

# INSIDE AN ENGLISH LANGUAGE TEACHER EDUCATION PROGRAM IN VIETNAM: STUDENTS' MOTIVATIONS FOR TEACHING AND THEIR INTENTIONS TO TEACH

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**Abstract:** Recent years have witnessed a decrease in both the number and quality of students enrolling in English Language Teacher Education (ELTE) programs. Those ELTE graduates also tend to pursue careers other than teaching. Given the great demand for English language learning at the moment, such low motivation for teaching is undesirable. This study was thus conducted to investigate motivations for teaching of senior students at a language teacher education institution in Vietnam as well as the correlations between these motivating factors and their intentions to teach. Data was collected from 114 senior students using questionnaires, and analyzed using SPSS (version 20.0). Findings from the study suggested that (a) participants displayed a positive prospect of pursuing teaching career; (b) *prior teaching and learning experience, making social contribution, and shaping future of children/adolescents* were the most influential factors while *fallback career, job transferability, and time for family* were the least endorsed ones; (c) although teaching is perceived to be part of a respected profession that requires expert knowledge and emotional devotion, teachers are generally underpaid; (d) significant relations were observed between *intrinsic career value, satisfaction with choice, social utility values, perceived ability, and prior teaching and learning experience* and intentions to teach.

**Keywords:** motivation for teaching, intentions to teach, FIT-Choice scale, Vietnamese settings, prospective teachers

## 1. Context of the study

Vietnam is usually considered to be part of the Confucian Heritage culture, together with other Asian countries like China, Japan, Korea (Nguyen, Jin, & Gross, 2013). As a result, Vietnamese people tend to show a high respect for learning and believe that education is the path to success (Hays, 2008). Teaching is usually considered a prestigious career, and the position of teachers has always been held high in Vietnamese society. In the old Vietnamese society, the hierarchy of “king, teacher, father” (with teachers being placed above fathers and only below the

king; Dinh, 2012) was typically endorsed, which highlighted people’s deep respect for the teaching profession. Other historical and folklore references of the Vietnamese also stressed the importance of the teaching career as stated in the following sentences:

If one wants to cross the water, build a bridge. If one wants his child to be educated, respect the teacher.

Rice father, clothes mother, knowledge teacher<sup>1</sup>.

Teaching is the most noble profession among other noble professions.

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<sup>1</sup> Vietnamese original: *Cơm cha áo mẹ chữ thầy*, which basically means *Father gives you rice, mother gives you clothes, and teacher gives you knowledge, or You are indebted to your father for rice, your mother for clothes, and your teacher for knowledge.*

(Phan & Phan, 2006, p.5)

In short, Vietnamese culture promotes teaching career as being the noblest profession and teachers' merit in educating people being as important as parental efforts in children's upbringing.

However, students' perceptions of the teaching career have changed drastically in recent years. This change can be observed firstly through the decrease in the number of high school students enrolling in teacher education courses. The statistics provided by Vietnam's Ministry of Education and Training (MOET, 2018) indicated that the number of students applying for teacher training program in 2018 fell 29% compared with that in 2017 (Nguyen, 2018). Additionally, many prospective teachers are showing little interest in entering teaching career after graduation. According to Vietnam's Ministry of Finance (MOF, 2017 as cited in Nguyen, 2017), many graduates of Teacher Education program choose to follow careers other than teaching. Several reasons are believed to hold accountable for this trend, namely the low salary, the poor career prospect as well as the pressure from huge workload and students' parents (Nguyen, 2019).

## 2. Literature review

### *Factors affecting teaching choice*

Exploring factors that influence individuals' career choices has long been a common topic among vocational and behavioural psychologists. Numerous research studies have been carried out in the search for factors that influence the choice of teaching, the majority of which based their interpretations on the traditional conceptualizations of teaching motivations, namely intrinsic, extrinsic, and altruistic motivation (Kyriacou & Coulhard, 2000). According to Kyriacou & Coulhard (2000),

*intrinsic motivation* concerns the teaching activity itself (e.g., personal interest, intellectual fulfilment), while *extrinsic motivation* deals with the non-latent aspects of teaching job (e.g., salary, lengthy holidays), and *altruistic motivation* is related to the desire to make social contribution. However, there exist a couple of issues with this classification.

- Firstly, these three constructs seemed to have been understood differently in different contexts. For example, "*desire to work with children*" is frequently included in intrinsic motivation; however, it also appeared as a form of altruistic motivation in Yong (1995). *Financial burden* was included in Low, Lim, Ch'ng & Goh (2011) as an extrinsic motivation leading to teaching career choice although this was not previously mentioned in Kyriacou and Coulhard's (2000) work.
- Secondly, factors other than intrinsic, extrinsic, and altruistic motivation have also been suggested in different contexts. For instance, Thomas, Turner, and Nietfeld (2011) identified six motivational groups: intrinsic values, job benefits, meaningful relationship, altruistic views, ability, and opportunities, which do not exactly coincide with the three categories of motivation previously mentioned.

According to Watt and Richardson (2007), the lack of an agreed analytical and theoretical framework to define the constitution of intrinsic, extrinsic, and altruistic motivations might have led to the inconsistent definition and overlapping categorizations. The Factor Influencing Teaching Choice (FIT-Choice) framework was thus developed by Watt and Richardson (2006) to assess the primary motivations of teachers to teach, and was demonstrated to be

psychometrically sound (Watt & Richardson, 2007). The framework thus was selected to guide the study since it proved to minimize the problems observed in previous studies using traditional conceptualizations of teaching motivation. In the part that follows, Watt and Richardson’s (2007) framework is described in more details to lay the foundation for the whole study.

*Watt and Richardson’s FIT-Choice framework*

The Factors Influencing Teaching Choice or FIT-Choice framework (Watt & Richardson, 2006) was largely based on the Expectancy-value theory, which is one of the major frameworks for achievement motivation. The Expectancy-value theory was developed to explain the impacts of the nature of expectancy and value constructs on individual’s choice and performance (Wigfield & Eccles, 2000). This theory highlighted expectancies of success and task values as the determining factors and considered socialization and individuals’ perceptions of their past experiences as distal influences. According to this theory, *expectancy of success* was constructed by beliefs of three categories, namely goals, self-concept, and task difficulty (see Figure 1). *Value* could be categorized into *intrinsic value* — the enjoyment one derives from doing a particular task, *utility value* — the usefulness of task to an individual, *attainment value* — the importance of doing well on a task, and *cost* — the sacrifice one makes in doing the task.

In a similar vein, the FIT-Choice framework was guided by self-perceptions of ability, value and task difficulty. The intrinsic motivations, altruistic motivations and extrinsic motivations that have been emphasized in the past relevant literature are also covered in this model. In the FIT-Choice model (see Figure 2), *altruistic motivations* were referred to as personal utility value, which includes the job security, time for

family, and job transferability. *Social utility* value consisted of four components: shaping the future of children/adolescents, enhancing social equity, making social contributions, and working with children/adolescents. *Intrinsic value* in this scale measured the interest and desire to follow teaching career. Four motivational factors that were added in FIT-Choice framework are *prior teaching and learning experience*, *social influences*, *perceived teaching abilities*, and *‘fallback’ career* reflecting the fact that teaching is people’s last resort rather than the desired career. The measured perceptions include task demand (expert career, high demand) and task return (social status, salary), social dissuasion experiences, and satisfaction with teaching choice.

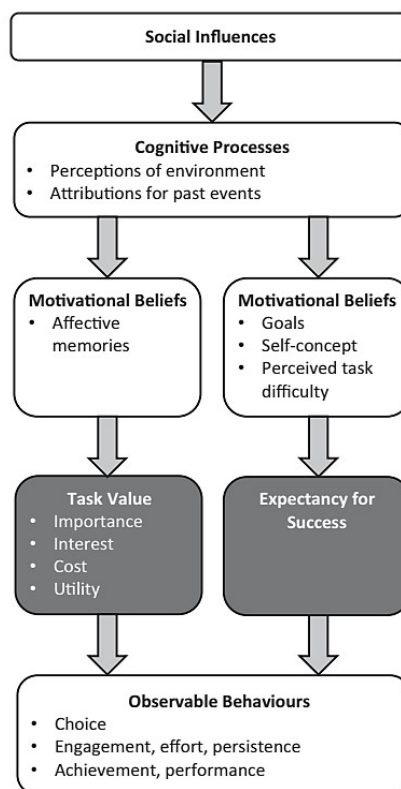


Figure 1. A simplified version of Wigfield and Eccles’s expectancy-value theory (Cook & Artino, 2016)

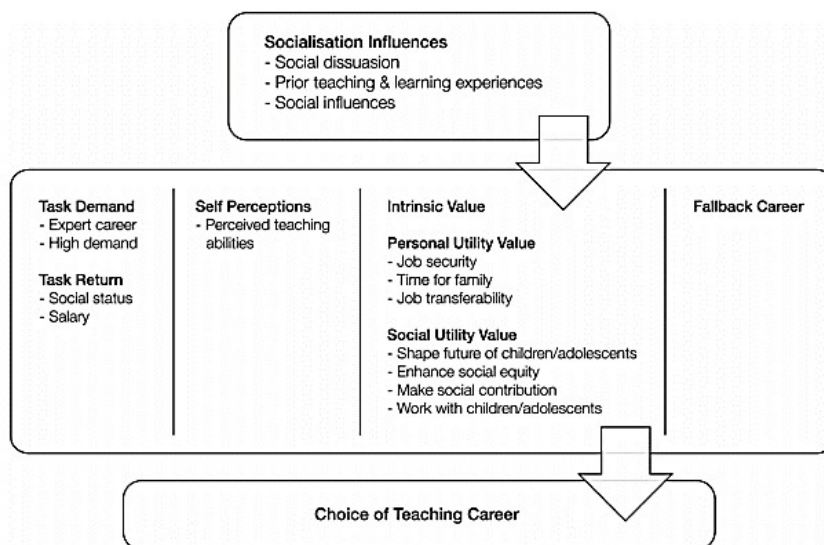


Figure 2. FIT-Choice empirically validated theoretical model (Watt & Richardson, 2012)

The FIT-Choice framework has been carried out globally to investigate motivations for teaching in different countries such as Turkey (Kılınc, Watt & Richardson, 2012), China (Lin, Shi, Wang, Zhang & Hui, 2012), the Netherlands (Fokkens-Bruinsma & Canrinus, 2012), Croatia (Jugović, Marušić, Ivanec, & Vidovic, 2012), German (König & Rothland, 2012), Sweden (Berger & D'Ascoli, 2012). Across different contexts, research findings appeared to suggest that social utility value such as *shape future of children/adolescents* and *make social contribution* were especially important to a teaching choice (Watt & Richardson, 2012). Besides, *personal utility* was also highly rated, which was understandable and indicated the basic needs of teachers in modern society.

Besides these similarities, Watt and Richardson (2012) also noted note-worthy differences in teaching motivation across different settings. First of all, *perceived abilities* and *intrinsic value* were considered highly important in the US, Dutch, Croatian, German, Swiss and Australian contexts whereas in

China and Turkey, *job security* was prioritized. When it comes to desire to *work with children/adolescents*, except for the Chinese setting, participants in other countries shared the same belief that this factor was central in one's decision to become a teacher. As for social influences, a study of Dutch pre-service teachers' motivations (Fokkens-Bruinsma & Canrinus, 2012) was the only case in which the teacher choice was considerably influenced by social factors. Regarding the perceptions, apart from the Chinese context, in which task demand and task return were rated low, results of both factors from other countries indicated high task demand and low task return. From the utilization of FIT-Choice framework in various countries, it could be speculated that different cultural and socioeconomic backgrounds might have implications for individual differences in motivations to teach.

### 3. Rationale for the study

In the context of Vietnam, individuals wishing to join the job market are required

to possess not only professional competence but also foreign language ability, especially English. The Project “Teaching and Learning Foreign Languages in the National Education System, Period 2008 – 2020” (Project 2020) was thus launched with the purpose of improving the competitiveness of the Vietnamese workforce in the international labour market (through strengthening their foreign language ability; Le & Nguyen, 2017). It has also been well-recognized that to achieve the stated aims, teacher training should be a central and prioritized task as it provides the qualified English language teachers needed for the project (MOET, 2018; as cited in Nguyen, 2018). In fact, a substantial amount of the project budget has been allocated to the training of English language teachers at different levels, including undergraduate level (MOF, 2018).

However, the state of English language teacher education is no better than that of the general situation of teacher education in Vietnam. Thousands of students enroll in English language teacher education programs every year (probably because it is free; Nguyen, 2017). However, many of the graduates from EFL teacher education programs have expressed lack of interest in teaching and decided to pursue other career paths after graduation. This is a waste of national investment and has led to a shortage of more than 5,600 English language teachers from different educational strands (MOET, 2018; as cited in Nguyen, 2018).

Our review of the existing literature above has suggested that several attempts have been made to discover the motivations to teach in different settings. However, until recently, studies that have been conducted on the motivational factors that influence teaching choice in the Vietnamese context are almost non-existent (Pham, 2012); those that are applicable to the Vietnamese context are also very limited. With the typical features of Vietnamese labour market (a socialist-

oriented market economy) and the advantages in terms of language that English-majored students have in the Vietnamese labour market (i.e., better job opportunities), it is speculated that factors that worked in other contexts may not necessarily be applicable to the Vietnamese situation. This study thus aimed to investigate the factors influencing teaching choice of senior students majoring in English language teacher education in the Vietnamese context with the belief that thorough understanding of pre-service teachers’ career intention and factors influencing their choices is crucial to better promote their teaching motivations, which consequently would help to increase the number of students following teaching career path.

#### 4. Research questions

This research aims to investigate (1) intentions to pursue teaching career of seniors at an English Language Teacher Education institution in Vietnam, (2) factors that influence their choices of a teaching career, and (3) the correlations between factors influencing teaching choice and intention to teach. Specifically, the research aims to answer the following research questions:

1. *To what extent do participants in the current study wish to pursue teaching career?*
2. *What are the factors that influence their choice of teaching career?*
3. *What are the correlations between influencing factors and students’ intention to teach?*

#### 5. Research design

The study was designed as quantitative research with the employment of a questionnaire to gather data.

*Participants*



*Total random sampling* technique was adopted to select participants in the current study. In other words, all (196) senior students majoring in English Language Teacher Education at a teacher training institution in Hanoi were invited to participate in the study. This method of collecting information from the total population was expected to give deeper insights into the target population than what partial samples would probably be capable of. It allows researchers to create a much more complete picture of the phenomenon and greatly reduces guessing work. It also eliminates the risk of biased sample selection that is often encountered in would-be random study samples.

Participants in the current study were competent in English. Most of them have obtained VSTEP (Vietnamese Standardized Test of English Proficiency) C1 level (equivalent to C1 in CEFR). They had reasonable *knowledge about the subject matters* (English language), *knowledge about teaching* and *teaching experiences* (through the courses at the university as well as the teaching practicum) and were going to join the labour market in the coming few months. Therefore, it was expected that these students would hold a clearer view of their future career path than freshmen, sophomores, and juniors. Their responses to the questionnaire would be more reliable and valid.

#### *Data collection instrument*

The researchers adapted the Factors Influencing Teaching Choice (FIT-Choice) survey (Watt & Richardson, 2006) to examine the motivations for teaching among senior students and Jung's (2014) Occupational Intention scale to measure their intentions of becoming teachers. *Watt and Richardson's (2006) FIT-Choice survey* consisted of 58 items that covered 12 *motivation constructs* (ability, intrinsic career value, fallback career, job security, time for family, job transferability, shape future of children/adolescents, enhance

social equity, make social contribution, work with children/adolescents, prior teaching and learning experiences, and social influences), six *perception constructs* (expertise, difficulty, social status, salary, and social dissuasion) and one construct about *satisfaction with choice*. The FIT-Choice survey was validated by recognized experts (Watt & Richardson, 2007) and scrutinized in diverse settings (Jugović, Marušić, Ivanec, & Vidović, 2012; König & Rothland, 2012; Berger & D'Ascoli, 2012). *Jung's (2014) Occupational Intention* was part of a larger scale that was constructed to measure nine constructs that influence an individual's career decision-making process. The scale also underwent a process of development, testing, and refinement over two phases of data collection with the participation of over a thousand students (Jung, 2014).

The two surveys above formed the foundation for the survey used in the current study. The actual survey used in this study consisted of 59 close-ended items and four open-ended items, which were divided into three main parts. In the first part (section A), factual questions in open-ended form were used in order to collect participants' personal information such as name, gender, class, and email address. As for the second part (section B), which concerned senior students' intentions of becoming teachers, five items measuring "Occupational Intention" construct was adapted from Jung's (2014) Occupational Intention scale. Specifically, in this part, participants were requested to indicate their level of agreement to the five items "It is likely that I will pursue teaching career", "I intend to pursue teaching career", "I plan to apply for teaching career", "I have resolved to follow this occupational path" and "I am committed to teaching career". Students' motivations for teaching were measured via two subscales namely "Motivations for teaching" — Section C — which consists of 38 items; and "Beliefs

about Teaching and Satisfaction with Choice” — Section D — which consists of 20 items. For three parts (B, C, and D) of the questionnaire, a seven-point Likert-type scale was utilized (see Appendix 1).

*Data collection*

The researchers were able to collect contact information of all senior students at the targeted institution thanks to the help of the class monitors. Due to the schedule of some participants, the researchers had to

conduct online questionnaire using Survey Monkey. For the rest of the participants, paper-based questionnaires were used. Prior to the questionnaire distribution, participants were notified of the research topic and research aims as well as encouraged to contact the researchers via email if any further clarifications on the items and the study were needed. Through this two-week data collection process, 194 questionnaires (both online and printed versions) were distributed and 118 completed ones were returned (see Table 1).

Table 1. Number of distributed and returned questionnaires

Version	Distributed	Returned
Online	106	78
Paper-based	63	40
Total	194	118

Overall response rate = 60.8%

Data collected from questionnaires were then imputed, refined and analysed using the Statistical Package for the Social Sciences (SPSS version 20.0). Specifically, there was (a) preliminary analysis of the data, (b) assessment of scale reliability, (c) calculation of factor scores, and (d) estimation of correlations among factors.

*Preliminary data analysis*

Preliminary analysis of the data is a very important step as it provides researchers with important information about the characteristics of their data. In the current study, data were inspected to check for missing data as well as detect any unusual patterns in the dataset. Specifically, the total percentage of missing values was calculated to be approximately 2.04%; the number of cases with incomplete response (with at least one missing value) was 6 out of 118, which accounted for 5.08%. An inspection of missing data by individual cases revealed that of the 118 returned surveys, 112 participants (94.9%) returned fully completed questionnaires, while 6 questionnaires (5.1%) had at least one missing item.

Closer observation of missing data suggested the exclusion of two cases (ID 45

and ID 116) from the dataset, because more than half of the items in their responses were not completed. Another two cases (ID 25 and ID 62) were also excluded from the dataset because although the percentage of missing values in each response did not exceed 50%, the items missing were deemed indispensable as they all belonged to constructs of *Beliefs about teaching* and *Satisfaction with choice*. In the end, data from 114 respondents were retained for analysis; of these, 85.1% of the participants were female and 14.9% were male. Their ages ranged from 22 to 24 years old (Mean = 22.05; SD= 0.26).

*Assessment of scale reliability*

According to George and Marley (2003, as cited in Gliem & Gliem, 2003), scale reliability is considered acceptable if the Cronbach’s alpha value is higher than .70 and unacceptable if the value falls under .50. As the Cronbach’s alpha ( $\alpha$ ) of 19 subscales comprised this full measurement ranged from .513 for “Fallback career” to .959 for “Occupational Intention” subscale (see Table 2), a conclusion was reached that each factor had a fair to good level of reliability.

Table 2. Subscales Cronbach’s alpha reliabilities ( $\alpha$ )

Sub-scale	Items	Cronbach’s $\alpha$
Occupational intention	B1, B2, B3, B4, B5	.959
Ability	C5, C17, C35	.830
Intrinsic career value	C1, C7, C11	.872
Fallback career	C10, C29, C37	.513
Job security	C13, C 23, C32	.778
Time for family	C2, C4, C14, C16, C24	.810
Job transferability	C8, C19, C36	.727
Shape future of children/adolescents	C9, C20, C25	.840
Enhance social equity	C26, C30, C38	.750
Make social contribution	C6, C18, C28	.811
Work with children/adolescents	C12, C22, C31	.903
Prior teaching and learning experiences	C15, C27, C33	.778
Social influences	C3, C21, C34	.698
Expert career	D9, D13, D14	.788
High demand	D2, D6, D10	.594
Social status	D4, D7, D11	.673
Teacher morale	D5, D8, D12	.591
Salary	D1, D3	.782
Social dissuasion	D16, D18, D20	.601
Satisfaction with choice	D15, D17, D19	.798

**6. Research findings**

*Intentions of becoming teachers*

Concerning their intentions of becoming teachers, participants in the current study generally showed a marked tendency towards pursuing a teaching career (see Table 3). Among the five options, the likelihood to *pursue teaching career* was the highest rated (M = 5.39,

SD = 1.46), followed by participants’ planning to *apply for this job* (M = 5.31, SD = 1.63) and their *intending to follow teaching career* (M = 5.24, SD = 1.60). Although the other two items concerning participants’ *commitment toward teaching job* (M = 4.59, SD = 1.67) and their *resolution to follow this career path* (M = 4.82, SD = 1.60) received lower ratings, the results were still fairly positive.

Table 3. Means and Standard Deviations of Intentions to teach

Items	M	SD
B1 I plan to apply for teaching career.	5.31	1.63
B2 I intend to pursue teaching career.	5.24	1.60
B3 I am committed to teaching career.	4.59	1.67
B4 It is likely that I will pursue teaching career.	5.39	1.46
B5 I have resolved to follow this occupational path.	4.82	1.60

*Motivations for teaching*

Figure 3 below illustrates the overall mean ratings of the factors influencing teaching choice. The results revealed that there existed little distinct differences in mean ratings across motivational factors as they ranged from 3.42 to 5.13, with the highest ratings be *prior teaching*

*and learning experience* (M = 5.13, SD = 1.40), *shape future of children/adolescents* (M = 5.10, SD = 1.41), and *make social contribution* (M = 4.89, SD = 1.52), and the lowest ratings belong to *fallback career* (M = 3.42, SD = 1.94), *job transferability* (M = 3.77, SD = 1.61) and *time for family* (M = 3.95, SD = 1.76).



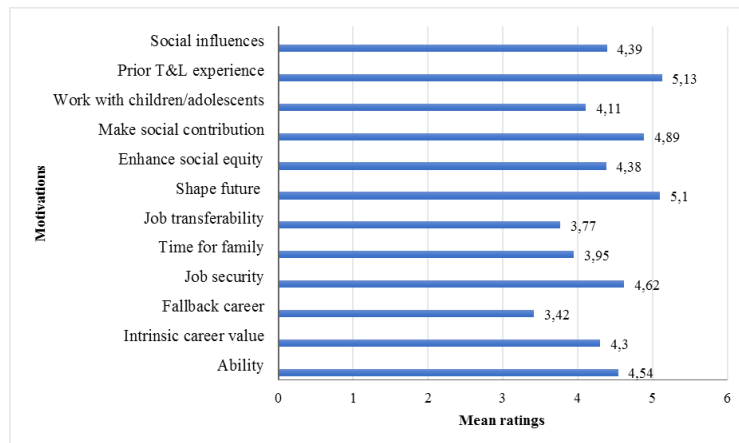


Figure 3. Factors influencing teaching choice of participants

*The highest-rated factors.* The means (M) and standard deviation (SD) of the highest-rated factors influencing teaching choice across items were presented in Table 4. To be specific, regarding the three items comprising *prior teaching and learning experience* factor, two involved having inspirational and good teachers and the other stressed on the overall positive learning experiences. Of the three items mentioned (items B15, B27, B33), the two first items namely having an inspirational teacher (M = 5.20, SD = 1.32) and having good teachers as role models (M = 5.18, SD = 1.59) show the highest level of agreement among participants. The last item in this construct concerning having positive learning

experience (M = 5.03, SD = 1.30) also shows a fairly positive result. When it comes to *shaping future of children/adolescents*, the desire to shape values of children/adolescents was the highest agreed item (M= 5.20, SD= 1.48), followed by participants’ wish to influence the next generation (M= 5.11, SD= 1.37) and their ambitions to have an impact on children/adolescents (M = 5.00, SD = 1.39). As for *make social contribution*, the data also indicate that participants in the current study generally believed that teachers were the ones who make worthwhile social contribution (M = 5.19, SD = 1.41), provide service to society (M = 4.83, SD = 1.60) and have chance to give back to society (M = 4.67, SD = 1.54).

Table 4. Means (M) and Standard Deviation (SD) of highest-rated factors influencing teaching choice

	Item	M	SD
Prior teaching and learning experience	C15 I have had inspirational teachers.	5.18	1.59
	C27 I have good teachers as role models.	5.20	1.32
	C33 I have had positive learning experience.	5.03	1.30
Shaping future of children/adolescents	C9 Teaching will allow me to shape children and adolescent values.	5.20	1.48
	C20 Teaching will allow me to influence the next generation.	5.11	1.37
	C25 Teaching will allow me to have an impact on children and adolescents.	5.00	1.39
Make social contribution	C6 Teaching will allow me to provide a service to society.	4.83	1.60
	C18 Teachers make a worthwhile social contribution.	5.19	1.41
	C28 Teaching enables me to give back to society.	4.67	1.54

*The lowest-rated factors.* The lowest-rated motivations were *fallback career*, *job transferability*, and *time for family*. The mean scores for individual items ranged from 2.87 to 4.31 (see Table 5). Specifically, among the three items of *fallback career*, the results showed that failure to be accepted into first-choice career was the least agreed option (M = 2.87, SD = 1.94). The other two items of the same factor demonstrate fairly to considerably higher mean scores of 3.29 for choosing teaching as last-resort career (SD = 1.91) and 4.12 for uncertainty on career path (SD = 1.94). Interestingly, this factor also displayed the highest inconsistency in participants' opinions in comparison with other eleven motivational factors presented. Among the three items of *job transferability*, that teaching job allows desirable living place (M = 3.52, SD = 1.57) and its usefulness as a job for travelling (M = 3.61, SD = 1.62) received slight disagreements from respondents. At the same time, for teaching qualification being

widely recognized, participants tended to take the neutral stance as the mean score was 4.19 (SD = 1.63). Concerning the *time for family* factor, the results showed that short workday (M = 3.20, SD = 1.65) was the least preferred reason leading to decision to teach. While respondents displayed a neutral view on choosing teaching career for lengthy holiday (M= 3.97, SD= 1.94) and responsibilities of having a family (M = 4.08, SD = 1.70), they generally agreed to pursue this career path for family reasons (i.e., having more family time [M = 4.31, SD = 1.82]; school holidays fit with family commitments [M = 4.22, SD = 1.65]).

The same patterns were observed across genders. In other words, participants in the current study would be most likely to follow a teaching career if they have experienced positive *prior teaching and learning experience*, had a desire to *shape future of children/adolescents*, and wished to *make social contribution*.

Table 5. Means (M) and Standard Deviation (SD) of lowest-rated factors influencing teaching choice

	Item	M	SD
Fallback career	C10 I was unsure of what career I wanted.	4.12	1.94
	C29 I was not accepted into my first-choice career.	2.87	1.96
	C37 I chose teaching as a last-resort career.	3.29	1.91
Job transferability	C8 Teaching will be a useful job for me to have when travelling.	3.61	1.62
	C19 Teaching qualification is recognized everywhere.	4.19	1.63
	C36 A teaching job will allow me to choose where I wish to live.	3.52	1.57
Time for family	C2 Part-time teaching could allow more family time.	4.31	1.82
	C4 As a teacher I will have lengthy holiday.	3.97	1.94
	C14 Teaching hours will fit with the responsibilities of having a family.	4.08	1.70
	C16 As a teacher I will have a short workday.	3.20	1.70
	C24 School holidays will fit in with family commitments.	4.22	1.65

*Perceptions about the profession and satisfaction with choice*

Generally, the participants perceived teaching as a profession that is high in not only task demand but also task return (see Figure 4). Regarding the *expert career*, participants mostly rated teaching as an

expert career (M = 5.55, SD = 1.08) — which requires the possession of both specialized and technical knowledge. They also believed that this occupation was rewarding in terms of *social status* (M = 5.36, SD = 1.56) and *teacher morale* (M = 4.97, SD = 1.15). Especially, for the item D12 on the teaching

career’s being perceived as a well-respected occupation, more than 85% of the participants showed moderate to strong agreements to this statement. However, at the same time, participants also stated that teaching career offered a *low salary* (M = 3.82, SD = 1.49). Concerning the *social dissuasion*, the result indicated participants’ neutral stance on this factor (M = 4.03, SD = 1.63). The results from independent-samples t-Test showed that the differences in opinions regarding perceptions about teaching across genders were insignificant.

As for satisfaction with teaching choice,

perceiving teaching career as being high in *task demand* (expert career and high demand) and *social status* but low in *salary*, participants demonstrated a fair level of *satisfaction with their choice* of becoming teachers (see Table 6). Of all the population, more than 73% of the participants believed that they had thought carefully about becoming a teacher, 61.4% of them felt satisfied with their choice and more than 60% of the population stated that they were happy with their decision. The difference regarding *satisfaction with choice* across genders were, again, insignificant.

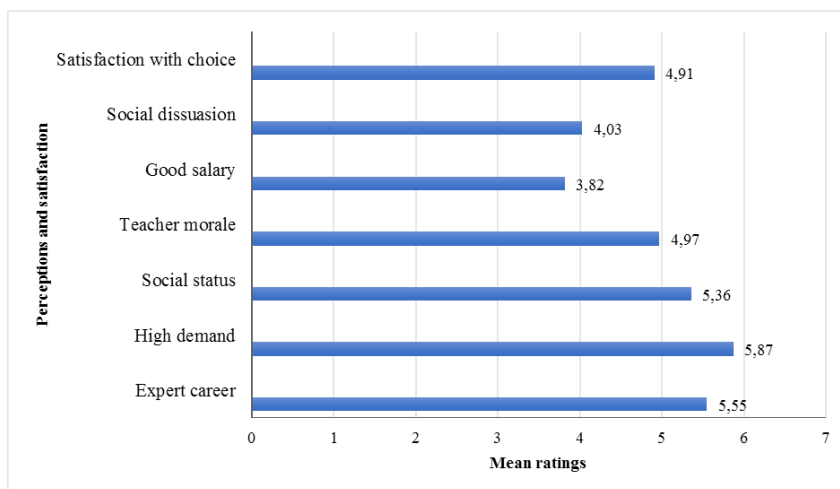


Figure 4. Perceptions about teaching and satisfaction with choice

Table 6. Mean (M) and Standard Deviation (SD) of satisfaction with choice

	M	SD
D15-How carefully have you thought about becoming a teacher?	5.31	1.22
D17-How satisfied are you with your choice of becoming a teacher?	4.72	1.36
D19-How happy are you with your decision of becoming a teacher?	4.70	1.34

*Correlations between intentions of becoming teacher and motivations to teach*

Table 7a and 7b presented the Pearson correlations across the 20 constructs including *intentions to teach*, *motivations*, *perceptions about teaching career*, and *satisfaction with choice*. Factors that had strongest correlations with *intentions* to pursuing teaching career

included: *intrinsic career value* (r = .67, p < 0.01), followed by *enhance social equity* (r = .44, p < 0.01), *prior teaching and learning experience* (r = .46, p < 0.01), *ability* (r = .48, p < 0.01), and *make social contribution* (r = .51, p < 0.01). *Work with children/adolescents* (r = .25, p < 0.01), *job security* (r = .26, p < 0.01), *time for family* (r = .26, p < 0.01) also demonstrated positive relationships with

participants' *intentions to teach*, although the strength of the relationship was small. Of interest was the negative correlation between *fallback career* and *intentions to teach* ( $r = -.27, p < 0.01$ ) and the fact that a number of perception constructs (i.e., *expert career, high demand, social status, teacher morale, good*

*salary, social dissuasion*) were found to have insignificant correlations with an individual's intention to pursue a teaching career. Finally, regarding the last construct of *satisfaction with choice*, its relationship with *intention to teach* ( $r = .65, p < 0.01$ ) was estimated to be statistically strong.

Table 7a. Correlations across Intention of becoming teachers and Motivational factors for teaching

		1	2	3	4	5	6	7	8	9	10	11	12	13
1. Intentions to teach	Pearson Correlation	1												
	Sig. (2-tailed)													
2. Ability	Pearson Correlation	.48**	1											
	Sig. (2-tailed)	.00												
3. Intrinsic career value	Pearson Correlation	.67**	.67**	1										
	Sig. (2-tailed)	.00	.00											
4. Fallback career	Pearson Correlation	-.27**	-.17	-.33**	1									
	Sig. (2-tailed)	.00	.07	.00										
5. Job security	Pearson Correlation	.25**	.30**	.13	.18*	1								
	Sig. (2-tailed)	.01	.00	.14	.04									
6. Time for family	Pearson Correlation	.26**	.29**	.25**	.34**	.58**	1							
	Sig. (2-tailed)	.01	.00	.00	.00	.00								
7. Job transferability	Pearson Correlation	.29**	.44**	.36**	.27**	.58**	.68**	1						
	Sig. (2-tailed)	.00	.00	.00	.00	.00	.00							
8. Shape future of children and adolescents	Pearson Correlation	.39**	.48**	.45**	-.14	.25**	.18*	.29**	1					
	Sig. (2-tailed)	.00	.00	.00	.12	.00	.04	.00						
9. Enhance social equity	Pearson Correlation	.44**	.46**	.38**	-.00	.36**	.29**	.46**	.52**	1				
	Sig. (2-tailed)	.00	.00	.000	.98	.00	.00	.00	.00					
10. Make social contribution	Pearson Correlation	.51**	.58**	.57**	-.27**	.27**	.18*	.35**	.59**	.65**	1			
	Sig. (2-tailed)	.00	.00	.00	.00	.00	.04	.00	.00	.00				
11. Work with children/adolescents	Pearson Correlation	.25**	.44**	.49**	-.00	.13	.36**	.35**	.49**	.32**	.34**	1		
	Sig. (2-tailed)	.01	.00	.00	.96	.14	.00	.00	.00	.00	.00			
12. Prior teaching and learning experience	Pearson Correlation	.46**	.45**	.54**	-.29**	.26**	.14	.26**	.44**	.44**	.61**	.25**	1	
	Sig. (2-tailed)	.00	.00	.00	.00	.00	.13	.00	.00	.00	.00	.00		
13. Social influences	Pearson Correlation	.19*	.43**	.31**	.13	.31**	.42**	.56**	.09	.27**	.25**	.16	.26**	1
	Sig. (2-tailed)	.04	.00	.00	.15	.00	.00	.00	.32	.00	.00	.07	.00	
14. Expert career	Pearson Correlation	.11	.11	.06	-.00	.20*	.06	.09	.21*	.16	.26**	.00	.31**	.01
	Sig. (2-tailed)	.26	.23	.51	.99	.03	.46	.34	.02	.08	.00	.99	.00	.91
15. High demand	Pearson Correlation	.02	-.03	-.02	-.14	-.03	-.22*	-.20*	-.03	.09	-.01	-.06	.16	-.04
	Sig. (2-tailed)	.86	.71	.78	.12	.67	.01	.03	.75	.32	.88	.49	.07	.65
16. Social status	Pearson Correlation	.03	.17	.013	-.02	.22*	.07	.11	.18*	.23*	.15	.04	.23*	.20*
	Sig. (2-tailed)	.77	.06	.88	.79	.01	.44	.21	.04	.01	.10	.64	.01	.02
17. Teacher morale	Pearson Correlation	.12	.21*	.05	-.05	.21*	.23*	.13	.10	.05	.08	.16	.10	.24**
	Sig. (2-tailed)	.12	.02	.54	.53	.02	.01	.14	.28	.56	.38	.08	.27	.00
18. Good salary	Pearson Correlation	.10	.16	.14	.14	.37**	.29**	.31**	-.07	.24**	.15	-.14	.13	.35**
	Sig. (2-tailed)	.29	.08	.11	.11	.000	.00	.00	.45	.00	.10	.13	.16	.00
19. Social dissuasion	Pearson Correlation	-.11	.09	.12	.08	.02	.05	.19*	.00	.11	-.03	.10	-.09	.11
	Sig. (2-tailed)	.26	.35	.17	.36	.78	.56	.03	.95	.24	.71	.25	.30	.22
20. Satisfaction with choice	Pearson Correlation	.65**	.61**	.64**	-.38**	.18	.16	.32**	.42**	.39**	.52**	.37**	.51**	.21*
	Sig. (2-tailed)	.00	.00	.00	.00	.05	.08	.00	.00	.00	.00	.00	.00	.02

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Table 7b. Correlations across Intention of becoming teachers and Perceptions about teaching and satisfaction with choice

		14	15	16	17	18	19	20
11. Work with children/adolescents	Pearson Correlation							
	Sig. (2-tailed)							
12. Prior teaching and learning experience	Pearson Correlation							
	Sig. (2-tailed)							
13. Social influences	Pearson Correlation							
	Sig. (2-tailed)							
14. Expert career	Pearson Correlation		1					
	Sig. (2-tailed)							
15. High demand	Pearson Correlation	.28**		1				
	Sig. (2-tailed)	.00						
16. Social status	Pearson Correlation	.41**	.36**		1			
	Sig. (2-tailed)	.00	.00					
17. Teacher morale	Pearson Correlation	.27**	.02	.60**		1		
	Sig. (2-tailed)	.00	.75	.00				
18. Good salary	Pearson Correlation	.21*	-.02	.21*	.22*		1	
	Sig. (2-tailed)	.02	.79	.02	.01			
19. Social dissuasion	Pearson Correlation	-.16	-.13	-.20*	-.23*	-.09		1
	Sig. (2-tailed)	.08	.14	.03	.01	.33		
20. Satisfaction with choice	Pearson Correlation	.15	-.00	.13	.15	.17	.09	1
	Sig. (2-tailed)	.10	.96	.16	.09	.06	.34	

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

The hypothesis that social utility values such as *make social contribution* and *shape future of children/adolescents* as well as *work with children/adolescents* factors would show strong positive correlation with *intentions to teach* was not totally supported. The results from Pearson correlation analysis revealed that despite the fact that all three factors were statistically related to the *intentions of becoming teachers*, the strength of these relationships only ranged from weak to moderate. As for the prediction that *fallback career*, *job transferability*, and *social influences* would negatively correlate with *teaching choice*, the results indicated that only *fallback career* was negatively related to intentions to teach; the other two factors showed weak yet positive relationships with *teaching intentions*.

## 7. Discussion

The primary aims of this study were first to investigate participants' intentions to pursue teaching career; second, to examine the factors influencing their choices of teaching career in Vietnamese context; and finally, to explore the relationship between those factors and participants' intentions to teach.

From the data collected, it was observable that although the number of females enrolling in the particular English Language Teacher Education program outweighed that of males, statistics indicated no differences between the two genders in terms of their *intentions* to follow teaching career after graduating. Most of the participants demonstrated positive prospect of following the teaching career. Nevertheless, the considerable proportion of teacher trainees wishing to pursue careers other than teaching was alarming. This could be attributed to numerous factors, namely low salary, lack of job opportunity, lack of desire to change to make social contribution and so on (Pham, 2012). As for those who wish to follow the teaching career path in the future, the influential factors leading to their choice were discussed in the later parts.

### *Factors influencing intentions to teach*

*Highest-rated motivations.* Results from the data analysis revealed that *prior teaching and learning experiences* as well as *social utility values* such as *shape future of children/adolescents* and *make social contribution* were the highest-rated motivations influencing participants' teaching choice. These findings were of no great surprise as the application of FIT-Choice scale in numerous contexts have yielded similar results (“(i.e., Lin, Shi, Wang, Zhang & Hui (2012); Kılınç, Watt and Richardson (2012)”). Given collectivism in Vietnam, in which people tend to work towards a common goal, participants' choice of becoming teachers to contribute to a better society is quite understandable.

However, in contrast with other Western countries and especially the Australian context, where the scale was originally developed and validated, *perceived ability* and *intrinsic career value* were not among the highest-rated factors in this study. Yet, the results appeared to be consistent with those from Chinese and Turkish contexts, in which *prior teaching and learning experiences* also played an important role in motivating prospective teachers (i.e.,  $M = 5.27$  and  $M = 5.09$  in Turkish and Chinese settings respectively). Such comparability might be explained by the shared perceptions about the roles of teachers in Vietnam and China. In fact, both China and Vietnam could be classified as belonging to Confucian heritage culture, which highly appreciates teachers and the teaching career. According to Phan and Phan (2006), besides the roles of a knowledge deliverer, Vietnamese teachers also act as a moral guide. Teaching is regarded a high status and well-respected job, and students generally take their teachers as an exemplary model to follow. Therefore, it is likely that students are influenced by their teachers in many facets of life, including career choice decision. Similarly, the reverence for teacher profession are also observed in Chinese culture as Lin, Shi, Wang, Zhang and Hui (2012) pointed out



that Chinese teachers are highly respected and considered the authority of knowledge. Chinese government policy also supports the positive image of teachers as respectful profession with bright career prospects. Consequently, students who witnessed the exhibition of such features from their teachers are more likely to follow teacher career. In other words, under the guidance of aspiring and motivating teachers, students might be more likely to display a desire to follow the teaching career path.

In a similar vein, *perceived ability* and *intrinsic career value* were highly rated in Western contexts but just scored a little bit above the midpoint in Eastern countries including Vietnam. One possible explanation is that rather than endorsing *ability* and *intrinsic career value*, prospective teachers in Vietnam and China might be more concerned about *job security*. As stated in Richardson, Karabenick and Watt (2014), this tendency among East Asia countries may stem from their collectivist cultures, in which individual interests have an inferior impact on career choice as compared with *job security* and benefits. In the Vietnamese context particularly, the education sector in Vietnam provides permanent teaching job for teachers that pass a civil service examination, which can help to secure the employed status, *salary* as well as other social benefits for their whole teaching career. That kind of “security” offered may be the more common reason behind many students’ choices of teaching career (rather than perceived ability or intrinsic career value).

*Lowest-rated motivations.* Findings from this study revealed that *fallback career* and *job transferability* were the least preferred factors. There was a slight difference between the results from the current study and those from others on a similar topic. The *fallback career* factor ranked last in this study, which possibly indicated that few participants opted for teaching career as the last-resort choice when having failed other preferred options. However, when

compared with other studies using FIT-Choice scale in Turkey (Kılınc, Watt & Richardson, 2012), China (Lin, Shi, Wang, Zhang & Hui, 2012), Australia (Watt & Richardson, 2006), the Netherlands (Fokkens-Bruinsma & Canrinus, 2012), Croatia (Jugović, Marušić, Ivanec, & Vidovic, 2012), the *fallback career* motivation in this research still displayed a stronger influence on Vietnamese prospective teachers. According to Quyen (2018), many teacher training universities in 2018 received low entrance rate despite the low entrance scores, which may imply that teaching career may not be the most appealing and preferred profession to many students. Some students might have ended up in these universities as a result of the low scores and failure to be admitted to their desired programs. Intriguingly, regarding this *fallback career* motivations, the male participants were reported to be significantly unsure of what career to pursue in the future, which may suggest lower teaching retention of these respondents in comparison with that of female ones. Moreover, this fair rating of *fallback career* motivation might imply pessimistic future teaching career of participants as Richardson, Karabenick & Watt (2014) suggested that *fallback career* motivation may result in negative teaching behaviors and consequently negative teaching practices. As for the factor of *job transferability*, the low ratings were also understandable given the contextual differences between Vietnam and Australia — the context where the scale was developed and validated. In the Australian context, the national and international circulations of teachers are quite common whereas, in Vietnam, teachers generally enjoy less flexibility in terms of workplace change. For teachers working for government schools, such changes are even more limited as they must meet a certain number of demands according to Vietnamese Law on Public Employees (Luật Viên chức, 2010).

*Perceptions about teaching.* The results of this study were in line with those of research on similar topic terms of participants’ perception teaching demand. To be specific, teaching occupation in Vietnam was perceived

to not only require expert knowledge but also involve hard work as well as emotional demand. This finding supported the beliefs about teachers being considered knowledge expert suggested in Phan and Phan (2006). Regarding *task return*, participants believed that teachers earn a poor *salary* considering the hard work they have to deal with. The findings of McAleavy, Tran and Fitzpatrick (2018) also indicated a similar state when teachers “consider themselves badly paid and have to supplement their income by working as private tutors” (p. 22).

However, the research findings reported much higher values for *social status* factor with respect to other discoveries made by other studies using FIT-Choice scale. As suggested by McAleavy, Tran and Fitzpatrick (2018), the high ratings of teachers’ *social status* suggested that teachers were believed to be members of a respected profession and this idea is supported by both cultural norms and government policies.

*Satisfaction with choice.* Participants of this study demonstrated a fair level of satisfaction with their career choice. Intriguingly, rather than statistically related to their perceptions about teaching career, participants’ *satisfaction with teaching choice* were influenced by teaching motivations namely *ability, intrinsic career value, fallback career, shape future of children/adolescents, make social contribution and prior teaching and learning experiences*. The same findings were also found in Yu and Bieger (2013) when American pre-service teachers’ contentment with their choice of teaching career also strongly related to their motivations for teaching.

*Correlations between factor influencing teaching choice and intentions to teach*

*Intrinsic career value* and *satisfaction with choice* were the two factors that showed the strongest correlations with *teaching choice decision*. This result corresponded with factors influencing behaviors namely expectancy of success (satisfaction with choice) and task

value (intrinsic career value) as suggested in the expectancy-value theories (Wigfield & Eccles, 2000), on which FIT-Choice scale was based. In other words, if students show *a strong desire to teach and a complete satisfaction with their choice of teaching career*, they are more likely to pursue teaching career in the future and vice versa. At the same time, *perceived ability, social utility value* such as *making social contribution, shaping future of children/adolescents, and enhancing social equity* as well as *prior teaching and learning experience* were moderately related to intentions to teach. These factors were also proved to be the highest influential factors behind one’s intention to pursue teaching career in studies using FIT-Choice scale in different contexts including Vietnamese. The results also revealed that *fallback career* negatively correlated with intentions to teach, indicating that those who choose teaching as the last-resort career would show little hope to pursue teaching career later on.

## 8. Implications

This study has contributed to the existing literature on factors influencing teaching choice (FIT-Choice) in different contexts. Moreover, the research has also revealed the relationship between prospective teachers’ intentions to teach and their motivations to teach, which may assist educators/teacher trainers in promoting desire to become teachers among students.

First and foremost, since positive *prior teaching and learning experience* was found to be the most influential motivators behind one’s decision to follow teaching career path, it is important that educators through their teaching provide those prospective teachers with positive learning experiences. Research on qualities of English teachers in Vietnam, though limited, has revealed that teacher’s expert knowledge of the subject, pedagogic skills, professional behaviors and personal characteristics are all fundamental to quality

teaching and learning (Tran, 2015). Besides, McKnight, Graybeal, Yarbrow and Graybeal (2016) also highlighted the role of teacher's relationship with learners, teacher's patience, caring, and dedication in effective teaching. In fact, the necessity to build a trusting and compassionate relationship between teacher and students has been highly endorsed by all Vietnamese stakeholders of education (i.e., parents, students, policy makers, principals, and teachers). It is believed that such interpersonal relationships would not only facilitate the education process but also have potential impact on students' motivation to be a teacher. Moreover, since *intrinsic career value* - which concerns one's interest and desire for teaching profession - shows the strongest correlation with *intentions to teach* as well as *satisfaction with choice*, creating a good image of teacher and a bright prospect of teaching career might help to attract more students in this profession.

The practice of effective teacher qualities above also expected to promote students' motivation to *make social contribution* and *shape future of children/adolescents*. Specifically, as stated in Phan and Phan (2006), Vietnamese teachers take the roles of knowledge expert and moral guide for students to follow. Therefore, when teachers are considered effective and worth respecting, their knowledge and actions may positively affect the academic performances, moral behaviors, and later future of students. Besides teachers' self-practice of five aforementioned qualities, it is advisable that the government help raise people awareness about the importance of education in shaping one's future, which later highlights teachers' contribution to the educational mobilization for the nation.

At program level, practical components such as the micro-teaching and teaching practicum when conducted effectively may also help these students enhance their teaching knowledge and skills, as well as form a *positive experience about teaching as a profession*. Volunteering teaching activities (i.e., teaching disadvantaged kids during

a summer program, volunteering for an education organization, etc.) may help students build up their knowledge of the teaching career and feel that they are making worthwhile *contributions to the society* through teaching.

## 9. Limitations and suggestions for further research

Although care was taken during the whole process to minimize errors and ensure the reliability and validity of the research findings, the following limitations were unavoidable and need to be acknowledged. Firstly, due to the low response rate (about 60.8%), findings from the study may not necessarily represent the opinions of all senior ELTE students. Secondly, due to limited time and human resource, the researchers could not dig deep into the reasons for not choosing teaching profession as well as seek further explanations on factors influencing their career choices. Further research on the similar topic could take into consideration the application of interviews (together with questionnaires) to gain a better understanding on the matters revolving participants' teaching choice.

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## NGHIÊN CỨU VỀ ĐỘNG LỰC DẠY HỌC VÀ MỐI LIÊN HỆ VỚI Ý ĐỊNH THEO NGHỀ DẠY HỌC CỦA SINH VIÊN SƯ PHẠM TIẾNG ANH

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**Tóm tắt:** Những năm gần đây, bên cạnh sự giảm về chất lượng và số lượng đầu vào của ngành đào tạo Sư phạm tiếng Anh, việc sinh viên ngành Sư phạm tiếng Anh sau khi tốt nghiệp làm trái ngành cũng đã khiến nhiều người phải suy ngẫm. Nghiên cứu này được thực hiện nhằm tìm hiểu động lực dạy của sinh viên năm cuối ngành Sư phạm tiếng Anh và mối quan hệ của động lực dạy và ý định theo đuổi nghề dạy học của sinh viên. Qua việc phân tích các dữ liệu định lượng thu được thông qua phiếu hỏi của 114 sinh viên năm cuối, nghiên cứu chỉ ra (a) các sinh viên sư phạm tiếng Anh tham gia nghiên cứu đều có ý định trở thành giáo viên sau khi tốt nghiệp, (b) *trải nghiệm học tập, đóng góp cho xã hội và định hướng tương lai của trẻ em* là những yếu tố ảnh hưởng nhiều đến động lực dạy học của các em, tuy nhiên (c) giáo viên - những người được yêu cầu có kiến thức chuyên môn và tận tâm với học trò - lại thường nhận mức lương thấp hơn mức cống hiến của họ, và (d) có mối quan hệ đáng chú ý giữa ý thức về giá trị nội tại của nghề, sự hài lòng với lựa chọn, ý thức về năng lực bản thân, và các kinh nghiệm dạy và học trước đây với ý định theo đuổi nghề dạy học.

*Từ khóa:* động lực dạy, ý định dạy, FIT-Choice, bối cảnh Việt Nam, giáo viên tương lai



**APPENDIX 1**

**Section A: Personal Information**

1. Name: .....
2. Gender: .....
3. Age: .....
4. Class: .....
5. Email address: .....

**Section B: Intention of Becoming a Teacher**

Please respond to the following items on the scale from 1 (*strongly disagree*) to 7 (*strongly agree*) by circling the numbers that represent your choice.

No.	Items							
1	I plan to apply for teaching career.	1	2	3	4	5	6	7
2	I intend to pursue teaching career.	1	2	3	4	5	6	7
3	I am committed to teaching career.	1	2	3	4	5	6	7
4	It is likely that I will pursue teaching career.	1	2	3	4	5	6	7
5	I have resolved to follow this occupational path.	1	2	3	4	5	6	7

**Section C: Motivations for Teaching**

To what extent do you agree or disagree with the following statements (*1=strongly disagree; 7= strongly agree*). Please circle an appropriate number.

**“I choose to become a teacher because...”**

No.	Items							
1	I am interested in teaching.	1	2	3	4	5	6	7
2	Part-time teaching could allow more family time.	1	2	3	4	5	6	7
3	My friends think I should become a teacher.	1	2	3	4	5	6	7
4	As a teacher I will have lengthy holidays.	1	2	3	4	5	6	7
5	I have the qualities of a good teacher.	1	2	3	4	5	6	7
6	Teaching will allow me to provide a service to society.	1	2	3	4	5	6	7
7	I have always wanted to be a teacher.	1	2	3	4	5	6	7
8	Teaching will be a useful job for me to have when traveling.	1	2	3	4	5	6	7
9	Teaching will allow me to shape child and adolescent values.	1	2	3	4	5	6	7
10	I was unsure of what career I wanted.	1	2	3	4	5	6	7
11	I like teaching.	1	2	3	4	5	6	7
12	I want a job that involves working with children and adolescents.	1	2	3	4	5	6	7
13	Teaching will offer a steady career path.	1	2	3	4	5	6	7
14	Teaching hours will fit with the responsibilities of having a family.	1	2	3	4	5	6	7
15	I have had inspirational teachers.	1	2	3	4	5	6	7
16	As a teacher I will have a short workday.	1	2	3	4	5	6	7
17	I have good teaching skills.	1	2	3	4	5	6	7
18	Teachers make a worthwhile social contribution.	1	2	3	4	5	6	7
19	Teaching qualification is recognized everywhere.	1	2	3	4	5	6	7
20	Teaching will allow me to influence the next generation.	1	2	3	4	5	6	7
21	My family thinks I should become a teacher.	1	2	3	4	5	6	7
22	I want to work in a child and adolescent-centered environment.	1	2	3	4	5	6	7
23	Teaching will provide a reliable income.	1	2	3	4	5	6	7
24	School holidays will fit in with family commitments.	1	2	3	4	5	6	7

25	Teaching will allow me to have an impact on children and adolescents.	1	2	3	4	5	6	7
26	Teaching will allow me to work against social disadvantage.	1	2	3	4	5	6	7
27	I have had good teachers as role models.	1	2	3	4	5	6	7
28	Teaching enables me to give back to society.	1	2	3	4	5	6	7
29	I was not accepted into my first-choice career.	1	2	3	4	5	6	7
30	Teaching will allow me to raise the ambitions of under-privileged youth.	1	2	3	4	5	6	7
31	I like working with children and adolescents.	1	2	3	4	5	6	7
32	Teaching will be a secure job.	1	2	3	4	5	6	7
33	I have had positive learning experiences.	1	2	3	4	5	6	7
34	People I have worked with think I should become a teacher.	1	2	3	4	5	6	7
35	Teaching is a career suited to my abilities.	1	2	3	4	5	6	7
36	A teaching job will allow me to choose where I wish to live.	1	2	3	4	5	6	7
37	I chose teaching as a last-resort career.	1	2	3	4	5	6	7
38	Teaching will allow me to benefit the socially disadvantaged.	1	2	3	4	5	6	7

#### Section D: Perceptions about Teaching

Please respond to the following items on the scale from **1 (not at all)** to **7 (extremely)** by circling the numbers that represent your choice.

No.	Items							
1	Do you think teaching is well paid?	1	2	3	4	5	6	7
2	Do you think teachers have a heavy workload?	1	2	3	4	5	6	7
3	Do you think teachers earn a good salary?	1	2	3	4	5	6	7
4	Do you believe teachers are perceived as professionals?	1	2	3	4	5	6	7
5	Do you think teachers have high morale?	1	2	3	4	5	6	7
6	Do you think teaching is emotionally demanding?	1	2	3	4	5	6	7
7	Do you believe teaching is perceived as a high-status occupation?	1	2	3	4	5	6	7
8	Do you think teachers feel valued by the society?	1	2	3	4	5	6	7
9	Do you think teaching requires high levels of expert knowledge?	1	2	3	4	5	6	7
10	Do you think teaching is a hard work?	1	2	3	4	5	6	7
11	Do you believe teaching is a well-respected career?	1	2	3	4	5	6	7
12	Do you think teachers feel their occupation have high social status?	1	2	3	4	5	6	7
13	Do you think teachers need high levels of technical knowledge?	1	2	3	4	5	6	7
14	Do you think that teachers need highly specialized knowledge?	1	2	3	4	5	6	7
15	How carefully have you thought about becoming a teacher?	1	2	3	4	5	6	7
16	Were you encouraged to pursue careers other than teaching?	1	2	3	4	5	6	7
17	How satisfied are you with your choice of becoming a teacher?	1	2	3	4	5	6	7
18	Did others tell you teaching was not a good career choice?	1	2	3	4	5	6	7
19	How happy are you with your decision of becoming a teacher?	1	2	3	4	5	6	7
20	Did others influence you to consider careers other than teaching?	1	2	3	4	5	6	7