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EXPLORING THE MOTIVATIONS FOR CHOOSING TEACHING AS A CAREER: A QUALITATIVE STUDY IN ALMATY

Abstract. This qualitative study investigates the motivations of current teachers why they choose teaching as a career in the Almaty region, Kazakhstan. Against the backdrop of demographic shifts and increasing demand for teachers, the research analyzes factors influencing career choices and the implications of teacher turnover. Using in-depth interviews, data was collected from 20 current teachers of public schools. According to 6-step thematic analysis recommended by Braun & Clark, results revealed a spectrum of reasons classified as material and non-material, encompassing factors like salary, job security, personal fulfillment, altruism, and familial influence. The research emphasizes the intricate interplay of intrinsic and extrinsic motivations in career decisions, offering insights into addressing teacher shortages and enhancing the allure of teaching as a profession in Kazakhstan.

Keywords: teacher, teacher motivation, career choice, teacher status, recruitment, teacher shortage, schools.

Еділ Нұрымбетов, Айжан Шабденова, Динара Мұқанова МҰҒАЛІМДІК МАМАНДЫҚТЫ ТАҢДАУДЫҢ МОТИВАЦИЯЛАРЫН ЗЕРТТЕУ: АЛМАТЫ ҚАЛАСЫНДАҒЫ САПАЛЫҚ ЗЕРТТЕУ

Аңдатпа. Бұл сапалық зерттеу Қазақстанның Алматы қаласындағы қазіргі мұғалімдердің мансап ретінде мұғалімдікті таңдауының себептерін зерттейді. Соңғы жылдарда байқалатын демографиялық өзгерістер мен мұғалімдерге деген сұраныстың артуы аясында зерттеу мансап таңдауына әсер ететін факторларды және мұғалімдердің ұстаздықтан кетуінің салдарын талдайды. Тереңдетілген сұхбаттарды пайдалана отырып, мемлекеттік мектептерде қызмет атқаратын 20 мұғалімінен деректер жиналды. Браун мен Кларк ұсынған 6 сатылы тақырыптық талдауға сәйкес материалдық және материалдық емес деп жіктелген бірқатар себептер анықталды. Нәтижелер жалақы, жұмыс қауіпсіздігі, жеке қанағаттанушылық, альтруизм және отбасылық ықпал сияқты факторларды қамтиды. Зерттеу мансаптық шешімдердегі ішкі және сыртқы мотивациялардың күрделі өзара әрекеттесуін көрсетумен қатар, мұғалімдер тапшылығын шешу және Қазақстандағы мамандық ретінде мұғалімдіктің тартымдылығын арттыру туралы түсінік береді.

Түйін сөздер: мұғалім, мұғалімдердің мотивациясы, мансап таңдауы, мұғалім мәртебесі, жұмысқа орналастыру, мұғалімдердің жетіспеушілігі, мектептер.

Едил Нурымбетов, Айжан Шабденова, Динара Муканова
ИССЛЕДОВАНИЕ МОТИВАЦИИ ВЫБОРА ПРОФЕССИИ УЧИТЕЛЯ:
КАЧЕСТВЕННОЕ ИССЛЕДОВАНИЕ В АЛМАТЫ

Аннотация. Данное качественное исследование изучает мотивацию нынешних учителей, выбирающих профессию учителя в Алматы. На фоне демографических изменений и растущего спроса на учителей исследование анализирует факторы, влияющие на выбор профессии, и последствия текучести кадров среди учителей. С помощью углубленных интервью были собраны данные от 20 учителей государственных школ. Согласно 6-этапному тематическому анализу, рекомендованному Брауном и Кларком, результаты выявили спектр причин, классифицированных как материальные и нематериальные, включая такие факторы, как заработная плата, гарантия занятости, личное удовлетворение, альтруизм и влияние семьи. Исследование подчеркивает сложное взаимодействие внутренних и внешних мотиваций в принятии решений о карьере, предлагая понимание того, как решить проблему нехватки учителей и повысить привлекательность профессии учителя в Казахстане.

Ключевые слова: учитель, мотивация учителя, выбор профессии, статус учителя, набор персонала, нехватка учителей, школы.

Introduction

According to the results of the population census conducted in Kazakhstan in 1 June 2025, 20,370 thousand citizens live in the country [1]. Although one of the two reasons for population growth is increased migration, the second biggest and the main reason is the record increase of fertility rate in recent (2019, 2020 and 2021) years [2]. Demographic trends such as migration, fertility and school attendance cause enrollment growth which increases teacher demand. In the situation of Kazakhstan, the fertility rate and migration naturally lead to an increase in the attendance of school-age children to schools, which in turn will lead to a shortage of teachers in the coming years. Soon the problem of "teacher shortage" will become the main problem of the stakeholders of the education sector [3], [4].

In many countries of the world, teacher turnover causes problems and has become the subject of many studies [5], [6], [7]. There are also situations that require a structural solution to this problem. Low teacher salaries and lack of additional sources of income [5], misunderstandings with school management [8], factors related to the school system and workload [9] and lack of induction workshops and extracurricular support [10] have been shown to be reasons for leaving the profession. In the research conducted by the Beles Analytical Agency, it was determined that 35% of young teachers under the age of 34 in Kazakhstan are planning to leave teaching in the next 5 years [11]. Given that the teaching profession is a profession with many difficulties leading to stress [12], it should be borne in mind that teachers are at risk of leaving the profession.

In Kazakhstan Almaty was chosen as the study location due to its status as the largest metropolis and the country's key educational hub. According to the Bureau of National Statistics, Almaty has the largest concentration of comprehensive schools and students compared to other regions of the country. In particular, as Kusherbay and Musagalieva note in their article “Geographical analysis of the coverage of educational facilities in Almaty on the example of Almaty district based on GIS”, the annual increase in the school population in the metropolis averages approximately 10%, which permanently increases the shortage of student places and requires the construction of new facilities [13]. This trend is also confirmed by a large-scale study by Zhanbyrbayeva and others, “Ways to Reduce Inequality in Education between Rural and Urban Populations (on the Example of the Almaty Region)”, documented that the proportion of students from the Almaty city enrolling in universities and colleges is significantly higher (almost 15-20 times) than the number of rural school graduates [14]. Thus, Almaty serves as the epicenter of both demographic pressure on the education system and the magnet for human capital, making the choice of teachers in this metropolis the most justified and representative for identifying key career motives in the country's public education sector. As Aidargalieva emphasizes, public schools consistently account for 99% of the country's total educational market. Despite the growth of the private sector, its capacity remains insignificant system-wide, accounting for less than 1% of the total student population [15]. Therefore, the study examined teachers working in public schools in Almaty.

For these reasons, teacher shortage is an important topic for research. One of the ways to prevent a big problem in the coming years is to keep teachers from leaving the profession and attract other candidates. And in order to ensure these advantages, it is necessary to determine the motivational factors that cause the choice of teaching. Given the existence of many influencing factors, it is necessary to study and differentiate the working conditions of teachers in each country and even each city. The main goal of this work is to deeply determine the reasons for choosing teaching profession by conducting a qualitative study of the reasons for choosing profession of teachers currently working in public schools of Almaty.

Literature review

Teachers, their work, abilities and opportunities are very important for the development and prosperity of a country [16], [17]. This is because teachers are considered to be the main force of education, which is one of the main development factors of any country. Therefore, teachers as an object of research are extensively studied by researchers in the field of social sciences. Motivated teachers can significantly contribute to students' learning and academic achievement and can be the cause of the development of the state's education sector [18]. In addition, the contribution of motivated teachers to the field of education can raise the level of education in a country to high standards [19]. The high level of motivation of teachers while working is directly influenced by their motivation when choosing that profession [16], [20], [21]. That is, if he

chose to be a teacher with his own desire, in the later period of teaching has a positive effect on his energy and determination [22], professional development [21], [23], dedication to his role as a teacher [24], in the long term, the teacher's commitment and stability [25].

Many quantitative, qualitative and mixed studies have been conducted on the study and identification of motivational factors in choosing a teaching profession. As those studies had different goals, different results were also determined. Most of the major studies classify the factors as intrinsic, extrinsic and altruistic reasons [26], [17], [27], [28]. And in the works of other researchers, along with intrinsic and extrinsic motives, they consider the influence of others into those three [29], [30]. However, there are those who argue that because all of these factors can have an effect, there must also be mixed combinations of all [31]. On the other hand, Struyven et al. [32] say that there should be an equal balance between those reasons.

As the main indicators of intrinsic-altruistic motivation, it was found that the ability to make a positive contribution to the life and development of the younger generation and benefit society is an important reason for choosing teaching profession. In a study conducted among teacher-students, it was found that working with children and making a positive contribution to their bright future affects the choice of teaching profession [33], [29]. At the same time, Bakar et al. [34] found that the importance of contributing to society was the most important influencing factor. Other authors have shown that this reason is one of the important [29], [35]. Krečič and Grmek [36] and Timmerman [37] found that as a teacher, students can be encouraged by being a role model, which is why there are student-teachers who choose to become teachers. Wang and Wang state that choosing a teaching profession allows students to reach their full potential by sharing their knowledge with others [38]. In addition to these there are those who choose a teaching with intrinsic motives, if he/she loves his subject [39], accepts that teaching is his/her calling [34], there is a possibility of self-realization [36], the teacher is obliged to be in different roles [40] or because it is a profession that increases responsibility [41].

External factors can play a major role in teaching. Some studies have found that there are those who choose to be teachers because of external factors [26], [27]. As shown in studies, salary [29], [40], teacher status [42], [39], job security [43] and additional opportunities provided to teachers [39], [44] are the main external causes. Wafaa [40] stated that external factors have little or no influence on the choice of teaching profession. And when analyzing the external factors according to gender difference, it was found that male teachers have a stronger influence than female teachers. That is, salary plays a big role in men's choice of teaching profession [29]. However, job security is considered very important for women to enter the teaching profession [43].

Huberman et al. [44] divided the reasons for choosing teaching profession into two main factors. Job security, monthly income, and long vacations are material reasons, and love of the subject, working with children, and the possibility of contributing to society are systematized as second reason professional motives. Dhar [45], who conducted a study by conducting in-depth interviews with 20

teachers working in higher education, classified the reasons for teacher selection into overt and covert motives, agreed with the above authors.

Material and methods

Qualitative research is widely used to gain an in-depth understanding of a problem and to identify various phenomena. In recent years, qualitative research has become more common in the field of social science [46]. However, in order to achieve meaningful and useful results, it is necessary to conduct research in a correct, rigorous system and methodically [47]. The thematic analysis used in this work is also one of the qualitative research tools. Although thematic analysis is accepted by most researchers as a separate qualitative research method because it is considered as one of the steps in qualitative analysis [48], other authors argue that it is a separate qualitative research method in itself [47], [49]. Therefore, in the methodology of this work, Braun and Clarke's method is used, which is accepted as one of the most carefully developed methods in recent years [50] and the most cited (more than 200,000 citations in Google scholar). Braun and Clarke's method is a thematic qualitative analysis consisting of 6 steps. In the first step, semi-structured interviews were conducted, after which they were transcribed and reviewed. Later, those texts were divided into more than 50 initial codes, after each code was given a unique name, those codes were classified into about 15 topics. And the topics are generalized, several main topics are determined, and a narrative is created based on those topics. Through the steps mentioned above, it is possible to obtain answers to the research questions by conducting a comprehensive thematic analysis [51].

Data collection

Data were collected from 20 teachers working in public schools in Almaty through in-depth interviews during January-February 2023. Data were collected through semi-structured interviews. The semi-structured interview format allows to go deeper into some topics during the conversation depending on the answers to some questions or the choices or behaviors of the respondent [52] and it is also possible to continue the question-and-answer in a pre-prepared format [53]. The authors' discourse on in-depth interviews delineates these interviews as structured around a predetermined set of questions, with some allowance for flexibility in the manner in which said questions are posed. Moreover, these interviews afford the researcher the opportunity to pose clarifying and follow-up questions [54]. The main questions that underpinned this study are outlined below. Apart from that, an additional clarifying question asked based on the respondent's answer, mood or situation was also marked with an asterisk.

- Can you describe your view of the teaching profession?
- Why did you choose the teaching profession, what is the attractiveness of the profession?
- What do you think about the status of teaching in Kazakhstan?
- In the current situation, would you recommend your younger brother, sister or children to choose a teaching profession? *

* This question was not among the pre-prepared questions. It was asked to some respondents during the interview depending on the development of

the conversation. Most of the teachers with more than 10 years of teaching experience were asked in order to know the current status of the teacher. That is, it was asked to determine how important the teaching profession is now.

Participants

A purposive snowball sampling method was used to recruit participants. Although initial contact was made through the researcher's professional network, a deliberate effort was made to achieve maximum diversity in terms of gender, age, teaching experience, and subject areas. This targeted diversity (covering 12 different subjects, ages, and a gender ratio of 25% men to 75% women, consistent with the national average) was intentional. In qualitative research, such a diverse sample increases the validity of the findings by ensuring that the themes identified cover a wide range of professional areas and are not biased towards a particular demographic group, and also years of teaching experience was maintained starting from 1-year experience to more than 25 years. The sample size ($n=20$) is consistent with methodological recommendations for qualitative in-depth interviews aimed at achieving data saturation, where the emphasis is on the depth and richness of the data rather than statistical generalization.

Ethical issues

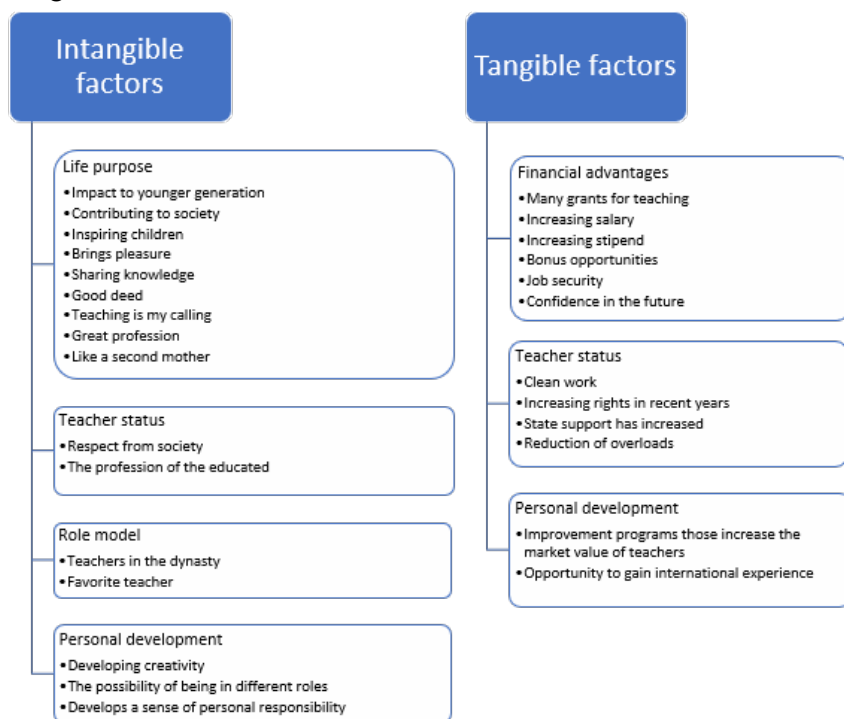
According to the decision of the local ethics committee at the Kazakh National University, it was allowed to conduct interview (permission paper). The commission gave its positive decision after reviewing the question section, agreement paper and research plan.

The ethical issues addressed in the scientific article included voluntary participation, as participants willingly took part in the study. The participants provided informed consent by signing an agreement document after the interviews were conducted. The researchers ensured the confidentiality of participants' responses, maintaining the privacy and anonymity of their information throughout the study.

Results

Figure 1 offers an at-a-glance thematic map generated through Braun & Clark's six-step reflexive analysis. It bifurcates the motives for choosing teaching into two overarching clusters—intangible factors and tangible factors. The intangible cluster gathers four inter-related themes (life purpose, teacher status, role models and personal development) that reflect intrinsic or altruistic drivers voiced by participants. The tangible cluster consolidates extrinsic incentives under financial advantages, enhanced professional status and structured personal-development opportunities. Taken together, these dual clusters illustrate the dynamic interplay of intrinsic and extrinsic motivations and provide the organising scaffold for the detailed theme-by-theme discussion that follows.

Figure 1. Thematic map of intrinsic and extrinsic factors for choosing teaching



1.1 Intangible factors

Empirical data obtained through semi-structured interviews indicate that intangible factors are the main and primary motivation for those who choose to become teachers in Almaty public schools. Thematic analysis of teachers' responses shows that intrinsic and altruistic motivators have deep psychological and socio-cultural weight, directly shaping their professional identity. Within this group, reflexive analysis identified four interrelated subthemes: purpose in life, teacher status, role model, and personal development, each of which reflects a specific dimension of intangible orientation.

1.1.1 Life purpose

The most prominent and emotionally charged category in the intangible cluster was identified as "Life Purpose". This main theme brings together various intrinsic motivations, where teaching is perceived not as just a set of work or functional duties, but as a meaningful mission and the mainstay of one's personal life. The narrative matrix in this section captures several important aspects expressed by respondents: the desire to make a conscious contribution to society, the desire to positively influence and inspire the younger generation, the intrinsic joy of sharing knowledge, and a deep understanding of teaching as a spiritual calling or "good deed". These motivations are not isolated elements,

but are closely intertwined in the teachers' narratives, demonstrating how personal altruism is closely linked to a broader sense of social responsibility.

Contribution to society

The responses of teachers who chose teaching with the aim of benefiting the society caused this factor to be highlighted.

"Teacher, when we say teaching, a teacher is a student educator. A person who educates the personality of the future society. That's why you have to educate yourself while educating your children. The child will learn from you."

Resp 20, F, 30 years

"A teacher educates a nation, educates children. Even our great Abai was wise, everyone passed in front of the teacher. We who are sitting here now, you, the mayor, even the prosecutor, whoever it is, have passed in front of the teacher." Resp 20, F, 30 years

Impact to younger generation

The answers of some respondents revealed that they chose this profession to contribute to the bright future of the younger generation.

"We are educating our future personalities" Resp 12, F, 26 years

"I think that a teacher is a person who propagates the values of instilling moral qualities in the young generation and leads students to academic success."

Resp 10, F, 3 years

Inspiring children

There are teachers who make children eyes light up and ignite their hearts. There were also those who took into account the contribution they would make to the life of each child by encouraging them.

"We need to be inspiring. Because showing is different, teaching is different"

Resp 2, M, 2

"A teacher not only imparts knowledge, but also inspires and motivates students, students sitting in front of them." Resp 14, M, 6

Sharing knowledge

This is why some teachers have made it their life's goal to share their knowledge with others.

"You want to share your knowledge, and you don't mind to share it" Resp 6, F, 7 years

"According to that basis, I now share my knowledge with those students, and when the students understand, and they achieve success through it, there will be inner joy" Resp 9, M, 7

Good deed

Some teachers attribute their choice of teaching profession to the merit of God. That is, teaching or educating children is chosen because it is a meritorious activity. This factor was indicated by female teachers of different subject and experience.

"I would say that in addition to educating the child, in addition to educating the child for the future, it is a worthy deed" Resp 15, F, 11

"First of all, after becoming human, we do whatever opportunities are given to us for the sake of God. That's why I think it's a worthwhile profession. That's the appeal of it." Resp 18, F, 5

Teaching is calling

There are teachers who choose teaching because it seems to be their calling.

"Teaching is attractive, not unattractive. Namely, if we look at this example from any angle, it's like they say that you have that ability or not, it's a calling. Either you can become a teacher or you cannot. That's why when you go to other professions and you succeed." Resp 7, F, 13

"But now I think that trend has changed. People who really love that profession go to teaching. Because first of all interest" Resp 14, F, 6

Children became close

Children love their teachers and get used to them. Being close to children was the reason for choosing a teacher.

"The teacher was seen as our second mother when we were children, when we came to the first grade. Second mother, second home." Resp 11, M, 5

"Well, this is the person, for example, whom we should focus on, for me the teacher is probably a sacred word, that's it, that's it, that's what evokes warm memories. Yes, there you can say to put the teacher probably on some kind of plane and next to the mother, not quite in parallel, yes, but such associations with the teacher are warm, good. Resp 7, F, 13

1.1.2 Teacher status

One of the main findings of the analysis is the dual nature of the "teacher status" as perceived by the participants. While the socio-economic and legal protection of the profession was emphasized within the material component, the moral, traditional and intellectual aspects of the status were actively considered as strong intangible factors. Within this sub-theme, respondents noted a deep need for symbolic recognition, which manifests itself in two different ways. These are the historically established respect from society and the pride of belonging to a community of highly educated, intellectual people.

Respect from society

There are teachers who have chosen teaching as a respected profession in the society. From their answers, it can be seen that the respect shown to the teachers is felt.

"For example, people respect the teacher when they say they are teachers. It is our national tradition to respect the teacher." Resp 18, F, 5 years

"When I grew up seeing the kindness of people I saw on the street, I had a dream when I was little. When I grow up, I want to be a citizen of a new country like these people (teachers)" Resp 2, M, 2 years

The profession of educated people

Another feature of teaching is the presence of only highly educated, open-minded citizens in this profession. That is, your colleagues will be intelligent and educated.

"And you can get a grant to become a teacher only if you score 115 points out of 140 at the current UNT. ... After all, you can't just enter teaching profession easily. I am preparing for that, especially I will become a teacher. For example, there are such students in our school. They say I will become a teacher and I am preparing for it. In this direction. It's already clear." Resp 8, F, 3 year

1.1.3 Role model

A role model is one of the main reasons for choosing a teacher. That is, they imitate the teachers they saw in their childhood.

Teachers in the dynasty

I chose this profession because my close relative, a teacher whom I grew up watching since childhood, influenced me.

"basically, my dad was a teacher" Resp 12, F, 26 years

"My mother is a teacher, my mother is a primary school teacher. She retired only this year, she has 46 years of experience. When I was studying at that school, I told my mother that I would become a teacher, but when I said that I would become a teacher, my mother told me that you would not become a teacher. Resp 15, F, 11

What should be emphasized is that in the role model, relatives of the second or more distant degree may also affect.

"My grandparents were teachers for more than 50 years. My grandfather (mother's) was a mathematician. And my grandmother was also a mathematician. Teachers in my family. That's why, looking at my grandfather and grandmother, who were mathematicians, I fell in love with that profession, chose it and wanted it. I do not regret it. I can even call it a dynasty." Resp 13, F, 17 years

"Now our daughter-in-law is looking at us and wants to become a teacher." Resp 1, F, 2 years

Favorite teacher

My teacher was my main role model and there are some respondents who became teachers because of their teachers.

"Then there was a teacher named Bakhytzhan, who taught Kazakh language and literature, and he talked to me personally as usual. It is good that you know mathematics without doing anything else. You enter the language profession. He said that you can write any article, you can do anything, I'm watching. That person changed my direction." Resp 19, F, 26 years

"By the way, my teacher now works at this school, he graduated from this school. I was interested in that person's manner of speaking, his delivery to children." Resp 1, F, 2 years

1.1.4 Personal development

Intangible reasons of the personal development factor are given here.

Developing creativity

The teaching profession develops a person's versatility and creativity.

"Teacher, in my opinion, is a very creative profession. The teacher not only imparts knowledge, but also inspires and motivates the students sitting in front of them. And I can also say that they are some kind of guide in this life. Resp 14, F, 6 years

"Because you love children, you work with them, you are interested in them, one good thing about this field is that you are not limited to one field. You will be versatile, you should be interesting among children. Resp 3, F, 2 years

The possibility of being in different roles

During the educational process, teachers reveal other sides of themselves by taking on other responsibilities outside the classroom. That is, during the organization of various programs, other abilities are also developed.

"Because we are versatile now, we can be actresses, for example, we can be hosts (in concerts), for example. Why do we play different roles according to the needs of the times. You can educate young people as much as possible." Resp 13, F, 17 years

"And in the theater, I usually act as myself, and then I will be a grandfather, a father, or someone else. When they're done, they don't look at me like a teacher and say, "Oh, how do you want father? What do you want, grandpa?" Resp 16, M, 6 years

Develops the sense of personal responsibility

When teaching, the responsibility towards the students in the class is considered high. That high responsibility also develops the sense of responsibility of the individual as a whole.

"I took responsibility for children, and then started to like it. It's my subject, now you're going to do a comprehensive search. It was online time then. You can search everything, different slides. Since then, my love has gradually opened up. Resp 8, F, 3 years

1.2 Tangible factors

The empirical data revealed, along with non-material factors, there are also material factors. It convincingly demonstrates the crucial role of structural, socio-economic and pragmatic incentives in shaping the choice of teaching as a profession in public schools. A reflexive thematic analysis shows that material factors are not only secondary issues, but also act as necessary basic conditions that legitimize and stabilize the choice of teaching as a profession in a large metropolis. These external motivators form a coherent group that reflects the institutional environment of modern Kazakhstan and can be divided into three interrelated themes: direct financial benefits, the institutional status of teachers and pragmatically structured opportunities for personal development.

1.2.1 Financial advantages

Material advantages are counted first in money. Also increasing salary and stipend, grant and different bonus opportunities, and guaranteed job opportunity were indicated by teachers. Therefore, the first category is based on the financial advantages of this profession.

Grant opportunities for teaching profession

Due to the shortage of teachers in our country, many training grants are allocated to the teaching profession. That is, it is possible to get higher education free of charge or on very favorable terms through a state grant.

"By the way, in the year of graduation, there was a new competition at "AGU". We won a 50% discount there. We passed the first test, passed the second exam and got a grant. So we won a 50% discount and went to study." Resp 1, F, 2 years

Increasing salary and stipend

Increasing teacher salaries in recent years were enough for some respondents as the main reason.

"Salaries are also increasing now, increasing by 25% year-on-year." Resp 9, M, 7 years

"For example, now they are divided into pedagogue-master and pedagogue-researcher. Now it depends on the salary, put a higher percentage of it, for example, 50% will if you become a master, 40% will if you become a researcher, it is motivation. Resp 19, F, 26 years

In addition, school graduates who choose to become teachers receive the highest teacher-only stipend during university.

"Teaching stipends have increased." Resp 14, F, 6 years

Bonus opportunities

Extra payments and bonus system are considered to be the advantage of teachers. That is, the presence of various allowances encourages the choice of a teacher.

"Then every time you pass each qualification category, you will be given bonuses and your salary will increase." Resp 14, F, 6 years

Job security

Teaching profession is always a necessary profession and can be a reason to come to that profession. It means that this profession has not lost its need at any time.

"that teaching never dies, never disappears" Resp 2, M, 2 years

"An immortal profession, there is always work and a rewarding profession." Resp 18, F, 5 years

Confidence in the future

No matter what problems arise in the future, the teaching profession is always needed, so this profession guarantees the future.

"Confidence in the future... Stability. Teaching is permanent. Work is stability." Resp 8, F, 3 years

"I'd like to train you as an architect tomorrow." I used to joke with my sisters that if you get married in the village tomorrow, you will draw the architecture of the barns. I gave them all directions. Tomorrow you will go as a wife to one house, at that time you should have a job, a profession is good, you can find it in that village. Medicine and education are the things that will never die. Education can be found everywhere, even when there was a war there was medicine and education. That's why it's everywhere." Resp 16, M, 6 years

1.2.2 Teacher status

As mentioned above, the status of a teacher also has material benefits. It turns out that some of the respondents come to this profession because of those reasons.

Clean work

The cleanness of the work shows that the status of this profession has increased in recent years. That is, it is attractive because it is a clean job that can be done only in formal clothes.

"Nowadays, literally in the past, teachers used to do all the work. The new field is swept, cleaned, street walking, and election. Now all of it has been reduced, maybe it has been 3-4 years since I told this, all of it has been reduced, and now the status of the teacher has also increased. That's a plus." Resp 1, F, 2 years

"In the past, for example, teachers used to run to sweep the street and do other things. And now it's all reduced. The teacher is a civil servant, and he should not be given heavy street work. It's all about raising the status of the teacher. In the past, the teachers of our childhood used to plant willows in the fields and sweep the streets. Our vice-principal used to sweep the streets. Now there are many teachers, the teachers in front of me, the teachers I see now, he is raising them to a high level." Resp 16, M, 6 years

Increasing rights in recent years

The increasing status of teachers in recent years shows that their rights have also increased. That is, the increase in the rights of teachers is the reason to come to this profession.

"Nowadays, this has become one of the pressing issues, and I can say that our ministry is in a very good position to do a good job with it. Laws on the status of teachers have now been introduced, I believe that the protection of teacher's rights has protected the rights of a comprehensive teacher in all respects, the status of a teacher is now at a high level and I believe that in the next 10-15 years it will reach a higher level. Resp 4, M, 8 years

"Now, the first problem is, you know, in the past, teachers were the ones with the lowest salary and the lowest rank. Nowadays, the status of a teacher has been raised above that of a doctor and others. Now, let alone the monthly income, the teacher's status is now also a teacher in the civil servant account. Resp 16, M, 6 years

State support has increased

The increase in the status of teachers shows that the state supports specialists in this field. According to the laws adopted in recent years, teachers feel supported by the state.

"Now in Kazakhstan, the Ministry of Education in Kazakhstan is supporting these teachers comprehensively and as much as possible. They created the whole comfort, including the water in our office, the blackboard, five or six years ago, I know with from mother how my mother behaved (how the situation was bad) " Resp 5, F, 2 years

"Many different programs are being distributed, like buying a house, like benefits." Resp 9, M, 7 years

Reduction of overloads

Reduction of overloads was a great opportunity for teachers. Getting rid of paperwork has also shown that the status of the teaching profession has increased, which, in turn, has an effect on the entry into this profession.

"And now we are moving to digitization, and our paperwork is decreasing. We are happy now, we have advantages from that point of view." Resp 17, F, 27 years

"we don't even print a lot of paper" Resp 12, F, 26 years

1.2.3 Personal development

It was revealed from the answers of the respondents that there are also material benefits of personal development. Therefore, material factors are presented in this section.

Development programs those increase the market value of teachers

Teachers' market value increases through professional development and other programs specifically organized for teachers. In turn, it benefits teachers financially in the form of salary or allowances.

"And you may have seen, for example, if I'm not mistaken, a teacher from the Nazarbayev school is a teacher in the "Top 10" of the world teachers, and it is considered a sign of the increase in his status." Resp 14, F, 6 years

"I will tell you the truth now, according to which teachers are being sent to rural schools. And for example, apart from his salary, he gets 300,000 tenge as a scholarship to young teachers. In addition, the whole support and entering courses, with insurance, housing with a house, supporting a family, and separate courses. They develop teachers for 2 years, everything is free for 2 years, and they provide stipends. It was opened recently. Patrons do, ordinary businessmen, researched all over Kazakhstan. Young teachers are such ambitious teachers, I will tell you now. It is called "Teach for Kazakhstan". Resp 9, M, 7 years

Opportunity to gain an international experience

There are foreign experience programs organized exclusively for teachers, through which you can gain foreign experience. Those possibilities increase the attractiveness of the teaching profession.

"And now, in the modern age, it's great, the teachers have great support. The competition for those teachers is "Teacher of the Year" and they even give them a trip abroad and a car." Resp 20, F, 30 years

"Increases interest in teaching profession. Especially among the younger generation. And now there are many such exchange programs, program for teachers or various conferences, webinars, events for the same reason increase interest of the teaching profession among future students and students. Resp 14, F, 6 years

Discussion

In many countries of the world, in the context of the problem of teacher shortage, the importance of studying the motives of teachers' choice of profession is increasing. This complex issue is also relevant in Kazakhstan. The study of this issue may also be useful in attracting new candidates to this profession. The purpose of the study was to deeply determine the reasons for choosing this profession of teachers.

Based on the thematic analysis conducted for this purpose, many reasons were identified. Huberman et al. [44] show in their work that the reasons for choosing teachers are divided into material reasons and professional motives. According to Dhar [45], candidates choose based on covert (intrinsic) and overt (extrinsic) reasons. The reasons identified as a result of this study were also divided into material (tangible) and non-material (intangible) reasons. However, many authors divide the reasons into three. In addition to intrinsic and extrinsic

reasons, some authors consider altruism [26], [17], [27], [28], other authors point to the influence of others as a third reason [29], [30]. The results of this work are similar to those shown above by Dhar [45] and Huberman et al. [44] is consistent, that is, the causes are divided into two main groups. Contribution to society, impact to younger generation, sharing knowledge, good deed, brings pleasure, love of the subject, teaching is my calling, respect from society, educated colleagues, role model, developing creativity and responsibility and others belong to non-material reasons. And grant and bonus opportunities, increasing salary and stipend, job security, cleanliness of the work, increasing rights of teachers, state support, reduction of overloads and opportunity of professional development belong to material reasons. Contribution to society in other works refers to intrinsic or altruistic reasons [34], [29], [35], and in this study, this reason was included in the category of non-material reasons called life purpose. The impact to younger generation defined as another reason in the same category belongs to the intrinsic reasons according to the conclusions of the authors Šaić et al. [33], Wafaa [40], Balyer and Özcan [29], Bakar et al. [34]. One of the results revealed during this study is that, teaching is a good practice that has many rewards and God's approval. That is, the respondents answer "First of all, after becoming human, we do whatever opportunities are given to us for the sake of God. That's why I think it's a worthwhile profession. That's the appeal of it." proves the importance of this reason. Wang and Wang [35] wrote that knowledge sharing is one of the intrinsic reasons for choosing to become a teacher, and as a result of this work, it was placed among the intangible reasons. Some respondents said that it allows us to enter into different roles as teachers and reveal our different abilities, it's similar with the results of Wafaa [40], who says that this is one of the motivations for choosing the teaching profession. The analysis showed that it is intangible reason. According to Stan [41] candidates choose teaching because it increases their sense of personal responsibility in their work, and the responses of the teachers in this study support that statement. That is, for some teachers, this feeling is important, because teaching instills in the respondents a sense of additional responsibility towards students. Because it is a feeling, it is included among intrinsic motives in this study. As reported by other authors, other non-material reasons such as teaching is my calling [34] and love of the subject [39] were identified among the intangible reasons in this work.

Timmerman [37] states that secondary school teachers influence the choice of teacher, as a result of this work, it was determined that one of the two persons who are role models for the choice of teacher are teachers during school. It was found that the second influential person is close relative. Some respondents are influenced by their mother/father, i.e. first-degree relatives, as suggested by McCray et al. [55] agree. However, in this work, it was found that second-degree relatives also influence Kazakh teachers. Some respondents said "My grandparents were teachers for more than 50 years. My grandfather (mother's father) was a mathematician.", "Now our daughter-in-law is looking at us and wants to become a teacher." This difference can be observed from the answers.

Material reasons are also important in teacher selection [26], [27]. As a result of this study, they were systematized as material (or overt) reasons. Salary is an

important factor in choosing a teacher as determined by many authors [29], [40], and the importance of the salary was also shown as a result of this work. Ayçiçek and Toraman [42] and Azman [39] say that teacher status is one of the important reasons for choosing a teacher, and the same conclusion can be drawn from the responses of the teachers who participated in this study. However, in this study, teacher status was included in both material and non-material reasons. As non-material reasons for the teacher's status, the answer "It is our national tradition to respect the teacher" took place in the category "Respect from society". Therefore, there are tangible and intangible reasons for the status of a teacher. Crisan et al. [43] report that job security can be a reason for selection for teachers, and the results of this work support the same conclusion. As a result of the study, it was found that additional material opportunities for teachers are important in choosing this profession, which agrees with the results of previous studies [39]. State support and increasing teacher rights in recent years are also material reasons identified by this study. Teachers' comments as "Many different programs are being distributed, like buying a house, like benefits" and "Laws on the status of teachers have now been introduced, I believe that the protection of teacher's rights has protected the rights of a comprehensive teacher in all respects" prove that these indicators are improving. Teacher professional development programs also make their own contribution to strengthening the choice of teaching profession, i.e. "They develop teachers for 2 years, everything is free for 2 years, and they give stipends" and "And now there are many such exchange programs, program for teachers or various conferences, webinars, events for the same reason increase interest of the teaching profession among future students" opportunities are offered to teachers, which in turn causes them to be attracted to the profession.

The emergence of spiritual and religious motives, conceptualized as "good deeds" (or serving God), is a unique phenomenon in the cultural context of contemporary Kazakhstan. While this factor reflects a deep cultural perception of teaching as a moral duty and sacred calling, it needs to be critically analyzed in terms of social desirability. In qualitative interviews, respondents may have adapted socially approved, altruistic narratives to emphasize the nobility of their career choice. Nevertheless, the persistence of these moral compass points among female teachers of diverse backgrounds suggests that religious and ethical values continue to serve as an underexplored but important psychological basis for the formation of professional identity in the region.

Thus, some of the intangible reasons for choosing teaching as a career identified in this study correspond to intrinsic reasons, while others correspond to altruistic reasons compared to other studies. And the vast majority of material reasons coincide with extrinsic reasons. Thus, the reasons for choosing the teaching profession of teachers in public schools in Almaty were divided into two groups: material and non-material.

Conclusion

In conclusion, it was found that both material and non-material reasons are important in choosing teaching profession as a career. The teachers who

participated in the study indicated the importance of both factors. Respondents said that teaching profession is a rewarding job and that teaching children is a reason to get God's approval. In addition to first-degree relatives such as mother/father as role models, second-degree relatives such as grandparents can also be a reason to become a teacher. As a result of the state support in the recent years, the status of teaching is increasing, which in turn will cause attraction to the profession. Although there is a shortage of teaching professionals, in general, it can be said that there is an interest in the teaching profession and the attractiveness of this profession is increasing.

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