

## ASPECTS OF STUDENTS MOTIVATION FOR THE DIDACTIC CAREER

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**Abstract:** *The paper refers to the motivational aspects that determine students of the 1st and 2nd level of the Psychological-Pedagogical Teacher Training Programme at the West University of Timișoara, Romania, in choosing the didactic career. The sample on which the research has been done is constituted of 100 students, 50 following the 1st level of study and 50 the 2nd one.*

**Keywords:** didactic career; motivation in choosing the didactic career; students of the Psychological-Pedagogical Training program.

### 1. Theoretical frame

Didactic profession implies for the ones practicing it, a series of responsibilities, roles, qualities and abilities. Although, but also the fact that at the level of this profession activities are done with personalities in formation progress, pupils, make it remark from the other many professions in which the human being is working.

It is extremely important that the ones that choose to have this noble profession, with a major importance on social level, always to take it into consideration as a first option to which to dedicate with their complete abilities and person, and not as a reserve option, comparing it to a raincoat used only in case of bad weather.

The professional ability of a teacher is deduced from the roles that he has within the school. Consequently, the teacher is an expert of the educational process that he selects, he processes and adapts from didactic point of view the information that he shall transmit to pupils, a creator of learning situations, a motivating agent that starts and maintains the interest and curiosity of pupils, a leader of the pupils' group, a good manager, councilor, a friend and a model to follow for the pupils with whom he works.

Students who want to have a didactic career have the possibility to follow a Psychological-Pedagogical training program. This can be attended within the Departments for the Didactic Personnel Training from universities, both in parallel with the license studies, respectively master studies, or in post-university regime.

Similar to any activity field, also in choosing the didactic career motivation is extremely important, representing itself the immobile of this choice.

As (Sillamy, 1996, p.202) mentions, motivation represents the "assembly of dynamic factors that determine the behavior of an individual". Al. Roșca (1943, p.8) offers another definition, considering that motivation is represented by

the "totality of internal mobiles of the behavior, both native or acquired, known or not, simple physiological necessities or abstract ideals".

The problem of motivating teenagers to choose the didactic career is extremely important both at the level of the educational system and at social level, representing the object of various studies.

O. Pânișoară presents in her paper several studies having as object precisely the identification of reasons that lead to the option for the didactic career. Consequently, J. Gordon has identified as reasons in choosing the didactic career: the influence derived from the subjects' families; the influence exercised by several friends; the influence derived from a positive model of teacher; the influence derived from a negative model of teacher; the necessity to "make a difference" in the sense of supporting the community to which they pertain, to offer equal opportunities for the pupils' development; "the calling" felt for the didactic professional; the love for children; long holidays and the pleasure to learn. Goldberg, P. E. and Proctor, K., M., presented as reasons for choosing the didactic career: the wish to work with children; the passion for a school subject; the importance conferred to teaching; the influence exercised by one of the teachers that the subjects had in the past; the status offered by the didactic profession; the lack of another career option; the opportunities to advance in the career and the safety offered as a job for beginners. Lisa Francks identifies five aspects that contribute to the manifestation of the attraction towards the didactic career: interpersonal factors, social service, continuity, material benefits, temporal compatibility.

Other authors (Șerănescu, 2011; Trif & Popescu, 2013; Șerănescu & Popescu, 2014) confirm on the first place the classification of reasons for choosing the didactic career, done by the subjects, the pleasure to work with pupils, and in the top of the classification of reasons that might determine them not to choose the didactic career, identifies the non attractive salary.

In the herein study our aim is to illustrate the classification of reasons that determine the students registered at the Post-University Programs for Psychological and Pedagogical Training, Level I and Level II, from the DPPD of UVT to choose the didactic career, to identify the students' option to leave the didactic career and of the reasons that might determine this option.

## **2. Research design**

This study is developed in the period 2016-2017 on a sample composed by students registered at the Post-University Programs of Psychological and Pedagogical Training, Level I and Level II, at UVT.

### **2.1 Research objectives**

The proposed objectives refer to:

1. Classification of students' reasons when choosing a didactic career;
2. Identification of the students' option of leaving the didactic career and of reasons that might determine this option.

## 2.2 Research methodology

Within the study it has been applied a questionnaire. Formulated questions followed the identification of the subjects' genre, of the psychological and pedagogical training program in which the students are implicated, the classification of reasons on the option for the didactic career (on the 1st place being the most important and on the 6<sup>th</sup> place the less important), identification of subjects that might leave the didactic career and of reasons that might be at the base of this option.

The sample implied in the research is composed by 100 students, 50 registered at the I<sup>st</sup> level and 50 registered at the II<sup>nd</sup> level. Regarding the repartition depending on the genre and level of studies within the sample, information is presented as it follows (Table 1):

- 26 students of male gender;
- 76 students of female gender;
- 50 students registered at the I<sup>st</sup> Level;
- 50 students registered at the II<sup>nd</sup> Level;

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	26	26.0	26.0	26.0
Valid female	74	74.0	74.0	100.0
Valid Total	100	100.0	100.0	
Valid I <sup>st</sup> level	50	50.0	50.0	50.0
Valid II <sup>nd</sup> level	50	50.0	50.0	100.0
Valid Total	100	100.0	100.0	100.0

**Table no. 1** (The frequencies of the sample depending on the gender and on the level of studies)

## 2.3 Research results interpretation

Further on we shall present the information obtained based on the study, presenting each reason implied in choosing the didactic career and their classification depending on the genre and on the level of studies: (Tables 2,3,4,5,6,7):

		I like to work with pupils				Total
		1	2	3	4	
Gender	Male	5	0	15	6	26
	female	25	26	23	0	74
Total		30	26	38	6	100

the level of studies	I <sup>st</sup> level	0	11	33	6	50
	II <sup>nd</sup> level	30	15	5	0	50
Total		30	26	38	6	100

**Table no. 2** Statistical data SPSS I like to work with pupils

Reason - I like to work with pupils - is classified on the 1st place in the classification order, as being the most important, by 30 students, of which 5 are of male gender and 25 of female gender.

All the 30 students are registered at the II<sup>nd</sup> Level. The same reason is located on the 2nd place in the classification top by 26 students, all of female gender. Of those, 11 are registered at the I<sup>st</sup> level and 15 at the II<sup>nd</sup> level. On the 3<sup>rd</sup> place as importance, the reason is located by 38 students, 15 of male gender, 23 of female gender, 33 registered at the I<sup>st</sup> level and 5 registered at the II<sup>nd</sup> level. The pleasure to work with children is classified on the 4<sup>th</sup> place as importance by 6 students, all of female gender, registered at the I<sup>st</sup> Level. None of the students implied in the sample didn't classified the reason in discussion, on the 5<sup>th</sup>, respectively 6<sup>th</sup> place as importance for choosing the didactic career.

		I think that the didactic profession is important from social point of view			Total
		1	2	3	
gender	Male	5	9	12	26
	female	26	47	1	74
Total		31	56	13	100
the level of studies	I <sup>st</sup> level	10	28	12	50
	II <sup>nd</sup> level	21	28	1	50
Total		31	56	13	100

**Tabel no. 3** Statistical data SPSS - I think that the didactic profession is important from social point of view

Reason - I think that the didactic profession is important from social point of view - is classified on the 1st place in the classification order, as being the most important, by 31 students, of which 5 are of male gender and 26 of female gender.

Of those, 10 are registered at the I<sup>st</sup> level and 21 at the II<sup>nd</sup> level. The same reason is located on the 2<sup>nd</sup> place in the classification top by 56 students, 9 of male gender and 47 of female gender. Of those, 28 are registered at the I<sup>st</sup> level and the other 28 at the II<sup>nd</sup> level. On the 3<sup>rd</sup> place as importance, the reason is located by 13 students, 12 of male gender, 1 of female gender, 12 registered at the I<sup>st</sup> level and 1 registered at the II<sup>nd</sup> level.

None of the students implied in the sample classified the reason in discussion, on the 4<sup>th</sup>, 5<sup>th</sup>, respectively 6<sup>th</sup> place as importance for choosing the didactic career.

		I think I have the necessary qualities for being a good teacher					Total
		2	3	4	5	6	
gender	Male	2	7	1	15	1	26
	female	0	0	49	24	1	74
Total		2	7	50	39	2	100
the level of studies	I <sup>st</sup> level	0	0	9	39	2	50
	II <sup>nd</sup> level	2	7	41	0	0	50
Total		2	7	50	39	2	100

**Table no. 4** Statistical data SPSS - I think I have the necessary qualities for being a good teacher

Reason - I think I have the necessary qualities for being a good teacher - is classified on the 2<sup>nd</sup> place in the classification order, as being the most important, by 2 students, both of male gender and registered at the II<sup>nd</sup> level. The same reason is located on the 3<sup>rd</sup> place in the classification top by 7 students, all of them being of male gender and registered at the II<sup>nd</sup> level. On the 4<sup>rd</sup> place as importance, the reason is located by 50 students, 1 of male gender, 49 of female gender, 9 registered at the I<sup>st</sup> level and 41 registered at the II<sup>nd</sup> level. On the 5<sup>th</sup> place as importance, the reason is located by 39 students, 15 of male gender, 24 of female gender, all registered at the I<sup>st</sup> level. On the 6<sup>th</sup> place as importance, the reason is located by 2 students, 1 of male gender, 1 of female gender, all registered at the I<sup>st</sup> level. None of the students implied in the sample located the reason in discussion on the place with the higher importance in the classification.

		I would have a stable job					Total
		1	2	3	4	5	
gender	Male	10	0	10	3	3	26
	female	26	16	32	0	0	74
Total		36	16	42	3	3	100
the level of studies	I <sup>st</sup> level	0	2	42	3	3	50
	II <sup>nd</sup> level	36	14	0	0	0	50
Total		36	16	42	3	3	100

**Table no. 5** Statistical data SPSS I would have a stable job

Reason - I would have a stable job - is classified on the 1<sup>st</sup> place in the classification order, as being the most important, by 36 students, 10 of male gender and 26 of female gender, all registered at the II<sup>nd</sup> level. The same reason is located on the 2<sup>nd</sup> place in the classification top by 16 students, all of them being of male gender, 2 of them registered at the I<sup>st</sup> level and 14 registered at the II<sup>nd</sup> level. On the 3<sup>rd</sup> place as importance, the reason is located by 42 students, 10 of male gender, 32 of female gender, all the 42 registered at the II<sup>nd</sup> level. On the 4<sup>th</sup> place as importance, the reason is located by 3 students, all 3 of male gender and registered at the II<sup>nd</sup> level. On the 5<sup>th</sup> place as importance, the reason is located by 3 students of male gender and registered at the II<sup>nd</sup> level. None of the students implied in the sample classified the reason in discussion, on the 6<sup>th</sup> place as importance.

		it is a profession that allows a lot of leisure time					Total
		1	3	4	5	6	
gender	Male	3	1	12	0	10	26
	female	0	0	23	34	17	74
Total		3	1	35	34	27	100
the level of studies	I <sup>st</sup> level	3	1	35	11	0	50
	II <sup>nd</sup> level	0	0	0	23	27	50
Total		3	1	35	34	27	100

**Table no. 6** Statistical data SPSS - it is a profession that allows a lot of leisure time

Reason - it is a profession that allows a lot of leisure time - is classified on the 1<sup>st</sup> place in the classification order, as being the most important, by 3 students of male gender registered at the I<sup>st</sup> level. The same reason is located on the 3<sup>rd</sup> place in the classification top by 1 student of male gender registered at the I<sup>st</sup> Level. On the 4<sup>th</sup> place as importance, the reason is located by 35 students, 12 of male gender, 23 of female gender, all the 35 being registered at the I<sup>st</sup> Level. On the 5<sup>th</sup> place as importance, the reason is located by 34 students, all the 34 of female gender, 11 registered at the I<sup>st</sup> level and 23 registered at the II<sup>nd</sup> Level. On the 6<sup>th</sup> place as importance, the reason is located by 27 students, 10 of male gender, 17 of female gender, all registered at the II<sup>nd</sup> level. None of the students implied in the sample classified the reason in discussion, on the 2<sup>nd</sup> place as importance.

		I want to become a teacher in the community I left from			Total
		4	5	6	
gender	Male	6	10	10	26
	female	0	13	61	74
Total		6	23	71	100
the level of studies	I <sup>st</sup> level	6	23	21	50
	II <sup>nd</sup> level	0	0	50	50
	Total	6	23	71	100

**Table no. 7** Statistical data SPSS - I want to become a teacher in the community I left from

Reason - I want to become a teacher in the community I left from - is classified on the 4<sup>th</sup> place as importance, by 6 students of male gender registered at the I<sup>st</sup> level. On the 5<sup>th</sup> place as importance, the reason is located by 23 students, 10 of male gender and 13 of female gender, all registered at the I<sup>st</sup> level. On the 6<sup>th</sup> place as importance, the reason is located by 71 students, 10 of male gender, and 61 of female gender, 21 registered at the I<sup>st</sup> level and 50 registered at the II<sup>nd</sup> level. None of the students implied in the sample classified the reason in discussion, on the 1<sup>th</sup>, 2<sup>nd</sup>, respectively 3<sup>rd</sup> place as importance.

Information on the subjects' intention to give up to an eventual didactic career and on the reasons that might be at the base of this decision can be found in the tables 8, 9 and 10:

		the intention of giving up to a didactic career		Total
		Yes	No	
gender	Male	5	21	26
	female	1	73	74
Total		6	94	100
the level of studies	I <sup>st</sup> level	6	44	50
	II <sup>nd</sup> level	0	50	50
Total		6	94	100

**Tabel no. 8** Statistical data SPSS -the intention of giving up to a didactic career

		imposed to me the registration at the Psychological and Pedagogical training program		Total
		Yes	no	
gender	Male	4	22	26
	female	0	74	74
Total		4	96	100
the level of studies	I <sup>st</sup> level	4	46	50
	II <sup>nd</sup> level	0	50	50
Total		4	96	100

**Tabel no. 9** Statistical data SPSS - imposed to me the registration at the Psychological and Pedagogical training program

		I noticed that the didactic profession doesn't represent them		Total
		Yes	no	
gender	Male	2	24	26
	female	1	73	74
Total		3	97	100
the level of studies	I <sup>st</sup> level	3	47	50
	II <sup>nd</sup> level	0	50	50
Total		3	97	100

**Tabel no. 10** *Statistical data SPSS- I noticed that the didactic profession doesn't represent them*

We can observe from the information presented above, the fact that only 6 subjects, a percentage of 6% from the sample, expresses the intention of giving up to a didactic career in case they would work in this field. Of those, 5 subjects are of male gender and 1 of female gender. All the 6 subjects are registered at the I<sup>st</sup> level, fact that can highlight a certain immaturity in choosing the career in comparison to the ones registered at the II<sup>nd</sup> level. Also, we observe that the expressed reasons, sitting at the base of such a decision of subjects are on the one hand, the fact that it has been imposed to them the registration at the Psychological and Pedagogical training program (4 subjects of male gender registered at the I<sup>st</sup> level), and on the other hand the fact that they noticed that the didactic profession doesn't represent them (2 subjects, one of female gender and one of male gender, registered at the I<sup>st</sup> level).

### 3. Conclusions and proposals

We can observe, based on the development of this study, that the majority of subjects locate on the first 3 places, as importance in choosing a didactic career, the pleasure to work with pupils, the profession importance at social level and the job stability. The other three reasons approached within the study (it is a profession with a lot of leisure time, I think I have the necessary qualities to be a good teacher, I want to become a teacher in the community I left from) are considered less important by the majority of subjects, being classified on the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> places as importance.

Considering the fact that the study has been developed on a reduced number of participants, we propose, on the future, to extend this study on various students and eventually to include various variables, so that the obtained data to represent a solid base for the development of new training programmes with a higher impact in order to motivate teenagers to choose a didactic career.

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