

MOTIVATIONS OF STUDENT TEACHERS FOR CHOOSING TEACHING AS A CAREER

Ye Lynn¹ and Naing Naing Maw²

Abstract

The primary purpose of this study was to examine the motivations of student teachers for choosing teaching as a career. Then, this study tried to explore the differences in the overall motivations for choosing teaching as a career, the motivation factors for choosing teaching career, the perception factors about the teaching profession and the career choice satisfaction of student teachers with respect to gender and university. A total of 600 first-year student teachers (300 males and 300 females) from Yangon University of Education (YUOE), Sagaing University of Education (SUOE) and University for the Development of the National Races of the Union (UDNR) participated in this study. As the research instrument, the FIT-Choice Scale (Factors Influencing Teaching Choice Scale) developed by Helen M. G. Watt and Paul W. Richardson (2007) was used. The results showed that there was significant difference in the overall motivations of student teachers by gender. But, no significant difference was found by university. In motivation factors, there were significant differences by gender and university. Moreover, there were also significant differences in the perception factors about the teaching profession by gender and university. However, no gender difference was found in the career choice satisfaction of student teachers. By university, there was significant difference. Finally, the results showed that all motivation factors, except job security, job transferability and social influences factors, and all perception factors, except salary factor, were significantly associated with the career choice satisfaction. According to the results of simultaneous multiple regression analysis, motivation factors of intrinsic career value, fallback career, prior teaching and learning experiences and perception factors of expertise, social status and social dissuasion were significant predictors of the career choice satisfaction of student teachers.

Keyword: Motivations, Student Teachers, Career

Introduction

As teaching plays a vital role in preparing future generations of any society, it is essential to employ qualified and dedicated teachers in the profession. Within last decade, a number of studies have been reported the reasons why people choose the teaching profession. Much of the urge for the research on this topic has come from a concern that in many countries not enough people are deciding this profession and retention from this job, yielding a shortage of quality teachers (Bilim, 2014). And it is a clear global policy issue to attract, recruit and retain sufficient number of motivated and committed teachers (Heinz, 2015).

Personal and professional characteristics of good teachers have been vastly stated in research on teacher education (Larsen-Freeman & Long, 1991; Bailey, 1985; Miller 1987; Prodromou, 1991; Scrivener, 1994, as cited in Topkaya & Uztosun, 2012). However, what knowledge, beliefs, motivations, and background experience they bring to their roles as teachers are also worth studying since such studies help teacher educators better understand who their students are and they also offer new insights into teacher education process and curriculum development (Brookhart & Freeman, 1992).

Therefore, it is needed to conduct the study to get deep understanding of student teachers' motivations for choosing teaching as a career. The reasons for their choice of teaching career,

¹ Senior Assistant Teacher, Basic Education High School (Branch) – No.1, Paukhaung, Paukhaung Township, Bago Region

² Dr, Professor and Head of Department, Department of Educational Psychology, Yangon University of Education

their perceptions about the teaching profession and their career choice satisfaction are needed to explore.

Purpose of the Study

1. To examine the overall motivations of student teachers for choosing teaching as a career by gender and university
2. To determine the motivation factors of student teachers for choosing teaching career by gender and university
3. To investigate the perception factors about the teaching profession of student teachers by gender and university
4. To find out the career choice satisfaction of student teachers by gender and university
5. To explore the impact of motivation factors on the career choice satisfaction of student teachers
6. To explore the impact of perception factors on the career choice satisfaction of student teachers

Scope and Procedure

The study on the motivations of student teachers for choosing teaching as a career was conducted by using questionnaire survey method. Motivations of student teachers for choosing teaching as a career were examined by using FIT-Choice Scale (Factors Influencing Teaching Choice Scale) (Watt & Richardson, 2007).

For the study, 600 first-year student teachers (300 males and 300 females) from Yangon University of Education (YUOE), Sagaing University of Education (SUOE) and University for the Development of the National Races of the Union (UDNR) were selected.

Definitions of Key Terms

Motivation

Motivation is the stage that triggers the whole decision process (Harmon-Jones, & Harmon-Jones, 2010).

Student Teacher

A student teacher, pupil-teacher (historical) or prac teacher (practice teacher) is a collage, university or graduate student who is teaching under the supervision of a certified teacher in order to qualify for a degree in education. The term is also often used interchangeably with "Pre-Service Teacher" (Wikipedia).

Career

A career is an occupation undertaken for a significant period of a person's life and with opportunities for progress (Oxford living dictionaries online, 2018).

Review of Related Literature

Motivation to Become a Teacher

It can be argued that individuals' abilities, interests, values, options, advice and opinions of family and friends can all play a role, in some degree, in orienting young people toward certain profession. So, it is reasonable to state that teaching career choice might be affected by these factors.

According to the OECD report of 2005, there are many researches in Australia, Belgium, Canada, France, the Netherlands, Slovakia, and the U.K. telling that working with children and adults, desire for intellectual development, and making social contribution are the most cited reasons for entering the teaching profession. Contrary to this, in many different contexts, with regard to sociocultural varieties such as Brunei, Zimbabwe, Cameroon, and Jamaica, scholars found that salary, job security, and career status entitled with extrinsic motives are more important (Abangma, 1981; Bastick, 1999; Chivore, 1988; Yong, 1995). Evaluating these studies generally, Saban (2003) has found that primary pre-service teachers were motivated to teach by such altruistic motives as thinking of others and such extrinsic motives as having a job with regular income.

In brief, when the national and international teacher education literature is evaluated overall, it seems difficult to make a common generalization about which motivation types of pre-service teachers are more drawn than others to choose teaching as a career. However, it is possible to make a generalization as regards to socioeconomic development of a country. That is, according to Bastick (2000), pre-service teachers in developed societies choose teaching as a career with altruistic and intrinsic motives, but in developing or undeveloped societies, they choose teaching as a career with extrinsic or mercenary-based extrinsic motives.

Factors Influencing Pre-service Teachers’ Motivation to Teach

Early teacher motivation research had common interests in initial teachers’ motivation for career choice. Richards (1960) indicated that satisfaction and good preparation for family life were top reasons for entering teaching, and Fox (1961) listed four frequently nominated reasons: a desire to work with children or adolescents, a desire to impart knowledge, the opportunity to continue one’s own education and service to society. These initiative findings have been repeatedly confirmed by subsequent studies conducted in different social educational contexts (e.g. Alexander, Chant, & Cox, 1994; Kyriacou & Coulthard, 2000; Richardson & Watt, 2006; Sinclair, 2008; Sinclair et al., 2006).

Report released by OECD (2005) verified that a desire to work with children and adolescents, the potential for intellectual fulfilment and a means to make social contribution frequently headed the list of reasons for entering teaching. However, Watt and Richardson (2008) also indicated that motivation for career choice could be framed by mixed factors within different sociocultural contexts, and different findings have been found as far as developing countries were concerned.

Method

Sample of the Study

By using random sampling technique, 600 first-year student teachers (300 males and 300 females) from Yangon University of Education (YUOE), Sagaing University of Education (SUOE) and University for the Development of the National Races of the Union (UDNR) were selected as the sample. Detailed lists of the participants are presented in table 1.

Table 1 Participants of the Study

No.	University	Male	Female	Total
1	YUOE	100	100	200
2	SUOE	100	100	200
3	UDNR	100	100	200
	Total	300	300	600

Instrumentation

The instrument used for this study was the FIT-Choice Scale (Factors Influencing Teaching Choice Scale) developed by Helen M. G. Watt and Paul W. Richardson in 2007. Firstly, the Scale was modified into Myanmar version and then expert review was made for face validity and content validity by 10 experienced teachers from the Department of Educational Psychology in the first week of November, 2018.

Next, in the second week of December, 2018, a pilot testing was conducted with 50 first-year student teachers from Yangon University of Education (YUOE) to determine whether the scale had clarity in Myanmar language and was appropriate and relevant to the student teachers or not.

Data Collection Procedure

For the actual data collection, the FIT-Choice Scale (Factors Influencing Teaching Choice Scale) was administered to the first-year student teachers from Yangon University of Education (YUOE), Sagaing University of Education (SUOE) and University for the Development of the National Races of the Union (UDNR) in the third week of December, 2018.

Data Analysis and Findings

Overall Motivations of Student Teachers for Choosing Teaching as a Career

The overall motivations of student teachers was examined according to the descriptive procedure. This finding showed that university student teachers were quite motivated to choose teaching career.

Table 2 Descriptive Statistics for the Overall Motivations of Student Teachers for Choosing Teaching as a Career

Factor	N	Mean	SD	Minimum	Maximum
Overall Motivations	600	152.92	13.246	89	195

Comparison of the Overall Motivations of Student Teachers by Gender

The means and standard deviations of the overall motivations of male and female student teachers were reported in table 3.

To make more detailed investigation on the gender difference of the overall motivations of student teachers, independent sample t-test was conducted. The result of t-test showed that the mean score of female student teachers was significantly higher than the mean score of male student teachers.

Table 3 Comparison of the Overall Motivations of Student Teachers by Gender

Factor	Gender	N	Mean	SD	<i>t</i>	<i>p</i>
Overall Motivations	Male	300	151.84	13.649	-1.999	0.046
	Female	300	154.00	12.762		

Comparison of the Overall Motivations of Student Teachers by University

The means and standard deviations of the overall motivations of student teachers from University 1, University 2 and University 3 were reported in table 4.

Next, to obtain more detailed information on the differences of the overall motivations of student teachers by university, one way analysis of variance was conducted. ANOVA results

showed that there was no significant university difference in the overall motivations of student teachers (see Table 4).

Table 4 Comparison of the Overall Motivations of Student Teachers by University

Factor	University	N	Mean	SD	F	p
Overall Motivations	University 1	200	153.81	12.386	0.903	0.406
	University 2	200	152.93	14.638		
	University 3	200	152.03	12.604		

Motivation Factors of Student Teachers for Choosing Teaching Career

Descriptive analyses revealed the differences in means and standard deviations of the motivation factors of student teachers for choosing teaching career (see Table 5).

Table 5 Descriptive Statistics for the Motivation Factors of Student Teachers for Choosing Teaching Career

Motivation Factors	N	Mean	SD	Mini	Max
Ability	600	8.21	1.614	3	12
Intrinsic Career Value	600	9.58	2.080	3	12
Fallback Career	600	5.18	1.882	3	12
Job Security	600	8.11	1.581	3	12
Time for Family	600	8.61	2.053	4	16
Job Transferability	600	7.38	1.469	3	12
Shape Future of Children/Adolescents	600	9.78	1.415	3	12
Enhance Social Equity	600	10.14	1.537	3	12
Make Social Contribution	600	10.34	1.406	3	12
Work with Children/Adolescents	600	8.29	1.822	3	12
Prior Teaching and Learning Experiences	600	9.15	1.625	3	12
Social Influences	600	6.64	1.886	3	12

Comparison of the Motivation Factors of Student Teachers for Choosing Teaching Career by Gender

The differences in means and standard deviations of the motivation factors of male and female student teachers were reported in table 6.

To obtain more detailed information for gender differences, independent sample t-test was conducted. The results of t-test stated that female student teachers reported significant higher levels of intrinsic career value, job security, make social contribution and positive prior teaching and learning experiences in their choice of teaching career than male student teachers.

Table 6 Comparison of the Motivation Factors of Student Teachers for Choosing Teaching Career by Gender

Motivation Factors	Gender	N	Mean	SD	t	p
Ability	Male	300	8.19	1.654	-0.379	0.705
	Female	300	8.24	1.576		
Intrinsic Career Value	Male	300	9.37	2.022	-2.384*	0.017
	Female	300	9.78	2.122		
Fallback Career	Male	300	5.18	1.814	-0.065	0.948
	Female	300	5.19	1.951		
Job Security	Male	300	7.88	1.620	-3.625***	0.000
	Female	300	8.34	1.510		

Motivation Factors	Gender	N	Mean	SD	<i>t</i>	<i>p</i>
Time for Family	Male	300	8.54	2.087	-0.815	0.415
	Female	300	8.68	2.019		
Job Transferability	Male	300	7.31	1.501	-1.223	0.222
	Female	300	7.45	1.436		
Shape Future of Children/Adolescents	Male	300	9.71	1.448	-1.096	0.273
	Female	300	9.84	1.381		
Enhance Social Equity	Male	300	10.11	1.518	-0.478	0.633
	Female	300	10.17	1.558		
Make Social Contribution	Male	300	10.22	1.428	-2.038*	0.042
	Female	300	10.45	1.376		
Work with Children/Adolescents	Male	300	8.35	1.752	0.762	0.447
	Female	300	8.24	1.890		
Prior Teaching and Learning Experiences	Male	300	9.00	1.708	-2.268*	0.024
	Female	300	9.30	1.527		
Social Influences	Male	300	6.50	1.976	-1.822	0.069
	Female	300	6.78	1.784		

Note: * Mean difference is significant at the 0.05 level.

*** Mean difference is significant at the 0.001 level.

Comparison of the Motivation Factors of Student Teachers for Choosing Teaching Career by University

The differences in means and standard deviations of motivation factors of student teachers from University 1, University 2 and University 3 were reported in table 7. And, ANOVA results showed that significant differences were found in all motivation factors except ability, shape future of children/adolescents and work with children/adolescents among universities.

Table 7 Comparison of the Motivation Factors of Student Teachers for Choosing Teaching Career by University

Motivation Factors	University	N	Mean	SD	F	<i>p</i>
Ability	University 1	200	8.20	1.622	2.810	0.061
	University 2	200	8.04	1.708		
	University 3	200	8.42	1.447		
Intrinsic Career Value	University 1	200	9.85	1.834	35.262***	0.000
	University 2	200	8.65	2.443		
	University 3	200	10.23	1.523		
Fallback Career	University 1	200	4.81	1.671	17.459***	0.000
	University 2	200	5.81	2.263		
	University 3	200	4.95	1.471		
Job Security	University 1	200	8.12	1.477	12.640***	0.000
	University 2	200	8.50	1.582		
	University 3	200	7.72	1.593		

Motivation Factors	University	N	Mean	SD	F	p
Time for Family	University 1	200	8.47	2.054	5.254**	0.005
	University 2	200	8.99	2.176		
	University 3	200	8.38	1.874		
Job Transferability	University 1	200	7.41	1.484	4.073*	0.018
	University 2	200	7.58	1.495		
	University 3	200	7.16	1.405		
Shape Future of Children/Adolescents	University 1	200	9.81	1.336	2.393	0.092
	University 2	200	9.61	1.603		
	University 3	200	9.92	1.275		
Enhance Social Equity	University 1	200	10.25	1.441	5.607**	0.004
	University 2	200	9.85	1.614		
	University 3	200	10.32	1.516		
Make Social Contribution	University 1	200	10.63	1.246	13.851***	0.000
	University 2	200	9.93	1.574		
	University 3	200	10.46	1.287		
Work with Children/Adolescents	University 1	200	8.16	1.785	0.928	0.396
	University 2	200	8.40	1.957		
	University 3	200	8.33	1.716		

Table 7 Comparison of the Motivation Factors of Student Teachers for Choosing Teaching Career by University (Continued)

Motivation Factors	University	N	Mean	SD	F	p
Prior Teaching and Learning Experiences	University 1	200	9.42	1.608	7.643**	0.001
	University 2	200	8.81	1.781		
	University 3	200	9.23	1.412		
Social Influences	University 1	200	6.59	1.993	4.732**	0.009
	University 2	200	6.95	1.807		
	University 3	200	6.38	1.817		

Note: * Mean difference is significant at the 0.05 level.
 ** Mean difference is significant at the 0.01 level.
 *** Mean difference is significant at the 0.001 level.

Table 8 Results of Tukey HSD Multiple Comparison for the Motivation Factors of Student Teachers for Choosing Teaching Career by University

Motivation Factors	(I) University	(J) University	Mean Difference (I-J)	p
Ability	University 3	University 2	0.380*	0.049
Intrinsic Career Value	University 1	University 2	1.205***	0.000
	University 3		1.585***	0.000
Fallback Career	University 2	University 1	1.000***	0.000
		University 3	0.860****	0.000
Job Security	University 1	University 3	0.400*	0.027
	University 2	University 1	0.380*	0.039
		University 3	0.780***	0.000
Time for Family	University 2	University 1	0.525*	0.028
		University 3	0.610**	0.008
Job Transferability	University 2	University 3	0.415*	0.013

Motivation Factors	(I) University	(J) University	Mean Difference (I-J)	<i>p</i>
Enhance Social Equity	University 1	University 2	0.400*	0.024
	University 3		0.475**	0.005
Make Social Contribution	University 1	University 2	0.695***	0.000
	University 3		0.525***	0.000
Prior Teaching and Learning Experiences	University 1	University 2	0.615***	0.000
	University 3		0.420*	0.025
Social Influences	University 2	University 3	0.570**	0.007

Note: * Mean difference is significant at the 0.05 level.

** Mean difference is significant at the 0.01 level.

*** Mean difference is significant at the 0.001 level.

To find the significant differences in the motivation factors of student teachers by university in detail, Tukey HSD test was conducted and it was clear that there was no significant difference in motivation factors of shape future of children/adolescents and work with children/adolescents among the universities.

Perception Factors About the Teaching Profession of Student Teachers

Descriptive analyses revealed the differences in means and standard deviations of perception factors about the teaching profession of student teachers (see Table 9).

Table 9 Descriptive Statistics for the Perception Factors About the Teaching Profession of Student Teachers

Perception Factors	N	Mean	SD	Minimum	Maximum
Expertise	600	10.46	1.361	5	12
Difficulty	600	9.89	1.312	6	12
Social Status	600	19.71	2.415	6	24
Salary	600	4.33	1.291	2	8
Social Dissuasion	600	7.12	2.242	3	12

Comparison of the Perception Factors About the Teaching Profession of Student Teachers by Gender

The differences in means and standard deviations of perception factors about the teaching profession of student teachers by gender were reported in table 10.

Table 10 Comparison of the Perception Factors About the Teaching Profession of Student Teachers by Gender

Perception Factors	Gender	N	Mean	SD	<i>t</i>	<i>p</i>
Expertise	Male	300	10.40	1.433	-1.140	0.255
	Female	300	10.52	1.284		
Difficulty	Male	300	9.86	1.305	-0.591	0.555
	Female	300	9.93	1.319		
Social Status	Male	300	19.58	2.518	-1.370	0.171
	Female	300	19.85	2.304		
Salary	Male	300	4.21	1.239	-2.285*	0.023
	Female	300	4.45	1.332		
Social Dissuasion	Male	300	7.44	2.179	3.530***	0.000
	Female	300	6.80	2.261		

Note: * Mean difference is significant at the 0.05 level.

*** Mean difference is significant at the 0.001 level.

The results of t-test showed that there were significant gender differences in perception factors of salary and social dissuasion (see Table 10). To be exact, male student teachers reported significant lower level of perception that teachers are well paid and reported significant higher level of social dissuasion than female student teachers.

Comparison of the Perception Factors About the Teaching Profession of Student Teachers by University

The differences in means and standard deviations of perception factors about the teaching profession of student teachers from University 1, University 2 and University 3 were reported in table 11.

To obtain more information for university differences, one way analysis of variance was conducted. ANOVA results showed that there were significant university differences in perception factors of difficulty, salary and social dissuasion of student teachers (see Table 11).

Table 11 Comparison of the Perception Factors About the Teaching Profession of Student Teachers by University

Perception Factors	University	N	Mean	SD	F	<i>p</i>
Expertise	University 1	200	10.36	1.314	1.632	0.196
	University 2	200	10.60	1.393		
	University 3	200	10.43	1.369		
Difficulty	University 1	200	10.23	1.291	11.658***	0.000
	University 2	200	9.84	1.286		
	University 3	200	9.62	1.290		
Social Status	University 1	200	19.82	2.321	2.791	0.062
	University 2	200	19.93	2.442		
	University 3	200	19.39	2.457		
Salary	University 1	200	4.12	1.245	5.782**	0.003
	University 2	200	4.55	1.395		
	University 3	200	4.32	1.193		
Social Dissuasion	University 1	200	7.62	2.279	7.739***	0.000
	University 2	200	6.93	2.311		
	University 3	200	6.81	2.051		

Note: ** Mean difference is significant at the 0.01 level.

*** Mean difference is significant at the 0.001 level.

To find the significant differences in perception factors about the teaching profession of student teachers by university in detail, Tukey HSD test was conducted and it was clear that student teachers from University 1 reported a significant higher level in perception factors of difficulty and social dissuasion than student teachers from University 2 and University 3. Then, student teachers from University 2 held significant higher level in perception factors of salary that teachers are well paid than student teachers from University 1. But, there was no perception factors in which the perception level of student teachers from University 3 was higher than those of student teachers from University 1 and University 2.

Table 12 Results of Tukey HSD Multiple Comparison for the Perception Factors About the Teaching Profession of Student Teachers by University

Perception Factors	(I) University	(J) University	Mean Difference (I-J)	<i>p</i>
Difficulty	University 1	University 2	.390**	0.007
		University 3	.615***	0.000
Salary	University 2	University 1	.435**	0.002
Social Dissuasion	University 1	University 2	.685**	0.006
		University 3	.810**	0.001

Note: ** Mean difference is significant at the 0.01 level.

*** Mean difference is significant at the 0.001 level.

Career Choice Satisfaction of Student Teachers

Descriptive analyses revealed the mean and standard deviation of the career choice satisfaction of student teachers (see Table 13). It was clearly seen that the career choice satisfaction level of student teachers was relatively high.

Table 13 Descriptive Statistics for the Career Choice Satisfaction of Student Teachers

Factor	N	Mean	SD	Minimum	Maximum
Career Choice Satisfaction	600	9.94	1.756	3	12

Comparison of the Career Choice Satisfaction of Student Teachers by Gender

The difference in mean and standard deviation of the career choice satisfaction of student teachers by gender was reported in table 14.

To obtain more detailed information for gender difference, independent sample t-test was conducted. The results of t-test showed that there was no significant gender difference in the career choice satisfaction of student teachers (see Table 14).

Table 14 Comparison of the Career Choice Satisfaction of Student Teachers by Gender

Factor	Gender	N	Mean	SD	<i>t</i>	<i>p</i>
Career Choice Satisfaction	Male	300	9.88	1.778	-0.884	0.377
	Female	300	10.01	1.733		

Comparison of the Career Choice Satisfaction of Student Teachers by University

The differences in means and standard deviations of the career choice satisfaction of student teachers by university were reported in table 15.

To obtain more information for university differences, one way analysis of variance was conducted. ANOVA results showed that there were significant differences in the career choice satisfaction of student teachers from the three universities (see Table 15).

Table 15 Comparison of the Career Choice Satisfaction of Student Teachers by University

Factor	University	N	Mean	SD	F	<i>p</i>
Career Choice Satisfaction	University 1	200	10.23	1.659	11.225***	0.000
	University 2	200	9.48	2.108		
	University 3	200	10.13	1.322		

Note: *** Mean difference is significant at the 0.001 level.

To find the significant differences in career choice satisfaction of student teachers by university in detail, Tukey HSD test was conducted. The result showed that the career choice satisfaction levels of student teachers from University 1 and University 3 were higher than those of student teachers from University 2.

Table 16 Results of Tukey HSD Multiple Comparison for the Career Choice Satisfaction of Student Teachers by University

Factor	(I) University	(J) University	Mean Difference (I-J)	p
Career Choice Satisfaction	University 1	University 2	.755***	0.000
	University 3		.650**	0.001

Note: ** Mean difference is significant at the 0.01 level.

*** Mean difference is significant at the 0.001 level.

Relationship Between Motivation Factors for Choosing Teaching Career and Career Choice Satisfaction of Student Teachers

The career choice satisfaction of student teachers was significantly and positively correlated with their perceived teaching ability, intrinsic career value of teaching, the desire to shape future of children and adolescents, the desire to enhance social equity, the desire to make social contribution, the desire to work with children and adolescents, having positive prior teaching and learning experiences and then negatively correlated with choosing teaching as a fallback career and time for family. But career choice satisfaction of student teachers was not significantly correlated with job security, job transferability and social influences in their choice of teaching career. Therefore, in order to explore the impact of motivation factors for choosing teaching career to career choice satisfaction of student teachers, multiple regression analysis was conducted.

Table 17 Multiple Regression Analysis Between Motivation Factors for Choosing Teaching Career and Career Choice Satisfaction of Student Teachers

	Unstandardized Coefficient (B)	Standardized Coefficient (β)	R	R ²	Adjusted R ²	t
Constant	3.512		.693	.481	.473	6.276***
A	.031	.028				.745
ICV	.324	.384				9.343***
FC	-.126	-.135				-3.600***
TFF	-.015	-.017				-.496
SFCA	.008	.006				.147
ESE	.092	.081				1.889
MSC	.109	.088				1.929
WCA	-.009	-.009				-.269
PTLE	.195	.180				4.599***

Note: *** Correlation is significant at the 0.001 level.

Constant = Career Choice Satisfaction, A = Ability, ICV = Intrinsic Career Value, FC = Fallback Career, TFF = Time for Family, SFCA = Shape Future of Children/Adolescents, ESE = Enhance Social Equity, MSC = Make Social Contribution, WCA = Work with Children/Adolescents, PTLE = Prior Teaching and Learning Experiences

The results showed that motivation factors of intrinsic career value, fallback career and prior teaching and learning experiences were significant predictors of the career choice satisfaction of student teachers. Although intrinsic career value and prior teaching and learning experiences were significant predictors in positive direction, the factor fallback career was in negative direction. The produced multiple regression equation for the relationship between motivation factors of intrinsic career value, fallback career and prior teaching and learning experiences and the career choice satisfaction of student teachers was:

$$CCS = 3.512 + 0.324 ICV - 0.126 FC + 0.195 PTLE$$

Note: CCS = Career Choice Satisfaction

ICV = Intrinsic Career Value

FC = Fallback Career

PTLE = Prior Teaching and Learning Experiences

Relationship Between Perception Factors About the Teaching Profession and Career Choice Satisfaction of Student Teachers

The career choice satisfaction of student teachers was positively correlated with their perception factors of teaching as an expertise career, difficulty, social status and social dissuasion. But there was no significant correlation between career choice satisfaction of student teachers and their perception factor of salary. Therefore, in order to explore the impact of the perception factors to the career choice satisfaction of student teachers, multiple regression analysis was conducted.

Table 18 Multiple Regression Analysis Between Perception Factors About the Teaching Profession and Career Choice Satisfaction of Student Teachers

	Unstandardized Coefficient (B)	Standardized Coefficient (β)	R	R²	Adjusted R²	t
Constant	4.033		.324	.105	.099	5.555***
E	.154	.119				2.704**
D	.064	.047				1.079
SS	.157	.216				4.930***
SD	.082	.104				2.664**

Note: ** Correlation is significant at the 0.01 level.

*** Correlation is significant at the 0.001 level.

Constant = Career Choice Satisfaction, E = Expertise, D = Difficulty, SS = Social Status, SD = Social Dissuasion

The results showed that perception factors of expertise, social status and social dissuasion were significant predictors of the career choice satisfaction of student teachers. The produced multiple regression equation for the relationship between the perception factors of expertise, social status and social dissuasion and the career choice satisfaction of student teachers was:

$$CCS = 4.033 + 0.154 E + 0.157 SS + 0.082 SD$$

Note: CCS = Career Choice Satisfaction

E = Expertise

SS = Social Status

SD = Social Dissuasion

Conclusion

Conclusion, Discussion and Recommendations

Firstly, this study examined the overall motivations of student teachers on gender and university basis. By gender, the result revealed that female student teachers were more motivated to choose teaching career than male student teachers. This finding was supported by the mean score of intrinsic career value of female student teachers in which the mean score of female student teachers was greater than males. But, the result showed that the participated student teachers from the three universities were similarly motivated to choose teaching career.

Secondly, this study determined the motivation factors of student teachers for choosing teaching career by gender and university. By gender, the results showed that the reasons of intrinsically loving teaching, job security and the desire to make social contribution of female student teachers were more influential in their career choice than those of male student teachers. In addition to this, female student teachers had more positive prior teaching and learning experiences than male student teachers. Therefore, educators and counsellors from universities of education need to motivate male student teachers to love, value and be proud of the teaching profession.

By university, the results revealed that there were significant differences in motivation factors of ability, intrinsic career value, fallback career, job security, time for family, job transferability, enhance social equity, make social contribution, prior teaching and learning experiences and social influences among the three universities. Therefore, this study highlights that geographical location significantly impacts the motivations of student teachers to choose teaching career. So, educators from these universities need to motivate their student teachers to respect, love and value their profession.

Thirdly, this study further investigated the perception factors about the teaching profession of student teachers by gender and university. By gender, there were significant differences in the perception factors of salary and social dissuasion. This results showed that the perception level of male student teachers that teachers are well paid was lower than the perception level of female student teachers. Moreover, male student teachers experienced a rather high level of social dissuasion from teaching as a career than female student teachers. Therefore, to recruit and retain more male teachers in the teaching profession permanently, authorities had to considerate the salary scales of male teachers. And experts must educate the people of the country to know that teaching profession needs a paramount amount of male teachers for the ideal of the children. By university, the results revealed that there were significant differences in perception factors of difficulty, salary and social dissuasion among the three universities.

Fourthly, this study found out the career choice satisfaction of student teachers on gender and universities basis. By gender, there was no significant difference between the career choice satisfaction of male and female student teachers. But by university, the result showed that student teachers from University 1 and University 3 were more satisfied with their choice of teaching as a career than student teachers from University 2.

Finally, the results of correlation analysis showed that all motivation factors, except job security, job transferability and social influences, and all perception factors, except salary factor, were correlated with the career choice satisfaction of student teachers. Finally, multiple regression analyses revealed that motivation factors of intrinsic career value, fallback career and

prior teaching and learning experiences and perception factors of expertise, social status and social dissuasion were the best predictors of the career choice satisfaction of student teachers.

Limitations and Future Research

First, the research institutions were limited to Yangon University of Education (YUOE), Sagaing University of Education (SUOE) and University for the Development of the National Races of the Union (UDNR) and participants were only 600 first-year student teachers from these universities. Therefore, student teachers from other teacher education institutions and a larger sample size should also be included in this study for the generalizability of the findings. Second, only quantitative research design and self-report questionnaire survey method were used in this study. Therefore, qualitative research such as interview questions is also necessary. Third, in addition to gender and university, other demographic factors should also be taken into consideration. Finally, motivations of student teachers for choosing teaching career should also be studied in relation to other variables.

A longitudinal study is required to understand deeply how the motivations of student teachers change throughout their training years. Then, the limited study institutions pointed out the necessity to conduct a national wide study to find out the differences in motivations of student teachers from universities and student teachers from education colleges. Moreover, more researches are required which investigate motivations of student teachers in relation to different characteristics such as parents' education levels, parents' occupations, parents' income, different specialism and rank of their preference of teaching as a profession.

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