

PROFILING CHARACTERISTICS AND MOTIVATION OF STUDENTS WHO CHOOSE TEACHING AS POSSIBLE CAREER IN THEIR FUTURE

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Abstract

International researches on recruitment of qualified teachers has pointed out that this is a problem in different countries. Most of these researches have examined some of the factors of this problem, like: low wages, low status, low publicity, low reputation, limited career opportunities, inadequate working conditions, unemployment for particular subjects. Apart from the general problem, a large part of the countries represented in the ETUC have trouble attracting men and minority students in teacher training programs. Teaching has long attracted substantial numbers of women. In order to improve recruitment efforts, it is critical to target the range of motivations that attracts people to the teaching profession. This article examines the characteristics and motivation of students who enter in teacher education programs. The main objectives of this article are: to determine the demographic characteristics of the profile of students in various programs of teaching in bachelor and master level; to reveal factors that influence the decision-making motivation of these students to choose a career in teaching in their future; to compare these factors in different groups of master teaching programs that these students choose. For the purpose of the data gathering are used: a) questionnaire that is administered to 100 students from various teachers' programs at bachelor and master level, b) interview that was used with 12 interviewees and 10 study cases. It has been founded that most students entering teaching bachelor and masters programs are predominantly female. Motivating factors for the selection of teaching programs as a possible career in the future change from one program to another. It has been founded few systematic differences between the teaching motivations for undergraduate and graduate participants. Highest rated motivation was choosing teaching as a "fallback" career, followed by social influence of others encouraging them to undertake teaching as a career. Moderate rated motivations for choosing teaching included perceived teaching abilities, the intrinsic value of teaching and the desire to make a social contribution, shape the future and work with children and adolescents. Other motivations were rated between the desire to enhance social equity, having experienced positive prior teaching and learning experience, job security, job transferability, and time for the family.

Keywords: *student teacher, motivating factors, teacher profession, career choice*