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Abstract: In New Zealand the Ministry of Education is committed to attracting and retaining 'high quality individuals' to the teaching profession who represent the diverse cultural and socio-economic communities in the country. One way to achieve this has been through the provision of multiple pathways into initial teacher education (ITE). Such pathways provide access for students significantly underrepresented in Teacher Education. This research sought to investigate and compare the motivation of students enrolled on the Certificate of Introduction to Early Childhood Education (ECE) or the Bachelor of Education (BEd) Primary and ECE specialism. As other research has suggested, there is a correlation between student motivation to teach and their success in ITE programmes, through to being qualified and working in the teaching profession. Qualitative and quantitative data was gathered from a questionnaire and focus groups, using semi-structured questions to expand on questionnaire responses. Findings from data sources highlighted that, despite the differences in academic achievement on entry between both groups, motivations for pursuing teaching as a career were remarkably similar, showing comparable responses in relation to altruistic, intrinsic and extrinsic motivation.

Keywords: motivation; initial teacher education; non-traditional students; student teachers

Introduction

International attention to improving the quality of new entrants into teacher education has resulted in recent policy initiatives regarding entry requirements for teacher education programmes. In March 2016, the Department for Education in England produced a document which sets out initial teacher training criteria and supporting advice for accredited initial teacher training providers. In August 2015, in Australia, the Australian Institute for Teaching and School Leadership (AITSL) published new guidelines for the selection of entrants into initial teacher education (ITE). Despite commonalities in the recommended guidelines for entry to ITE programmes in these countries, including a general move to postgraduate entry, there are significant differences regarding what are considered minimal acceptable standards for entry into teacher education and, more importantly, how these are measured. For example, in Australia, new guidelines for ITE providers for the selection of entrants into initial teacher education include the following objective (1.2):

> *In selecting entrants into their programs, it is critical that providers of initial teacher education identify and admit only those candidates who can demonstrate they have the necessary academic as well as non-academic capabilities that will enable them to successfully graduate as classroom ready teachers from a rigorous initial teacher education program. (AITSL, 2015, p. 1)*

A common factor in the guidelines across countries is an emphasis on the need for rigour in specifying and measuring acceptable standards for student entry into ITE while also recognising the importance of flexibility in interpreting recommended guidelines. For example, in the following Australian guideline there is a recognition that provision of flexible entry pathways is important:

> *These guidelines also support selection practices and entry pathways that facilitate entry to initial teacher education for students from equity groups whose academic capability cannot accurately be determined from common or conventional measures of prior academic achievement such as a tertiary entrance score. (AITSL, 2015, p. 4)*

In common with England and Australia, most ITE providers in New Zealand have minimum academic standards for entry with requirements for literacy and numeracy, plus additional requirements for international students who are usually required to have IELTS (International English Language Testing System) at specified levels. While these academic requirements are measured using a range of standardised and non-standardised tests, it is less clear how ITE providers are expected to measure non-academic requirements for students entering ITE; for example, student motivation and disposition to teach.

A recent report in New Zealand (O'Neill, Hansen, & Lewis, 2014) reviewed the literature on how dispositions for teaching have been considered internationally as part of the selection process for entry into ITE. In their review of the literature on dispositions for teaching, O'Neill et al. (2014) make the point that "the terms knowledge and skills are generally well understood but the term dispositions has proved more contentious and difficult to define and therefore to assess" (p. 14).

A New Zealand Ministry of Education (2010) report on the future vision for the teaching profession included a recommendation of "ensuring that trainee teachers are accepted into ITE programmes only after being assessed with a *disposition to teach* through a formal selection process" (p. 4). While the literature on dispositions remains inconclusive, other research has focused on motivation for teaching. This has sought to identify different aspects of motivation and how these are associated with success in ITE and in teaching once students are qualified. The report also recommends a move to postgraduate entry to ITE as a way to enhance the quality of teaching both in the public perception of teaching and in the profession.

This article compares the motivation of students enrolled on the Certificate of Introduction to ECE or the Bachelor of Education Primary or ECE over two years. Entry onto the Certificate of Introduction to Early Childhood Education (Cert Intro ECE) is open entry through interview and requirements relating to police clearance, etc. Once students have successfully completed the one-semester certificate programme, they can then apply to enrol on the Bachelor of Education programme in ECE or Primary. Entry onto the BEd is by interview, plus numeracy and literacy tests. The BEd is a three-year undergraduate degree which qualifies students to teach in New Zealand and apply for teacher registration. While both programmes attract a diverse population of students, the applicants for the Certificate of Introduction to ECE include a significant number of Māori and Pacific Island students and mature women from ethnic minorities who have English as an additional language. This research was initiated at a time of uncertainty about the continuation of pre-degree programmes within the University as a whole and also in the context of policy initiatives

regarding the future of the teaching profession in New Zealand, including recommendations that all initial teacher education should be postgraduate.

Widening Access for Non-traditional Students to Tertiary Study

The literature on widening access and participation for non-traditional students in higher education is primarily framed within a social justice discourse and the wider discussion on changes to teacher education in a neo-liberal landscape (Connell, 2009; Openshaw & Ball, 2006; O'Shea, 2015; Wilson-Strydom, 2015). Widening access to higher education is a global concern, and recent reports from the Organisation for Economic Co-operation and Development (OECD, 2013, p. 4) have identified that "on average 20–34 year olds from a highly educated family are twice (1.9) as likely to be in higher education as their peers in general". A recent study in Australia (Snowden & Lewis, 2015) focused on how students with lower socio-economic status (SES) can be more effectively supported to engage in higher education despite what the authors suggest are mixed messages about the role of universities versus TAFEs (Technical and Further Education Institutions) and who should attend these different institutions. The issues of widening access and greater participation are complex and, despite much rhetoric on the part of politicians and policy makers to improve access for non-traditional students, the mechanisms for enacting policies are dependent on the motivations of individual staff and institutions (Maher & Macallister, 2013; O'Hara & Bingham, 2004).

The OECD (2008) *Review on Tertiary Education* (including New Zealand) emphasised the importance of creating access to Tertiary Education for all students while recognising that "special attention is focused on learners who might not have had the opportunity for success due to various barriers for access to education" (p. 27). Although not specific to the context of teacher education, studies have highlighted the merits of pre-degree bridging courses for students who may otherwise not have access to tertiary education. According to Hemmingsen and Marsden (2012, p. 16), there is a "pressing need for bridging programmes at New Zealand Universities", due, in part, to the decline in pre-degree programmes as these are provided by other non-university education providers. The research has also questioned the traditional view that university entrance based on academic performance is the most reliable indicator for success in tertiary study. In their review of the literature on bridging programmes in New Zealand, Hemmingsen and Marsden (2012) found that other factors including motivation, ethnicity and socio-cultural expectations can be a stronger predictor of success.

Motivation to Enter Teaching

With regards to the issue of student motivation, highlighted by Hemmingsen and Marsden (2012), international efforts to improve recruitment and retention of teachers have led to substantive research which has sought to investigate the motivations that attract people to the profession of teaching. Over the last decade, there has been a steady flow of studies and reports from the USA, Europe, Asia, and Australia that have added to the existing literature on this topic (Borman & Dowling, 2008; Flores & Niklasson, 2014; Jungert, Alm, & Thornberg, 2014; Nolan & Rouse, 2013; Wang & Huang, 2016; Watt & Richardson, 2007, 2008).

Such research has provided an empirical framework from which to understand the multifaceted motivations of individuals embarking on the increasingly complex profession of

teaching. Research on motivation has focused on three common categories of motivations for entering teaching:

- intrinsic (personal growth and job-related factors);
- extrinsic (external rewards and influences); and
- altruistic (contribution to society) (Brookhart & Freeman, 1992; Kyriacou, Hultgren, & Stephens, 1999).

Over the last 10 years, critiques of these constructs have emerged, claiming a lack of definitional precision, agreed theoretical links, and a lack of focus on the full range of teachers' experiences and concerns (Watt & Richardson, 2007). In response to this, a scale known as Factors Influencing Teaching Choice (FIT-Choice: Richardson & Watt, 2006), was developed. The FIT-Choice framework is grounded in expectancy-value theory, and examines several factors that influence decisions to become a teacher and is regarded as more relevant for attracting a diverse pool of students into teaching (Richardson & Watt, 2006; Watt & Richardson, 2008). This research (Richardson & Watt, 2006; Watt & Richardson, 2008) has greatly contributed to an understanding of the field and is widely referred to in studies that seek to identify motivation for teaching as a career choice. The use of this framework has also been utilised in a range of socio-cultural contexts (Anthony & Ord, 2008; Eren & Tezel, 2010; Fokkens-Bruinsma & Canrinus, 2012; Konig & Rothland, 2012; Low Lim, Ch'ng, & Goh, 2011), while other studies have adapted and modified elements of the FIT-Choice scale to suit the needs of their participants and contexts (Flores & Niklasson, 2014). Findings have supported the applicability of this scale in different contexts, while still enabling unique features in each context to be explored and substantiated.

Alongside work surrounding the use of the FIT-Choice framework, researchers have continued to utilise the common categories of motivations. A study by Chong and Low (2009) has revealed altruistic and intrinsic reasons for entering teaching, and have correlated this with coherence of teacher identity. Muller, Alliata and Benninghoff (2009) have expanded motivation categories to include: humanistic values; professional vocation; working conditions; personal experiences; social status; mobility; and choice by default. Results of this work were presented as motivational typologies of teachers. The profiles were characterised by the degree of agreement with the idea of teaching being a largely social endeavour, with the job itself containing ongoing learning and opportunity to transfer their subject knowledge to others. In addition, work by Sinclair (2008) has challenged those working in this area to draw from a number of theoretical bases, rather than only through the lens of a single motivation theory; for example, she suggests adult learning theory and career development theory.

The purpose of the current study is to investigate and compare the motivations of student teachers who have gained entry to study on either the Certificate of Introduction to ECE or the Bachelor of Education (ECE and primary) programme in a New Zealand University. The authors were interested in finding out what, if any, differences in motivation were evident between students who had gained direct entry into ITE compared with students who did not have the requisite entrance requirements to enrol in ITE programmes. The authors chose to draw from the common categories of motivation identified by Brookhart and Freeman (1992) and Kyriacou et al. (1999) as a theoretical framework for this study. It was agreed that this framework enabled the opportunity to explore motivation though multiple lenses. The use of the broad categories of motivation was viewed by the authors as a more effective measure for incorporating the dynamic and evolving interactions on motivational dispositions from the diverse backgrounds of the authors (two of the lecturers teach careers while the third teaches on the BEd), and participants.

Method

The research employed a mixed methods approach (Cresswell, 2009), gathering quantitative data via a questionnaire and qualitative data via focus groups using semi-structured questions. A 28-item questionnaire was devised to reflect the motivation of students for choosing teaching as an occupation (see the Appendix). The questionnaire was developed to measure three main categories of motivation for entering teaching: intrinsic, extrinsic, and altruistic (Watt & Richardson, 2007). It contains 28 items which comprise the following motivation factors already emphasised in the teacher education literature:

- three factors for altruistic-type motivations, based on contribution to society;
- 12 factors for intrinsic-type motivations, based on personal and social values; and
- 13 factors for extrinsic-type motivations, based on external influences such as labour market considerations.

Respondents indicated the degree to which each statement was relevant to their choice of teaching by using a four-point Likert-type scale. Responses to completed questionnaires were coded. A value of 1 was assigned to Strongly Disagree, a value of 2 was assigned to Disagree, a value of 3 was assigned to Agree and a value of 4 was assigned to Strongly Agree. The Statistical Package for Social Sciences (SPSS) version 20 was used to calculate two-way t-tests on the mean responses of pre-degree and degree students on each item. The questionnaire also included demographic questions categorised into: gender; ethnicity; student enrolment; and highest level of qualification. The questionnaire was administered to students who agreed to participate, during their first semester of enrolment in the Cert Intro ECE or BEd degree programmes.

The indicative themes for the focus groups were also centred on the three main categories for motivation (altruistic, intrinsic and extrinsic motivations). To elicit detailed responses related to the three categories of motivation to enter teaching, participants were prompted on two areas. The first prompt focused on asking participants to expand on what processes they engaged in leading up to the selection of teaching, and prior to entering an initial teacher education programme. It was hoped these prompts would expand on altruistic, intrinsic and extrinsic motivations. The second prompt focused on asking participants what attracted them to teaching. The following questions were asked: Processes of selection and entry to teaching:

- When did you decide to become a teacher?
- What led to your choice of teaching?
- What other occupations have you considered?
- How certain are you that teaching is for you?

Attraction to teaching:

- What is most important and least important about being a teacher?
- Why do you wish to become a teacher?
- What are the attractors and negatives of being a teacher?

Participants

The participants in this study were volunteers drawn from the 2013 and 2014 cohorts of students admitted onto the Bachelor of Education (degree), a total of 1,271 students, and Cert Intro ECE (pre-degree), a total of 93 students, programmes at a large New Zealand university. All entering students to these programmes were invited to participate. From these

cohorts of invited students, a total of 173 agreed to participate; 73 were from the pre-degree programme and 88 from the degree programme.

The gender of participants was mainly female (94%). The range of ethnicities identified by students were: Pakeha (non-Māori)/European 46.7%; Pasifika 17.9%; Asian 16.9%; Other 14.4%; Māori 2.1%; and 2.1% did not respond to the question. The age range of the students was from 19 years to 36 years with the majority of students between 20 and 25 years of age.

The number of Māori responses was consistent with the numbers of Māori students enrolled on both Cert Intro ECE and Bachelor of Education programmes. Recruitment strategies designed to encourage Māori participation, for example, whakawhanaungatanga was established whereby lecturers whom students had an existing relationship with, spoke of the value and benefits of participating in the research; Kanohi kitea was established with researchers introducing themselves face-to-face at classes of each programme; and lastly one of the researchers on the team is Māori, and introduced herself using her whakapapa links. Volunteers for the focus groups were contacted after the questionnaire data were gathered and mutually convenient times were organised to meet. Participants were allocated focus groups according to whether they were pre-degree or degree students. A total of two pre-degree focus groups (PDFG 1 and 2) and two degree focus groups (DFG 1 and 2) were formed. Six pre-degree students, and five degree students, participated in the focus groups. Each focus group was led by one of the researchers who used the same semi-structured prompt questions. Each focus group lasted approximately one hour and was audio recorded. The recordings were transcribed and content was thematically analysed (Creswell, 2013) by members of the research team. Research team members initially worked individually and then collectively on each focus group transcript to develop a preliminary list of themes. Significant statements related to the research topic were extracted and a cluster of repetitive themes and meanings were identified. Ethics approval was obtained from the appropriate institutional ethics committee.

Results and Discussion

Of the 28 questions intended to assess motivation for entering teaching, a statistical difference between the questionnaire responses of pre-degree and degree students was found on only five of the items. These are presented in Table 1. Results from the focus groups are presented in Table 2. This table has categorised the responses from the prompt questions into the three motivators for choosing teaching as a career. The results from both methods will be discussed, and presented under the three themes.

Statements	Mean pre-degree	Mean degree	t
Teaching appeals to me because the job market is good for teachers	2.7183	2.4368	2.347*
My family-whanau suggested that I become a teacher	2.2899	2.5747	-2.096*
Teaching is appealing to me because teachers have many holidays	2.0704	2.3953	-2.508**
My career adviser influenced me to study teaching	2.0141	1.7159	2.513**
Information from the Ministry of Education influenced me to enter teaching	2.0959	1.7273	3.247***

* p<.05 **p<.01 ***p<.001

Table 1: Questionnaire items with significant differences between Certificate of Introduction to Early Childhood Education (pre-degree) and Bachelor of Education degree students

Motivation category	Motivation	Themes	Summary of responses
Pre-degree students			
Intrinsic	• The job of a teacher	Diverse pathways	The work is varied, and I would not be bored; I could meet new people
Extrinsic	• Career change	Diverse pathways	I was dissatisfied in my previous roles; teaching could be a stepping stone to something else
Altruistic	• Contribution to society	Perceived influence of people	Teaching is about giving something back; teachers are valued, and respected
	• Love of children	Perceived influence of people	Children make me laugh; I feel happy whenever I am around them
Degree students			
Intrinsic	• The job of a teacher	Diverse pathways and cultural relevance	I can learn alongside the children and connect with them as they learn
Extrinsic	• Career	Diverse pathways	Teaching has many pathways

Table 2: Summary of focus group responses across the common categories of motivation

Diverse Career Pathways in Teaching

As can be seen from Table 1, entering teaching due to the perceived good job market was more important to the pre-degree students than to the degree students. Since pre-degree students tended to be somewhat older than degree students, it is likely that a good job market was more valued by the older pre-degree students who had been in other occupations and who felt that teaching provided more secure employment possibilities. Within the focus groups, all participants described teaching as either a stepping stone to other roles, or the *pathways* 'within' the teaching sector as a common motivation. For example, a perceived opportunity of the degree and pre-degree teaching programmes is to provide broad career options in teaching, as these participants describe:

I need to have some fun in primary school before I actually think about knuckling down and getting serious and going to secondary, I don't know if I can handle teenagers right now. (DFG 2)

I want to run my own early childhood centre. (PDFG 1)

This result is similar to previous studies exploring motivation (Watt & Richardson, 2007, 2008) and suggests that motivations to enter teaching for both groups are strongly

influenced by the economic and career contexts of participants. As career pathways become increasingly unpredictable and labour markets are more fluid, participants perceive teaching as an occupation that could provide professional diversity within the same career. While on the surface extrinsic motivators such as the labour market were evident, on further exploration, the intrinsic motivation of the job of a teacher was also synonymous with this motivator. For example, teaching being perceived as a lifelong career pathway, and new learning, was a factor for both groups of participants. The focus groups for the pre-degree students described a strong motivation to enter teaching because it was more "*interesting and exciting*" (PDFG 2), compared to their previous jobs. Another participant described teaching as an alternative career goal because "*I didn't want to do a banking job and sit in one place […]I am more of a people person who wants to walk around and do things*" (PDFG 1). These results indicate that for the pre-degree group the motive to enter teaching was based on the intrinsic motivation of what teaching could offer them; i.e., a variety of tasks, learning new skills, and an interesting environment. However, the degree group viewed the role of a teacher as a lifelong career pathway, working with children across teaching sectors.

Lastly, Table 1 highlights degree students as more motivated by the many holidays that they associated with teaching. This theme was not expanded on within the focus groups.

Perceived Influence of Others

Table 1 indicates that pre-degree students appear to have been more influenced by their career advisor than family and friends. This statement was intended to gauge the influence of secondary school career advisers on students selecting teaching. Therefore, it was anticipated that the typically more youthful cohort of degree students would be more likely to express agreement with the statement. However, focus group results with pre-degree students revealed that students interpreted 'career adviser' to also include church ministers and immigration advisers, who seemed to be considerably influential with these students. In contrast, family influence to enter teaching appears to have been more prominent for the degree students. Again, the younger age of degree students could be considered as a factor for this outcome of parents having a more influential role on career choices and decisions.

Higher agreement of pre-degree students on the influence of Ministry of Education information regarding scholarships for those entering initial teacher education, was also evident. This may be attributed to the more mature-aged pre-degree students who may be considering further study alongside wider family responsibilities, i.e. young or teenage children, care of aging parents, or mortgage repayments, and may seek additional avenues of financial support. Focus group results support the motivating influence of significant people in the lives of participants. In this context, one participant spoke about the specific role another person played in connecting her interests to teaching children. For example, this pre-degree participant was prompted by her mother to think further about the sense of enjoyment she received from young children – reported in Table 2 as an altruistic motivator:

> *I think my mum sort of suggested it [teaching] because I would like dance with my nephew and stuff, and she said you could like go to a childcare centre and do that stuff.* (PDFG 2)

Another pre-degree participant explained her love for children by backgrounding her family experiences, and suggested it as a factor toward considering teaching as a career choice:

> *None of my immediate family stayed in school and so it was for me to break the path, I wanted to set the bar that there is another way and I've always loved being around children. Growing up I had the opportunity to, not really teach them, but form that bond.* (PDFG 2)

In contrast, this degree participant described the influence of inspirational teachers as role models, and the altruistic motivator of fulfilling a desire to do the same for other children:

> *I had great teachers when I was growing up and they strengthen my foundation of wanting to do the same for other children as well as my own children.* (DFG 2)

These results indicate that intrinsic factors are prevalent for both groups, particularly in identifying and strengthening their perception of teaching as a good fit for them. The focus group results perhaps expand on the detailed nuances of narratives surrounding points of altruistic motivation as well. What these results highlight is the influence of a teacher as an intrinsic motivator, coupled with the altruistic motivator of a love for children.

Cultural Relevance

Some degree students described their motivation to enter teaching through a cultural lens. While their motivation was altruistic in nature, i.e. a love of children and the importance of enabling them to learn from play, participants elaborated on this motivation through a discussion of relevant cultural experiences, as expressed by these degree students:

> *[...] back in the [Pacific] Islands when you take your child to a pre-school you want to be there ... it's the way of belonging with the child and your relationship towards that child, that's your child.* (DFG 1)
>
> *it becomes natural too because when there are kids gathered together I always start doing songs and things like that, then you grow up you become a Sunday school teacher.* (DFG 1)

These findings indicate that an altruistic motivator may sometimes be expressed as an individualistic driver, i.e. 'I am motivated to serve society or my own destiny or calling'. However, results from the focus groups have introduced the significance of contributing to a collective-based practice of teaching and teacher identity. That is, an identity based on the core beliefs about what being a teacher means, and how this perspective is informed by cultural values, practices, and experiences.

Conclusions

As indicated above, this research on student teachers' motivation to become teachers confirms the relevance of the categories of motivation: altruistic reasons; intrinsic reasons; and extrinsic reasons. Furthermore, the findings of this research suggest similar motivations for those who entered the programme via both non-traditional and traditional pathways to teacher education programmes. While there are differences between the two groups in relation to academic achievement, their motivations for pursuing teaching as an occupation are remarkably similar. Indeed, there were significant statistical differences on only five of the questionnaire items. The focus group data revealed a refinement of narratives on motivation between the pre-degree and degree groups, as illustrated in Table 2. For example, each group shared common factors across each category of motivators, i.e. the job of a teacher (intrinsic); career and career change (extrinsic); and a love of and for children (altruistic). However, differences were detected in the responses and reactions from participants within each category.

Overall, in the context of this study, when survey and focus group data were combined, three themes emerged that may contribute to attracting and retaining a diverse teaching profession. These were identified as:

- diverse career pathways in teaching;

- the influence of others; and
- the importance of culturally relevant experiences.

The themes generated were illustrative of the dynamic nature of the construction of motivation to enter teaching as a career, and the interconnectedness of all three main categories of motivation.

A focus on the diverse pathways teaching may offer could be one strategy to encourage a broad group of prospective students into ITE. Findings from this study suggest that ITE students are motivated by diverse pathways *across* sectors, as well as within their own sector.

The influence of significant people should perhaps be taken into account in approaches to ensuring the recruitment and retention of diverse teachers in the teaching profession. Once again, the results of this study have highlighted the role others have in guiding and advising participants, on their personal attributes and interests. This result may suggest that the process of becoming a teacher, and constructing a teaching identity, has a strong relational element. If a relational approach could be employed throughout a student's time in initial teacher education, other sources of motivation may be prompted and storied, as the role of a student teacher grows. This might include, for example, ongoing dialogue with current initial teacher education students and recent graduates on their new experiences, social discourse, reflections, and their perceptions of their reasons for becoming a teacher and developing a teacher identity.

The final theme, described as cultural relevance, confirms the importance of contextualising personal and cultural worldviews within the categories of practices and values in motivation. For example, an altruistic motivator for choosing teaching as a career implies a social contribution by the individual. Whereas, through a cultural lens, any contribution to society also involves an interdependent relationship between the teacher, the student and the socio-cultural context. Perhaps recruitment strategies targeted at diverse populations could focus on the relational aspects of teaching and learning to include wider socio-cultural definitions of teaching and learning for example incorporating such philosophies as Ako and Tuakana Teina which are both central to Māori pedagogy. This would be consistent with increasing calls for high-quality teachers who are able to meet the complex demands of twenty-first century teaching and learning, and includes being highly responsive to the diversity of cultural aspirations currently evident in New Zealand society.

Given the similar motivations of both groups of students for becoming teachers, we suggest that closing down options for non-traditional students to access ITE could have the effect of limiting the diversity of student teachers, which seems to be inconsistent with the government's policy to recruit teachers who are representative of the diverse communities in New Zealand. While fully acknowledging the importance of having a skilled and qualified teaching workforce, this study suggests that the retention of multiple pathways for entry into ITE is consistent with the call for both widening access and the inclusion of entry criteria which give equal consideration to non-academic factors, including dispositional attributes for working with diverse student populations and intrinsic motivation for teaching.

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Acknowledgement

Appendix: Questionnaire devised to reflect the motivation of students for choosing teaching as an occupation

Title of Research: Perceptions of teaching as a career for students enrolled on a foundational qualification.

Please circle the appropriate response to the following questions
Do not identify yourself on this survey; your responses are anonymous.
Are you   Male   Female? (please circle)

Please circle the Ethnicity that you most identify with (select only one):
Pakeha (European)   Māori   Pasifika   Asian   Other _____ (specify)

Are you Domestic   or   International student? (please circle)

What is your highest education level (qualification)?
_____

There are many reasons why people decide to become teachers. Below are statements that reflect some of the most commonly identified reasons.

Please read the following statements and indicate the degree to which you agree with the statement for yourself. Try to respond to each item.

Circle SD for Strongly Disagree, D for Disagree, A for Agree and SA for Strongly Agree.

1.   **I chose teaching because it is an easy profession to enter**

     SD   D   A   SA

2.   **Members of my family (whānau) are teachers and they have influenced my choice to be a teacher**

     SD   D   A   SA

3.   **I want to become a teacher because teachers serve their community**

     SD   D   A   SA

4.   **I chose teaching because I am unable to enter my first choice of occupation**

     SD   D   A   SA

5. **Teaching appeals to me because the job market is good for teachers**

SD   D   A   SA

6. **I chose teaching because I can receive a loan, scholarship or other allowance for studying teaching**

SD   D   A   SA

7. **My friends are studying teaching and they have influenced me**

SD   D   A   SA

8. **I want to be a teacher because teachers are respected in the community**

SD   D   A   SA

9. **My teachers in school provided positive role models and I want to be like them**

SD   D   A   SA

10. **My family (whanau) suggested that I become a teacher**

SD   D   A   SA

11. **Teaching is appealing because teachers earn good salaries**

SD   D   A   SA

12. **I want to become a teacher because teachers don't work very hard**

SD   D   A   SA

13. **Teaching appeals to me because teachers have high status**

SD   D   A   SA

14. **I've always wanted to be a teacher**

SD   D   A   SA

15. **I want to help children learn**

SD   D   A   SA

16. **I like the control that teachers have over others**

SD   D   A   SA

17. **Teaching is appealing to me because teachers have many holidays**

SD   D   A   SA

18. **A reason for me to become a teacher is teaching would allow me to be with my family during school holidays**

SD   D   A   SA

19. **My career adviser influenced me to study teaching**

SD   D   A   SA

20. **I have selected teaching because I don't know what else to do**

SD   D   A   SA

21. **A reason that I am going into teaching is that my culture values teachers**

SD   D   A   SA

22. **A reason for my choice of teaching is that it is an appropriate occupation for my gender**

SD   D   A   SA

23. **Information from the Ministry of Education influenced me to enter teaching**

SD   D   A   SA

24. **Teaching is attractive to me because there is good opportunity for advancement and promotion in teaching**

SD   D   A   SA

25. A reason that I have selected teaching is that a teaching job would be convenient to my home

SD   D   A   SA

26. I want to go overseas and I am training as a teacher so I can teach overseas

SD   D   A   SA

27. TV shows and the movies have influenced my decision to become a teacher

SD   D   A   SA

28. The caring nature of teaching appeals to me

SD   D   A   SA

Please write any other reasons that you have chosen to become a teacher: