THE REASONS I WANT TO BE A TEACHER

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Abstract: *This paper aims to investigate the reasons why students choose to attend the psycho-pedagogical module, from the perspective of their age and the relationship between students' desire to be employed in education and their degree of satisfaction genrated from attending to the activities in the psycho-pedagogical module. The research group included: 221 students (university years 1st, 2 nd 3rd - undergraduate level), students who have completed or are completing the psycho-pedagogical module. Most students - 32.6%, 72 participants choose the psycho-pedagogical module out of the desire to become a teacher / trainer. At a rather large difference are those who choose the module to obtain a second specialization / diploma - 13.6% - 30 of the students respectively, those who want to work in education / fields related to education 11.8% - 26 participants.*

Key word*s: future teachers; psycho-pedagogical module; degree of satisfaction; reasons for choosing the teaching profession*

1. Introduction

Teacher's training systems have a great impact on the education of future generations, who will be the adults of tomorrow's society. In the recent years, teacher's training issues have led many governments to reconsider their systems and therefore to rebuild them to promote equality, acceptance, tolerance, social harmony, personal development according to the national context. . In this sense, one of the objectives set by the European Union in their European 2020 Strategy is to focus on smart growth through more efficient investments in education, research and innovation. In addition, European education policies state specific objectives aimed at: improving the quality and efficiency of education and training systems in the EU, improving the quality of education and teacher's training, developing new

skills concerning social skills and knowledge, ensuring access to ICT for teachers (Stăiculescu, 2013). This is how the implementation of a learning strategy focused on personality, on individuality will be possible, if the training is conceived as a communicative and cognitive learning activity between teachers and students, and learning is aimed for the development of both parties (Jumagalieva, Kussainova, Aitjanova, 2014).

2. Background

Teacher's training is the key component for a high-quality education (Buchberger et all., 2000) and the way in which teachers, at the beginning of their career, apply the skills they have trained, is a relevant aspect for evaluating the effectiveness of learningwhen training teachers (Ciraso, 2012). In the context of the harsh reality of the pandemic crisisfrom the beginning of the 21st century, the impact of information and communication technology (ICT) has led to changes in the teaching-learning process, especially in implementing ways and methods to improve the quality of education. It started from identifying teachers' attitudes and teaching needs with the help of information and communication technologies (ICT) in order to improve their training by changing the curriculum and by adapting the teaching-learning process to informational and communication technologies (Pegalajar Palomino, 2017) . A research carried out in Flanders (Belgium) investigated the training of future teachers for pre-school education in the field of ICT, while in their training phase. Gender and age did not affect the ICT competence of future teachers in educational practice and the results showed a positive impact of future teachers' attitudes towards ICT, as well as the ease of their usage and implementation in education (Tondeur, 2018). If we refer to the formation of teacher's identity, an important role is played by the interactions between personal histories and the ideal teacher identity for the future (O'Brien &Schillaci, 2002; Furlong, 2013; Sales de Melo, 2015).

We wanted to see what are the reasons that determine studentsto choose teaching training courses. Two types of dispositions of future teachers were sustaining the choice of a teaching profession: instructive intention and instructive attention, dispositions oriented towards instructive intention being related to the curricular content, while dispositions oriented towards instructive attention addressedto the personal and contextual factors of teaching. (Tiilikainen, et. All., 2019). When asked, future teachers considered intrinsic, altruistic traits and those of establishing interpersonal relationships as being strong job-specific motivators (Brown, 2006; Chong & Low, 2009; Tustiawati, 2017). Moreover, teachers prefer altruistic and interpersonal work values, while non-teachers are more attracted to individualistic work values, such as: career opportunities and executive

power (Cooman, et all., 2007). When we talk about intrinsic and altruistic motivators, we refer to the desire to work with / to teach children (Jarvis & Woodrow, 2005; Kyriacou, Hultgren, Stephens, 2006), to the pleasure generated by children's success (Kyriacou, 2007), to the development of skills and the knowledge that will be useful in their future teaching career (Struyven, Jacobs, Dochy, 2013), the joy they put into learning (Kyriacou, Hultgren, Stephens, 2006). Learning opportunities related to pedagogical content and teaching practice influence the enrichment of professional knowledge. While measures for pedagogical content related to teaching areas (adaptability in teaching, structuring of learning lessons) have effects on the enrichment of knowledge both at the individual level and at the level of the curriculum, didactic practice measures related to learning opportunities affect only the individual, or the future teacher (König, et all., 2017). There are also extrinsic factors that are mentioned, factors such as: good working conditions, long vacations and the ability to balance work and family responsibilities (Struyven, Jacobs, Dochy, 2013). Other extrinsic factors are mentioned by future Cypriot teachers who are pragmatic, wanting this profession for the salary and vacations associated with it. (Zembylas&Papanastasiou, 2004).

If we look at the teaching profession from a gender perspective, there were significant differences in motivation related to student characteristics, such as gender, age, educational background and self-reported academic achievement, suggesting that teacher's recruitment could benefit from population-specific approaches. that aim to increase the attractiveness of teacher learning and training (Struyven, Jacobs, Dochy, 2013). Research has shown that boys are generally less likely than girls to expect to work as teachers, as they tend to choose this profession in countries with a higher representation of male teachers and in countries that have higher salaries for teachers. (Han, Borgonovi&Guerriero, 2020). The age perspective is investigated in a comparative study on ICT skills and attitudes of student teachers. The study reveals that younger students lagged behind older male colleagues in terms of the ICT attitudes that have been studied (Murphy, 2000).

Mentoring has become an increasingly important aspect of the process by which future teachers begin to learn how to become teachers. In Spain, the strength of the feedback provided by mentors relies on the support, in the guiance provided, while the main weakness highlighted was the need for more detailed and continuous feedback provided by mentors (Agudo 2016). In England, prospective teachers consider mentoring to be the key aspect in their training, but they reproach mentors the fact that they are not always successful in creating the conditions for effective learning (Hobson, 2010).

Prospective teachers suggest that the research-based approach could be the main theme around which teacher education should be organized (Jyrhämä et all., 2008) as well as travel or teaching abroad - which are seen as teaching methods, leading to new perspectives. on the human, cultural differences and the professional identity of future teachers (Walters, Garii& Walters, 2009).

But the higher education lacks the development of coherent education policies and decision-makers at all levels, responsible for implementing educational policies, if they had adequate resources they could take steps to develop a hospitable environment both structurally and culturally (Trowler&Bamber , 2007). Difficulties in integration were encountered by young teachers due to: the criteria for selecting suitable candidates for teacher training programs in preschool and primary education; coherence and management of teaching practice; the impact of certain projects on the set of qualifications of the beginner teacher (Pălăşan, 2015). But there are also withdrawals from teacher training courses, citing "personal" and "family" reasons, which combined with various issues related to the training institution and placement institutions for practice or internship provide a clearer picture of the phenomenon (Basit et all ., 2006). In Romania, studies related to the requirements of employers on the labor market have identified problems almost similar to those in other countries. The Romanian labor market is not structured and there is no national program to ensure such development, but nevertheless, universities must provide labor for the next three, four or five years. Research conducted for this purpose shows that work experience is considered by employers, a main criteria, stronger than the graduation degree or the reputation of the university where they have graduated (Roman, Maxim, &Manolică, 2013).

If we refer to the expectations of future teachers towards the job, we can start from what they want: control over their own work, including work autonomy and non-routine work, these are positively associated with job satisfaction. Control over money is positively associated with job satisfaction for the well-educated, but it is negatively associated with the poorly educated. Control over others does not increase the satisfaction expected of any group (Ross & Reskin, 1992). Answering to the question: What do future teachers want? one could say: leadership through transparent information of students, the opportunity to develop skills needed in teacher's education, improving research skills, improving pedagogical practice (Kosnik et all., 2011), improving teaching skills, redesigning certain courses (Brinkley-Etzkorn, 2018). In order to meet the needs of students, teacher training should improve the means used in ICT, achieve effective management of online learning, create / improve digital educational products, develop programs that stimulate: critical thinking, health education, education for diversity or

sustainable development. To summarize: faculties that are training future teachers, need to redesign their curriculum to focus directly on developing the skills base needed for future teachers in order to teach effectively (Fullan, 1993).

3. Methodology
3.1. Research objectives and hypothesis
This research objectives are:

(1) analysis of the reasons why students choose to attend to the psycho-pedagogical module, from the perspective of their age.

(2) analyzing the relationship between the students' desire to be employed in education and their degree of satisfaction with the activities provided into the psycho-pedagogical module.

Research hypothesis

(1) the first hypotheses: presupunemcă, odată cu înaintareaînvțrstămotivelepentru care studențiiparcurgmodulpsiho-pedagogic se concentreazăpedorințaacestora de deveniprofesori, de a profesa, înviitorîndomeniulînvățământului

(2) The second hypotheses: presupunemcăexistăcorelațiisemnificativeîntredorințastudenților de angajareînînvățământșigradul de mulțumirefață de activitățile din modululpsiho-pedagogic

3.2. Research method
The survey was focused on the questionnaire method, as this is the main method used in the research. The questionnaire was built on three main dimensions: choosing the faculty specialization, choosing the psycho-pedagogical module and socio-demographic data. The first dimension followed: the reasons for choosing the faculty, the people involved in the choice, the satisfaction with the training, the degree of readiness for employment, the expectations of the employers, the choice-wishes correspondence and the competencies formed by the faculty. The second dimension focused on the psycho-pedagogical module, is investigating: the reasons for choosing to attend the teaching module, the desire to be employed in education, the satisfaction with the activities provided within the module and the competencies formed by the psycho-pedagogical module. The third dimension concernes socio-demographic data: gender, age, faculty, specialization, year of study. Most of the items were closed response questions, including also items with scale type answers (from 1-10) and also have been included items of open answers. The questionnaire was constreucted and validated especially for this research, the calculated Alpha Chronbach coefficient had a high value level: 0.864. The data were collected

since June until July 2019. The questionnaire was the self-applied type. Participants have been assured of the data confidentiality. On average, the completion of the questionnaire took 15-20 minutes for each participant. Initially, 258 questionnaires have been generated, out of which the incomplete ones were completely eliminated. Consent was obtained before the application of the tools, the subjects were being informed of the purpose of the research, also about the research methods and tools, the related risks and the rights they had as participants in the present research.

3.3. Research group

The research group included 221 students (from years 1, 2, 3 of the faculty - bachelor level), students who have completed or are completing the psycho-pedagogical module (N - 221). Out of them, 82.8% (183 subjects) were girls, the remaining 17.2% (38 subjects) were boys. If we look at the distribution by age, we notice that most of the respondents belong to the age range 21-25 years (84.2% - 186 subjects), following in a small percentage, those aged between 31-40 years (7.7% - 17 subjects), then those aged between 26-30 years (6.8% - 15 subjects) and finally, there are those over 41 years old (1.4% - 3 subjects). Another criteria for characterizing the research subjects was: the faculty they attend to. Thus, most students (33.0% - 73 subjects) were from the Faculty of Psychology and Educational Sciences and from the Faculty of Economics and Business Administration (25.8% - 57 subjects). Followed by those from the Faculty of Letters (16.7% - 37 subjects), from the Faculty of Physical Education and Mountain Sports (10.4% - 23 subjects), those from Music and Law (5.4% - 12 subjects), Sociology and Communication (1.8% - 4 subjects) and the fewest were from the Faculty of Electrical Engineering and Computer Science (1.4% - 3 subjects). Among the investigated students, most of themwere attending in the final year (year 3) - 94.1% - 208 students. Only 11 students (5.0%) were attending year 2 and there were only 2 students (0.9%) attending the 1styear at the University.

4. Results

We started with the analysis of the first hypothesis: we assume that, along with aging, the reasons why students attend the psycho-pedagogical modulecenters on their desire to become teachers, to practice in the future, in the field of education. We start from the data concerning the reasons why the psycho-pedagogical module is followed by all students, regardless of their year of study. Thus, most - 32.6%, 72 subjects choose the psycho-pedagogical module out of the desire to become a teacher / trainer. On a rather significantly different spectrum are those who choose the module to obtain a second specialization / diploma - 13.6% - 30 of the subjects respectively, those who want to work in education / education-related fields

11.8% - 26 of the subjects (intrinsic reasons, confirmed also by other research: Cooman, et al. (2007), Jarvis & Woodrow (2005), Kyriacou, Hultgren, Stephens (2006) Following the application of the one-way ANOVA test, correlating the values of the reasons for choosing the psycho-pedagogical module and the age, the results generated F with 3 and 217 degrees of freedom, with the value 16,276 and a significant correlationon the level of .000 - F (3,217) = 16,276, we have the correlation p <.000. - pedagogical (see Table 1).

Table 1. One-way ANOVA test results correlating between the age of the subjects and the reasons for opting for the psycho-pedagogical module

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	49249.059	3	16416.353	16.276	.000
Within Groups	218865.366	217	1008.596		
Total	268114.425	220			

If we go on a more in depth analysis analyze of the reasons why students follow the psycho-pedagogical module depending on their age of the subjects, one can note that for students aged between 21-25 years attend the psycho-pedagogical module with the aim become teachers (34.94%), do it to obtain a second specialization / diploma (13.97%), do it to work in education / fields related (12.90%) but also they attend for the opportunity to learn something new (6.98%), or out of curiosity (5.91%), or to help them improve / develop personally (4.83%), or because they like children / at the suggestion of other people from: family, colleagues, friends (3.22%) and a few other reasons with percentages below 2%. If for students aged 21-25, the reasons extend to a wider range, students aged 26-30 restrict their reasons to: to become a teacher / to obtain a second specialization or diploma / because they like children (each with 26.66%), to help them improve their skills (13.33%) and to work in education / related fields (6.66%). The reasons for students aged 31-40 are even more precise and limited: to become a teacher (58.82%), to acquire a second specialization / diploma (35.29%) and to help them improve (5.88%). Very precise when it comes to reasons are the oldest of the students, those over 40 years old, who attend the psycho-pedagogical module: to become a teacher / to obtain a second specialization or diploma / to work in education / fields related (each with 33.33%).
We wanted to investigatehow the reasons of covering the participation into the psycho-pedagogical module look like from the gender perspective. The

analysis of the Independent Samples Test shows that there are no differences in the reasoning for attending the psycho-pedagogical module stated by girls and boys (the significance threshold is higher than 0.05). The analysis of the percentages registered by the reasoning for attending the psycho-pedagogical module shows that both girls and boys choose, first of all, to go through the psycho-pedagogical module in order to become teachers (36.18% - of girls and 51.51% of boys). Then the girls choose to attend the psycho-pedagogical module to acquire a second specialization / diploma (17.76%), respectively to work in education / related fields (11.84%). The same reasons, but reversed as a percentage, are registered by boys: to work in education / related fields (24.24%) and to obtain a second specialization / diploma (9.09%).

We have also stopped to analyze the reasons for participating the psycho-pedagogical module from the perspective of the faculty type. Here, too, there is a focus of motivations relying on: becoming a teacher, working in education / related fields and acquiring a second specialization / diploma, were most of the options. The students who have choosen the reason: to become a teacher are those from: Economic Sciences and Business Economics, Letters, Psychology and Education Sciences, Music, Physical Education and Mountain Sports. Acquiring a second specialization / diploma is another reason chosen by other students from the faculties: Economics and Business Economics, Psychology and Education Sciences and Law and Sociology. Working in education / related fields is another reason why the psycho-pedagogical module is followed by the students of the faculties: Physical Education and Mountain Sports, Letters, Economic Sciences and Business Economics.

The analysis of the second research hypothesis: we assume that there are significant correlations between the desire of students to engage in education and the degree of satisfaction with the activities included in the psycho-pedagogical module. We began with the investigation of the correlation between the two variables. A Spearman-type correlation was calculated between the students' desire to be employed in education and the degree of satisfaction with the activities provided by the psycho-pedagogical module. It has been obtained a positive but weak value, .302 ** for a significance threshold p - 0.01. So, if the degree of student satisfaction towardsthe activities carried out through the psycho-pedagogical module increases, their desire to be employed in education could also increase.

*Table 2. The results of the Spearman-type correlation between the students'
desire for employment in education and the degree of satisfaction towards
the activities included in the psycho-pedagogical module*

			Desire for employment in education	The degree of satisfaction
Spearman's rho	Desire for employment in education	Correlation Coefficient	1.000	.302**
		Sig. (2-tailed)	.	.000
		N	221	221
	The degree of satisfaction concerning the activities included into the psycho-pedagogical module	Correlation Coefficient	.302**	1.000
		Sig. (2-tailed)	.000	.
		N	221	221

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

Looking separately, at the two variables were found the following correlations :
   • the degree of satisfaction with the activities included into the psycho-pedagogical module -states a calculated average value of 7.52, where the minimum is 1, the maximum is 10 and the standard deviation is 2.91. Most students - 74.2% (164 subjects) are satisfied with the activities carried out through the psycho-pedagogical module, offering grades between 8-10. Fewer students give the maximum grade, only 21 students (16.7%). We can say that it is gratifying that only 3 students (1.4%) give a grade of 6,wich is the lowest grade granted to the activities in the psycho-pedagogical module. If we look at the degree of satisfaction of students from the perspective of the age of the respondents, we can say: the older the students, the higher the grades they give to the activities in the psycho-pedagogical module. Only grades 9 and 10 have been given by students aged 31-40 years old, respectively over 41 years old, as follows: grade 9 were offered by 76.47% of students aged 31-40 years, respectively 66.66% of students aged over 41 years ; grade 10 was offered by 23.52% of students aged 31-40 years and 33.33% of students aged over 41 years. Concerning students that are aged at 26-30 years, they haveprovided grades of 8, there have been 60%, grades of 9, offered

by13.33% subjects and grade 10, were offered by 26.66% subjects. We can say that the most demanding were the students aged 21-25. On this age spectrum, the range of marks was stated between 6 and 10, as follows: 1.61% of the subjects gave a grade of 6, 15.59% of the subjects gave a grade of 7, 32.25% of the subjects gave a grade of 8, 32.79% of the subjects gave grade 9 and 17.74% giving the maximum grade, 10. Calculation of Test Chi Square shows significant differences by the age of the subjects and the degree of satisfaction concerning the activities of the psycho-pedagogical module at $\chi 2$ (18) = 59.78, p = 0.04 with a moderate effect for φ = 0.520 Phi coefficient.

• students' desire to be hired in education - it is big, 75.5% (167 subjects) of the students declaring that they would like to be hired in education at the end of the psycho-pedagogical module. Analyzing by age, the desire for employment is observed, as well as the degree of satisfaction which has been more clearly outlined by older students who stated their desire to be employed in education. All students who are aged between 31-40 and those over the age of 41 say they want to get involved in education. Students aged 26-30, we have register ed a percentage of 12.5% as they say they do not want to engage in education and the percentage increases to 27.95% for students aged 21-25. As they progress in attending the psycho-pedagogical module, in general, the number of students decreases, remaining those interested in the activity of teaching. If we look at the desire to be employed in education from the perspective of the gender of the subjects, female subjects - 77.05% manifest this desire in a higher percentage than the male ones - 68.43%.

5.   Conclusions

One can conclude that most participants- 32.6%, 72 havechosen to attend the psycho-pedagogical module out of the desire to become a teacher / trainer. At a rather significant difference are stated those who choose the module to obtain a second specialization / diploma - 13.6% - 30 subjects respectively, those who want to work in education / fields related to education 11.8% - 26 subjects. Following the application of the one-way ANOVA test, correlating between the reasoning for choosing the psycho-pedagogical module and the age of the subjects, an F variable was obtained with 3 and 217 degrees of freedom, on the value point of 16,276 and significantly at the level of .000 - F (3,217) = 16,276, p <.000. It can be stated that there is a significant connection between the age of the subjects and the reasons for choosing the psycho-pedagogical module. Very specific when it comes to reasons are older students, over 40 years, who attend the psycho-pedagogical module: to become teachers / to obtain a second

specialization or diploma / to work in education / related fields (each of them by 33.33%). The analysis of the Independent Samples Test shows that there are no differences in the reasoning for choosing to participate into the psycho-pedagogical module by gender perspective, girls and boys (the significance threshold is higher than 0.05). It is shown that both girls and boys choose, first of all, to attend the psycho-pedagogical module to become teachers (36.18% - of girls and 51.51% of boys). Then the girls choose participate into the psycho-pedagogical module to acquire a second specialization / diploma (17.76%), respectively to work in education / related fields (11.84%). The same reasons, but reversed as a percentage, are registered by boys: to work in education / related fields (24.24%) and to obtain a second specialization / diploma (9.09%). A Spearman-type correlation was calculated between the students' desire to be employed in education and the degree of satisfaction concerning the activities included into the psycho-pedagogical module. This has a positive but weak value, .302 ** for a significance threshold p - 0.01. So, if the degree of students 'satisfactionregarding the activities carried out through the psycho-pedagogical module increases, their desire to be employed in education could also increase. Calculation of Chi Square Test brings significant differences by correlating the age of the subjects and the degree of satisfaction related to the activities of the psycho-pedagogical module at $\chi2$ (18) = 59.78, p = 0.04 and this has a moderate effect for φ = we can see a 0.520 Phi coefficient. If we look at the degree of student satisfaction from the perspective of respondents age, we can comment that: the older the students, the higher the grades they give to the activities included in the psycho-pedagogical module. Analyzing the variables of: age, the desire for employment, as well as the degree of satisfaction, it was observed that older students have more clearly outlined the desire to be employed in education. All students between the ages of 31-40 and those over the age of 41 say that they want to get involved in education. For studentsaged between26-30, we register a percentage of 12.5% of respondents, who say they do not want to engage in education and the percentage increases to 27.95% for students aged 21-25. As they advance in attending the psycho-pedagogical module, in general, the number of students decreases, remaining only those interested in the activity of teaching. This research asks a question that opens new leads for future studies, "How do we motivate students who attend the psycho-pedagogical module to complete their studies?"

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