



Motivations to Teach: A Significance in Enhancing Hiring Measures of Pre-Service TVET Teachers

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Abstract: This study investigated the underlying factors that influence potential TVET teachers' decision to pursue a teaching career in order to recruit more teachers. The motivation of pre-service TVET graduates obtaining a postgraduate diploma in technical education was therefore investigated using the QUAN-QUAL approach to collect quantitative data via a researcher-created, self-administered questionnaire and qualitative data via written essays and narratives using the triangulation mixed method design. Participants were selected from two cohorts (N=78) of students enrolled in the various departments for the Postgraduate Diploma in Technical Education (PGDTE) program of the University of Nigeria. According to the quantitative analysis, excellent role models from previous teachers, the demanding nature of the job role, a willingness to impart relevant knowledge and skills, a willingness to assist financially disadvantaged students in gaining marketable job skills, and the country's presumed demand for TVET teachers were the primary motivators for pre-service teachers. The qualitative analysis found seven (7) themes, three of which were motivational: desire to assist students and community/sharing expertise; personal dream/calling/passion to teach; and the desire to financially aid students who are incapacitated. However, the gender aspect revealed that male and female pre-service TVET teachers showed significant differences in their altruistic and intrinsic impulses. Following that, the two sets of data were compared and investigated. The ramifications of the findings were then examined, as well as their significance in enhancing hiring measures through setting of standards for tech-voc education programs to improve on the status of TVET teachers to attract quality graduates of technical education programs who can teach as TVET teachers before and after completing their programs.

Keywords: Motivations, pre-service TVET teachers, teaching, TVET teacher preparation, occupational development, TVET teacher hiring

1. Introduction

Recent improvements in the Nigerian educational system have highlighted the need of TVET teacher preparation. The Nigerian Universities Commission (NUC) approved Vocational Technical Education as a full certified faculty in University of Nigeria in 2016, adding six (6) Technical-Vocational departments for students who intend to pursue a teaching profession in the technical areas after leaving school. These departments are Agricultural, Business, Computer and Robotics, Home Economics, Industrial Technical, and Entrepreneurial Education. This approval has a big impact on the quality and quantity of TVET teacher preparation.

Regarding the quality of TVET teacher preparations, various trainings offered to in-service TVET teachers address the quality component of this part. A significant number of trainings had already taken place, with the goal of equipping trainers and teachers to better assist students enroll in Technical and Vocational courses as part of a new school curriculum. The question of quantity on the other hand, has yet to be successfully addressed. This is because more TVET

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trainers and teachers will be needed to teach technical - vocational courses to students. However, if a reform is adopted, there would still be a need for roughly 20000 (Twenty Thousand) TVET teachers for government technical colleges in Nigeria. However, with a projected 10000 to 15000 vacancies for TVET teachers, Technical Vocational Education and Training (TVET) teachers will make the highest vacancies (Arcangel, 2014).

In Nigeria, there are several options for becoming a TVET teacher. The Ladderized Education Program (LEP) system is one of them (Paroy, 2007). However, because technical educators saw (LEP) as a solution to the current obligation of technology institutions to provide Nigerian students with a variety of options for becoming skilled and employable Joyce, (2019), Agrawal et al., (2020), Postgraduate Diploma students in this program begin with TVET courses that, if desired, can be transferred to a college master's degree (Lumague, 2007). A ladderized Post Graduate Diploma in Technical Education (PGDTE) curriculum therefore has been designed in various institutions of higher learning for TVET graduates interested in pursuing a career in teaching. Its goal is to prepare TVET teachers who have a strong academic understanding of education and technology as well as practical industry experience (CHED Memorandum Order No. 56, s. 2007). In Nigeria, there are approximately 44 institutions that offer the PGDTE curriculum (Calimlim, 2011).

Today, these institutions that offer this program face a shortage of teachers in technical and vocational related programs, particularly in the fields of industrial technical education, arts and business, agriculture, and fisheries, and all these colleges must step up in the right direction to address these concerns (Valles, 2012). As a result, there is a need for more aggressive promotion of TVET teacher training programs, which necessitates a knowledge of the motivations for becoming a TVET teacher.

Various research has been conducted in this sector (Richardson and Watt, 2006, 2008; Chan, 2006; Elawar, Irwin, and Lizarraga, 2007), but only a handful have concentrated entirely on Technical Vocational Education and Training (TVET). The goal of this study was to start a discussion about the problem and stimulate more research and involvement among TVET teacher training colleges, particularly in Nigeria, on what motivates potential TVET teachers to pursue the profession.

1.1 Occupational Choice Motivation

Motivation is described as the underlying causes for behavior in a wide sense (Guay et al., 2010 as cited by Lai, 2011). Many individuals are driven to work to meet their fundamental necessities of food and housing (Wade and Tavis, 2000). People, on the other hand, have different ideas about what they want to do with their lives. Several research on motivations to work have indicated that these decisions are influenced by a variety of factors, some of which are relatively diverse (Haase, 2011).

This is also true in the field of education. As indicated by the different research and models attempting to describe teaching job-related motivations, motivation to teach has been seen as a multidimensional construct. These studies have sought to elucidate why teachers choose to teach as a profession. To identify the determinants influencing the decision to become a teacher, the bulk of them were based on theories such as expectancy-value theory, self-determination theory, and its sub-theory such as cognitive evaluation theory and motivational theory of altruism.

The Expectancy-Value Theory was created to help readers understand what drives them to accomplish their goals. It proposes that achievement-related decisions are influenced by a mix of people's expectations of success and subjective task value in subject areas. However, the theory believes that two components, success expectancies and subjective task values, are most strongly linked to achievement and achievement-related decisions when it comes to pre-service students' motivation (Eccles, 1983). When applied to the task of selecting occupations, this approach predicts that when multiple behaviours are available, the one chosen will have the highest combination of expected success and value, implying that people will pursue options for which they believe they have the necessary abilities, for which they attach value, and for which they will not incur a significant cost.

However, according to the self-determination theory also, pre-service teachers' motivations is motivated to maintain an ideal level of stimulation Deci and Ryan's (1985), and people have fundamental demands for competence and personal causality (Eccles and Wigfield, 2002). The cognitive evaluation theory on the other hand lays forth elements that explain intrinsic motivation and its complexities, as well as how extrinsic factors like the environment and social factors influence intrinsic motivations. As a result, the theory's most basic contrast is between intrinsic motivation, which refers to doing something because it is inherently desirable or enjoyable, and extrinsic motivation, which refers to doing anything because it leads to a specified goal (Deci and Ryan, 2000). In a variety of professional circumstances, these two distinct motivations have been commonly employed to characterize motivations in several occupational scenarios.

However, because of differences in educational and business systems, motivation to teach may differ from motivation in business jobs (Barnabe and Burns, 1994 as cited by Schepers, De Gieter, Pepermans, Du Bois, Caers and Jegers, 2005). Here, intrinsic and extrinsic incentive systems may be insufficient to address the core motivations for becoming a teacher. Various studies have focused on the 'altruistic motives' of pre-service teachers (Kyriacou, Kunc, Stephens, &Hultgren, 1999; Chan, 2006; Abulon, 2011). Altruism is described as a mere readiness to behave in consideration of the interests of others without regard for personal gain (Nagel, 1970 as cited by Liu, 2012). In other words, Altruism is defined as acting in consideration of others' interests, without regard for ulterior motives, Liu (2012).

Nevertheless, socialization influences, task demand, task return, self-perceptions, intrinsic value, personal utility value,

and social utility value were all identified as motives for choosing teaching as a career by Richardson and Watt (2006), who developed the factors influencing teaching choice framework based on expectancy-value theory and tapping altruistic and intrinsic motivations. Watt et al., (2012); Kiliç, Watt, & Richardson, (2012); Oztuk, (2012) have all used the paradigm to better understand why teachers choose to teach. The highest ranked motives for selecting teaching in a large-scale Australian study employing the above-mentioned framework were perceived teaching talents, the intrinsic worth of teaching and the desire to make a good social contribution, shape the future, and engage with children/adolescent.

Using the same approach, a research of pre-service English language teachers' career motivations in Turkey found that participants valued intrinsic motives the most, even though altruistic motivations accounted for several of the top causes. Similarly, intrinsic and altruistic reasons were revealed to be the most influential motives to teach in a study of in-service teachers' motives and commitment to the teaching profession in Hong Kong (Chan, 2006). Teaching staff members were also motivated by a sense of belonging and personal development (Dinham and Scott, 1997 as cited by Schepers et al., 2005).

A qualitative study on pre-service teachers' motivation in relation to occupational choice was undertaken in the Philippines (Abulon, 2011). The majority of the individuals were intrinsically driven, according to the findings. Surprisingly, the study's findings also indicate that the respondents still consider teaching to be the finest profession. Pre-service teachers' perceptions about the profession appear to have an impact on their career decision. It is therefore consequently vital to strengthen the image and standing of teaching to make it a desirable professional choice.

1.2 The Current Research

This current research extends earlier research into the realm of Technical Vocational Education and Training (TVET) on pre-service teachers' occupational choice motivation. The advantages of the triangulation mixed method research design were taken by the researchers in this study. Although the sample size is insufficient to generalize about Nigerian's larger population of pre-service TVET teachers, given that the setting (VTE faculty of the University of Nigeria) is one of the country's largest pre-service TVET teacher education providers, it still provides insight into the topic and serves as a base for further research. Specifically, this study first, sought to investigate the career decision motives behind Pre-service TVET Teaching profession as a life career and second; to examine the statistical differences in pre-service TVET teachers' best preferred reasons based on gender.

This study finding will help educational policy makers to establish policies that will enhance hiring measures through setting of standards for tech-voc education programs capable of improving the status of TVET teachers to attract quality graduates of technical education programs who can teach as TVET teachers before and after completing their programs. Besides that, it is believed that this study finding will insight vocational teacher institutions to step up in the right direction to address the concern of shortage of teachers through aggressive promotion of TVET teacher training programs, which will necessitate a knowledge of their motivations for becoming a TVET teacher.

2. Method

2.1 Participants and Setting

Both cohorts (N=78) of postgraduate Diploma in Technical Education program graduates took part in the study. All are enrolled in the vocational and Technical Education Faculty, University of Nigeria, Nsukka. The faculty originated as Vocational Teacher Education (VTE), a vocational teacher school formed in 1973 with the express purpose of advancing worker dignity. In 2016, the faculty was upgraded to Vocational and Technical Education and introduced six vocational-technical departments with one, two, three, and four-year vocational-technical Education curriculum leading to a Bachelor (BSC/BTECH), Masters (MSC/MTECH), and Postgraduate Diploma in Technical Education (PGDTE) in the respective departments in response to the need for skilled teachers in technical and vocational courses. The Post Graduate Diploma in Technical Education (PGDTE) became part of the ladderized education system when it was renamed Vocational Technical Education to afford graduates of technical vocational courses to pursue a teaching career.

2.2 Instruments

To acquire relevant data, the researchers created a questionnaire. The instrument is divided into two halves. The respondents' backgrounds are elicited in the first half (e.g. age, sex, civil status, and socio-economic status). The second half is exploratory in nature, with 35 individual Likert-type items measuring the participants' motivations for choosing an occupation in TVET teaching. The participants were asked to provide a score to each of the individual elements depending on how much each assertion related to their decision to become a teacher. A 5-point scale was used, ranging from "not all true of me" to "completely true of me." The questions were developed based on the researchers' previous classroom experiences and discussions with pre-service TVET teachers, as well as a survey of related literature. The questions were validated for structure and relevance as a justification for selecting teaching as an occupation by one of the researchers' university colleagues and two doctoral students. Four items were amended. According to reliability analysis (Cronbach alpha), internal consistency was good, with a value of 82.5%.

However, for the sake of triangulation, the participants were asked for permission to utilize their written essays and narratives about why they intended to pursue the job of a teacher. When they applied to the PGDTE program, this was one of the documents they had to show.

2.3 Procedures

The questionnaire was designed based on a survey of pertinent literature and changed accordingly based on comments and recommendations from colleagues during the latter part (March) of Academic Year 2020-2021. (one colleague from the college and two doctoral students). The questionnaires were distributed with the participants' consent and retrieved with the help of one research assistant before the start of Academic Year 2021. The survey questionnaire took about 15 minutes to complete for the participants. Written essays and narratives were also content examined with the participants' permission.

2.4 Data Analysis

The mean rating and standard deviation of the 35 individual Likert-type items on motives for selecting teaching as a career were calculated. The average evaluations were then ranked. The participants' essays and narratives about why they want to be teachers, on the other hand, were subjected to thematic analysis, which identified the underlying themes and ideas, coded and assigned numbers, and descriptively examined for frequency of occurrence. The frequency of the items/codes was then used to rank them. After that, the two sets of results were compared and examined.

3. Results

The participants' average age was 37.87 (SD=4.325); 39 (53%) were male and 38 (51%) were female; 26 (47%) were single and 9 (14%) were already married; 16 (34.1%) earn less than \$8,000, 17 (33.43%) earn between \$8,000 and 20,000, and 14 (29.7%) earn more than 20,000; 16 (33.1%) earn less than \$8,000, 17 (34.3%) earn between \$8,000 and 20,000, and 13 (28.7%) earn more than 20,000.

The study's first objective was to investigate the motivations for pre-service TVET teachers enrolling in UNN's Postgraduate Diploma in Technical Education program to teach. Out of 35 individual Likert type items mentioned in the questionnaire, Table 1 reveals the top 10 reasons for selecting TVET teaching as a vocation. The result of the qualitative analysis, on the other hand, is shown in Table 2 and represented graphically in figure 1.

Table 1 - Analysis of top 10 occupational decision motives behind pre-service TVET teaching

Motives behind pre-service VET teaching	Mean	Std Dev	No
Inspiration by my former teachers	4.38	0.824	78
Because of the challenging nature to impart knowledge and skills	4.33	0.738	78
to help financially handicapped learners secure gainful employable skills	4.29	0.685	78
Government Technical Colleges need TVET teachers	4.25	0.726	78
A chance to add value to the society	4.23	0.747	78
High demand for teachers trained in technical-vocational skills	4.16	0.951	78
There is brighter future for TVET teachers	4.14	0.643	78
I found teaching vocational courses interesting	4.19	0.862	78
TVET teachers are highly respected	4.13	0.724	78
	4.09	0.823	78

As demonstrated in Table 1, the most important motivator for pre-service TVET instructors was the inspiration provided by their former teachers (M=4.38, SD=0.824). The participants' perceived imparting useful knowledge and skills (M=4.29, SD=0.685) is also one of the top ten motivations, as is their desire to assist poor students in gaining employable skills (M=4.25, SD=0.726), which is one of the goals of the Enhanced Basic Education Act of 2013 that TVET was fully incorporated into the country's primary education

The data also indicate that the new education law may have an impact on pre-service TVET teachers' motives. According to the findings, one of their primary motivations for pursuing a career in TVET teaching was the belief that the reform would necessitate a large number of TVET teachers (M=4.23, SD=0.747), as well as the belief that there is a high demand for Technical Vocational teachers in general (M=4.14, SD=0.643) and that TVET teachers have a bright future in the country (M=4.19, SD=0.862). Furthermore, there is a widespread willingness to give back to society (M=4.16, SD=0.951). It is worth noting that the majority of participants considered TVET teaching to be fascinating (M=4.13, SD=0.724) and TVET teachers to be highly respected (M=4.09, SD=0.823).

Although not included in Table 1, the lowest ranked motives were being affected by their colleagues (M=3.02,

SD=1.132) and leaving no other options than to teach (M=2.21, SD=1.237).

Meanwhile, the qualitative analysis in table 2 reveals certain similarities, such as a general desire to assist Nigerian students and the community by giving practical knowledge and skills (f=38 or 47.15 percent), which is selfless. As one participant put it:

"...I'd like to share my enthusiasm for graphic design with my students... to teach future graphic designers my approaches and knowledge"

The intrinsic motivation, in which people perceive teaching as a personal dream, calling, and passion (f=17 or 19.85 percent), came in second. Under this theme, one participant said:

"Teaching is my life's work. It's something I have wanted to accomplish for a long time. I enjoy talking with individuals and assisting them in their understanding of concepts."

Extrinsic motivations were also discovered in the study, with some individuals stating that they were affected by family members who wanted to aid them financially (f=8 or 10.12 percent). Even one of the participants mentioned

"...share your expertise with the students... Help my family first and foremost; I wish to assist them financially..."

a different participant also stated:

"I want to provide a better life for my family and to share my knowledge and talents with my countrymen. I want to fulfil my mother's dream."

However, another qualitative study, comparable to the quantitative analysis, revealed the influence of the participants' past teachers (f=7 or 8.43 percent). The following is an excerpt from one of the participants:

"...it's always been my passion to educate, and perhaps it's because I've had such amazing teachers in the past."

Another predictor was the belief that TVET teachers are in high demand and that they have a secure job (f=6 or 7.27 percent).

One participant put it this way:

"We need teachers in our country since we are going through a skilled program..."

Another student brought up

"It's difficult to find work." As a result, I decided to take a chance and pursue a career as a teacher since "everyone needs a teacher."

TVET teaching has also resulted in greater intellectual and career advancement for some participants (f=4 or 4.72 percent). When one of the attendees put it,

"In terms of professional and personal development, there is better access."

Finally, some respondents stated that the job suits their skillset (f=1 or 2.45 percent). An excerpt from one of the participants' tales was read as part of this theme.

"[TVET teaching] ...is a good match for my present qualifications..."

According to another student,

"...the qualities I possess are significantly more beneficial or adequate in instructing..."

Table 2 - Qualitative analysis of motives behind pre-service TVET teaching

Motives behind occupational choice	Motives behind occupational choice		Motives behind occupational choice	Motives behind occupational choice	
	Frequency	Percentage		Frequency	Percentage
Desire to assist Nigerian students	38	47.15	A brighter future for TVET teachers	4	4.72
Perception of teaching as a call	17	19.85	I acquired the requisite skills and ability to teach	1	2.45
Family members influence	8	10.12			
Inspiration by my former teachers	7	8.43			
Colleges are in need of TVET teachers	6	7.27			

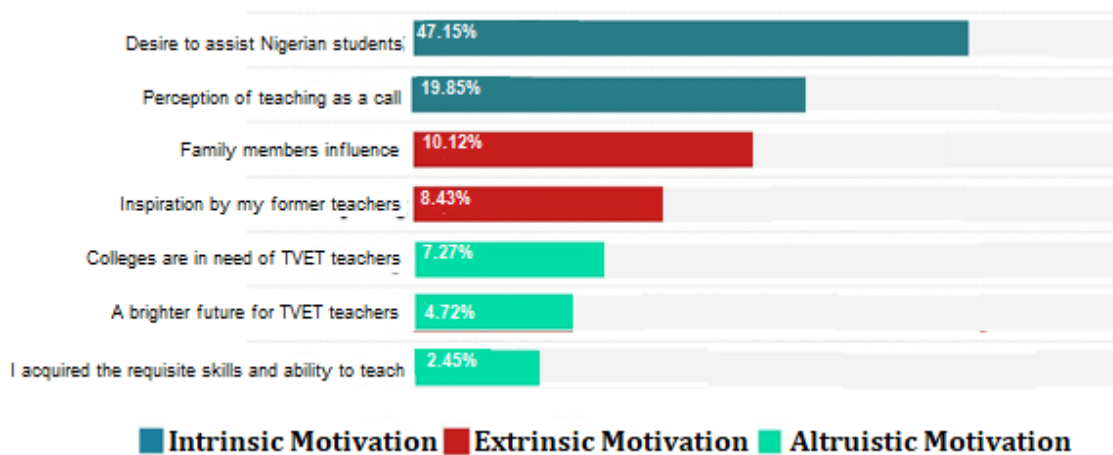


Fig. 1 - Graphical representation of the qualitative analysis of motives behind pre-service TVET teaching

Table 3 shows the significant difference between genders of pre-service TVET teachers and their preferred motives for teaching at alpha level .05. However, female pre-service TVET teachers got higher mean scores than their male counterpart in all 10 listed occupational decision motives behind Pre-service TVET teaching. This is a clear indication that female pre-service TVET teachers were more inclined towards the teaching career than males due to extrinsic-altruistic-intrinsic impulses; thus, upholding research question 2 regarding gender.

Table 3 - Non-parametric results for pre-service TVET teachers' best preferred motives for teaching based on gender

Motives	Group	Mean Rank	Sum of Ranks	Mann-Whitney U	z	p
Inspiration by my former teachers	Men	58.87	1797.5	1332.5	-0.906	0.375
	Women	65.54	6587.5			
the challenging nature	Men	56.71	1669.5	1216.5	-1.68	0.083
	Women	66.82	6716.5			
to impart knowledge and skills	Men	63.41	1934.5	1477.5	-0.107	0.926
	Women	64.17	6453.5			
to help financially handicapped learners secure employable	Men	63.02	1871	1386	-0.509	0.622
	Women	64.91	6544			
Colleges need TVET teachers	Men	57.17	1765.5	1290.5	-	0.237
	Women	68.06	6739.5			
A chance to add value to the society	Men	53.06	1652	1197	-2.27	0.033*
	Women	67.91	6723			
High demand for teachers trained in technical-vocational	Men	52.56	1646.5	1172.5	-1.87	0.073
	Women	67.27	6745.5			
brighter future for TVET teachers	Men	54.16	1583	1138	-2.08	0.046*
	Women	67.63	6892			
teaching vocational courses is interesting	Men	54.95	1609.5	1254.5	-1.43	0.146
	Women	68.42	6575.5			
TVET teachers are highly respected	Men	52.18	1693	1138	-2.08	0.046*
	Women	67.60	6892			

*p < 0.05.

4. Discussions

The purpose of this study was to discover what drives future TVET teachers to seek careers in the field. It used a triangulation mixed method design, often known as the QUAN-QUAL technique, in which quantitative data was collected using a researcher-created, self-administered questionnaire. Qualitative data was also collected via written essays and narratives. According to both investigations, the common underlying factors were a mix of intrinsic, extrinsic, and altruistic impulses.

According to the quantitative study, pre-service TVET teachers choose to teach mostly because of the impact of their former professors, which most likely refers to their instructors from the postgraduate diploma courses they took before graduation. This is an example of extrinsic motivation, highlighting the value of mentorship. The participants also considered the perceived demand for teachers and their high appreciation for the profession. The following motives in the top ten list, on the other hand, are primarily intrinsic and altruistic.

When the two sets of data are compared, the theme of students and community members wanting to help each other by sharing relevant knowledge and skills stands out. The third, fourth, sixth, and seventh items in the quantitative analysis are all related to this theme, which was placed first in the qualitative analysis. As a result, while some see their former professors' influence and the present great demand for high-esteem TVET teachers as motivations to enter the sector, it is primarily their genuine enthusiasm and resolve to make a difference in society that drives them to do so. In a survey of pre-service early childhood and elementary education students at another Nigerian state institution, intrinsic motives such as passion for teaching and love for teaching were placed highest (Abulon, 2011). Similarly, in Western countries, altruistic and intrinsic motivations have been the most prevalent reasons for choosing teaching as a vocation (Yuce, Sahin, Kocer and Kana, 2013).

The results of this study, on the other hand, do not fully support the concept that most teachers in undeveloped and developing cultures select teaching as a career primarily on extrinsic motivations (Bastick, 2000 as cited by Yuce, Sahin, Kocer and Kana, 2013).

The findings revealed that female pre-service teachers showed a greater teaching commitment than males to join the teaching profession as a life career. This is in line with the findings of Sharif et al. (2014) and Maliki (2013) that female teachers fulfil their duties with dedication, responsibility, and zeal.

The findings also emphasize the necessity of technical instructors serving as TVET ambassadors to their students, some of whom may also be TVET teachers. Furthermore, during their stay at the TVET teacher training institution, for example in the faculty of vocational and technical education, the intrinsic and altruistic motivations for choosing TVET teaching as a career must be adequately supported and nurtured.

In terms of generalizability however, the current study's sample size was a disadvantage. To increase the study's generalizability and better advise the included institutions' recruitment efforts, it is advised that a study with a bigger scope and scale be conducted along the same lines. In this regard, potential TVET teachers' motivations should be found and studied during the pre-enrolment stage, with the data gathered and collated to build a nationwide and eventually regional profile of possible TVET teachers' motivations. While the relative dominance of intrinsic and altruistic motivation is seen favourably, extrinsic motivation of potential TVET teachers must also be researched since it provides insight into the general attitude and perception of TVET teaching. Extrinsic motivation is most typically related with participation in

activities since it leads to desirable outcomes that are apart from the action itself, such as tangible prizes (Reinholt, 2006). Extrinsic motivation may be low because prospective TVET teachers do not see tangible benefits outside of the activity. This was not addressed in this study and would be the subject of a further paper.

5. Implications

5.1 Theoretical Implications

The outcomes of this study show that pre-service TVET teachers of diverse vocational disciplines have specific motivating qualities (Han and Yin, 2016). Putting a strong focus on intrinsic, extrinsic and altruistic values, for example, emphasizes their distinct motivations. According to Richardson et al., (2014), this could be owing to the effect of their various academic specialties. Furthermore, differences in extrinsic value and social influence among pre-service TVET teachers only imply that socio-cultural contexts and instructional contexts may influence their motivations. Pre-service TVET teachers' motivation may be influenced by variables at multiple levels, including subject specialization at the mesosystem, teaching context at the ecosystem, and social cultures at the macrosystem, according to the findings of this study and the ecological system theory (Steffensen and Kramsch, 2017; Mohammadabadi et al., 2019). That is, rather than "a result of a limited number of aspects," pre-service TVET teachers' motivation could be "a product of a constellation of various distal and proximal factors to the teachers' groups" (Mohammadabadi et al., 2019, p. 765). Nonetheless, this narrative is theoretical, and more evidence will be necessary in future investigations. In conclusion, the current study added to the body of evidence supporting the use of expectancy-value theory to investigate pre-service TVET teachers' motivation to teach (Shih, 2016; Kissau et al., 2019b; Zhang et al., 2020).

5.2 Practical Implications

In terms of practical implications, the findings of this study may be useful in addressing Nigeria's scarcity of TVET teachers by promoting TVET teacher training programs aggressively, which will demand an understanding of their reasons for becoming a TVET teacher. The solution, on the other hand, is in attracting pre-service TVET teachers and keeping in-service TVET teachers, whose motivation should be considered while building tech-voc education programs and managing in-service teachers. However, when developing the tech-voc program, one noteworthy tendency in teacher education is to regard instructors as agents in knowledge-building practice and to give opportunities for teachers to participate in this practice by forming a community where they may exchange, discuss, improve, and transmit ideas (Yang, 2021). In this regard, educational policy makers can establish policies that will enhance hiring measures through setting of standards for tech-voc education programs capable of improving the status of TVET teachers to attract quality graduates of technical education programs who can teach as TVET teachers before and after completing their programs.

5.3 Recommendations

To keep pre-service TVET teachers, policy measures to boost motivation are recommended. In this context, motivation will refer to external or internal factors that influence a person's desire to educate (Yaghoubinejad et al., 2017). Policymakers in technology education organizations or institutions should address the influencing factors that may demotivate pre-service TVET teachers in various contexts and take the necessary steps to create an environment that will encourage them to stay in the classroom, such as improving TVET teaching welfare and stability. Due to the limited scope of the current study, the methods for retaining pre-service TVET teachers are not discussed in detail but will be a topic for our next article. Again, at the pre-enrolment stage, pre-service TVET teachers' motivations should be discovered and studied, with the data gathered and collated to create a nationwide and eventually regional profile of probable TVET teachers' motivations. While the relative dominance of intrinsic and altruistic motivation is viewed favourably, potential TVET teachers' extrinsic motivation must also be investigated since it provides insight into their general attitude and impression of TVET teaching. To help alleviate the scarcity of TVET teachers in Nigeria, more attention should be paid to the design of tec-voc programs based on empirical studies on technology teacher education. In-service TVET teachers should also act as TVET ambassadors for their pre-service TVET teachers, the majority of whom are likely to become TVET teachers themselves. That is to say, the intrinsic and altruistic motivations for choosing TVET teaching as a career must be adequately supported and nurtured during their time at the TVET teacher training institution.

5.4 Limitations and Suggestions for Future Studies

The current study included some limitations that could be addressed in future research. The first limitation is that the study used a quantitative research design that relied solely on a questionnaire to investigate the motives of pre-service TVET teachers to teach, and this makes inferences problematic. However, the qualitative aspect of the study using in-depth interviews and narrative research were conducted to fully understand the underlying reasons for the similarities and differences in pre-service TVET teachers' motivation to teach, taking into account the benefits and drawbacks of quantitative research. Secondly, the study used self-report measures to respond to the questionnaire, which could contribute to significant bias. Thirdly, the study's population was also a limitation. However, caution should be exercised

when extrapolating the findings of this study beyond its original context. This is because it is recommended that a study with a larger scope and scale be done along the same lines to boost the report's generalizability and better advise the included institutions' hiring efforts. Again, it is widely acknowledged that motivation changes over time (Richardson et al., 2014; Han and Yin, 2016), but the current study only looked at the motivation at pre-service stage of TVET teachers. As a result, future research might investigate how their motives changed as they progressed from pre-service to in-service.

6. Conclusion

These findings of this study have advanced our knowledge of what motivates pre-service TVET teachers to select teaching as a life career by not just establishing a relationship in terms of similarities and differences in the types and ratings of the pre-service TVET teachers' motivation but providing a new perspective in comparing the motivational uniqueness of pre-service TVET teacher to that of the general education teachers.

Author Contributions

The lead author created the topic and study theme, as well as the research framework, questionnaire design, and data analysis method, and was responsible for the finalization of the paper. The second author, who is also the corresponding author, oversaw gathering information and compiling the questionnaire. The draft writing and drafting of the study hypothesis, data analysis, result discussion, literature acquisition, and data collecting, and analysis were all handled by authors three to six. All the authors, on the other hand, contributed to the piece and gave their approval to the final edition.

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