

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

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Abstract

Qualitative in nature, the study explored the perception about teaching profession as well as the motivation related to career choice of PNU BECED and BEED students. The findings of the study revealed the timeless perception of teaching as a noble profession. The nobility of the teaching profession lies on the fact that would-be teachers embrace the job wholeheartedly and thus they are likely to demonstrate selflessness and hard work along with great skills and high standards. The study also showed the interplay of the three broad classifications of motives. The respondents were mostly intrinsically motivated in their career choice, exhibiting keen interest in teaching, sheer love of knowledge and passion to impart what they know especially to children. Extrinsic factors like pressure from significant others as well as good opportunities for jobs here and abroad further motivated the pre-service teachers. Indeed, the role of the family, relatives and teachers is crucial in the career choice of the adolescents and young adults. Altruistic factors that go beyond any influences from others or perceived tangible benefits from job further determined career moves among the respondents.

The results of the study have important implications at two levels – at the recruitment level and during the teacher training level. The motives of the applicants for choosing teaching as a career should be identified and explored during the interview prior to the final admission. 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 would-be teachers to teaching as their lifetime career.