

ISSN 0119-5107



**Philippine Normal University
CENTER FOR RESEARCH AND
DEVELOPMENT IN EDUCATION
Manila**



RESEARCH SERIES

No. 124

July 2010

PRE-SERVICE TEACHERS' MOTIVATION RELATED TO CAREER CHOICE: THE CASE OF PNU BCED AND BEED STUDENTS

EDNA LUZ C. RAYMUNDO – ABULON

Faculty Researcher

Pre-Service Teachers' Motivation Related to Career Choice: The Case of PNU BCED and BEED Students

EDNA LUZ C. RAYMUNDO – ABULON

Faculty Researcher

BACKGROUND

The multiplicity of motives behind each behavior cannot be underestimated. And when it comes to the choice of a life-long career, a young adult has to make a crucial decision in a snap of time. Career choice as elucidated by Ibrahim (1998) implies that individuals have gone through a decision-making process, that they have surveyed the work field, have accessed their competencies, have some understanding of what bring a sense of fulfillment and have examined alternatives and the likely effects of these alternatives on their self-concept. Thus, the motives behind such crucial choice are varied and overlapping.

Considerable amount of researches have investigated the motivational factors behind young people's option for teaching as a career. Yet, this area of research remains topical because previous researches like that of China's Wang and Fwu (2001) who reported that the type of motivation a student teacher enters the profession has a close association with the degree of commitment the teacher displays towards the job in the future. Same study found out that those who were decisive about their choice for entering the profession and had a great deal of enthusiasm ultimately outlasted their peers in staying in the profession. In Singapore, the study of Khoh et.al (2005) stressed that the ability to predict retention rates backed by some form of empirical findings is important in helping the country's Ministry of Education plan for possible shortages in the teaching workforce. Hence, studying motivation for entering teaching is very important

for the purposes of being able to predict retention rates in the profession for specific cohorts of students.

According to Moran et.al (2001), previous researches on motives for entering the teaching profession came up with three categories of motives: Extrinsic, Intrinsic and Altruistic Factors. Same study further explained these three factors. **Extrinsic motivation** includes the benefits and perks offered such as good salary and having holidays simultaneous with one's own children etc. Extrinsic motivation also includes pressure from people. Pressure from parents and comparison with peers are the most common examples in the context of career choice. **Intrinsic factors** may be understood as entering the profession for job-related factors like the nature of the job, for example, that it provides an avenue for life-long learning; the perceived good job fit, the many opportunities that the job appears to offer and so on. Finally, the third category of motives termed **altruistic factors** goes beyond any tangible benefits that the teaching profession has to offer.

Moran et.al's (2001) classification was found to be in consonance with Wang and Fwu's (2001) suggestion of having two general attractions to the teaching profession: those closely associated with the nature and conditions surrounding the job (intrinsic factors) and those which are external forces that pushed one to choose teaching as a career (extrinsic factors).

Aside from these researches in Asian countries, Goh and Atputhasamy's (20001) research on the most popular motives for entering the teaching profession in Singapore, has a direct bearing on the current study. Student teachers were asked to rate the 22 statements of motives for choosing teaching as a career. The study found out that the five most influential motives are: Love for working with children, love for teaching, the opportunity to influence the young lives for the better, the intellectual stimulation

provided by the job and the perception that teaching is a noble profession.

In the local setting, some scholarly pursuits on career choices centered on high school students' career preferences were endeavored mostly by those who are in the Guidance and Counseling specialization. One example is the thesis done by Tanega (1988) who explored, among others, the factors that influenced career choices of junior high school students. She found out that childhood ambition and parents' advice influenced the choice of occupation more than other variables like family income, intellectual capacity, and advice of teachers or counselors. This result way back in the 1980s is echoed by Rosayaga in 2000. This descriptive-correlational study found out that the variable that has the highest positive significant relationship with the students' career choice is parents' supervision. Another study done by Paquinto (2000) which assessed the course preference of senior high school and factors related to such decision, found out that the key person in students' decision is their father. These studies solidified the strong influence of the parents over career decision in life among Filipino adolescents.

The PNU - Center for Research and Development in Education (CREDE) conducted parallel surveys in 2001, 2004 and 2009 to determine if the graduating students of teacher education program will teach after graduation. The results of these surveys showed a relatively deepening commitment to teach after completion of their program. In 2001, around 61% of the respondents said yes, they will teach. In 2004, an increase in the percentage was revealed with a 69% of the respondents said yes. In the last survey in 2009, around 74% of the graduating respondents said yes (Mancao, 2009). Imperative to this is the goal of the current research geared towards exploring what motivates the PNU students to pursue teaching as a career. The Philippine Normal University as the National Center for Teacher

Education envisioned every graduate to really go into the field of teaching. More basically, the current research focuses on the students of the Bachelor of Early Childhood Education and of the Bachelor of Elementary Education since they are at the frontier of honing young minds to become better citizens of the future.

Significantly, this research aims to understand many motivational forces by which students could develop commitment to teaching as a career. Ibrahim (2005) emphasized that the quality of school teachers especially in the elementary level will make a difference to how children learn in the later stage of their lives. The same research further cited that success will depend on the training of the teachers and the attractiveness of the teaching profession. Better incentives such as extrinsic rewards may further enhance teacher job satisfaction.

The study specifically has the following research objectives:

1. To determine the general perception of the respondents about teaching as a profession.
2. To explore their reasons for choosing teaching as their future career.
3. To elicit information about people and events that could have influenced them to choose teaching as their future career.
4. To survey their perception of what should be the qualities of a teacher and their own characteristics that they found suitable to become future teachers.

METHODOLOGY

A total of 70 or 20% of the total population of BCED and BEED sophomore students during the school year of 2008-2009 were randomly chosen via systematic sampling technique by the researcher. A questionnaire with open-ended questions that embodied the objectives of the study was completed by these 70 students. They were also asked about relevant personal data such as gender, place of residence and the type of high school graduated from.

The sample of the study is dominantly composed of female students majoring in BCED and BEED. Table 1 reveals that for every 1 male respondent, there are 6 female respondent-counterparts.

Table 1

Frequency and percentage distribution of respondents according to gender

Sex	f	%
Male	6	9
Female	64	91
Total	70	100

As can be gleaned from Table 2, about one fourth of the total sample of the study resides in the City of Manila followed by Quezon City with about 20% of the respondents.

Table 2

Frequency and percentage distribution of respondents According to their place of residence

Place of Residence	f	%
Manila	17	24
Quezon City	14	20
CAMANAVA	10	14
Makati	4	6
Parañaque	4	6
Pasay	4	6
Cavite	2	3
Antipolo	1	1
Batangas	1	1
Marikina	1	1
Pasig	1	1
Total	70	100

More than one half or 63% of the sample graduated from public high school as revealed by the data presented in Table 3. Around 26 respondents, on the other hand, graduated from private high schools but choose to study at the Philippine Normal University to pursue teacher education program.

Table 3

Frequency and percentage distribution of Respondents' type of high school attended

Type of High School	f	%
Public	44	63
Private	26	37
Total	70	100

Results from the questionnaires were analyzed by identifying common themes from the statements and responses to each open-ended question. A list of these themes was then compiled. Each of the responses was then coded to the identified

themes. The coding was then checked for accuracy and frequency. The frequency count for each of the theme was then tabulated and ranked accordingly. Ranking was preferred due to inevitable multiple responses for each question. Percentages were computed for the demographic data of the respondents.

RESULTS AND DISCUSSION

A. Perception of the Respondents on Teaching as a Profession

From the data presented in Table 4, it can be surmised that the current generation of would-be teachers still believed that teaching is a noble profession. One respondent specified that *“Teaching is the noblest among all professions. It is sacrificing and giving yourself to students even at your own expense – low income, less privileges”*.

Table 4

Most commonly occurring themes generated from the respondents' perception on teaching as profession

Theme	f*	Rank
A noble profession	27	1
An opportunity for sharing knowledge and experiences	12	2
A job that has a lot of hard work and sacrifices; big duty and responsibility	11	3
An opportunity for touching lives of others and molding of children's lives	10	4
A vocation, a mission in life.	8	5
The mother of all courses; The foundation of all professions	6	6
A continuous learning process	5	7

*Multiple responses

Ranked number 2 in the survey is the perception of teaching as an opportunity to share knowledge and experiences to the students. One notable response along this aspect is: *"Teaching is a job that you have to engage yourself fully. Something like attaching your own personality as well as your own knowledge to your students"*. Akin to this belief is the students' perception of teaching as an opportunity to mold children's lives which ranked fourth. One respondent said that *"teaching is high calling where you are expected to mold the future of your students"*. Other noteworthy responses are: *"teaching is a life-long service to others"*; and *"teaching is a profession where we can give own heart for sharing your wisdom to learners"*.

Hard work and a lot of sacrifices are expected of the teaching profession was expressed by 11 respondents of the study. One respondent stressed that *"teaching is a very hard profession accompanied with a lot of responsibilities"*. Another response worthy to mention along this facet is *"teaching is a very hard profession but rewarding because after all the hardships being experienced, it feels good to see the children apply what they have learned."*

Summing up these perceptions, it can be implied that the respondents are very much aware of the nature and responsibilities of their future job as teachers. Such awareness can facilitate deeper commitment to teaching. The wisdom of Field (1963) as cited in Ibrahim (1998) supported the discussion above. According to Field, *"individuals choose actions which fits their current notion of (1) what they are like, (2) what they can be like and (3) what they want to be like, (4) what their situation is like, (5) what their situation might become and finally (6) the way they see these aspects of self and situation as being related"*.

B. Main Reasons for Choosing Teaching as Future Career in Life

Table 5 presents the top seven themes that embodied the main reasons of the respondents for taking up teacher education course as a preparation for their life-time career.

Table 5

Most commonly occurring themes generated from the respondents' main reasons for choosing teaching as future career

Theme	f*	Rank
Interest in Teaching	19	1
A dream, a passion to teach	18	2
Inspired by Role Models	16	3
Love of sharing knowledge to others	15	4
Provides better job opportunities	13	5
Love for children	12	6
Opportunity to inspire and mold the young	10	7

*Multiple responses

Segmenting the data in Table 5 through the classification provided by Moran (2001), it can be noted that the majority of the respondents were **intrinsically** motivated when they decide to take up teacher education course. The theme "*interest in teaching*" ranked first. Ranked second is the theme that focuses on teaching as "a dream" and as "a passion". The following are examples of the statements actually made by the respondents along these themes:

1. *"I love teaching and I dreamed to become a teacher."*
2. *"It was part of my dream, so it is for self-fulfillment".*
3. *"Because I really love it. I love to impart knowledge and I want the concept of being called "Ma'am".*
4. *"Because it is my passion to teach. Since elementary, I already envision myself facing students and teach!".*
5. *"Because I am interested in teaching. I want to share the knowledge that I gain from so many years".*

-
6. *"It is my ambition since I was a kid."*
 7. *"I love discussion, reporting and sharing what I know."*

This major finding could propel future teachers towards commitment and satisfaction. Cross and Markus (1999) cited that western theories of motivation tended to view personal choice as the ultimate good. Decisions based on personal choice, rather than influenced by others, are most potent in directing behavior and in providing satisfaction.

Around 16 responses that ranked third centered on the theme that represents their decision as *"influenced or inspired by other family members and former teachers"*. Ranked fifth with around 13 responses is the theme that is focused on choosing teaching because it could *provide better job opportunities*". The reasons under these themes are considered as **extrinsically** motivated behaviors. Examples of the statements along these two themes are the following:

1. *"Its my parents' decision because they believe that I can easily look for a job after graduation".*
2. *"My first reason is that my family influenced me and I have lot of opportunities in terms of getting a job."*
3. *"Teachers are always in demand. As long as there are schools, there are teachers."*
4. *"I was influenced by my Auntie and a teacher during high school."*
5. *"I was influenced by the people around me".*
6. *"Because I want to be like my mother".*
7. *"One of the reasons is my mother who is a teacher. I want to follow her footsteps".*
8. *"Because it will be in demand abroad".*

Ranked fourth, sixth and seventh are the reasons that can be considered **altruistically** motivated. Love of sharing knowledge to others, love for children, opportunity to inspire and

to mold the minds of young people are representatives of altruistic behavior. Respondents choose teaching as a career in life beyond any influence from others and any tangible benefits that this profession has to offer. Examples of the actual responses along these three themes are the following:

1. *"I love kids and I love to impart knowledge to them".*
2. *"I want to influence the quality of education that future generation will receive and I want to share my experience to my students".*
3. *"I want to make change in the lives of the children and in our educational system"*
4. *"I love touching lives of other people".*
5. *"I want to touch lives and contribute to progress through educating the young".*
6. *"I love children!"*.
7. *"I believe that teaching is the only profession which made all professions possible an I want to be a teacher that molds future doctors, lawyers etc."*.
8. *"I have the passion to influence the young ones".*
9. *"I want to touch and inspire the students someday".*
10. *"I want to make change in other's lives".*

C. Influence from significant people in choosing teaching as a career

When asked if there are people who influenced them to choose teaching as their future career, table 6 shows that majority or 46% of them said "yes" while 21% answered "no". There were three respondents who did not answer this question.

Table 6

Frequency and percentage distribution of responses in relation to occurrence of influences on career choice by significant people

Response	f	%
Yes	46	66
No	21	30
No Answer	3	4
Total	70	100

Of the 46 respondents who said “yes” when asked if there were people who influenced them, the data in Table 7 reveals that the *family* ranked first among the significant people while the respondents’ “*relatives*” ranked third in the survey. Indeed, the Filipino value of being “family-centered” plays a big role on the career choices of adolescents. *Former teachers* ranked second as influential people on the respondents’ career choice. Only two respondents said that their friends influenced them to take up teacher education.

Table 7

Frequency distribution and ranking on significant people who influenced the respondents’ decision

Significant People	F	%	Rank
Family	21	46	1
Teacher	15	33	2
Relatives	8	17	3
Friends	2	4	4
Total	46	100	--

The findings reflected in Table 6 and 7 can be related to the data presented in Table 5. Ranked third in the survey of main reasons for their decision to go into teaching is the fact that they have been influenced by significant people around them. Looking back at the actual responses when asked for their reasons, there are statements that reflect these influences.

This particular result supported the findings of Tanega (1988), Rosayaga in 2000 and Paquinto (2000). Truly, the influence of the family has found to be very significant among Filipinos. This has an implication on the role of culture on decision making like career choice. Cross and Markus (1999) elucidated the importance of culture in one's decision making. They cited that Asian cultures (which includes our country) carry interdependent selves wherein the person is no, and cannot be separated from others and the surrounding social context. In decision making, the Asian people are strongly inclined to consider others.

D. Event that influenced the respondents' choice for teaching as their future career.

Slightly more than half or 53% of the respondents answered "no" when asked if there is an event that could have influenced their career choice as presented in Table 8.

Table 8

Frequency and percentage distribution of responses in relation to occurrence of an event that influenced their career choice.

Response	f	%
Yes	29	41
No	37	53
No Answer	4	6
Total	70	100

About 41% of the respondents on the other hand said “yes”. Sample statements made by the respondents relative to these events are as follows:

1. *When we visited Baseco during first year, it made me decide to pursue my course*
2. *When I was younger, I use to teach my siblings*
3. *When I met children working to earn money for their education*
4. *Teaching in our church*
5. *An episode in Magpakailanman*
6. *When I entered PNU, I know I would become a teacher.*
7. *I used to Imitate my English teacher in High School*
8. *It's the time when I graduated in high school*
9. *Every situation in my life, God called me to be a teacher*
10. *My friends and I used to play “teacher teacheran”, and I am the teacher as always*
11. *My ministry in the church*
12. *When I entered and saw PNU*
13. *When I was a CAT officer*
14. *When I was involved in teaching activities in high school*
15. *During my grade school, I was inspired already.*
16. *When I met my math teacher in grade 6*
17. *When I was a child I used to play or act as a teacher*
18. *I entered organization in our church*
19. *The inspiration of teachers in high school.*
20. *During one of our Christmas parties in high school*

Further analyzing these statements, it can be noted that significant events during the formative years of life, that is during elementary or high school, could influence the adolescents' career choice. Worthy to note are the statements made by three

respondents -- that it was only during the initial part of their college days that affirmation to become teachers occurred (statement #1,6 and 12).

Comparing the data from Table 6 to 8, there appears to be a stronger influence of significant people rather than events in life when it comes to career choice.

E. Characteristics that should be possessed by teachers

The respondents' perception of what should be the attributes of teachers, are represented by the data in Table 9. The mostly occurring response is that of being "patient" followed by being "loving". Possessing adequate knowledge ranked third while having good reputation ranked fourth. Being "caring" and responsible" tied at rank 5.5. Commitment to the profession and having flexible and open-minded attitude followed at rank 7th, 8th and 9th respectively. Last in the top 10 characteristics is that of being "creative".

Table 9

Frequency distribution and ranking on the characteristics that Should be possessed by teachers as expressed by the respondents

Characteristics	F*	Rank
Patient	45	1
Loving	13	2
Knowledgeable	12	3
Good reputation	11	4
Caring	10	5.5
Responsible	10	5.5
Committed	9	7
Flexible	8	8
Open minded	7	9
Creative	6	10

*Multiple responses

F. Characteristics of the Respondents that they found suitable to become teachers

When asked about the respondents' own characteristics that would fit them to become teachers, multiple responses were obviously gathered again. As can be seen in Table 8, being "*patient*" ranked number 1 while being "*loving*" ranked number 2. Dedication to whatever endeavor they are into, ranked number 3 while being *knowledgeable* to what one teaches ranked number 4. Being "*intelligent*" as they perceived them to be, ranked number 5 among the characteristics. The attributes of being "*creative*", "*understanding*" and "*responsible*" tied at rank 6.5. Having "*good reputation*" ranked number 7 while being "*caring*" and "*cheerful*" ranked ninth and tenth respectively.

Table 10

Frequency distribution and ranking on the characteristics of the respondents that they found suitable to become teachers.

Characteristics	f*	Rank
Patient	30	1
Loving	18	2
Dedicated	14	3
Knowledgeable	10	4
Intelligent	9	5
Creative	8	6.5
Understanding	8	6.5
Responsible	8	6.5
Good reputation	7	8
Caring	6	9
Cheerful	5	10

*Multiple responses

Comparing what the respondents perceived of the traits the teachers should have and their own characteristics that found suited to become teachers, an apparent resemblance is revealed.

Table 9 and 10 showed that being “**patient**” topped in both instances.

These top ten characteristics, as reflected in Table 9 and 10, are somehow similar to those found out by previous researches on the characteristics associated with teacher effectiveness. A notable local research is that of Nava conducted in 1990 as cited in Nava (2009). She did a factor analysis to cluster 20 traits found to be correlated with teacher effectiveness. Results showed only one factor emerged, that of being “caring”. Characteristics that are subsumed under this trait are: sense of understanding, approachability, the ability to teach well, teacher’s sense of humor, fairness, perseverance, critical mindedness, among others.

The results revealed in Table 9 and 10 further supports the theory postulated by Hollan (1973) as cited in Ibrahim (1998). Holland theorizes that individuals select occupations through which they can express their personalities and which will provide them with experiences appropriate to their personalities. Holland further believes that later job satisfaction is greater when individuals are able to blend their personalities with their work environments. Inability to understand their personality characteristics and match them carefully to the characteristics of their work environment accounts for some dissatisfaction that people experience in their career.

CONCLUSIONS AND RECOMMENDATIONS

Theories of motivation all support to the complexity of motivation itself. Thus, an individual in his career decision, is influenced by a host of motives. This current study shows the interplay of the three broad classifications of motives. The pre-service teachers are mostly intrinsically motivated in their career choice. Keen interest in teaching, for the sheer love of knowledge and a passion to impart what they know, especially to the children,

posed as the main reasons. Extrinsic factors like pressure from significant others as well as good opportunities for jobs, here and abroad, further motivate the students. Altruistic factors that goes beyond any influences from others or perceived tangible benefits from the job further determines career moves among pre-service teachers at PNU.

The role of the family, relatives and former teachers is crucial in the career choice of the adolescents and young adults. Inspiration from role models or pressures from significant others are part and parcel of our Filipino culture of having interdependent selves. Early life experiences are imprints to become strong motivational factors in choosing careers in life. Childhood dreams and inspiring experiences during elementary and high school years are potent sources of inspiration for later career choices.

The present-day generation of would-be teachers still perceived teaching as a noble profession. Its nobility lies on the fact that giving-in to the call for teaching entails selflessness and hard-work. Awareness of the nature of the job is indeed a positive indication of the pre-service teachers' future commitment to stay in the field.

The resemblance between their perceptions of what should be the characteristics of the teachers and their own characteristics perceived to be suited to become teachers are notable findings that could well prepare them psychologically to become effective teachers someday.

The results of the study have important implications at two levels. First, at the recruitment level, exploration on the motives for choosing teacher education should be done during interviews of applicants. Second, the intrinsic and altruistic reasons of students for taking up the course need to be nurtured during the four-year pre-service training. Relentless efforts by the University to preserve the nobility of Teacherhood will surely make a

difference in the commitment of the students towards teaching as their life-time career.

REFERENCES

Cross, R. and Markus, F. (1999) in Pervin and John (eds), *Handbook of Personality Psychology*, New York: Mc.Graw Hill

Goh, K.C. & Atputhasamy, I. (2001) Factors motivating the young adults to choose teaching as a career in Singapore. Paper presented at the International Educational Research Conference, University of Notre Damme, Western Australia.

Ibrahim, Mohd Burhan (1998) Factors that Influence Prospective Teachers in the Selection of Teaching as a Career – A Study on Diploma of Education Students. Unpublished Master's Thesis, IIUM Management Center, Malaysia

Khoh, Lim Suat, Ling, L, Ch'ng, A & Chuan, Goh Kim (2005). Student Teachers' Reasons for Choosing Teaching as a Career. National Institute of Education, Nanyang Technological University, Singapore

Mancao, Ma. Carmela T. (2009) Will the College Graduates Teach? (Inside-Out View of PNU, Part 3) Research Series No. 110. Manila: Philippine Normal University, Center for Research and Development in Education

Moran, A., Kirkpatrick, R., Abbot L., Dallat, J. & McClune, B. (2001), Training to Teach: Motivating factors and Implications for Recruitment. *Evaluation & Research in Education*, Volume 15. No. 1

Nava, Lolita H. (2009) The Changing Perspectives of Teacher Effectiveness Research: Conceptualizations, Models, Measures an Predictors. Research Series No. 112, Manila: Philippine Nomral University, Center for Research and Development in Education.

Paquinto, Liberty (2000) Assessing the Course Preferences of Fourth Year High School Students of La Consolacion College in Caloocan City. Unpublished Master's Thesis, Philippine Normal University

Rosayaga, Ninia R.(2000) The Relationships of Ecological and Psychological Variables to Self-Concept in the Career Choices of Senior High School Students in Pasay City. Unpublished Master's Thesis, Philippine Normal University

Tanega, Lucita D. (1988) Occupational Choices of the Junions Students in the Division of Bataan and its Implication to Secondary Vocational Guidance. Unpublished Master's Thesis, Philippine Normal University

Wang, H. H. & Fwu, Bj. (2001), Why teach? The motivation and commitment of graduate students of a teacher education program in a research university. Practical Science Council, Republic of China, Vol. 11 No. 4.