TEACHER MOTIVATION AND IDENTITY FORMATION: ISSUES AFFECTING PROFESSIONAL PRACTICE

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The failure of educational reforms in many countries to acknowledge the invaluable contributions of teachers to the successful implementation of such reforms illustrates how the teaching profession has been reduced to a marginal identity. Has this situation any implication for professional practice? This paper is based on review of literature which explores motivation and identity issues affecting teachers' professional practice globally. It examines scholarly views on the concept of teacher motivation, identity and practice, factors affecting teacher motivation and identity; and discusses studies on ways of enhancing teachers' identity and motivation to practice

KEYWORDS: Teacher Motivation, Identity, Professional Practice

INTRODUCTION

Teachers play a crucial role in the success of every educational policy initiative, yet in most parts of the world they are poorly motivated and have low identity (Agezo, 2010; Cogneau, 2003; Lambert, 2004; Ololube, 2006; Rebore, 2001; Sargent & Hannum, 2005). The purpose of this paper is to explore various views of scholars on how motivation and identity issues affect the professional practice of teachers at the global scene. It explores scholarly research using traditional or what is also known as narrative literature review approach. Using this type of approach, we reviewed, critiqued and summarised a body of literature to draw conclusions about the relationships in teacher motivation, identity and professional practice. The body of literature we consulted is made

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up of the relevant studies and knowledge that address the issues of teacher motivation, identity and practice. We were selective in the studies we used, and the specific sources we consulted for the review. We used the narrative approach because we found it useful in gathering, summarising and synthesising a volume of literature on teacher motivation, identity and practice. Our primary purpose is to provide our readers with a comprehensive background for understanding current knowledge and highlighting the significance of new research in understanding these cognate areas. By doing so, our review identified gaps or inconsistencies in the body of knowledge on what is available on teacher motivation, identity and practice, thus helping to inform future research in this area, particularly important questions needed to be resolved to make the teaching profession an attractive one.

Our main concern for this review is related to gaining more insight into the concept of teacher motivation, identity and practice; fluidity of factors affecting teacher identity and motivation; and ways of enhancing teacher identity and motivation to practice. In doing this exercise we consulted various sources of databases such as ERIC. We consulted primary and secondary sources, conceptual/theoretical papers concerned with description and analysis of theories or concepts associated with teacher motivation, identity and practice and anecdotal/opinion papers, including journals, newspapers and reports in order to get the most current literature relevant to the topic. We limited the review to only research done from 1990 to 2011. This enabled us to tap and bring out the most recent issues affecting teacher motivation and identity formation.

HOW VITAL IS TEACHER MOTIVATION?

Internationally, a plethora of research on motivation (Agezo, 2010; Cogneau, 2003; Dolton & Marcenaro-Gutierrez, 2011; Lambert, 2004; Ololube, 2006; Rebore, 2001; Sargent & Hannum, 2005) have found that teacher motivation is associated with student learning outcomes. In a cross-country analysis of the relationship between teacher motivation and pupils performance, Dolton and Marcenaro-Gutierrez (2011) observe that countries with poor records of teacher motivation have low teacher performance leading to poor educational outcomes. Teachers in Switzerland earn four times more than those in Israel, just as teachers in Korea are paid at the 78th percentile in their country's wage distribution and those in the USA are paid at only the 49th percentile. These massive variations in the way different countries deal with teachers' pay reflect in their educational outcomes (Dolton & Marcenaro-Gutierrez, 2011). The Organisation for Economic Co-operation and Development (OECD) (2009)'s ranking for Programme International Student Assessment (PISA) affirms this contention. The ranking indicates that Korea is one of the countries whose performance are above average on the overall reading scale, access and relative, integrated and interpretive, reflective and evaluate continuous texts,

mathematics scale and the science scale. Switzerland comes 14th while USA and Israel come 17th and 34th respectively. Similarly, in the latest education ranking for 2011 on the percentage of population between the ages of 25-34 and 55-64 that has attained at least secondary education, the OECD puts Korea in the first position. Switzerland comes 10th while USA and Israel occupy the 12th and 13th positions respectively. Also, the organisation reveals that USA is the only OECD country where 25-34 year-olds do not have higher education attainment than 55-64 year-olds.

In Africa, issues of poor motivation have a historical origin (Cogneau, 2003). The French and British colonial powers had different education policies in Africa. The French policy in the colonies had indeed several features that led both to low coverage and high wages: education was to be provided in French only, had to be secular and teachers in rural areas were paid the same wages as their urban colleagues (Cogneau, 2003). In countries under the British rule, however, missionary education was considered an integral part of the education system and benefited from state subsidies but teachers in rural areas were not paid the same wage scale as their urban colleagues. This allowed the British colonial power to reach greater primary schooling rate at lower cost than its French counterpart (Cogneau, 2003).

Generally for the past three decades, teachers' salaries have been regularly declining throughout most low-income countries, especially in Africa (Lambert, 2004; Michaelowa, 2002). Using average primary education teacher's salary in ratio to per capita GDP by world region between 1975 and 2000, Lambert presents the following data on Africa to support his assertion:

Table 1

Primary Education Teacher's Salary in Ratio Per Capita GDP by World Region From 1975-2000.

All countries with per capita GDP below 2000 US$	1975	1985	1992	2000
	6.6	4.6	4.3	3.7
West Africa	6.6	4.6	6.0	4.4
English speaking	4.4	3.5	3.6	4.2
French speaking	11.5	8.0	6.3	4.8
Asia	3.7	2.7	2.5	2.9
Latin America	2.7	2.9	2.3	2.3
Middle East and North Africa	5.6	2.8	3.3	3.3

(Source: Lambert, 2004, p.1-2)

THE CONCEPT OF TEACHER MOTIVATION, IDENTITY AND PRACTICE

Motivation may mean different things to different people depending on the field of application. Velez (2007) conceptualises motivation as an inspiration or encouragement of a person to do his or her best. It is the behaviour needed in order to achieve anything in life; without it a person would give up at the first sign of adversity. Snowman, Mcown and Biehler (2008), however, define motivation as the forces that lead to the arousal, selection, direction, and continuation of behaviour. In their view, teacher motivation is a concept that assists us in understanding why teachers behave the way they do. Motivation to teach, according them, is " a complex construct easier to define than to understand. Motivation is not observed directly but rather infered from the teacher's behavioural indexes such as verbalisations, task choices, and goal-directed activities" (p. 569). To Bennell (2004), teacher motivation are all the psychological processes that influence their behaviour towards the achievement of educational goals and yet these psychological processes cannot be observed directly due to many organisational and environmental challenges that affect the achievement of educational goals. Measuring the determinants and consequences of teachers' motivation to work is therefore difficult. There are two important aspects of motivation that are inter-related. They are; "will-do" and "can do", and 'will- do' motivation is "the extent to which an individual has adopted the organisation's goals and objectives. On the other hand, 'can-do' motivation focuses on the factors that influence the capacity of individuals to realise organisational goals" (Bennell, 2004, p.8).

Javaid (2009) defines teacher identity as

> both the standing or regard accorded them, as evidenced by the level of appreciation of the importance of their function and of their competence in performing it, and the working conditions, remuneration, and other material benefits accorded them relative to other professional groups (p.7).

Truly speaking, the field of teacher identity and practice is a relatively new area in educational research (Cardelle-Elawar, Irwan, & Sanz de Acedo Lizarraga, 2007). Teacher identity is characterised by the way teachers perceive themselves and the images they have about "self". Teacher identity therefore denotes a dimension of the complex and life-long process of discovering oneself, a process for teachers to know themselves, their students, and the subject matter (Cardelle-Elawar, Irwan, & Sanz de Acedo Lizarraga, 2007). Teacher identity also becomes "the ability of the teacher to connect with all these elements so that they are all intertwined into one another" (Cardelle-Elawar, Irwan, & Sanz de Acedo Lizarraga, 2007, p.568).

In contemporary pedagogical circles, the term "teacher identity" is often used alongside other vocabularies like "teacher-self", individuality and fulfilment (Zembylas, 2003b). The teacher is an autonomous individual and moves between the desire to associate with colleagues and the desire to

maintain a sense of individuality. In this formulation, the teacher-self's coherent, bounded, individualised, intentional actions and beliefs become his or her consistent identity. This identity in turn becomes his or her repository of particular experiences in the school or classroom with regards to attitudes, beliefs and values (Zembylas, 2003b). Teacher identity is constantly being embedded in power relations, ideology, and culture. The philosophy underpinning teacher identity therefore is the construction of teacher identity at bottom affective, and is dependent upon power and agency (Lasky, 2005; Zembylas, 2003a).

Eraut (1994) and Higgs, Titchen and Neville (2001) see professional practice as a propositional, theoretical or scientific experience, professional craft knowledge and knowledge about how to do a thing. In my view, however, professional practice is the use of one's knowledge to work in a particular profession. In the case of teaching, professional practice includes all professional activities related to the actual performance of duties in relation to classroom delivery and co-curricular activities.

FACTORS AFFECTING TEACHER MOTIVATION AND IDENTITY

There are two main factors affecting teacher motivation namely; intrinsic and extrinsic factors. Intrinsic factors are those which come from within a person whereas extrinsic motivation are those which are determined basically by the level and type of external rewards that are available (Bennell & Akyeampong, 2007). However, Claeys (2011) identifies a third factor and calls it altruistic. She defines altruistic factor as "a love for and desire to work with children and/or young persons, and an inclination to serve society" (p.4). Although extrinsic factors like higher remuneration and good working conditions "tend to attract the most attention, attempts to improve the substance of teachers' work, such as improvement of teaching materials or in-service training, can also be significant incentives" (Bennell & Akyeampong, 2007, p. 4). Bennell and Akyeampong also talk about theories like Locke (1976)'s goals for motivation, Hertzberg (1966)'s motivation-hygiene, Vroom (1964)'s expectancy theory and Maslow (1943; 1954)'s hierarchy of human needs which are very relevant to the teaching profession in Low Income Developing Countries (LIDCs).

EXTRINSIC FACTORS

The extrinsic factors affecting teacher motivation are many and varied; however, for the purpose of this paper we have grouped them in five categories, namely; attractive remuneration, student discipline, good working conditions, favourable educational policies and high occupational status.

Attractive Remuneration

Competitive salaries and benefits for teachers are very important in attracting

and retaining high-quality teachers. Levels and criteria for awarding salary increases determine who goes into teaching, who stays in teaching and for how long (Dolton & Marcenaro-Gutierrez, 2011). Without motivated and qualified teachers, the positive impact of teaching on student learning may be affected. The only condition that would attract qualified teachers to the profession is the payment of attractive remuneration (Dolton & Marcenaro-Gutierrez, 2011). Even though working conditions alone do not guarantee high-quality education but poor pay in teaching cannot guarantee the attraction of high-quality teachers and secure favourable pupil outcomes (Dolton & Marcenaro-Gutierrez, 2011). Important policy decisions in education rest on the relationship between teacher salaries and the quality of teachers, but the evidence about the strength of any such relationship is thin (Chiresha & Shumba, 2010; Hanushek, Kain, & Rivkin, 1999). If teachers were paid well they would undoubtedly be motivated to give of their best thereby bringing about good performance in students. Teachers are the most important factor in determining the quality of education that children receive in schools. Once teachers receive attractive remuneration they would be satisfied with their job, and this in turn, is tied to their work performance, including involvement and commitment (Chiresha & Shumba, 2010; Hanushek, et al., 1999). It is through teachers' commitment only that the success of the implementation of educational reforms can be guaranteed (Dolton & Van der Klaauw, 1999).

Attractive remuneration improves the status of teachers, especially those in Africa. In most African countries like Senegal, Malawi and Liberia the status of teachers are low because their remuneration is not comparable to other professionals like bank clerks and engineers (Olatunji, 2011; Young, Delli, Miller-Smith & Buster, 2004). When teachers are paid competitive remuneration, it would not only commensurate their heavy work load, but also raise their status in the society (Olatunji, 2011; Young, Delli, Miller-Smith & Buster, 2004).

Teachers receive remuneration in exchange for their services to their employer, and this remuneration determines for most of them, the quality of life they can enjoy (Olatunji, 2011; Young, Delli, Miller-Smith & Buster, 2004). Apart from enhancing teachers' quality of life, attractive and sustainable remuneration represent also a source of psychic fulfilment relative to their perceptions of self-worth both as employees and as individuals (Olatunji, 2011; Young, Delli, Miller-Smith & Buster, 2004).

Student Discipline

Adesina (1990) defines student discipline as the readiness or ability to respect school authority, have self-control, restraint, respect for self and respect for others. Discipline therefore calls for sacrifice, perseverance, tolerance, and recognition of human dignity. Indiscipline, however, is misbehaviour in any or all of the following areas; respect for school authority, obedience of rules and

regulation and maintenance of established standards of behaviour (Adesina, 1990). Kochhar (2001) perceives indiscipline as a breach of social order, good moral behaviour, self-accepted and self-maintained social values of life. The menace of indiscipline originates from Adam and Eve, the first couple to live on earth. As such it is enough to conclude that indiscipline in our schools today dates back to the genesis of formal education   (Boakye, 2006; Clarke, 2002; P. J. Dolton & Van der Klaauw, 1999). In today's world most schools virtually have no safety and orderliness let alone talk of harmony which is crucial for every learning environment (Boakye, 2006; Clarke, 2002; Salifu, 2008).

In fact, the importance of student discipline to teacher motivation cannot be over emphasised. It is in recognition of this Farkas, Foleno and Johnson (2000); and Lumsden (1998) express their opinion that teachers are willing to sacrifice higher remuneration if they can work in a school with well-behaved students, supportive parents and motivated colleagues and supportive staff. Students are a central source of professional enthusiasm to teachers which is enough to boost their morale (Farkas et al, 2000; Lumsden, 1998). Also, in an open-ended survey study involving teacher trainees at a midsize comprehensive state university in the United States, Haggard, Slostad and Winterton (2006) have found participants indicating that they anticipated challenges with discipline from their students. By this revelation in Haggard et al's research, one could argue that this early impression of the participants prior to their commencement of teaching underscores the fact that teachers could be motivated to work whole heartedly if students are willing to cooperate and respect them. Not all, Adelabu (2005) and Agezo (2010) also have examined the impact of student indiscipline on teacher motivation and expressed the sentiment that student indiscipline affects teachers' enthusiasm, love and passion for their profession, thus moving them to get attracted to other professions.

Good Working Conditions

Teachers' working conditions may be explained as the needed atmosphere created for teachers at the work place to motivate them to greater performance. To me, teachers' working conditions include the physical and material environment such as classroom space and appropriate number of class size, electricity, availability of enough furniture; and teaching and learning materials. Teachers' working conditions include also the opportunity to participate in decision making, opportunity for promotion, gain recognition, and have access to decent housing as well as appreciable incentive packages aside regular remuneration. In view of the above explanation, Javaid (2009) notes that

Working and living conditions have a huge impact on teacher morale and motivation and thus their classroom performance. The key factors are workload (number of pupils and working hours), general classroom conditions, management

support, location, living arrangements and distance to work. Housing and travel are the two critical issues affecting teacher morale and motivation in virtually every country. Finding decent accommodation in rural areas is a major headache for most teachers. Travel to work tends to be a much bigger problem for urban teachers (Javaid, 2009, p.9).

When teachers have conducive working environments such as light workload in terms of class size and number of teaching hours, good relationships amongst themselves and with students and good leadership from principals they are likely to be motivated to have job satisfaction (Adelabu, 2005; Bennell, 2004; Mathew, 2005). However, large class size, unusual hours of work, multi grade teaching, unhealthy relationship amongst teachers and bad leadership demoralise teachers and kill their motivation for work commitment (Adelabu, 2005; Bennell, 2004; Mathew, 2005).

Similarly, working conditions that guarantee opportunities for promotion, loans and scholarship make the teaching profession attractive and able to compete favourably with other professions in attracting competent people, the reverse, however, happens if working conditions fail to provide these opportunities (Reichardt, 2001; Rosenholtz & Smylie, 1984). Also, poor incentive packages, lack of career advancement opportunities, poor housing and living environments, poor supervision characterised by selective justice and 'witch hunting' and bribery to secure preferred posting are crucial issues affecting teacher motivation and satisfaction, especially in Africa and South Asia (Adelabu, 2005; Bennell, 2004; Mathew, 2005). In addition, lack of participation in decision-making, administrative support, and school climate are all factors that could lead to teacher turnover (Ingersoll, 2001). For instance, in the United States, a good number of teachers leave the profession after their first year in the classroom in response to the stresses they suffer there (Block, 2008). In the same way, "lack of resources in a school also contributes to teacher job dissatisfaction, which can then lead to attrition" (Agezo, 2010, p. 1).

In a related development, Swars, Meyers, May and Lack (2009) conducted a mixed-method study focusing on teachers' perceptions of their retention and mobility at their Professional Development School (PDS) and a university. They used 134 teachers at a high-needs elementary school with data sources including surveys, interviews, and open-ended questionnaires to investigate their perceptions of retention and mobility at their PDS. They have identified shared values, unique student population, teachers' relationships with administrators, teachers' daily life experiences, and teachers' relationships with fellow teachers as essential motivating factors that keep teachers in the profession. In a study on teacher job satisfaction in Francophone Sub-Saharan Africa, Michaelowa (2002) has observed that contrary to popular view, salaries are not the most important factor in teacher satisfaction as the availability of textbooks and other logistical support for teaching and learning. And even

though, large class size brings about low job satisfaction, her finding has revealed that teachers prefer to handle large classes in a single stream to the shift system.

George and Mensah (2011) also did their research in Ghana to find the perceived causes of teacher dissatisfaction in Sekondi-Takoradi districts of Ghana. Using Participatory Rural Appraisal (PRA), focus group discussion, semi-structured interviews, questionnaire and observation, they have identified large class size and lack of sufficient teaching and learning materials as among those factors that impact negatively on teacher motivation and satisfaction.

Favourable Educational Policies

Educational policies may be explained as the specific and determined decisions and actions which affect the direction and development of education usually made by a body of policy makers including stakeholders like the government, parents and other interest groups. Examples of educational policies are; duration, age of entry and exit of schooling, calibre of teachers required to teach at various levels, conditions of service for teachers, certification of students, etc. Kubberud, Helland, Langley (1999) note that hardship allowances for posting teachers to rural areas and allowances for extra work like marking or taking double shifts are a good step towards teacher motivation. However, constant changing of school curriculum, number of years of schooling frustrate teachers and reduce their motivational level (Adelabu, 2005; Bennell, 2004; Bennell & Akyeampong, 2007). Also, "lack of clear overall responsibility for the management of teachers has seriously undermined teacher morale over the years" (Adelabu, 2005, p. 8).

High Occupational Status

Occupational status of teachers refers to the esteem and recognition teachers have in the society as professionals. However, according Javaid (2009), "a teacher's professional status can be judged by his or her role in policy making, curriculum development and textbook development" (p.7). He cites the 1966 ILO/UNESCO recommendation concerning the status of teachers as indicating that status as used in relation to teachers means both the standing or regard accorded them, as evidenced by the level of appreciation of the importance of their function and of their competence in performing it, and the working conditions, remuneration, and other material benefits accorded them relative to other professional groups (p.7).

It is important to look at this aspect because research studies have established that teachers are motivated by the satisfaction they derive from higher-order needs, such as social relations and esteem (Muller, Alliata, & Benninghoff, 2009). Coolahan (2003) reports that teaching in Ireland generally enjoys high social status and entrance to all categories of teaching is marked by

a keen competition. However, Bennell (2004) notes that in Africa and South Asia teachers have low occupational status because they do not have equivalent level of academic qualifications as compared to other professionals like medical doctors, engineers and lawyers. According to him, "teachers are often slightly better educated than their students" (p.3). Teachers in Low Income Countries (LICs) such as Africa and South Asia are considered "semi-professionals" and have low status because they are considered relatively a larger group, have lower professional standards, allow easy entry into their profession and have weak and many trade unions (Bennell, 2004).

ALTRUISTIC AND INTRINSIC FACTORS

Apart from extrinsic factors, altruistic and intrinsic factors also have been identified to have effects on teacher motivation. According to Claeys (2011), altruism refers to "a love for and desire to work with children and/or young persons, and an inclination to serve society" (p.4). Intrinsic motivators, on the other hand, are the "internal desires for personal and professional development and working in educational settings" (Claeys, 2011, p. 4). Similarly, Bennell and Akyeampong (2007) also define intrinsic motivation as that which comes from within a person. Research (Ghana National Association of Teachers & Teachers and Education Workers Union of Trade Union Congress, 2009; Hanushek, et al., 1999; Smithers & Robinson, 2003) have established that generally, females are more likely to be intrinsically motivated to stay in the profession than men. Also, younger teachers have lesser motivation to teach and are more likely to leave the profession than older teachers. In a study conducted in the United States, Johnson, Berg and Donaldson (2005) also have concluded that the teachers most likely to depart from teaching were the least and most experienced ones because they had lesser intrinsic motivation for their chosen profession. They have found also that those younger teachers, especially of ages under thirty were least likely to remain in their schools. However, they found male teachers likely to be motivated to remain in the teaching profession than female teachers. Furthermore, in her research on teacher job satisfaction in Francophone Sub-Saharan Africa, Michaelowa (2002) have found that teachers with very high educational attainment are generally less satisfied and lowly motivated with their job and preferred to leave. She observes, "they (such teachers) face a mismatch between their professional expectation and realities" (p.12).

In affirming the importance of altruistic and intrinsic motivation, Williams and Forgasz (2009) also conducted their study involving 373 career change students in teacher education from three Australian Universities using the monkey software in an online survey. They also have concluded that factors such as the desire to work with children, the desire to contribute to the society; and the belief in the possession of the attribute of teachers were more important

than extrinsic factors in the participants' decision to become teachers. In a related study also conducted in Australia involving 211 student teachers who completed a validated, reliable Motivational Orientations to Teach Survey (MOT-S) questionnaire, some of which had open-ended questions, Catherine (2008) was interested in finding the initial and changing student teacher motivation and commitment to teaching. Using both qualitative and quantitative data analyses, she also has made similar findings that altruistic factors such as the desire to work with children; provision of intellectual stimulation by teaching, "calling" to teach, love of teaching, perceived easy nature of teaching work; and the desire for a career change were responsible for the participants' motivation in their teaching profession. Still in Australia, Paul and Helen (2006) also looked at the background characteristics and teaching motivations for individuals entering teacher education across three major established urban teacher provider universities in the Australian States of New South Wales and Victoria. The participants were the entire cohorts (N = 1,653) of first-year pre-service teacher education candidates at three universities in Sydney and Melbourne. They developed and used FIT-Choice ("Factors Influencing Teaching Choice") framework, founded on expectancy- value theory. They also have found time for family; and job transferability as higher order factors of participants' motivation.

Furthermore, as part of a longitudinal project, Anthony and Ord (2008) used semi-structured interviews and questionnaire and assigned their 68 participants who were newly qualified change-of-career teachers in New Zealand to cluster groups based on their complete interview data. They have found what they called "push" and "pull" factors such as: loss of previous job, moving into a new settlement, inability to progress in previous jobs, previous desire to be a teacher, time for family; and the acquisition of scholarship and sponsorship as being responsible for teachers' motivation.

For Johnson, Berg and Donaldson (2005), apart from extrinsic factors such as remuneration, benefits and bonuses, public recognition for one's accomplishments, or being chosen to take on special responsibilities, intrinsic factors such as: pleasure of being with children, the exhilaration of contributing to students' learning, the enjoyment of teaching subject matter one loves, or the chance to develop new skills and exercise expanded influence on the job also contribute to teacher motivation. Johnson, Berg and Donaldson, however, argue that

> Intrinsic and extrinsic rewards sometimes interact. For example, pay, is seldom an important incentive that draws people into teaching, but it can take on increased importance when working conditions e.g. lack of supplies or a chaotic school environment- make it difficult or impossible to succeed with students (p.1).

Claeys (2011) has made similar observation in her research to identify US

teachers' initial motivation to select teaching as a profession and to explore the factors that contributed to their desire to remain teaching. She used the mixed methods approach and integrated sociocultural and phenomenology was her framework. She used a nonprobability convenience sampling technique in a cross-sectional survey called Motivation Orientation Teacher Survey (MOTS) and open-ended in-depth interview with 175 compatible novice teachers with five or less than five years of teaching experience. In the research, she explored the constructs of personal motivation, administrative support, and induction support to capture novice teachers' realities regarding the impact of their sociocultural context (school environment) on their decisions to remain teaching. Her main findings are that apart from extrinsic factors such: material benefits and job security, intrinsic factors such as: internal desire for personal and professional development and working in educational settings; and altruistic factors such as: a love for and desire to work with children and/or young persons, and an inclination to serve society also contributed significantly to the level of motivation that her participants had to remain teaching or leave the profession.

Using Singapore as an example, Mathew (2005) contends that majority of the teachers in Singapore consider their profession as a calling and as such often value the intrinsic rewards of teaching over the extrinsic ones. Conducive working environments such as: light workload for teachers, good relationships amongst teachers and with students; and good leadership from principals are likely to bring about job satisfaction in teachers (Mathew, 2005). In Hess (2001)'s view, "teachers are attracted to education for its child-centred, humanistic, and autonomous character" (p. 7).

WAYS OF ENHANCING TEACHER IDENTITY AND MOTIVATION TO PRACTICE

In order to ensure a good relationship between employers and employees, the general working conditions of the latter must be improved with their remuneration necessarily reflecting market conditions. Also, institutions of learning must provide facilities for teaching and learning (Gwaradzimba & Shumba, 2010). In Osei-Mensah (2005)'s view the principle of remuneration for services rendered is somewhat elusive and that the salary and wage policy in any organisation should aim at fair treatment of all employees. Employers should therefore ensure equitable salary system based on comparativeness, performance incentives and position evaluation. If employees perceive inequality in their treatment in relation to others, the quality of performance will naturally diminish because absenteeism and resignations will be a common phenomenon (Osei-Mensah, 2005).

The use of resources such as scholarships, loans, and loan-forgiveness programmes would not only encourage teachers already in the profession to

remain at post but entice highly qualified people to enter the profession as well (Rosenholtz & Smylie , 1984 ; Reichardt , 2001). The use of an approach called "grow-your-own" programme in helping people who live in or around "hard-to-staff schools" to become teachers is also recommended (Rosenholtz & Smylie, 1984; Reichardt, 2001). The Paraprofessional Teacher Training programme called "a grow your own" programme in California which provides scholarships and support while paraprofessionals take the required college coursework to become teachers is a typical example of this initiative. This programme has helped to address teacher shortages and prepared them to better understand the needs of different learners and know how to package instruction to meet those needs (Reichardt, 2001; Rosenholtz & Smylie, 1984). By providing certain opportunities like professional learning, enhanced access to technology and administrative support; and reduction in student indiscipline and class size, the relationship between teachers and employers would be improved (Reichardt, 2001; Rosenholtz & Smylie, 1984).

CONCLUSION

In this paper we have explored and analysed various views of researchers regarding the implications of motivation and identity formation on teachers' professional practice and recommendations of how to address these issues for enhanced practice in the contemporary teaching profession. From our review, teacher motivation has myriad of definitions, however, two definitions emerged common. They are; the psychological processes that influence teacher behaviour towards the achievement of educational goals; and the conditions and factors that promote commitment in teachers, allowing them to enjoy teaching and thus fulfil their goals. Authorities see identity, used in relation to teachers, as synonymous with status and self-image. It means both the standing and regard accorded teachers, as shown by the level of appreciation of the importance of their function and of their competence in performing it, and the working conditions, remuneration, and other material benefits accorded them. Also, altruistic, intrinsic and extrinsic issues have been identified as factors that can facilitate and hamper teacher motivation. Authorities have differed in their submission regarding the most effective ways of dealing with employee motivation. However, motivational inducement systems such as payment of attractive remuneration, awards and incentive packages have been identified by majority (Hanushek et al, 1999; Osei-Mensah, 2005; Muller et al, 2009) scholars as the necessary workforce management strategies that should be applied in order to energise, direct, or sustain the needed behaviour within organisations. On the whole, our review identified gaps in the body of knowledge on what is available on teacher motivation, identity and practice. Of particular importance are some questions that need to be resolved to make the teaching profession an attractive one. For

instance, how do teachers themselves conceptualise motivation? How do they view the impact of motivation and identity on their professional practice?

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