

CURRENT
PERSPECTIVES
IN SOCIAL AND
BEHAVIORAL
SCIENCES

Global Perspectives on Teacher Motivation

Edited by
Helen M. G. Watt, Paul W. Richardson
and Kari Smith



**CURRENT
PERSPECTIVES
IN SOCIAL AND
BEHAVIORAL
SCIENCES**

Many studies of teacher motivation have been conducted in different contexts over time. However, until fairly recently there has not been a reliable measure available to allow comparisons and prediction of important outcomes over time. This has resulted in an abundance of findings which cannot be directly compared or synthesised. The FIT-Choice framework offers the opportunity to examine motivations across settings. The studies from 12 different countries in this book suggest that people who choose teaching as a career are motivated by a complex interaction of factors embedded within communities and cultural expectations, and seem generally to embrace a desire to undertake meaningful work that makes for a better society. Unlike some careers, where rewards are in the form of salary and status, these factors generally were not strong drivers for people who want to become teachers. They want to socially contribute and believe they have the ability to teach.

HELEN M. G. WATT is Professor of Educational Psychology at The University of Sydney, Australia. She is co-editor of seven books and special issues, founder and coordinator of *Gender and Science and STEM* (www.genderandSTEM.com). As a member of the Open, and serves on several editorial boards.

PAUL W. RICHARDSON is Associate Professor of Education, Faculty of Education, Monash University, Australia. He has attracted substantial competitive funding from the Australian Research Council to conduct large-scale longitudinal studies with beginning teachers, published in leading journals, and received international recognition.

KARI SMITH is Professor of Education at the Norwegian University of Science and Technology (NTNU), Head of the Norwegian National Research School in Teacher Education (NAFOL), scientific supervisor for the European Doctorate in Education (EDiTE) and co-editor of six books as well as member of several editorial boards.

Cover image: © Raw Pixel Ltd/Getty Images

CAMBRIDGE
UNIVERSITY PRESS
www.cambridge.org

ISBN 978-1-107-10498-3



COVER DESIGNED BY HART McLEOD LTD

Watt, Richardson and Smith

Global Perspectives
on Teacher Motivation

DOGE

GLOBAL PERSPECTIVES ON TEACHER MOTIVATION

EDITED BY

HELEN M. G. WATT

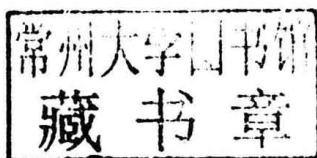
The University of Sydney

PAUL W. RICHARDSON

Monash University

KARI SMITH

Norwegian University of Science and Technology (NTNU)



CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

4843/24, 2nd Floor, Ansari Road, Daryaganj, Delhi – 110002, India

79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning, and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781107104983

DOI: 10.1017/9781316225202

© Cambridge University Press 2017

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2017

Printed in the United States of America by Sheridan Books, Inc.

A catalogue record for this publication is available from the British Library.

ISBN 978-1-107-10498-3 Hardback

ISBN 978-1-107-51222-1 Paperback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

GLOBAL PERSPECTIVES ON TEACHER MOTIVATION

Many studies of teacher motivation have been conducted in different contexts over time. However, until fairly recently there has not been a reliable measure available to allow comparisons and prediction of important outcomes over time. This has resulted in an abundance of findings which cannot be directly compared or synthesised. The FIT-Choice framework offers the opportunity to examine motivations across settings. The studies from 12 different countries in this book suggest that people who choose teaching as a career are motivated by a complex interaction of factors embedded within communities and cultural expectations, and seem generally to embrace a desire to undertake meaningful work that makes for a better society. Unlike some careers, where rewards are in the form of salary and status, these factors generally were not strong drivers for people who want to become teachers. They want to socially contribute and believe they have the ability to teach.

HELEN M. G. WATT is Professor of Educational Psychology at The University of Sydney, Australia. She is co-editor of seven books and special issues, founder and coordinator of Network Gender and STEM (www.genderandSTEM.com), Associate Editor for AERA Open, and serves on several editorial boards.

PAUL W. RICHARDSON is Associate Dean (Research) in the Faculty of Education, Monash University, Australia. He has attracted substantial competitive funding from the Australian Research Council to conduct large-scale longitudinal studies with beginning teachers, published in leading journals, and received international recognition.

KARI SMITH is Professor of Education at the Norwegian University of Science and Technology (NTNU), Head of the Norwegian National Research School in Teacher Education (NAFOL), scientific supervisor for the European Doctorate in Education (EDiTE) and co-editor of six books as well as member of several editorial boards.

CURRENT PERSPECTIVES IN SOCIAL AND BEHAVIORAL SCIENCES

Current Perspectives in Social and Behavioral Sciences provides thought-provoking introductions to key topics, invaluable to both the student and scholar. Edited by world leading academics, each volume contains specially-commissioned essays by international contributors, which present cutting-edge research on the subject and suggest new paths of inquiry for the reader. This series is designed not only to offer a comprehensive overview of the chosen topics, but to display and provoke lively and controversial debate.

Published Titles

- Reflections on the Learning Sciences*, edited by Michael A. Evans,
Martin J. Packer and R. Keith Sawyer
Mindfulness and Performance, edited by Amy L. Baltzell
Creativity and Reason in Cognitive Development, 2nd edition, edited by
James Kaufman and John Baer
Nurturing Creativity in the Classroom, 2nd edition, edited by Ronald A.
Beghetto and James C. Kaufman
Research and Theory on Workplace Aggression, edited by Nathan A. Bowling
and M. Sandy Hershcovis
Global Perspectives on Teacher Motivation, edited by Helen M. G. Watt,
Paul W. Richardson and Kari Smith

Forthcoming Titles

- Genetics, Ethics and Education*, edited by Susan Bouregy, Elena L. Grigorenko,
Stephen R. Latham and Mei Tan
Culture, Mind, and Brain: Emerging Concepts, Models, and Applications,
edited by Laurence J. Kirmayer, Shinobu Kitayama, Carol M. Worthman
and Constance A. Cummings

*To gladly learn,
And gladly teach.*

– With acknowledgement to Chaucer

Contributors

CARMELA APREA, *Friedrich-Schiller-Universität Jena, Germany*

JEAN-LOUIS BERGER, *Swiss Federal Institute for Vocational Education and Training, Switzerland*

CHRISTIAN BRANDMO, *University of Oslo, Norway*

RUTH BUTLER, *Hebrew University of Jerusalem, Israel*

ROBERT CARPENTER, *Eastern Michigan University, Ypsilanti, MI, USA*

ALTAY EREN, *Abant İzzet Baysal University, Bolu, Turkey*

CONOR FOLEY, *National University of Ireland Galway, Republic of Ireland*

CÉLINE GIRARDET, *Swiss Federal Institute for Vocational Education and Training, Switzerland*

GLORIA GRATACÓS, *Centro Universitario Villanueva (Universidad Complutense de Madrid), Spain*

MANUELA HEINZ, *National University of Ireland Galway, Republic of Ireland*

IVANA JUGOVIĆ, *Centre for Educational Research and Development, Institute for Social Research in Zagreb, Croatia*

STUART A. KARABENICK, *University of Michigan, Ann Arbor, MI, USA*

ELAINE KEANE, *National University of Ireland Galway, Republic of Ireland*

JOHANNES KÖNIG, *University of Cologne, Germany*

COLLEEN KUUSINEN, *University of Michigan, Ann Arbor, MI, USA*

FANI LAUERMANN, *University of Bonn, Germany*

- ERNESTO LÓPEZ-GÓMEZ, *Universidad Nacional Educación a Distancia (UNED), Spain*
- PIRET LUIK, *University of Tartu, Estonia*
- IRIS MARUŠIĆ, *Centre for Educational Research and Development, Institute for Social Research in Zagreb, Croatia*
- ZOE A. MORRIS, *Monash University, Melbourne, Victoria, Australia*
- KATRINE NESJE, *University of Oslo, Norway*
- GUIOMAR NOCITO, *Centro Universitario Villanueva (Universidad Complutense de Madrid), Spain*
- TEA PAVIN IVANEC, *Faculty of Teacher Education, University of Zagreb, Croatia*
- PAUL W. RICHARDSON, *Monash University, Melbourne, Victoria, Australia*
- MARTIN ROTHLAND, *University of Siegen, Germany*
- SANTIAGO SASTRE, *Centro Universitario Villanueva (Universidad Complutense de Madrid), Spain*
- KARI SMITH, *Norwegian University of Science and Technology (NTNU), Trondheim, Norway*
- ANNE SURYANI, *Leading to Improve Future Teachers (LIFT) Foundation, Jakarta, Indonesia*
- KARIN TÄHT, *University of Tartu, Estonia*
- MERLE TAIMALU, *University of Tartu, Estonia*
- CYNTHIA VAUDROZ, *Swiss Federal Institute for Vocational Education and Training, Switzerland*
- HELEN M. G. WATT, *The University of Sydney, Australia*
- AMANDA YEŞILBURSA, *Uludag University, Bursa, Turkey*

Contents

<i>List of Figures</i>	page ix
<i>List of Tables</i>	xi
<i>List of Boxes</i>	xiv
<i>List of Contributors</i>	xv
1 Why Teach? How Teachers' Motivations Matter around the World <i>Helen M. G. Watt, Paul W. Richardson and Kari Smith</i>	I
2 Career Motivations of Student Teachers in the Republic of Ireland: Continuity and Change during Educational Reform and 'Boom to Bust' Economic Times <i>Manuela Heinz, Elaine Keane and Conor Foley</i>	22
3 Why Teach? Antecedents and Consequences in Spain <i>Gloria Gratacós, Ernesto López-Gómez, Guiomar Nocito and Santiago Sastre</i>	55
4 Factors Motivating Students to Become Secondary School Teachers: Evidence from Norway <i>Christian Brandmo and Katrine Nesje</i>	95
5 The Motivational Basis of Classroom Management Practices and Beliefs of Swiss Vocational Teachers <i>Jean-Louis Berger, Céline Girardet, Cynthia Vaudroz and Carmela Aprea</i>	126
6 Motivations That Affect Professional Knowledge in Germany and Austria <i>Johannes König and Martin Rothland</i>	162
7 Teaching Motivations and Perceptions during the First Year of Teacher Education in Estonia <i>Merle Taimalu, Piret Luik and Karin Täht</i>	189

8	How Personality Dimensions and Motivation to Teach Shape the Learning Achievement Goals of Croatian Future Teachers <i>Iris Marušić, Ivana Jugović and Tea Pavin Ivanec</i>	220
9	Exploring the Relationships between Prospective Turkish Teachers' Hopes, Motivations and Professional Plans <i>Altay Eren and Amanda Yeşilbursa</i>	248
10	Motivations and Aspirations of Teacher Education Students in Indonesia <i>Anne Suryani</i>	297
11	Teacher Motivation and Professional Commitment in the United States: The Role of Motivations for Teaching, Teacher Self-Efficacy and Sense of Professional Responsibility <i>Fani Lauermann, Stuart A. Karabenick, Robert Carpenter and Colleen Kuusinen</i>	322
12	Divided by Discipline? Contrasting Motivations, Perceptions and Background Characteristics of Beginning Australian English and Mathematics Teachers <i>Helen M. G. Watt, Paul W. Richardson and Zoe A. Morris</i>	349
13	Why Choose Teaching, and Does It Matter? <i>Ruth Butler</i>	377
	<i>Index</i>	389

Figures

1.1	FIT-Choice empirically validated theoretical model	<i>page 6</i>
2.1	Overview of the Irish education system	26
2.2	Overview of pathways into teaching in Ireland	28
2.3	Mean scores for FIT-Choice factors: comparison of 2006 and 2013 samples	36
3.1	Pathways for access to the university in the Spanish education system	57
5.1	Outline of the Swiss education system	128
5.2	Standardised structural models for reported classroom management practices	149
5.3	Standardised structural model for beliefs in promoting extrinsic motivation	150
6.1	General structure and core elements of initial teacher education in Germany	165
6.2	First-year preservice teacher cohorts' teaching motivations in Germany (DEU), Austria (AUT) and Switzerland (CHE): means and 95% CI (König et al. 2013)	170
6.3	First-year preservice teacher cohorts' perceptions about teaching in Germany (DEU), Austria (AUT) and Switzerland (CHE): means and 95% CI (König et al. 2013)	170
6.4	Dimensions and topics covered in the TEDS-M test of GPK (König et al. 2011)	172
6.5	Test design matrix (König et al. 2011)	173
6.6	Modelling latent intercorrelations between teaching motivations and GPK at two timepoints	174
6.7	Modelling the effects of teaching motivations on the change of GPK between two timepoints	174
7.1	Estonian school system	196
7.2	Estonian teacher education: one option to become a teacher through bachelor and/or master studies	198
7.3	CFA model for the FIT-Choice scale motivation factors	206

7.4	CFA model for the FIT-Choice scale perception factors	208
8.1	The educational system in Croatia	223
9.1	The current Turkish national education system (adapted from OECD 2014)	250
9.2	Cluster patterns for DHOS subscales	274
9.3	Cluster patterns for TESHOS-MOFORCE subscales	277
11.1	Structural equation model of hypothesised associations between motivations for teaching, teacher responsibility, teacher self-efficacy, interest in professional development, willingness to invest personal time for professional tasks and activities, and commitment to teaching as a career	340
12.1	Age profiles for male and female preservice English and mathematics teachers	359
12.2	Age profiles for undergraduate and graduate preservice English and mathematics teachers	360
12.3	Combined parent income for male and female preservice English and mathematics teachers	363
12.4	Motivational factors influencing teaching choice for mathematics and English preservice teachers	365
12.5	Mathematics and English preservice teachers' perceptions about teaching	367

Tables

1.1	Mean scores for FIT-Choice motivations and perceptions factors across studies	<i>page 9</i>
2.1	Comparison of postgraduate second-level ITE entrants, 2006 and 2013	34
2.2	Reliabilities, means and standard deviations of FIT-Choice scale results for 2006 and 2013 samples of postgraduate second-level ITE entrants	38
2.3	Intercorrelations between FIT-Choice factors	46
3.1	Cronbach's α , factor loadings and motivation factor means	65
3.2	Cronbach's α , factor loadings and perception factor means	67
3.3	Means, standard deviations and correlations of motivation factors	68
3.4	Means, standard deviations and correlations of perception factors	69
3.5	MANOVA statistics for motivations by gender and by programme	70
3.6	MANOVA statistics for perceptions by gender and by programme	71
3.7	Activities performed in total and by gender	74
3.8	Frequency and percentage of number of different prior informal activities students have performed	74
3.9	MANOVA statistics for motivations by previous experience in school, family and work experience	76
3.10	MANOVA statistics for perceptions by previous experience in school, family and work experience	79
3.11	MANOVA statistics for social utility first-order factors by type of prior informal activity	83
4.1	Various teacher education programmes in Norway	98
4.2	Descriptive statistics for the FIT-Choice motivation variables ($n = 635$)	101
4.3	Descriptive statistics: motivation for choosing teacher education ($n = 369$)	105
4.4	Results of multiple regression analyses	110
4.5	Students' ratings on the 'enhancing social equity' variable grouped according to fathers' occupational sector	115

4.6	Translated scales and items	117
5.1	Standardised factor loading of items (LX), related standard error (SE), residual variance (TD) and factor determinacies for the adapted FIT-Choice scale	142
5.2	Correlations among latent teacher motivation factors	144
5.3	Latent correlations among motivations to become a teacher, individual characteristics, classroom management practices and beliefs about promoting student motivation	147
6.1	Sample characteristics	176
6.2	Findings from dropout analysis: predicting participation (1 = yes, 0 = no) at t_2	176
6.3	Series of confirmatory factor analyses (CFAs) investigating measurement invariance of motivations and perceptions between samples	177
6.4	Standardised intercorrelations between teaching motivations and general pedagogical knowledge (see Figure 6.6)	179
6.5	Effects of teaching motivations on the change in general pedagogical knowledge, standardised path coefficients (see Figure 6.7)	180
7.1	Demographic characteristics of Estonian teachers for 2015–16	193
7.2	Nine motivation factors indicating CFA factor loadings (LX) and Cronbach's α reliabilities	205
7.3	Six perception factors indicating CFA factor loadings (LX) and Cronbach's α reliabilities	207
7.4	Descriptive statistics for motivation and perception observed factors (descending order; $n = 548$)	209
7.5	Latent correlations within motivation and perception factors ($n = 548$)	210
7.6	Mean changes in motivation and perception factors during the first year of teacher education ($n = 119$)	211
8.1	Factor Pearson correlations	237
8.2	Regression analyses predicting achievement goals from personality traits and FIT-Choice motivations and perceptions	239
9.1	Summary of the CFA and sample items	259
9.2	Descriptive statistics and observed factor correlations	270
9.3	Cluster centroids of DHOS subscales	273
9.4	Cluster centroids of TESHOS and MOFORCE subscales	275
9.5	Summary of the cross-tabulation analysis	277
9.6	Descriptive statistics of the clusters regarding motivations for teaching	279