THE EFFECT OF PROFESSIONAL IDENTITY ON WORK MOTIVATION OF TEACHER EDUCATORS

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Abstract

This study aimed at investigating the relationship between professional identity and work motivation of teacher educators. A total of 402 teacher educators from ten teacher education institutions participated in the quantitative study. The instruments used in this study were Teacher Professional Identity Scale (TPIS) to examine teacher professional identity and Basic Psychological Needs at Work Scale (BPNWS) to assess work motivation of teacher educators. Regarding teacher professional identity, the result of independent samples *t*-test revealed that there was no gender difference in teacher professional identity of teacher educators. ANOVA results indicated that there were significant differences in values subscale, perception subscale and the overall scale of teacher professional identity by age. Moreover, ANOVA results indicated that there were significant differences in values subscale, commitment subscale, perception subscale and the overall scale of teacher professional identity by designation. Regarding work motivation, the results indicated that there was no significant gender difference in work motivation of teacher educators. ANOVA results indicated that there were significant differences in autonomy subscale, relatedness subscale and the overall scale of work motivation of teacher educators by age. Furthermore, ANOVA results indicated that there were significant differences in autonomy subscale, relatedness subscale, competence subscale and the overall scale of work motivation of teacher educators by designation. Finally, the results indicated that there was a positive correlation between teacher professional identity and work motivation of teacher educators.

Keywords: Professional Identity, Work Motivation

Introduction

Teacher educators play a vital role in the improvement of the quality of education. The teaching profession is generally associated to certain fundamental roles categories, which are accepted by most teacher training systems, such as projecting, management and organization of the learning activities, psycho-educational advising, classroom management, good relationship with the pupils, cooperation with parents and peers, continuous professional development programs, active participation in the educational process and creative ideas for the profession, offering educational services to the community (Potolea, 2003). Teacher educators are considered as being responsible not only for contributing of knowledge and skills but also for cultivating educational, social and cultural attitudes, values and beliefs of their student teachers. Teacher professionalism has relevant significance in education that it affects the role of the teacher and his or her pedagogy, and the students' abilities to learn effectively.

Teacher educators with high professional identity are more committed in the profession and have strong beliefs and perception about their profession. When teacher educators view themselves clearly and know themselves as they wish to become, they have high professional identity. As a result, teacher educators will be more qualified, productive, commitment and more able to enjoy in their profession. Therefore, every nation including Myanmar tries to bring reforms to enhance the quality of teacher education and the professional beliefs, values and perception of teacher educators. Professional values allow us to know the basic needs and beliefs

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to succeed in a specific profession. Professional values are also essential to deliver work outcomes to an acceptable and agreed-on quality and standard. Therefore, teacher educators should be supported to improve teacher professional values, perception on the profession and commitment levels and should be arranged to attend continuous professional development training. It can be suggested that the stakeholders and the decision makers should arrange continuous professional development training programs to improve teacher professional identity of teacher educators.

Gorham and Millete (1997) stated that teachers with low levels of motivation tend to perceive their students' motivation levels as low. If the teachers do not have sufficient motivation in schools, they are less competent which directly influence the students and the education system. Moreover, teacher educators with low motivation were not interested in their professional life, reduced their efforts, felt more stressed and lost their identification in their roles and profession. Increasing motivation, commitment and engagement levels are essential in today's work environment. Furthermore, when teacher educators get relevant autonomy from the workplace, build good relationship with people in the workplace and show teaching abilities, they feel motivated in their work environment.

Aim and Objectives

This study aims to investigate the relationship between professional identity and work motivation of teacher educators. The specific objectives were:

(1) To examine teacher professional identity by gender, age and designation
(2) To explore work motivation of teacher educators by gender, age and designation
(3) To investigate the effect of professional identity and work motivation of teacher educators.

Definitions of Key Terms

Teacher Professional Identity. Professional identity of a teacher is operationally defined as the beliefs, values, perception and commitment as a teacher.

Work motivation. Work motivation is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behaviour and to determine its form, direction intensity and duration (Latham & Pinder, 2005).

Review of Related Literature

Teacher Professional Identity

Teacher professional identity is essential a teacher's belief system that guides his or her actions and practices and influences the teacher's behaviours and attitudes in the society. The teachers' professional identity is a continuous and evolutionary process because there are always challenges and continuous activities in any profession. Professional identity defines as the individuals' perceptions of themselves as a teacher and as the teacher they wish to become. Timostsuk and Ugaste (2010) assert that the teacher professional identity is one of the multiple identities in person life which comes as a result of his position within society and his own understanding of himself. Therefore, teacher professional identity is also constructed by individuals under the influence of society and the personal factors and social factors can also tell there are many influences on the teacher professional identity development.

Teacher professional identity is powerful, different, psychological and behavioral orientation toward the teaching profession, based on related values, beliefs and responsible judgments and emotional experiences. Chryssochou (2003) described that identity also can be

conceptualized as the connection and attachment between the person and society. Also teacher professional identity is a teacher's occupational self-image and self-esteem as constituted by the claims, self-knowledge (self-attributes), recognitions, perceptions and feelings the individual has about his or her professional role as a teacher.

The professional identity of the teachers can be recognized the core skills of methodological techniques, of educational professionalism. Then, research also suggests that "teacher educators have multiple professional identities: they may think of themselves primarily as school teachers, as teachers in higher education, as researchers, or as teachers of teachers" (Swennen et al., 2010). Moreover, teacher educators should know the importance of their role, and to work together effectively at all stages of the professional development for their profession. Effective cooperation and collaboration really require and is essential for professional success and values for the profession and teacher educators can share their experiences and knowledge for high quality teacher education.

Work Motivation

Work motivation plays an important role only to improve the teaching and learning process in the classroom but to reinforce teachers' behaviours and attitudes in their profession. Generally, motivated teachers help to reinforce their students more in the classroom, implement educational reforms well and give the feelings of satisfaction and fulfillment for their students. Although teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. According to Dai and Sternberg (2004), high levels of job dissatisfaction, stress, and burnout can negatively influence motivation and job performance. To understand the motivational process going on in the workplace, the importance of the basic psychological needs for autonomy, relatedness and competence are the central concepts. First, the need for autonomy (Hackman, 1980) refers to the feeling of choice and concurrence with one's actions. Second, the need for competence (White, 1997), refers to the feeling of being effective and capable. Third, the need for relatedness (Clark, 1995) refers to the feeling of a connection to, caring for, and being cared for by other individuals and groups. A central underpinning of self-determination theory is the basic psychological needs.

Methodology

Participants of the Study

This study was conducted by using stratified sampling method. A total of 402 teacher educators from ten teacher education institutions participated in this study. All participants were selected from Universities of Education and Education Degree Colleges by the researcher, given a thorough explanation about the study, and asked if they wished to participate in the questionnaire response voluntarily with informed consent.

Measures of the Study

Teacher Professional Identity Scale (TPIS): Teacher Professional Identity Scale (TPIS) was developed based on the literature review and social identity theory. After reviewing the literature, the researcher operationally defines teacher professional identity. According to the operational definition, there were four subscales in Teacher Professional Identity Scale (TPIS): (1) Values (11 items) - Professional values represent individual's needs and desires and respect for others and self (Sample Item; *"Teaching is a highly respected occupation."*), (2) Beliefs (10 items) - Teacher beliefs are defined as personal constructs that can provide understandings, judgements and evaluations of teacher practices (Sample item; *"I find it satisfying to think that I*

am contributing to the profession by teaching.") and (3) Commitment (12 items) - Commitment is an important work attitude, because committed individuals are expected to be willing to work harder to achieve their goal and remain employed (Sample item; *"I use the Internet, journals, and articles to gain information about teaching."*) and (4) Perception (9 items) - The aspects of teachers which include perception about student and perceived personality attributes of pupil-teacher relations (Sample item; "*I am clear about the steps to achieve career progression in this institution"*). The items were rated on a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree). The reliability coefficient of Teacher Professional Identity Scale (TPIS) was 0.91 that had high reliability.

Basic Psychological Needs at Work Scale (BPNWS): The Basic Psychological Needs at Work Scale (BPNWS) is an instrument developed by Ryan and Deci (2000) to assess work motivation. The theoretical framework of this instrument is self-determination theory (Deci & Ryan, 2000). This measure was validated by Wah Wah Aye and May Cho Min (2021). It is 21-item instrument and consists of three factors: (1) Autonomy (6 items) - the feeling one has choice and willingly endorsing one's behaviour (Sample Item; *"I am free to express my ideas and opinions on the job."*), (2) Relatedness (7 items) - the need to feel connected and belongingness with others (Sample item; *"People at work are pretty friendly towards me."*) and (3) Competence (8 items) - the experience of mastery and being effective in one's activity (Sample item; *"I pretty much keep to myself when I am at work."*). The items were rated on a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree). The reliability coefficient of Basic Psychological Needs at Work Scale (BPNWS) was 0.79, indicating high reliability.

Instrumentation and Procedure

All the measures used in this study were adapted to Myanmar version. After preparing the measuring scales, expert review was conducted for face validity and content validity by fourteen experts who have special knowledge and close relationship in the field of educational psychology and educational test and measurement. Next, revisions in item length, the wording of items, and content were made during preliminary administrations of the questionnaire. And then, a pilot study was conducted with a sample of 400 teacher educators from Education Degree Colleges to test whether the wording of items, statements and instructions had their clarity in Myanmar version and were appropriate and relevant to teacher educators.

Results

Professional Identity of Teacher Educators

The means, standard deviations and mean percentage for teacher professional identity were shown in Table 1. There were no equal items in Teacher Professional Identity Scale (TPIS) such as values (11 items), beliefs (10 items), commitment (12 items) and perception (9 items) subscale to assess professional identity of teacher educators. Hence, the mean percentage for teacher professional identity of teacher educators was conducted. Regarding four subscales of teacher professional identity, the mean percentage of teacher educators was the highest on beliefs subscale. It can be concluded that the teacher educators from Universities of Education and Education Degree Colleges have strong beliefs and attitudes about their profession and they try their best in their profession according to their beliefs.

Table 1 Descriptive Statistics of Teacher Professional Identity

	N	**Mean**	***SD***	**Mean%**
Values	402	43.11	4.35	78.2%
Beliefs	402	42.30	4.12	84.6%
Commitment	402	47.69	4.06	79.3%
Perception	402	34.31	4.85	76.3%
Teacher Professional Identity (Total)	402	167.33	15.28	79.6%

Note. SD = Standard Deviation

Comparison of Teacher Professional Identity by Gender

In order to investigate the gender differences of professional identity of teacher educators, the mean scores of male and female teacher educators were reported in Table 2. Although the mean score of male teacher educators was slightly higher than that of female teacher educators in total teacher professional identity, there was no significant difference in overall subscale of teacher professional identity (see Table 2).

Table 2 Means, Standard Deviations and Independent Samples *t*-test Results of Teacher Professional Identity by Gender

	Gender	***N***	**Mean**	***SD***	***t***	***df***	**Mean Difference**	***p***
Values	Male	69	43.29	5.28	.371	400	.212	.262
	Female	333	43.08	4.14				
Beliefs	Male	69	42.67	5.32	.809*	400	.441	.025
	Female	333	42.23	3.83				
Commitment	Male	69	47.55	4.45	-.321	400	-.173	.318
	Female	333	47.72	3.98				
Perception	Male	69	34.26	5.83	-.085	400	-.054	.088
	Female	333	34.32	4.63				
Teacher Professional Identity (Total)	Male	69	167.62	19.06	.174	400	.353	.171
	Female	333	167.27	14.41				

Note. *****$p < .05$, *SD* = Standard Deviation

The results of independent samples *t*-test also indicated that there was significant difference of beliefs subscale by gender. The mean score of male teacher educators was higher than that of female teacher educators in belief subscale. Then there were no significant differences of other three subscales of teacher professional identity. Therefore, this study was consistent with the previous study that there were significant gender differences in professional identity of counselor educators (Healey & Hays, 2012).

So the results can be interpreted that male teacher educators provide judgments and evaluations of teacher practices like they believe in than female teachers and they can stand well with their beliefs in the profession. Male teacher educators have strong professional beliefs and attitudes than the female teacher educators in this study.

Comparison of Teacher Professional Identity by Age

There were four age groups such as 20-29, 30-39, 40-49 and 50-59 years old in this study. In order to investigate whether there was significant difference in teacher professional identity among age groups, one-way Analysis of Variance (ANOVA) was conducted (see Table 3).

Regarding the age groups, the overall mean score of (50-59) age group was higher than that of other age groups in this study. ANOVA results indicated that there were significant differences of values subscale, F (2, 402) = 4.109, p = 0.007, perception subscale, F (2, 402) = 6.81, $p < 0.001$ and the overall scale of teacher professional identity, F (2, 402) = 4.10, p = 0.007. Although there was no significant difference in belief and commitment subscale of teacher professional identity by age, the mean score of the older age group was slightly higher than that of the younger age group. To obtain more detailed information for age group, post hoc test was carried out by Tukey HSD multiple comparison procedure for 50-59, 30-39 and 20-29 age groups.

The Tukey HSD results indicated that teacher educators from (50-59) age group differed significantly with teacher educators from (20-29) age group and (30-39) age group in overall scale of teacher professional identity. In addition, teacher educators from (50-59) age group differed significantly with teacher educators from (30-39) age group in values subscale while teacher educators from (50-59) age group differed significantly teacher educators from (20-29) age group and (30-39) age group in perception subscale. It can be reasonably interpreted that the mean score of teacher professional identity of (50-59) age group was higher than other age groups because the more teaching experiences cause more commitments and clear perception about their profession. Finally, the older teacher educators have stronger professional identity than the younger teacher educators in this study. This suggests that older teacher educators spent their mostly life times in this profession so they did love their work and they took the responsibilities due to their positions.

Table 3 Mean, Standard Deviations and ANOVA Results of Teacher Professional Identity by Age

	Age	***N***	**Mean**	***SD***	***F***	***p***
Values	20-29	62	42.71	4.154	4.10**	.007
	30-39	136	42.24	3.664		
	40-49	104	43.61	4.130		
	50-59	100	44.05	5.273		
Beliefs	20-29	62	41.60	4.470	1.86	.135
	30-39	136	42.03	3.728		
	40-49	104	42.38	4.053		
	50-59	100	43.03	4.423		
Commitment	20-29	62	46.76	3.453	1.95	.120
	30-39	136	47.53	3.818		
	40-49	104	47.91	4.453		
	50-59	100	48.27	4.257		
Perception	20-29	62	32.77	5.409	6.81***	.000
	30-39	136	33.63	4.053		
	40-49	104	34.62	4.961		
	50-59	100	35.86	4.948		
Teacher	20-29	62	163.90	15.077	4.10**	.007

	Age	***N***	**Mean**	***SD***	***F***	***p***
Professional Identity (Total)	30-39	136	165.35	12.959		
	40-49	104	168.32	15.810		
	50-59	100	171.13	16.984		

Note. ***p*<.01, ***p*<.001, *SD* = Standard Deviation

Comparison of Teacher Professional Identity by Designation

Regarding designation, there are five designation groups such as Professor, Associate Professor, Lecturer, Assistant Lecturer and Tutor. To investigate the differences of teacher professional identity by designation, one-way Analysis of Variance (ANOVA) was executed (see Table 4).

Then, ANOVA results indicated that there were significant differences of values subscale, F (2, 402) = 4.011, p = 0.003, commitment subscale, F (2, 402) = 4.905, p = 0.001 perception subscale, F (2, 402) = 7.339, p < 0.001 and the overall scale of teacher professional identity, F (2, 402) = 5.770, p < 0.001. To obtain more detailed information for designation, post hoc test was carried out by Tukey HSD results was executed.

Table 4 Means, Standard Deviations and ANOVA Results of Teacher Professional Identity by Designation

	Designation	***N***	**Mean**	***SD***	***F***	***p***
Values	Tutor	60	42.83	4.195	4.011**	.003
	Assistant Lecturer	148	42.59	4.339		
	Lecturer	154	42.99	4.555		
	Associate Professor	29	45.48	4.680		
	Professor	11	46.18	3.920		
Beliefs	Tutor	60	41.47	4.659	3.690	.056
	Assistant Lecturer	148	42.27	3.841		
	Lecturer	154	41.75	4.499		
	Associate Professor	29	44.76	3.979		
	Professor	11	43.18	3.093		
Commitment	Tutor	60	46.42	3.963	4.905**	.001
	Assistant Lecturer	148	48.03	3.966		
	Lecturer	154	47.38	4.608		
	Associate Professor	29	49.97	4.594		
	Professor	11	50.45	5.027		
Perception	Tutor	60	32.80	5.320	7.339***	.000
	Assistant Lecturer	148	33.98	4.539		
	Lecturer	154	34.39	4.650		
	Associate Professor	29	37.83	4.986		
	Professor	11	37.91	3.885		
Teacher Professional Identity (Total)	Tutor	60	163.52	15.635	5.770***	.000
	Assistant Lecturer	148	166.81	14.315		
	Lecturer	154	166.34	16.637		
	Associate Professor	29	177.97	16.387		
	Professor	11	178.00	13.364		

Note. ***p* < .01, ****p* < .001, *SD* = Standard Deviation

The Tukey HSD results indicated that Professor differed significantly from Tutor in overall scale of teacher professional identity. It can be reasonably interpreted that the mean scores of teacher professional identity of Professor and Associate Professor was higher because the teaching experiences, values and beliefs make them to identify their professional minds and their commitment and perception will be gradually better.

Work Motivation of Teacher Educators

There were no equal items in Basic Psychological Needs at Work Scale (BPNWS) such as autonomy subscale (6 items), relatedness subscale (7 items) and competence subscale (8 items) to assess work motivation of teacher educators. Hence, the mean percentage for work motivation of teacher educators was conducted (see Table 5).

Among three subscales (autonomy, relatedness and competence), the mean percentage of teacher educators was the highest on relatedness subscale. It can be interpreted that teacher educators from education degree colleges and universities of education devote the minds in the profession and are connected in their workplace and they could build positive relationship people in the work environment and live with flexibility in the work environment. In addition, the mean percentage of the autonomy subscale and the mean percentage of the autonomy subscale was the same. It can be interpreted that teacher educators from universities of education and education degree colleges had autonomy according to their roles and they were connected in the work environment. Then they try their best to be competent in their work and they could share their knowledge and information effectively to be a good teacher educator.

Table 5 Descriptive Statistics for Work Motivation of Teacher Educators

	N	**Mean**	***SD***	**Mean%**
Autonomy	402	23.08	2.78	76.9%
Relatedness	402	28.79	3.48	82.2%
Competence	402	30.76	3.17	76.9%
Work Motivation (Total)	402	81.70	7.54	77.8%

Note. *SD* = Standard Deviation

Comparison of Work Motivation of Teacher Educators by Gender

The means and standard deviations of male and female teacher educators were reported in Table 6.

Table 6 Mean, Standard Deviations and Independent Samples *t*-test Results for Work Motivation of Teacher Educators by Gender

	Gender	***N***	**Mean**	***SD***	***t***	***df***	***Mean Difference***	***p***
Autonomy	Male	69	22.87	2.54	-.688	400	-.254	.314
	Female	333	23.12	2.83				
Relatedness	Male	69	28.88	4.68	.250*	400	.115	.019
	Female	333	28.77	3.19				

	Gender	***N***	**Mean**	***SD***	***t***	***df***	***Mean Difference***	***p***
Competence	Male	69	30.78	3.30	.462	400	.029	.462
	Female	333	30.75	3.14				
Work Motivation (Total)	Male	69	81.20	7.70	.973	400	-.605	.973
	Female	333	81.81	7.51				

Note. *p < .05, *SD* = Standard Deviation

In order to investigate whether there was gender difference in work motivation of teacher educators, independent samples *t*-test was conducted. The results revealed that there was no significant difference in autonomy, competence subscale and the overall subscale of work motivation by gender. The results of this study indicated that the mean score of male teacher educators was significantly higher than that of female teacher educators in relatedness subscale. It can be concluded that the male teacher educators of this study were more flexible in their work environment and they live happily in their lives.

Comparison of Work Motivation of Teacher Educators by Age

There were four age groups such as 20-29, 30-39, 40-49 and 50-59 years old in this study. According to Table 7, the overall mean score of work motivation of (50-59) age group was higher than that of other age groups in this study. In order to investigate whether there was significant difference in work motivation of teacher educators among age groups, one-way Analysis of Variance (ANOVA) was conducted.

Table 7 Mean, Standard Deviations and ANOVA Results of Work Motivation of Teacher Educators by Age

	Age	***N***	**Mean**	***SD***	***F***	***p***
Autonomy	20-29	62	22.40	2.871	4.672**	.003
	30-39	136	22.70	2.557		
	40-49	104	23.82	2.985		
	50-59	100	23.25	2.649		
Relatedness	20-29	62	27.87	3.673	4.162**	.006
	30-39	136	28.47	2.901		
	40-49	104	28.88	3.457		
	50-59	100	29.69	3.936		
Competence	20-29	62	30.00	3.173	2.236	.083
	30-39	136	30.57	3.064		
	40-49	104	31.05	3.451		
	50-59	100	31.18	2.935		
Work Motivation (Total)	20-29	62	163.90	15.077	2.969*	.032
	30-39	136	165.35	12.959		
	40-49	104	168.32	15.810		
	50-59	100	171.13	16.984		

Note. *p < .05, **p < .01, *SD* = Standard Deviation

Then, ANOVA results indicated that there were significant differences of autonomy subscale, F (2, 402) = 4.672, p = 0.003, relatedness subscale, F (2, 402) = 4.162, p = 0.006 and the overall scale of work motivation of teacher educators, F (2, 402) = 2.969, p = 0.032. To

obtain more detailed information for work motivation of teacher educators by age, post hoc test was carried out by Tukey HSD multiple comparison procedure for 20-29, 30-39, 40-49 and 50-59 years old age groups

The Tukey HSD results indicated that teacher educators from (40-49) age group differed significantly with teacher educators from (20-29) age group and (30-39) age group in autonomy subscale. In addition, teacher educators from (50-59) age group differed significantly with teacher educators from (20-29) and (30-39) age groups in relatedness subscale. Finally, teacher educators from (50-59) age group differed significantly with teacher educators from (20-29) and (30-39) age group in overall scale of work motivation of teacher educators. Nicolle et al. (2011) investigated that motivation was much stronger for older than for younger employees because older employees would have intrinsic challenging and fulfilling jobs.

Comparison of Work Motivation of Teacher Educators by Designation

There were four designation groups such as Professor, Associate Professor, Lecturer, Assistant Lecturer and Tutor. The means and standard deviations of subscales and the overall scale of work motivation were shown in Table 8. Regarding designation, the overall mean score of Professor was higher than that of other designations in this study. The mean score of Associate Professor was the second highest and the mean score of Assistant Lecturer was the third highest on overall scale of work motivation. The mean score of Lecturer was the second lowest and the mean score of Tutor was the lowest on overall scale of work motivation of teacher educators. To investigate the differences of work motivation of teacher educators by designation, one-way Analysis of Variance (ANOVA) was conducted.

Table 8 Means, Standard Deviations and ANOVA Results of Work Motivation of Teacher Educators by Designation

	Designation	***N***	**Mean**	***SD***	***F***	***p***
Autonomy	Tutor	60	22.38	2.518	3.588**	.007
	Assistant Lecturer	148	23.06	2.764		
	Lecturer	154	22.99	2.927		
	Associate Professor	29	24.13	2.668		
	Professor	11	25.18	2.676		
Relatedness	Tutor	60	27.55	3.421	3.398**	.009
	Assistant Lecturer	148	27.92	3.866		
	Lecturer	154	27.46	3.290		
	Associate Professor	29	29.34	3.199		
	Professor	11	30.45	3.173		
Competence	Tutor	60	29.83	3.157	6.867***	.000
	Assistant Lecturer	148	30.68	2.842		
	Lecturer	154	30.62	3.449		
	Associate Professor	29	32.41	3.088		
	Professor	11	34.36	3.828		
Work Motivation (Total)	Tutor	60	79.77	7.450	6.683***	.000
	Assistant Lecturer	148	81.68	7.053		
	Lecturer	154	81.08	8.019		
	Associate Professor	29	85.90	7.921		
	Professor	11	90.00	9.338		

Note. **$p < .01$, ***$p < .001$, *SD* = Standard Deviation

ANOVA results also indicated that there were significant differences of autonomy subscale, F (2, 402) = 3.588, p = 0.007, relatedness subscale, F (2, 402) = 3.398, p = 0.009, competence subscale, F (2, 402) = 6.867, p = 0.000 and the overall scale of work motivation, F (2, 402) = 6.683 $p < 0.001$. To obtain more detailed information for work motivation of teacher educators by designation, post hoc test was carried out by Tukey HSD multiple comparison procedure for Professor, Associate Professor, Lecturer, Assistant Lecturer and Tutor.

The Tukey HSD results indicated that the mean score of Professor was significantly higher than that of Lecturer, Assistant Lecturer and Tutor in overall scale of work motivation of teacher educators. In addition, the mean scores of Professor and Associate Professor were significantly higher than that of Tutor in autonomy scale. Moreover, the Tukey HSD results indicated that Professor differed significantly from Lecturer, Assistant Lecturer and Tutor in competence subscale. Finally, the Tukey HSD results also indicated that Associate Professor differed significantly from Lecturer and Tutor in competence subscale. It can be reasonably concluded that Professors and Associate Professors have high position in the workplace and they could take their responsibilities more than Tutors and they were motivated to take responsibilities.

Relationship between Professional Identity and Work Motivation of Teacher Educators

Regarding the relationships between professional identity and work motivation of teacher educators, Pearson product-moment correlation was conducted. The correlation between teacher professional identity and work motivation of teacher educators were presented in Table 9. The results indicated that subscales of teacher professional identity (Values, Beliefs, Commitment and Perception) were positively correlated that with work motivation of teacher educators. It could be said that the higher teacher professional identity, the higher work motivation.

Table 9 Relationship between Professional Identity and Work Motivation of Teacher Educators

Variables	**Work Motivation**	**Values**	**Beliefs**	**Commitment**	**Perception**
Work Motivation	1.000	0.061***	0.615***	0.731***	0.552*
Values		1.000	0.736***	0.735***	0.683***
Beliefs			1.000	0.706***	0.697***
Commitment				1.000	0.622***
Perception					1.000

Note. *$p < .05$ ***$p < .001$

Effect of Professional Identity on Work Motivation of Teacher Educators

To identify the best model for predicting work motivation of teacher educators, multiple regression was used. Table 10 shows the intercept, unstandardized regression coefficient and standardized regression coefficient for the model.

Table 10 Summary Regression Analysis for Predicting Work Motivation of Teacher Educators from Teacher Professional Identity

Variables	***B***	**β**	***t***	***R***	***R²***	***Adj R²***	***F***
Work Motivation	14.836			0.748	0559	0.555	125.826***

Variables	***B***	β	***t***	***R***	***R²***	***Adj R²***	***F***
Values	0.050	0.029	0.509				
Beliefs	0.251	0.137	2.450*				
Commitment	1.033	0.557	10.507***				
Perception	0.140	0.090	1.797*				

Note. *$p < .05$, ***$p < .001$

The results revealed that work motivation of teacher educators was explained by teacher professional identity such as beliefs (B), commitment (C) and perception (P). Regression analysis revealed that the model significantly explained the work motivation of teacher educators, $F = 125.826$, $p < 0.001$ and R^2 for the model was 0.559 and explained for 55.5% of the variance in work motivation. By applying multiple regression analysis presented above, the resultant model for work motivation of teacher educators can be defined as in the following equation.

Work Motivation = 14.836+0.25B+1.03C+0.14P

Discussion

Today many challenges and changes are also causing in education. To face these situations, teachers and teacher educators need to have strong professional minds and high professional identity and strong work motivation. Teacher educators with high professional identity are more committed in the profession and have strong beliefs and perception about their profession. When teacher educators view themselves clearly and know themselves as they wish to become, they have high professional identity. As a result, teacher educators will be more qualified, productive, commitment and more able to enjoy in their profession.

The primary purpose of this study is to investigate the relationship between professional identity and work motivation of teacher educators. Furthermore, this study sought to explore the differences in teacher professional identity and work motivation of teacher educators with respect to gender, age and designation.

Regarding professional identity, the results of the independent samples *t*-test indicated that there was significant difference of beliefs subscale by gender, while there was no significant difference of three subscales as well as overall scale of teacher professional identity. Similarly, the previous studies indicated that there was also no significant difference in professional identity of male and female counselors by gender (Katalinic, 2018). Moreover, there was significant difference in teacher professional identity of teacher educators by age. It can be concluded that the older teacher educators have stronger professional identity than the younger teacher educators in this study because they spent their mostly life times in this profession so they do love their work and they take the responsibilities due to their positions. Similarly, Liqing (2020) investigated that the mean scores of older counselors were higher than those of younger counselors. Regarding designation, there was significant difference in teacher professional identity of teacher educators by designation. It can be reasonably interpreted that the mean scores of teacher professional identity of Professor and Associate Professor were higher because the teaching experiences, values and beliefs make them to identify their professional minds and their commitment and perception will be gradually better.

Regarding work motivation, the results indicated that there was no significant difference in autonomy, competence and the overall subscale of work motivation by gender. It can be concluded that the male teacher educators from this study were more flexible in their work environment and they lived happily in their professional lives. Furthermore, there was significant

difference in work motivation of teacher educators by age. It is no doubt that the older teacher educators have stronger work motivation than the younger teacher educators because they devote their lives in the workplace and they were satisfied and happy in their work. Finally, there was significant difference in work motivation of teacher educators by designation. It can be reasonably interpreted that Professors were more motivated in the workplace because they had been worked for a lot of years in this profession; they were able to adjust their teaching strategies to fit both the student teachers and the materials, recognizing that different students learn in different ways. Their experiences from this workplace made them more competent and improved their problem-solving skills in the work environment.

Regarding the relationships between the professional identity and work motivation of teacher educators, Pearson product-moment correlation was conducted. The results revealed the significant correlation between teacher professional identity and work motivation. Regression analysis also revealed that the model significantly explained the work motivation of teacher educators. The effect size β was the strongest for commitment followed by beliefs and perception. The results interpreted that committed teacher educators had high responsibility in their profession so they gave attention fully and would have high motivation to fulfill their duties.

Limitations and Future Research

Although the results supported the objectives of the study, there were some limitations in this study. Firstly, as a cross-sectional study design, causal relationships among the variables could not be established. Secondly, the sample teacher educators were selected from two Universities of Education and only eight Education Degree Colleges. Teacher professional identity was one of the difficult psychological attributes to measure, the target population should be observed for a long time. And then, the results should be interpreted carefully and longitudinal studies should be carried out to determine the causality between teacher professional identity and work motivation. Finally, the semi-structured interview was done by phone instead of face-to-face interview in this study.

Based on the findings of this study and literature reviews, some recommendations for further research were made. In this study, only eight Education Degree Colleges were selected. To be more representative, future research should be conducted with the remaining Education Degree Colleges. Therefore, in future research, teacher educators from other Education Degree Colleges should be investigated in order to examine teacher professional identity and work motivation of teacher educators.

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