

RELATIONSHIPS OF SELF-ESTEEM WITH MOTIVATIONS THAT LEAD TO THE CHOICE OF TEACHING

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Abstract

The present research attempts to explore the correlation relationship between teaching choice and self-esteem. It deals with the role of the motivation and self-esteem play in choosing the teaching as a future profession. The research type is correlational. Its data are collected using a questionnaire administered to a number of students (N=483) of the master degree program of the University of Tirana, the biggest public university of the country. The instrument used is FIT-Choice ALB, a modified version of the wellknown FIT-Choice Scale (Factors Influencing Teaching Choice Scale). The FIT-Choice ALB covers 13 motivational factors. The second instrument is Rosenberg self-esteem scale. Those two instruments have a high reliability, which is proved to be true even in this case. The research findings show that the motivational factors with the high influence in choosing teaching as a future profession are the ones pertaining to the personal utility value and the low influence those related to social utility value. The research concludes that the relationship between motivation and self-esteem, even though positive, is very weak. This means that choice of the teaching as a profession doesn't seem to be related to self-esteem, but rather with other factors, the motivational ones. The results of this study will prove several innovations that have to do with the choice of a teaching profession and association with self-esteem.

Key words: *motivation, self-esteem, teaching profession, profession choice.*