DOCUMENT RESUME

ED 451 254 TM 032 482

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TITLE The Measurement of Teacher Motivation: Cross-Cultural and Gender Comparisons.
PUB DATE 2000-02-00
NOTE 13p.; Paper presented at the Annual Meeting of the Society for Cross-Cultural Research (29th, New Orleans, LA, February 2000). For related papers, see TM 032 458 and TM 032 467.
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Altruism; *Career Choice; College Students; Cross Cultural Studies; Foreign Countries; Higher Education; *Incentives; Preservice Teachers; *Sex Differences; *Student Motivation; *Teacher Attitudes; Teacher Education; *Teaching (Occupation); Values
IDENTIFIERS Jamaica

ABSTRACT

This paper introduces a new instrument for assessing teacher motivation and uses it to compare the motivations of male and female teacher trainees in Jamaica. The results are then contrasted with the gender specific motivations that researchers have found for teachers in other parts of the world. The instrument is a three factor model based on a 13-item questionnaire that can be easily replicated for the assessment of teacher motivation. The three factors are extrinsic motivation, intrinsic motivation, and altruistic motivation. The items were developed from 15-minute semistructured individual and focus group interviews with 130 teacher trainees and teacher educators in Jamaica. The factor model was tested on 1,444 teacher trainees who represented an island-wide sample of one-third of the inservice and preservice teacher trainees covering all 3 years of teacher training in Jamaica. The model identified a 51% systematic variation in their responses. It was then used to compare the motivations of male and female teacher trainees and to explore how motivations for teaching were related to age and teaching experience. The results show similarities and differences in the gendered motivations of teachers reported from other countries, and they throw some light on the global phenomenon of the higher attrition for male teachers that can be of some use across cultures in policy decisions for teacher recruitment. (Contains 8 tables and 33 references.) (SLD)

The Measurement of Teacher Motivation: Cross-Cultural and Gender Comparisons

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Abstract

This paper introduces a new model for assessing teacher motivation and uses it to explore the motivations of male and female teacher trainees in Jamaica by age and pre-training experience. The results are then contrasted with gendered motivations of teachers from other cultures. The model is based on a 13-item questionnaire that can easily be used by cross-cultural researchers. The items were developed from 130 interviews with teacher trainees and educators, and the model was tested on a sample of 1444 teacher trainees, representing one-third of teacher trainees in Jamaica. The results are applicable across cultures to recruitment policies for reducing teacher attrition .

Overview

This paper introduces a new instrument for assessing teacher motivation and uses it to compare the motivations of male and female teacher trainees in Jamaica. The results are then contrasted with the gender specific motivations that researchers have found for teachers in other parts of the world. The instrument is a three factor model based on a 13 item questionnaire that can be easily replicated for the assessment teacher motivation. The three factors are Extrinsic motivation, Intrinsic Motivation and Altruistic Motivation. The items were developed from 15 minute semi-structured individual and focus group interviews with 130 teacher trainees and teacher educators in Jamaica. The factor model was tested on 1444 teacher trainees who represented an island wide sample of one-third of the in-service and pre-service teacher trainees covering all three years of teacher training in Jamaica. The model identified 51% systematic variation in their responses. This factor model was then used to compare the motivations of male and female teacher trainees and to explore how motivations for teaching were related to age and teaching experience. The results show similarities and differences with the gendered motivations of teachers that have been reported in other countries and throws some light on the global phenomenon of the higher attrition for male teachers that can be of use across cultures in policy decisions for teacher recruitment.

In Jamaica, as in other cultures, there are large variations in the numbers of teachers who, each year, join and leave the teaching profession; and there are also considerable gender imbalances within the different sectors of the teaching profession (Acker, 1983; Allan, 1993; Bastick, 1999; Howson, 1998; Kauppinen-Toropainen & Lammi, 1993). The research presented in this paper is intended to help add some stability to the profession and some cost-effectiveness to teacher training by investigating motivations for teaching and so informing policy on recruitment and retention of both men and women who have been trained for the profession.

Bastick, T. (2000, February). *The measurement of teacher motivation: Cross-cultural and gender comparisons.* Paper presentation at the 29th Annual Meeting of the Society for Cross-Cultural Research: New Orleans, Louisiana, USA.

Why do new teachers join the profession?

In both developed and developing countries there has been considerable research on why new teachers join the profession (Frusher & Newton 1987; Ethington 1987). Suzanne Stiegelbauer (1992) asked 203 students accepted at the Faculty of Education, University of Toronto (Canada) about their reasons for entering the profession. The following five themes emerged from her research: (a) the need to make a difference to students and society; (b) teachers as role models for students; (c) the teacher-student exchange as one of mutual growth and continuous learning for both; (d) a wish to share personal knowledge and expertise; and (e) the creation of a positive learning environment. Sandra Hayes (1990) surveyed 100 college students majoring in education at Northwestern Oklahoma State University. She found that: (a) most students chose teaching in order to make a positive difference in the lives of children; (b) 92 percent chose teaching because they loved children; (c) calendar considerations were important to only 5 percent; (d) 98 percent felt that teaching would allow them to express their creative abilities; (e) 87 percent saw teaching as an awesome responsibility; (f) 58 percent disagreed that a 3-month vacation was a reason for choosing a teaching career; (g) 24 percent thought that teaching was a highly respected profession; (h) 92 percent thought teachers are not adequately paid; (i) 61 percent strongly felt that the rewards of teaching are not monetary, (j) 32 percent had a teacher-parent and (k) 54 percent were influenced to become a teacher by one of their own former teachers. Lois Weiner (1993) compared the reasons for joining the profession that were given by students enrolled in the Teaching and Curriculum program at Harvard Graduate School of Education and by 53 student teachers at Urban College, a small public college in the Northeast. She found that the following reasons were given by both groups: (a) wanting the opportunity to be creative, (b) enjoying work with young people, and (c) desiring a socially useful job. Compared to Harvard students, Urban College students gave higher ratings for (d) the importance of salary and job security, while Harvard students gave higher ratings to (e) independence and autonomy, (f) desire to change society, (g) desire to meet people of different social backgrounds, (h) the suitability of the academic calendar, and (i) the length of the school year.

Experience of teaching affects students motivation to choose the profession. James Levin (1985) asked 77 elementary, 92 secondary, and 28 special education student teachers at Pennsylvania State University for positive and negative experiences that affected their motivations to be teachers. Of the 956 examples given there were 557 positive responses and 399 negative comments. Most positive responses came in the category of (a) "individual interaction between teachers and student teachers," followed, in descending order, by (b) "student feedback to teacher," (c) "pedagogy," (d) "achievement," and (e) "teacher interaction with students." Categories with the most negative responses were (f) "student behavior," (g) "behavior management," (h) "professional behaviors/attitudes outside the classroom," and (i) "parents/community expectations/attitudes."

The conditions that teachers experience in the schools also impacts on their commitment to stay in the profession. Eileen Sclan (1993) surveyed 561 first-year teachers and found that teachers' perceived and actual workplace conditions were strongly related to their work commitment, career-choice commitment, and planned retention. This was especially true with respect to perceived school/leadership culture and perceived teacher autonomy/discretion.

Students' experiences at school seem to influence their choice of teaching as a career and students often make the choice in the last year at school. In 1995 Faite Mack surveyed 265 eighth-grade African American students in Gary, Indiana to explore their perceptions of teaching as a profession. The findings were that only 35.8 percent had anyone talk to them about becoming a teacher, and less than 50 percent had asked a teacher why they selected teaching as a career. In a similar study of 646 7th and 8th grade students from eight California schools, Ray Wong (1994) found that it was possible to identify 7th and 8th grade students who were interested in teaching. This obviously has implications for targeting career

information to schools. Additional findings showed: (a) that male students and students with negative perceptions of the school/classroom environment were less inclined to express interest in teaching; (b) that students who felt part of the school were more apt to consider teaching as a career choice; (c) that Asian students had a more positive perception of the school/classroom environment than African-American and Hispanic groups; and (d) that European-Americans were no more likely to consider teaching as a career choice than any other cultural group.

The three main themes of motivation - Extrinsic, Intrinsic or Altruistic

The literature indicates that the reasons given for joining the teaching profession seem to fall under one or more of the three main themes Extrinsic, Intrinsic or Altruistic (Olashinde, 1972; Lortie, 1975; Summerhill, & Myrna, 1998; Yong, 1995). For example, Monica Brown (1992) surveyed first-year teachers in Jamaica and Caribbean countries to determine their reasons for selecting the teaching profession. She concluded that their reasons were mainly altruistic and were similar to those given by North American teachers as indicated above. Robert Serow (1993) in his interviews with 26 late-entry teachers identified Altruism as a major reason for choosing teaching as a career. When comparing studies it should be noted that there is some variation in the terms used to denote the same phenomenon. For example, Olashinde (1972) uses the term 'mercenary' rather than Extrinsic, as does Yong (1995).

Typical of the Altruistic reasons were: "To serve the nation", "To further knowledge" (Olashinde, 1972); "Service or contribution to society or country" (Evans, 1993). Examples of Extrinsic reasons were : "Nothing else to do", "To earn a living", "Teaching was the only choice" (Olashinde, 1972); "Undecided about future or nothing else available" (Evans, 1993); "job security and salaries were the main attraction", "good pay, secure job and vacation/working hours" (Yong, 1995). An example of Intrinsic reasons was: "wish to work with children" (Evans, 1993).

Research design

In this study permissions were sought from Training College Principals and Heads of departments in Jamaica island-wide to collect data on the motivations for teaching of teachers in training. The study was in four stages (i) open interviews in the Colleges to find the most prevalent reasons that trainee teachers joined the profession, (ii) an island-wide survey based on these most prevalent reasons (iii) analysis of the survey data to test the veracity of the EIA (Extrinsic, Intrinsic, Altruistic) three factor model for describing these reasons and (iv) use of the model for making cross-cultural and gender comparisons and for exploring the associations of age and experience with the components of motivation established in stage (iii). In stage (i) 96 student teachers took part in one-to-one 15 minute semi-structured interviews as did 4 lecturers. 30 other students were similarly interviewed in small focus groups. The purpose of these interviews was to elicit the main reasons for trainee teachers to have chosen the teaching profession. The interviews were 'open' in that the interviewees were asked what were the main reasons that they choose the teaching profession, rather than suggesting reasons for confirmation or rejection. This was important as it did not guide the interviewees into giving predetermined reasons. Data from the 130 interviews were coalesced into 19 most prevalent reasons. In Stage (ii) these 19 most prevalent reasons were used to survey 1444 trainee teachers across the island by asking them to rate their agreement with each reason on a scale from zero, for zero agreement, to nine for maximum agreement. The selection of the trainees for the survey depended on the degree of cooperation that was afforded by the colleges. Ideally random numbers were used to find a pure random sample within colleges and sometimes convenience sampling had to be used. This was the largest such published survey to date. In stage (iii) the ratings of the 19 reasons by the 1444 trainee teachers were entered into a factor analysis to test the three factor model. In stage (iv) the model was used to make the required comparisons.

It is important to note that this survey required the 1444 subjects to give a 10 point rating of agreement with each of the 13 reasons, because this favoured the intended correlational and factor analysis. This

is different from the design of previous similar research in Jamaica, such as the largest and latest previous survey which used questionnaires mailed to 108 first year teachers by Hyacinth Evens (1993). These much smaller previous surveys collected rankings for prioritising reasons, not for exploring the interrelations between reasons as was facilitated by the 10 point Lickert ratings used in this research design.

Results for the total sample

The 1444 survey sample consisted of (allowing for some unfilled responses) 383 (26.5%) males and 1053 (72.9%) females with ages ranging from 16 to 52 years. The mean age was 22 years 10.5 months. The trainees represented all three years of training; being 609 (42.2%) in the first year, 291 (20.2%) in their second year and 538 (37.3) in their final year. 955 (66.1%) of the students came from rural areas and 424 (29.4%) came from urban areas. Although most of the students, 821 (56.9%), had no previous teaching experience, one student had been teaching for as long as 25 years and their average teaching experience was 1.2 years.

The correlations between their preferences were used for a varimax factor rotation to extract the main groups of reasons given by the trainees. Three main groups of reasons emerged from the data.

Table 1. Three main factors accounting for 51% of the variation in the total sample

Factor	Eigenvalue	Pct of Var	Cum Pct
1	3.15117	24.2	24.2
2	2.35875	18.1	42.4
3	1.11570	8.6	51.0

Table 1 shows that there were three factors above an Eigenvalue cut-off of 1.0 and that these three most important factors accounted for 51% of the variation in the data. The factor model is shown in Table 2. This table has been sorted by factor loadings to clearly show the grouping of reasons in each of the three factors.

Table 2: Factor loadings showing the importance of each reason to each motivational factor for the total sample

Rotated Factor Matrix for Total Sample:

Pct of Var Tot 51.0%	Factor 1 24.20%	Factor 2 18.10%	Factor 3 8.60%
Reason 11	0.70103	-0.08227	0.01660
Reason 10	0.66659	-0.01267	-0.03106
Reason 7	0.64843	-0.06344	-0.20270
Reason 8	0.60356	-0.07654	0.23480
Reason 16	0.56079	0.21813	0.18351
Reason 9	0.56067	0.39423	-0.19396
Reason 4	0.50818	0.18707	0.15684
Reason 15	-0.03166	0.83888	0.20144
Reason 17	0.00619	0.83126	0.18496
Reason 12	0.11435	0.58727	0.31134
Reason 19	-0.01352	0.18180	0.77003
Reason 13	0.09673	0.13051	0.76389
Reason 14	0.02168	0.23027	0.59566

Table 3 lists these reasons as presented in the questionnaire. It can be noticed from Table 3 that the reasons grouped unbiasedly by pure numerical calculation under the first factor may be considered on subsequent inspection to be Extrinsic reasons. Those reasons grouped under factor two appear to be Intrinsic reasons and those that fell into factor three are Altruistic reasons. The varimax factor rotation above maintains the orthogonality of the principle components and so these three factors are independent of one another. Hence, this finding supports the suggested EIA three factor model of career choice for teacher trainees in Jamaica.

Table 3 Detailed reasons and the factors to which they are most important (load most heavily)

Factor 1	**Extrinsic Reasons (E)**	
Reason 11	(.70103)	Teaching is the profession with the most holidays
Reason 10	(.66659)	Fees for Teachers' College are affordable
Reason 7	(.64843)	I will have enough time to earn extra money
Reason 8	(.60356)	It allows me to be a manager
Reason 16	(.56079)	It offers job security
Reason 9	(.56067)	The salary will be adequate to meet my demands
Reason 4	(.50818)	Teachers enjoy good status in the society as a whole
Factor 2	**Intrinsic Reasons (I)**	
Reason 15	(.83888)	It is the profession I have always wanted
Reason 17	(.83126)	I wanted to
Reason 12	(.58727)	I see it as a life-long career
Factor 3	**Altruistic Reasons (A)**	
Reason 19	(.77003)	I can make a worthwhile contribution to the social development of others
Reason 13	(.76389)	I can make a worthwhile contribution to the academic development of others
Reason 14	(.59566)	I love children

Results comparing the motivations of males and females

The sample was then divided into males (n=357) and females (n=1005). A independent samples t-test, Table 4, showed that the only significant differences between the males and females were on six of the reasons.

Table 4: Significantly different reasons for males and females choosing teaching

	Male n=375	Female n=1005	Sig Dif	Motivation of Reason
Reason 10	**5.0144**	4.3717	0.001	E
Reason 16	6.3466	**6.7643**	0.009	E
Reason 12	5.9501	**6.6748**	0.000	I
Reason 15	4.8864	**5.7029**	0.000	I
Reason 14	7.6798	**8.1571**	0.000	A
Reason 19	8.1885	**8.4120**	0.015	A

Males are more contented with college fees (10). Whereas, females are significantly more influenced by job security (16), see teaching as a life-long career (12), as a profession they have always wanted (15), because they love children (14), and feel they can make a worthwhile contribution to the social development of others (19).

Sex differences where males are more concerned with extrinsic financial matters and females are more concerned with altruistic matters might be what one would expect from traditional gender typing. For example, Helen Freidus (1990) refers to the motivation for women's career change in terms of traditional gender traits, such as nurturing and gentleness, and of the continuity between women's work as mothers in a family and as teachers in schools. However, in this Jamaican sample male extrinsic preference is of current concern. Whereas, female extrinsic preference is of a future concern. Overall, it seems that females have a higher general motivation than males. This suggested the following differential sex analysis in terms of the three factor motivational model expounded above.

Findings for males only

The males, aged 17 to 42, had a mean age of 22.058 years. 72.8% came from rural areas. 64.7% had no previous teaching experience but 1.1% (2 teachers) have been teaching for 17 years. The mean male teaching experience was 1.369 years.

Table 5: Factor loadings showing the importance of each reason to the motivation of male teacher trainees

Rotated Factor Matrix for Males:

Pct of Var Tot 50.4%	Factor 1 27.30%	Factor 2 14.00%	Factor 3 9.10%	Motivation of Reason
Reason 15	0.80974	-0.15435	0.26580	I
Reason 17	0.77016	-0.17377	0.22302	I
Reason 12	0.68262	0.20642	0.07297	I
Reason 19	0.63489	0.36329	-0.24419	A
Reason 14	0.57322	0.15868	-0.07728	A
Reason 13	0.54414	0.41264	-0.07263	A
Reason 4	0.38208	0.19585	0.33449	E
Reason 8	0.06038	0.59219	0.13179	E
Reason 10	-0.01240	0.59063	0.32881	E
Reason 16	0.26588	0.57255	-0.04441	E
Reason 11	0.03099	0.56611	0.36748	E
Reason 9	0.20310	0.09139	0.77485	E
Reason 7	-0.10113	0.23888	0.70349	E

Key for Motivation of Reason:

E Extrinsic Reasons
I Intrinsic Reasons
A Altruistic Reasons

It will be noticed from Table 5 that the reasons loading on the first motivation factor for males are mainly Intrinsic and Altruistic reasons and that this factor is almost equivalent to the Intrinsic and Altruistic factors 2 and 3 for the whole population and accounts for 27.3% of the variance in the male responses.

Findings for females only

The females, aged 16 to 52, had a mean age of 22.987 years. 68.7% came from rural areas. 63.9% had no previous teaching experience but 0.5% (3 teachers) have been teaching for 18 years. The mean female teaching experience was 1.228 years.

Table 6: Factor loadings showing the importance of each reason to the motivation of female teacher trainees

Rotated Factor Matrix for Females:

Pct of Var Tot 51.8%	Factor 1 23.40%	Factor 2 19.70%	Factor 3 8.70%	Motivation of Reason
Reason 11	0.70934	-0.09108	-0.04768	E
Reason 10	0.66415	-0.02995	-0.03978	E
Reason 7	0.64326	-0.13590	-0.16798	E
Reason 8	0.63298	-0.06091	0.21768	E
Reason 16	0.60461	0.27159	0.09544	E
Reason 9	0.56217	0.34421	-0.15288	E
Reason 4	0.55988	0.17007	0.13555	E
Reason 15	-0.04315	0.82887	0.18995	I
Reason 17	0.01259	0.82374	0.19065	I
Reason 12	0.09354	0.63580	0.20411	I
Reason 19	-0.05093	0.17223	0.78080	A
Reason 13	0.06406	0.13496	0.77916	A
Reason 14	0.01269	0.20365	0.62298	A

Key for Motivation of Reason:

E Extrinsic Reasons
I Intrinsic Reasons
A Altruistic Reasons

Table 6 for females is seen to be almost identical in motivational structure to Table 2 for the whole sample and very different from Table 5 for the males only.

Comparative indices of total and component motivations

Indices of Extrinsic Motivation, Intrinsic Motivation and Altruistic Motivation were calculated for each teacher trainee simply by multiplying their responses on each question by the loading of that question on the relevant factor. A total motivation index was also calculated for each teacher trainee by simply adding their three component motivations. These indices were then correlated with the teacher trainee's age, sex (point bi-serial), year of training, rural or urban origin (point bi-serial) and years of pre-teaching experience. These correlation results are presented in Table 7.

Table 7: Relation of motivational factors with age, sex, year group, demographic origin and years of pre-service experience.

	MOTIVATION COMPONENTS			
	Extrinic	Intrinic	Altruistic	Total
Age	-0.0993	0.2766**	0.0361	0.1224**
Sex	-0.0165	0.0809**	0.0880**	0.0880**
Year group	0.0359	-0.0939	-0.0685	-0.0729
Rural/urban	0.0379	-0.0461	-0.0078	-0.0093
Experience	-0.0704	0.2711**	0.0374	0.1375**

* - Signif. LE .05 ** - Signif. LE .01 (2-tailed)

The correlations of most interest in Table 7 are the relatively large significant correlation of Intrinsic Motivation with both Age and Experience. Age is of course correlated with Experience r=0.5480 at p<.001, which indicates that older trainees are very high on Intrinsic Motivation and, tending to be experienced teachers this implies that it is Intrinsic Motivation that tends to keep teachers in the profession.

Comparisons of motivation components for males and females

Table 8 shows the significances of differences between the mean motivations of male and female teacher trainees. The mean ages of males and females and the significance of their difference is also shown.

Table 8: Significance differences between the mean motivations of male and female teacher trainees.

	MEAN MOTIVATIONS		
	Male n=375	Female n=1005	Sig Dif
Extrinsic	0.0368	-0.0117	0.413
Intrinsic	-0.1292	0.0417	0.005
Altruistic	-0.1525	0.0546	0.001
Total	-0.2450	0.0846	0.002
Age	22.1493	23.1612	0.001

From Table 8 it is seen that the females are significantly more motivated than the males and this is due to significant differences in Intrinsic and Altruistic Motivations rather than any difference in extrinsic motivation. However, Table 7 indicated that motivation increased with age. This is why Table 8 also compares the mean age of males and females. It is possible that the lower motivation of males in this sample is due to their lower age. Hence, it was necessary to make a comparison between male and female motivation that corrects for their differences in ages. To do this Age was entered as a covariate into an ANOVA so that a regression procedure could first remove the variation due to Age in the Total Motivation scores before a conventional ANOVA was performed on the Age corrected Total Motivation scores. The result of correcting for this age difference was to slightly reduce the significance of the uncorrected difference in total motivation from p=0.002 to p=0.007, which is still highly significant.

Conclusion

This study produced four major results.

1. It verified that Extrinsic, Intrinsic and Altruistic considerations were three distinct motivations that Jamaican teacher trainees had for choosing the teaching profession. Extrinsic motivation was the most important, accounting for 24.2% of the variation as compared to 14.6% for Altruistic motivation and 8.8% for Intrinsic motivation. This is consistent with studies cited from developing countries and lower SES groups in developed countries. This emphasis on Extrinsic motivation contrasts with the emphasis on Altruistic motivations found in more affluent populations in developed countries (Ethington, 1988; Lortie, 1975; Thomas, 1984).
2. However, the motivational structure for males as a group was very different form that of females as a group. Jamaican females are primarily motivated by extrinsic reasons accounting for 23.4% of their variation, whereas, Jamaican males are mainly motivated by Intrinsic and Altruistic reasons, which together account for approximately 27.3% of their variance. These different within group structures may not be apparent from between group comparisons that have traditionally been made. Further, this finding is different from gender type expectation in developed countries where female motivation for teaching is considered to be an extension the altruism of motherhood and male motivation is considered to reflect the extrinsic drives of the 'bread winner'. For example, Johnston, Eamonn and McEwen (1999) found the most significant difference between the motivations of male and female teacher trainees in Belfast, Northern Ireland was males' higher priority for "Salary". In Jamaica, males were less concerned with future salary than were females, but males were more satisfied with immediate costs of tuition than were females. This different Jamaican result may reflect the different social structure of Jamaican 'nuclear families' which predominately have absent fathers and are supported by the mother. Jamaican males' greater emphasis on current extrinsic concerns may reflect a more "live for today orientation" (Cohen, Swerdlik & Phillips, p. 290) that is a cultural value reportedly also found in American urban ghettos and corresponds with Boufoy-Bastick's cultural construct of near "Event Horizon" which is predictive of lower academic attainment (Boufoy-Bastick, 1999).
3. Although the motivation structure within the male population was different from that of the females, in comparison, males were significantly less motivated to be teachers. This mirrors results found elsewhere. For example Jones (1990) noted the comparative lack of commitment of male teachers. Similarly, Scott, Cox and Gray (1998), in England, found only 37% of males in their sample always wanted to teach compared to 50% of females. Engin (1996) found that 35% of North Carolina high school teachers left after 5 years, most of them males. Males are particularly under represented in primary schools (Perrerell & Smedley, 1998), about which Howson (1995) has said "men teachers are 'a species in danger.' " What is important about this significant numerical finding from this present study is that it can easily be replicated across cultures to find if lower male motivation is a contributing factor to the high attrition of male teachers.
4. The fourth result is that older experienced teacher trainees are significantly motivated by the Intrinsic component of motivation. It is then quite probable that intrinsic motivation is the component most responsible for the retention of teachers in the profession and this can be tested in different cultural contexts using this EIA factor model with long serving teachers. If this is found to be so, then in order to reduce waste by attrition, intrinsic motivation should be assessed and given emphasis in the recruitment of teachers.

It should be noted that the three factor model of teacher motivation, developed in this research, is not a subtractive model. That is, high intrinsic motivation does not preclude high extrinsic motivation. It is possible that a teacher high in both intrinsic and extrinsic motivation might not only make teaching a life long career but also rise to the top of the teaching profession.

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