



Correlation between Pre-service Teachers' Motivation and Career Choice: Evidence from Tubod College Interns

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Abstract

Background and Aim: The impact of motivation on the career choices of student teachers who are presently doing their teaching practice at Tubod College in Lanao del Norte. This study is in line with the call for more research on the motivational factors of teacher commitment and the understanding of their retention in the profession for a longer period.

Materials and Methods: The research utilized a descriptive-correlational research design to measure the relationship between the motivation levels of pre-service teachers and their view of teaching as a career. Data were gathered using a researcher-prepared, expert-validated questionnaire from 59 pre-service teachers of early childhood education chosen via purposive sampling.

Results: The data showed that the participants had a very strong motivation ($M = 4.28$), which was mainly supported by altruistic and intrinsic factors, such as serving others and self-actualization in teaching, respectively. Their perception of teaching as a career was also very high ($M = 4.29$), especially in terms of expected career opportunities and socio-cultural support. Motivation and choice of career were found to have a strong and significant positive correlation ($\rho = 0.781$, $p < 0.001$), which means that more motivated teachers are more committed to the teaching profession.

Conclusion: This paper has concluded that Tubod College pre-service teachers showed very high measures of motivation, especially intrinsic and altruistic motivation, which played a significant role in their positive views of teaching as a profession. The results, based on FIT-Choice Theory, revealed that teaching was considered a significant and stable career, with people being primarily motivated by the intention to contribute to others and attain their personal satisfaction. The close and powerful correlation of motivation and career choice highlighted the need to maintain such motivation variables during teacher education. In light of the findings, the adoption of the Structured Career Guidance and Mentorship Program supported by the college guidance office, emphasizing building strong career identity, intrinsic motivation, and lifelong commitment to teaching, is proposed by this study. Moreover, the Values-Based Teaching Vocation Seminar Series is suggested to enhance the presence of the altruistic motives by emphasizing the social aspect, the purpose, and the service orientation of the teaching profession. The programs are viable contributions to career guidance programs, providing support to pre-service teachers in their internship and transition into the teaching career.

Keywords: Motivation, Career Choice, Pre-service Teachers, Self-Determination Theory, Factors Influencing Teaching Choice, Correlational Study, Teacher Education.





Introduction

Education Teaching is an important part of nation-building, and the motivation of future educators and their career selection is a crucial topic of educational studies. Many studies that rely on motivational theories like the FIT-Choice Theory have been conducted in the world to identify the reasons why people decide to pursue teaching as a career, and the factors that may have been involved in the decisions include intrinsic interest, altruistic values, job security, and social influence. Based on studies carried out in various countries and educational systems, it is a well-understood fact that teacher motivation has a strong relationship with career satisfaction, commitment, and retention. The literature has, however, largely concentrated on urban universities, large centers of teacher education, or national-level samples of pre-service teachers, which might not necessarily represent the wide range of contexts that pre-service teachers train in.

The Philippine context (especially in local and rural institutions) has empirical data scarcity on pre-service teacher motivation and career perceptions. Tubod College is one of these colleges that have their own socio-cultural, economic, and institutional settings that influence the experience of its teacher interns. The issues faced by pre-service teachers in such settings are notably different, with a lack of instructional resources, high expectations of society, and diverse access to mentoring, professional support, and career advice being the main problems. It is thus vital to appreciate the motivation and career decisions of interns working in Tubod College, particularly as issues regarding the retention of teachers and long-term dedication in the education field continue to emerge as an issue of concern. Resolving this gap will offer contextual details that may aid the formulation of individual career guidance programs, mentorship, and institutional faculty to support the pre-service teachers in analogous rural and local college environments.

Objectives

The primary objective of this study is to analyze the relationship between motivation and career choice among people training to be teachers. Specifically, to determine levels of motivation in prospective teachers through assessment of intrinsic reasons as well as extrinsic and altruistic factors. The study also seeks out key factors that drive them to pursue teaching as their vocation. By looking into the connection between motivation and career choice, the research aims to understand how different kinds of motivations influence the choice to become teachers. Researchers also explore any possible differences in motivation and career choice based on factors like age and gender. Ultimately, the aim is to offer advice for education training programs which will help pre-service teachers as to how to improve motivation and increase their long-term commitment to the teaching profession.

Literature review

Intrinsic motivation refers to engaging in an activity for its inherent satisfaction rather than for some separable consequence (Ryan & Deci, 2020). In the context of teaching, intrinsic motivation includes personal satisfaction, passion for working with children, and a love for learning. (Han & Yin, 2022).

The study seeks to examine how the intrinsic motivation of the Millennial teachers in training influences their professional learning in Initial Teacher Education (ITE) and their perceived competence. Findings indicate that intrinsic motivation, specifically involving passion and personal development matter very much to competence, such as subject knowledge, pedagogy, and educational knowledge. As noted by Tang et. al. (2020), the key elements are mediated by coursework and interactions in ITE. To explore this, the researchers consistently use a mixed approach including both quantitative and qualitative methods. On one hand, a quantitative component shows key motivational factors, while on the other, via six case





studies, the qualitative aspect focuses on deeper linkages through four underlying factors. Although the study does not cite an explicit theoretical basis for the research but works along lines consistent with motivation and development theory in education.

The study aims to evaluate the reliability and validity of the FIT Choice Scale and closely examine the motivations and perceptions of early childhood and primary teaching education students in choosing this path. According to Alvariñas-Villaverde et al. (2022), results confirm strong reliability and validity for the FIT Choice Scale, with twelve motivating factors identified and six perceptions. Among these, key motivations for choosing teaching include educational influence, intrinsic value of the profession, contributions to society, and being with children. Notably, intrinsic motivations are clearly the strongest compared to factors including monetary rewards and incentives. Methodically, the study used a quantitative method and using FIT Choice Scale translated into Spanish; study respondents included 262 student teachers aged from 18 to 27; there is a higher proportion of females (83.2%) than males (16.8%). Ultimately, this study builds upon FIT Choice Theory prescribed to look into the motivating and perceptual factors that influence decisions to choose a teaching career.

Extrinsic motivation involves performing an activity to achieve separable outcomes, such as financial rewards or job security (Ryan & Deci, 2020). External rewards such as salary, job stability, and career opportunities influence career decisions (Watt & Richardson, 2021).

The study conducted by Eze et. al. (2022) aims to look into the factors affecting career choices among prospective teachers in Technical Vocational and Training Education (TVET). Specifically, the results show that large motivators include exemplary models of success, along with the job being quite demanding. Moreover, there is also a great drive to impart knowledge and skills; offering financial aid to poor students; and national demand for TVET teachers. Qualitative analysis has identified three main themes: an urge to help students and their community, passion for teaching this field, and financial assistance to underprivileged students, with significant gender differences in generous and intrinsic motivation. In terms of methodology, mixed methods research design is employed using a self-administered questionnaire for quantitative data and essays and narratives for qualitative data using a triangulation design. The respondents comprised 78 postgraduate students enrolled in the Program Diploma in Education (PGDTE) at the University of Nigeria. The identified themes in motivational reasoning are based on career decisions from education studies with a focus on intrinsic, extrinsic motivation, and altruism.

The study investigates whether changes to education qualification requirements for aspiring teachers affect motivation to enter the profession. According to Basikin B. (2022), the results reveal that initial motivations mostly come from external sources (48.2%) and fall back on a career (41.8%). However, by the 8th semester, there's a significant increase towards autonomous extrinsic motivation (75.9%), which suggests a generally higher quality of teaching over time. Methodologically, the study uses mainly qualitative methods and analyzes responses by coding and labeling in terms of the Self Determination Theory (SDT). Specifically, the work involved 299 English Language Education students (response rate at 74.75%) from a sample of 400. Furthermore, motivation types are categorized according to SDT, and at its base.

Altruistic motivation is driven by the desire to teach based on the impact on students' lives, societal contribution, and a sense of duty (Kim & Corcoran, 2020).

The study explores motivations for Ghanaian teacher candidates choosing teaching as a profession. According to Abonyi, U. K., Awhireng, D., & Luguterah, A. W. (2021), results show that aspiring teachers are mostly driven by creating a better future for children, previous classroom experience, higher social equity, and an assessment of their own teachability. More





importantly, the findings indicate that women prioritize job security and work-life harmony as opposed to men, and villagers tend to value intrinsic career motivation more than students from cities. Methodologically, the study employed a descriptive survey using a quantitative methodology. The University of Education, with one main campus in Ghana, was randomly selected for this. Although no specific theory was stated directly, the method relates to theories related to career choice and retention of teachers.

The study aims to explore what motivates pre-service teachers to view teaching as a career for life, and also to study how motivation plays a part in their choice to be teachers. According to Nargis Noor, Huma Akram, and Muhammad Kamran. (2021) challenges showed that they most often act out of intrinsic motivation driven by altruism. Subsequently, extrinsic factors and social pressure motivate the rest. Gender differences were evident, with most differences between men and women; however, there has not been a significant difference in age, teaching experience, or qualifications. In terms of methodology, a quantitative methodology was used along with descriptive and inferential statistical tests based on responses to questionnaires. The sample size was 147 prospective teachers selected by purposive sampling from Loralai University. Finally, while researchers reference a few specific motivations, the study ties closely with motivational theories that connect to decision-making in professional careers and teaching commitment.

Social influence means that the people we see or hear around us can change how we think or feel, or the actions performed. It includes things like feeling peer pressure and just being polite and conforming. According to McLeod (2025), social influence is when individuals change their attitudes and beliefs or behave in certain ways as a result of seeing or imagining others nearby. Additionally, culture shapes the ways people behave and make decisions within a given society. Cultural elements include beliefs, values, norms, and typical practices that affect communication style, family composition, and health behaviors as well. For example, cultural beliefs can affect health outcomes because they determine perceptions of sickness and willingness to get medical help (Fiveable, 2025).

The study of Simonsz et. al. (2023) probes into motivations for aspiring teachers, regarding their educational ideals and meaningful engagements both outside and inside teacher education. Key findings reveal the highest ranking for motivations regarding social utility value, and also great regard for sentiments of social commitment, feelings of autonomy, and understanding and expertise of their chosen subject matter. In terms of methodology, the study adopted quantitative methodology using the Factors Involved in Teaching Choice scale to study motivations and ideals. Survey respondents included 116 student teachers from three Dutch teacher training institutes who had just graduated from a bachelor's program of secondary teachers (history and English). Results suggest that practical internships have a greater influence on forming educational ideals compared to coursework at teacher education institutes. However, the specific theoretical framework of this study is not given in this abstract directly.

The investigation explores the motivations influencing the choice to teach as a career. According to Chandran et al (2025), highlighted motivations for ensuring a high quality of teaching within higher education and similarly for supplying sufficient numbers of good quality educational professionals. The research employed a quantitative research design that included a survey of 54 students who were in a teaching education program at an institution of diverse disciplines. Findings indicate that motives for teaching turned out to be especially strong among participants from marginalized backgrounds. Additionally, student teachers also reported high extrinsic motivation. Many motivational factors seemed to impact participation, including gender, category of social background, type of school, faculty of study, and medium





of teaching and learning. This study was based on the Motivation Triple Theory (intrinsic motive, altruistic motives, and extrinsic motives) to analyze what triggers people to choose teaching as a career.

These perceptions are definitely shaped by factors such as support directly from your employer, plus your access to programs for learning and developing professionally. Understanding perceived opportunities of career is clearly important because this really matters for motivation, job satisfaction, and also retention. Take, for example, the study by Benson-Greenwald and Diekman (2021) and other results, which point out that when people see roles as goals that they can feel good about, this leads to their motivation being much stronger. This just underlines how crucial it is for individual goals to coincide with available opportunities.

Investigating the effect of workshops to elevate teaching competitions on the professional commitment of future teachers in China. Findings reveal that participation in workshops had a significant positive effect on future teachers' commitments. Workshops improved their dedication to teaching as a profession, level of investment in personal time, and motivation in professional development. According to Cheng, C., & Zhao, J. (2023), a mixed research design was used to combine quantifiable and qualitative research. Specifically, questionnaires were administered to 43 teachers who took part in workshops and to 98 who did not, and qualitative interviews were conducted with five teachers to discuss in more detail the outcomes observed. Furthermore, key characteristics of professional learning communities named as influential include common vision, collaboration, and reflective dialogues. However, the specific theoretical framework used in guiding this study is not mentioned in this abstract.

Exploring ways to encourage Australian teacher education students to regard early childhood education as an attractive career. Findings suggest that these young teachers were more likely to experience early childhood education positively when their placement environment was supportive and inspirational, and their future career consolidation prospects were clear. To achieve this, Moore et al. (2023) employed research by Design, analyzing surveys and interviews with 37 teacher education students involved in enhanced professional placements. Moreover, Methods comprised workshops, mentoring, and interactions designed to build professional Theoretically, the study used the theoretical lens of professional identity to study how those experiences shaped views of the profession.

This study investigates competency levels in making career decisions among aspiring science teachers and perceptions of career plan development. Findings indicate that participants have high self-efficacy about decision-making. As noted by Ince Aka, E., & Tasar, M. F. (2020), they are usually actively involved in planning their own careers, and they are greatly influenced by opinions from family members. Moreover, participants view career planning as a long process throughout life and affect both personal and professional aspects. Methodologically, a mixed method approach was used and included quantitative results such as Career Decision Making Self-Efficacy Scale (CDSS) scores and qualitative one of open-ended written responses. Additionally, the participants' sampling is comprised of 88 aspiring teachers from one State University, but the sampling method isn't specified. Theoretically, the research is grounded in Bandura's concept of career decision-making efficacy.



Conceptual Framework

The study proposes a correlational relationship between two key variables, as shown in Figure 1.

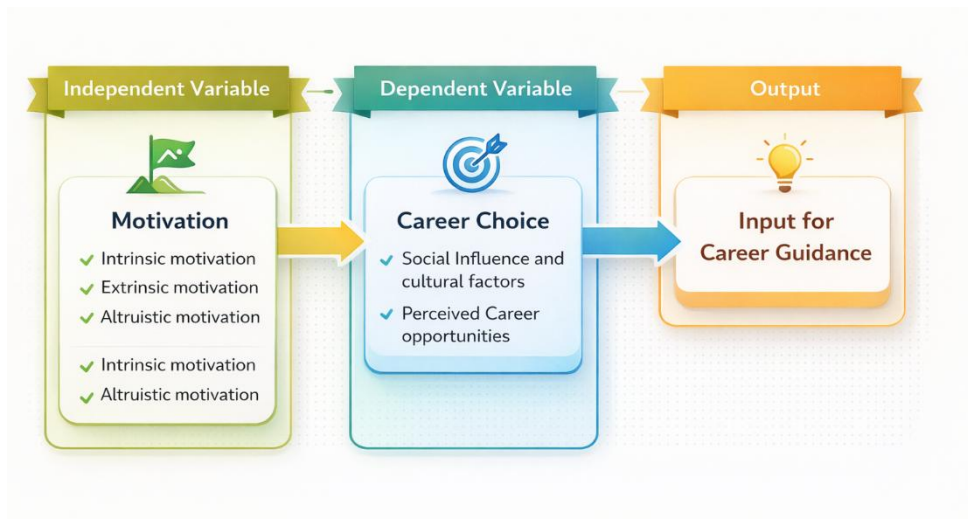


Figure 1. The Schematic Diagram of the Study

The conceptual framework of the research is pegged on the assumption that the motivation of pre-service teachers has a big impact on their career choice. According to the diagram provided in Figure 1, motivation is considered the independent variable, and it can be subdivided into three dimensions, namely intrinsic motivation, extrinsic motivation, and altruistic motivation. These motivation factors are the internal and external factors that influence the interest, commitment, and involvement of pre-service teachers in the teaching vocation. Intrinsic motivation is defined as internal satisfaction, which is based on teaching, e.g., personal satisfaction, enjoyment of teaching, and self-actualization. External rewards and conditions are entailed in extrinsic motivation, which includes the following: salary, job security, professional recognition, and career stability. Altruistic motivation is associated with the willingness to serve society, assist learners, and do something significant through teaching.

All of these three motivational dimensions have an impact on the dependent variable, which is career choice. Two important indicators, which are used to operationalize career choice, include social influence and cultural factors, and perceived career opportunities. Social influence comprises family expectations, cultural values, and societal views of the teaching profession, whereas perceived career opportunities entail beliefs regarding job security, career development, and long-term job prospects in the teaching profession.

The framework also presupposes the positive and direct relationship between motivation and career choice. The increased intrinsic, extrinsic, and altruistic motivation will result in better and more positive perceptions of career choice among pre-service teachers. The theoretical basis of this relationship is the Self-Determination Theory and the FIT-Choice Model, which states that motivation is one of the key factors that influence the choice of career and commitment towards the profession.

Therefore, the conceptual framework demonstrates how different forms of motivation can be used as predictors of career choice, and the study will involve the analysis of how all these motivational variables together can have an impact on the pre-service teachers to choose teaching as a career.



Statement of the Problem

This current study proved the relationship between the motivation of pre-service teachers and the choices they make.

Specifically, this study sought to answer the following questions:

1. What is the demographic profile of pre-service teachers in terms of
 - 1.1 Age
 - 1.2 Sex?
2. What are the key motivational factors influencing pre-service teachers' motivation in terms of
 - 2.1 Intrinsic Motivation
 - 2.2 Extrinsic Motivation, and
 - 2.3 Altruistic Motivation
3. How do pre-service teachers perceive their career choice in terms of
 - 3.1 Social Influence and Cultural Factors
 - 3.2 Perceived Career Opportunities
4. Is there a significant relationship between pre-service teachers' motivation and career choice?
5. What program can be developed based on the findings of the study that will serve as the basis for career guidance?

Methodology

Research Design

The research adopted a self-administered questionnaire survey developed by the researcher to assess the motivation and career choice of pre-service teachers. The instrument was first pilot tested before the actual data collection in order to determine its reliability and internal consistency. The reliability analysis performed on Cronbach's alpha showed that the consistency was at an acceptable to high degree in the subscales. Precisely, the Intrinsic Motivation subscale produced Cronbach's alpha of 0.86, the Extrinsic Motivation of 0.82, and that of Altruistic Motivation of 0.88. On the other hand, the Career Choice Perception subscale had a reliability coefficient of $\alpha = 0.85$, and it can be concluded that the instrument was reliable and suited to the study. These values are higher than the required acceptable level of 0.70, which is a verification of the uniformity and reliability of the questionnaire.

Research Participants

The researcher used purposive sampling in this study, and the sample of respondents included 59 pre-service teacher interns of Tubod College. The interns were selected specifically due to the fact that they were actively involved in their internship and thus the best participants of the study in the analysis of motivation and career choice, where theory is intertwined with a real classroom practice. In comparison to other pre-service teachers who had not even been exposed to the realities, demands, and expectations of the profession yet, interns can have first-hand experience of what the profession entails. Thus, the choice of the 59 interns meant that the data obtained were context-related, experience-related, and in line with the goals of the study, especially the perception of motivation and career in a crucial period of professional development.

Research Setting

The researchers will be conducting the study within Tubod, Lanao del Norte Area, where the respondents originated from. Tubod is the capital of the province of Lanao del Norte, and a first-class municipality. It has 60,182 residents, according to the 2020 census. The spring in Sitio Baybay in Poblacion is where Tubod got its name. The elders say that the spring will





not empty, even in the longest dry season. The word “tubod “means “the water source” in Cebuano. Christian settlers from Luzon and the Visayas arrived in this area, according to history. Tubod has 24 barangays and occupies a land area of 24,000 hectares (59,000 acres).

The research will be conducted at Tubod College, specifically focusing on final-year pre-service teachers who are currently undergoing their teaching internship. Tubod College provides a suitable setting for this study as it offers teacher education programs that prepare students for careers in education. The study will take place within the college’s education department, where pre-service teachers engage in academic coursework, field experiences, and internship programs in partnership with local schools.

Research Instrument

To examine the correlation between the motivation of pre-service teachers and their career choice among interns of Tubod College, this study uses a researcher - made survey questionnaire designed to gather data on pre-service teachers’ motivation and career choice from Tubod College. The questionnaire was structured based on related literature and present frameworks relevant to teacher motivation and career decision-making. It has three main sections: (1) Demographic Profile of the respondents, (2) Items which measure the level of motivation toward teaching using a Likert scale format, and 3) Items which look at what influences their career choice.

The instrument was evaluated with experts in education and research fields to ensure content validity and overall item appropriateness. A pilot study will be conducted to determine the reliability of the tool. The data collected via this survey will be used to look at the relationship between the level of motivation and career choice among pre-service teacher interns, which plays into the correlational nature of the study.

Results and Discussions

This chapter presents the collected data, its analysis, and interpretation in accordance with the objectives of the study entitled, “Correlational Study on Pre-Service Teachers’ Motivation and Career Choice Among Tubod College Interns: An Input for Career Guidance.” The data were systematically arranged in tables to facilitate a comprehensive understanding of the respondents’ demographic profile, their motivation levels, and their perceptions regarding career choice.

Problem 1. What is the profile of the respondents in terms of:

Table 1. *Respondents Profile*

Profile		Frequency	Percent
Age	21 – 25	50	89.3
	26 – 30	1	1.8
	31 – 35	2	3.5
	36 – 40	1	1.8
	41 – 45	1	1.8
	46 – 50	1	1.8
	Sex	Female	50
Male		6	10.7

The demographic profile of Tubod College's pre-service teachers is shown in Table 1. The majority of the interns were in their early adult stage, a typical age for individuals completing teacher education programs, as indicated by the fact that the majority of





respondents (89.3%) were between the ages of 21 and 25. A small percentage, reflecting atypical or late-entry pre-service teachers, were between the ages of 26 and 50.

Only 10.7% of the respondents were male, while 89.3% of the respondents were female. This implies that the majority of Tubod College internship students are female pre-service teachers, which could have an impact on the group's views on motivation and career choice.

According to Kim and Cho (2021), in the initial stages of teacher education, females outnumbered males by a large margin. Women are still the majority in education, and it is because of their characteristics being similar to nurturing roles and society's expectations that they take up teaching the most.

The teaching profession is primarily composed of females, and most of the pre-service teachers are in their early adult years. In the Philippines, most of the teacher education students are females in their early twenties, and this indicates the presence of old gender roles in education, according to Caballero and Salazar (2022). In the same way, Dela Cruz & Manalo (2021) wrote that females pursuing teaching as a profession very often do so because they associate it with its nurturing and community-oriented features. Haukås and Rindal (2020), on the other hand, pointed out that the trend continues globally, where teacher education programs are more female than male-dominated, and particularly young adults are the ones most attracted by this profession.

Problem 2. What are the key motivational factors influencing pre-service teachers' motivation in terms of:

Table 2 Scoring Procedure and Interpretation

Rating	Scoring Scale	Qualitative Description	Qualitative Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
4	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Neutral	Moderate
2	1.80 – 2.59	Disagree	Low
1	1.00 – 1.79	Strongly Disagree	Very Low

Table 3 Key motivational factors influencing pre-service teachers' motivation

Variables	Min	Max	Mean	SD	Qualitative Interpretation
Intrinsic Motivation	3.20	5.00	4.31	0.546	Very High
Extrinsic Motivation	2.40	5.00	4.10	0.611	High
Altruistic Motivation	3.00	5.00	4.42	0.587	Very High
Key Motivational Factors (Total)	3.20	5.00	4.28	0.497	Very High

The overall mean score of 4.28 (SD = 0.497), as presented in Table 3, suggests that Tubod College pre-service teachers are very highly motivated. Altruistic motivation had the highest mean of the three characteristics (M = 4.42, SD = 0.587), indicating that the majority of respondents are highly motivated by a desire to serve others and make a positive contribution to society through their work as teachers.





Intrinsic motivation (M = 4.31, SD = 0.546) came next, suggesting that many pre-service teachers experience personal fulfilment and find fulfilment in teaching-related activities. Extrinsic motivation, on the other hand, showed a somewhat lower but still high mean (M = 4.10, SD = 0.611), suggesting that outside incentives like pay, recognition, and job security also have an impact on their motivation.

Li and Yu (2023) express that the pre-service teachers who are powered by altruistic motivation would be most likely to be committed to teaching throughout their lives. They are the ones who will persist and be ardent in the teaching profession. This is indeed the case with the current finding of altruistic and intrinsic motivations being the highest-ranked ones, which indicates that the future educators are indeed purpose-driven.

Pre-service teachers' motivation consists not only of self-fulfillment but also of social impact. Deci et al (2019), in their theory of Self-Determination, affirm this by saying that intrinsic and charitable motives are the greatest sustainable engagement. Teachers who connect their personal significance to teaching are more likely to have a strong professional identity, as posited by Han and Yin (2022). Similarly, in their study, altruistic motives, for instance, helping others, usually prevail over monetary rewards in teachers' lifelong commitment.

Overall, these findings show that pre-service teachers choose and pursue a teaching vocation mostly for internal, selfless motives. This is a crucial factor for career counselling and motivational support programs in teacher education.

Problem 3. How do pre-service teachers perceive their career choice in terms of:

Table 4 Pre-service Teachers' Perception of Their Career Choice

Variables	Min	Max	Mean	SD	Qualitative Interpretation
Social Influence and Cultural Factors	3.00	5.00	4.13	0.631	High
Perceived Career Opportunities	3.00	5.00	4.45	0.488	Very High
Perception of career choice (Total)	3.00	5.00	4.29	0.502	Very High

The pre-service teachers' perception of career choice is shown in Table 4. The majority of respondents appear to have a strong and positive attitude towards becoming teachers, as evidenced by the overall mean of 4.29 (SD = 0.502), which shows a very high perception of their chosen career.

Perceived career opportunities had the highest mean score (M = 4.45, SD = 0.488) among the categories, suggesting that respondents see teaching as a job that provides opportunity for progress, personal development, and steady employment. Their career choices are also greatly influenced by cultural respect for teaching, community values, and family expectations, as seen by the high mean for social influence and cultural factors (M = 4.13, SD = 0.631).

When pre-service teachers view teaching as a stable profession with clear opportunities for career advancement, they tend to develop more positive perceptions of the profession. This finding is consistent with research indicating that job security and professional status are significant motivators for choosing teaching as a career (Watt & Richardson, 2021).



In general, pre-service teachers regard teaching as a dependable and meaningful profession. Watt and Richardson (2023) pointed out that teaching is considered a profession with social contribution and job security. Likewise, Nguyen and Pham (2022) found that education students link teaching with lifelong stability and respect in their community. In addition, the cultural and family expectations still have a strong influence on encouraging people to enter the teaching profession.

Overall, the findings suggest that both personal aspirations and external influences contribute positively to Tubod College pre-service teachers' perceptions of their career choice. This is a crucial finding for creating successful career counselling and motivational initiatives. Problem 4. Is there a significant relationship between pre-service teachers' motivation and career choice?

Table 5 Relationship between pre-service teachers' motivation and career choice

Variable	Correlation Coefficient (Spearman's rho)	Effect size	p-value	Remarks
Pre-service teachers' motivation and career choice	0.781	Strong	< 0.001*	Significant

*Correlation is significant at the 0.05 level

The relationship between pre-service teachers' career choice and motivation is presented in Table 5. A strong and statistically significant positive relationship between the two variables is indicated by the results of 0.781 with a p-value < 0.001.

This indicates that higher levels of motivation among pre-service teachers are strongly associated with more positive perceptions and choices toward pursuing a teaching career. According to the findings, motivation is a significant determinant of career choices.

The present research supports the assertion made by Nguyen and Tran (2021) that motivation is a direct and significant factor influencing career commitment among students in the education field. It means that stronger career choice alignment results from higher motivation, thus reinforcing the role of motivation as an essential predictor of teacher retention.

According to the study's findings, improving pre-service teachers' motivational factors may increase their commitment and enthusiasm for the teaching profession and offer insightful information for initiatives aimed at career guidance and teacher preparation programs.

One of the main factors influencing the choice of teaching is motivation, which has a very strong positive correlation with it. Canrinus and Helms-Lorenz (2020) demonstrated that teachers who are motivated usually have even higher work engagement and loyalty to their professions. In an associated research, Alawamleh and Al-Twait (2022) verified that students' trust in their career decisions is highly affected by intrinsic motivation. Similarly, Dela Cruz (2023) reported that there is a strong relationship between motivation and pre-service teachers' views of teaching as a worthwhile and satisfying career.

Problem 5. What program can be developed based on the findings of the study that will serve as the basis for career guidance?

Table 6 Suggested Career Guidance Programs

Program Component	Linked Finding	Purpose
Altruism in Action Workshops	Altruistic Motivation	Engage students in community teaching outreach to reinforce the value of teaching as service.





Program Component	Linked Finding	Purpose
Purpose & Identity Reflection Circles	Intrinsic Motivation	Conduct guided reflection sessions where students express their personal teaching purpose and identity.
Career Opportunity Awareness Forum	Perceived Career Opportunities	Invite professionals to talk about career paths, salary progression, and promotion opportunities.
Mentorship and Recognition System	Need for mentor support.	Pair interns with mentor-teachers who will provide feedback and emotional support.
Professional Confidence and Resilience Training	Motivation linked to persistence	Conduct motivation talks, stress management workshops, and confidence-building activities.
Teaching Commitment Pledge Ceremony	Strong correlation between motivation and career choice	Formal closing activity where interns affirm their commitment to the teaching profession.

All the time, pre-service teachers have a very good perception of teaching, considering it really meaningful and safe. Klassen and Durksen (2020) indicated that a positive career perception strengthens motivation and vice versa, forming because of that a more powerful teacher identity among the candidates. In line with this, Kumar et al (2021) found that the more motivated the pre-service teachers, the more they would keep a positive outlook about their teaching career. Similarly, Lim and Chapman (2022) stressed that recognizing these perceptions enables the institutions to devise more efficient support programs to keep the enthusiasm during the whole teacher education process.



Knowledge Contribution

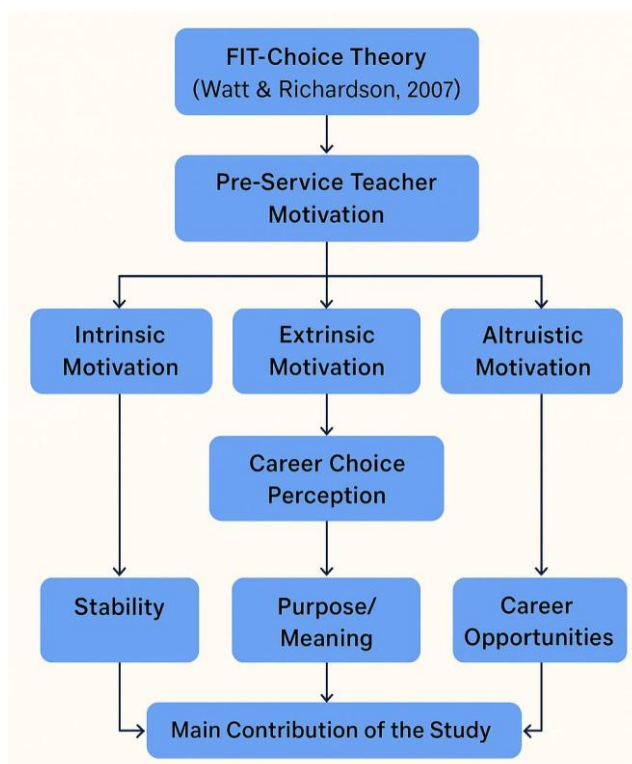


Figure 2: Knowledge Contribution

The findings of this research can be additionally useful for both educational psychologists and career guidance practitioners. To begin with, it highlights the power of existing psychological theories by showing that intrinsic—that is, the sheer enjoyment of teaching—and altruistic—that is, the desire to help others—are the most powerful forces driving pre-service teachers. This is in line with the FIT-Choice Theory of Watt and Richardson (2007), which argues that people get into teaching because they see it as meaningful, socially valuable, and personally fulfilling. The study adds to the volume of evidence provided by research conducted in the Philippines, thus confirming the dominant role of these motivators among today’s teacher interns despite the changing educational and societal expectations. Secondly, the study greatly impacts guidance and counseling by furnishing a dependable motivation profile and an unambiguous comprehension of pre-service teachers' future career perceptions. The findings reveal a robust link between motivation and career choice. Guidance offices can now carry out targeted interventions (e.g., mentorship programs, motivational workshops, and career preparation seminars) based on actual research data rather than on assumptions. This enables the institutions to establish more efficient support systems that can cultivate motivation, fortify commitment, and eventually produce teachers who are ready for and able to sustain professional success over the long term.

Recommendation

Based on the findings and conclusions from the study, the following recommendations are made.

Teacher Education Institutions (TEIs). It is advised that Values-Integrated Teaching Experiences should be institutionalized in Teacher Education Institutions. With the extremely



high scores of intrinsic and altruistic motivation in Table 3, Community-Based Teaching Immersion Programs could be introduced to TEIs, in which the pre-service teachers would participate in organized outreach instruction lessons and then reflect on these lessons through guided sessions. These exercises will assist in supporting service-oriented values and emotional dedication of the pre-service teachers to the profession.

Career Guidance Office. Considering the close correlation between motivation and career choice, the Career Guidance Office will be advised to have an Internship Reflection Portfolio Program. This program would need the interns to write weekly reflections of their teaching experience, challenges, motivation, and career lessons during their internship. Guided reflection circles, amidst the guidance counselors, can be held monthly to enable interns to process experiences and to build positive career identity. This directly helps to prove that motivation plays an important role in career perception and commitment.

Faculty Members. The faculty members are invited to implement a strategy of Mentor-Feedback Recognition Strategy where pre-service teachers will be provided with consistent formative feedback and verbal recognition during the internship supervision. As the intrinsic motivation was very high, the positive feedback, support, and confirmation by teachers can also contribute to the confidence, professional identity, and perseverance, particularly in the case of interns who are stressed or feel doubtful about their abilities.

College Supervision and School Administrators. College supervisors and administrators can create a Career Pathway Orientation Program to introduce interns to the career opportunities available to them upon graduation, and these opportunities may include pathways to licensure, graduate studies, and promotion in the teaching field. Supervision practices that align with the positive perception that the interns have towards teaching as a long-term and fulfilling career can reduce the uncertainty and help with long-term commitment to the career.

Future Researchers. The researcher is urged to carry out longitudinal studies that can monitor the motivation and career perception of the pre-service level of education to actual teaching. Based on the findings of this study, future studies can also examine the effectiveness of structured reflection programs and mentorship interventions in increasing teacher retention and professional identity in the long run.

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