

## **Motivations to Choose Teaching as a Career: A Perspective of English Language Student-teachers at Kuwait University**

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### **ABSTRACT**

This study examines the different motivations (intrinsic, extrinsic, and altruistic) of Kuwaiti student-teachers of English to choose teaching as a career. It also investigates the effects of factors related to student-teachers like gender and years of study on their career choice. Seventy-five male and female English language student-teachers responded to a questionnaire as a data collection tool. Research findings indicated that student-teachers of English were influenced by their intrinsic and altruistic motivations. However, extrinsic motivations reported to be of low influence on student-teachers' choice of teaching as a career. Furthermore, there were significant differences among the participants according to gender. It was found that female student-teachers showed more intrinsic motivations to the profession. On the contrary, male student-teachers showed more altruistic motivations to teaching. As for the extrinsic motivations, it was found that there were no significant differences that can be attributed to gender. In addition, there were no significant differences according to years of study based on the different types of motivations.

### **Introduction**

Teaching is a profession concerned with educating and preparing future generations. Watt, Richardson, Klusmann, Kunter, Beyer, and Trautwein (2012: 1) affirm that teaching appears to be an occupation considered central to a country's development and well-being. According to Richardson and Watt (2006: 27), teachers play a fundamental role in forming societies as "quality teachers and teaching are central to the development and maintenance of an intelligent, informed citizenry".

The quality performance of teachers has been a focused concern in education (Ballou and Podgursky, 1997). Aydin and Ozcan (2014: 104) clarify that "it is essential to employ qualified and dedicated teachers in the profession". Therefore, choosing teaching as a career becomes more crucial. In addition to good quality teachers and teaching, teachers should be committed to their profession and show a high degree of responsibility.

Rikard (1999) states that teachers commitment and enthusiasm are as important as subject knowledge and competence of teaching. Coladarci (1992: 326) defines teachers' commitment as the "teacher's psychological attachment to the teaching profession". Chan (2006: 113) stresses that "teachers who are dedicated and committed to teaching might facilitate school-based innovations or reformations that are meant to benefit students' learning and development". When teachers are not committed to the teaching profession, they would leave their work early. Many industrialized countries encounter severe shortages of teachers as well as high levels of teacher attrition. Consequently, more increasing concern was given to who chooses to teach and why they do so (Kyriacou et al., 1999; Saban 2003; Richardson and Watt 2006; Watt and Richardson 2007, 2008). According to Cowley (2013: 195) "there is a high leakage from the profession". Nevertheless, the interest to become a teacher has its motivation.

Czubaj (1996) points out that motivated teachers who love their profession, not only will motivate their students to learn the content of subject matters, but they may also motivate their students toward learning. According to the UNESCO Institute for Statistics (2013: 1):

Teachers play a critical role in enabling students to achieve good learning outcomes within effective education systems. While their ability to positively shape a child's learning experience depends on a myriad of factors, the first step towards good learning outcomes is to ensure that there are enough teachers in classrooms.

Since career choice is considered as one of the major areas of concern for young people near the end of their schooling (Alberts, Mbalo, and Ackermann 2003), it is very crucial to consider why high schools graduates consider teaching as a profession regardless of all the troubles and difficulties that surround it and may lead to demotivation, leakage

and attrition. The present study aims to investigate the motivation factors that encourage Kuwaiti student-teachers of English to choose teaching as a career, although they are native speakers of Arabic.

### **Becoming a Teacher in Kuwait: Societal Influence on Gender Choice**

Research studies on the male and female preference to choose teaching as a profession reported that many of male students concerns were to get a university degree only and they were not committed to teaching upon graduation (Dickson and Le Roux, 2012; Goh and Atputhasamy, 2001). In addition, some male students were discouraged from teaching because of the influence of families, friends, and other outside parties (Dickson and Le Roux, 2012; Weaver-Hightower, 2011; Kyriacou and Coulthard, 2000). In different teaching context, females were more attracted to the profession than males (Sharif, Hossan, and McMinn, 2014; Weaver-Hightower, 2011; Williams and Forgasz, 2009; Manuel and Hughes, 2006; Jarvis and Woodrow, 2005). Moreover, Akar (2012: 16) observed: “pre-service teachers are predominantly female, and females are more likely to be attracted to teaching”.

In the State of Kuwait, the teaching profession attracts females more than males of high school graduates. Belonging to a conservative society, most families encourage their daughters to become teachers as schools are segregated workplace (Al-Lumai, Al-Azmi, and Al-Filakawi, 2005). In addition, the holidays which teachers enjoy as well as the good salary they receive play a major role in attracting females as they enjoy special leaves upon giving birth. Males are more attracted to more business oriented professions as this reflects the nature of the Kuwaiti society. Al-Mujaidel and Al-Shurai (2012) conducted a comparative study between students at the College of Education at Kuwait University and those at Al-Furat College of Education in Al-Hasaka Province in Syria. The findings revealed that the teaching profession attracts more females than males in both countries. Al-Hadhood (2002) investigated pre-service teachers attitudes towards the teaching profession in the College of Basic Education in Kuwait. The study confirmed that females are more interested in the profession than males are as they believe this profession suits them and their future lives more than males, and encouraged by the society to become teachers. Based on the statistics from the Planning Department at the Ministry of Education

(2015), the percentage of Kuwaitis in the profession is (9%) males and (51%) females and the rest are from the Arab countries. English male teachers are (7%) while females are (19%) and the rest are from Arab countries as well.

The English major in the College of Education as well is influenced by the Kuwaiti society which views teaching a best female future career. According to recent statistics from the Admission Office in the College of Education 90% of the students are females. As for the academic year 2015/2016, the percentage of admitted male student- teachers is 8%, while the target for the labor market is 30%. The total number of English major student-teachers is 289, females (244) represent 85.5%, while males are (45) representing 15.5% (Deanship of Student Affairs at Kuwait University). This reflects the low percentage of Kuwaiti English teachers in public schools.

### **Research Problem**

Factors and reasons motivating the choice of many high school graduates to become teachers have been researched in many international contexts (Aydin and Zcan, 2014; Yuce, Sahin, Kocer, and Kana, 2013; Igawa, 2009). However, research on the motivating factors to become English language teachers are very few whether as in-service or pre-service (Kim and Kim, 2015; Sharif, Hossan and McMinn, 2014; Erten, 2014; Dweik and Awjan, 2013; Topkaya and Uztosun, 2012; Kyriacou and Benmansour, 2002). According to Yuce et al. (2013: 296) "choosing teaching as a career has been extensively investigated as a research topic throughout the world but not so much with respect to some teaching professions such as mathematics, English, biology, chemistry, pre-school, etc.". The Kuwaiti context is no exception. This area of research has not been tackled by any previous research to find out Kuwait student-teachers motivations to become English language teachers.

### **Purpose of Research**

The present study attempts to investigate the motivations behind Kuwaiti student-teachers choice of English language teaching as a future career. In addition, the study explores the effect of gender, and years of study on their choice.

## Research Questions

The present study tries to provide answers for the following questions:

- 1 - What are the motivations of Kuwaiti English student-teachers to choose teaching as a career?
- 2 - Are there any significant differences among the participants in their motivations to teach with respect to gender and years of study?

## Importance of the Study:

The role of motivation in choosing teaching as a career is crucial, as it will influence the student-teachers preparation process, their future practices in the field, and their interest in continuing their teaching career. This all depends on the type of motivation which influenced student-teachers choice. This could provide educators and decision makers at both the College of Education and the Ministry of Education in the State of Kuwait with implications which can help improve the selection of language teachers, since English is an important subject in public schools. This can encourage the Ministry of Education to introduce the importance of English language teaching to high schoolers near graduation to find out their interest in the profession for a better selection of its teaching staff.

## Theoretical Background:

Teacher education research studies on the factors motivating individuals to join the teaching profession have reported three different types of motivation (Konig and Rothland, 2012; Sinclair, 2008; Kyriacou et al., 2003; Saban, 2003; Moran et al. 2001; Bastick 2000; Kyriacou and Coulthard, 2000; Young 1995; Brookhart and Freeman 1992). These types of motivations are intrinsic motivations, extrinsic motivations, and altruistic motivations. Intrinsic motivations are concerned with: personal interest, personal satisfaction and experience, desire and love of profession, and intellectual fulfillment. Aydin and Ozcan (2014: 104) define intrinsic motivations as "intrinsic career value which indicates that students have an instinctive passion about teaching and genuinely enjoy it". Extrinsic motivations represent aspects related to the job itself: guaranteed job, salary, lengthy holidays, social security, and easy appointment (Knobloch, 2005; Butcher and Lewis, 2002; Lai,

Ko, and Li, 2000; Hayes, 2000). Altruistic motivations are seen from a societal angle and cover: being in the service of people and society at large, and wanting to contribute to the growth of another individual.

Kyriacou, Hultgren, and Stephens (1999: 374) provided a description of intrinsic, extrinsic, and altruistic motivations as follows:

- (i) Altruistic reasons. These reasons deal with seeing teaching as a socially worthwhile and important job, a desire to help society improve.
- (ii) Intrinsic reasons. These reasons cover aspects of the job activity itself, such as the activity of teaching children, and an interest in using their subject matter knowledge and expertise.
- (iii) Extrinsic reasons. These reasons cover aspects of the job which are not inherent in the work itself, such as long holidays, level of pay, and status.

### **Literature Review:**

The present section discusses relevant previous studies which explored the impact of motivations on student-teachers' choice of teaching as their future career. The studies will be presented in a chronological order from the recent to the least recent.

Erten (2014) investigated the motivation of year 1 English language majors at Canakkale Onsekiz Mart University in Turkey for choosing teaching as a career. Ninety-six students participated in responding to a questionnaire comprising open-ended questions to which their responses were later categorized as intrinsic, extrinsic, and altruistic motivations. The results showed that participants reported more intrinsic reasons than extrinsic reasons. The impact of altruistic motivations was not significant. Participants responses revealed a mixture of intrinsic and extrinsic factors. There was a gender significant difference in the responses of the participants as female participants appeared to have solely intrinsic motivations while male participants had a mixture of intrinsic and extrinsic motivations.

Sharif, Hossan and McMinn (2014) aimed to identify key motivational factors of 116 pre-service teachers studying in Teachers Academy in UAE to become teachers with reference to gender. A self-administered questionnaire survey was applied. Fourteen motivational items under four broad categories of motivations, namely, altruistic, intrinsic, extrinsic and pragmatic were investigated. The study confirmed that both intrinsic and altruistic motivations were important factors for their

intention to become teachers. Extrinsic motivational factors have a very marginal role to play in their decision to teach in the school. There was no significant impact of pragmatic motivational factors on their intention to teach. In addition, there was no statistically significant difference between male and female students.

Topkaya and Uztosun (2012) studied the career motivations of 207 pre-service English teachers at a state university in Turkey. Participants responded to an adapted version of the Factors Influencing Teaching Choice Scale (FITCS). The study results showed that intrinsic values of teaching and social utility, followed by ability related beliefs were important career motivations for the participants. Both male and female participants were more intrinsically and socially motivated. However, male participants had higher ratings for job security and employment possibilities. There was not a statistically significant difference between first and fourth graders career motivations.

Kizilaslan (2010) explored the opinions of English language teaching student-teachers for their reasons to choose teaching as a profession. One hundred and one first year students from a large western state university in Turkey responded to open-ended questions. Findings revealed that intrinsic, altruistic and extrinsic considerations were the basic motivations that participants had for choosing the teaching profession. Overall, student teachers emphasized intrinsic and altruistic reasons as main influencing reasons for their choice such as love for teaching, children, and the English language; and a desire for making a worthwhile contribution to the social and academic development of others. However, extrinsic reasons such as long holiday periods or job security were less important to student teachers.

Igawa (2009) conducted a study comparing the opinions of three groups of in-service teachers from Japan, Cambodia, and America regarding initial career motivation. The results showed that Japanese teachers motivating reasons to become teachers were as follows: they liked English, it was easy for women to be and continue to be English teachers, and their goal to support their students. The reasons for the Cambodian teachers to choose the teaching profession were related to their interest in teaching and in becoming English language teachers,

and their interest in contributing to society development. American teachers reasons were similar as they were related interested in teaching, contributing to society, and traveling abroad.

Kyriacou and Benmansour (2002) searched the views of 203 university students studying English or French at a University in Morocco about a career in teaching. Student were asked to respond to a questionnaire by rating the influence of 20 factors on their teaching choice, and the extent which might teaching offer these factors. Among the highly rated factors were: very important in their choice of career were: a job that is respected; a job that I will find enjoyable; and a job where I am required to use my intellect. Interestingly, a job that is respected was also rated very highly as being a factor which teaching definitely offers. Students most highly rated my wish to share my knowledge with others as the factor that might influence an individuals decision to become a teacher.

## Methodology

### The Sample

Male and female English language student-teachers from the College of Education at Kuwait University were selected randomly to take part in the present study. Male students were (34.7%), while female students were (65.3%), as the College of Education is a female dominant college. As for the years of study, there were (61.4%) in their first year. Second year students were (24.0%). Third year students were (29.3%). Fourth year students were (25.3%). Table (1) presents data of the demographic variables.

**Table (1)**  
**The Demographic Data of the Participants**

Variable Labels	Value Labels	Frequency	Valid %	Total %
Gender	Male	26	34.7	75 100%
	Female	49	65.3	
Year	Year 1	16	21.4	75 100%
	Year 2	18	24.0	
	Year 3	22	29.3	
	Year 4	19	25.3	

## **Instrument and Data Collection**

The present study adopted the descriptive analytical approach to find out the different types of motivations which influenced English language student-teachers to choose teaching as a career. Based on reviewing related literature (Sharif, Hossan and McMinn, 2014; Erten, 2014; Topkaya and Uztosun, 2012), a 32 items questionnaire was developed distributed into three domains: intrinsic motivations, extrinsic motivations, and altruistic motivations. Each item was scored as follows: Strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). Means and standard deviations were calculated for data analysis and discussions.

Questionnaires were distributed to 80 English language student-teachers majoring in teaching intermediate and secondary stage at the College of Education - Kuwait University. However, 75 questionnaires were returned. Thus, the return rate was 94%. Students majoring in English language teaching in the primary stage were excluded since only female teachers teach in this stage. Explanations of the purpose of the study and method of response were provided to the participants.

The findings will be interpreted according to the means of all items based on the following scale:

- 1 - Means less than 2.50 indicate (L) low level of motivation.
- 2 - Means equal to 2.50 and less than 3.50 indicate (M) medium level of motivation.
- 3 - Means more than 3.50 indicate (H) high level of motivation.

## **Reliability**

To obtain a measure of consistency and reliability of the instrument for all its items, Coefficient Alpha Cronbach was calculated using the Statistical Package for the Social Sciences (SPSS). The reliability coefficients "Alpha" equals "0.829".

## **Validity**

The questionnaire was reviewed by three faculty members from the Department of Curriculum and Instruction, and three faculty members from the Educational Psychology Department. Suggestions were taken into consideration and changes were made before conducting the study.

## Data Analysis

The Statistical Package for the Social Sciences (SPSS, version 21.0) was used to calculate percentages, means and standard deviations. In addition, both t-test and One-Way ANOVA were applied for further data analysis.

## Results and Discussion

This section presents a detailed description of the results of the present study.

### First Question

The answer of the first question “What are the motivations of Kuwaiti English student-teachers to choose teaching as a career?”, will cover the analysis of the three questionnaire domains. Each domain will be analyzed, discussed, and presented separately in Tables from (2-4). Table (2) focuses on the role of intrinsic motivations on the student-teachers’ choice of teaching as a career.

**Table (2)**  
**The Means and Standard Deviations of the Intrinsic Motivations**

Intrinsic Motivations	Mean	S.D.	Level of Motivation	Rank	Degree of Agreement	
					Female %	Male %
1) Teaching suits my personality	3.23	1.436	Medium	6	90.7	46.1
2) Becoming an English Language teacher is my dream	3.60	1.197	High	2	95.3	76.9
3) English is my favorite school subject	3.46	1.510	Medium	4	91.8	88.5
4) Having a good command of English in its four skills	3.26	1.401	Medium	5	90.2	80.7
5) Teaching is my future career goal	3.64	1.240	High	1	96.5	42.3
6) Teaching allows me to pursuit my higher studies	3.59	1.479	High	3	93.1	69.2

**cont/ Table (2)**  
**The Means and Standard Deviations of the Intrinsic Motivations**

Intrinsic Motivations	Mean	S.D.	Level of Motivation	Rank	Degree of Agreement	
					Female %	Male %
7) Teaching suits my (future) family life	2.56	1.258	Medium	11	78.4	38.5
8) Teaching helps me develop my English language	2.94	1.483	Medium	7	89.1	61.5
9) Teaching encourages me to be creative	2.89	1.257	Medium	8	88.3	69.2
10) Teaching suits my abilities	2.77	1.382	Medium	9	87.2	88.0
11) Teaching English allows self-development	2.73	1.393	Medium	10	82.5	73.8

Table (2) indicates that the level of motivation among the student-teachers was medium for most of the questionnaires items. The level of motivation was high only in three items (5, 2, and 6). Item (5) has the highest means (3.64) with a standard deviation of (1.240). Item 2 comes in the second position with a means of (3.60) and a standard deviation of (1.197). In the third position comes item 6 with a means of (3.59) and a standard deviation of (1.479). These items are related to future teaching goals and plans which reflect intrinsic motivation. This indicates that those student-teachers have clear future and are aware of the benefits of becoming English language teachers. Having such clear goals in mind will encourage them to remain in the profession and do not think of leaving it. Although the rest of the items were of medium level of motivation still most of them their means are closer to the top of the medium level score. In general, student-teachers are aware of the personal benefits they will accomplish by becoming English language teachers and this increases their intrinsic motivation to value this profession.

The results coincide with findings of previous studies (Erten, 2014; Sharif, Hossan and McMinn, 2014; Topkaya and Uztosun, 2012;

Kizilaslan, 2010) as their results have shown the importance and influence of intrinsic motivation on student to become teachers. The findings support the great interest shown by the Ministry of Education in Kuwait to encourage more Kuwaiti citizens to join the teaching profession in general and English language teaching by considering English as special major and offering incentives to English major students after finishing 60 credit hours. Comparing female and male participants responses, it shows that females have more intrinsic motivations than male participants. This could be explained by the stereotype image that teaching is a female oriented profession (Akar, 2012; Weaver-Hightower, 201; Igawa, 2009).

As for the extrinsic motivations, Table (3) provides the results and findings of the impact of this motive on the choice of student-teachers of teaching as a profession.

**Table (3)**  
**Represents the Means and Standard Deviations of the Extrinsic Motivations**

Extrinsic Motivations	Mean	S.D.	Level of Motivation	Rank	Degree of Agreement	
					Female %	Male %
1) Teaching has a high social status	1.81	1.502	Low	12	42.9	42.3
2) Teaching English is prestigious	2.86	1.026	Medium	4	81.6	84.6
3) Teaching is rewarding for its high salary	2.49	1.420	Low	6	69.4	73.1
4) Teaching provides a guaranteed job	3.53	1.380	High	1	95.9	96.1
5) Teaching allows more holidays	3.50	1.229	High	2	93.9	88.5
6) Teaching has good career prospects	2.97	1.307	Medium	3	89.8	87.5
7) Teaching allows flexibility in choosing schools/ educational districts	2.41	1.110	Low	7	63.3	72.1

**Table (3)**  
**Represents the Means and Standard Deviations of the Extrinsic Motivations**

Extrinsic Motivations	Mean	S.D.	Level of Motivation	Rank	Degree of Agreement	
					Female %	Male %
8) Teaching promotions are both administrative and technical	2.37	1.412	Low	8	59.2	65.4
9) Teaching guarantees guidance along the years of the profession	2.26	1.045	Low	10	51.0	53.8
10) Teaching is an easy job to perform	2.21	1.048	Low	11	48.9	46.2
11) Teaching is an interesting job	2.66	1.091	Medium	5	79.6	76.9
12) School working conditions are good	2.30	1.296	Low	9	57.1	57.7

Table (3) represents a mixture of student-teachers responses. However, the level of extrinsic motivation among their responses was low for most of the questionnaires items (1, 3, 7, 8, 9, 10, and 12). This shows that student-teachers are aware that the extrinsic factors are not the ones motivating them to become future English language teachers. This reflects some demotivation issues to the teaching career as they may face difficulties when planning to transfer from one school to another or from one educational district to another. Although teaching allows teachers to choose between being promoted to become a school administrative staff (school deputy head or head teacher) or to become a supervisor, student-teachers reflect their fears that they might be assigned to one of these jobs based on vacancies. Student-teachers disagree that teaching is an easy job to perform, and they are unsure that they will receive guidance during their years of work.

Yet, teaching has some privileges as they can have a guaranteed job directly after graduation and enjoy more holidays as seen in items (4 and 5) which show high levels of motivation. The means of item 4 is (3.53) and the standard deviation is (1.380). Item 5 has a means of

(3.50) and a standard deviation of (1.229). In addition, student-teachers are aware that teaching is interesting, it has a good career prospects, and being an English teacher is prestigious as presented in items (2, 6, and 11) which represent medium level of motivation.

The results agree with those of (Sharif, Hossan and McMinn, 2014; Erten, 2014; Kizilaslan, 2010) as they found that the influence of extrinsic motivation was very marginal and was not the main reason for choosing the teaching profession. Comparing female and male participants' responses, it shows that both females and males have similar levels of agreement to the extrinsic motivations. This explains that extrinsic motivations are not the driving ones to choose teaching as a career (Kizilaslan, 2010). This could be an assuring factor that student-teachers have a mission to accomplish towards their future profession regardless of all the incentives that they will benefit from by joining the teaching profession. This could indicate that there will be 'noleakage' from the profession. This result represents a disagreement with the warnings which Cowley (2013) has drawn our attention to as there is a great tendency among teachers to leave the profession.

The results of altruistic motivation and its impact on the choice of student-teachers of teaching as a profession will be presented in Table (4).

**Table (4)**  
**The Means and Standard Deviations of the Altruistic Motivations**

Altruistic Motivations	Mean	S.D.	Level of Motivation	Rank	Degree of Agreement	
					Female %	Male %
1) I have a mission towards the society	3.56	1.253	High	3	92.0	93.3
2) I enjoy teaching and helping others	3.90	1.052	High	1	95.1	97.5
3) I enjoy teaching teenagers	2.90	1.588	Medium	5	85.3	88.2
4) I can make a difference in the future of my learners	3.87	1.089	High	2	94.5	96.3
5) I like to share my knowledge with my students	2.73	1.444	Medium	8	79.1	79.7

**Cont/ Table (4)**  
**The Means and Standard Deviations of the Altruistic Motivations**

Altruistic Motivations	Mean	S.D.	Level of Motivation	Rank	Degree of Agreement	
					Female %	Male %
6) I like to advice to my students when needed	2.85	1.493	Medium	6	82.8	86.3
7) I like to advice parents on how to deal with their teenage children	2.51	1.380	Medium	9	73.5	77.3
8) Teaching encourages collaboration among colleagues	2.83	1.026	Medium	7	81.5	84.2
9) Teaching allows me to share my knowledge with colleagues	3.29	1.229	Medium	4	87.7	89.6

Table (4) shows that the level of motivation among the student-teachers was medium for the majority if the items (3, 5, 6, 7, 8, and 9). Specifically, the high level of motivation was related to the items (2, 4, and 1). Item 2 has the highest mean which is (3.90) and a standard deviation of (1.052). Next comes item 4 with a means of (3,87) and a standard deviation of (1,089). Then comes item 1 with a means of (3.56) and a standard deviation of (1.253). that indicate student-teachers have a mission towards the society, enjoy teaching and helping others, and make a difference in the future of my learners. Such high level of altruistic motivation indicates student-teachers interest in teaching as a career and their gratitude to their society represented in their willingness to their citizens and make a difference in the future of young generations. On the other hand, student-teachers demonstrate a medium level of altruistic motivation in the rest of the domain items as mentioned earlier as they enjoy teaching teenagers, share their knowledge with their colleagues and students, provide advice to their students when needed, as well as advising parents on how to deal with their children, and collaborate with their colleagues.

Pre-service teachers are aware of the altruistic motivations for

choosing teaching as a career as they shoulder a responsibility towards society and their citizen fellowship. Such awareness is important to nurture and invest among future generation English teachers as this will indicate their future professional commitment. This is very significant to the State of Kuwait as a step in encouraging more citizens to become language teachers and reduce the dependence on non-Kuwaiti teachers. The findings of the present study agree with the findings of (Sharif, Hossan and McMinn, 2014; Topkaya and Uztosun, 2012; Kizilaslan, 2010; Kyriacou and Benmansour, 2002), as altruistic motivations were significant factors for their intention to become teacher. However, the findings disagree of those of Erten (2014) as the results revealed that the impact of altruistic motivation was not significant. Comparing the levels of agreement of both female and male participants, it shows that males have more altruistic motivations that female participants. This supports the findings of Topkaya and Uztosun (2012) as male teachers showed a higher agreement to altruistic motivation.

### Second Question

The following tables (5 and 6) provide answers to the second research question “are there any significant differences among the participants in their motivations to teach with respect to gender and years of study?”. Table (5) presents the means and standard deviations of the t-test results based on the gender of the study sample.

**Table (5)**  
**T-test Differences between Total of Answers According to the Demographic Variable of Gender**

Variable Names	Female			Male			T	Df	Sig. (2-tailed)
	N	Mean	Std. Deviation	N	Mean	Std. Deviation			
Domain1 Intrinsic Motivation	49	2.788	0.752	26	2.268	0.701	2.974	67	0.004
Domain 2 Extrinsic Motivation	49	2.203	0.646	26	2.211	0.666	0.047	67	0.963
Domain 3 Altruistic Motivation	49	2.146	0.445	26	2.453	0.594	2.465	67	*0.016

Table (5) shows that there are significant differences in domain 1 (Intrinsic Motivation) and domain 3 (Altruistic Motivation) with reference to the (gender). In domain 1, the mean value (2.788) for female participants is more than the mean value (2.268) of the male participants. This means that the intrinsic motivation level of female participants is higher than that of male participants in this domain. However, in domain 3 the mean value of male participants (2.453) is more than the mean value of female participants (2.146), which means that male participants have higher level of altruistic motivation than females, and this justifies their interest in teaching as a career as it is known for being female dominant profession. The t-test results for domain 2 (Extrinsic Motivation) indicate no significant difference for gender in the responses of the participants.

The findings match those of (Akar 2012; Weaver-Hightower, 2011; Williams and Forgasz, 2009; Manuel and Hughes, 2006; Jarvis and Woodrow, 2005) as females were more attracted to the profession than males. In addition, Erten (2014) reported that there was a gender significant difference in the responses of the participants as female participants appeared to have solely intrinsic motivations while male participants had a mixture of intrinsic and extrinsic motivations. However, the findings did not match those of Sharif, Hossan and McMinn (2014) as they found that there was no statistically significant difference between male and female students.

Next comes Table (6) which presents the means and standard deviations of the t-test results based on the years of the study of the study sample.

**Table (6)**  
**F-Test (ANOVA) by Years of Study**

Variable Labels	Source	D.F	Sum of Squares	Mean Square	F-Ratio	Sig.
Domain 1	Between Groups	2	0.037	0.019	0.065	0.938
	Within Groups	67	19.378	0.289		

**Cont/ Table (6)**  
**F-Test (ANOVA) by Years of Study**

Variable Labels	Source	D.F	Sum of Squares	Mean Square	F-Ratio	Sig.
Domain 2	Between Groups	2	0.205	0.102	0.0237	0.789
	Within Groups	67	28.913	0.432		
Domain 3	Between Groups	2	0.003	0.001	0.004	0.996
	Within Groups	67	24.292	0.363		

Table (6) shows that there were no significant differences between the total of answers according to the Years of Study with reference to the study domains as the level of significance is  $p \geq 0.05$ . This finding matches those of Topkaya and Uztosun (2012) as there was not a statistical difference between first and fourth graders career motivations.

### **Conclusion:**

The purpose of this study is to explore the career motivations of English language student-teachers in Kuwait who have chosen teaching as a career. Understanding why student-teachers choose teaching as a career is crucial for the teacher training program within the College of Education in Kuwait University which will help in identifying the vocational attitudes of those student-teachers. Overall, the sample in this study featured medium levels of career motivations mixed with high and low levels for certain items of the study tool. Therefore, it could be concluded that in terms of occupational motivations these student-teachers are interested in teaching as a career and eager to enter the teaching profession. The findings of the study have shown that teachers are influenced by their intrinsic and altruistic motivations. In addition, extrinsic motivations reported to be of low influence on student-teachers' choice for teaching as a career. This is particularly important as intrinsic and altruistic reasons can persist longer than extrinsic reasons even without specific external rewards.

There were significant differences among the participants according to gender. Female student-teachers show more intrinsic motivations for the profession. Yet, male student-teachers show more altruistic motivations to teaching. This reflects the notion that teaching is more of a female oriented profession in the State of Kuwait. Moreover, being influenced by altruistic motivations ensure that male teachers will show commitment to their students and do their best to educate them. However, there was no significant difference for extrinsic motivations according to gender. In addition, there were no significant differences according to years of study. In general, the findings match those of international studies (Sharif, Hossan and McMinn, 2014; Topkaya and Uztosun, 2012; Kizilaslan, 2010; Kyriacou and Benmansour, 2002), still disagree with others in certain motivational aspects (Erten 2014).

## دوافع اختيار التدريس كمهنة من وجهة نظر الطلبة - المعلمين للغة الإنجليزية في جامعة الكويت

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### الملخص

تبحث هذه الدراسة في الدوافع (داخلية، خارجية، وإيثارية) وراء اختيار الطلبة - المعلمين الكويتيين للتدريس كمهنة. كما بحثت في أثر بعض العوامل كجنس الطلبة - المعلمين وسنوات الدراسة في اختيارهم المهني. وقد أجاب خمسة وسبعون من الطلبة المعلمين على استبانة كأداة لجمع البيانات. وأظهرت نتائج البحث أن معلمي اللغة الإنجليزية قد تأثروا بدوافعهم الداخلية والإيثارية. علماً، بأن الدوافع الخارجية كانت ذات تأثير منخفض على اختيار الطلبة - المعلمين للتدريس كمهنة. إضافة إلى ذلك، كانت هناك فروق ذات دلالة إحصائية بين المشاركين بحسب الجنس. توصلت الدراسة إلى أن الطالبات المعلمات أظهرن تأثرهن بدوافع داخلية أكثر تجاه اختيار هذه المهنة. على العكس من ذلك، أظهر الطلبة المعلمون الذكور دوافع ذات طابع إيثاري تجاه مهنة التدريس. أما بالنسبة للدوافع الخارجية، فلقد بينت النتائج عدم وجود فروقات ذات دلالة إحصائية وفقاً لنوع الجنس. إضافة إلى ذلك، لم توجد فروق ذات دلالة إحصائية تبعاً لسنوات الدراسة وفقاً للأنواع المختلفة للدافعية.

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