive interpersonal relationships was highly significant in their ability to persist to late-career teaching phase effectively. Several late-career teachers shared how they believed they were born to teach, loved teaching and had a passion for their students and for learning.

The findings revealed that several SALC teachers challenged the stereotype of being burnt or worn out, of simply waiting to retire (Day and Gu, 2009, 2010). SALC teachers' narratives reflected a sense of autonomous motivation and agency, perceiving themselves as the origin of their behaviour, compared to controlled motivation because of being subjected to controlling forces, thus lacking autonomy and agency (Bandura, 1993; Richardson et al., 2014; Roth, 2014; Ryan and Deci, 2000a, 2000b; Watt, Richardson, Smith, 2017). In comparison, SAEC teachers

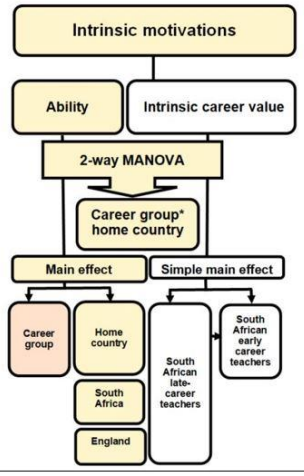
described how they regained their *passion for teaching* once they had negotiated the early career shock, and developed collective agency through collegiate collaboration with students, peers, colleagues, and managers (Richardson et al., 2014; Roth, 2014; Ryan and Deci, 2000b). Several SAEC teachers had arrived at the realisation that while they were able to develop teaching quality, they were less able to control the perception of what constituted quality teaching (Darling-Hammond, 2010). Teacher quality was defined as personal traits, dispositions, skills, and understandings an individual brings to teaching. In comparison, teaching quality is strongly influenced by the socio-cultural context of instruction extending beyond the individual teacher, including more comprehensive education systemic factors such as curriculum reform and assessment (Darling-Hammond, 2010; Godwin and Bellinger, 2019).

7.2.2. Intrinsic motive ability: Passion for a subject

The phase one data analysis revealed a statistically significant difference between WGEN teachers' lower rating of the influence of the adapted FIT-choice factor *ability* compared to WGSA teachers. At the same time, there were no statistically significant differences between teacher career groups. The data provided a nuanced understanding of what it means to have achievement-related beliefs and an expectancy of success about having the intrinsic qualities and skills to be an effective teacher. The understanding was deeply grounded in teachers' identity formed over time by social interaction and positive prior teaching and learning experiences (Eccles and Wigfield, 2002a; Nesje et al., 2018). The qualities WGEN and WGSA teachers shared included engaging in enquiry-rich research-led practice with an intellectually curious predisposition, being creative, and receptive to innovative ideas emerging from individual or collaborative practitioner enquiries (Biesta, 2016; Priyadharshini, 2021a; Shulman, 1986; Shulman, 1995). Secondly, an awareness of the importance of developing skills associated with sharing a passion for their subject using specialist pedagogical content knowledge (PCK) (Shulman and Shulman, 2004) with proficiency in technological pedagogical content knowledge (TPACK) (Carrillo and Flores, 2020; Ortega-Sanchez and Gomez-Trigueros, 2020; Shulman, 1986). WGEN and WGSA teachers described how they could become more confident, committed, and motivated by increasing their skills to effectively teach their subject specialist area creatively and innovatively by engaging in ongoing CPL, but were also mindful of the need to also engage in activities to sustain their psychological health and emotional wellbeing

(Eccles and Wigfield, 2020; Watt, Richardson, Smith, 2017; Wigfield and Eccles, 2000), see Table 7.2.

Table 7.2. Joint display of Intrinsic motive ability: English & South African teaching

Intrinsic motives	Ability - *Passion for subject*	Quantitative	Qualitative	
			English teachers	**South African teachers**
			English teachers were motivated to enjoy and develop their interest in teaching and continuing to develop their expertise in a subject specialist area. Sharing a *passion for subject* with the next generation of students. An acknowledgement of the important qualities and skills associated with the ability to be an effective teacher included being caring, empathetic, student-centred. The importance of communicating a passion for a subject, inspired to be different, tenacity, self-worth, agency, resilience, and a belief in the value of teaching; with a passion for learning. Qualities associated with an outgoing, calm, confident in presenting; personality. To be able to develop good relationships with various individuals' who form part of learning community. The qualities of perseverance, persistence and a 'love for the students'. Skills included effective planning, inclusive teaching, learning and assessment strategies, knowledge of research into effective pedagogical praxis, and subject specialist area.	South African teachers shared an interest in sharing their *passion for subject* specialist area. Their motivation to teach believing they had the ability to be effective was often linked to notions of social justice with several mentioning shortages of teachers in specific areas, for example, maths which impacts on students future opportunities. South African teachers anticipated success in their role as teachers, enjoyed teaching and were satisfied with their choice to teach their subject area. The important qualities and skills associated with effective teachers were similar to ones mentioned by WGEN teachers, but some additional the essential qualities WGSA teachers need to have, including being able to adapt, be creative and innovative to successful cope with a lack of resources, the constant change of policy and curriculum, teaching students with different home languages and diverse socio-cultural backgrounds. WGSA teachers referred to the importance of HEI ITE and CPL to remain current and up to date, both in knowledge of subject specialist area, which often differed to the knowledge required to teach the curricular content at school. WGSA teachers viewed being a subject specialist teachers as one that required them to be active lifelong learners; combined with the essential personal qualities of being resilient, flexible, and committed.

There was unanimous agreement from WGEN and WGSA teachers on the importance of HEI ITE and quality CPL to develop the essential skills needed to become effective professional teachers sharing a passion for their subject. Several WGEN and WGSA teachers stressed how they experienced a contemporary teaching career as an iterative process. Teachers repeatedly returning to the experience of being a novice educator challenged by the continual change in curricular content related to their subject specialist area, teaching, learning and assessment (Klassen, Bardach et al., 2021; Klassen, Rushby et al., 2021; University Council for the Education of Teachers, 2020). The differences between WGEN and WGSA teachers was that WGEN teachers described being more intrinsically motivated to teach as an opportunity to share *a passion for their subject*, mindful of developing their student's confidence and abilities so all could access the learning opportunities. In comparison, WGSA teachers were motivated to share a *passion for the subject* but often interrelated to the altruistic motivation of transforming equitable access to academic and employment opportunities for their students.

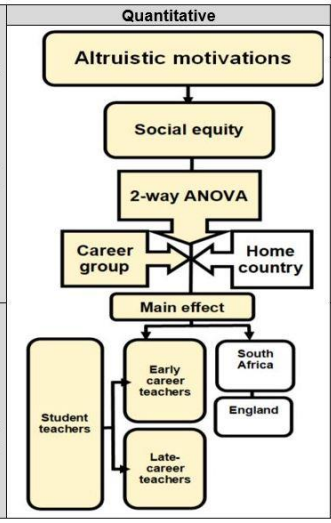
The following section discusses the findings of the extent to which there were statistically significant differences between WGST, WGEC, and WGLC teachers and between WGEN and WGSA teachers, looking at the influence of altruistic motives associated with the adapted FIT-choice factor *social equity*.

7.3. Altruistic motives

The analysis of the phase one FIT-choice questionnaire section A and B data indicated that WGST, WGEC, and WGLC teachers rated the influence of altruistic motives associated with the adapted FIT-choice motive *social equity* as the third most crucial motive influencing their career choice. The data analysis from phases one and two, and the FIT-choice teacher motivation literature reviewed, reflected two interpretations of altruistic motives. The first interpretation was the service theme, where teaching was viewed as a socially valuable and vital job, the opportunity to make a social contribution by helping communities and improving society by enhancing *social equity* (Heinz, 2015; Heinz et al., 2017; Mtika and Gates, 2011; Richardson et al., 2014; Watt, Richardson, Smith, 2017). The second interpretation reflected a service to students' theme of how individuals were motivated to teach as an opportunity to make a meaningful contribution, transforming the lives of individual or groups of students (Heinz, 2015; Richardson, P. and Watt, H., 2006; Watt, Richardson, Smith, 2017), see Table 7.3.

The analysis of phase one FIT-choice questionnaire section A and B data indicated no significant interaction effect between career group and home country on the altruistic motives associated with the adapted first-order FIT-choice motive *social equity*. However, there were statistically significant differences between WGEN and WGSA teachers, and between WGST, WGEC and WGLC teachers.

Table 7.3. Joint display of altruistic motives *social equity:* Student, early and late-career teachers

Altruistic motives		Quantitative	Qualitative		
			Student teachers	**Early career teachers**	**Late-career teachers**
	Social equity: Serve society		WGST teachers were inspired to change the world, to make a difference to the next generation. Idealistically believe they can change the system and have a significant impact on their communities and societies. They want to change the world for the better. WGST teachers shared how they were motivated to transform the world of education to ensure their students had access to opportunities to achieve their full potential in collaborative, equitable, creative and sustainable teaching learning and assessment environments.	WGEC teachers became more pragmatic in their beliefs and valued their ability to make a difference to their societies by having a impact within their teaching, learning and assessment learning organisations. They were consciously aware of the importance of sustaining their wellbeing to prevent becoming worn out or burnt out teachers. While still altruistically motivated, to be the change they wanted to see, their motives became more pragmatic view of considering what they could change without abandoning their identity as teachers, and compromise important personal values.	Highly motivated and successful teachers, leaders and managers believe they can make a difference by serving their staff, communities and thus have an impact on their society by sharing their increased skill, and mastery. WGLC teachers suggested they had progressed to being able to identify the difference they were able to enact within their learning communities, thus focusing on the changes they were able to make, aware of the increasingly important responsibility to contribute to equitable and sustainable learning environments.
	Social equity: Serve students		WGST teachers shared how they were motivated to transform the experience of education to ensure that students have access to opportunities that they might not have been able to access. They shared a fundamental desire to make a difference to empowering the next generation of students, so they were able to collectively make the world a better place. The belief that the success and happiness of their students is enhanced by providing the best educational experience possible.	Once WGEC teachers had negotiated early career shock, with their assumption of being able to change the world challenged they focused on supporting their students to achieve their potential, sharing a love of their subject, interest, and enjoyment of teaching with a pragmatic view of transforming students within their learning organisations and communities' access to opportunities previously difficult to access. The belief they were making a difference was fundamental to their ability to persist in the profession.	WGLC teachers shared how the altruistic motive of making a difference to students and their colleagues, or fellow teachers' lives was one of the most common reasons why they stayed in the profession. The satisfaction of sharing their expertise, mastery and ability to effectively shape learning experiences for their students, so they can see how they made progress, achieved success was the reward that made teaching worthwhile.

7.3.1. Altruistic motives: Student, early and late-career teachers

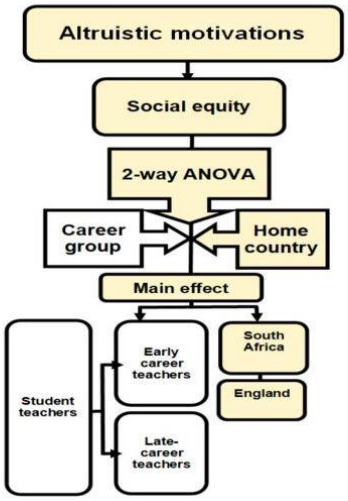
The qualitative data analysis from the semi-structured interviews deepened the

understanding of how idealistic WGST teachers shared the belief that becoming a teacher was an act of the utmost responsibility, demanding knowledge, competence, care, and sensibility. The understanding that teaching involves protecting the rights of those who are educated to receive or reject what is being taught to them willingly, an act of potential emancipation giving their students the opportunity to develop intellectual agency and autonomy (CooperGibson Research, 2018; Heinz, 2015; International Task Force on Teachers for Education 2030, 2021; Watt et al., 2021; Wolhuter et al., 2012). In comparison, while ENEC and SAEC teachers shared a passionate commitment to *social equity*, their earlier assumptions of changing the world evolved to a more pragmatic view. WGEC teachers considered what they could change within their learning environments without abandoning critical personal values and their identity as educators. Their pragmatic realisation of focusing on the impact they could have on their teaching, learning and assessment context to serve their students and society. Altruistic motives alongside professional mastery reasons were cited by WGLC teachers as the most common reasons why they persisted in the teaching profession (Richardson et al., 2014; Ryan and Deci, 2000a; Watt, Richardson, Morris, 2017). Several WGLC teachers shared that having gained respect and recognition as effective teachers, they could identify the difference they were able to enact within their learning communities (Chiong et al., 2017; Roth, 2014; Ryan and Deci, 2000a, 2000b). These WGLC teachers shared a sustained commitment, a continuing interest in updating and improving their classroom knowledge and a fervent desire to fulfil their sense of vocation before leaving teaching (Day and Gu, 2009; Gray et al., 2019; Gu and Day, 2013).

7.3.2. Altruistic motives: English and South African teachers

The analysis of phase one FIT-choice questionnaire data revealed that WGSA teachers consistently rated the influence of altruistic motives higher than WGEN teachers. However, in the interviews that followed, both WGEN and WGSA teachers revealed how they were motivated to assume the role of teachers as change agents who could identify a problem in their community, and act for substantial change (Bourn, 2022; Vandeyar, 2017), see Table 7.4.

Table 7.4. Joint display of altruistic motives, Social equity*:* English & South African teachers

Altruistic motives		Quantitative	Qualitative	
			English teachers	South African teachers
	Social equity: Serve society		WGEN were motivated to teach as an opportunity to serve society to provide students with opportunities that were not defined by their socio-economic or social class circumstances. There was a shared belief that all students should have equitable access to quality learning opportunities. Equally, that all teachers should be supported by wider systemic services to provide an learning environment that affords all the opportunity to flourish.	WGSA teachers were motivated to teach by a desire to improve the teaching, learning and assessment experience of learning for the next generation of students. There was a belief that there is enduring discrimination and a lack of access to quality education for a wide range of contemporary students at all levels of education in South Africa. The belief that education, teaching and teachers are valued by some in the community for the difference they are able to make, however for many teachers are still viewed as complicity in a system that excludes many of equitable participation and ability to succeed..
	Social equity: Serve students		WGEN teachers mentioned how they wanted to be a different type of teacher either to students who present increasingly complex emotional and mental health needs. Several WGEN teachers had either experienced particularly good support within learning environments for their neurodiverse needs or were determined to provide the support, empathy, understanding and expertise their students needed to flourish.	WGSA teachers felt strongly they needed to support students to develop confidence, gain knowledge and the necessary skills to access opportunities previously denied in order to progress and develop. There was an understanding that the role of a teacher extends beyond the classroom walls or door, they needed to make a difference inside and outside of the learning space. Several WGSA teachers shared their concern at the intersection between gender and racial discrimination with challenging socio-economic circumstances as barriers to their student's success or ability to thrive within an educational setting.

WGEN and WGSA teachers' views expressed in the semi-structured interviews suggested they were equally committed to enhancing *social equity*. They shared concerns about the increasing complexity and range of transformative work teachers are tasked to cope with in current times. This includes teachers needing to reimagine education, and act as mediators of educational opportunities, trying to create an inclusive and sustainable culture of teaching, learning and assessment (Reay, 2006; Reay and Ball, 1997; Tatto, 2022).

The main differences were WGEN teachers describing how they were more altruistically motivated to serve their students to achieve their full potential, mindful of inequalities perpetuated through what they described as English society's enduring social class system. WGEN teachers described how an HEI academic qualification was believed to afford access to the economic, social, and political elite (Entwistle, 2022; Reay, 2006, 2022). Teaching in England was still viewed as "clearly white-collar, middle-class work" (Lortie, 1975: 35 cited in Heinz, 2015). Career choice literature suggests that an individual's socioeconomic and cultural background within specific socio-cultural contexts affects access to career opportunities, with individuals seeming to have a relatively permanent view of what is appropriate or accessible (Gorard et al., 2021; Heinz et al., 2021; Reay, 2022). In comparison, several WGSA teachers shared how they viewed teaching as an opportunity to transform the lives of their learners by enabling access previously denied through what they perceived as ongoing political and economic discrimination. Several WGSA teachers described teaching as a vocation, a moral obligation to serve their communities for social justice reasons (Akpochafo, 2020;

Cross and Ndofirepi, 2013; Deacon, 2016; Du Preez, 2016, 2018; Heinz et al., 2017; Heinz et al., 2021; Moosa, 2020; Moosa and Aloka, 2022; Mtika and Gates, 2011; Mwamwenda, 2010).

The following section presents the findings of phases one and two quantitative and qualitative data regarding the statistically significant differences between English and South African student, early and late-career teachers regarding the influence of the extrinsic motives associated with the adapted FIT-choice factors *fallback career, social influences, time for family,* and *prior teaching and learning experiences*.

7.4. Extrinsic motives

The contrast between the low rating of the FIT-choice questionnaire extrinsic motive items and the importance given to extrinsic motives during the interviews could reflect how self-report responses are vulnerable to participants needing to provide socially acceptable answers to reinforce the normative discourse around teaching. The perception that to teach is a selfless vocational calling for individuals who are intrinsically and altruistically motivated by a passion for teaching and the opportunity to transform students' lives, to serve their communities and broader society (Chiong et al., 2017; Lortie, 1975/2002 cited in Heinz, 2015). English and South African student, early and late-career teachers described how extrinsic motives were not highly influential when choosing to teach as a career choice but became increasingly important influencing their ability to persist in the profession. The FIT-choice questionnaire section A and B data analysis revealed English and South African student, early and late-career teachers rated the extrinsic motive *prior teaching and learning experience* as the fourth most important adaptive motive influencing their career choice. Overall, for the WGEN and WGSA teachers, *social influences* were the fifth highest rated adaptive motive. The extrinsic motives of *time for family* and *fallback career* were the two lowest rated extrinsic motives influencing the career choice of English and South African student, early and late-career teachers.

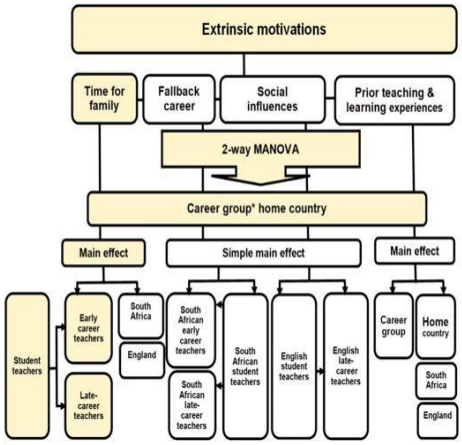
The analysis of phase two semi-structured interview data extended the initial FIT-choice literature reviewed and phase one FIT-choice questionnaire section A and B findings. Initially, there were four interpretations of extrinsic motives, but these were extended to a more nuanced understanding of five extrinsic motives influencing the choice of teaching as a career for English and South African

student, early and late-career teachers. The five identified influential extrinsic motives were: 1) teaching as a convenient career linked to the quality of life factors, including *time for family*, holidays fitting in with family commitments and responsibilities; 2) teaching viewed as a maladaptive last resort *fallback career* as individuals had struggled to find a job in their specialist field or were not able to access preferred career options; 3) an adaptive second *fallback career* choice as teachers needed to return to work, valued the flexible working hours, or were switching careers; 4) the social influences of friends, family and colleagues who encouraged the decision to teach as a preferred career choice, and 5) material rewards including salary, job security, transferability of skills, and other material benefits associated with teaching as a career (Heinz, 2015; Richardson et al., 2014; Watt and Richardson, 2007; Watt, Richardson, Smith, 2017).

7.4.1. Time with family: Student, early and late-career teachers

The justification for discussing the influence of extrinsic motives associated with the adapted FIT-choice factor *time for family* and the adaptive extrinsic motive *holidays* is the clear link between these variables, with the FIT-choice questionnaire item B29 part of the adapted first-order FIT-choice factor *time for family*. The initial analysis of the quantitative phase one FIT-choice questionnaire section B data did not reflect a statistically significant interaction effect of career group and home country on the influence of the extrinsic motive *time for family.* However, considering the main effect of career group and home country separately, this revealed statistically significant differences between WGST teachers, WGEC and WGLC teachers, see the joint display Table 7.5. In addition, WGEN teachers rated the influence of the extrinsic motive *time for family* statistically significantly lower than WGSA teachers, see joint display Table 7.6. Regarding the influence of the extrinsic motives associated with *time for family*, there were no statistically significant differences between WGEC and WGLC teachers.

Table 7.5. Joint display of extrinsic motives *time for family*: Student, early and late-career teachers

Extrinsic motives	Convenient career: Time for family	Quantitative	Qualitative		
			Student teachers	Early career teachers	Late-career teachers
			The rating of time for family by WGST teachers was not high, but it did emerge in interviews as an important adaptive motive. Teaching as a career option that was convenient, fitting in with family responsibilities and commitments, affording the opportunity to spend more time with children and school holidays emerged as important current or future orientated motives influencing choice to teach as a career with the expectation that it will become important as their career progressed. A future orientated adaptive motive that reflected the important personal goal of WGST who wanted to make sure they were able to sustain a work/life balance with time for family once they had started their teaching career. An important motive influencing several WGST teachers who had switched to teaching from other careers.	Holidays was a crucial motive, with several WGEC teachers stressing the importance of a career with flexible working hours. However, some WGEC teachers leave, albeit temporarily due to changing demands or personal circumstances. Several mentioned that the early career stage was one of dynamic change in their professional and personal family life. The intersection of *time for family* motive with good leadership and management, a flexible adaptable supportive learning culture in the place of work was alluded to be several teachers.	*Time for family* was important suggesting that for several WGLC teachers, it fitted in with family or life stage commitments. In comparison to the rating and the statistically significant difference suggesting that WGST were more influenced to teach as an opportunity to spend *time with family*, in the interviews it emerged as a very influential factor for several WGLC teachers. They mentioned how important the opportunity to spend *time with family* in the afternoon, the holidays and other material benefits associated with teaching were or had been in early career stage. These extrinsic motives were extremely important in their ability to persist as effective late-career teachers.

The analysis of phase one FIT-choice questionnaire section B data indicated statistically significant differences between WGST teachers compared to WGEC and WGLC teachers. The WGST teachers in phase two semi-structured interviews who switched to teaching from other careers did mention how *time for family,* accommodated family commitments, and responsibilities resulting in teaching considered as an attractive career option. Although WGEC teachers rated *time for family* the lowest compared to WGST and WGLC teachers, this could be attributed to the well-documented heavy workload issue often cited as one of the main factors individuals choose to leave within the first five years of teaching (Sayed and McDonald, 2017; Worth and Faulkner-Ellis, 2022a; Worth and Faulkner-Ellis, 2022b; Worth and McLean, 2022). In comparison, WGLC teachers revealed in the semi-structured interviews how the extrinsic motives associated with the adapted first-order FIT-choice factor *time for family* influenced their choice to persist in teaching as a preferred career option. Literature suggested that employment conditions, including *time for family*, were more influential for teachers aged between 30 to 59 years of age compared to teachers in younger age groups (Wyatt-Smith et al., 2017).

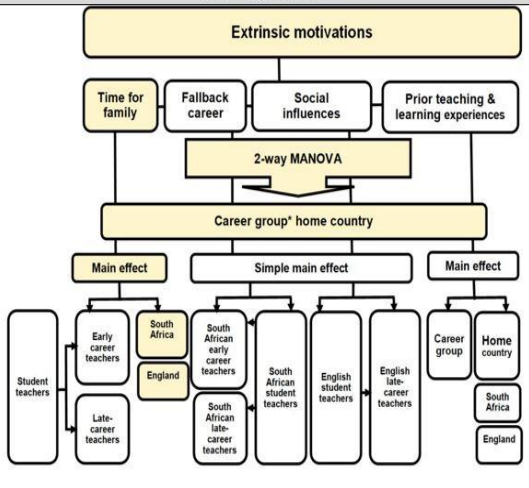
7.4.2. Time for family: English and South African teachers

In the initial analysis of phase one quantitative FIT-choice questionnaire section B data, *time for family* was rated the second lowest influential adaptive motive similar to how *Holidays*, an adaptive motive choice in FIT-choice questionnaire section A, was not highly rated in comparison to the intrinsic and altruistic adaptive motives.

However, *holidays* did emerge in the responses to the open question in FIT-choice questionnaire section A as an important factor influencing the career choice of several WGEN and WGSA teachers. The reward of holidays was often conflated with the notion of teaching as a career choice fitting in with family commitments and responsibilities, compensating for the low salary and lack of other material rewards associated with an adequate but not inspiring remuneration package for teachers. ~~However, the rewards of spending *time with family* might not be enough to sustain a WGEN teacher's motivation~~.

It appeared that for WGEN and WGSA teachers, the extrinsic motive *time for family* was an adaptive and maladaptive factor. While WGSA teachers referred to flexibility and the reward of spending time with their children and family as motivating factors, equally when personal circumstances or family demands change, it was mentioned by some teachers as a factor that might make them choose to leave the profession, see Table 7.6. This finding could contribute to developing effective targeted strategies to recruit and retain WGEN and WGSA teachers.

Table 7.6. Joint display of extrinsic motives *time for family*: English and South African teachers

		Quantitative	Qualitative	
			English teachers	South African teachers
Extrinsic motives	Convenient career: Time for family		WGEN teachers did not rate holidays or *time with family* as especially important in the quantitative phase, however in the interviews it emerged that for several WGEN it was an important adaptive factor. The choice to teach often influenced by the convenience of flexible working hours, the ability to spend time with partners or children during the holidays. *Time for family* was described as an adaptive and maladaptive motive. Several WGEN teachers shared how they felt guilty at the time they spent with their school children often feeling that they were not able to give their familial children the same attention and time, particularly during term time. The effect of salary or the inability to sustain a family economically also impacted on WGEN teacher's ability to persist in the profession.	The rating of time for family by WGSA teachers was higher in comparison to WGEN, and it did emerge in interviews as an important adaptive and maladaptive motive. Teaching as a career option that was convenient, fitting in with family responsibilities and commitments, affording the opportunity to spend more time with children in term time and during the school holidays emerged as important adaptive motive influencing the initial choice and ability for WGSA teachers to persist in teaching as a career. However, some WGSA teachers leave, albeit temporarily as the lack of time they have with their family becomes a maladaptive motive, causing stress. The costs associated with teaching with all of the additional roles and tasks do not always accommodate the changing needs of a teachers personal life.

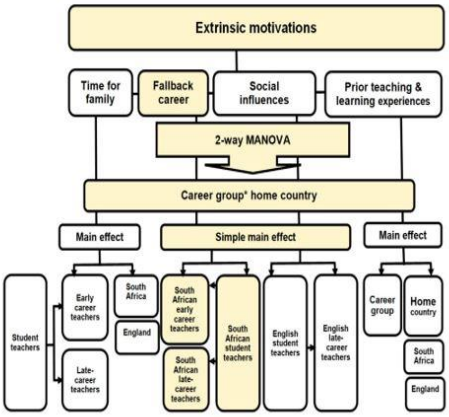
7.4.3. Fallback career

The analysis of data from phase one FIT-choice questionnaire section A and B descriptive statistics revealed differences between WGEN and WGSA teachers rating of teaching as a *fallback career*. The analysis of phase one FIT-choice questionnaire section B data revealed an interaction effect of career group and home country on the extrinsic motive *fallback career*, indicating statistically

significant differences between SAEC and SALC compared to SAST teachers. There were no significant differences between ENST, ENEC and ENLC teachers, or between SAEC and SALC teachers regarding the influence of the extrinsic motive *fallback career.*

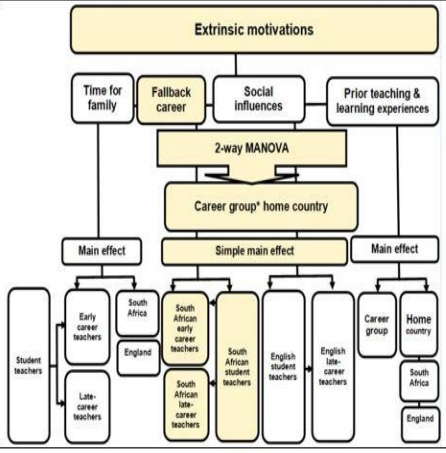
A deeper understanding of the differences between SAEC and SALC teachers compared to SAST teachers, regarding the influence of teaching as a *fallback career* emerged from the analysis of phase two semi-structured interview data. Firstly, teaching as a career choice viewed as either a maladaptive last resort *fallback career* option or an adaptive second *fallback career* option, see Table 7.7 and Table 7.8.

Table 7.7. Joint display of extrinsic motives last resort *fallback career*: South African student, early and late-career teachers

Extrinsic motives		Quantitative	Qualitative		
			South African student teachers	South African early career teachers	South African late-career teachers
	Last resort fallback career		Several SAST described the perception of wider South African society that those who teach do so as they are not able to access their first career of choice and had no intention of staying in the teaching profession. Some choose to teach as a last resort career but often as they were not able to find employment in their preferred career, particularly creative areas. Several suggested they chose to teach as there was funding available, education programs were easier to access. Transferable skills that would allow them to progress into a preferred career option. Some SAST teachers admitted they did not know what to study or what career they were interested in and choose teaching as it was a convenient, accessible choice	SAEC teachers chose to teach as were not able to gain employment in their subject specialist field, easier to access post-graduate study program with funding and support available. The consideration of wider employability and the ability to develop transferable skills, to teach both in South Africa and internationally where they would be able to earn more money. Several suggested they did choose to teach as a last resort fallback career, sometimes due to pressure from family and friends to have a secure job option with a reliable salary, however, were surprised at how much they enjoyed teaching once in the profession.	Several South African late-career teachers admitted to initially choosing to teach as a last resort career as there were bursaries or funding available with guaranteed employment. Some were using teaching as a 'steppingstone' career, progressing into Higher Education lecturing as they studied part time and achieved higher post graduate qualifications. The lack of access to alternative careers due to gender-based and racial discrimination mean that teaching was one of the few qualifications and careers available. One SALC teacher admitted to being stuck, not able to move due to financial and personal commitments and remain in teaching but was waiting to retire.

SAEC and SALC teachers shared their experience of teaching as an adaptive second *fallback career* allowing for re-entry after a career break or a convenient career with flexible working conditions fitting in with family commitments, see Table 7.8. Alternatively, SAST teachers were motivated by teaching as a secure second *fallback* career option, with teaching as a profession valued and respected by family and friends. As the literature and the views expressed by SAST, SAEC and SALC teachers suggested teaching as a *fallback career* should not automatically be associated with negative or deficit choices. For example, it could be viewed as an adaptive motivating factor when seen as a viable alternative career interlinking with intrinsic and altruistic motives (Fray and Gore, 2018; Tang et al., 2015).

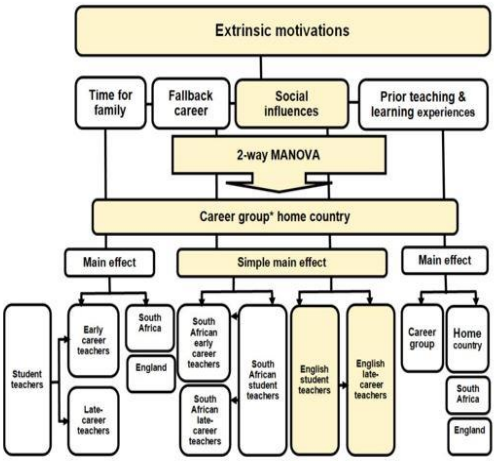
Table 7.8. Joint display of extrinsic motives second *fallback career*: South African student, early & late-career teachers

Extrinsic motives / Second fallback career option	Quantitative	Qualitative		
		South African student teachers	South African early career teachers	South African late-career teachers
Extrinsic motives / Second fallback career option		SAST teachers viewed teaching as a secure, reliable option for creatives or in several subject specialist areas where it proved to be difficult to find secure employment but were surprised at how much they were enjoying and would choose to remain in the profession. An alternative convenient second career option, having first worked within the education section in a volunteer role or in their children's school. SAST teachers describe how they were bored in a previous career and enjoyed the variety and the lack of mundane routine associated with teaching. Some SAST teachers switched careers as they felt exploited, and their contribution was not valued in their first career choice. Some admitted to having hated school, but they did not enjoy their initial first career choice and wanted to serve. This often intersected with coming from a family who valued serving their communities or society. There were several 'home comer' teachers who switched to teaching after trying other careers or because they were returning to work after a break.	A second career choice, for several mature SAEC teacher who changed careers, as their initial career did not fit in with the demands or commitment of having a family. Similar to SAST teachers, several SAEC teachers switched to teaching as they did not enjoy their initial careers and were enjoying teaching . There were some however, who did choose to teach as a 'second' fallback career choice reflecting that, although not a last resort career, it was due to other extrinsic motives for example, salary, job security or convenience as it fitted in with family commitments and responsibilities.	SALC teachers remembered how they were motivated to teach as it allowed access to a HEI degree qualification, supported with a bursary or additional funding. They were attracted by the flexible working hours, able to study and progress into a career of choice, for example. psychology. Several suggested that teaching was viewed as a gateway career allowing access and reward that was transferable to other careers. Several returned to teaching, and suggested it was a convenient career as it fits in with family commitments, or personal circumstances. Some were motivated to teach as it was hard to access an alternative career or return to teaching at a later age or career stage. Some choose to teach as it afforded the opportunity to travel and work overseas before you retire.

7.4.4. Social influences

The findings presented in this section consider the influence of the adaptive extrinsic motives associated with the first-order FIT-choice *social influences*. This referred to the impact of influential individuals, including friends, family, and colleagues, on a teachers' career choice. The analysis of phase one FIT-choice questionnaire section B data showed how ENST teachers rated the *social influences* on their career choice statistically significantly higher compared to ENLC teachers. There were no statistically significant differences between ENST teachers and ENEC or ELC teachers, nor between the WGSA teacher career groups. In the analysis of phase two semi-structured interview data, several ENLC teachers mentioned how the social validation and persuasion of influential individuals in their social network influenced their career choice. There was a recognition by others within their social network of their potential and ability to be effective educators, see Table 7.9. Research in Australia revealed interesting differences between younger teachers (39 years and younger) who reported higher positive reactions to their career choice from parents, family, and colleagues, compared to older teachers between the ages of 40-49 and 50-59 years old who had more positive reaction from partners (Wyatt-Smith et al., 2017).

Table 7.9. Joint display of extrinsic motive *social influences:* English & South African teachers

Extrinsic motives / Social influences	Quantitative	Qualitative	
		English student teachers	**English late-career teachers**
		The influence of significant others in ENST teachers career choice with several sharing how parents and peers motived them to choose to teach. Several important individuals within their social network recognised that they had the skills and qualities associated with being an effective teacher. ENST mentioned personality attributes and qualities such as confidence, developing successful interpersonal relationships with younger students and the ability to develop supportive partnerships with parents. Others believed they had the skill in their subject specialist field to be successful as teachers for a particular group of learners for example, primary school or college students. The extrinsic motive of *social influences* reflected how important ENST regarded the support and encouragement from family, friends, peers, and significant others to teach as it was viewed as a stable career, providing job security and transferability, the opportunity to develop skills and competencies that will allow them to continue to develop their subject specialist expertise.	The *social influences* of the reward of being recognised and valued for their expertise, mastery of subject area and ability to teach was mentioned as very important by several ENLC teachers. Several ENLC teachers were leaders or senior managers enjoying being involved in a variety of roles and part of a supportive collegiate team. The *social influence* of others within their personal lives who support and recognise the time and effort they contribute to their professional lives had value. There was a sense of a gratitude towards several important individuals in their professional and personal social network who had an impact on their professional development including friends, family, and colleagues. One ENLC mentioned the importance knowledgeable and supportive mentor at the start of their career made all the difference to their confidence as a competent professional educator. The ongoing recognition of being effective in their subject specialist field despite initial misgivings or doubts from family or friends was a crucial motivating factor mentioned by an ENLC teacher.

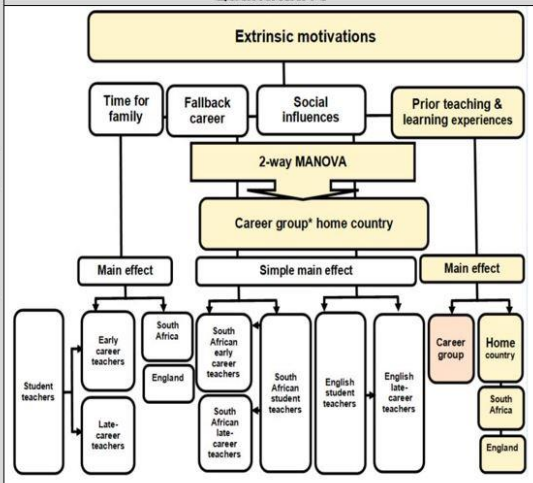
When considering the *social influences* on teachers, ENST and ENLC teachers shared the perception of teaching as a highly demanding career, requiring intellectual and emotional intelligence and expertise. Literature and the findings from this study highlighted the perception that material rewards associated with teaching as a career choice have been declining, largely due to factors such as inadequate salary, insecure and temporary employment contracts, and a perceived lack of appreciation for the value of education by students and communities served by teachers (Chiong et al., 2017; Cross and Ndofirepi, 2013; Entwistle, 2022; Worth and Faulkner-Ellis, 2022b; Worth and McLean, 2022). However, most ENST and ENLC teachers were satisfied with their career choice, felt what they did mattered, and were able to "remain skilful, knowledgeable, committed and resilient regardless of circumstance" (Day 2012: 7), despite dissuasion by some in-service teachers.

7.4.5. Prior teaching and learning experiences

The influence of positive *prior teaching and learning experiences*, was rated as the fourth highest influential adaptive motive in the analysis of phase one quantitative data and emerged as an important factor motivating WGEN and WGSA teachers in the interviews. Several WGEN and WGSA teachers shared how they were inspired to teach by influential teachers who were positive role models, many significantly impacting their students' lives. There were common qualities associated with inspiring former teachers, namely enabling students to achieve their personal and academic potential, valued and recognised for the positive contribution they made in co-creating a creative and sustainable learning

environment.

Table 7.10. Joint display of extrinsic motive *prior to teaching and learning experiences:* English and South African teachers

Extrinsic motives / Prior teaching and learning experiences	Quantitative	Qualitative	
		English teachers	**South African teachers**
		There were several WGEN teachers who were motivated to teach due to the influence of a prior teacher who was a good role model, both within their families and in school, college, or HE. The qualities of the inspiration teachers including their ability to 'really' listen to their students, passionate about teaching, and sharing a passion for their subject that inspired interest and engagement, inspiring their students to aim to achieve. The manner of the inspiring former teachers was respectful, collegiate, and personable. Some former teachers were described as 'lovely people' with good emotional intelligence, but with high expectations of success and demanded work of a good standard from their students. The qualities associated with positive prior teaching and learning experiences were shaped by teachers who recognised their potential for success. Some WGEN teachers were inspired to be the kind of teacher they wished they had when at school.	Several WGSA teachers were inspired by teachers within their families who taught in disadvantaged schools and made a real difference to students lives. The qualities associated with effective inspiring teachers was how they held themselves to a high and inspiring code of conduct and ethical behaviour. WGSA teachers shared a belief that effective teachers change lives and learning experiences. Some had experienced this with former inspirational teachers who believed in their potential to succeed despite the lack of resources or due to disadvantages influenced their choice of teaching as a career. The influence of positive prior teaching and learning experiences inspired WGSA teachers to be 'change agents, motivated to make a difference to the next generation of students. The qualities they associated with good role-models were a balance between behaviour management and engagement, where students did not fear participation. Teachers had mutual respect and proved to be a lifeline for students during the day, not just as teachers of their subject specialist areas.

7.4.6. Material rewards

The analysis of phase one FIT-choice questionnaire section A data, and phase two semi-structured interview data reflected the important influence of extrinsic material rewards. Precisely, teachers' salary, emerged as an influential additional theme often intersecting with intrinsic, altruistic, and extrinsic motives. Teachers' salaries were viewed as an adaptive and maladaptive motive. Some teachers shared how they viewed a teacher's salary as adequate if it was a second supplementary household income. Several suggested teacher's salaries were adequate compared to previous careers where they felt even more exploited and underpaid. However, for several WGEN and WGSA teachers, it was a source of frustration, feeling that it reflected the lack of value accorded teachers in the broader community, not being recognised, or adequately rewarded for the vital work they do. What was interesting in the FIT-choice literature reviewed in Chapter two and the phase two semi-structured data analysis findings discussed in Chapter six was how extrinsic material rewards such as *salary* and *holidays* were more important in influencing the retention of early career teachers. Thus, it can be argued that the material benefits and rewards associated with teaching are essential to consider when developing strategies to attract and retain effective professional teachers (Chiong et al., 2017; Department of Basic Education, 2019; Gorard et al., 2021; Long and Danechi, 2022; Menzies et al., 2015; See, Morris, Gorard, El Soufi, 2020).

Literature reported on the importance of material rewards in motivating teachers

to stay in the teaching profession in England and described how a secure job was significant for late-career teachers with 20-29 years of experience compared to English early-career teachers with up to nine years of experience (Chiong et al., 2017). WGSA teachers rated job security as more important in the analysis of FIT-choice questionnaire section A data compared to WGEN teachers. The findings in the recent TALIS (2019) survey reported more South African teachers (90%) rated job security as an important factor in their career choice compared to the average of participating OECD teachers (61%) (Department of Basic Education, 2019, 2020). The influence of the socio-cultural context was reflected in the difference between WGEN teachers who started an HEI ITE program to teach locally compared to WGSA teachers who were part of what is called the 'brain drain' phenomenon (Shibiti, 2019). This phenomenon is where educated individuals with transferable skills choose to relocate to emigrate or work in other countries where wages and employment opportunities with additional material benefits are higher (Maree et al., 2009; Moosa, 2020; Moosa and Aloka, 2022).

The following section will discuss the implications of a deeper understanding of the intrinsic, altruistic, and extrinsic motives influencing the choice of teaching as a career for the recruitment, education, and retention of the student, early and late-career teachers in England and South Africa.

7.5. Implications for recruitment, education, and retention

There is an ongoing crisis in the recruitment and retention of effective, motivated teachers in England and South Africa (Long and Danechi, 2022). However, it is a complex situation as there is a shortage of teachers; but there is paradoxically an oversupply of teachers in specific geographical and subject areas (OECD, 2019a, 2019b; Viac and Fraser, 2020). There is a wealth of contemporary teacher recruitment and retention literature focused on student and early-career teachers' high attrition rates, with up to 50% of early career teachers leaving the profession within the first five years (Brok et al.; Brok et al., 2013; van der Want et al., 2018; Worth and Faulkner-Ellis, 2022b; Worth and McLean, 2022; Wubbels et al., 2012).

A deeper understanding of teacher motivation explored whether personal values (qualities) and attributes (skills) were core to teachers who initially chose and persisted in teaching as a career. The practical implications are that a comprehensive understanding of what motivates teachers could inform successful recruitment, education, and retention campaigns (Heinz, 2015; Klassen, Rushby

et al., 2021; Priyadharshini and Robinson-Pant, 2003; Watt and Richardson, 2012; Watt, Richardson, Klusmann et al., 2012). The findings from this EdD study suggested the capacity to transform a maladaptive into an adaptive motive may be a critical factor for student, early-career and late-career teachers in England and South Africa seeking to sustain their motivation and drive in the education profession. Adaptive motives were associated with teachers who had the personal motivation to engage in a lifelong learning process driven by ethical values, striving to maintain their sense of wellbeing and commitment developing the skills and qualities to persist as an effective professional teacher (Heinz, 2015; Kılınç et al., 2012b; Mafukata and Mudau, 2016; Priyadharshini and Robinson-Pant, 2003; Watt and Richardson, 2012). Maladaptive motives were described as becoming influential when individuals experienced the initial shock of their unconscious bias or assumptions about teaching or being a teacher challenged or when they experienced the costs increasingly outweighing the rewards associated with teaching.

Literature and the findings from this EdD suggested it was essential to distinguish between attitudes toward a teaching career and motives to persist in the profession (Jerrim, 2021; Sayed and de Kock, 2019). The nuanced understanding of how motivating factors could be experienced as maladaptive but paradoxically still motivate individuals to persist in teaching as a career suggested it was essential to understand how teachers interpreted the intrinsic, altruistic, and extrinsic motives influencing their choice to teach as a career. In a sense, WGEN and WGSA teachers shared how they were intrinsically motivated and satisfied with the teaching profession because it fulfilled their personal goals and values. Nevertheless, at the same time, they were dissatisfied with their current work conditions and low salary, feeling that their hard work went unrewarded (Jerrim, 2021; Mafukata and Mudau, 2016; Viac and Fraser, 2020).

The findings in this EdD research were consistent with recruitment and retention literature, revealing differences between teacher's reasons for entering and leaving the profession however, this study focused on the adaptive motives influencing an individual’s choice to persist (Foster, 2019; Jerrim, 2021; Long and Danechi, 2022; Worth, 2021; Worth and Faulkner-Ellis, 2022b). English and South African teachers who participated in this research indicated that extrinsic factors, such as *time with family,* while not rated highly as an essential factor influencing the initial choice to teach, were often cited as a contributing factor for teachers who

were reluctantly considering leaving the profession. The notion of an adaptive motive becoming a demotivational factor can be associated with what has been called the teacher disadvantage factor, namely the increasing opportunity cost of teaching the longer a teacher remains in the profession (Draper et al., 2017). An example is a teacher's salary; as they progress through the first few years of teaching, they earn less than their professional non-teaching counterparts. In addition, although social influences were not rated highly, the analysis of phase two semi-structured interviews reflected the important motivational influence of how teaching as a career was viewed and valued by family, friends, and their community. Teaching had social and personal prestige for families and communities as it was perceived that all would benefit from the material, and personal rewards associated with a professional teaching career in England and South Africa (Butt et al., 2010; Reay, 2022; Watt, Richardson, Klusmann et al., 2012).

The importance of access to quality HEI ITE in developing effective teacher recruitment and retention strategies was described as pivotal. The essential roles that HEI ITE and ongoing CPL played in developing the necessary qualities and skills associated with being a professional teacher were important recruitment and retention factors mentioned by English and South African student, early and late-career teachers. Teacher education leads exclusively to the specific profession of teaching in contrast to more broad-based subjects; thus, students take their career decision at the beginning of their studies (Stellmacher et al., 2020; University Council for the Education of Teachers, 2020). Several WGEN and WGSA teachers shared how they believed HEI ITE and CPL could accommodate the development of positive professional identities that would support the persistence of teachers in the profession. In particular, teachers in England and South Africa suggested it was essential to develop personal qualities and pedagogical skills in ITE and CPL that would enable teachers to deal with identity tensions in the early years of their career. The importance of developing resilience and a sense of wellbeing to sustain their commitment and enthusiasm or overcome change fatigue in later years (Du Plessis and Sunde, 2017; Heinz, 2015; Priyadharshini and Robinson-Pant, 2003; Tatto, 2022; van der Want et al., 2018). The suggestion is that effective teacher identities are achieved through critical reflective practice, sensitising teachers to develop strategies to sustain their wellbeing, cope with and predict crises that can lead to overwhelming emotions.

Literature and several WGSA and WGEN teachers suggested that supportive mentoring experiences in the early career phase were positively associated with increased classroom management efficacy in the early and mid-career teaching phase, positively impacting on the ensuing persistence of teachers (Lazarides et al., 2020; Perryman and Calvert, 2020). In comparison, the ENEC and SAEC teachers shared how excessive demands associated with the teaching role experienced in the early career teaching phase resulted in greater negativity with a declining sense of self-efficacy (Bandura, 1986, 1993; Heinz, 2015; Lazarides et al., 2020; Perryman and Calvert, 2020). The surprising findings of SALC teachers being more highly motivated by *intrinsic career value* than SAST reflect how self-efficacy and behaviours were reciprocally entwined. As teachers gain more mastery experiences, they are more likely to experience success, which increases their sense of self-efficacy and positive teaching behaviours (Bandura, 1986; Tang et al., 2015). However, WGEN and WGSA teachers shared how essential they considered access to quality CPL as although some teachers' professional mastery increased with experience, the opportunity cost of not developing essential skills and knowledge linked to their subject specialism led to several feeling increasingly out of date, trapped and demotivated (Chiong et al., 2017; Draper et al., 2017; Roth, 2014).

While the decision to leave teaching is a complex one influenced by many factors, the literature reviewed suggested that the maladaptive factors of workload and accountability pressure, wanting a change, the school situation, and salary considerations were the most prominent (Faulkner-Ellis and Worth, 2022; Long and Danechi, 2022; Perryman and Calvert, 2020). The important adaptive extrinsic motives shared as influential in persuading student, early and late-career teachers in England and South Africa to stay included the extrinsic rewards of job security, salary, working hours, flexibility, and teaching contracts. The adaptive motives influencing the choice to teach most cited by WGEN and WGSA teachers included teaching perceived to be a meaningful, valued career, the opportunity to make a difference, to serve students by sharing a *passion for the subject,* with the belief of having the necessary personal qualities and skills to succeed as an effective educator (Fray and Gore, 2018; Gore et al., 2015; Heinz, 2015; Heinz et al., 2017; Richardson et al., 2014; Watt, Richardson, Smith, 2017). The importance of positive social status and improved working conditions with associated material benefits for the teaching profession was suggested to be an essential precondition

before the strategies and policies to improve teaching motivation and wellbeing can have the desired impact (Fray and Gore, 2018; Gore et al., 2015; Heinz, 2015; Richardson et al., 2014; Watt, Richardson, Smith, 2017; Wyatt-Smith et al., 2017). Several WGEN and WGSA teachers suggested that the quality and accountability agendas of various stakeholders concerned with teacher workforce planning needed to consider the wellbeing of teachers and include a specific focus on teacher motivation, human relationships, adequate material reward, effective management, and leadership strategies to increase the retention of effective teachers (Chiong et al., 2017; Menzies et al., 2015; Perryman and Calvert, 2020; Wyatt-Smith et al., 2017).

7.6. Chapter Summary

This EdD study aimed to try and understand why some student, early and late-career teachers in England compared to South Africa remain positive, committed, and motivated, while others became increasingly preoccupied with challenging issues, disheartened, and chose to leave the profession (Hargreaves, 2000; Huberman, 1993; van der Want et al., 2018). Teachers' motivation is thus a conduit for how beliefs, perceptions, values, interests, and actions influence behaviour related to teaching tasks, influencing the initial choice and persistence in teaching as a career (Lai, 2011; Watt and Richardson, 2007).

The interpretation of the intrinsic, altruistic, and intrinsic factors identified in the FIT-choice literature and the findings from the analysis of the quantitative and qualitative data were important, and there were meaningful analytic connections between motivation categories for several English and South African student, early and late-career teachers (Chiong et al., 2017; Heinz, 2015; Richardson et al., 2014; Watt, Richardson, Smith, 2017). The three highest-rated motives that influenced English and South African student, early and late-career teachers' career choices identified in the analysis of phase one FIT-choice questionnaire section B data were the intrinsic motives *ability* and *intrinsic career value*, followed by altruistic motive *social equity*. The WGEN and WGSA teachers were interested in sharing a *passion for their subject* specialist area, improving learning opportunities for students, and making a valued contribution to society while believing they had the necessary skills and qualities to be an effective teacher. However, several WGEN and WGSA teachers mentioned that while teaching did accommodate their personal goals and was enjoyable, they increasingly experienced dissonance between the tasks they assumed they would be focusing

on and the type of work they were often asked to do as part of their teaching role. Teaching was viewed as a career that required expertise with access to lifelong learning opportunities beginning with HEI ITE and continuing with access to quality CPL.

The findings from this EdD study reflect how adaptive intrinsic, altruistic, and extrinsic motivational factors influencing the initial choice and persistence in teaching as a career were interpreted and experienced by student, early and late-career teachers in England compared to South Africa. The adaptive intrinsic motives that influenced the initial choice and persistence in teaching as a career were interpreted in two ways: 1) *intrinsic career value*, referring to a passion for teaching and 2) *ability*, referring to a passion for a specialist subject. The findings showed how SAEC teachers, once they had successfully negotiated the first few challenging years, found they could persist and enjoy teaching. In comparison, SALC teachers indicated they enjoyed a passion for teaching due to an increased sense of agency, mastery and interrelatedness (Roth, 2014; Ryan and Deci, 2000b). An important outcome challenged the perception of late-career teachers as worn-out or burnt-out, simply waiting to retire in comparison, SALC teachers were more confident, and effective benefitting from their years of experience. WGEN teachers were motivated to teach as an opportunity to remain engaged with their subject specialist field compared to WGSA teachers. While also motivated to teach, influenced by a passion for their specialist subject, WGSA teachers recognised the importance of social justice and equitable access to learning subjects such as mathematics.

The altruistic motives associated with the adapted FIT-choice factor *social equity* were referred to as: 1) making a difference through service to students and 2) making a difference through service to society. When considering the main effect of career groups, the findings reflected how WGST teachers were idealistically motivated to teach as an opportunity to transform the lives of individuals or groups of students and make a meaningful contribution to society. In comparison, WGEC teachers were more pragmatically motivated to make a difference to their students and thus enact change in their society. WGLC teachers were more realistic in how they were motivated to make a difference to the students they teach and colleagues while focusing on contributing positively to the progress and success of society. The final findings contributed to understanding the initial outcome of the phase one quantitative FIT-choice questionnaire data analysis, where the

influence of altruistic motives declined as teachers progressed through their careers. However, the qualitative data deepened the understanding of how teachers' altruistic motives may alter or change, rather than necessarily appear to decline in importance for WGLC teachers in England and South Africa.

The findings from phase one FIT-choice questionnaire data and the phase two semi-structured interview data revealed a nuanced understanding of the extrinsic motives influencing English and South African student and early and late-career teachers' career choices. There were five different extrinsic motives: 1) teaching as a convenient career linked to the quality of life factors, including *time for family*, holidays fitting in with family commitments and responsibilities; 2) teaching viewed as a maladaptive last resort *fallback career* because of a lack of employment opportunities, or encountering barriers to accessing preferred career options; 3) alternatively, teaching experienced as an adaptive second *fallback career* choice as individuals wanted to return to work, or were considering switching careers; 4) the acknowledgement of the impact of the s*ocial influences* of important people within an individual's social environment encouraging teaching as a preferred career choice, and 5) attractive material rewards including salary, job security, transferability of skills, and other extrinsic benefits associated with teaching as a professional career (Heinz, 2015; Richardson et al., 2014; Watt and Richardson, 2007; Watt, Richardson, Smith, 2017).

The rewards of teaching, such as fitting in with family responsibilities and commitments, compensate for the costs of choosing to teach. Teaching as a career that affords *time with family* was a clear extrinsic motive for WGEN and WGSA teachers. An interesting finding was how holidays were not rated highly by ENEC and SAEC teachers, which could be due to the pressures associated with the first few years of teaching such as workload and emotional exhaustion (Faulkner-Ellis and Worth, 2022; Worth and McLean, 2022). WGST teachers rated the importance of holidays and *time with family* the highest out of all career groups. At the same time, WGLC teachers viewed both extrinsic motives as crucial in supporting their ability to persist in the profession.

Teaching as a second or last resort *fallback career* influenced English and South African student, early and late-career teachers who described how they experienced this extrinsic motive as an adaptive factor when viewed as a preferred second fallback career option. In comparison, also a maladaptive factor when

experienced as a last resort *fallback career* option. The findings reflected how SAEC and SALC teachers rated the opportunity to teach as a preferred second *fallback career* option more highly than SAST teachers. It would appear that for SAST teachers, teaching was a first or preferred career choice. Several SAEC and SALC teachers explained how it was a convenient second *fallback career* choice coinciding with changed personal and professional life circumstances. In comparison, teaching as a last resort *fallback career* option referred to how teaching was the only career option for several SAEC and SALC teachers due to a lack of access to alternative careers. However, several SAEC and SALC teachers also described how they were motivated to choose to teach as a last resort *fallback career* option as it was easier to access the HE academic qualification with financial support.

The analysis of phase one FIT-choice questionnaire section B data suggested the influence of individuals in a teacher's social environment was more significant for ENST teachers compared to ENLC teachers. However, the analysis of phase two interview data suggested it changed rather than declined in importance. Friends, family, colleagues, and other essential individuals encouraged ENST and ENCL teachers' initial choice to teach. However, mentors, encouraging colleagues and the support of family and friends was mentioned by several ENLC teachers as a considerable influence on their ability to persist. Several WGEN and WGSA teachers shared how they were inspired to teach by positive *prior teaching and learning experiences*. The career choice of several WGEN and WGSA teachers, while motivated by inspiring former teacher role models, motivated by a desire to be the kind of teacher they wished they had when they were in education.

Several English and South African students, early and late-career teachers, shared how they viewed initial ITE and CPL as crucial to meet a teachers' need for developing agency, autonomy, mastery and a sense of relatedness (McLennan et al., 2021; Richardson et al., 2014; Roth, 2014). Strategies within ITE and CPL programs could include well-designed group work, access to existing professional networks and affording opportunities to collaborate with model professionals to encourage relatedness, agency, and autonomy (McLennan et al., 2021). The positive impact would be that teachers developed agency and autonomy, and thus feel valued and experience wellbeing (Beltman, 2020; Viac and Fraser, 2020).

The importance of developing future pedagogies explored in initial and continuing

teacher education programs could provide a creative and innovative set of alternatives for teachers to examine and try out to develop skills and qualities (Biesta, 2016; Giroux, 1985; Priyadharshini, 2021b). Teachers at all career stages are viewed as effective, lifelong learners with explicit opportunities to develop secure professional teacher identities. The additional challenge mentioned was how to provide student, early, and late-career teachers in England and South Africa with the opportunity to reflect critically on their unconscious assumptions and beliefs (Giroux, 1985). Beliefs are often self-generated but untested and not thoroughly examined until they are in practicums as part of ITE or while participating in CPL. These beliefs could be transformed into adaptive values as they are examined, challenged, or alternatives tried out, informing teachers' actions and motivation within a particular context (Eccles et al., 1983; Heinz and Fleming, 2019; Watt, Richardson, Smith, 2017). In this way, a teacher's values could influence a set of beliefs directly impacting decision making, motivating these teachers, and ensuring they persist as effective educators. The transformation of maladaptive motives into adaptive motives was considered possible through quality HEI ITE and teacher-led CPL.

Literature exploring ways teachers remain resilient when viewed from a systemic perspective cited motivation as the most important personal resource in addition to efficacy, a sense of purpose, optimism, and social-emotional competence (Beltman, 2020; Mansfield, 2020; Viac and Fraser, 2020). Although there is no guarantee that early career motivation equates to career-long motivation, previous FIT-choice research found that student, early and late-career teachers motivated to teach as a preferred career option were more able to persist and cope with the challenges associated with the early career teaching phase (Bas, 2022; Heinz, 2015; Richardson et al., 2014; Roth, 2014; Watt, Richardson, Smith, 2017). However, several WGEN and WGSA teachers stressed that individual teachers need additional systemic resources to sustain their motivation and resilience, including contextual resources, access to quality CPL, collaboration, consultation, and involvement in policy. This EdD study's findings suggest that adaptive student, early and late-career teachers in England and South Africa who persisted at all career stages exhibited a sense of agency, an internal locus of control that was not dependent on external validation or resources. These teachers described how they valued the tasks associated with their teaching role and were altruistically inspired to make a difference while feeling adequately rewarded.

8. Chapter 8: Conclusion

8.1. Overview

The aim of this EdD study was to explore how some teachers stay positive, committed, and motivated while others become increasingly preoccupied with the issues, challenges and costs associated with teaching as a career, which may lead to them choosing to leave the profession (Day and Gu, 2010; Hargreaves, 2000, 2021; Huberman, 1993). This chapter comprises of five parts, with the first part in section 8.2 presenting a summary of the main findings in response to the research question. The second part, in section 8.3, considers the practical implications for recruitment, education, and retention. The third part, in section 8.4., presents a brief discussion considering the theoretical contribution. In the fourth part, in section 8.5, describe the limitations of this research and made suggestions for future research. The final fifth part in section 8.6 offers concluding thoughts and reflections on the importance of a deeper understanding of how adapted intrinsic, altruistic, and extrinsic motives affect teachers' wellbeing, self-efficacy, and commitment. A more profound understanding of teacher motivation should positively influence the recruitment, education, and retention of effective teachers in England and South Africa.

8.2. Research summary in response to the research question

The two-phased mixed methods explanatory research design aimed to explore teacher motivation in England and South Africa using the validated FIT-choice questionnaire (Watt and Richardson, 2007) and semi-structured interviews. The purpose was to explore how intrinsic, altruistic, and extrinsic motives influenced English and South African student, early, and late-career teachers' initial choice and ability to persist in teaching as a preferred career option discussed in Chapter 3. The main finding was that teacher motivation is important. Motivated teachers in England and South Africa shared how they experienced high levels of wellbeing, self-efficacy, and job satisfaction. Student, early and late-career teachers in England and South Africa enjoyed teaching and the opportunity to share a passion for their subject. Teachers were thus motivated to contribute to their students' successful development and thus, make a difference to English and South African society. Several teachers described, however, that extrinsic material and quality of life rewards associated with teaching were important in supporting their ability to persist as effective motivated educators at all career stages. The literature

reviewed reflected how low levels of teacher motivation negatively affected teachers' self-efficacy, and commitment, resulting in absenteeism and a lack of retention; thus, teacher motivation and wellbeing have become prominent issues in research, policy, and public debates (Gutierrez and Nailer, 2021; Viac and Fraser, 2020).

The findings in this EdD study suggest that teachers' motivation is a conduit for how actions, assumptions, values, and beliefs influence behaviour. Teachers' motivation was in part dependent on their experience of wellbeing, enabling them to develop the drive to persist in teaching as a career (Han and Yin, 2016; Lai, 2011; Watt and Richardson, 2007). Student, early and late-career teachers in England and South Africa were most influenced by 1) intrinsic motives associated with the adapted FIT-choice factor *ability*; 2) intrinsic motives linked to the FIT-choice factor *intrinsic career value,* and 3) altruistic motives associated with the FIT-choice factor *social equity* discussed in section 7.6.

The different, more nuanced understanding of intrinsic motives revealed in the analysis of phase one and two data discussed in Chapter 4 and Chapter 5 included reference to two discrete categories: 1) a *passion for a subject* specialist area associated with the FIT-choice factor *ability*, and 2) a *passion for teaching* associated with the FIT-choice factor *intrinsic career value*. WGEN teachers were intrinsically motivated by their ability to share a passion for their subject. In comparison, WGSA teachers, while also motivated to share a passion for their subject, were mindful of attempting to offer equitable opportunities for all students to access learning in subjects where there was a lack of sufficient specialist teachers. SAEC teachers were intrinsically motivated to persist in teaching as a preferred career choice, inspired by a passion for teaching once they had managed to negotiate the initial turbulent and challenging years. In comparison, SALC teachers shared how they remained motivated with an increased sense of autonomy, mastery and interrelatedness to share a passion for teaching with their students and colleagues.

Altruistic motives associated with the adapted first-order FIT-choice factor social equity referred to two distinct themes: 1) service to society and 2) service to learners. WGST teachers were more idealistically motivated to transform their students' learning experience and challenge society's status quo, see section 7.3. In contrast, WGEC teachers became more pragmatic about serving students and

society by creating an inclusive and sustainable learning environment. WGLC teachers shared a more realistic goal of serving and transforming learning opportunities for their students, thus positively impacting society. WGEN teachers described how they were motivated by the opportunity to challenge what they perceived as enduring social-class-based bias limiting access to educational opportunities for working-class students. In comparison, WGSA teachers shared how they were altruistically motivated to provide a learning environment that promoted social equity and justice, believing they had a moral duty to redress the legacy of racial discrimination for previously disadvantaged students.

The findings in this research extended the understanding of the extrinsic motives influencing English and South African student, early and late-career teachers, discussed in section 7.4. The extrinsic motives included: 1) teaching as a *fallback career* viewed as an adaptive preferred second *fallback career* choice compared to 2) a maladaptive last resort *fallback career* choice; 3) *time with family*; 4) *social influences* and 5) *prior teaching and learning experiences*. SAEC and SALC teachers shared how they chose to teach as a last resort *fallback career* as it was easier to access an education qualification with funding, or were unsure of what career to choose, or lacked alternative career options. In comparison, several SAEC and SALC teachers shared how they chose to teach as an adaptive second *fallback career* option due to changing personal or professional life circumstances. Teaching here was considered a convenient second career choice with attractive quality-of-life factors such as accommodating *time for family.* The *time for family* influenced WGST teachers as a future-orientated adaptive motive in line with their personal life goals (Nesje et al., 2018). WGEN and WGSA teachers were motivated to teach by the flexibility of the working hours associated with teaching, fitting in with family commitments and responsibilities. The *social influences* of important individuals in their social network were more critical for ENST teachers compared to ENLC teachers; however, ENLC teachers described how essential mentors and supportive partners were instrumental in their ability to persist. Inspirational former teachers influenced WGEN and WGSA teachers who were inspired to teach as they had enjoyed *prior teaching and learning experiences*; however, several English and South African teachers were determined to be the educators they wished they had when they were at school.

Several English and South African teachers mentioned that access to quality HEI ITE and CPL was a clear extrinsic motive influencing their career choice in section

7.5. However, a lack of appropriately structured quality CPL within a collegiate environment that provided in-service teachers with optimal challenge and critical but constructive feedback was mentioned as an issue that led to some teachers becoming demotivated.

The other implication discussed in section 7.5 addressed the increasing precarity of the involvement of HEIs in initial and ongoing teacher education, reflecting the decline of teacher's professional legitimacy and social prestige as public intellectuals in England and South Africa (Bosio, 2021; Entwistle, 2022; Giroux, 1985). A deeper understanding of teachers' motivation in England and South Africa had implications for practice by contributing to the development of effective strategies to address the ongoing teacher recruitment, education and retention crisis discussed in section 7.5.

8.3. Implications for practice: Key themes

The focus of this EdD study on student, early and late-career teachers acknowledges that teachers experienced fluctuating levels of motivation throughout their career due to changes in their personal or professional life (Day and Gu, 2010). A teachers career is dynamic and can be demanding and stressful at the beginning and later stages (Day and Gu, 2010; Skaalvik and Skaalvik, 2011). If, as the student, early and late-career teachers in England and South Africa indicated, teachers' motives are motivated by the changing assumptions, beliefs, and values about teaching that alter as they progress through their careers, a deeper understanding of teacher motivation is vital to inform coherent recruitment, education, and retention strategies.

8.3.1. Recruitment, education, and retention

Teachers' motivation to teach depends on the socio-cultural, psychological, emotional, religious, and socio-economic pressures, rewards, and costs impacting on their career choice. The different interpretations identified in this EdD research of the intrinsic, altruistic, and extrinsic motives affected by a teacher’s home country and career stage influencing their choice to teach as a career, amplified how teachers need to be recruited, educated, and retained differently. The difficulty of identifying a coherent strategy for the effective recruitment, education and retention of teachers is complex as the evolving self-concept of teacher identity, intellectual capacities, pedagogical skills, personal characteristics, and

organisational capabilities of individuals vary. English and South African student, early and late-career teachers represented a heterogeneous and not a homogenous group of professionals (Richardson et al., 2014). However, there were what could be considered shared core intrinsic, altruistic, and extrinsic motives and values associated with teaching that offer practical implications for developing effective recruitment, education, and retention strategies. The importance of intrinsic, altruistic, and extrinsic motives link to the understanding that teachers' self-efficacy beliefs and personal career goals are informed by evaluating their teaching competencies, their ability to be effective and how much they value the tasks related to a teaching role.

8.3.2. Recruitment

The importance of recruiting teachers remains a global challenge, with literature suggesting that education systems do not have the right professionals in the right places to teach effectively, which often reinforces inequity (Godwin and Bellinger, 2019; Heinz et al., 2017; Heinz et al., 2021; Ortega-Sánchez and Pérez-González, 2022). When considering what attracted English and South African student, early and late-career teachers into the profession, it emerged that it was most important for individuals to imagine themselves having the ability to be an effective teacher. Their choice of a teaching career was endorsed by important people in their social network with several being inspired by former teachers. Teachers at all stages of the profession were intrinsically motivated to persist due to the recognition of their increasing skill and the belief that they were able to contribute to society by serving their students, see section 6.3, by sharing a passion for their subject, see section 6.2.1, while feeling they were adequately materially and professionally rewarded, see section 6.4.

One of the influential motives that could be considered when looking at effective recruitment policies could be *social equity* and the importance of a shared sustainable future that emerged as essential for WGEN and WGSA teachers; see sections 6.3.5 and 6.3.6. Altruistic motives motivated WGST teachers, see section 6.3.2 to teach with the desire to contribute to the transformation of society, influence future generations of students, and contribute to social justice. Altruistic motives could inspire aspirational teachers to join the profession, believing that they can make a real difference to the students in the society in which they live and work. Several career switchers, such as SAEC teachers, mentioned how important it was to feel their contribution as teachers was valued.

The importance of *social influences* could significantly influence the recruitment and retention of ENST and ENLC teachers, see section 6.4.3. ENST and ENLC teachers shared a belief that teachers should be adequately materially rewarded and regarded as valuable public intellectuals (Chiong et al., 2017; Ryan and Deci, 2000a). WGEN and WGSA teachers explained that they were influenced to teach by positive *prior teaching and learning experiences* and inspired by good role models, see section 6.4.5.

Essential systemic macro and micro extrinsic factors could inform effective recruitment strategies to encourage individuals to choose and persist in teaching as a preferred career option. While extrinsic motives were not highly rated in the quantitative data, they were emphasised in the interviews as crucial factors supporting the ability of individuals to persist in the teaching profession. The ability to enjoy time with their families, job security and a reliable salary were all critical benefits associated with becoming a teacher for WGEN and WGSA teachers that accorded with personal life goals, see section 6.4. In the FIT-choice literature reviewed and this EdD study's findings suggested that while extrinsic material rewards such as higher salaries, holidays, improved induction, and early career mentoring are not necessarily the most important factors when deciding to become a teacher, they do become critical to retain teachers at all career stages (Chiong et al., 2017; Long and Danechi, 2022; Menzies et al., 2015; Sam Baars et al., 2015).

The strength of a more comprehensive view of the how important extrinsic material benefits are also matters for teacher recruitment. Several WGEN and WGSA teachers mentioned the influence of salary in response to the open question in the FIT-choice questionnaire section A, see section 4.5.4, and in the semi-structured interviews section 6.4.6. There is strong and consistent evidence that bursaries and student fee support are associated with increased ITE recruitment mentioned by SAST teachers in section 4.5.4. However, the literature suggests that there is little compelling evidence that student funding is associated with increased recruitment without wider systemic support to create a supportive working environment (Faulkner-Ellis and Worth, 2022).

Several WGEN and WGSA teachers shared how difficult it was to secure a permanent teaching contract after a temporary break in service, see section 6.4.2. A potential recruitment strategy could be to provide returning teachers with the

opportunity to be employed as part of a collaborative learning team, with CPL seen as a retraining teacher education process to refresh or develop alternative skills. Quality CPL could focus on developing the psychosocial capacity, knowledge, skills, and capabilities of the teaching workforce so that effective teachers have the knowledge, skills, and behaviours to ensure their wellbeing and to support student learning (Godwin and Bellinger, 2019; La Velle, 2021). As discussed in the next section, ITE and CPL viewed as continuous processes, starting with ITE, and continuing with CPL opportunities for the entire duration of a teacher's career (Viac and Fraser, 2020).

8.3.3. Education

The findings in this EdD study discussed in section 7.5 suggested that central to supporting the consistent motivation of effective teachers are HEI ITE and CPL, despite the ongoing crisis discourse globally where teacher education is increasingly viewed as a problem (Darling-Hammond, 2012, 2021; Mayer and Mills, 2021; University Council for the Education of Teachers, 2020, 2021). WGEN and WGSA teachers shared how they considered it essential for ITE and CPL to be available to broaden teachers' agency and autonomy to interpret and manage the curriculum. To develop teachers' skills, competence, and confidence to transform educational provision, both pedagogically and in terms of the organisation of teaching, learning and assessment. The importance of agency and autonomy developed during initial teacher education to support what SAEC teachers described as the early career shock. A career stage where they experienced controlled motivation, perceived themselves as lacking autonomy and agency, and were subject to external maladaptive controlling or disruptive forces, see section 6.2.1.1 (Richardson et al., 2014; Roth, 2014). In comparison, with an increased sense of mastery, autonomy, and agency SALC teachers shared how they increasingly perceived themselves as the origin of their behaviours, see section 6.2.1.2.

A WGSA teacher explained how they needed to update their undergraduate subject specialist knowledge and engage in ongoing CPL to stay current; see section 6.2.2.2. There was a shared assumption that teachers must update their subject specialist area knowledge, pedagogical praxis, technology, and socio-emotional and behavioural development to facilitate 21st-century curriculums. WGEN and WGSA teachers described in section 6.2.2 the importance of effective

teachers being agile and developing rapid assessments of student learning. However, this requires teacher education to be able to innovate and transition from module based to one characterised by collaboration and exchange among teachers, schools, and education systems ((Biesta, 2016; Heinz and Fleming, 2019; UNESCO, 2022b). A program of ITE and CPL could empower teachers to transform maladaptive extrinsic goals into adaptive intrinsic goals through internalisation, transferring behavioural regulation from outside to inside with the necessary systemic support (Godwin and Bellinger, 2019; Roth, 2014; Ryan and Deci, 2000a).

Recognising teachers' self-initiated efforts and engagement in professional learning is integral to ITE and CPL, where the curriculum is seen as provisional, evaluated in each classroom by teacher-researchers with a focus on experimentation and exploration (Ovenden-Hope et al., 2018) . CPL should be an opportunity for experimental thinking and innovation through critical reflective praxis. See section 6.2.2.2, where a SALC teacher describes teaching as praxis, constantly open to refinement and improvement. Education personnel also need adequate time to engage in training (UNESCO, 2022b).

If, as WG teachers in England and South Africa described, 21st-century education is less about what individuals already know and more about their capacity to learn, teachers should have access to opportunities to develop autonomous agency and increased feeling of competence through guided inquiry and collaborative decision-making. It is argued that teachers must have access to CPL to use innovative pedagogies to create a learning culture that supports teachers' and students' self-determined and autonomous motivation (Godwin and Bellinger, 2019; Roth, 2014). Teachers should be viewed as active epistemic agents, shaping their own and students' academic trajectories, learning through self-initiated decisions about *what* and *how* to learn. Arguably HEI ITE and CPL could influence initial and persistent teacher motivation, equipping teachers with the necessary expertise and agency thus encouraging individuals to join and stay in the profession. Teacher education that supported teacher motivation through developing effective, autonomous, committed, and resilient teachers. Teachers who can deal with the constant change and the complex global challenges of contemporary times, see section 6.2.1.2, where SALC teachers describe how they feel they can teach more effectively at this career stage due to a sense of increased mastery, agency, and autonomy.

Future research should focus on creating the context and curriculum for transformative HEI ITE and CPL to cope with the fluidity of the constant change of contemporary life, the accelerated pace of knowledge, and changing skills to encourage the ability to encourage sustainable critical thinking. The challenge is how to involve teachers authentically and sustainably in the development of initial and ongoing curricula to sustain their engagement, motivation, commitment, and ability to flourish as effective educators. The ongoing issue of how to bridge the gap between theory and practice, locating teacher education practice within an independent, critical, research-led HEI setting, but in collaboration with schools, teachers, co-creating sustainable learning communities (Heinz and Fleming, 2019). Several WGEN and WGSA teachers made a substantial case for understanding the complexity of the reality of teaching in today's changing times. The discourse speaks of the necessity of preparing teachers for future disruptions and the challenge of how to engage students in the 'offline' life world of teaching, learning and assessment (UNESCO, 2022b).

8.3.4. Retention

This EdD study aimed to focus on the adaptive motivating factors which enable teachers who decide to persist to continue to develop and retain a commitment to their learning and their students' progress. The problem of teacher attrition is where the initial motivation and commitment to the teaching profession erode as the teachers become demotivated due to the demands and costs associated with teaching exceed their capacity to adapt and enjoy the associated tasks (Perryman and Calvert, 2020). The issue of supporting early career teachers to persist through early career shock, see section 6.2.1.1, where SAEC described how they could transition to believing they had the ability to be effective educators with the support of influential mentors, colleagues, and management. They realised they could develop competencies, gain confidence, and persist but needed more comprehensive systemic support. In comparison, SALC described an increased sense of mastery, agency and ability, and enjoyment from teaching, section 6.2.1.2, where they describe the importance of being a lifelong learner, constantly aware of the need to innovate and stay motivated.

Several teachers described how adaptive motives that initially motivated individuals' choice to teach altered transforming into maladaptive motives, such as workload demands impacting their *time with family*. As WGEN and WGSA

teachers in section 6.4.3.5 shared, it becomes a factor that makes them consider leaving, despite enjoying teaching as a profession. ~~The reasons for leaving~~ The maladaptive motives described by WGEN and WGSA teachers reflected a discourse of disappointment about the reality of teaching, the broader context, and the accountability culture of control measuring efficiency combined with a performativity culture in which teachers work (Entwistle, 2022; Perryman and Calvert, 2020; Reay and Ball, 1997). The embedded inequalities within the prevailing education systems disheartened English and South African teachers motivated to teach initially by a desire to enhance *social equity*, see section 6.3. Teachers need to justify ideological and political views embedded in school curricula that challenge their values and beliefs, see section 6.3.5. In addition, the lack of value and social status accorded to teachers in England and South Africa was linked by several student, early and late-career teachers, to the extrinsic issues of a punitive inspection regime, see the ENLC teachers' comments in section 6.4.6. Teachers in England and South Africa are concerned about the increasing marketisation of education, the constant churn of change from education and government officials, and a burdensome appraisal system resulting in lower teacher retention (Department of Basic Education, 2019, 2020; Worth and Faulkner-Ellis, 2022b).

Student, early, and late-career teachers in England and South Africa expressed concern at the perceived lack of attention paid to teachers' motivation and wellbeing. They felt isolated and were concerned at the absence of more comprehensive systemic support and the churn of change in the education system, fearful that inequalities will endure to the detriment of both the current and future generations of teachers and students (Farquharson et al., 2022; Godwin and Bellinger, 2019; UNESCO, 2022c). There was the view that teachers are change-makers but cannot persist if the system does not endorse teacher-led innovations and support teacher wellbeing (International Task Force on Teachers for Education 2030, 2013, 2021). English and South African student, early and late-career teachers stressed the importance of supportive, well-trained, and adequately resourced mentors, effective leadership and management, and opportunities for quality CPL as critical factors that would motivate them to persist in the profession.

8.4. Theoretical contribution

The empirical gap this EdD research addressed was the first use of the FIT-choice questionnaire (Watt and Richardson, 2007) to explore the similarities and differences between the intrinsic, altruistic, and extrinsic motives influencing English and South African student, early and late-career teacher's career choice. The findings of the phase one FIT choice questionnaire section A and B data discussed in Chapter 4 and Chapter 5 suggested the FIT-choice model (Watt and Richardson, 2007) proved to be a reliable and valid theoretical model to use within an English and South African setting. Previously, there was one FIT-choice study in England, a master's dissertation exploring the motivation of primary school teachers (Fulford, 2006), see section 2.4.1. In South Africa, there had previously been one FIT-choice study that used the FIT-choice questionnaire (Watt and Richardson, 2007), a master's dissertation on the motives influencing mathematics teachers to choose teaching as a career (Du Preez, 2016, 2018).

The FIT-choice theoretical model proved reliable for different groups of student and early and late-career teachers. The additional theoretical gap addressed was to explore the adaptive motives influencing English and South African WGEC teachers (one to 15 years of experience) and WGLC teachers (16+ years of experience) career choices. In addition to a theoretical contribution, the findings of this EdD study added to the dialogue on practical implications to address the enduring crisis of teacher recruitment, education, and retention.

8.5. Limitations and suggestions for future research

The findings of this EdD study suggested that intrinsic, altruistic, and extrinsic motives are fluid and can change as teachers progress through their careers. A limitation of the study was, however, that it was cross-sectional, not longitudinal, and used independent groups to examine differences between career stages. A suggestion for future research would be to consider how the motives influencing the initial career choice of student teachers change over time as they become early and then late-career teachers in England and South Africa. Such longitudinal research would make a valuable contribution to considering the factors that support the persistence of skilful, knowledgeable, committed, resilient, and effective late-career teachers (Fray and Gore, 2018). If, as Bandura (1986) suggested decades ago, teacher negativity once established is hard to change, it is important to gain a deeper understanding of teacher motivation while it is

malleable in student and early career phases. It would also be interesting to conduct longitudinal research identifying critical incidents at particular career stages where support to retain and enhance teachers' motivation and wellbeing would be most effective. Furthermore, large-scale longitudinal studies would allow for the analysis of data to explore whether teachers with certain initial motives are likelier to persist in the profession or whether initial adaptive motives deepen or alter over time (Chiong et al., 2017; Klassen et al., 2011; Klassen, Rushby et al., 2021). This would extend research in this area to establish more definitive, generalisable conclusions about the tentative patterns of change in teacher motivation across the trajectory of a teaching career in England and South Africa. Finally, as this research focused on the adaptive motives of effective, motivated teachers, further research on why teachers leave the profession is another critical area for future study.

The use of mixed methods in this EdD research study allowed a more nuanced understanding of the interpretation and experience of intrinsic, altruistic, and extrinsic motives for student, early and late-career teachers in England and South Africa. Suggestions for further research identified from the findings in this study could include more large-scale, cross-national longitudinal mixed-methods studies, incorporating the use of theoretically and empirically validated instruments such as the FIT-choice theoretical model (Watt and Richardson, 2007). The importance of researchers being mindful of how restricted definitions, unexamined beliefs, and assumptions about the motives of student, early and late-career teachers can lead to western-dominated understandings of teacher motivation in non-western settings (Klassen et al., 2011). The possibilities afforded by using innovative methodologies and methods to collect data, embracing the creative potential of digital technologies and communication via different media, might allow a wider audience of teachers to share their assumptions, values, and beliefs about what motivates them to persist, enhances their sense of wellbeing to teach as a preferred career option. The use of technology to enable cross-national, creative, and collaborative research, that foregrounds the voices of participating teachers on what motivating factors would result in their wellbeing and retention within the profession (Beltman, 2020; McMahon et al., 2015).

The focus in future research expanded to include a more holistic look at teacher motivation as an essential part of teacher wellbeing. This addresses a limitation of this research, where despite student, early and late-career teachers in England

and South Africa describing what motivated them to choose and persist in teaching initially, this understanding may not be enough to retain effective educators. For example, several English and South African teachers explained that despite enjoying teaching, the wider systemic and personal critical incidents made the costs associated with persisting in teaching unsustainable. As the rationale for this research was to explore ways to support effective teachers to remain in the teaching profession, the suggestion is to do further research exploring teacher wellbeing. The aim would contribute to a shared theoretical language to articulate the personal, socio-cultural contextual opportunities and resources needed to support teacher motivation, wellbeing, resilience, and efficacy.

8.6. Concluding thoughts and reflections

The heterogeneous nature of the teaching workforce suggests that teachers will have different motivational profiles developed and shaped in response to local socio-economic, ideological, and academic cultures and needs (Richardson et al., 2014; Watt, Richardson, Smith, 2017). The findings in this EdD research study suggest teachers should be encouraged to develop strategies and an awareness of the possibility to transform maladaptive motives into adaptive motives throughout their career with an awareness of the competing motives differently activated at different career stages, dependent on socio-cultural context and evolving personal and professional circumstances (Watt, Richardson, Smith, 2017). Quality HEI ITE and CPL programs should be equally situated to continuously support teachers' further motivation by providing the space for critical reflective praxis, supporting the development of teachers' affirmative identity, and enhancing their sense of wellbeing.

The theoretical contribution of using the FIT-choice model in England and South Africa deepened an understanding of what motivates teachers in differing cross-national contexts (Watt and Richardson, 2007). In a world marked by conflict, climate change and economic disparity, teachers engage with their learners, families, and communities with different values and beliefs, culturally diverse expectations, aspirations, and ambitions experiencing an increasing disjuncture between what motivated them initially to choose to teach and the nature of the work they must perform as teachers (Heinz et al., 2017; Seehawer and Breidlid, 2021; Worth and Faulkner-Ellis, 2022b). There was a broader recognition of the importance of teachers' motivation and wellbeing as, without adequate, motivated

teachers, education cannot provide equitable access to learning. Education supports teachers' and students' ability to progress, flourish, and experience wellbeing in a sustainable shared future (Seehawer and Breidlid, 2021).

There is international recognition of the challenge for effective educators to maintain their wellbeing, motivated to deal with challenges amplified by the COVID-19 pandemic revealing the interconnectedness of all species living on this planet facing unimaginable and potentially unsustainable futures. Paradoxically we are living in an oxymoronic age where education and the environmental crisis are proclaimed but endure for decades, contradicting the global acknowledgement of the urgent response required to ensure teachers are "empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems" (United Nations Transforming Education Summit, 2022: 1). The wellbeing, motivation and quality of teachers are inseparable from the systems in which they work. The enduring plea remains for policymakers, governments, and other decision-makers to support the quality of teaching, teachers' professional status and wellbeing with fair working conditions, adequate material rewards and resources, autonomy to critically reflect and agency to research to manage the fluidity and change inherent in the everyday life of a teacher.

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10. Acronyms

ACE Advanced Certificate in Education

ANOVA Analysis of Variance

B Ed Bachelor of Education

BME Black and minority ethnic

CAPS Curriculum and Assessment Policy Statement

CDE Centre for Development and Enterprise

CFA Confirmatory Factor Analysis

COVID-19 Coronavirus-19

CPD Continued Professional Development

CPL Continued Professional Learning

CV Curriculum Vitae

DBE Department of Basic Education

DfE Department for Education

DHET Department of Higher Education and Training

DoE Department of Education

DV Dependant Variable

EdD Doctor of Education

EFA Exploratory factor analysis

ENEC Early career teachers from England

ENLC English late-career teachers

ENST English student teachers

EVT Expectancy-Value Theory

EYFS Early Years Foundation Stage (of education)

FET Further Education and Training (Grades 10-12)

FIT-choice Factors Influencing Teaching Choice

FL Funza Lushaka

FP Foundation Phase (Grades R-3)

GCSE General Certificate of Secondary Education

GiT Get into Teaching

GoSA Government of South Africa

GPK General Pedagogical Knowledge

HE Higher Education

HEI Higher Education Institution

HEPP Higher Education Participation Programme

HEQC Higher Education Quality Committee

HoD Head of Department

IP Intermediate Phase (Grades 4-6)

ISASA Independent Schools Association of Southern Africa

ISPFTED Integrated Strategic Planning Framework for Teacher Education and Development

ITE Initial Teacher Education

ITFoEF2030 International Task Forces on Teachers for Education 2030 Steering Committee

ITT Initial Teacher Training

IV Independent Variable

KS1 Key Stage 1 (primary level education)

KS2 Key Stage 2 (primary level education

KZN KwaZulu-Natal

LC Late-career teacher

M+4 Matriculation plus four years tertiary education

MANOVA Multivariate analysis of variance

MRTEQ Minimum Requirements for Teacher Education Qualifications

NAISA National Association of Independent Schools in South Africa

NAPTOSA National Professional Teachers' Organisation of South Africa

NATU National Teachers Union

NCS National Curriculum Statement

NCTL National College for Teaching and Leadership

NDP National Development Plan

NEPA Nation Education Policy Act

NGO Non-Governmental Organisation

NPFTE National Policy Framework for Teacher Education and Development in South Africa

NQT Newly qualified teacher

NSC National Senior Certificate

NSFAS National Students Financial Aid Scheme

NTG New Teacher Graduate

NWU North-West University

OBE Outcome Based Education

OECD The Organisation for Economic Co-operation and Development

PED Provincial Education Department

PGCE Postgraduate Certificate in Education

PIRLS Progress in International Reading Literacy Study

PISA Programme for International Student Assessment

PL1 post-level one educators

PLC Professional Learning Community

PTDIs Provincial Teacher Development Institutes

PTEC Provincial Teacher Education Committee

PTSs Professional Teaching Standards

QTLS Qualified teacher and learner status

QTS Qualified teacher status

RNCS Revised National Curriculum Statement

SACE South African Council for Educators

SADTU South African Democratic Teachers' Union

SAEC South African early career teachers

SALC South African late-career teachers

SAPA South African Principals' Association

SAQA South African Qualification Authority

SASA South African Schools Act

SAST South African student teachers

SAWG Whole group of teachers from South Africa

SCITE School-centred initial teacher training

SCT Social Cognitive theory

SDT Self-Determination Theory

SEND Special educational needs and disabilities

SGB School Governing Body

SKE Subject knowledge enhancement

SMT School Management Team

SP Senior Phase (Grades 7-9)

SSA Statistics South Africa

ST Student teacher

STEM Science, Technology, Engineering and Mathematics

TALIS Teaching and Learning International Scale

Teach First a two-year employment-based teacher training programme.

TEDS-M Teacher Education and Development Study in Mathematics

TIMMS Trends in International Mathematics and Science Study

TPACK Technological pedagogical content knowledge

TPD Teacher Professional Development

UCAS University and Colleges Admissions Service UK

UCT University of Cape Town SA

UKZN University of KwaZulu-Natal SA

UNESCO United Nations Educational, Scientific, and Cultural Organisation

UNISA University of South Africa

US University of Stellenbosch SA

UWC University of the Western Cape SA

VET Vocational Education and Training

WG Whole group of teachers

WGEC Whole group of early career teachers

WGEN Whole group of teachers from England

WGLC Whole group of late-career teachers

WGSA Whole group of teachers from South Africa

WGST Whole group of student teachers

α Cronbach's Alpha (Cronbach, 1951)

11. Appendices

11.1. Appendix 1: Permission to use the FIT-choice scale

RE: use of FIT-Choice model questionnaire for EdD research

Helen Watt <helen.watt@sydney.edu.au>

You replied to this message on 21/11/2017 10:47.

Sent: Tue 21/11/2017 01:26
To: Michele Fuller
Cc: fitchoice@monash.edu; Paul.Richardson@monash.edu; Helen Watt
Retention Policy: STF - Delete Email Items - 3 Years (3 years) Expires: 20/11/2020

Message FITChoice_PIsurvey_finalitemsset.doc (90 KB) CUPdiscountflyer040817.pdf (926 KB)

Dear Michele,

Thank you for your interest, you are welcome to use our measures with correct citation, free of charge.

Please cite the psychometric FIT-Choice scale validation as:
-- Watt, H.M.G. & Richardson, P.W. (2007). Motivational factors influencing teaching as a career choice: Development and validation of the FIT-Choice Scale. *Journal of Experimental Education, 75*(3), 167-202.

and the validation sample as:
-- Richardson, P.W. & Watt, H.M.G. (2006). Who chooses teaching and why? Profiling characteristics and motivations across three Australian universities. *Asia-Pacific Journal of Teacher Education, 34*(1), 27-56.
(also contains a useful Table 1, which summarises items per construct in clear layout)

first cross-cultural validation:
-- Watt, Richardson et al. (2012) in TATE
(all pdf's also available for ready download at: www.fitchoice.org)

You may also be interested to refer to the international comparisons using the FIT-Choice scale published in our recent 2012 journal special issue of APJTE, volume 40. And recent 2017 CUP book (discount flyer attached).

You may also be interested in our "PECDA scale", to cite as:
-- Watt, H.M.G. & Richardson, P.W. (2008). Motivations, perceptions, and aspirations concerning teaching as a career for different types of beginning teachers. *Learning and Instruction, 18*, 408-428.

All can be accessed under "Publications" at www.fitchoice.org . We have attached the formatted final scale for best convenience.

best wishes with your work – Helen & Paul

HELEN M G WATT | Professor of Educational Psychology
ARC Future Fellow
School of Education and Social Work

THE UNIVERSITY OF SYDNEY
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T +61 2 8627 6672 | E helen.watt@sydney.edu.au
W http://sydney.edu.au/education_social_work/about/staff/profiles/helen.watt.php

FIT-Choice project: www.fitchoice.org
STEPS study: www.stepsstudy.org

11.2. Appendix 2: FIT-choice questionnaire Section A

FIT-choice questionnaire	
SECTION A: BACKGROUND INFORMATION **This information will provide valuable background information about who chooses teaching as a career and will not be used to identify any individual participant or institution.**	
PLACE AN X IN THE APPROPRIATE BLOCK OR FILL IN THE INFORMATION REQURIED – THANK YOU	
Description of demographic items in the FIT-choice scale for English and South African STUDENTS	
Part A: Background information	
1.Gender (1-3)	Male = 1, Female = 2, I do not want to answer/other = 3
2. Age (1-7)	16-18 = 1, 19-24=2; 25-29=3; 30-39=4; 40-49=5, 50-59=6, 60+=7
3. Course that you study (1-6)	BA=1, MA=2, Cert.Ed.=3, PGCE = 4, Other = 5 (England) Bed FP=1, Bed IP (Science/math's) =2, Bed (lang)=3, PGCE = 4, Honors =5 (South Africa)
4. Where offered (which campus) (1-2)	Validated by HE2 = 1, HE1ersfield = 2 (England) Where offered: South Campus =1, Misson vale =2 (South Africa)
5. Current level of study (1-8)	1 – Doc or post doc, 2 = postgraduate, 3=graduate, 4= undergraduate or degree level, 5=A levels, 6 = matriculation, 7=technical or vocational qualification, 8 = other
6. Home language (1-12)	English = 1, Other = 12 (England) English = 1, Afrikaans = 2, isiXhosa = 3, isiZulu = 4, Sesotho (N/S) =5, isiNdebele = 6, siSwati=7, Setswana=8, Sepedi=9, Xitsonga=10, Tshivenda=11, Other = 12 (South Africa)
7. Province you completed Grade 12 (1-11)	County: HE2 = 1, Other = 2 (England) Western Cape = 1, Eastern Cape = 2, Northern Cape =3, Open state = 4, KwaZulu Natal = 5, Gauteng = 6, Mpumalanga = 7, Limpopo = 8, Northwest Province = 9, I did not attend school in South Africa = 10 (South Africa)
8. Name of school completed grade 12 (QUAL) (1-10)	Open question QUALITATIVE
9. (South Africa only) City/town teach practical (1-6)	Gqeberha =1, Humansdorp = 2, Jeffreys bay = 3, Uitenhage = 4, Dispatch = 5, Other = 6 (South Africa only)
10. (South Africa only) School above is in (1-5)	City area=1, Township area = 2, Northern Areas = 3, Semi-rural = 4, other = 5 (South Africa only)
11. Indicate which member of family has been to College or Technikon/university (or are currently studying) (1-5)	One or more of your grandparents =1, either your mother or father =2, one or more of your siblings = 3, one or more of your children = 4, NONE = 5 (was added in coding and as an additional option)
12.(England only) Where do you stay when studying at university? (1-5)	Parents home = 1, family friend = 2, private accommodation = 3, halls on campus =4, other = 5
13. Briefly state your main reason(s) for choosing to become a teacher? OPEN QUESTION	
Description of demographic items in the FIT-choice scale for English and South African early and late-career TEACHERS	
Part A: Background information	
1. Gender (1-3)	Male = 1, Female = 2, I do not want to answer/other = 3
2. Country life (1-2)	England = 1, South Africa = 2
3. Age (1-8)	Under 18 = 1, 18-24=2, 25-34 = 3, 35-44=4, 45-54=5, 55-64=6, 65+=7, prefer not to say = 8
4.Course that you teach? (1-14)	Sciences = 1, Engineering = 2, Languages =3, Art & Design =4, Drama & performing arts = 5, History =6, Geography=7, Math's =8, Psychology = 9, Business subjects =10, Construction = 11, Hair & Beauty = 12, Education = 13, Other = 14
5.What level do you teach? (1-8)	Nursery (0-4yrs) =1, Foundation year (4-7 years) =2, Primary school (6-11 years) =3, High School (11-18years) = 4, A level College or Sixth Form College (16-18 years) =5, Further Education and Technical College (16-18 years) =6, University (18+ years) =7, Other = 8 (UCC (University Centre Colchester))
6.Highest Qualification (1-8)	Doctorate=1, Postgraduate (e.g., PGCE, MA, Hons) =2, Graduate (e.g., BA, BCom, BSc degree) =3, Undergraduate =4, A levels =5, Matriculation = 6, Technical or vocational qual = 7, other =8
7. Home language (1-12)	English = 1, Other = 4 (England) English = 1, Afrikaans = 2, Xhosa = 3, Other = 4 (South Africa)
8. How long have you been teaching? (1-4)	0-3years=1, 4-7 years =2, 8-15 years=3, 16-23 years = 4, 24-30 years =5, over 31 years = 6, other = 7 (England and SA)
9. Returned to teaching after a break? (1-3)	Yes = 1, no = 2, other = 3
10. Have you only ever been employed as a teacher? (1-3)	Yes = 1, no=2, other = 3
11. How would you describe your teaching contract? (1-7)	Full time =1, part time (less than 30 hours week) =2, Job share =3, Hourly paid (sessional, you only get paid for the hours you teach) =4, Voluntary = 5, Prefer not to say = 6, other =7
12. Indicate which member of family has been to College/Technikon/university (or are currently studying) (1-4)	One or more of your grandparents =1, either your mother or father =2, one or more of your siblings = 3, one or more of your children = 4, NONE = 5 (was added in coding and as an additional option)
13. What was your main motivation to choose teaching as a career? (1-10)	Passion for my subject = 1, difference to society=2, difference to students teach=3, not accepted 1st career choice=4, second career=5, work with children, adolescents=6, security = 7, holidays = 8, prefer not to say =9, other = 10
14.Which of the following factors could make you leave teaching? (1-9)	Lack of work/life balance=1, administrative duties=2, lack of support from management and/or leadership team = 3, students lack discipline relation to schoolwork = 4, colleagues who are absent on a regular basis=5, lack of support from parents=6, rate of change from government policy change=7, rate of change of curriculum content-what you must teach=8, other=9
Description of demographic items used to code for ALL PARTICIPANTS – student, early and late-career teachers	
Part A: Background information	
Career group (1-6)	1 = England early career; 2 = England late-career, 3 = England student, 4 = South African early career, 5 = South Africa late-career, 6 = South Africa student
Gender (1-3)	Male = 1, Female = 2, I do not want to answer/other = 3
Country (1-2)	1 = England, 2 = South Africa
Age (1-7)	16-18 = 1, 19-24=2; 25-34=3; 35-44=4; 45-54=5, 55-64=6, 65+=7, not say = 8
Highest qualification (1-7)	1 – Doc or post doc, 2 = postgraduate, 3=graduate, 4= undergraduate or degree level, 5=A levels, 6 = matriculation, 7=technical or vocational qualification, 8 = other
Current level of study (1-8)	1 =Doc or post doc, 2 = postgraduate, 3=graduate, 4= undergraduate or degree level, 5=A levels, 6 = matriculation, 7=technical or vocational qualification, 8 = other
Home language (1-12)	English = 1, Afrikaans = 2, isiXhosa = 3, isiZulu = 4, Sesotho (N/S) =5, isiNdebele = 6, siSwati=7, Setswana=8, Sepedi=9, Xitsonga=10, Tshivenda=11, Other = 12
Indicate which member of family has been to College/Technikon/university (or are currently studying) (1-4)	One or more of your grandparents =1, either your mother or father =2, one or more of your siblings = 3, one or more of your children = 4, NONE = 5 (was added in coding and as an additional option)
9. What was your main motivation to choose teaching as a career? (1-10) (student, early and late-career teachers)	Passion for my subject = 1, difference to society=2, difference to students teach=3, not accepted 1st career choice=4, second career=5, work with children, adolescents=6, security = 7, holidays = 8, prefer not to say =9, other = 10
10. Which of the following factors could make you leave teaching? (Only early and late-career teachers) (1-9)	Lack of work/life balance=1, administrative duties=2, lack of support from management and/or leadership team = 3, students lack discipline relation to schoolwork = 4, colleagues who are absent on a regular basis=5, lack of support from parents=6, rate of change from government policy change=7, rate of change of curriculum content-what you must teach=8, other=9

11.3. Appendix 3: Adapted FIT-choice questionnaire section B, C and D

SECTION B: INFLUENTIAL FACTORS 37 items

For each statement below, please rate how important it was in **YOUR** decision to become a teacher, from **1** (not at all important in your decision) to **7** (extremely important in your decision). Please **CIRCLE** the number that best describes the importance of each.

"I chose to become a teacher because…"

		Not at all important	extremely important
B1.	I am interested in teaching	**1 2 3 4 5 6 7**	
B2.	Part-time teaching could allow more family time	**1 2 3 4 5 6 7**	
B3.	My friends think I should become a teacher	**1 2 3 4 5 6 7**	
B4.	As a teacher I will have long holidays	**1 2 3 4 5 6 7**	
B5.	I have the qualities of a good teacher	**1 2 3 4 5 6 7**	
B6.	Teaching allows me to provide a service to society	**1 2 3 4 5 6 7**	
B7.	I have always wanted to be a teacher	**1 2 3 4 5 6 7**	
B8.	Teaching may give me the chance to work overseas	**1 2 3 4 5 6 7**	
B9.	Teaching will allow me to shape child/adolescent values	**1 2 3 4 5 6 7**	
B11.	I was unsure of what career I wanted	**1 2 3 4 5 6 7**	
B12.	I like teaching	**1 2 3 4 5 6 7**	
B13.	I want a job that involves working with children/adolescents	**1 2 3 4 5 6 7**	
B14.	Teaching will offer a steady career path	**1 2 3 4 5 6 7**	
B16.	Teaching hours will fit in with the responsibilities of having a family	**1 2 3 4 5 6 7**	
B17.	I have had inspirational teachers	**1 2 3 4 5 6 7**	
B18.	As a teacher I will have a short working day	**1 2 3 4 5 6 7**	
B19.	I have good teaching skills	**1 2 3 4 5 6 7**	
B22.	A teaching qualification is recognized everywhere	**1 2 3 4 5 6 7**	
B23.	Teaching will allow me to influence the next generation	**1 2 3 4 5 6 7**	
B24.	My family thinks I should become a teacher	**1 2 3 4 5 6 7**	
B26.	I want to work in a child/adolescent-centered environment	**1 2 3 4 5 6 7**	
B27.	Teaching will provide a reliable income	**1 2 3 4 5 6 7**	
B29.	School holidays will fit in with family commitments	**1 2 3 4 5 6 7**	
B30.	I have had good teachers as role models.	**1 2 3 4 5 6 7**	
B31.	Teaching enables me to 'give back' to society	**1 2 3 4 5 6 7**	
B35.	I was not accepted into my first-choice career	**1 2 3 4 5 6 7**	
B36	Teaching will allow me to raise the ambitions of underprivileged youth	**1 2 3 4 5 6 7**	
B37.	I like working with children/adolescents	**1 2 3 4 5 6 7**	
B38.	Teaching will be a secure job	**1 2 3 4 5 6 7**	
B39.	I have had positive learning experiences	**1 2 3 4 5 6 7**	
B40.	People I have worked with think I should become a teacher	**1 2 3 4 5 6 7**	
B43.	Teaching is a career suited to my abilities	**1 2 3 4 5 6 7**	
B45.	A teaching job will allow me to choose where I wish to live	**1 2 3 4 5 6 7**	
B48.	I chose teaching as a last-resort career	**1 2 3 4 5 6 7**	
B49.	Teaching will allow me to benefit the socially disadvantaged	**1 2 3 4 5 6 7**	
B53.	Teaching will allow me to have an impact on children/adolescents	**1 2 3 4 5 6 7**	
B54.	Teaching will allow me to work against social disadvantages	**1 2 3 4 5 6 7**	

SECTION C – BELIEFS ABOUT TEACHING – 14 items

For each question below, please rate the extent to which YOU agree it is true about teaching, from1 (not at all) to 7 (extremely). Please CIRCLE the number that best describes your agreement for each

		Not at all important	Extremely important
C1	Do you think teaching is well paid?	**1 2 3 4 5 6 7**	
C2	Do you think teachers have a heavy workload?	**1 2 3 4 5 6 7**	
C3	Do you think teachers earn a good salary?	**1 2 3 4 5 6 7**	
C4	Do you believe teachers are perceived as professionals?	**1 2 3 4 5 6 7**	
C5	Do you think teachers have high morale?	**1 2 3 4 5 6 7**	
C7	Do you think teaching is emotionally demanding?	**1 2 3 4 5 6 7**	
C8	Do you believe teaching is perceived as a high-status occupation?	**1 2 3 4 5 6 7**	
C9	Do you think teachers feel valued by society?	**1 2 3 4 5 6 7**	
C10	Do you think teaching requires high levels of expert knowledge?	**1 2 3 4 5 6 7**	
C11	Do you think teaching is hard work?	**1 2 3 4 5 6 7**	
C12	Do you believe teaching is a well-respected career?	**1 2 3 4 5 6 7**	
C13	Do you think teachers feel their occupation has high social status?	**1 2 3 4 5 6 7**	
C14	Do you think teachers need high levels of technical knowledge?	**1 2 3 4 5 6 7**	
C15	Do you think teachers need highly specialized knowledge?	**1 2 3 4 5 6 7**	

SECTION D – <u>YOUR</u> DECISION TO BECOME A TEACHER – 6 items

For each question below, please rate the extent to which it is true for YOU, from 1 (not at all) to 7 (extremely). Please CIRCLE the number that best describes your agreement for each.

		Not at all important	Extremely important
D1	How carefully have you thought about becoming a teacher?	**1 2 3 4 5 6 7**	
D2	Were you encouraged to pursue careers other than teaching?	**1 2 3 4 5 6 7**	
D3	How satisfied are you with your choice of becoming a teacher?	**1 2 3 4 5 6 7**	
D4	Did others tell you teaching was not a good career choice?	**1 2 3 4 5 6 7**	
D5	How happy are you with your decision to become a teacher?	**1 2 3 4 5 6 7**	
D6	Did others influence you to consider careers other than teaching?	**1 2 3 4 5 6 7**	

11.4. Appendix 4: Letter for online FIT-choice questionnaire

Dear South, African/English Teacher Colleagues

I am researching teacher motivation.

I would appreciate it if you can complete my online questionnaire.

The underlined link to participate follows below and it should take between 10 to 20 minutes of your time to complete the scale.

Click here to complete the scale if you want to participate. The link will open a new page in your browser. You can also complete it on your cell phone. Please remember to press the SUBMIT button at the end of the scale when you have completed the scale.

Let me briefly inform you below what my study is about:

- The focus of my study is to explore to what extent a deeper understanding of teachers' motivation in England and South Africa could be supported, developed and informed during an initial teacher education program, how this understanding of what motivated individuals to choose to teach as a career would contribute to developing effective, self-reflective educators who are persistently motivated throughout their teaching careers, as well as to ascertain and identify which possible strategies could address the contemporary challenges of teacher recruitment, training and retention (Watt et al. 2012:1, 10; DfE (Department for Education) 2017:12; Gore et al. 2016:30; Wilmot 2017:2; Deacon 2016, Andrews 2018:1).

- The theoretical framework used in this study is the Factors Influencing Teaching Choice (FIT-choice model) (Richardson & Watt, 2006), informed by the expectancy choice motivational theory (Wigfield & Eccles, 2000). In Watt et al.'s (2017) book, *Global Perspectives on Teacher Motivation*, retention is identified as an international issue detailed in case studies from several countries including Australia, Estonia, Croatia, and Turkey. One of the key recurring recommendations is for policymakers, governments, and education leaders to consider what motivates people to become teachers and how this information can inform initial teacher training programs and continuing professional development to encourage the retention of motivated teachers (Watt et al., 2017).

- The online scale is proposed to include in-career teachers at schools or lecturers in an education department to identify motivational factors to assist in developing strategies to support early and late-career teachers at all levels of tuition to remain persistently motivated throughout their careers.

University approval:

- Ethical clearance to conduct the research has been obtained from the University of East Anglia (UEA) and University Centre Colchester (UCC). The ethics Committee has discussed the research and approved the scale.

- Any digital or paper-based copies of data, including recordings, will be stored in a password protected file for a period not exceeding 10 years. There should be no personal data which would be able to identify, harm or trace any individual data of a personal nature or identify associated educational institutions, data will be used for analysis and verification only related to the dissertation process or associated publications.

In summary, this study aims to contribute to the discussion around the motivation of individuals to choose teaching as a career from developed and developing socio-cultural contexts suggesting that the use of Fit choice validated theoretical model produces valuable cross-national information on teacher motivation that could be of use to teacher educators, policymakers and other organizations concerned with the recruitment, training, and retention of highly effective motivated teachers.

Please do not hesitate to contact me if you require any additional information. My email address is michelle.fuller@colchester.ac.uk

Thank you very much.

Regards

Michele

11.5. Appendix 5: Informed consent form and written information

Opt-in and information forms Teacher Trainees (NMU and UCC) and teachers (South Africa and England)

Michele Fuller

Education Doctorate and course leader ITE (UCC)

XX.XX. 2018

Faculty of Social Sciences
School of Education and Lifelong Learning
University of East Anglia
Norwich Research Park
Norwich NR4 7TJ
United Kingdom

To what extent does motivation play a role for PGCE Students in South Africa compared to PGCE students in England?

PARTICIPANT INFORMATION STATEMENT – PGCE student

What is this study about?

You are invited to take part in a research study about what motivated you to become an education student and prospective teacher at Nelson Mandela University (NMU). I am interested in understanding what motivated you to choose teaching as a career and what role you think motivation should play as part of the teacher training program. You have been invited to participate in this study because you are currently enrolled in an education course at NMU. This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the study. Please read this sheet carefully and ask questions about anything that you do not understand or want to know more about. Participation in this research study is voluntary. By giving consent to take part in this study you are telling us that you:

Understand what you have read.
Agree to take part in the research study as outlined below.
Agree to the use of your personal information as described.

Who is running the study?

The study is being carried out by Michele Fuller as part of her Doctorate in Education studies, School of Education and Lifelong Learning, University of East Anglia. She is aided by Prof Andre' du Plessis from NMU in Gqeberha.

What will the study need from me?

Your participation will involve completing a paper-based scale which has been used in several different studies in different countries. This should take you around 20 minutes to complete. You will be asked questions relating to some background information about yourself to give an idea of who you are while not requiring anyone to know your name. The information will provide some idea of age, gender, educational experience, the language you speak at home, the educational level of your parents or carers to allow for some understanding of some of the influences that might effect on how we try and improve teacher training programs in the future. Please do not hesitate to ask for any additional information you may need about the meaning of the questions that have been asked at any time while you are completing the scale.

How much of my time will the study take?

It is expected that each scale will take between 15-20 mins.

Do I have to be in the study? Can I withdraw from the study once I have started?

Being in this study is completely voluntary and you do not have to take part. Your decision whether to participate will not affect your current or future relationship with the researchers or anyone else at Nelson Mandela University (NMU). The scales are fully anonymised, but you can withdraw at any time before, during or directly after you have completed the scale. Once it has

been returned to the researcher it will not be possible to identify your data individually. However, if you have any concerns about how the data will be used or any questions related to this research, you are welcome to contact me by email (uek16xdul@uea.ac.uk) Or by phone (01206579252) or Prof Andre du Plessis at 083 565 5560 or andre.duplessis@mandela.ac.za . You are free to stop the scale at any time.

Are there any risks or costs associated with being in the study?
Aside from giving up your time, we do not expect that there will be any risks or costs associated with taking part in this study.

Are there any benefits associated with being in the study?
I would hope that sharing your motivation to become a teacher trainee will add to the existing understanding of how to recruit, train and retain good teachers to become an important part of an effective teaching profession. The study will also contribute to the effectiveness of provision for future students on teacher training programs and contribute to the knowledge and understanding of how to support teachers' motivation once they enter the profession.

What will happen to information about me that is collected during the study?
By supplying your consent, you are agreeing to us collecting personal information about you for the purposes of this research study.

What if I would like further information about the study?
When you have read this information, Michele will be available to discuss it with you further and answer any questions you may have. You can contact her on uek.16.xdul@uea.ac.uk or 01206579252. Alternatively, you may contact Prof Andre du Plessis at 083 565 5560

Will I be told the results of the study?
You have a right to receive feedback about the overall results of this study. You can tell me that you wish to receive feedback by supplying a contact detail on the consent section of this information sheet. This feedback will be in the form of a one-page lay summary of the findings. You will receive this feedback after the dissertation is completed, or because of conference papers, journal articles which will also be available online where possible.

What if I have a complaint or any concerns about the study?
The ethical aspects of this study have been approved under the regulations of the University of East Anglia's School of Education and Lifelong Learning Research Ethics CommITEee. It has also been approved by the NMU Ethics CommITEee. Any issues can be reported to Michelle Fuller uek.16.xdul@uea.ac.uk or 01206579252. Alternatively, you may contact Prof Andre du Plessis at 083 565 5560

OK, I want to take part – what do I do next?
You need to fill in one copy of the consent form and give to Michele Fuller or Prof Andre du Plessis with the completed questionniare at the end of the session. Please keep the letter, information sheet and the 2nd copy of the consent form for your information.

FIT-choice questionnaire participant consent form (1st copy to researcher)

I, ... [PRINT NAME], agree to take part in this research study.

In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.
I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
The researchers have answered any questions that I had about the study and I am happy with the answers.
I understand that being in this study is completely voluntary and I do not have to take part. My decision whether to be in the study will not affect my relationship with the researchers or anyone else at the University Centre Colchester or Nelson Mandela University now or in the future.
I understand that I can withdraw from the study at any time.
✓ I understand that I may stop the scale at any time if I do not wish to continue, and that unless I show otherwise any copies will then be destroyed and the information supplied will not be included in the study. I also understand that I may refuse to answer any questions I do not wish to answer.
I understand that personal information about me that is collected will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
I understand that the results of this study may be published, part of conference proeedings and part of the final doctorate dissertations but these outcomes will not have my name or any identifiable information about me as all the information collected will be fully anonymised.

I consent to:

Completing the scale YES □ NO □

If you answered **YES**, please indicate your preferred form of feedback and address:

□ Postal:

_____

□ Email:_____

Signature **PRINT name**

Date……..

Interview / focus group participant consent form (2nd copy to participant)

I, ... [PRINT NAME], agree to take part in this research study.

In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.
I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
The researchers have answered any questions that I had about the study and I am happy with the answers.
I understand that being in this study is completely voluntary and I do not have to take part. My decision whether to be in the study will not affect my relationship with the researchers or anyone else at the University Centre Colchester or Nelson Mandela University now or in the future.
I understand that I can withdraw from the study at any time.
✓ I understand that I may stop the scale at any time if I do not wish to continue, and that unless I indicate otherwise any copies will then be destroyed and the information provided will not be included in the study. I also understand that I may refuse to answer any questions I do not wish to answer.
I understand that personal information about me that is collected will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
I understand that the results of this study may be published, part of conference proeedings and part of the final doctorate dissertations but these outcomes will not contain my name or any identifiable information about me as all the information collected will be fully anonymised.

I consent to:

Completing the scale YES □ NO □

If you answered **YES**, please indicate your preferred form of feedback and address:

□ Postal: _____

□ Email: _____

Signature **PRINT name** **Date**

Participant consent form (1st copy to researcher)

I, ... [PRINT NAME], agree to take part in this research study.

In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.
I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
The researchers have answered any questions that I had about the study and I am happy with the answers.
I understand that being in this study is completely voluntary and I do not have to take part. My decision whether to be in the study will not affect my relationship with the researchers or anyone else at Nelson Mandela University now or in the future.
I understand that I can withdraw from the study at any time.
I understand that I may leave the focus group or interview at any time if I do not wish to continue. I also understand that it will not be possible to withdraw my comments once the focus group has started as it is a group discussion
I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
I understand that the results of this study may be published,be part of conference proceeding, doctorate and as part of academic articles. Although every effort will be made to protect my identity, I may be identifiable in these publications due to the nature of the study or results. However, no real names will be used and individuals should no be able to be indentifed.

I consent to:

Audio-recording YES □ NO □

Would you like to receive feedback about the overall results of this study?
YES □ NO □

If you answered **YES**, please indicate your preferred form of feedback and address:

□ Postal: _____

□ Email: _____

Signature **PRINT name** **Date**

Date

Participant consent form (2nd copy to participant)

I, ... [PRINT NAME], agree to take part in this research study.

In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.
I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
The researchers have answered any questions that I had about the study and I am happy with the answers.
I understand that being in this study is completely voluntary and I do not have to take part. My decision whether to be in the study will not affect my relationship with the researchers or anyone else at the Nelson Mandela University now or in the future.
I understand that I can withdraw from the study at any time.
I understand that I may leave the focus group or interview at any time if I do not wish to continue. I also understand that it will not be possible to withdraw my comments once the focus group has started as it is a group discussion
I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
I understand that the results of this study may be published,be part of conference proceeding, doctorate and as part of academic articles. Although every effort will be made to protect my identity, I may be identifiable in these publications due to the nature of the study or results. However, no real names will be used and individual should no be able to be indentifed..

I consent to:

Audio-recording YES □ NO □

Would you like to receive feedback about the overall results of this study?
YES □ NO □

If you answered **YES**, please indicate your preferred form of feedback and address:

□ Postal: _____

□ Email: _____

Signature **PRINT name**

Date

11.6. Appendix 6: Response rate to FIT-choice questionnaire Section A closed and open questions

Scale paper based (PB) or online (OL)	England					South Africa				
	Answered open questions					Answered open questions				
	PB	A No	OL	A No	A %	PB	A No	OL	A N0	A %
Student	55	55			**100**	103	103			**100**
Early career	12		42	14	**25.9**	4		62	39	**62.9**
Late-career	6		44	31	**70.4**	9		48	38	**79.1**
Total questionnaires	73		86		**156**		116	110		**226**

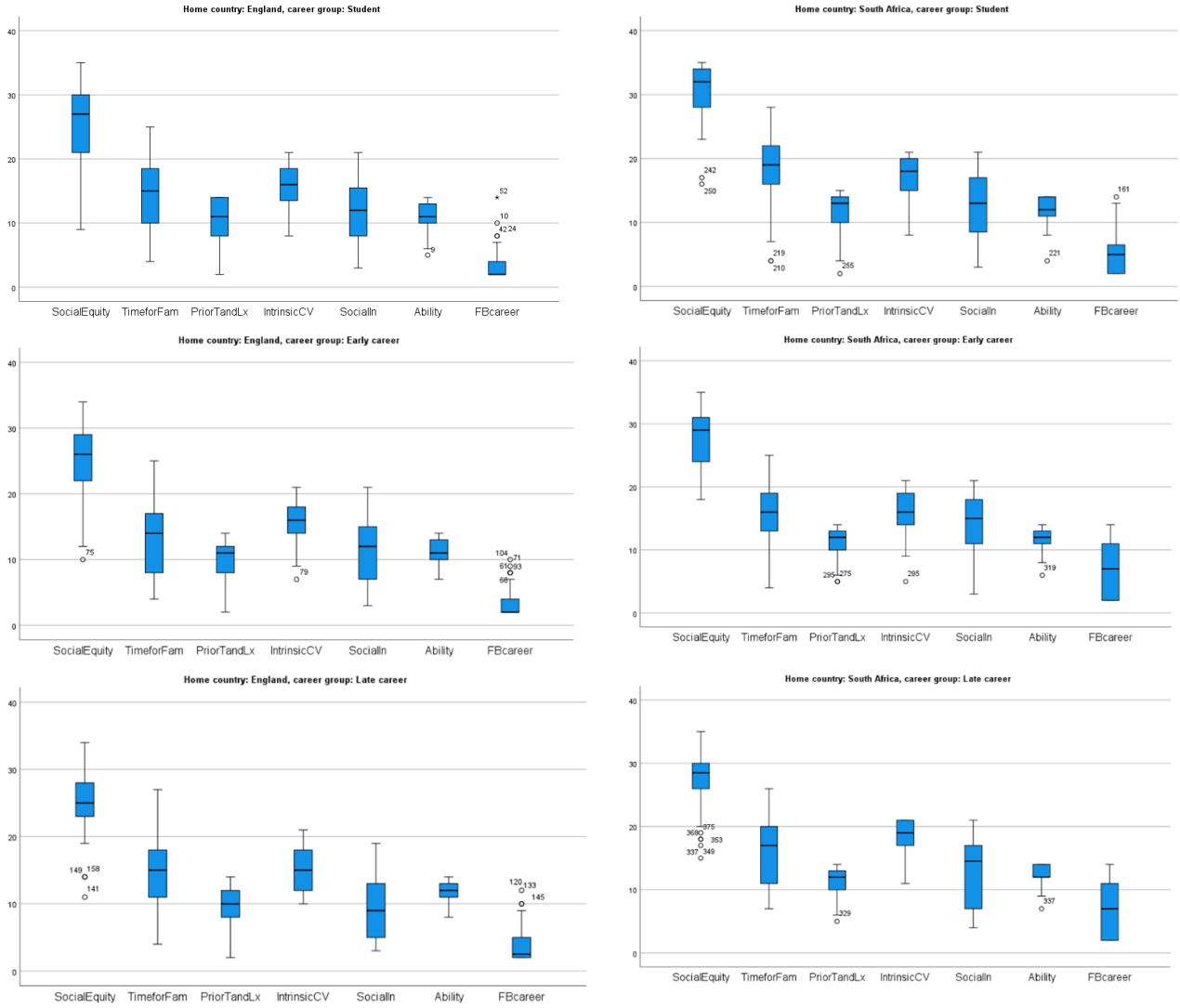
PB = total paper-based questionnaire respondents; A No = number of respondents to open question; OL = total online questionnaire respondents; A No = number of respondents who answered the open option, A% is the overall percentage of participants who responded to the open option overall. All the student participants responded while the percentages of early and late-career teachers varied in England and South Africa. Student teachers' responses were coded to the adaptive motive items listed

11.7. Appendix 7: Coding for responses to FIT-choice questionnaire section A

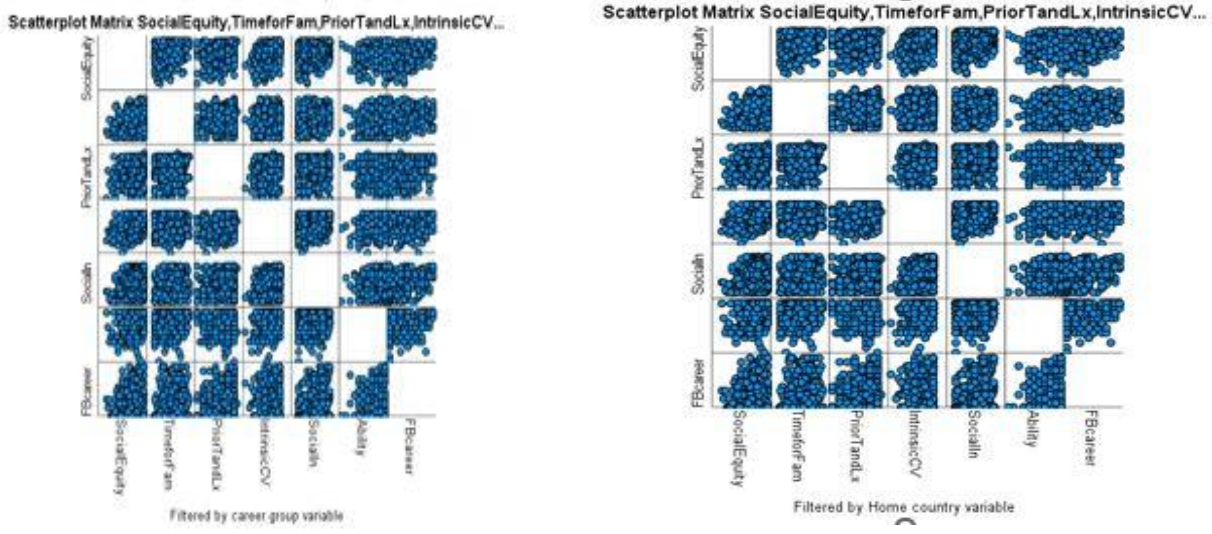
Motives	Associated Influential FIT-choice factors	Options and themes from coding on motives to stay	Associated items in the FIT-choice questionnaire	Example
Intrinsic motives	**Ability**	**Passion for subject**	I have the qualities of a good teacher (B5); I have good teaching skills (B19); Teaching is a career suited to my abilities (B43)	I want to make a difference and share my passion for psychology with others (UKPBS-55-P35 English student teacher)
	Intrinsic career value	**I like and enjoy teaching**	I am interested in teaching (B1); I have always wanted to be a teacher (B7); I like teaching (B12)	I like teaching! I like working with children and I hope for me becoming a teacher, it will motivate and encourage the youth to study and further their education. I hope to lead by example (SAPBS-103-P14 South African student teacher)
Altruistic motives	**Make a social contribution**	**Difference to society**	Teaching will allow me to provide a service to society (B6); Teachers make a worthwhile contribution (B20); Teaching enables me to 'give' back to society (B31)	The reason I became a teacher is because I want to make a difference in children's lives, even a difference in my community as it is in need (SAPBS-103-P19 South African student teacher)
	Social equity	**Difference to learners I teach**	Teaching will allow me to benefit the socially disadvantaged (B49); Teaching will allow me to raise the ambitions of underprivileged youth (B36); Teaching will allow me to work against social disadvantage (G54)	The reason I have chosen to become a teacher is admiration for children. I love the ideology of being a teacher who moulds the individuals who are going to become our future leaders. Teachers can have a tremendous impact on student's morals and values including the parents as well (SAPBS-103-P1 South African student teacher)
	Shape future of children/ adolescents	**Work with children/ adolescents**	I want to help children/adolescents learn (B10); I want a job that involves working with children/ adolescents (B13); I like working with children/adolescents (B37); I want to work in a child/ adolescent-centerer environment (B26)	My main reason is because when reviewing careers, I thought I would be a teacher best as I believe I can bring out the best out of a child & help them reach their potential in education (UKPBS-55-P6 English student teacher)
Extrinsic Motives	**Job security**	**Security**	Teaching will offer a steady career path (B14); Teaching will provide a reliable income (B27); Teaching will be a secure job (B38)	Job satisfaction & security, future financial stability, pension (UKPBS-55-P1 English student teacher)
	Time for family	**Holidays**	Part time teaching will allow me more family time (B2); Teaching hours will fit in with the responsibility of having a family (B16); School holidays will fit in with family commitments (B29); As a teaching I will have lengthy holidays (B4); As a teacher I will have short working days (B18)	I was told I would be good at it! Holidays fit in well with my wife who also teaches (UKPBS-55-P41 English student teacher)
	Fallback career	**Not accepted first career choice**	I was unsure of what career I wanted (B11); I was not accepted into my first career choice (B35); I choose teaching as a last resort career (B48)	I am struggling to get jobs with my degree, so I decided to teach (SAPBS-103-P36 South African student teacher)
		Second career		Wanted a change in career-but relevant to my knowledge- subject specific (UKPBS-55-P27 English student teacher)
Task return	**Salary**	**Other: Salary**	Do you think teaching is well paid? (C1); Do you think teachers earn a good salary (C3)	Job satisfaction & security, future financial stability, pension (UKPBS-55-P1 English student teacher) OR Erosion of pay making it uneconomic compared to the effort (UKPBT-18-P8-LC English late-career teacher)

11.8. Appendix 8: FIT- choice questionnaire section B: Assumptions for data analyses

Outliers – career groups* home country



Career group and home country – scatter plots



11.9. Appendix 9: Correlation matrix for 37 motive items

Correlations

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
B1 Interested in teaching																																					
B2 Part time teaching allows more	0.069																																				
B3 Friends think I should become a	.053	.195**																																			
B4 Long holidays	-0.046	.278**	.226**																																		
B5 I have the qualities of a good teacher	.219**	0.071	.180**	.152**																																	
B6 Teaching allows me to provide a	.282**	.111*	.148**	0.0829	.286**																																
B7 Always wanted to be a teacher	.447**	-0.012	.163**	-0.0390	.203**	.286**																															
B8 chance to work overseas	0.034	.226**	.106**	.093**	.106**	.127**	0.0668																														
B9 Shape child/adolescent values	.337**	0.046	.185**	0.058**	.340**	.401**	.328**	.231**																													
B11 Unsure of what career I wanted	-.216**	0.0355	.108**	.269**	-0.075**	-0.0890**	-.286**	.191**	-0.0224																												
B12 I like teaching	.508**	-0.0226	0.0588**	-0.0176**	.323**	.300**	.334**	-0.0543**	.281**	-.239**																											
B15 Job working child/adolescents	.464**	0.0633**	.153**	0.0144**	.312**	.423**	.426**	0.0739**	.476**	-0.0833**	.462**																										
B14 A steady career path	.181**	.106**	.147**	.211**	.144**	.291**	.194**	.238**	.268**	.145**	.268**	.358**																									
B16 Fit in responsibilities of family	.127**	.354**	0.073**	.344**	.142**	.154**	0.0396**	.190**	.153**	.150**	0.0866**	.154**	.326**																								
B17 Inspirational teachers	.163**	.127**	.165**	-0.0321**	.108**	.346**	.266**	.128**	.282**	-0.0371**	.171**	.227**	.128**	.161**																							
B18 short working day	-0.0668**	.108**	0.075**	.321**	.103**	0.0554**	0.0522**	.183**	0.0392**	.230**	-.123**	0.0522**	.205**	.353**	0.0071																						
B19 Good teaching skills	.263**	-0.0022**	0.0339**	0.0334**	.613**	.197**	.211**	0.0222**	.208**	-.269**	.344**	.239**	.124**	0.0560**	.115**	0.0212**																					
B22 Teaching qual recognised	.125**	.215**	.162**	.161**	.175**	.247**	.144**	.331**	.366**	0.0771**	.101**	.230**	.373**	.239**	.103**	.232**	.167**																				
B23 Allow me influence next generation	.162**	0.0223**	.187**	0.056**	.254**	.372**	.190**	.106**	.364**	-0.0444**	.216**	.285**	.264**	.161**	.277**	.106**	.225**	.158**	1																		
B24 Family think I should become a	.288**	.174**	.533**	.188**	.190**	.246**	.312**	.197**	.308**	0.0193**	.254**	.304**	.306**	.185**	.186**	.137**	0.0386**	.302**	0.0891**																		
B26 Work child/adolescent -centred	.326**	0.0111**	.165**	0.0174**	.211**	.373**	.388**	0.0573**	.464**	0.0273**	.308**	.640**	.357**	.113**	.213**	.135**	.176**	.269**	.404**	.276**																
B27 Profitable income	-0.0088**	0.0091**	0.0388**	0.0714**	-0.0666**	-0.0994**	0.0004**	0.0093**	-0.0366**	0.0463**	0.0318**	0.0866**	.220**	0.0273**	-.115**	0.0423**	-0.0518**	.113**	-0.0328**	0.0463**	0.0704**															
B28 School holidays fit in with family	.209**	.365**	.211**	.430**	.165**	.163**	.142**	.253**	.295**	0.0343**	.107**	.222**	.343**	.604**	.181**	.311**	.117**	.368**	.116**	.345**	.143**	.119**														
B30 Good teacher role-models	.227**	0.0394**	.137**	-0.0321**	.127**	.353**	.319**	0.0962**	.236**	-0.0463**	.217**	.280**	.122**	.144**	.761**	0.0284**	.146**	.126**	.158**	.281**	.214**	-0.0284**	.147**												
B31 Give back to society	0.0223**	-0.0423**	0.0233**	-0.0093**	0.0333**	.405**	0.0393**	0.0483**	.101**	0.0273**	.119**	.130**	.153**	.121**	.237**	.144**	0.0603**	0.0213**	.585**	-0.0743**	.333**	-0.0633**	-0.0753**	.179**											
B35 Not accepted for career choice	-0.0023**	.106**	.180**	.173**	0.0513**	0.0273**	0.0443**	.139**	.155**	.128**	-0.0203**	0.0663**	.111**	0.0933**	0.0123**	0.0633**	0.0193**	.229**	-.178**	.293**	-.125**	0.0043**	.257**	0.0553**	-.408**										
B36 Raise ambitions of underprivileged youth	.335**	0.0873**	.171**	0.0553**	.306**	.428**	.283**	.137**	.472**	-.124**	.255**	.463**	.203**	.177**	.275**	.151**	.265**	.335**	.365**	.343**	.393**	-.128**	.228**	.323**	.226**	0.1003**									
B37 work with child/adolescents	.322**	0.0463**	.170**	0.0883**	.250**	.323**	.340**	0.0553**	.409**	0.0433**	.326**	.626**	.325**	.213**	.236**	.128**	.243**	.189**	.417**	.241**	.139**	-0.0613**	.166**	.234**	.316**	-0.0853**	.412**								
B38 secure job	.201**	.214**	.156**	.312**	.193**	.145**	.110**	.217**	.206**	.183**	.138**	.217**	.497**	.330**	.197**	.214**	.135**	.380**	0.0663**	.347**	.198**	.254**	.517**	.144**	-0.0433**	.185**	.162**	.222**							
B39 positive learning experiences	.105**	0.0513**	.188**	0.0753**	.116**	.196**	.133**	.132**	0.0983**	0.0223**	.125**	.123**	.163**	0.0393**	.303**	0.0783**	.137**	0.0663**	.428**	0.0803**	.202**	0.0613**	0.0393**	.327**	.414**	-.133**	.129**	.177**	0.0913**						
B40 People I work with think I should	.225**	.173**	.595**	.193**	.204**	.142**	.196**	.123**	.286**	-0.0083**	.153**	.227**	.156**	.116**	.185**	.102**	.164**	.304**	0.0913**	.608**	.207**	0.0243**	.343**	.206**	-0.0963**	.321**	.277**	.210**	.238**	.154**					
B43 Teaching career suited to my	0.0983**	0.0543**	.137**	.121**	.237**	.208**	.119**	0.0703**	0.0873**	0.0643**	.187**	.167**	.165**	.123**	0.0333**	.150**	.267**	-0.0073**	.336**	.113**	.258**	-0.0513**	0.0243**	.165**	.405**	-.239**	.153**	.323**	.123**	.321**	0.0343**				
B45 Allow me to choose where to live	-0.0083**	.143**	.128**	.201**	0.0603**	.160**	-0.0233**	.347**	0.0873**	.330**	-0.0063**	0.0363**	.231**	.191**	0.0183**	.262**	.216**	.237**	.221**	0.0373**	.223**	0.0683**	.156**	0.0163**	.407**	-.121**	0.0453**	.183**	.213**	.230**	.107**	.236**				
B46 Last resort career	-.108**	.143**	0.0683**	.202**	0.0093**	-0.0653**	-0.0823**	.136**	0.0393**	.113**	-0.0373**	-0.0073**	0.0653**	0.0433**	-0.0143**	.150**	0.0113**	.242**	-.327**	.263**	-.165**	0.0003**	.233**	0.0083**	-.544**	.641**	0.0613**	-.148**	.222**	-.231**	.254**	-.297**	-.168**			
B49 Benefit socially disadvantaged	.202**	0.0513**	.114**	0.0233**	.245**	.287**	.183**	.104**	.383**	-0.0093**	.188**	.337**	.212**	.155**	.182**	.128**	.214**	.252**	.376**	.154**	.448**	0.0093**	0.0343**	.224**	.336**	-0.0183**	.563**	.435**	0.0953**	.270**	.153**	.233**	.189**	-.142**		
B50 Impact child/adolescents	.120**	-0.0243**	0.0343**	-0.0523**	0.0773**	.339**	.111**	-0.0073**	.183**	0.0713**	.161**	.251**	.186**	0.0393**	.151**	.101**	0.0823**	.187**	.467**	-0.0213**	.438**	-0.0823**	-0.0393**	.140**	.662**	-.325**	.325**	.363**	-0.0223**	.239**	-0.0953**	.306**	.334**	-.488**	.387**	
B54 Allow me to work against social	.193**	0.0393**	.138**	0.0053**	.216**	.443**	.195**	.113**	.309**	-0.0343**	.229**	.382**	.221**	.138**	.174**	0.0743**	.188**	.285**	.366**	.163**	.412**	-.103**	0.0793**	.205**	.386**	0.0223**	.540**	.356**	0.0163**	.232**	0.0973**	.260**	.202**	-.152**	.631**	.661**

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

11.10. Appendix 10: EFA pattern matrix no 1, 2, 3 & 4

Pattern Matrix[a] NO 1

	Factor							
	1	2	3	4	5	6	7	8	9
B37 work with child/adolescents	0.840								
B26 Work child/adolescent -centred environment	0.755								
B13 Job working child/adolescents	0.566								
B48 Last resort career		0.788							
B31 Give back to society		-0.681			-0.318				
B35 Not accepted 1st career choice		0.631							
B43 Teaching career suited to my abilities		-0.486							
B23 Allow me influence next generation		-0.412							
B39 positive learning experiences		-0.390		0.301					
B11 Unsure of what career I wanted			0.593						
B1 interested in teaching			-0.528						
B12, I like teaching			-0.464						
B7 Always wanted to be a teacher			-0.381						
B17 inspirational teachers				0.972					
B30 Good teacher role-models				0.821					
B54 Allow me to work against social disadvantage					-0.794				
B36 Raise ambitions of underprivileged youth					-0.583				
B53 Impact child/adolescents		-0.518			-0.527				
B49 Benefit socially disadvantaged					-0.526				
B22 Teaching qual recognised everywhere					-0.390				0.378
B6 Teaching allows me to provide a service to society					-0.356				
B9 Shape child/adolescent values					-0.305				
B3 friends think I should become a teacher						0.872			
B40 People I work with think I should become a teacher						0.752			
B24 Family think I should become a teacher						0.633			
B19 Good teaching skills							0.900		
B5, I have the qualities of a good teacher							0.762		
B16 Fit in responsibilities of family								-0.847	
B29 School holidays fit in with family commitments								-0.746	
B2 Part time teaching allows more family time								-0.444	
B4 Long holidays								-0.440	
B18 short working day								-0.306	
B38 secure job									0.512
B14 A steady career path									0.509
B27 Reliable income									0.415
B45 Allow me to choose where to live		-0.346	0.330						0.394
B8 chance to work overseas									

Extraction Method: Principal Axis Factoring.
Rotation Method: Oblimin with Kaiser Normalization.
a. Rotation converged in 16 iterations.

Pattern Matrix[a] NO 2

	Factor							
	1	2	3	4	5	6	7	8
B54 Allow me to work against social disadvantage	0.778							
B49 Benefit socially disadvantaged	0.714							
B36 Raise ambitions of underprivileged youth	0.708							
B9 Shape child/adolescent values	0.426							
B6 Teaching allows me to provide a service to society	0.363							
B29 School holidays fit in with family commitments		0.754						
B16 Fit in responsibilities of family		0.749						
B2 Part time teaching allows more family time		0.457						
B4 Long holidays		0.440						0.300
B18 short working day								
B8 chance to work overseas								
B48 Last resort career			-0.835					
B35 Not accepted 1st career choice			-0.666					
B43 Teaching career suited to my abilities			0.455					
B23 Allow me influence next generation	0.338		0.367					
B17 inspirational teachers				-1.073				
B30 Good teacher role-models				-0.773				
B19 Good teaching skills					0.934			
B5, I have the qualities of a good teacher					0.745			
B26 Work child/adolescent -centred environment	0.451					-0.560		
B14 A steady career path						-0.466		
B37 work with child/adolescents	0.374					-0.464		
B13 Job working child/adolescents	0.415					-0.445		
B38 secure job		0.355				-0.412		
B27 Reliable income						-0.315		
B3 friends think I should become a teacher							0.890	
B40 People I work with think I should become a teacher							0.740	
B24 Family think I should become a teacher							0.630	
B11 Unsure of what career I wanted								0.578
B1 interested in teaching								-0.543
B12 I like teaching								-0.449
B7 Always wanted to be a teacher								-0.391

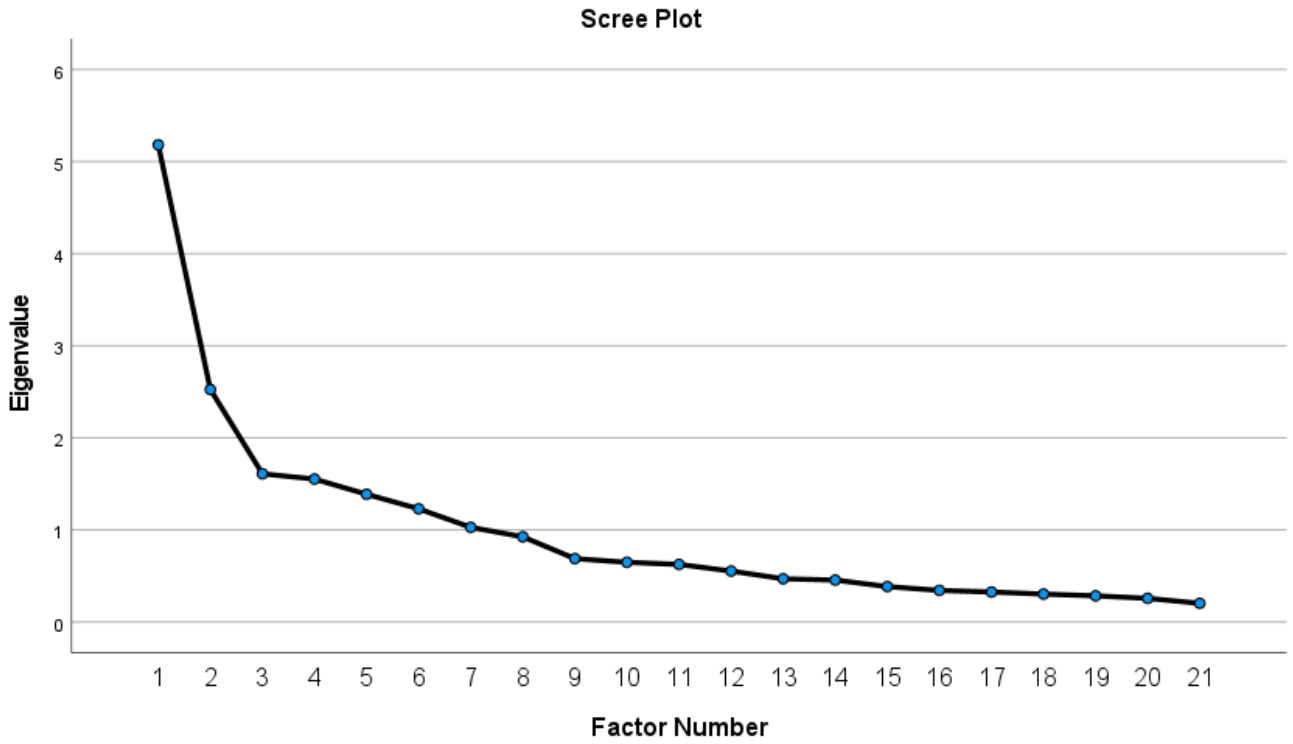
Extraction Method: Principal Axis Factoring. Rotation Method: Oblimin with Kaiser Normalization. a. Rotation converged in 17 iterations.

Pattern Matrix[a] 3

FIT-choice items - motives	Factor							
	1	2	3	4	5	6	7	8
B54 Allow me to work against social disadvantage	0.825							
B49 Benefit socially disadvantaged	0.753							
B36 Raise ambitions of underprivileged youth	0.713							
B9 Shape child/adolescent values	0.396							
B6 Teaching allows me to provide a service to society	0.388							
B48 Last resort career		0.844						
B35 Not accepted 1st career choice		0.685						
B43 Teaching career suited to my abilities		-0.428[07]						
B16 Fit in responsibilities of family			0.822					
B29 School holidays fit in with family commitments			0.752					
B2 Part time teaching allows more family time			0.463					
B18 short working day			0.330					
B17 inspirational teachers				-1.005				
B30 Good teacher role-models				-0.798				
B1 interested in teaching					0.573			
B11 Unsure of what career I wanted					-0.548			
B12, I like teaching					0.469			
B7 Always wanted to be a teacher					0.424			
B8 chance to work overseas					0.413			
B3 friends think I should become a teacher						-0.860		
B40 People I work with think I should become a teacher						-0.720		
B24 Family think I should become a teacher						-0.607		
B19 Good teaching skills							0.919	
B5, I have the qualities of a good teacher							0.754	
B14 A steady career path								0.698
B27 Reliable income								0.318
Extraction Method: Principal Axis Factoring. Rotation Method: Oblimin with Kaiser Normalization. a. Rotation converged in 12 iterations.								
Cronbach Alpha values	0.803	0.778	0.683	0.863	0.619	0.803	0.804	0.261

Pattern Matrix[a] Final solution							
	Factor						
	1	2	3	4	5	6	7
B1 interested in teaching	0.750						
B12, I like teaching	0.593						
B7 Always wanted to be a teacher	0.448						
B48 Last resort career		0.984					
B35 Not accepted 1st career choice		0.631					
B17 inspirational teachers			-0.942				
B30 Good teacher role-models			-0.825				
B16 Fit in responsibilities of family				0.876			
B29 School holidays fit in with family commitments				0.723			
B2 Part time teaching allows more family time				0.411			
B18 short working day				0.383			
B54 Allow me to work against social disadvantage					-0.819		
B49 Benefit socially disadvantaged					-0.782		
B36 Raise ambitions of underprivileged youth					-0.661		
B6 Teaching allows me to provide a service to society					-0.371		
B9 Shape child/adolescent values					-0.358		
B3 friends think I should become a teacher						-0.854	
B40 People I work with think I should become a teacher						-0.703	
B24 Family think I should become a teacher						-0.566	
B5, I have the qualities of a good teacher							-0.820
B19 Good teaching skills							-0.818
Extraction Method: Principal Axis Factoring. Rotation Method: Oblimin with Kaiser Normalization.							
a. Rotation converged in 9 iterations.							

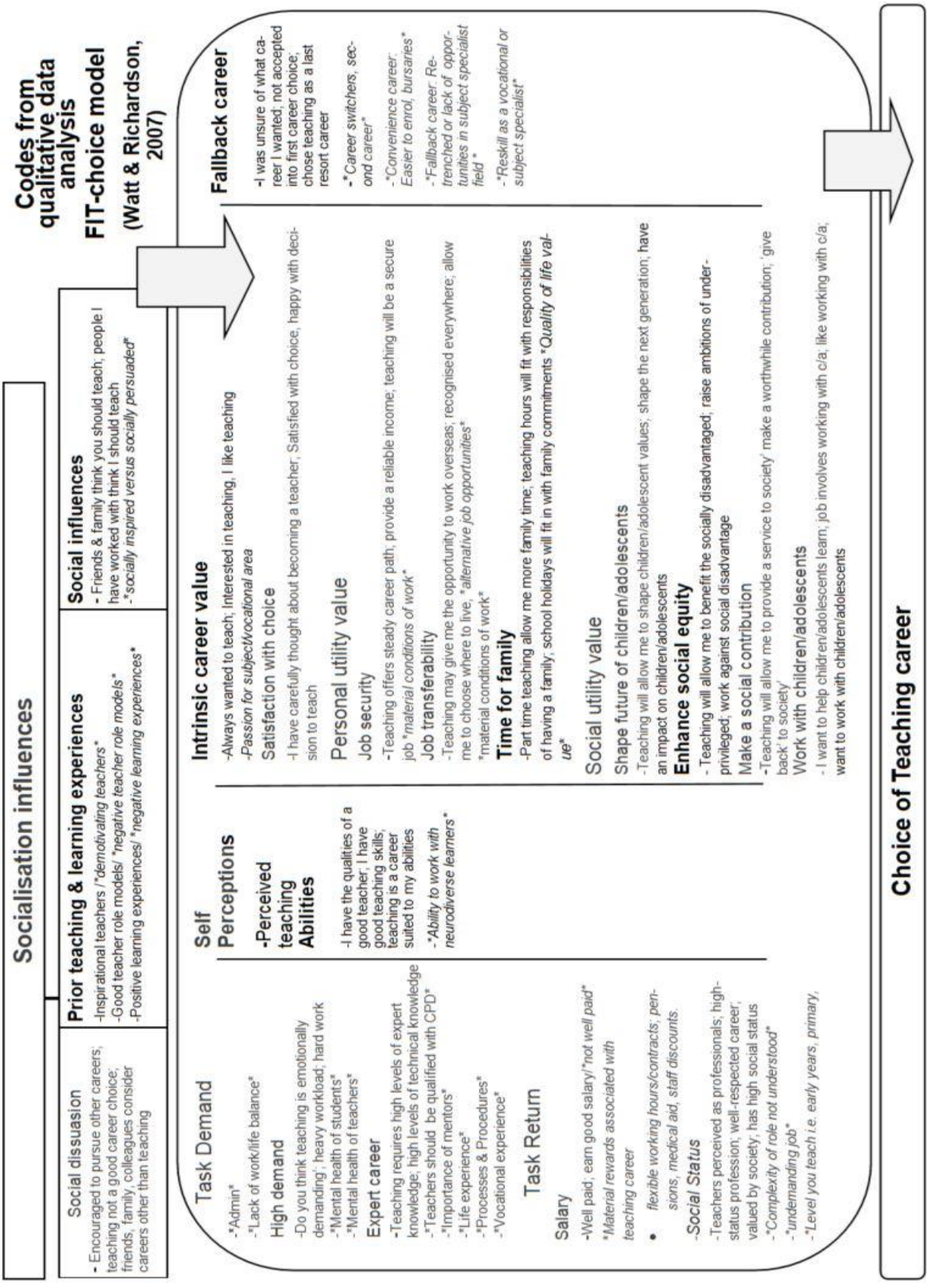
11.11. Appendix 11: Scree plot



11.12. Appendix 12: Semi-structured interview participant code book

P NO	FG OR IV	DATE	TIME	PARTICIPANT UNIQUE CODE
1	ED1	25.01.209	0.01.32	ENFG-ST-M-ED1-M1
2				ENFG-ST-F-ED1-F1
3				ENFG-ST-M-ED1 - M2
4				ENFG-ST-F-ED1-F2
5				ENFG-ST-M-ED1-M3
6				ENFG-ST-F-ED1-F3
7				ENFG-ST-M-ED1-M4
8	ED2	14.03.2019	43.03	ENFG-ST-F-ED2-F1
9				ENFG-ST-F-ED2-F2
10				ENFG-ST-F-ED2-F3
11				ENFG-ST-F-ED2-F4
12				ENFG-ST-M-ED2-M1
13	ED3	30.01.2019	1.03.45	ENFG-ST-F-ED2-F1
14				ENFG-ST-M-ED3-M1
15				ENFG-ST-F-ED3-F2
16				ENFG-ST-F-ED3-F3
17				ENFG-ST-M-ED2-M1
18				ENFG-ST-F-ED3-F4
19	HE1PT	6.03.2019	58.21	ENFG-ST-F-HE1PT-F1
20				ENFG-ST-F-HE1PT-F2
21				ENFG-ST-M-HE1PT-M1
22				ENFG-ST-M-HE1PT-M2
23				ENFG-ST-M-HE1PT-M3
24				ENFG-ST-F-HE1PT-F3
25				ENFG-ST-F-HE1PT-F4
26				ENFG-ST-F-HE1PT-F5
27				ENFG-ST-F-HE1PT-F6
28				ENFG-ST-M-HE1PT-M4
29				ENFG-ST-M-HE1PT-M6
30				ENFG-ST-M-HE1PT-M7
31				ENFG-ST-M-HE1PT-M8
32				ENFG-ST-M-HE1PT-M9
33	HE1FT	5.02.2019	51.38	ENFG-ST-F-HE1FT-F1
34				ENFG-ST-M-HE1FT-M1
35				ENFG-ST-G-HE1FT-F2
36				ENFG-LC-M-HE1FT-TUTOR
37				ENFG-ST-M-HE1FT-M2
38				ENFG-ST-F-HE1FT-F3
39				ENFG-ST-F-HE1FT-F4
40				ENFG-ST-F-HE1FT-F5
41				ENFG-ST-F-HE1FT-F6
42				ENFG-ST-F-HE1FT-F7
43	HE2PT	25.02.2019	37.36	ENFG-ST-M-HE2PO2-M1
44				ENFG-ST-M-HE2PO2-M2
45				ENFG-ST-F-HE2PO2-F1
46				ENFG-ST-F-HE2PO2-F2
47				ENFG-ST-F-HE2PO2-F2
48	HE2FT	14.12.2018	1.08.36	ENFG-ST-F-HE2FFT-F1
49				ENFG-ST-F-HE2FFT-F2
50				ENFG-ST-M-HE2FFT-M1
51				ENFG-ST-M-HE2FFT-M2
52	ED4	5.02.2019	01.05.15	ENFG-ST-F-ED4-F1
53				ENFG-ST-F-ED4-F2
54				ENFG-ST-F-ED4-F3
55				ENFG-ST-M-ED4-M1
56				ENFG-ST-F-ED4-F4
57				ENFG-ST-M-ED4-M2
58	ED5	31.01.2019	45.23	ENFG-ST-F-ED5-F1
59				ENFG-ST-M-ED5-M1
60				ENFG-ST-F-ED5-F2
61				ENFG-ST-M-ED5-M2
62	ENG INDIIVIDUAL INTERVIEWS	6.02.2019	49.37	ENIV-EC-M1
63		7.03.2019	29.35	ENIV-EC-M2
64		4.03.2019	1.30.47	ENIV-EC-F1
65		31.01.2019	1.23.58	ENIV-EC-F2
66		31.01.2019	1.23.58	ENIV-EC-F3
67		5.02.2019	54.35	ENIV-LC-F1
68		1.02.2019	1.02.209	ENIV-LC-M1
69		4.02.2019	43.35	ENIV-EC-F3
70		7.02.2019	57.52	ENIV-LC-F2
71		28.01.2019	1.03.38	ENIV-LC-M2
72		11.03.2019	49.22	ENIV-LC-F3
73	SG1	18.07.2018	01.35.06	SAFG-ST-F-SG1-F1
74				SAFG-ST-F-SG1-F2:
75				SAFG-ST-F-SG1-F3
76				SAFG-ST-M-SG1-M1
77				SAFG-ST-F-SG1-F4
78	SG2	19.07.2018	01.05.06	SAFG-ST-F-SG2-F1
79				SAFG-ST-F-SG2-F2
80				SAFG-ST-F-SG2-F3
81				SAFG-ST-F-SG2-F4
82				SAFG-ST-M-SG2-M1
83	SG3	19.07.2018	01.59.26	SAFG-ST-F-SG3-F1:
84				SAFG-ST-F-SG3-F2
85				SAFG-ST-F-SG3-F3:
86				SAFG-ST-M-SG3-M1
87				SAFG-ST-M-SG3-M2:
88				SAFG-ST-M-SG3-M3
89	SG4	18.07.2018	01.02.19	SAFG-ST-M-SG4-M1
90				SAFG-ST-F-SG4-F1
91				SAFG-ST-F-SG4-F2
92				SAFG-ST-M-SG4-M3
93				SAFG-ST-F-SG4-F3
94				SAFG-ST-M-SG4-M2
95	SG5	20.07.2018	49.29	SAFG-ST-F-SG5-F1
96				SAFG-ST-M-SG5-M1
97				SAFG-ST-F-SG5-F2:
98				SAFG-ST-F-SG5-F3:
99				SAFG-ST-F-SG5-F4:
100				SAFG-ST-F-SG5-F5:
101				SAFG-ST-F-SG5-F6:
102				SAFG-ST-F-SG5-F7
103				SAFG-ST-F-SG5-F8:
104				SAFG-ST-F-SG5-F9:
105				SAFG-ST-F-SG5-F10:
106				SAFG-ST-F-SG5-F11:
107				SAFG-ST-M-SG5-M2:
108				SAFG-ST-F-SG5-F12:
109				SAFG-ST-F-SG5-F13:
110				SAFG-ST-F-SG5-F14:
111				SAFG-ST-F-SG5-F15:
112				SAFG-ST-M-SG5-M3:
113				SAFG-ST-F-SG5-F16
114				SAFG-ST-F-SG5-F17:
115	SA INDIVIDUAL INTERVIEWS	25.07.2018	1.03.55	SAIV-EC-F1:
116				SAIV-LC-F1:
117		21.07.2018	1.48.51	SAIV-EC-F2
118		26.07.2018	1.49.11	SAIV-EC-F3:
119		26.07.2018	1.09.21	SAIV-LC-M1
120		27.07.2018	1.36.57	SAIV-LC-F2
121		24.07.2018	30.17	SAIV-LC-F3
122		25.07.2018	1.11.17	SAIV-LC-F1:
123		25.07.2018	1.11.17	SAIV-LC-F4:
124		30.07.2018	1.56.27	SAIV-LC-M2
125		30.04.2019	56.56	SAIV-LC-F1
126		4.05.2019	48.25	SAIV-LC-F5
127		1.05.2019	01.03.14	SAIV-EC-M1:
128				SAIV-EC-F4
129				SAIV-EC-F5
130		30.03.2019	1.04.09	SAIV-EC-F6
131				SAIV-EC-F7
132				SAIV-EC-F8
133				SAPROF-LC-M1

11.13. Appendix 13. Thematic coding of qualitative interview data



Country	Author	Year	Sample no	Group	Motive	Items	FIT-choice factors	fit	Method
Australia	Alexander, C., Wyatt-Smith, C and Du Plessis, A	2020	1165	EC & LC	Altruistic	57	18	**A**	**QUAN**
Australia	Poon, D. B., Watt, H. M. G and Stewart, S.E	2019	174	ST	Altruistic	17	6	**A**	**QUAN**
Australia	Richardson, P.W and Watt, H.M.G	2006	**1653**	ST	Intrinsic	57	18	**FIT**	**QUAN**
Australia	Watt, H. M., & Richardson, P	2007	1140	ST	Intrinsic	57	18	**FIT**	**QUAN**
Australia	Watt, H.M.G and Richardson, P.W.	2008	510	ST	I/A/E	**17**	4	**A**	**MM**
Australia	Watt, H.M.G & Richardson, P.W.	2014	1651	ST	Intrinsic/altruistic	75	20	**A**	**QUAN**
Australia	Watt, H.M.G., Richardson, P.W. and Morris, Z.A	2017	325	**EC**	Intrinsic	**57**	**18**	**FIT**	**QUAN**
Australia	Wyatt-Smith, C., Du Plessis, A., Hand, K., Wang, J., Alexander, C., & Colbert, P.	2017	12854	EC	Intrinsic	57	19	**A**	**A**
Australia	Richardson, P. W and Watt, H.M.G	2016	1651	ST	Intrinsic/altruistic	57	18	**FIT**	**QUAN**
Australia, USA, Germany, & Norway	Watt, H.M.G., Richardson, P.W., Klusmann., Kunter, M., Beyer, B., Trautwein, U and Baumert, J	2012	2290	ST	Intrinsic	**57**	**15**	**A**	**QUAN**
Canada & Oman	Klassen, R. M., Al-Dhafri, S., Hannok, W. & Betts, S.M.	2011	200	ST	Intrinsic	0	14	**A**	**QUAL**
Croatia	Ivanec, T.P	2020	423	ST	Intrinsic	57	18	**A**	**QUAN**
Croatia	Jugovic,´Marušic, Ivanec, & Vidovi	2012	374	ST	Intrinsic	**57**	**18**	A	QUAN
Croatia	Marušić, Jugović and Pavin Invanec	2013	179	ST	Intrinsic	57	18	**A**	**QUAN**
England	Klaasen, R.M., Rushby, J.V., Durksen, T.L. and Bardach, L	2021	0	ST	Intrinsic/altruistic	0	0	**A**	**QUAL**
Estonia	Taimalu, M., Luik, P and Täht, K, 2017	**2014**	548	ST	Intrinsic	60	18	**A**	**QUAN**
Finland & Estonia	Taimalu, M., Luik, P., Ritva Kantelinen2 , and Jari Kukkonen2	2021	1040	ST	Intrinsic	60	16	**A**	**QUAN**
Finland & Germany	Goller, M., Jani Ursin, Katja Vah asantanen, Dagmar stner,Christian Harteis	2019	413	ST	Intrinsic/altruistic	52	18	**A**	**QUAN**
Finland, Sweden, and USA	Giersch, J., Ydhag, C.C and Korhonen, V	2021	454	ST	Intrinsic/altruistic	20	9	**A** short form	**QUAN**
Germany	Glutsch, N & Johannes König	2019	386	ST	Altruistic	14	11	**A**	**QUAN**
Germany	König and Rothland,	2012	1287	ST	Intrinsic	**52**	**16**	**A**	**QUAN**
Germany & Austria	König and Rothland,	2017	1584	ST	Intrinsic	**34**	**6**	**A**	**QUAN**
Germany, Astria & Switzerland	König, J., Rothland, M., Tachtsoglou, S & Klemenz, S.,	2016	1779	ST	Intrinsic	**0**	**8**	**A**	**QUAN**
Ghana	Antwi, Jude	2019	229	ST	Altruistic	52	18	**A**	**QUAN**
Ghana	Salifu, Alagbela & Ofori, 2018	2018	354	EC & LC	Altruistic	51	17	**A**	**QUAN**
India	Rana, S., Singh, A. K., Singhania, S., Verma, S and Haque, M. M	2021	256	EC & LC	Intrinsic	41	11	**A**	**MM**
Indonesia	Suryani, A., Watt, H.M.G and Richardson, P.W	2016	802	ST	Altruistic	65	16	**A**	**MM**
Iran	Roudi, A.E	2021	527	ST	Altruistic	60	14	**A**	**QUAN**
Republic of Ireland	Heinz, M., Keane, E and Foley, C	2017	427	ST	Intrinsic	57	14	**A**	**QUAN**
Republic of Ireland	Hennessy, J and Lynch, R	2017	143	ST	Intrinsic	57	8	**A**	**QUAN**
Republic of Ireland	Naughton, Y	2020	155	HS ST	Extrinsic	28	16	**A**	**MM**
Israel	Garra-Alloush, I., Chaleila, W and Watted, A)	2021	100	ST	Intrinsic	38	5	**A**	**MM**
Jakarta	Rosyid, A	2017	83	ST	Altruistic	**38**	10	**A**	**QUAN**
Malaysia	Qin, T.Y., Rashid, Z., Ibrahim, Z., Jasmine, S., Sing, N.G., Menon, S and Abdelaziz, N	2015	200	ST & EC	Intrinsic	45	18	**A**	**QUAN**
Myanmar	Htang, L. K (2019)	2019	306	ST	Altruistic	17	3	**A**	**MM**
Namibia	Julius, L. H and Kambeyo, L (2020)	2020	80	ST	Altruistic	57	18	**A**	**QUAN**
Netherlands	den Brok, P., van der Want, A., Claessens, L., Pennings, H., Wubbles, T., Brekelmans, M and van Tartwijk, J (2013	2013	128	EC & LC	Intrinsic/altruistic	57	18	**A**	**QUAN**
Netherlands	Fokkens-Bruinsma, M & Canrinus, E. T (2012)	2012	151	ST	Intrinsic	57	14	**A**	**QUAN**
Netherlands	Fokkens-Bruinsma, M., & Canrinus, E. T. (2014)	2014	221	ST	Intrinsic/altruistic	57	14	**A**	**QUAN**
Nigeria	Akpocahfo, G. O (2020)	**2020**	**225**	**ST**	Altruistic	**61**	**12**	**A**	**QUAN**
Norway	Brandmo, C and Nesje, K, 2017	2017	635	ST	Intrinsic	57	18	**A**	**QUAN**
Norway	Nesje, K., Brandmo, C & Berger, J (2018)	2018	635	ST	Intrinsic/altruistic	60	19	**FIT**	**QUAN**
Scotland	Wang, Wenting (2019) & Wang & Houston (2021)	2019	92	ST	Intrinsic/altruistic	52	4	**A**	**MM**
Serbia	Simić,N., Jablanović, M & Grbić, S	2021	433	ST	Altruistic	0	14	**A**	**QUAN**
Singapore	Low, E.L., Ng, P.T., Hui, C and Cai, L	2017	26	ST	Intrinsic	0	18	**A**	**QUAL**
South Africa	Du Preez, M (2016 (MA) & 2018 (JA)	2016	40	ST	Altruistic	57	18	**Q**	**MM**
South Korea	Lee, J-A., Kang, M.O and Park, B.J.	2019	903	ST	Altruistic	57	7	**A**	**QUAN**
Spain	Gratacós, López-Gómex, Nocito and Sastre	2014	851	ST	Intrinsic	57	18	**FIT**	**QUAN**
Switzerland	Berger and D'Ascoli, 2012	2012	483	ST	Intrinsic	63	18	**A**	**QUAN**
Switzerland	Berger, J-L., Girardet, C., Vaudroz, C and Prea, C	2017	102	ST	Intrinsic	7	28	**A**	**MM**
Turkey	Eren and Yeşilbursa	2017	851	ST	Intrinsic	12	38	**A**	**QUAN**
Turkey	Kılınç et al., 2012)	2012	1577	ST	Altruistic	57	18	**A**	**QUAN**
Turkey	Topkaya, E.Z and Uztosun, M.S (2012)	2012	207	ST	Intrinsic/altruistic	**23**	**6**	**A**	**QUAN**
UEA	Sharif, T., Upadhyay, D and Ahmed, E	2016	102	EC & LC	Altruistic	26	14	**A**	**QUAN**
USA	Bergey, B. W and Ranellucci, J (2021)	2021	630	ST	Altruistic	140	9	**A**	**QUAN**
USA	Fuchs, T.T., Sonnert, G., Scott, S.A., Sadler, P.M & Chen, C	2021	6265	HS ST	Intrinsic	15	4	**A**	**QUAN**
USA	Kissau, S., Davin, K.J. and Wang, C	2019	54	ST	Intrinsic	54	20	**A**	**MM**
USA	Laurermann et al.,	2017	703	ST	Intrinsic/altruistic	**8**	**3**	**A**	**QUAN**
USA	Leech, N.L., Haug, C.A. and Bianco, M	2019	86	HS ST	Intrinsic	57	18	**FIT**	**QUAN**
USA	Moss, J.D.	2020	112	ST	Altruistic	0	18	**A**	**QUAL**
USA	Parr, A., Gladston, J., Rosenzweig and Wang, M-T	2020	124	ST	Intrinsic	17	8	**A**	**MM**
USA	Ponnock, A.R., Torsney, B.M and Lombardi, D	2018	558	ST, EC & LC	Altruistic	13	7	**A**	**QUAN**
USA	Torsney, Lombardi, D & Ponnock, A	2019	216	ST	Altruistic	23	6	**A**	**QUAN**
USA	Watt, H.M.G., Richardson, Pl.W and Wilkins,K	2013	246	ST	I/A/E	75	20	**FIT**	**MM**
USA	Yu, Y and Bieger	2013	490	ST	Altruistic	60	18	**FIT**	**QUAN**
USA & China	Lin et al., 2012 Emily Lin, Qingmin Shi, Jian Wang, Shaoan Zhang & Liu Hui	2012	799	ST	Altruistic	57	12	**FIT**	**QUAN**

11.14. Appendix 14: FIT-choice literature reviewed

11.15. Appendix 15: English teacher motivation literature

REF NO	OTHER	FIT	Author, editor, or organization	Year pub	Country	sample size	Title	Reference type	Periodical
1	X		Chiong, Charleen; Menzies, Loic; Parameshwaran, Meenakshi	2017	England	926	Why do long-serving teachers stay in the teaching profession? Analysing the motivations of teachers with 10 or more years' experience in England	Journal Article	British Educational Research Journal
2	X		DANECHI, Shadi; Long, Robert	2021	England	0	Teacher recruitment and retention in England	Report or Gray Literature	House of Commons briefing Paper
3		X	Fulford, R.J.	2006	England	201	Choice and persistence: Investigating motivations for the career choice and future aspirations of primary school teachers.	Masters dissertation	Cambridge University
4	X		Heinz, Manuela	2015	Republic of Ireland	0	Why choose teaching? An international review of empirical studies exploring student teachers' career motivations and levels of commitment to teaching	Journal Article	Educational Research and Evaluation
5		X	Heinz, Manuela; Keane, Elaine; Foley, Conor	2017	Republic of Ireland	427	Career Motivations of Student Teachers in the Republic of Ireland: Continuity and Change during Educational Reform and 'Boom to Bust' Economic Times	2017 BOOK on teacher motivation	Book chapter
6		X	Hennessy, Jennifer; Lynch, Raymond	2017	Republic of Ireland	143	"I chose to become a teacher because." Exploring the factors influencing teaching choice amongst pre-service teachers in Ireland	Journal Article	Asia-Pacific Journal of Teacher Education
7	X		Klassen, R. M.; Rushby, J. V.; Durksen, T. L.; Bardach, L	2021	England	0	Examining teacher recruitment strategies in England	Journal Article	Journal of Education for Teaching
8	X		Menzies, L; Meenakshi P; Trethewey, A; Shaw, B; Baars, S; Chiong, C	2015	England	1000	Why Teach?	Report or Gray Literature	Lkm/Pearson
9		X	Naughton, Y	2020	Republic of Ireland	155	Faces of Change: Exploring Post-Primary Students' Motivations and Perceptions of Teaching as a Choice	Thesis	N/A
10	X		Perryman, J; Calvert, G	2020	England	3500	WHAT MOTIVATES PEOPLE TO TEACH, AND WHY DO THEY LEAVE? ACCOUNTABILITY, PERFORMATIVITY AND TEACHER RETENTION	Journal Article	British Journal of Educational Studies
11		X	Williams, J., Pollard, E., Hinks, R., Huxley, C and Marvel, R (2016)	2016	England	1378	The customer journey to initial teacher training. Research report.	Grey literature - report	National College for Teaching & Leadership. Institute for Employment Studies
12		X	Wang, Wenting	2018	Scotland	92	'I really like teaching, but…' A mixed methods study I exploring pre-service teachers' motivations for choosing teaching as a career.	Thesis	Glasgow University
13		X	Wang, W& Houston, M	2021	Scotland	92	Teaching as a career choice: the motivations and expectations of students at one Scottish University	Journal Article	Educational Studies
		5		2019		7914			

11.16. Appendix 16: South African teacher motivation literature review

NO	OTHER	FIT	Author, editor, or organization	Year pub	Country	sample size	sample	Title	Reference type	Publisher
1		X	Abonyi, U.K., Awhiereng, D, Luguterah, A. W	2021	Ghana	300	ST	Motivations of pre-service teachers in the colleges of education in Ghana for choosing teaching as a career	Journal Article	Cogent Education
2		X	Akpochafo, G. O	2020	Nigeria	225	ST	Factors Influencing Undergraduates Choice of Teaching as a Career (FIT-choice) in Nigeria	Journal Article	International Journal of Education and Practice
3	X		Cross, M., Ndofirepi, E	2013	South Africa	200	EC & LC teachers	On becoming and remaining a teacher: rethinking strategies for developing teacher professional identity in South Africa	Journal Article	Research Papers in Education
4		X	Du Preez, M.	2016	South Africa	45	ST	The factors influencing Mathematics students to choose teaching as a career	Thesis	n/a
5			Du Preez, M.	2018	South Africa	45	ST	The factors influencing Mathematics students to choose teaching as a career	Journal Article	SAJE (South African Journal of Education)
6		X	Julius & Kambeyo	2020	Namibia	80	ST	Investigating the Motivating Factors That Influenced the University of Namibia First Year Undergraduate Student Teachers to Choose Teaching as Career: A Case Study	Journal Article	JSE (Journal of Studies in Education)
7	X		Maree, J. G.; Hislop-Esterhuizen, N.; Swanepoel, A.; van der Linde, M. J.	2009	South Africa	442	ST	Factors Affecting the Career Choice of First-Year Student Teachers	Journal Article	International Journal of Adolescence and Youth
8	X		Moosa, M	2020	South Africa	678	ST	Why teaching? Perspectives from first year South African pre-service teachers	Journal Article	PiE (Perspectives in Education)
9		X	Mtika, P; Gates, P	2011	Malawi	14	ST	What do secondary trainee teachers say about teaching as a profession of their "choice" in Malawi?	Journal Article	Teaching and Teacher Education
10	X		Mwamwenda, T. S.	2010	South Africa	232		Motives for Choosing a Career in Teaching: A South African Study	Journal Article	Journal of Psychology in Africa
11	X		Naong, M. N	2011	South Africa	186	ST, EC & LC	Perceptions of the Dwindling Appeal of the Teaching Profession: A South African Case-Study	Journal Article	Journal of Social Sciences
12			Shumba, A and Naong,	2012	South Africa	133	ST	Factors Influencing Students' Career Choice and Aspirations in South Africa	Journal Article	Journal of Social Sciences
13		X	Salifu, Alagbela, A. A.; Gyamfi O.C.	2018	Ghana	354	ST	Factors influencing teaching as a career choice (FIT-choice) in Ghana	Journal Article	Teaching Education
14	X		Sayed, Y., McDonald, Z	2017	South Africa	383		Motivation to become a Foundation Phase teacher in South Africa.	Journal Article	South African Journal of Childhood Education
15	X		Wolhuter, C., van der Walt, H., Potgieter, F; Meyer, L., Mamiala, T	2012	South Africa	1683	ST	What inspires South African student teachers for their future profession?	Journal Article	SAJE (South African Journal of Education)
TOTAL		6		2012		4700				

11.17. Appendix 17: Quantitative findings