
MOTIVATIONAL FACTORS INFLUENCING ESL TEACHERS: A REVIEW STUDY

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ABSTRACT

Multiple studies have been conducted in the past on learners' motivation to learn English language highlighting the intrinsic and extrinsic factors that prompt learners to learn. In comparison with the above, the number of studies conducted on teachers' own motivation to teach English language is comparatively less. This literature review addresses motivational factors, both intrinsic and extrinsic that influence ESL teachers across the globe. It addresses the following three research questions: What are the motivational factors that influence pre-service ESL teachers? What are the motivational factors that influence in-service teachers? What are the differences found in motivational factors of pre-service and in-service ESL teachers to teach English language? Findings are based on 15 studies published from 2014 to 2021. This review disseminates substantial and needed information to educational institutions' administrators and policy makers about measures that should be taken to enhance motivation for pre-service and in-service ESL teachers to teach English language.

KEYWORDS

Motivational, Factors, Influence, ESL, Teachers

INTRODUCTION

Motivation is an intrinsic stimulus to decide to perform an action and is deemed to be responsible for a person's decision to do something, his will to sustain an activity and his desire to enhance it further (Dornyei, 2001). Motivation relates to human psychology that determines the strength and course of human behaviour (Robertson

and Smith, 1985).

What motivates English language teachers to teach both intrinsically and extrinsically has not been a heavily researched topic. Researches have mostly been conducted regarding what motivates learners to learn or regarding motivational strategies adopted by teachers that may help learners learn productively. Motivation for teaching is deemed to be the basis on which effective teaching and productive learning rely. It is crucial for teacher's own professional development, dedication, engagement and quality of teaching (Bruinsma & Jansen, 2010; Mansfield, Wosnitza, & Beltman, 2012; Subasi, 2010; Richardson & Watt, 2005). For attracting successful individuals, employers need to provide work environment which could not only help attract new successful individuals but which could also help retain them (Muller, Alliata, & Benninghoff, 2009). Social stimulus and intrinsic and extrinsic motivation have been extensively stated as an influencing factor that affect pre-service teachers (Heinz, 2015). Intrinsic motivation is something which is stirred in a teacher that affects his or her behaviour and performance in a positive way. It is something that stirs desire of better performance and the dissemination of effective and comprehensive input (Ryan & Deci, 2000). Extrinsic motivation is stirred outside an individual and is connected with the achievement of rewards, benefits, grade, status etc. It is implicit in the material achievement that a teacher expects to get (Aacha, 2010; Bennell, 2004). A teacher should be both intrinsically and extrinsically motivated so that he or she may enhance teaching skills and improve professional expertise that could ultimately impact positively and productively on learner's knowledge enhancement and academic excellence (Olowoselu, Hussin & Kasa, 2016). In comparison with people who have lost will and determination, motivated people sustain their strength and enthusiasm to achieve pedagogical competency (Darling-Hammond and McLaughlin, 1995; New National Center for Education and Statistics, 1997; Ushioda, 2003).

Several studies reveal that ESL teachers' motivations are lined up with Watts and Richardsons (2007) FIT Choice Theory which highlight perceived teaching abilities, intrinsic value, personal utility value, social utility value, prior teaching and learning experience and social influences (Parr et al., 2021; Abonyi et al., 2021; Plessis et al., 2020; Bergey, B.W., & Ranellucci, J., 2021). Positive correlation exists between organizational climate and job satisfaction. The study further highlights that teacher's autonomy and moderate workload also lead to job satisfaction (Rezaee et al., 2021). Integrative and instrumental motivations are found to be the major motivations for primary school English language teachers (Pizarro et al., 2015). It is found that teachers prefer to work in public sector to get less workload and confirmed job satisfaction (Seferoglu, G., & Dincer, Z.O., 2019).

To incorporate multiple aspects of intrinsic and extrinsic motivation, this systematic literature review aims at finding the motivational factors influencing ESL teachers to teach across the globe. The factors might be intrinsic as well as extrinsic.

RESEARCH OBJECTIVES

1. What are the motivational factors that influence pre-service ESL teachers?
2. What are the motivational factors that influence in-service ESL teachers?
3. What are the differences found in motivational factors of pre-service and in-service ESL teachers to teach English language?

RESEARCH METHODOLOGY

Systematic literature review (SLR) is adopted to identify and select studies. This method involves identification, evaluation and summarization of specific themes in literature selected. For this study, this method is appropriate as it systematically directs the identification and arduous analysis of the literature. The current study reviewed the relevant research papers that focused on the intrinsic and extrinsic motivational factors that influence ESL teachers across the globe published in the years between 2014 and 2021.

Identification of articles

TAYLOR & FRANCIS which includes ROUTLEDGE, and ELSEVIER are the databases from which articles are retrieved. Elsevier is from Netherlands and owns a specialty in scientific, technical, and medical content. Elsevier comprises The Lancet and Cell, the Science Direct, the Trends and Current Opinion series of journals, the online citation database Scopus. In 2018 Elsevier publication rose to more than 500,000 articles published yearly in 2,500 journals. Its archives contain over 17 million documents and 40,000 e-books. Total yearly downloads amount to more than 1 billion. Taylor & Francis Group is from England and publishes books and academic journals. Its publication consists of eBooks. Taylor & Francis operates Web services for its digital content including Routledge Handbooks Online.

Limitation

This review study comprises research articles from Europe, USA, Africa, Middle East and China. Due to the lack of availability of research in other areas, it cannot be generalized. Further research is recommended in other parts of the world.

Analysis

Total 27 articles were initially found, out of which 12 were dropped on the basis of titles or abstracts as they were for (i) learner's motivation for other subjects or

disciplines (ii) learners' beliefs and perceptions (iii) motivation of teachers of other subjects or discipline (iv) not relevant for other reasons. 15 remaining studies were chosen and presented in a tabular form containing information about name of the author, year of publication, publication platform, method, participants and major findings.

We developed three themes: (1) Motivation for pre-service ESL teachers. (2) Motivation for in-service ESL teachers. (3) Differences between the motivations of pre-service and in-service ESL teachers to teach English language.

Out of 15 articles, 4 are categorized in the first section, 9 are categorized in the second section while 2 articles are categorized in the third section. Table 1 displays the summary of literature in each category.

Table 1. Major Findings of the Articles Reviewed (n=15)

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Author/ Publisher	Method	Participants	Major Findings
Motivational Factors for Pre-Service ESL Teachers (N = 4)			
Bergey, B.W., & Ranellucci, J. (2021), <i>Contemporary Educational Psychology</i>	Questionnaire	630 pre-service teachers	Pre-service teachers described motivations which were aligned with Watts & Richardons (2007) FIT Choice Theory such as perceived teaching abilities, intrinsic value, personal utility value, social utility value, prior teaching and learning experience and social influences.
Seferoglu, G., & Dincer Z.O. (2019), <i>Journal of Education for Teaching (JET)</i>	Interviews	88 pre-service teachers (Public & Private) in Turkey	The study found that majority of pre-service teachers plan to work in public sector because of less workload and job- security. For some teachers, professional development opportunities are better in private institutions. Participants tend to work in developed regions because of cultural, geographical and financial benefits.
	Questionnaire	583 pre-service teachers (Public & Private) in Turkey	

Whitaker, M., & Valteirra, K. (2018), <i>Teacher and Teacher Education</i>	Interview/ Questionnaires	22 candidates of pre-service teacher training program in the USA	The study found that Master of Arts in Teaching (MAT) 13 months intensive program of Mountain View College, USA prepares teacher-learners to confidently teach students from diverse cultural backgrounds, and thus, creates motivation to teach. Their schema and attitudes experience positive change for teaching students from diverse cultures.
Abonyi et al. (2021), <i>Cogent Education</i>	Questionnaire	248 teacher trainees in Ada College, Ghana.	Teachers described integrative and instrumental motivation including fallback career, they described motivations which were aligned with Watts & Richardons (2007) FIT Choice Theory such as perceived teaching abilities, intrinsic value, personal utility value, social utility value, prior teaching and learning experience and social influences.

Motivational Factors for In-Service ESL Teachers (N = 9)

Parr et al. (2021), <i>Teaching and teacher education</i>	Interviews	16 school teachers in USA	Apart from a fallback career, teachers described motivations aligned with Watts & Richardons (2007) FIT Choice Theory, such as perceived teaching abilities, intrinsic value, personal utility value, social utility value, prior teaching and learning experience social influences.
Rezaee et al. (2021), <i>Cogent Education</i>	Interviews Questionnaires	40 EFL Teachers in Iran 440 Private language and public school teachers	This study reflected positive correlation between organizational climate and job satisfaction. The study further found that job satisfaction is also implicit in teacher's autonomy and moderate workload.

Plessis et al. (2020), <i>Teaching and Teacher Education</i>	Questionnaire	381 school teachers in Australia	The study explored the applicability of FIT-Choice Framework using gender as the most influential factor and found pattern of female responses across all motivational factors almost similar. Males are found to have attached more significance to intrinsic utility value than social utility value.
Alibakshi, G., & Nezakatgoo, B. (2019), <i>Cogent Education</i>	Interviews	25 EFL high school teachers	The study found following major motivational factors: Intrinsic: Personal and social utility. Extrinsic: Job security and job satisfaction.
Skaalvik, E.M., & Skaalvik, S. (2017), <i>Teaching and Teacher Education</i>	Questionnaire	120 Language Institute Teacher	The study found two types of goal structures affecting motivation. (1) Teachers working under learning goal structure possess self-efficacy and job satisfaction and are less likely to leave the profession. (2) Teachers working under performance goal structure undergo time pressure and emotional exhaustion and are more likely to leave the profession.
Suleyman (2015), <i>Procedia: Social & Behavioural Sciences</i>	Questionnaire	760 School teachers in Norway	This study found significant and insignificant correlation between the following: Age and Motivation: Significant correlation, (21-30 years). Marital status and Motivation: Insignificant correlation. Education and Motivation: Significant correlation. Salary Scale and Motivation: Significant correlation.
Pizarro et al. (2015), <i>Procedia: Social &</i>	Questionnaire	448 school teachers in Turkey	The study found two major motivations in primary school English teachers:
		45 Primary School	

<i>Behavioural Sciences</i>			(1) Integrative Motivation: To communicate with students from diverse cultural background. To transfer knowledge to other people. (2) Instrumental Motivation: To get financial benefits. To avail good future prospects.
Guglielmi et al. (2014), <i>Procedia: Social & Behavioural Sciences</i>	Questionnaire	202 school teachers in Turkey	The study found that opportunities for professional development are a big source of motivation to teach, i.e. opportunities of on-job training and of attending workshops make a strong organizational identity.
Blaskova, M., & Blasko, R. (2014), <i>Procedia: Social & Behavioural Sciences</i>	Questionnaire	86 University teachers in Slovakia.	This study reveals that remuneration and rewards positively impact motivation to teach and further suggests updating them with improved incentives.

Comparison of Motivational Factors Between Pre-Service and In-Service ESL Teachers (N = 2)

Ye et al. (2021), <i>Journal of Education for Teaching (JET)</i>	Interviews	19 Pre-service & beginning teachers in China	The study found following similarities in pre-service and beginning teachers' motivations: Respectable profession, recommendation from parents and teachers, decent and stable job and social utility value. This study found following differences in motivation. Pre-service teachers' motivation: Time to relax, time to spend with family, e.g. in summer holidays. Beginning teachers' motivation: Contribution to society by helping students improve and perform well in exams. Multi-cultural environment through social transition.
	Questionnaire	107 Beginning University Teachers in China	

Han, J., & Yin, H. (2016), <i>Cogent Education</i>	Questionnaire Review paper	117 Journal articles 7 Book Chapters Monographs 2 Research reports	4	The study explored motivations for pre-service and in-service teachers and found the following: Pre-service teachers' motivations: Intrinsic motivation, extrinsic motivation, altruistic motivation as crucial for their career. In-service teachers' motivations: Teacher autonomy i.e. right to design syllabus and choose teaching material, right to organize class and create discipline.
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Note. Sources of the articles are given in Italics after the author's names

Flow chart for selection of studies

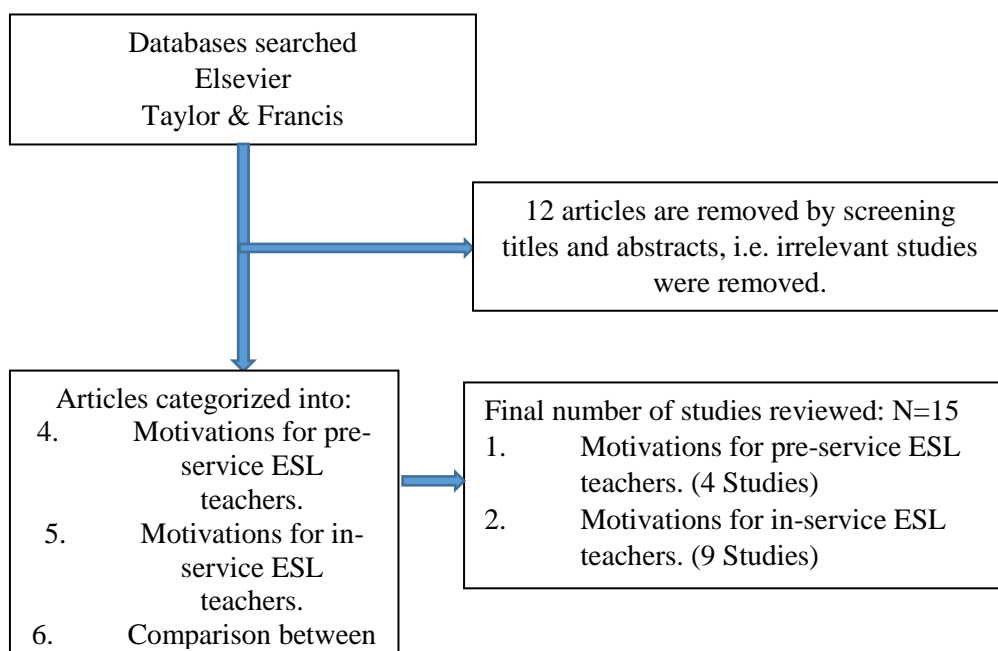


Figure 1. Flowchart Showing the Article Processing Decisions for the Present Study

FINDINGS

Synthesis of the articles in each category is provided in subsections below. Furthermore, these subsections entail our interpretation of the literature.

Motivational Factors Influencing Pre-Service ESL Teachers

What are the motivational factors that influence pre-service ESL teachers?

Synthesis of the Articles

Bergey and Ranellucci (2021) recruited 630 uncertified pre-service teachers to whom invitations were sent via email and flyers were posted to students enrolled in teacher training programme. Participants filled a questionnaire. The aim of the study was to find motivations factors of Urban pre-service teachers. Results showed a holistic view of motivation of pre-service teachers and revealed that perceived costs in relation to FIT Choice variables possessed motivational patterns.

Seferoglu and Dincer (2019) collected data from 583 pre-service teachers via a questionnaire. Semi-structured interviews were conducted with 88 participants. The aim of the study was to understand the factors affecting plans of pre-service English teachers. Results showed that cultural, geographical and altruistic concerns and opportunities and beliefs are the factors affecting pre-service teachers' plans in Turkey.

Whitaker and Valteirra (2018) gathered data through survey and interviews from 22 pre-service students of a teacher training programme in USA. The purpose of the study was to find out how a teacher training programme can change teachers' motivation to teach culturally and linguistically varied learners. Findings revealed that such a teacher training programme can enhance teachers' motivation to teach such diverse learners.

Abonyi et al. (2021) collected data through a questionnaire from 248 teacher trainees in Ada College, Ghana. The purpose of the study was to explore the motivational factors of pre-service teachers for choosing teaching as a career. Results disclosed that teachers described motivations which were aligned with FIT Choice Theory.

Discussion and Interpretation

These three studies present English language teachers' diverse motivational factors, including those aligned with FIT Choice Theory, job opportunities, and motivation to teach students with diverse cultural backgrounds. In the study of Bergey & Ranellucci (2021), it was found that the factors affecting English teachers' motivation are: Intrinsic motivation, i.e. teacher's own interest in teaching, personal utility value such as good remuneration and benefits, social utility value such as patience to shape future

of students, prior teaching and learning experience and social influence such as prestige in the society. Seferoglu & Dincer (2019) revealed that pre-service teachers prefer to work in the public sector because of less workload and job security, but some participants stated that professional development opportunities are more in the private sector. Participants tended to work in developed areas because of geographical, monetary and cultural benefits. The study of Whitaker & Valtierra (2018) found that teacher training programmes can mould teachers' motivation toward teaching students of diverse cultural and linguistic backgrounds. Their mindset and attitudes experience positive change. In the study of Abonyi et al. (2021), it was revealed that teachers expressed motivations aligned with FIT Choice Theory, etc. Male teachers wished to shape students' future, while female teachers wanted job security.

Motivational Factors Influencing In-Service ESL Teachers

What are the motivational factors that influence in-service ESL teachers?

Synthesis of the Articles

Parr et al. (2021) collected data through interviews of 16 in-service teachers in the USA. This study aimed to find if motivation related to autonomy supportive instruction, and teaching emotions. Results revealed that intrinsically motivated teachers bear more understanding and relate social utility value to positive emotions and teaching capability to pedagogical and emotional outcomes.

As for the study of Rezaee et al. (2021), data was gathered through interviews with 40 EFL teachers in Iran and through a questionnaire from 440 private language and public school teachers. This study aimed to find the contribution of Iranian school climate to EFL teachers' job satisfaction, and the results revealed that the impact of organizational climate on job satisfaction is not favourable, meaning that it negatively affects job satisfaction.

Plessis et al. (2020) gathered data through a questionnaire from 381 school teachers in Australia. The purpose of the study was to find the role of motivation and perception in the retention of in-service teachers. Findings showed that motivations are related to self-perception and are endangered by negative social perceptions.

In Alibakshi and Nezakatgo (2019) study, 25 EFL high school teachers were interviewed, while 120 language institute teachers filled out a questionnaire in Iran. The purpose of the study was to construct and validate the motivation scale for EFL teachers. Results revealed that intrinsic motivation and bilingual competence are motivating factors for English language teachers.

Skaalvik and Skaalvic (2017) collected data through a questionnaire from 760 school teachers in Norway. The study aimed to find out if motivation is linked with school goal structure, teacher self-efficacy, job satisfaction, and emotional exhaustion. The study revealed that learning structure leads to lower motivation to leave teaching professions while performance structure predicts higher motivation to leave the profession.

In the study of Suleyman (2015), data was gathered through a questionnaire from 448 school teachers in Turkey. The purpose of the study was to explore motivating factors for teachers working in elementary and secondary schools in Turkey. Results revealed that age and education status are significant factors that affect motivation.

Pizarro et al. (2015) gathered data through a questionnaire from 45 primary school English teachers in Spain. The study aimed to find the motivation of L2 teachers to English language and become English language teachers. Results of the study disclosed that participants are integratively motivated but mention no separation between integrative and instrumental motivation.

In Guglielmi et al. (2014) study, data was collected through a questionnaire from 202 school teachers in Turkey. The purpose of the study was to find the role of organizational identification between professional development and job satisfaction. Findings revealed that opportunities for professional development enhance job satisfaction.

Blaskova and Blasko (2014) gathered data through a questionnaire from 86 university teachers in Slovakia. The study aimed to find if remuneration is a motivating factor for university teachers. Findings disclosed that remuneration proved to be a motivating factor for university teachers.

DISCUSSION

Parr et al. (2021); Plessis et al. (2020); Alibakshi and Nazakatgoo (2019) found motivations that were aligned with FIT Choice Theory of Watts and Richardsons (2007). The study found intrinsic value as a motivating factor for teachers of English language. It refers to teachers' own interest in teaching English language. Besides this, social utility value and personal utility value were among the motivational factors. Social utility value refers, for example, to shaping the future of students and driving ethnicity out of their minds. Rezaee et al. (2021) study revealed positive relationship between organizational climate and job satisfaction.

A healthy environment and professional development opportunities were found as motivational factors. The study further revealed that teacher's autonomy and unstressful working conditions lead to job satisfaction. Skaalvik and skaalvik (2017) found that teachers working under learning goal structure bear self-efficacy and job satisfaction and are less likely to leave teaching profession while teachers working under performance goal structure bear time pressure and emotional exhaustion and thus they are likely to leave teaching profession. Suleyman (2015) study found insignificant correlation between gender and motivation while they found significant correlation between age and motivation for age ranging from 21 to 30 years. Marital status and motivation bear insignificant correlation while education and motivation as well as salary scale and motivation bear significant correlation. Pizarro et al. (2015) study found integrative and instrumental motivating factors among teachers of English language. It refers to teach students from diverse cultural background while instrumental motivational factors include financial benefits and good future prospects. Guglielmi et al. (2014) revealed that good opportunities lead to motivation to teach English language, e.g. professional development opportunities, on-job training and attending workshops are substantial motivating factors to teach English language. Blaskova and Blasko (2014) study found that remuneration and rewards have positive impact on motivation to teach English and study further suggested updating these rewards with improved incentives.

Differences in motivational factors between Pre-Service and In-Service ESL teachers

What are the differences found in motivational factors of pre-service and in-service ESL teachers to teach English language?

Synthesis of Articles

Ye et al. (2021) collected data through interviews from 19 pre-service and beginning teachers in China and questionnaire was filled by 107 beginning university teachers and 122 pre-service university teachers. The study aimed at exploring beginning and pre-service teachers' motivation in China. Results revealed that motivations described by the participants were aligned with the FIT Choice Theory.

Han, J., & Yin, H. (2016) is a review study. Data collected through 117 journal articles, 7 book chapters, 4 monographs and 2 research reports. This study aimed to get a comprehensive view of teachers' motivation studies conducted from diversified theoretical perspectives. Findings revealed that major motivations are intrinsic, extrinsic, and teacher autonomy.

Interpretation

In Ye et al. (2021) study, similarities were found in pre-service and beginning teachers' motivations such as respectable profession, recommendations from parents and teachers, decent and stable job and social utility value. Besides this, the study found some differences. Pre-service teachers' motivations are Time to relax and time to spend with family, while beginning teachers' motivations are contributing to society and dealing with a multi-cultural environment in the class. Han, J., & Yin, H. (2016) study explored a comprehensive view of teachers' motivations and found intrinsic, extrinsic, altruistic motivation as major factors for pre-service teachers, while teacher autonomy was found as a major motivation for in-service teachers.

CONCLUSION

The study reveals numerous motivational factors for both pre-service and in-service ESL teachers including personal utility value, social utility value, intrinsic and extrinsic factors including personal interest to teach, desire to shape future of students, desire to teach students from diverse cultural and linguistic background. Some studies state perceived abilities, prior teaching and learning experience, recommendation by parents and teachers, prestige in the society, time to spend with family, time for leisure and job satisfaction. Studies also reveal motivations like remuneration and healthy environment. There are studies which mention significant and insignificant correlation between factors. Having been informed about above mentioned motivational factors, policy makers and administrators should take measures to motivate ESL teachers to teach English language.

RECOMENDATIONS

The implication of this research is for the public and private policy makers and administrators of educational institutions, i.e. this review research makes them acquainted with the motivational factors affecting ESL teachers positively and negatively. It also reveals significant and insignificant correlation between factors enabling the policy makers and administrators to take measures for motivating English as a second language teachers in diverse contexts.

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