Motivational Factors Influencing Teaching Choice Among Primary School Teachers in Tanzania

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Abstract

Understanding Motives behind choosing a teaching profession is crucial in influencing teachers' commitment and credibility. This study explores motivational factors influencing career choice among primary school students in the Tanzanian context. Based on the FIT-Choice Framework, the mixed-research design approach was used to integrate the quantitative and the qualitative aspects. The proportionate stratified random sampling technique was used to select 381 respondents, and the homogeneous purposive sampling was used to select 15 participants. The questions and the interview Questionnaires and interview guides with factors influencing teaching choice were used to collect information. Data were analysed using means, standard deviations (SD), Analysis of Variance (ANOVA) and thematic analysis. Data on rating-scale responses involving pragmatic, intrinsic, extrinsic and altruistic motives were identified. The results showed that pragmatic factors prompt 75% of teachers to aspire for a teaching career. In light of the findings recounted, teacher training policies should be revisited to professionalise teaching within the framework of lifelong learning and workshops on professional development for newly recruited teachers should be organised.

Keywords: *Motivational factors, teaching choice, influencing, teacher, Tanzania*

Introduction

Career choice is a significant concern for individuals nearing the end of their schooling (Abotsi *et al*., 2019; Ishumi, 2013; Stuart, 2013; OECD, 2005). Specifically, the choice of a teaching career encompasses essential aspects of professional development within educational systems (Salifu, Alagbela & Ofori, 2017; Sun *et al*., 2022; Saito, 2024). Teachers are indispensable stakeholders in education, without whom no country can achieve its educational goals. Understanding the motives behind choosing a teaching profession is crucial, as they can influence teachers' commitment and credibility (Richardson & Watts, 2007; Gore *et al*., 2015). There are two

major taxonomies of teaching motivations (Low *et al.*, 2017). One of the widely cited models on teaching motivations is the tripartite framework (i.e. intrinsic, altruistic and extrinsic motivations) noted by Kyriacou and Coulthard (2000) and Moran, Kilpatrick, Abbot, Dallat, and McClune (2001). Another taxonomy of teaching motivations is the factors influencing teaching choice (FIT-Choice) framework proposed by Richardson and Watt (2006) and Watt and Richardson (2007).

Research highlights various motivations for aspiring teachers, categorised into four key areas: intrinsic, extrinsic, altruistic, and pragmatic (Bastick, 2000; Lai *et al*., 2005; Watt & Richardson, 2012). Intrinsic motives are driven by personal beliefs and values, such as a passion for working with children and the desire for intellectual fulfilment (Jarvis & Woodrow, 2005; Sinclair, 2006). In contrast, extrinsic motivations include factors like job security and financial benefits (Butt *et al*., 2010). Altruistic motives often reflect a commitment to social contribution and equity (Richardson & Watt, 2006), while pragmatic factors may arise from life circumstances leading individuals to the teaching profession (Watt & Richardson, 2007).

This study assessed the motivational factors influencing teaching choice among primary school teachers in Tanzania.

While substantial research has explored motivations for choosing a teaching career, most studies have concentrated on Western contexts or secondary education settings (Watt & Richardson, 2012; Gore *et al*., 2015). These studies often overlook the unique cultural and economic factors that influence career decisions in developing countries. For instance, existing literature has not sufficiently addressed how local societal values or educational policies in Tanzania shape the motivations of primary school teachers. Moreover, while intrinsic and extrinsic motivations have been categorised broadly, the specific influences on Tanzanian teachers remain under-explored, particularly in light of recent changes in educational policy and societal attitudes towards teaching. This gap is significant, as understanding the unique factors of teaching choice in this context could inform effective recruitment and retention strategies.

The motivations behind individuals choosing a teaching career have led to a steady stream of studies and reports from various countries worldwide (Watt & Richardson, 2007). These motivations can be categorised into intrinsic, extrinsic, altruistic, and pragmatic domains (Abotsi *et al*., 2019). Research indicates that approximately 30% of teachers leave the profession within five years of graduation (Liu *et al*., 2000). In countries like Australia, the United States, and the United Kingdom, for example, one in five teachers exits the

profession within three years due to the widening salary gap between teaching and other professions, coupled with the challenges and disappointments associated with the teaching profession.

Drawing insights from Liu *et al*. (2000), Brookhart and Freeman (1992), and Nesje *et al*. (2017), intrinsic, extrinsic, and altruistic motivations emerge as the most significant factors influencing career choice. In one study, Nesje *et al*. (2017) explored the motivations for becoming a teacher in Norway, identifying economic, social, interpersonal, intellectual, and ethical reasons as key factors influencing teachers' career choices. Specifically, self-perception regarding abilities, the desire to shape the futures of children and adolescents, and the appeal of working in a people-oriented profession were major determinants. Additionally, factors such as social mobility, family time, social status, and job-related benefits—including security, pensions, and vacations—were crucial in influencing the decision to pursue a teaching career.

Furthermore, Suryani *et al*. (2016) examined the motivations of undergraduate teacher education students at four public and private universities in Jakarta and Yogyakarta, Indonesia. Determinants included religious influences, the availability of time for casual work, lower tuition fees for teacher education, less competitive admission processes, shorter study durations, and media dissuasion. The findings suggested that pragmatic factors were rated lower, indicating that teaching is perceived as a prestigious career with high social status.

In Switzerland, Berger and Girardet (2014) investigated the motives for choosing the teaching profession among teachers at various school levels. Their results revealed several motives, including contact with youth (32%), earning a living (31%), love for the subject (29%), and the discovery of the profession (25%). Notably, 22% of teachers reported passive motivations, indicating they chose teaching due to a lack of better options or through the process of elimination. From these findings, intrinsic value emerged as the most significant determinant of career choice. Low *et al*. (2017) reported that personal fulfilment, working with young people, working conditions, lifestyle, and professional status were among the most influential factors affecting Australian teachers' motivation to teach. In Turkey, intrinsic career value, salary, social status, social influences, and the desire to contribute to society were pivotal factors motivating teachers.

In Ghana, Abotsi *et al*. (2019) explored how ease of attrition from the teaching profession, high social mobility, and greater job opportunities influenced the choice of teaching. Their findings indicated that the ease of

leaving the profession did not significantly affect the decision to pursue a teaching career. However, the context-specific and institutionally specific findings are not universally applicable. Additionally, Mruma (2013) conducted a study in Tanzania that revealed job security and the lack of alternative job options as major determinants of teaching career choice. Interestingly, salary did not serve as a significant motivator for joining the profession, despite existing literature suggesting otherwise. A small percentage of individuals were motivated by intrinsic factors, and contrary to popular belief, low job status did not deter those interested in a teaching career; many individuals viewed the teaching profession as a backup option.

Collectively, various studies highlight the critical role of factors influencing teaching choice. Despite these valuable insights from empirical research, there is no consensus among scholars regarding the factors influencing the choice of the teaching profession in the Tanzanian context. While teaching choices encompass intrinsic, extrinsic, and altruistic motives, there is growing concern that the motivations behind selecting teaching as a profession are complex and multifaceted. In contrast, few studies—such as those by Mruma (2013) and Abotsi *et al*. (2019)—identify pragmatic factors of teaching career choice. The generalizability of these findings may be problematic due to differing contexts and job descriptions among teachers. Thus, further exploration of the determinants of career choices among primary school teachers, particularly in the Tanzanian context, is warranted.

Theoretical Framework
The Factors Influencing Teaching Choice (FIT-Choice) framework developed by Watt and Richardson (2007) was adopted to provide a valid and reliable investigation into why individuals choose teaching (Nesje *et al*., 2017). The FIT-Choice framework is grounded in the expectancy-value theory of achievement motivation, which posits a set of higher-order constructs—ability, beliefs, subjective task value, and perceived task difficulty—that influence academic choices (Wigfield & Eccles, 2000). The model includes precursor socialisation influences, followed by more proximal influences such as task perceptions, self-perceptions, values, and fallback career options (Lawver & Torres, 2011). Socialisation influences on career choice include social dissuasion, individual teaching and learning experiences, and the impact of significant others. Individuals' perceptions of their teaching abilities, as related to task demands (i.e., expert and high demand) and returns (i.e., social status and salary), are crucial in the teaching profession (Watt & Richardson, 2007; Watt *et al*., 2012).

Furthermore, the model proposes three main value classes: intrinsic value, personal utility value, and social utility value. Intrinsic value refers to the

enjoyment and interest in teaching, while personal utility value encompasses extrinsic motivations such as job security, family time, and job transferability. Social utility value pertains to altruistic motivations, including shaping the future of children and adolescents, enhancing social equity, making a social contribution, and working with youth. Additionally, the model addresses maladaptive motivation for selecting teaching as a fallback career (Nesje *et al.*, 2017). As an outcome variable, the model highlights satisfaction with the choice of teaching, which subsequently influences professional engagement and career development aspirations. Figure 1 indicates factors influencing the teaching choice model.

Figure 1. FIT-Choice Model (Adopted from Watts & Richardson, 2012).
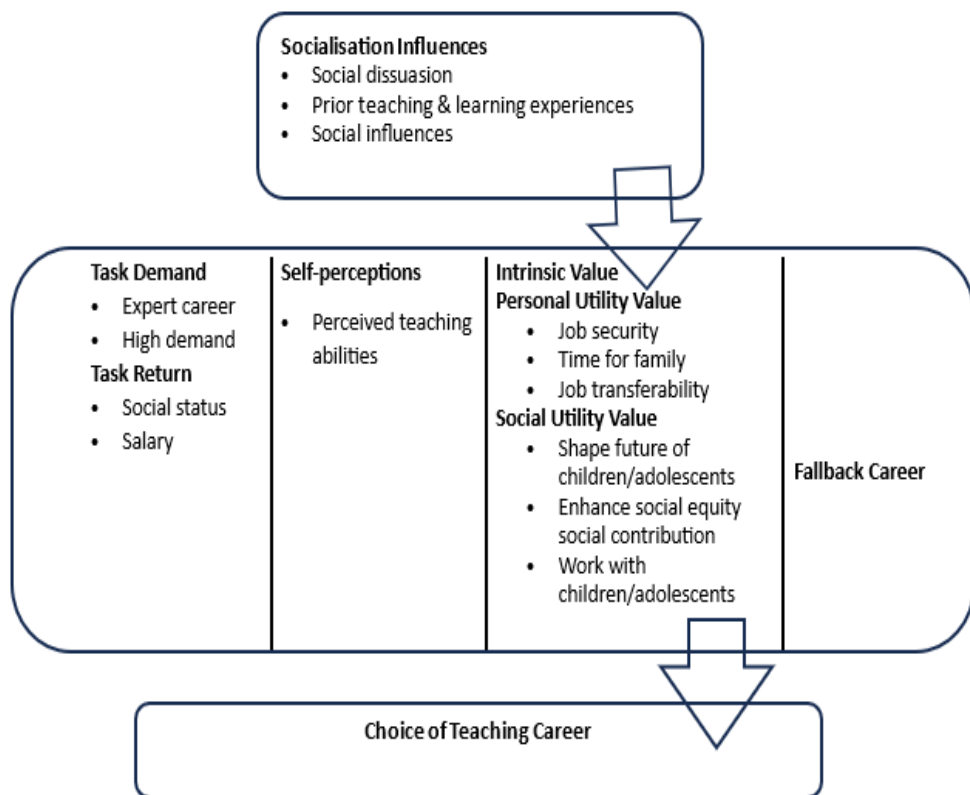
The FIT-Choice framework accounts for cultural variations in teaching motivations through its emphasis on contextual factors and individual differences that influence career choices. Here are several key aspects: The framework acknowledges that socialisation processes, such as family expectations, community values, and cultural norms, play a significant role in shaping individuals' motivations. Different cultures may prioritise various aspects of teaching, such as community service or social status, which can affect motivations.

The framework also includes intrinsic, personal utility, and social utility values, allowing for a diverse interpretation of what motivates individuals across different cultures. For instance, in some cultures, social utility values (like contributing to community welfare) may be more pronounced than in others. Additionally, the FIT-Choice Framework incorporates subjective perceptions of teaching, which can vary widely across cultures. Individuals may perceive the teaching profession's value differently based on local economic conditions, societal expectations, and educational policies.

Moreover, the model emphasises the importance of contextual factors, such as job security, salary, and working conditions, which can differ significantly between countries and cultures. These factors influence individual motivations and perceptions of the teaching profession. Lastly, the FIT-Choice framework is adaptable, allowing researchers to modify its components to fit specific cultural contexts better. This flexibility helps ensure that the framework remains relevant across diverse educational settings.

By incorporating these elements, the FIT-Choice framework provides a comprehensive understanding of how cultural variations impact motivations for choosing a teaching career. Empirical studies on the motivational factors of teaching choice seem not comparable to one another in terms of their results. The arguably lack of integrative definitional precision and overlapping categorisations of motivational factors leave the teaching profession with poorly defined constructs, warranting further knowledge on teachers' career motivations.

The demographic variables of sampled teachers constitute the type of school ownership, geographical location, sex category, age category, educational qualifications, teaching experiences, promotional position and marital status. Table 1 indicates the statistical profiles of primary school teachers among the selected schools from three districts- Kongwa, Dodoma Municipality and Chemba with respect to frequencies and percentages.

Table 1: Demographic Variables of the Respondent (N=381)

Biographical Variable	Variable Description	Frequency	Percentage
Type of School Ownership	Government	334	87.7
	Private	47	12.3
Sex Category	Male	178	46.7
	Female	203	53.3
Age Category (Years)	20-30	126	33.1
	31-40	168	44.1
	40-Above	87	22.8
Geographical Cohort	Urban	171	44.9
	Rural	210	55.1
Educational Qualification	Grade IIIA	318	83.5
	Diploma	43	11.3
	Bachelor Degree	15	3.9
	Master Degree	5	1.3
Teaching Experience (Years)	Below 10	199	52.3
	10-20	101	27.3
	21-Above	81	20.5
Promotional Position	Leader	68	17.8
	Not Leader	313	82.2
Marital Status	Married	275	72.2
	Single	93	24.4
	Divorced/Separated	7	1.8
	Widowed	6	1.6

Source: Field data

Methods

This study employs a mixed-methods research approach with an explanatory sequential design, integrating both quantitative and qualitative data to draw credible and well-founded conclusions (Creswell, 2009; Fraenkel & Wallen, 2009; Fetter & Freshwater, 2015; Punch, 2011; Tashakkori & Teddlie, 2009). The explanatory sequential design operates on a methodological hierarchy, where an initial quantitative phase is followed by a qualitative phase that serves to enhance understanding through exploration of fewer cases not amenable to numerical analysis (Denzin & Lincoln, 2003; Mugenda & Mugenda, 2003; Teddlie & Yu, 2007; Creswell, 2012; Cohen *et al.*, 2007; Punch, 2011; Yin, 2011). The integration of quantitative and qualitative phases culminates in a comprehensive interpretation of findings, leading to robust and substantiated conclusions addressing the multifaceted nature factors influencing teaching choice (Cohen *et al.*, 2007; Creswell, 2012; Fraenkel & Wallen, 2009; Gall *et al.*, 2005; Singh, 2007).

The study was conducted in the Dodoma region, selected due to its relatively low academic performance. Backwards mapping analysis of educational statistics reveals that Dodoma suffers from a high attrition rate and significant teacher turnover (United Republic of Tanzania [URT], 2021). Reports indicate that out of 193,853 permanent primary school teachers,

31,270 abandoned the profession for various reasons, including attrition (URT, 2017). The Dodoma region has particularly high teacher attrition rates, as many teachers are drawn to more lucrative opportunities outside the education sector.

Participants were recruited from three Districts: Chemba, Dodoma Municipality, and Kongwa, encompassing teachers from both urban (171) and rural (210) areas. Eligibility criteria required in-service teachers who consented to participate and held a valid certificate, diploma, or degree. The sample size (N = 381) was selected to reflect the proportional representation of teachers in the region, ensuring sufficient cases in each category to avoid selection bias and sampling variance (Cohen *et al*., 2007; Johnston & Vanderstoep, 2009; Lewis *et al*., 2009; Marshall & Rossman, 2006; Kumar, 2005; Teddlie & Yu, 2007). Additionally, 15 teachers were purposefully selected using homogeneous purposive sampling to enhance the depth and richness of the data, thereby providing a valid description of the determinants influencing teaching career choices (Teddlie & Yu, 2007; Onwuegbuzie *et al*., 2011).

A survey was administered to assess factors influencing the choice of teaching as a career. The demographic profile of respondents included school ownership type, school location, age category, gender, educational qualifications, teaching experience, promotional position, and marital status. The survey identified intrinsic, extrinsic, altruistic, and pragmatic motives influencing the choice of teaching career. The response scale descriptors were tailored to align with the nature of each statement (Lewis *et al*., 2009; Creswell, 2012; Bordens & Abbott, 2011; Punch, 2011). The use of questionnaires increased response likelihood due to their relative freedom from bias, allowing for a more accurate assessment of beliefs and attitudes.

Cronbach's Coefficient Alpha (α) tests were performed to evaluate the reliability and internal consistency of the data, with a minimum acceptable threshold set at 0.70 (Nunnally & Bernstein, 1994; Alvariñas-Villaverde *et al*., 2022). The internal consistency of the sub-scales was adequate; Cronbach's value for a global scale of determinants of teaching career choice was 0.88. However, given the limited number of items (fewer than ten), a threshold of 0.50 was deemed acceptable for this study. Multiple sources of evidence, including expert and peer reviews, triangulation of instruments, and pilot studies under actual field conditions, were employed to ensure validity and reliability (Pallant, 2005).

Quantitative data were subjected to descriptive analysis (means, standard deviations, and variance). In contrast, inferential statistical analysis,

specifically Analysis of Variance (ANOVA), was utilised to examine differences in scores among various groups. ANOVA was employed to assess the statistical significance of mean differences across more than two groups of data (Pallant, 2005), considering the probability value (p-value) against the level of significance using the Kaiser-Meyer-Olkin (KMO) measure (Kaiser, 1974) and Bartlett's test of sphericity (Bartlett, 1954). A p-value of less than 0.05 was regarded as statistically significant, corresponding to a 95% confidence level (Pallant, 2005). Finally, the internal consistency of the factors was assessed using Cronbach's alpha, following the recommendations of George and Mallery (2003) (>0.9 excellent, >0.8 good, >0.7 acceptable).

In addition to quantitative analyses, teachers were interviewed regarding their motivations for choosing a teaching career. A coding system for interview transcripts was developed based on the Auerbach and Silverstein (2003) coding scheme, allowing data classification according to key themes, concepts, and emergent patterns related to the research questions (Hollway & Jefferson, 2000; Braun & Clarke, 2006; Saldana, 2009).

Interviews were conducted to verify the authenticity of questionnaire responses and to gather qualitative narratives related to motives for choosing a teaching career. This method facilitated cross-validation of information obtained from various research tools (Newton & Rudestam, 1999; Nunnally & Bernstein, 1994; Seidman, 2006).

Thematic analysis involved specific stages: familiarisation, generation of initial codes, theme identification, theme refinement, and defining and renaming themes (Auerbach & Silverstein, 2003; Berg, 2001; Gall *et al*., 2005; Onwuegbuzie *et al*., 2011; Marshall & Rossman, 2006; Dey, 1993; Edward & Lampert, 1993). The renaming process included reviewing themes for potential merging or separation. The researcher analysed raw text to identify relevant excerpts and recurring ideas, which formed the basis for themes and narratives leading to conclusions regarding key concerns.

Ethical considerations were paramount, given the study's interaction with human participants (i.e., primary school teachers). Ethical clearance was obtained from District Executive Directors to facilitate access to participants within their jurisdictions prior to data collection. The research ensured confidentiality through a numerical coding system, allowing anonymity in the presentation of findings to prevent any potential traceability. Participants were provided with comprehensive information regarding the study's aims and potential benefits, and participation was entirely voluntary, with individuals free to withdraw at any time without consequence.

Results

Motivational factors influencing teaching choice among primary school teachers were realised with respect to four factors: intrinsic, extrinsic, altruistic and pragmatic motives. Originally, determinants of career choice varied from 0.72 to 3.92 from the mean, and so, for comparison and estimation purposes of the responses, it was transformed to 1-5.

Figure 2: Box Plot on motivational factors of teaching choice
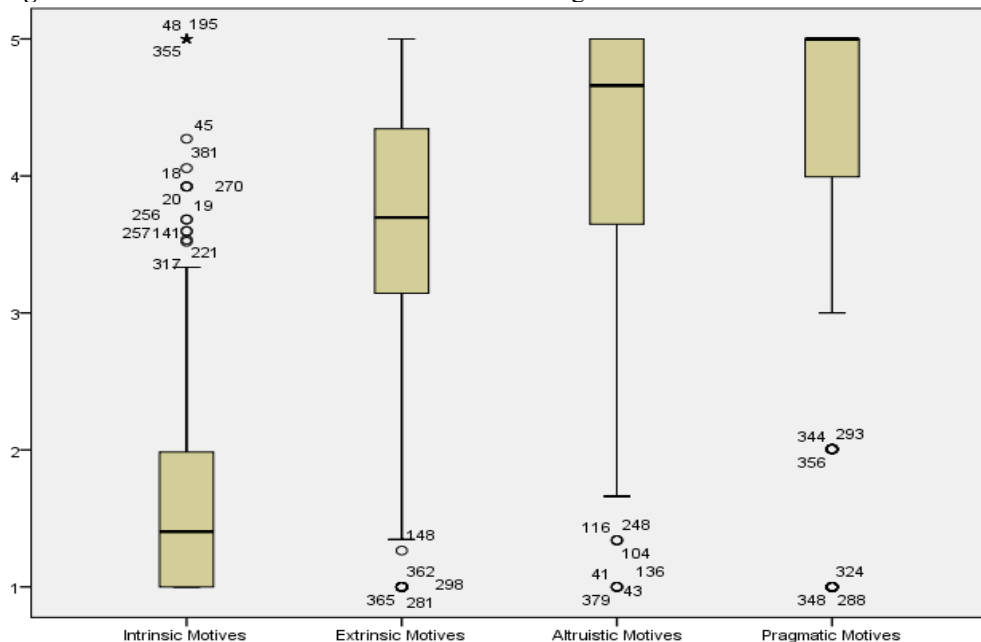
The Box plot reveals that the most pressing contributive factors for career choice were the pragmatic motives, with a variation of 4 to 5 for 75% of the data. It was notable that the uppermost 25% of the data coincides with the opinion 5 to a great extent. The lower 25% varies between 3 and 5. The factor of second order consideration was the altruistic motives, which had 50% varying between 3.6 and 5, and at least 25% which varied between 1.52 and 3.6. About six values were in the lower extremes of the factors 3 and 4. Extrinsic motives had a balanced distribution in the middle 50% values. High 25% was varying in a small region, 4.5 to 5. However, the minimum 25% has a large span of 0.4 to 3.5. Finally, the least pressing factor, however, worthy to mention was the intrinsic dimension clustered between 1 and 2 with 75% of the data. 25% of the least values are centred at 1, and the middle 50% varies between 1 and 2, with a median of 1.4.

The largest 25% falls between 2 and 3.2. There were six large values and three extreme values found in intrinsic motives. Determinant of teaching career choice from intrinsic motives varies between 1.8 and 4.9, with a

median value of 3.1. The middle 50% was highly concentrated in equal ranges from 2.92 to 3.8, with a median value of 3.1. The minimum 25% and the maximum 25% were equally distributed in a span of about 1.2 distances. So, the distribution of determinants of teaching career choice was symmetric. It was noticeable that more than 15 least observations and one large observation were found in the data.

From the means of the four factors, it was evident that pragmatic motives were most influential, with a mean of 4.43 (32%), followed by altruistic motives, with a mean of 4.24 (31%), then extrinsic motives, with a mean of 3.63 (26%) and finally, intrinsic motives, 12% (1.64 mean). The average was 3.18, implying that on average, teachers favoured a little extent response in the determinants of teaching career choice. The median was 3.27 and mode was 3.80 which show the increasing tendency depicting a negative skewness. Not at all and great extent options of teaching career choice were taken by 2.1% of the teachers. Very little extent was found by 11.5%. Majority of the teachers (52%) agreed with little extent and another 32% with some extent.

The basic distribution analysis was developed by finding the location, scale and shape parameters of the distribution. The location identifies the central tendency of the data using the arithmetic mean, median or mode, where clustered data were expected. The scale parameter was indicative of how much the data were distributed from the central value. It was the essential feature to identify the nature of the distribution of data. Even though the location and scale were fixed, there was a chance of the distribution of data to one side or both sides. This was presented by the shape parameter, showing how the data were clustered to one side or scattered to the whole range, and so on. Thus, location, scale and shape parameters were indicative of how the data were behaving and how much they deviated from the normal distribution. Table 1 displays the location parameter of the motivational factors influencing teaching choice among primary school teachers.

Table 1: Descriptive statistics of motivational factors of teaching choice

| DTCC	MC_1	MC_2	CM_3	MC_4	MC_5
Mean	1.6	3.63	4.24	4.43	3.18
Median	1.4	3.7	4.66	5.0	3.27
Mode	1.0	5.0	5.0	5.0	3.80

Note: DTCC= Dimensions of teaching career choice

MC_1=, MC_2=, MC_3=, MC_4= and MC_5= Respective dimensions of intrinsic, extrinsic, altruistic, pragmatic and a combination of motives of choice. Extrinsic motives were gently scored to a little extent on a Likert 3, which was the middle value. A t-test proved it as t=12.033 with p 0 <0.05.

Similarly, the altruistic motives and pragmatic motives were very highly scored compared to the middle response of little extent by the t-test. It was established as t=23.874 and 24.170 with p value 0<0.05, respectively. This means that altruistic and pragmatic motives were gentle or to a great extent. Generally, determinants of career choice were little away from little extent or middle responses since t=5.266 with p value 0<0.05.

Interview items on motivational factors influencing teaching choice were put discreetly reiterated, followed by responses drawn from the complete transcript text. The reasons given were diverse and numerous. In reporting excerpts from these responses, each interviewee was given a one-letter identity code preceding their answers to the question. Responses were coded according to four dimensions reflecting commonly cited reasons for teaching career choice in the literature reviewed; intrinsic, extrinsic, altruistic and pragmatic motives. The following excerpts were taken from full transcripts of fifteen interviewed primary school teachers. Figure 3 describes transcripts of motivational factors influencing teaching choice.

Figure 3: Transcripts on the motivational factors influencing teaching choice
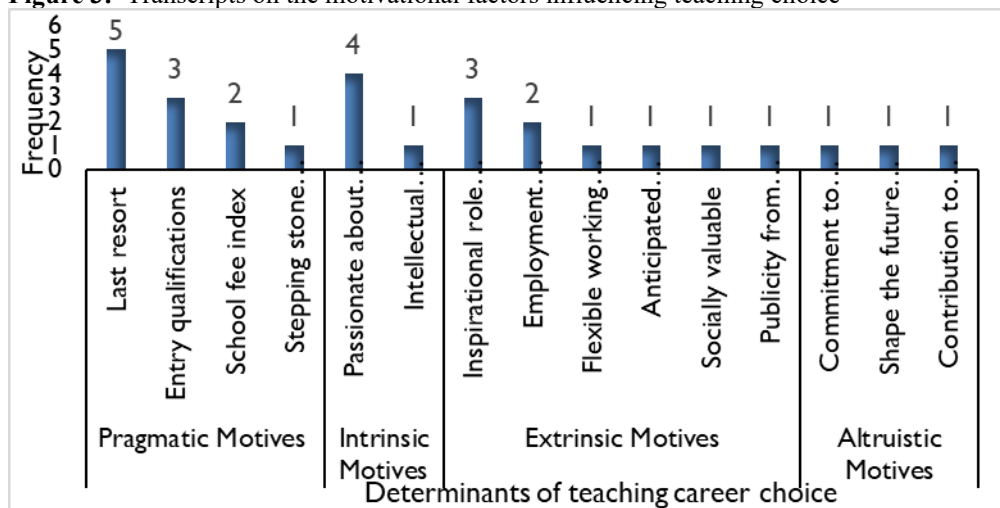
Remarkably, similar responses emerged to the question of choice of the teaching profession. 11 responses (39.3%) indicated that the motivation for entering teaching was, by 75% driven by pragmatic factors. Taking a closer look at the other dimensions, 9 responses (32.1%) expressed a greater regard for extrinsic motives, producing remarkably parallel sentiments with the survey. 71.4% of teachers admitted that extrinsic and pragmatic motives were the significant factors that had influenced them to join the teaching profession. Five responses (17.9%) explicitly and willingly stated intrinsic motives for the choice of the teaching career. Interestingly, three responses

(10.7%) dissented from the majority's view mentioned the altruistic motives to join the teaching profession.

Intrinsic motives included two components: passionate about teaching and intellectual stimulation. Extrinsic motives included six components which were inspirational role models, employment prospects, flexible working hours, anticipated pension benefits, socially valuable and publicity from mass media. Altruistic motives included three components which were commitment to serve others, shape the future of the children and contribution to the society. Other motivation factors included pragmatic reasons such as last resort, entry qualifications, school fee index and stepping stone to another career. In total, 15 motivation factors about determinants of teaching career choice were measured. It was evident that most teachers who choose teaching profession have their attention directed away from teacher education pedagogy and the teaching practicum in schools.

The findings suggest that teacher training programmes in Tanzania may need to reevaluate their approaches. Emphasising intrinsic motivation and passion for teaching could enhance teachers' commitment and effectiveness in the classroom. Additionally, addressing the pragmatic concerns, such as job security and career advancement opportunities, could make the profession more attractive. Furthermore, the significant impact of altruistic motives implies that initiatives promoting community engagement and societal contributions could enhance the attractiveness of the teaching profession. Policies that recognise and reward teachers' contributions to society may also help in elevating the profession's status.

Discussion
The study on the motivational factors influencing teaching career choice among primary school teachers in Tanzania reveals a complex interplay of various motivational factors influencing teachers' decisions. This discussion will delve into the four identified factors: intrinsic, extrinsic, altruistic, and pragmatic motives, and analyse their implications on the teaching profession. The research categorised the determinants of career choice into four primary motives. First, intrinsic motives relate to personal satisfaction and passion for teaching. However, the findings indicate that intrinsic factors scored the lowest overall, with a mean of 1.64. This suggests that personal fulfilment and passion are not the primary drivers for most teachers' career choices. Second, extrinsic motives encompassing various external rewards such as employment stability and benefits. The mean score of 3.63 indicates a moderate influence but still reflects a reliance on external validation rather than intrinsic satisfaction. Third, altruistic motives representing a commitment to societal contributions and shaping future generations.

Altruistic motives had a mean score of 4.24, indicating a significant but secondary influence on career choice, suggesting that many teachers feel a moral obligation to contribute positively to society. Fourth, pragmatic motives, which are the most significant factors, with a mean of 4.43. Pragmatic motives encompass practical considerations such as job availability and career progression. This finding suggests that many teachers view the profession as a pragmatic choice influenced by external conditions rather than a passion for teaching.

From the results and literature reviewed, generally, there is prime evidence to suggest that teachers admitted to primary schools are not genuinely interested in the teaching profession as their first choice (Ishumi, 2013). Teachers seem to choose teaching owing to the lack of a better option, contrary to the popular idea of teaching as a calling. The findings further support the earlier study by Ishumi (2013), who reported that people join the teaching profession because of the lack of qualifications in other occupations. This was especially true in the case of those who failed in gaining access to tertiary-level education, yet aspired to employment in the public service. While in most developed countries such as Canada, England and the United States of America, reasons such as working with children, liking teaching, the perceived ability of teachers were identified as the most influential (Stuart, 2013; Nyamubi, 2017). This scenario is reflective of the Organisation for Economic Co-operation and Development, which echoes factors influencing the teaching choice for this study.

Within the same line of thinking, Brookhart and Freeman (1992) assert that half of the number of teachers in different levels of schooling join the teaching profession because their examination scores fell below the requirements for the departments in which they had initially hoped to study. This was especially true in the case of those who failed in gaining access to tertiary-level education, yet aspired to white-collar employment in the public service. In contrast to earlier findings, however, no evidence of love of the subject as determining career choice was detected. Arguably, the teaching career was the last resort to many teachers seeking employment opportunities, as they most craved to become doctors, engineers or lawyers, but unfortunately would not (Papanastasiou & Papanastasiou, 2012). In the past, teaching was much sought after as a profession, but currently, teaching is widely regarded as the employment of the last resort. However, the little available working force is preoccupied with dissatisfaction, thus making the teaching career pipeline collapse at both ends.

The findings suggest that teacher training programmes in Tanzania may need to reevaluate their approaches. Emphasising intrinsic motivation and passion

for teaching could enhance teachers' commitment and effectiveness in the classroom. Additionally, addressing the pragmatic concerns, such as job security and career advancement opportunities, could make the profession more attractive. Furthermore, the significant impact of altruistic motives implies that initiatives promoting community engagement and societal contributions could enhance the attractiveness of the teaching profession. Policies that recognise and reward teachers' contributions to society may also help in elevating the profession's status.

Through the lens of factors influencing teaching choice, this research focus may bear far-reaching implications for educational policy makers to advocate for criteria for recruitment of teachers to ensure that only those who choose the profession as their career ambition are taken. Nevertheless, there are different factors influencing the teaching choice among different levels of schooling. It is potentially instructive to note, however, that findings of this study do not lend support to the contention that intrinsic, extrinsic and altruistic motives are mutually exclusive. Consistent with the findings of this study, Watt *et al*. (2012) concluded that any given factor, whether intrinsic, extrinsic or altruistic, could either evoke satisfaction or induce dissatisfaction. In contrast, the drive towards a teaching career cannot be induced by any amount of pressure from the government, educational managers or any other folk (Mwamwenda, 2010). Raising entrance standards, generating qualification standards and equitable competencies to teacher education programmes so that teachers are certified and become in touch with classroom dynamics and school realities.

Significant limitations might have beset the practical application of the knowledge generated in this study. Factors influencing teaching choice are self-reported measures drawn from within the limits of the items of the research tool. This provides no guarantee for honesty, as discrepancies such as subjective assumptions may exist, and the results may be influenced by what participants think is a socially desirable answer. The study was accurate only to the extent that reported data reflected honest and accurate statements by respondents.

Given the limitation, further lines of research aiming at diversifying data collection methods on teachers' insights can be done beyond what they say. Triangulation through comparing multiple data sources can verify the participants' answers, thereby increasing the reliability and accuracy of the research findings. Moreover, the data source of research into the choice of teaching as a career is relatively narrow, involving a small sample that is non-representative of teachers. Arguably, positivists might claim that no inductive conclusions could be generalised to a small sample if a

longitudinal study has to be conducted. Increasing sample size appropriately could be a way to address this limitation in future research.

Conclusion

Motivational factors influencing career choice among primary school teachers in Tanzania highlight a critical reliance on pragmatic motives where teachers in the Tanzanian context choose the teaching career, limited by alternative career opportunities. Altruistic and intrinsic motives play a subordinate role. Understanding these dynamics is essential for developing effective teacher training programmes and policies that align with teachers' motivations, ultimately fostering a more committed and satisfied teaching workforce.

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