

**THE RELATIONSHIP BETWEEN ASPIRATION AND  
MOTIVATION OF UNDERGRADUATE STUDENTS TOWARD  
A TEACHING CAREER IN BHUTAN**

**NGAWANG TSHERING**

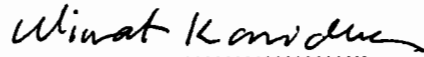
**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF EDUCATION  
(EDUCATIONAL MANAGEMENT)  
FACULTY OF GRADUATE STUDIES  
MAHIDOL UNIVERSITY  
2010**

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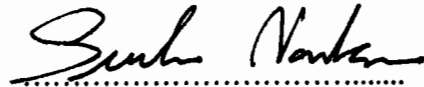
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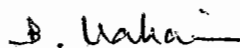
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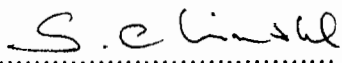
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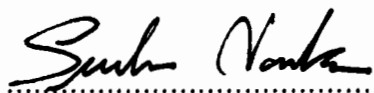
was submitted to the Faculty of Graduate Studies, Mahidol University  
for the degree of Master of Education (Educational Management)


on  
October 29, 2010

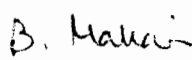
  
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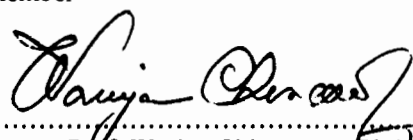
  
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## ACKNOWLEDGEMENTS

With profound loyalty and dedication, I acknowledge and salute the Thai International Cooperation Agency (TICA) and Bhutan Government for giving me the opportunity with full scholarship to pursue Master of Education in Educational Management at Mahidol University, Salaya Campus, one of the best Universities in Thailand.

The completion of my thesis has involved more than just my desire to earn a valued master's degree. I have been blessed by the triple gem in my life to be surrounded by learned people who had supported and encouraged me in my endeavors to accomplish my master's degree. There are a couple of special people to whom I wish them to express my profound appreciation and gratitude for flashing lights on me.

First, I wish to thank my major advisor, Dr. Wirat Kamsrichan, Ed. D. for his guidance and genuine support rendered to me during the course of developing my thesis till defense exam. I am indebted with my co-advisors, Dr. Naranan Suriyamanee, Ed. D. and Dr. Sumalee Nakprada, Ed. D. for continued and generous guidance and support to accomplish my work in quality. Further, I extend my heartfelt gratitude to external examiners and the committee for full support and guidance.

Second, I am profoundly grateful to the directors of two colleges, deans and students for rendering unflinching moral and logistic supports during the process of my data collection. Further, I wish to extend my heartfelt thanks to the Chief Human Resource Officer (HRD), Deputy Chief Human Resource Officer (HRM), Planning officer (MoE), Chief of EMSSD for sharing inevitable information to support my research findings besides tied scheduled and made available.

Third, I am greatly indebted to the Department of Education, Faculty of Social Sciences and Humanities for their combined support throughout my study and stay in Thailand. My special mention goes to Mrs Ruthrada Sawatdiphat for expediting all official protocols and made available in time for generosity at her duty.

Lastly, but not the least, I immensely appreciate to thank to all and all, to my dear wife and children for their constant support and understanding throughout my study having missed so many significant family events and bearing with me.

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THE RELATIONSHIP BETWEEN ASPIRATION AND MOTIVATION OF  
UNDERGRADUATE STUDENTS TOWARD A TEACHING CAREER IN BHUTAN

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ABSTRACT

The primary objective of this research was to investigate the level of undergraduate students' aspiration, motivation and the relationship toward a teaching career by gender, year level, parental influence, peer influence, teacher's influence and self-determinant as related indicators of aspiration and motivation.

The multi-methods of research methodology were applied. The population was the undergraduate students of two colleges in Bhutan (1336). The sample size was 308 undergraduate students selected through systematic random sampling by using Taro Yamane formula (1967). Data collection was conducted through questionnaire, focus groups and in-depth interviews with students and experts from the Ministry of Education. Both descriptive and inferential statistical analyses were used to analyze data. The hypotheses were tested using a confidence level of 0.05.

The overall research findings showed that aspiration was at the moderate level ( $\bar{X}=3.23$ ) and motivation as high ( $\bar{X}=3.50$ ). The relationship between aspiration and motivation was found positive, but gender, peer influence and self-determinant partially supported the findings while testing relationship, which indicated that there were fewer interactions within the peer groups and self-determinant as non influencing indicators.

The research findings culminated that there is a need to strengthen the enhancement of the teacher's career path, attractiveness of rural school posting, and the streamlining of the teacher's workload. These were found as the common indicators of aspiration and motivation toward a teaching career in the future. It is recommended that the enhancement of the teacher's career path and streamlining of the teacher's workload be reviewed and realigned by the concerned authorities.

KEY WORDS: ASPIRATION/ MOTIVATION/ RELATIONSHIP/TEACHING CAREER

129 pages

ความสัมพันธ์ระหว่างความมุ่งหวังกับแรงจูงใจของนักศึกษาระดับปริญญาตรีต่อวิชาชีพครู  
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สุมาลี นาคประดา Ed.D.

### บทคัดย่อ

การวิจัย ความสัมพันธ์ระหว่างความมุ่งหวังกับแรงจูงใจของนักศึกษาระดับปริญญาตรี  
ต่อวิชาชีพครูในประเทศภูฏาน ครั้งนี้ มีวัตถุประสงค์เพื่อศึกษาระดับความมุ่งหวังและแรงจูงใจต่อ  
วิชาชีพครู และปัจจัยบ่งชี้ด้านเพศ ครอบครัว กลุ่มเพื่อน ครูผู้สอน และการกำหนดตนเอง  
ดำเนินการวิจัยโดยระเบียบวิธีผสมผสาน ประชากรการวิจัยได้แก่นักศึกษาระดับปริญญาตรีของ  
ภูฏาน (1,336 คนใน 2 วิทยาลัย) คำนวณกลุ่มตัวอย่างโดยสูตรยามาน(1967) ได้กลุ่มตัวอย่าง 308  
คน โดยการสุ่มตัวอย่างอย่างง่าย เก็บข้อมูลโดยแบบสอบถาม การสนทนากลุ่ม การสัมภาษณ์เชิงลึก  
กลุ่มนักศึกษาและผู้เชี่ยวชาญที่เกี่ยวข้องในสังกัดกระทรวงศึกษาธิการ วิเคราะห์ข้อมูลโดยวิธีการ  
ทางสถิติและทดสอบความมีนัยสำคัญที่ระดับความเชื่อมั่น 0.05

ผลการวิจัยพบว่า กลุ่มตัวอย่างนักศึกษาระดับปริญญาตรีมีความมุ่งหวังต่อวิชาชีพครู  
ระดับปานกลางและมีแรงจูงใจต่อวิชาชีพครูระดับสูง ความมุ่งหวังและความมีแรงจูงใจดังกล่าว  
มีความสัมพันธ์กันเชิงบวกโดยปัจจัยสนับสนุนได้แก่ปัจจัยด้านเพศ กลุ่มเพื่อน และการกำหนด  
ตนเอง กลุ่มเพื่อนกับการกำหนดตนเองมีปฏิสัมพันธ์ต่อกันต่ำ และไม่มีผลต่อการมีความมุ่งหวังต่อ  
วิชาชีพครู

จากผลการวิจัยพบข้อสรุปว่ามีความจำเป็นที่จะต้องขยายโอกาสความก้าวหน้าใน  
วิชาชีพครูให้มากขึ้น, ชวนเชิญให้ครูมีความสนใจมุ่งสู่โรงเรียนในชนบท, และลดภาระงานของครู  
ซึ่งสิ่งเหล่านี้ร่วมกันเป็นปัจจัยบ่งชี้การมีความมุ่งหวังและแรงจูงใจที่มีต่อวิชาชีพครูในอนาคต การ  
วิจัยนี้จึงเสนอแนะให้หน่วยงานและองค์กรผู้เกี่ยวข้องได้พิจารณาทบทวนและปรับปรุงการขยาย  
ความก้าวหน้าในวิชาชีพครูและการลดภาระงานของครู.

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## LIST OF ABBREVIATIONS

AASA	American Association of School Administrators
AEC	Annual Education Conference
B. Ed	Bachelor of Education
BCSR	Bhutan Civil Service Rules
DC	District Commissioner
DEO	District Education Officer
EFA	Education for All
HRD	Human Resource Division
HRM	Human Resource Management
GNH	Gross National Happiness
GNP	Gross National Product
M. Ed	Master of Education
MoE	Ministry of Education
NCLBC	No Child Left Behind Legislation
OECD	Organization for Economic Cooperation and Development
PCS	Position Classification System
PGCE	Post Graduate Certificate in Education
PGDE	Post Graduate Diploma in Education
PP	Pre-Primary
PTC	Primary Teacher Certificate
PHCB	Population and Housing Census Bureau
P5	Position of a teacher as per the Position Classification System, (PCS) the Initial Level of a Teacher's career ladder in teaching.
RCSC	Royal Civil Service Commission
RGOB	Royal Government of Bhutan
UNICEF	United Nation International Children's Emergency Fund

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background and the Significance of the Problems**

In the global world of the 21<sup>st</sup> century, Bhutan is becoming very challenging to meet the demand of the labor market, from various perspectives in pursuit of individual thinking and career aspirations. Bhutan is under pressure of unemployment about 2.5 percent at present and will continue till the end of 10<sup>th</sup> five year plan (Planning Commission, 2006: 23) as stated by Labor Minister, Dorji Wangdi in the press release (Bhutan Observer, July 2009). All Bhutanese jobseekers are secondary school leavers, who were unable to pursue higher education. The labor minister further stated, in the 21<sup>st</sup> century, the country is facing acute shortage of well qualified human resources, (especially higher secondary school teachers) to employ in the right place of the jobseekers because of the low qualification ( Wangdi, 2009).

A new paradigm to educational development and the government policy had demanded high essence of qualified teachers in the education system in Bhutan as stated in “Bhutan Vision 2020.” The Human Resource Development (HRD) program of Human Resource Management (HRM), Ministry of Education (MoE) in Bhutan was trying its best to strengthen career aspiration and to motivate to upgrade the qualification of teachers from Bachelors to Master Degree and lecturers from Masters to PhD to promote the essence in the Royal University teaching learning aspects (Education Policy & Guidelines 2007- 08 of 10, Annx.I). If the nation wanted to be globalized and compete with industrialized countries, Bhutan must have full potential teachers to produce educated lots and competent human resources, at present, as well as in the future to accelerate with the pace of modernization towards achieving one hundred percent literacy in the country. In this context; GNH was the overall guiding principle for the development of Bhutanese society and the economy. The document *Development Towards Gross National Happiness* (RGoB, 2000: 23) described GNH as “Bhutan’s bridge over the gap between values and development”. The prospective

planning document *Bhutan 2020: A Vision for Peace, Prosperity and Happiness* (Planning Commission, 1999: 47) identified GNH as a “single unifying concept of development” which did not essentially rejected material progress, but took it as a production for the enlarging self-reliance, opportunities to work and choices. At macro level, education and economy were the two parameters for literacy and per capita income (GDP & GNP) and developed millennium development plan meeting on “Education for All” (EFA) Targets by 2015 (Planning Commission, 2007). To substantiate the production of highly qualified human resources in the ministry of education, university undergraduates should be motivated to join in the teaching career, but they weren’t interested to do so. Why? ...they are the highest qualified manpower in the country after they graduated from the university. Many of them were indecisive to choose the noble profession (a teaching career) after they completed university degree. This issue was found a serious threat and negative impact towards the education system. Such issue has to be critically analyzed to solve before it was too late in the country (Wangdi, 2009).

In the modern world, Bhutan faces shortage of well trained higher secondary teachers to teach in these schools. It may contradict with unemployment problem, but the jobseekers were all unqualified for the post of secondary teachers’ vacancies created in the job market (Labor Minister’s opening remark during national job fair, 2009), for the top cream students never seemed to join toward a teaching career. If those students were not motivated intrinsically and extrinsically, how the assurance of quality education would forecast in the country? The present teaching force would be aging and the rescission of teachers in the country after few years. Will it not affect the system? Why opt for last resort? Teaching was kept as the last option if graduates did not get other job opportunities to join. In this apex, the researcher had keen interest on this issue to study the key indicators that affected contributing relationship between aspiration and motivation toward a teaching career, such as parental and peer influences, teacher’s influence, self-determinant, socio-economic support, opportunity to work, social values, self-reliance, financial incentives, poor working conditions, were some of the key indicators that affected undergraduate students’ aspiration toward a teaching career in Bhutan.

Many educational philosophers, great thinkers, ideologists and social scientists deeply referred to, the root of development is the education. To impart quality learning, there must be quality teachers to teach children in the schools and universities. Unlike in the past, now it was found very difficult to make career decision match with the global world. Many undergraduates in Bhutan were de-motivated to choose a teaching career as the noble profession and to become a teacher in the education system. It was really unappealing to learn that, undergraduate students imagined that teachers become the babysitter in the schools. Having experienced and seen the impact of the school curriculum similar with the US, the educational goals promised by the No Child Left Behind Legislation (NCLBL) in United States revealed that many existing teachers will retire soon. In this context, Bhutan faces the same problem like the demand of Bill Gates (NCLBL), critics exclaimed that teachers did not adequately responded to their increasingly interconnected competitiveness with 21<sup>st</sup> century global society; while there was some degree of truth in this accusation, but need to carefully consider the context in which today's teachers operated. Being seen such threats and pressure; the most talented, creative, top-level college and university students were found indecisive to choose teaching as a career in the public schools or in the private schools today in this modern world (Ostorn, 2008).

In the process of modernization, the value of market inflates drastically and the transformation of social life as well. When the rate of change accelerated, the demand increased where all individual had to cope with. The living style of the societies in the modern system was seen really challenging. By analyzing all those indicators, undergraduates felt that the present salary for teachers were very low to meet the basic attainments and aspiration; moreover, teachers received only dry salary (Hamond, 2003) at the end of each month which sometimes led up with credit in the shops. This scenario was one of the main reasons undergraduates' indecisiveness toward teaching career in Bhutan. At present the basic net salary for fresh Bachelors degree (P<sub>5</sub> level) teacher is paid about \$300 per month (Ministry of finance, 2007). Undergraduates compared teachers' salary with other organizations equivalent to their level earning little higher for they were entitled allowances and tour. In 2008, there were 362 University graduates who had applied for the government job, but only 86 of them joined in the teaching profession. In 2007, only 38 university graduates joined in

teaching followed by 86 in 2008, (Annual Education Statistic, 2007-08). In 2008, the government had revised pay scheme for all civil servants in the country by 35% increase along with 20% as teaching allowance with effect from 1<sup>st</sup> January 2009 (Pay Commission, 2007). May be due to this pay package, the number of graduates enrolled at College of Education, Samste under Royal University of Bhutan had increased by 48 in Post Graduate Diploma in Education (PGDE) but significantly low comparing to other organization (Annual Education Statistics, 2008).

People in Bhutan take teaching as a very challenging job but not as hectic; but if really understood the chronological philosophy of teaching; it is rather a noble profession. In this context, fresh undergraduates took it as a low status job. The societal demand had inclined and struggled along creating essence of education; teachers and educators in the market became the core issues. In this regard, Bhutan does face challenges besides having drafted quality assurance of education for 21<sup>st</sup> century which stated;

*“To continuously improve the quality and relevance of education to address holistically development of the child, including innate abilities, moral and social values, social cohesion and the world of work including agriculture and other vocations” (Bhutan Constitutional Draft-III: Education, 2001: 1).*

May be when more trends were developed, the more challenges were arisen, like increasing number of substance abusers, gangsters and so on (Osterm, 2008). Nowadays, teachers were the victims of all verbal threats, mental stress, and physical charges, if children were unsuccessful in academic or notorious, besides accrediting their own brought up home environmental factors. Parents do not consider all those factors and depend on teachers, would never improve abusive nature. Therefore, by experiencing such imminent factors in the society, undergraduates had foreseen and decided not to become a teacher in the modern life. The morale of teachers diminished unlike in the past decades. This was holistically depended on how individual, community and the society believed in the system and react (Halford, 1998). The teaching career which is considered as noble, had failed to attract undergraduates for the last five years with almost 40 percent unfilled teaching vacancies every year. Several teaching slots had remain vacant from 2005-2009 (RCSC, 2010). According to the report from Royal Civil Service Commission (RCSC, 2 January 2010) announced

336 job vacancies in the civil service were filled despite 943 University graduates sitting for the RCSC entry examinations in November, 2009. Of the total vacancies announced, 63 slots were still vacant; almost 20% of the total vacancy. Majority of unfilled slots were in teaching sector. About 40 percent of the total vacancies were Post-graduate Diploma in Education (PGDE) seats remained unfilled. Only 77 of the total 125 teaching slots were taken. Many under graduates took teaching as the last option as the career choice.

Thus, this research was particularly intended to investigate the level of undergraduate students' aspiration and motivation toward a teaching career and its relationship that affected the interest to become a teacher after they graduated from the universities. At present the Ministry of Education was facing shortage of higher secondary school teachers in the country (MoE, 2008); every year the Ministry of Education had to recruit expatriate teachers from foreign country to teach higher secondary education [MoE (2008-09) Annual Recruitment Plan]. If undergraduates join in teaching career after they graduated from the university; there will be a significant effect at the higher secondary schools enhancing quality teachers in the country. To this end, the researcher explored and examined how undergraduate students would be motivated to join in the teaching career in future.

The findings of this study delivered specific recommendations for the related issues and concerning organizations such as government, the ministry, policy makers, administrators, decision makers and policy implementers devising strategies to motivate undergraduate students to join in teaching career. Based on those, the research was administered to investigate the relationship between aspiration and motivation of present undergraduate students toward a teaching career, who were studying in the universities in Bhutan. The present undergraduate students' motivation towards a teaching career provided clear picture "who would be motivated to become future vibrant teachers" and if not, "what the country would face" were the concerns and to enhance teacher quality enhancement (TQE) in the country from this study.

## **1.2 Research Objectives**

1.2.1 To study the level of undergraduate students' aspiration and motivation toward a teaching career in Bhutan.

1.2.2 To study the relationship of undergraduate students' aspiration and motivation toward a teaching career by their gender, year level, peer influence, parental influence, teacher's influence, and self determinant.

## **1.3 Research Questions**

1.3.1 What is the level of undergraduate students' aspiration and motivation toward a teaching career in Bhutan?

1.3.2 Are there any relationship exist in the level of undergraduate students' aspiration and motivation toward a teaching career with regard to gender, year level, peer influence, parental influence, teacher's influence and self-determinant?

## **1.4 Research Hypothesis**

1.4.1 There is a strong positive relationship of undergraduate students' motivation toward a teaching career by gender, year level, parental influence, peer influence, teacher's influence and self-determinant.

## **1.5 Scope of the Research**

This study was mainly focused on the level of undergraduate students' aspiration and motivation toward a teaching career in Bhutan. The researcher had included the total population of 1336 undergraduate students studying in two colleges under the Royal Universities of Bhutan to study the career aspiration and motivation. Therefore, this research led to study the phenomenon and to identify the indicators of undergraduate students' motivation toward a teaching career after graduation from the university to excel in the noble profession to build a global foundation in the education system in Bhutan.

## 1.6 Research Contributions

1.6.1 This study was a great help in recommending education authorities and the policy makers to encourage undergraduate students to enter into the teaching career in the years to come.

1.6.2 The most important part in this study was the level of motivations explored by the concerned employing authority to encourage the undergraduate students to enter into teaching.

1.6.3 This study was indirectly addressed the quality and qualification of future vibrant teachers and to retain those vibrant teachers in the education system as a strong backbone of the country.

1.6.4 Further, from this study, the future researcher gained in-depth knowledge of undergraduate students' motivation toward a teaching career and to execute further research on teacher quality enhancement (TQE) in Bhutan.

## 1.7 Definition of Key Terms

**Aspiration:** It referred to the degree of one's opinion toward selecting job in future as a lifelong career ladder; which creates lively and develops self-esteem toward career.

**Motivation:** It was the psychological feature that arouses an action toward a desired goal; the reason for the action; that which gives purpose and direction to behavior; further it drives a person towards success, and it is crucial to possess an inner motivation to view life in an optimistic way of undergraduate students' aspiration toward a teaching career.

**Gender:** It referred to male and female population in the sample study and will be referred as 1= male and 2= female in the process of data analysis.

**Year Level:** It denoted the academic qualification of an individual, the undergraduate students involved in this study (eg. BA, BSc, B.Com, B. Tech.) Like, year 1, 2, 3, and 4 to analyze data.

**Peer influence:** The state of opting for an occupation under the influence of friend's/friends' intrinsic and extrinsic motive during the school or after graduation.

**Parental influence:** It referred to the type of encouragement parents give, and the pressure put on their children's career motivation and aspiration during the formal schooling for what he or she would be in future.

**Teaching Career:** It referred to the degree of occupation chosen for one's livelihood

**Opportunity to work:** It referred to the safe working environment, job security and imparting knowledge and skills to the children and aspire oneself in life.

**Self-reliance:** The incentives and salary was the main source leading to aspirations to lead one's life as efficient and self sufficiency economy. Further, it was the ability of an entity to sustain economic well-being of the family and others as a motivating factor.

**Socio-economic support:** It referred to the level of income earned from the service to support the family and relatives of the respondents.

**Meet Social Values:** It referred to the high morale, good personal characteristics, acquiring a good job status after graduation and to become a great sociable personality in the society. Further, it was also depicted as an individual's position or rank in the society irrespective of gender.

**Self-Actualization:** It was the psychological mind set of an individual to attend the highest level of satisfaction after fulfilling all needs. Thus, it was the desire of one's aspiration to decide career choice to what was capable of becoming.

### 1.8 Research Framework

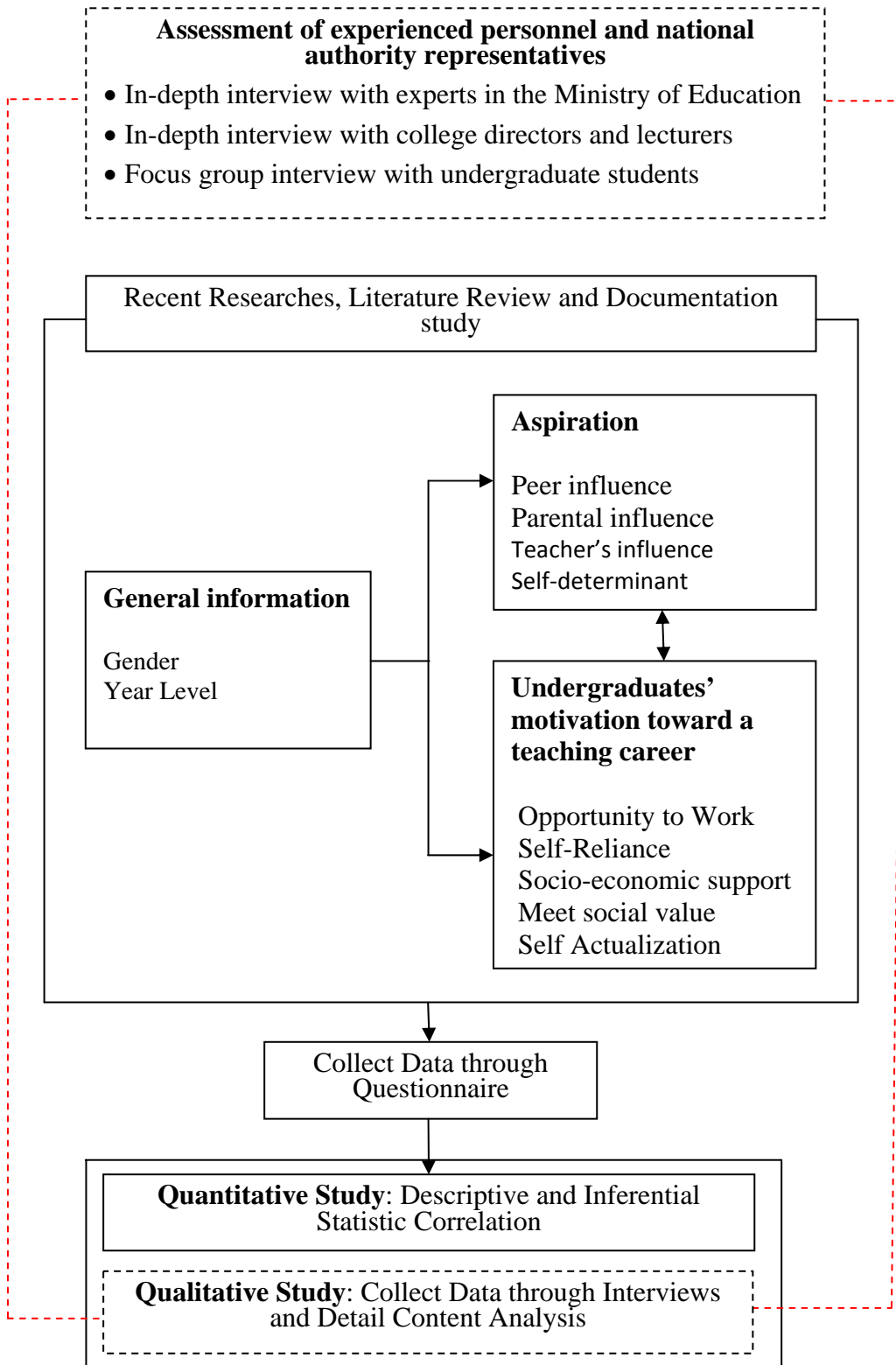


Figure.1: Research Framework used in the study

### 1.8.1 Conceptual Framework

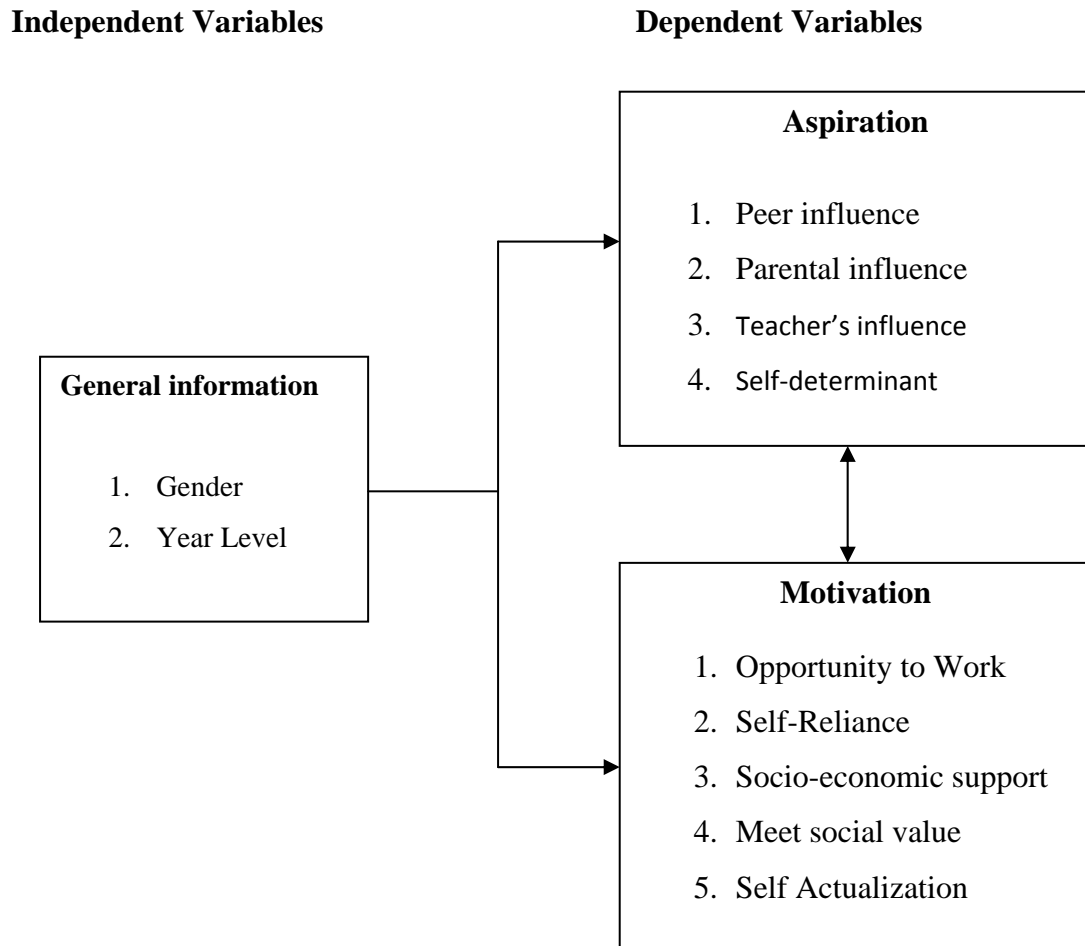


Figure 2: Conceptual Framework used in the research

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher reviewed theoretical background and recent researches to study in detail about the relationship between aspiration and motivation of undergraduate students toward a teaching career in Bhutan. The study led with the detail reviewing and discussing the texts, related documents, theories, independent and dependent variables, which were the baseline for the current study. In this section, the study led into in-depth literature review to substantiate the relationship between aspiration and motivation of undergraduate students toward a teaching career.

#### 2.1 Geographical background of the country and its demography

##### 2.1.1 Information of Education System

##### 2.1.2 Working Conditions and Promotion system

#### 2.2 Concept and Definition of Aspiration and Motivation toward Teaching Career

##### 2.2.1 Concept of Aspiration and Motivation

##### 2.2.2 Definition of Aspiration and Motivation

##### 2.2.3 Types of Motivation

##### 2.2.4 Concept of Career

#### 2.3 Theories and Related Literature

#### 2.4 Related Studies

##### 2.3.1 Undergraduates' view on teaching as a career.

##### 2.3.2 The status of teachers viewed by undergraduates.

##### 2.3.3 Undergraduates' attitudes towards teaching.

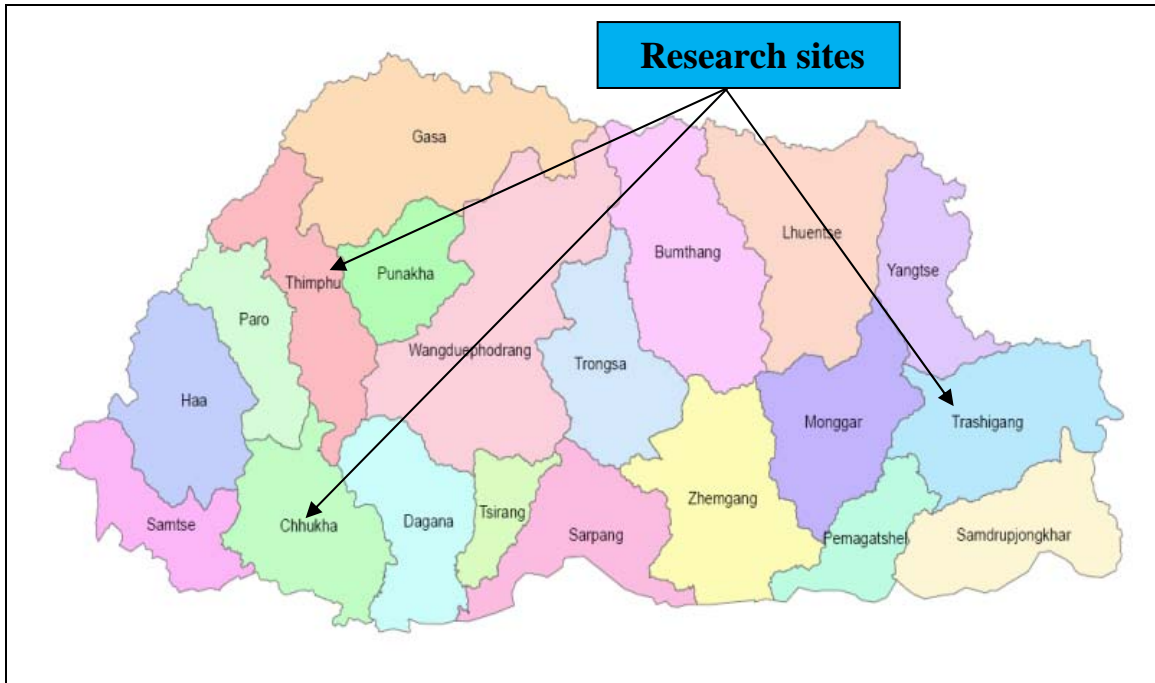
#### 2.5 Documentation and Studies Related to Variables

##### 2.5.1. Year Level

##### 2.5.2. Gender

- 2.5.2.1 Gender differences in career choices and occupational aspirations
- 2.5.2.2 Gender differences in career aspirations
- 2.5.2.3 Effects of gender differences in career aspirations
- 2.5.2.4 Gender stereotyping of career roles
- 2.6 Aspiration of undergraduate students toward teaching career
  - 2.6.2 Peer-Influence
  - 2.6.2 Parental Influence
  - 2.6.3 Teacher's Influence
  - 2.6.4 Self-determinant
- 2.7 What motivates undergraduate students toward teaching?
  - 2.7.1 Opportunity to work
  - 2.7.2 Meet Social Value
  - 2.7.3 Self- reliance
  - 2.7.4 Socio-economic support
  - 2.7.5 Self-Actualization

## 2.1 Geographical Background of the country and Demography



Source: [www.amicusfoundation.org/amicus-2/about Bhutan](http://www.amicusfoundation.org/amicus-2/about%20Bhutan)

Bhutan, the tiny landlocked Himalayan Kingdom, is located in South Asia, at the foothills of the Great Himalayan Mountain Range. The country is normally called Druk Yul which means "The Land of the Thunder Dragon." It covers an area of 38,394 sq.km and measures roughly 150 km north to south, and 300 km east to west (RGOB 1996). It shares the borders to the south, east and west by the Republic of India and to the north by People's Republic of China. It is separated from the nearby state of Nepal, to the west by the Indian state of Sikkim, and from Bangladesh to the south by West Bengal and Assam. Bhutan is the last heavenly nation of the world, where it is almost entirely mountainous, with elevation of about 200-7500 meters above sea level in the south to the higher Himalayas in the north. Bhutan was never colonized and has always remained independent. The country is divided into 20 Dzongkhags (districts) which are further divided into 206 Geogs (blocks) for administrative purpose (Deki., 2008: 4).

During the nationwide Population and Housing Census conducted, the first one in Conformity with international procedures and standards, in 2005 (PHCB-2005), the total

population of Bhutan was found to be 634,982: 333,595 (52.5%) males and 301,387 (47.5%) females. The adult population (15 years and above) according to PHCB-2005 was 425,023 including 227,831(53.5%) males and 197,192(46.5%) females which comprises of 66.9% of the total population. The population largely comprises of two ethnic groups: the Drukpas, comprising of the Ngalops in the west and Sharchops in the east, and the Lhotsams, people of Nepali origin, in the south. The Drukpas are Buddhists and most of the Lhotsams are Hindus. Smaller ethnic groups with distinct languages and lifestyles also live in remote parts of the country (Deki., 2008: 5).

The process of modern development in Bhutan began only in 1961, a little over four decades ago, when His Majesty King Jigme Dorji Wangchuck, the third Druk Gyalpo (king), opened up the country to the rest of the world by ending the era of self-imposed isolation. Bhutan used to be one of the most isolated nations in the world, but developments including direct international flights, the Internet, mobile phone networks, and cable television have increasingly modernized the urban areas of the country. Bhutan has balanced modernization with its ancient culture and traditions under the guiding philosophy of Gross National Happiness (GNH). The Business Week magazine rated Bhutan the happiest country in Asia and the eighth-happiest in the world, citing a global survey conducted by the University of Leicester in 2006 called the "World Map of Happiness." The concept of Gross National Happiness (GNH), propounded by the fourth Druk Gyalpo Jigme Singye Wangchuck, is the guiding principle of development of Bhutan and her citizens; acknowledging that spiritual and emotional development and nurturing are equally important as promotion of material accumulation and physical comfort. His Majesty believes that "Gross National Happiness (GNH) is more important than Gross National Product (GNP). The ultimate purpose of the government is to promote the happiness of its people." (Deki, 2008: 4-7).

### **2.1.1 Information of Education System in Bhutan**

The Education System in Bhutan has two major components, the ecclesiastical oriented institutions and the state led general or secular education. The oldest form of education in Bhutan is administered by the Monastic Body and by private religious personalities and elite groups. With the advent of Buddhism in

Bhutan in the 8th century; Guru Rimpoche (Guru-teacher, Rimpoche – precious) visited (the great saint of India) via Tibet. Later, in 16<sup>th</sup> century a great religious teacher from Tibet, Zhabdrung Ngawang Namgyal (1594-1652) came to Bhutan. He realized the need to educate the people and introduced monastic schools which then came to play an important role in the lives of the people; and it continues today. It is assumed that any form of education before the establishment of Buddhism, if it existed at all, would have been informal, home based, oral, and ritualistic or tacit knowledge oriented form. Before the formal education system; the elite groups had their own school, which was mobile till late 1940s. The modern, western form of education was introduced in Bhutan in 1950s. The western education has been promoted and expanded since the first Five Year Plan in 1961 corresponding to the embarkation of modern development in 1961 to address the basic educational needs, and develop human resources required for the socio-economic development of the country. The basic education level in the country is shifted to class X from class VIII in 2007. This is the new paradigm of education system basically adopted by the government to meet the demand of global market in educational qualifications in the society, country and the nation state for globalization. There are four categories of schools; Class PP-VI (Primary level); Class VII-X (Secondary Level); Class XI-XII (Higher Secondary Level) and Bachelor Degree (College/ university Level) as indicated below in figure 2.1.

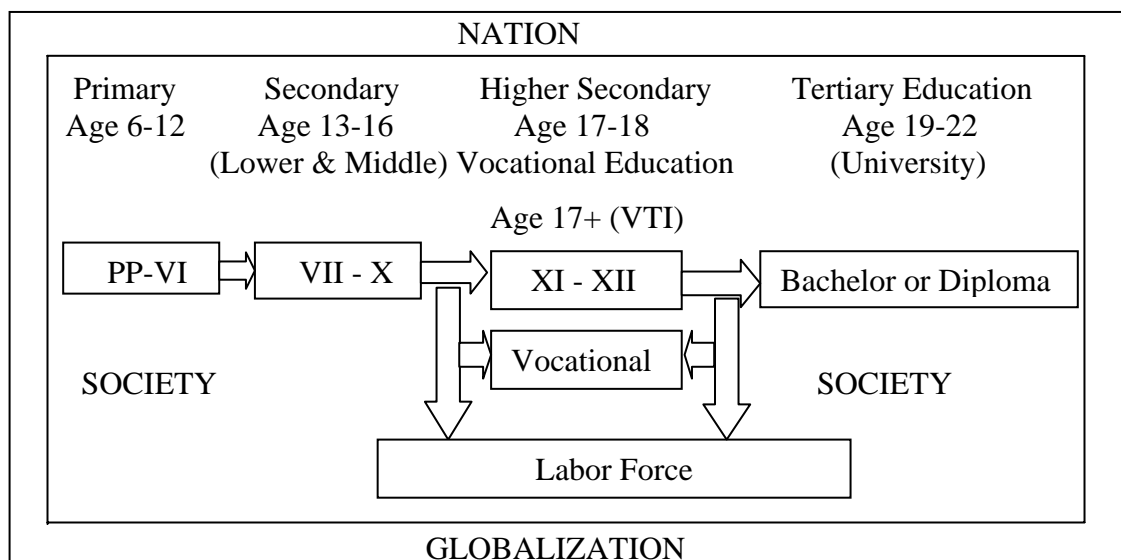


Figure-2.1: Source: Statistics & Information Division (2008); Ministry of Education, Thimphu.

Primary schooling (PP-VI) is provided in the community primary, primary and some of the Secondary (lower secondary and middle secondary) schools. Secondary schooling (Classes VII and VIII) is provided in the lower, middle and some higher secondary schools; while classes IX-X are provided in the middle and higher secondary schools. Access to post-basic education (class XI) in government administered schools is based on the students' performance in the national examinations at the end of Class X. After completion of general education up to Class X, students then choose from the three streams of study for the higher secondary level – arts, commerce and science, which determines what profession they pursue thereafter. Those who do not qualify for higher secondary education repeat or seek admission into vocational training institutes. Others, who can afford the fees, go outside the country for Class XI or join the private higher secondary schools that offer Class XI. After completion of higher secondary school (Class XII), students that qualify receive government scholarship to continue their education at the tertiary level with the Royal University of Bhutan (Deki, 2008). A limited number of students are selected for government scholarships for pursuing professional studies abroad, while others who can afford the fees can join in tertiary education both at home and abroad. Others normally enter the job market or join vocational institutes for training in different trades. After completion of Bachelor degree both from within and outside the country, all graduates compete in the Royal Civil Service Commission (RCSC) entry examination for the selection of government job (BCSR-2006). If qualified, they choose career based on merit, availability of job vacancy even after entry examination. The majority of job and vacancy is in teaching, where graduate reluctant to join in this career. In the recent article on job vacancy slots, about 40% of teaching slots were left unfilled (RCSC, 2010). In collaboration with RCSC, the Ministry of Education has to recruit expatriate teachers from foreign country to fill up the 40% unfilled teaching slots to teach higher secondary education in the country.

### **2.1.2 Working Conditions and Promotion System**

People in Bhutan take teaching as the very challenging job. It is the fact that everyone would agree with this statement, it is challenging and hectic; but if really synchronize; it is not hectic, but rather a noble profession. In this context, fresh

graduates took it as hectic and boring profession. Difficult work, assignments, unclear expectations, inadequate resources, isolation, role conflict and reality shock were some of the top reasons for the horrendous attrition statistics with the widespread “sink or swim” attitude that was prevalent in so many schools (Halford, 1998). Salary, working conditions, (class size, teaching load, resources etc), teacher preparation, and mentoring support were reasons teachers choose to stay or leave profession (Hamond, 2003). The main concern was over the limited professional development opportunities and it seemed much more worrisome to the teachers than the tasks of time for lesson preparation and more than twice as serious too many administrative responsibilities. It was evident that teachers were more prepared to tolerate poorly maintained buildings and restricted space for teaching even large classes that matter (Kam et al., 2009: 73) as indicated in table 2. The rating indicated the severity of the problems faced by teachers (i.e. the degree of severity); with the context of the types of problems and challenges were the main psychological aspect of the social stigma, low salary/ heavy workload, less chance of recognition and the fewer opportunities for further studies; because of the low pay, teaching was not the first option for young university graduates. Teachers pay should be similar to that of other public servants. Recognition/ reward for hard work and any opportunity to study abroad would give good incentives to attract the talented young graduates into teaching (Kam et al., 2009: 74-75).

In the nature of teaching, much of the works appeared to be private or within the confines of the classroom or staff room and not made public. In this connection, the public view of teachers’ work was confined principally to what happens in the classrooms; teachers instructing, supervising seatwork, giving directions or testing children. Thus, most of the people had an incomplete scenario of duties and responsibilities of teachers. While most parents understand the emotional demands of working with their children, many of them were not convinced that teachers’ workload can be high and stressful (Golton, 2007). In many parts of the world, several studies have been conducted to gain a picture of a typical day in the life of teacher regarding the working conditions. Ho Wah Kam et al., (2009); stated that in the UK, Canada (Newfoundland), Tasmania (Australia), Hong Kong and in Britain, teacher has charge of a single class throughout the day, (in Bhutan called it as the

class-teacher system) with the occasional break when another specialist takes the occasional lesson. The table below shows the time spent by teachers in teaching, correcting students' works, helping administrative works in the school and class size.

**Table -1: Seriousness of problems faced by teachers**

Sl.No	Working conditions	Average rating
1	Pressure to show good exam results	3.64
2	Limited prospects for promotion	3.55
3	Restricted space for teaching	3.21
4	Poorly maintained buildings	3.10
5	Too many administrative responsibilities	2.91
6	Lack of time for lesson preparation	2.77
7	Low level of learning resources, materials or equipment	2.73
8	Too many changes in the education policy	2.73
9	Limited professional development opportunities	2.61
10	Low salary	2.60
11	Large Class Size	2.06

Source: Teacher Quality Enhancement Study (2009: 73).

**Table – 2: Comparison of working conditions of teachers**

	British	Canada	Hong Kong	Australia	Bhutan
Instructional hours per week	22 hours	22 hours	16 hours	20 hours	24 hours
Marking children's work	4 hours	7 hours	14.5 hours	4 hours	10 hours
Administration work p/week	5.7 hours	3 hours	3 hours	2.4 hours	8 hours
Class size	20 or less	20/less	20-35	20 or less	32- 45

Source: Teachers in Bhutan and their work Environment (2009).

According to the findings of Kam et al., (2009); instructional hours per week per teacher was quite high in Bhutan comparing with other four countries (British, Canada, Hong Kong and Australia). Further, it revealed that teachers in the school devote for administrative task in the school is found to be high in Bhutan than rest; and comparing the classroom size is also large ranging from 32-45. Thus the working situation in Bhutanese school seemed to be very cumbersome with less

recognition. In addition to those conditions, teachers faced so many other problems in the remote schools having limited resources (i.e. teacher's quarter, electricity, telecommunication facilities and inaccessibility of motor road).

### **2.1.2.1 Promotion System**

During early 1980s grading system was not fixed for teachers. The teaching cadre was the lowest during those periods ranging from grade 14 to 17. In the advent of modernization, education became the guiding philosophy of development. Later in 1987 the government took initiatives to upgrade teaching cadre and was created a separate entry grade for Primary teachers (PTC) from grade 17 to 10 and 8 for B.Ed. teachers. The normal promotion for teachers after initial appointment is liable for next grade serving five years in the same grade in cadre system (BCSR-2006). In the recent year, the new system was introduced by the Royal Civil Service Commission (RCSC) the so called Position Classification System (PCS) as shown below. The new system placed teachers in a good position level. The PCS classifies about 19 major occupational groups with approximately 70 sub-groups and over 500 positions (RCSC, 2006). By virtue of position, teachers fell under the major group Education and Training Services (Sub-group Teaching Services). The Position levels are categorized into four areas as indicated in Table 4. The minimum entry qualification of teachers is class XII and Bachelors degree in any discipline to qualify in teaching. After completion of the teacher training, they are placed in P5 both B. Ed. and PGDE. The normal promotion under Position Classification (PCS) after initial appointment is four years for next position as shown in table 5. All teachers fall under P1 - P5 category, which is called Broad-band positions. A broad-banded position shall be linked to at least one to two higher or lower position/s in the same occupational group that require same minimum qualification and skills, and are similar in purposes, roles and responsibilities. The main difference of broad-banded positions is the years of experience and increased responsibilities. Therefore, teachers fall under this category and shall be promoted within the broad-banded positions without a need to compete for higher position in order to facilitate the agency concerned to motivate and retain within the agency. The promotion within this category shall be based on the following:

**a) Normal Promotion**

- Minimum performance requirement of consistently “Outstanding annual ratings for the last three years when a teacher does not meet the minimum qualification requirement of the position;
- Completion of the minimum of four years of active service in the current position and position level;
- Clean service record; and Annual Performance Reports for the last three years along with duly completed Promotion Forms.

**Table-3: The Position Classification System (PCS) in the civil service.**

Service Codes:	Position Categories:	Position Levels:
EX	Executive (Bachelors/Masters)*	EX1 EX2 EX3
ES	Specialist (Masters/PhD)*	ES1 ES2 ES3
P	Professional and Management (Bachelors/Masters)*	P1 P2 P3 P4 P5
S	Supervisory and Support (Diploma/ Certificate)*	S1 S2 S3 S4 S5
O	Operational (Class 10)	O1 O2 O3 O4

*\*The minimum qualification required for the each position category*

Source: Position Classification System Manual, RCSC (2006: 5)

**Table 4: Experience Framework under Position Classification System (PCS).**

CATEGORY	POSITION LEVEL	NORMAL DURATION REQUIRED
Executive & Specialists	EX1 - EX3 ES1 - ES3	4 years
Professional & Management	P1 - P5	4 years
Supervisory & Support	S1 - S5	4 years
Operations	O1 - O4	4 years

Source: RCSC PCS Manual (2006: 79).

### b) Fast-track Promotion

- In order to collapse sub levels B and C to A for achieving the policy of “equal pay for equal value of work” the principle of fast-track promotion shall be applied to outstanding performers.

- Eligibility criteria will remain the same as normal promotion (a) first line shall be applied (RCSC Revised Promotion Rules, 2009).

**Table 5: Teachers’ Career Ladder in Bhutan under Position Classification System.**

Sub-Occupational group	Position Title	Position Level	Broad band	Minimum qualification	Additional Requirements
Edn. Mgt. Adm.	Principal 1	P1	No	B.Ed./M.Ed.	Advanced course in Educational leadership & Management.
	Principal 2	P2	No	B.Ed./M.Ed.	Educational Leadership & Management
	Principal 3	P3	No	B.Ed./M.Ed.	Educational Leadership & Management
Teaching Services	Master Teacher	ES3	No	M.Ed.	Training of trainers, Curriculum development, mentorship, research methods.
	Sr. Teacher I	P1	No	B.Ed./M.Ed.	ToT, Curriculum dev., mentorship, in-service programming, academic leadership.
	Sr. Teacher II	P2	No	B.Ed./M. Ed.	ToT, Curriculum dev., mentorship, in-service programming, academic leadership.
	Teacher I	P3	Yes	B.Ed./M.Ed.	Teacher Edn. Program, curriculum development.
	Teacher II	P4	Yes	B.Ed.	Curriculum development.
	Teacher III	P5	Yes	B.Ed.	

Source: BCSR 2006: PCS Directory (RCSC).

## **2.2 Concept and Definition of Aspiration and Motivation toward Teaching Career**

### **2.2.1. Concept of Aspiration**

A career aspiration was defined as the occupation a person desired to pursue if there were no reality constraints (Arbona & Novy, 1991). Career aspirations represented an individual's orientation toward a particular career goal and may cause an individual to closely examine decisions regarding schooling or future career aspiration. Career aspirations may also reflect past experiences and perceived barriers (Gottfredson & Becker, 1981) cited in Karen H. Joes, (2007:25).

Adolescence was a time when teenagers develop certain aspirations regarding their education and future careers. Aspirations represented a person's orientation toward particular goals and can be influenced by variables such as gender, socioeconomic status, family support, parental expectations, and cultural values (Khallad, 2000; Rojewski, 1996a) cited in Karen H. Joes, (2007). During adolescence, aspirations were especially important because they allowed teenagers to evaluate the degree to which various choices helped or hindered their chances of attending desired goals. Aspirations were essential to career development and success of undergraduate students (Chung, Baskin, & Case, 1999; Gottfredson, 1996) to achieve excellence, potential has to be shaped, directed, and guided into an intentional, purposeful, and relatively structured force. Aspiration was defined in NAP Theory as the career vision. Vision can be essentially nonexistent, singular, or multifaceted and was likely reflective of one's developmental stage, career-related guidance, and life experiences (Super, 1994) cited in Marc A. Grimmert (n. d).

There were at least three general ways that aspirations could develop. First, aspirations can be innate or interest and ability based, meaning they originate, derive, or develop in the absence of relative nurturance. Second, aspirations can have an experimental origin, meaning they developed from specific expectations, encouragement, education, and or experiences that sparked certain interests and goal. Further, aspiration may develop through some combination of innate interests, abilities, and skills with career-related guidance and experiences (Super, 1994). Aspiration has been defined as intrinsic motivation for succeeding in one's chosen

career field (Farmer, 1997; Wang & Staver, 2001). In this context, many researchers have documented a dichotomy between expected and desired aspiration (Conlon, 2002). Further, a higher level of career aspiration was not an external measure of career choice, but an internal measure of career drive (O' Brien & Fassinger, 1993).

### **2.2.2 Definition and Concept of Motivation**

The word motivation was derived from the Latin word “movere,” which meant to move. Motivation is defined as an internal drive that activated behavior and gives direction. The word motivation was very common in everyday language, but it was not easy to define rigorously in a scientific context. The concept of motivation was related to, but distinct from other concepts, such as instincts, drives, and reflexes. Motivated behavior was usually goal oriented; the goal may be associated with a drive such as hunger or thirst which is said to be primary motivation. However, motivation was also closely tied to sensory stimuli: an animal will not usually exhibit eating behavior unless food is presented. Unlike instinctive behavior, motivation depends on affect (emotional state). Finally, motivation can be stated as secondary motivation and which typically elicited more complex behaviors than simple reflexes. According to Hull's Behavioral Theory (1943), stated that “the initiation of learned, or habitual, patterns of movement or behavior was called motivation.” In addition, Hull proposed a distinction between primary motivation, the evocation of action in relation to primary needs, and secondary motivation, the evocation of action in relation to secondary reinforcing stimuli or incentives. Hull's drive reduction theory stated that primary motivation was the cornerstone where events that threaten survival gave rise to internal drive and behaviors that acted to reduce drive were thus rewarding.

### **2.2.3 Types of Motivation**

**Motivation** is the psychological behavioral term. The cognitive and humanistic views of motivation sprang from an understanding of people as unfolding and developing both physiologically and psychologically from biological givens. The internal capacities of individuals, primarily emotional and cognitive, gave rise to feelings, aspirations, perceptions, attitudes, and thoughts. It did not develop along a path of steady and undisturbed progress. Problems were encountered along the way

that has to be explored and, if possible, overcome. Motivation took place in the context of an organization that existed in a changing environment with new priorities emerging. The progress of a particular organization to motivate may need to be speeded, slowed or even delayed as new issues are presented to the organizational aspiration and other motivational factor that started to develop (Ken Shah & Prof. Parma, J. Shah (n. d); Baker, et al., (2001).

**Intrinsic Motivation:** Intrinsic motivation was referred to, when motivated by internal factors, as opposed to the external drivers of extrinsic motivation. Intrinsic motivation drives to do things for the fun of it, or believe it is good, or right thing to do. There was a paradox of intrinsic and extrinsic motivation. Intrinsic motivation was far stronger a motivator than extrinsic motivation, yet extrinsic motivation can easily act to displace intrinsic motivation (Deci & Richard Ryan, 1985).

**Extrinsic Motivation:** Extrinsic motivation was referred to, when motivated by external factors, as opposed to the internal drivers of intrinsic motivation. Extrinsic motivation drives to do things for tangible rewards. For instance, when a person did something, that person had to explain why performing that task. If the preformed task was rewarded extrinsically, then obviously performing it for reward. In effect, extrinsic motivations can change a pleasurable into work (Lepper, Greene and Nisbett, 1970).

#### 2.2.4 Concept of Career

Super and Hall (1973: 334) defined “Career” as “... a sequence of positions occupied by a person during the course of a life-time.” In a later publication, Super (1990: 225-226) stated “... *the life course of a person encountering a series of developmental tasks and handling them in such a way to become the kind of person he or she wants to become.*” According to Oxford English Dictionary, Career was defined as an individual’s course/ progress throughout life. It pertained to remunerative work. The etymology of term was somewhat ironic; the word “Career” was derived from the Latin word ‘*carrera*’ which meant race. A career was mostly seen as a course of successive situations that made up a person's occupation. The word career in the 21<sup>st</sup> century referred to the series of jobs or positions by which one earned

one's money. A person's worth was often measured by the career success or failures. It was not until an individual matures and takes possession of their life that the realization of life balance occurs. Life balance entails separating career activities, achievements and tasks from the rest of a person's life. Traditionally the concept of career has been concerned with progression and hierarchy within an organization or profession horizontally as well as vertically. Career referred to an individual's work and life roles over their lifespan (Harren, 1979). , N. (1990: 12).

Pardermchid cited that career aspiration and decision making was the process of human related to individuals and society. Career aspiration resulted from discretion, in fact which revealed from facts and personal values of each individual who selected the way which considered that supported aims, wishes and desires. Personal information of each individual influenced career aspiration and decision making to select an occupation or a career; for it clearly understood the needs and expected in which way made decision be successful in the future career aspirations. Each person's decision making to select a career was something changeable if that person believed the change would motivate and emerge into better aspiration in the job that they performed. In other words, career aspiration information influenced each individual's decision to select any occupation that helped to discover which fulfilled the needs and expectations to satisfy and decide future career aspirations. Jakubauskas & Palomba, (1973: 33) cited by Kesorn Chinda, (2000: 50) concluded that four components of career process which were found crucial to select an occupation by labor units or job hunters to be able to identify and motivate the job seekers were: which? What? How?

***Career information:*** Type of jobs, job descriptions, income, qualification required, and competition for admission.

***Particular characteristics of a job:*** Starting income, income security, and other benefits in addition to wages in accordance with the level of jobs, the social environment of jobs, spending of physical and brain efforts, and type of jobs.

***Cost of expenses:*** Training cost, information seeking cost, cost spent when one wants to change to a new job.

***Value system in the society:*** Social value towards any occupation (i.e. the society regards that an occupation is honorable or has a good welfare, high possibility for one to get promoted and better salary than other occupation).

When all the above job descriptions were clearly understood by an individual, then there laid the influential factors which led to motivation process, either by peer, group, teachers or parents based on the career ladder that aspire which led to self-actualization in their career choice they make. There were three different styles which represented distinct sets of the degree to which individual took personal responsibility for decision making and the extent to which they used logic as differentiated from emotional decision making approaches (Driver, et al., 1990). According to Harren (1979), an individual's approach to a given decisional task may be characterized by one predominant style; elements of other styles can be presented.

Career aspirations were among the most important motivators a person had to look for. Career choices have important and long lasting consequences for the individual's overall well being, health and financial situation. The more complexity of the process of career decision making, made it difficult for most people to take "the best option," that was made well informed career choice that best helped them achieved their goals. The changing nature of the world of work had dramatically modified the context for career aspirations (Shawn de Michael Dowie & Carole Vincent, 2009). The ability to make a career decision and aspiration is considered to be an important attribute of a career matured person. However, research revealed that the potentiality of an individual to make career decision was affected by many factors, including: identity formation, interest, relationship with parents, peer, group, and cultural and work-related context of an individual (Mortimer et al., 2002: 440; Guerra & Braungart-Rieker 1999: 256; Tracey, Robins & Hofsess 2004: 2). Further, career aspiration was influenced by various factors as mentioned above and some additional factors, including situational, environmental and the personal factors (Bester, 2004: 293-296) which affected in career aspiration process by each individual.

## 2.3 Theories and Related Literature

According to the *Career Development theory* (Super, 1990) career decision and development process began from the early elementary level. The factors influenced for career decision and choice of the individual was started from the preteen and ending in young adulthood. There were four factors; *the reality factor, the influence of the educational process, the emotional factor and individual values*. Those indicators led to the development path which ultimately led to career aspiration and choice. Further, there were another three stages which individual passed through; *fantasy, tentative and realistic*. During those stages the individuals identified their related future career aspiration and choices. The table-6 indicates the career aspiration and development competencies by area and level of education. In the beginning, the preteen years continuing high school, and further learned and identified career aspirations and choice process, recognized the consequences and responsibility of the decision and choice made. In the first stage, the adolescent begin to restrict decision and choice based on personal likes, skills and abilities. In the crystallization stage, an occupational aspiration and choice was made by the individual and by reaching to specification; they pursued the educational experiences required achieving career goals (Ginzberg, Ginsburg, Axelrad and Herma, 1951). According to Donald Super (1954), viewed that career as the sum total of all the roles which plays in lives, and create a life Career Rainbow. Super cited that, the process of helping a person to develop and accept to an integrated and adequate picture of themselves of their role in the world of work depended on individual's perceptions towards career aspiration and motivation. The central concept was that people develop through stages as shown in table-6 from elementary school to higher secondary level which led to adult life to decision making of their career aspiration and choice; was based from their initial career goal and the skills and knowledge they gained (Super, 1954).

Utilizing Bandura's (1977) concept of self-efficacy theory, Farmer (1985) developed career development theory which incorporated with psychological and sociological variables as important influences on the career development process. In this model, both genders were considered as an influential factor both psychological

**Table - 6: Career Development Competencies by Area and Level.**

Career Development Competencies by Area and Level				
	ELEMENTARY	LOWER&MIDDLE SECONDAY SCHOOL	HIGHER SECONDARY SCHOOL	ADULT
Self-Knowledge	Knowledge of the importance of self-concept	Knowledge of the influence of a positive self-concept	Understanding the influence of a positive self-concept	Skills to maintain a positive self-concept
	Skills to interact with others.	Skills to interact with others.	Skills to interact positively with others.	Skills to maintain effective behaviors.
	Awareness of the growth and change.	Knowledge of the importance of growth and change.	Understanding the impact of growth and development.	Understanding developmental changes and transitions.
Educational and Occupational Exploration	Awareness of the benefits of educational achievement.	Knowledge of the benefits of educational achievement to career opportunities.	Understanding the relationship between educational achievement and career planning.	Skills to enter and participate in education and training.
	Awareness of the relationship between work and learning.	Understanding the relationship between work and learning.	Understand the need for positive attitudes toward work and learning.	Skills to participate in work and lifelong learning.
	Skills to understand and use career information.	Skills to locate, understand, and use career information.	Skills to locate, evaluate, and interpret career information.	Skills to locate, evaluate, and interpret career information.
	Awareness of the importance of personal responsibility and good work habits.	Knowledge of skills necessary to seek and obtain jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.
	Awareness of how work relates to the needs and functions of society.	Understanding how work relates to the needs and functions of the economy and society.	Understanding how societal needs and functions influence the nature and structure of work.	Understanding how societal needs and functions influence the nature and structure of work.
Career Planning	Understanding how to make decisions.	Skills to make decisions.	Skills to make decisions.	Skills to make decisions.
	Awareness of the interrelationship of life roles.	Knowledge of the interrelationship of life roles.	Understanding the interrelationship of life roles.	Understanding the impact of work on individual and family life.
	Awareness of different occupations and changing male/female roles.	Knowledge of different occupations and changing male/female roles.	Understanding the continuous changes in male/female roles.	Understanding the continuing changes in male/female roles.
	Awareness of the career planning process.	Understanding the process of career planning.	Skills in career planning.	Skills to make career transitions.

Source: Career Development Theory and Process (adapted from Super’s Developmental Self-Concept Theory (1990: 7).

and sociological variables interact to influencing career aspiration, choice and behavior. Farmer (1985) stated that career choice was motivated by three different types of interactive variables; for instance, background variable would be gender and ethnicity; psychological variables would be attitudes, beliefs, and self-concept; and environmental variables would be a construct like family support. Therefore, those three sets of factors interacted with three motivational dimensions of aspiration, mastery motivation and career commitment. Thus, Farmer (1985) believed that those three factors of career motivation developed as a result of the interactions which ultimately led to choice.

The Social Cognitive Career Theory (SCCT) attempted to address issues of culture, gender, genetic endowment, social context and unexpected life events that may interact with and suspect the effects of career-related choices. The SCCT focused on the connection of self-efficacy, outcome, expectations and goals that influenced an individual's career aspiration and choice. SCCT stated that career decision was influenced by the beliefs the individual developed and refined through four major sources: 1) personal performance accomplishments, 2) vicarious learning, 3) social persuasion and 4) psychological states and reactions. However, those aspects worked together in the career development process through a process in which an individual developed an expertise for a particular endeavor and met with success. This process reinforced one's belief in the future continued success in the use of expertise. Thus, one was likely to develop career goals that involved continuing involvement in that activity or endeavor. Through an evolutionary process beginning in early childhood and continuing throughout adulthood, one narrowed the scope to successful endeavors to focus on and form a career aspiration. The contextual factors come into play by influencing the individual's view of probability of success. If the person viewed a few barriers, the likelihood of success reinforced the career aspiration but if the barriers were viewed as significant, there was a weaker interest and choice (Lent, Brown and Hackett, 1987).

Gibson & Mitchell (1999) stated that the chance, one has career choice as influenced by the environment, economic status, culture, and other conditions, one was born into or raised in; chances for education, observation of role models and so on. However, determinants of career aspiration process may note that chance factors

resulted in occupational choice by impulse or sudden emotional reactions in which unconscious forces appeared to determine a person's behavior and occupational choice. According to sociological theory on *career choice and influences* (Gibson & Mitchell), stated that the influences of home, school, economic status, communities and peer groups play a vital role in career decision and aspiration. Further, McDaniels and Gysbers (1992) revealed that career development and decision has relation to socio-economic variables; which indicated that socio-economic theorists in this group assumed one's socio-economic background was an important factor when considering occupational decision and career aspiration. It was the fact that, McDaniels and Gysbers suggested that such factors as occupation and income level of parents, educational level of parents, gender, race, ethnic group, religion, place and type of residence, family stability, size of family, birth order, value of peers, school environment and community all affected one's occupational decision and career choice.

According to Bandura, (1986); Betz and Hackett, (1981); stated, "career development and decision starts early in a person's life and is shaped by personal and environmental factors." In this context, Fisehman et al., (2001), clearly stated, professionals in the helping professions do often choose career based on early childhood experiences, beliefs and values, inspired by family and peers. More over the presence of teachers in the family was one of the significant factors to motivate in teaching (Marso and Pigge, 1994). Intrinsic factors influenced some of the entire careers but extrinsic factors influenced teachers to quit teaching profession. Han (1994) revealed that teachers' salaries relative to attractive occupation owed by College graduates had an effect on decision of career choice of the current teachers. On the other side, those who leave, may attribute the decision to extrinsic motives (Pucel, 1990), including salary, little opportunity for advancement and inadequate balance of career and personal time (Knight, 1977).

According to *Self-determination theory* (Deci & Ryan, 2000), people were centrally concerned with motivation -- how to move themselves or others to act. Everywhere, parents, teachers, coaches, and managers; they struggled with how to motivate those that they mentor, and individuals struggled to find energy, mobilize effort and persist at the tasks of life and work to aspire in their career. People were

often moved by *external factors such as reward systems, grades, evaluations*, or the opinions they feared others might have of them. Yet just as frequently, people were motivated from within, by *interests, curiosity, care or abiding values*. Those intrinsic motivations were not necessarily externally rewarded or supported, but nonetheless they can sustain passions, creativity, and sustained efforts to aspire of their own way of life. The interplay between the extrinsic forces acting on persons and the intrinsic motives and needs (Maslow, 1908-1970; Martin Fishbein (1970); inherent in human nature and desires were the territory of Self-Determination.

Edward Deci & Richard Ryan (2000) developed “Self-determination theory (SDT)” which represented a broad framework for the study of human motivation and personality. Self-determination theory articulated a meta-theory for framing motivational studies, a formal theory that defined intrinsic and varied extrinsic sources of motivation. It further stated a description of the respective roles of intrinsic and types of extrinsic motivation in cognitive and social development of an individual differences. Perhaps more importantly SDT propositions also focused on how social and cultural factors facilitated or undermined people’s sense of volition and initiative, in addition to their well-being and the quality of their performance for career aspirations. Conditions supporting the individual’s experience of autonomy, competence, and relatedness were argued to foster the most volitional and high quality forms of motivation and engagement for activities, including enhanced performance, persistence, and creativity. In addition, Self-determination theory proposed that the degree to which any of those three psychological needs was unsupported or thwarted within a social context would have a robust detrimental impact on wellness in that setting. According to Edward Deci & Richard Ryan’s (2000) research, the dynamics of psychological need support and need thwarting have been studied within families, classrooms, teams, organizations, clinics, and cultures using specific propositions detailed within Self-determination theory. The SDT framework thus had both broad and behavior-specific implications for understanding practices and structures that enhanced versus diminished needed satisfaction and the full functioning that followed from it. Based on this, Edward Deci & Richard Ryan had further developed five mini theories on Self-determination theories. 1) Cognitive Evaluation Theory (theory CET).

2) Organismic integration theory (OIT). 3) Causality Orientations theory (COT). 4) Basic Psychological Needs Theory and 5) Goal Contents.

*Cognitive Evaluation Theory (CET)* concerned intrinsic motivation, motivation that was based on the satisfactions of behaving “for its own sake.” Prototypes of intrinsic motivation were children’s exploration and play, but intrinsic motivation was a lifelong creative wellspring. It specifically addressed the effects of social contexts on intrinsic motivation, or how factors such as rewards, interpersonal controls, and ego-involvements impacted intrinsic motivation and interest. This theory highlighted the critical roles played by competence and autonomy supports in fostering intrinsic motivation, which was critical in education, arts, sport, and many other domains for aspirations (Edward Deci & Richard Ryan, 1985).

*Organismic Integration Theory (OIT)* stated about the topic of extrinsic motivation in its various forms, with their properties, determinants, and consequences. Extrinsic motivation is the behavior that is instrumental; which aimed toward outcomes of extrinsic to the behavior itself. Yet there were distinct forms of instrumentality, which included external regulation, interjection, identification, and integration. Those subtypes of extrinsic motivation were seen as falling along a continuum of internalization. The more internalized the extrinsic motivation the more autonomous the person would be when enacting the behaviors. It was further concerned with social contexts that enhanced or prevented internalization; that was, with what conduced toward people either resisting, partially adopting, or deeply internalizing values, goals, or belief systems. OIT particularly highlighted supports for autonomy and relatedness as critical to internalization (Edward Deci & Richard Ryan, 1985).

*Causality Orientations Theory (COT)* described individual differences in people's tendencies to orient toward environments and regulate behavior in various ways. It described and assesses three types of causality orientations: the autonomy orientation in which persons acted out of interest in and valuing of what was occurring; the control orientation in which the focus was on rewards, gains, and approval; and the impersonal or a motivated orientation characterized by anxiety concerning competence (Edward Deci & Richard Ryan, 2000).

***Basic Psychological Needs Theory (BPNT)*** elaborated the concept of evolved psychological needs and their relations to psychological health and well-being. This theory argued that psychological well-being and optimal functioning was predicated on autonomy, competence, and relatedness. Therefore, contexts that support versus thwart, those needs should invariantly impact wellness. The theory stated that all three needs were essential and that if any was thwarted there would be distinct functional costs. Because basic needs were universal aspects of functioning (Maslow's hierarchy needs, 1970); which looked at cross-developmental and cross-cultural settings for validation and refinements (Edward Deci & Richard Ryan, 2000).

***Goal Contents Theory (GCT)*** grew out of the distinctions between intrinsic and extrinsic goals and their impact on motivation and wellness. Goals are seen as differentially affording basic needs satisfaction or aspiration toward life and were differentially associated with well-being. Extrinsic goals such as financial success, appearance, and popularity/fame have been specifically contrasted with intrinsic goals such as community, close relationships, and personal growth, with the former more likely associated with lower wellness and greater ill-being (Edward Deci & Richard Ryan, 1985).

***Expectancy-Value Theory by Martin Fishbein*** (1970) stated that motivation can be measured and influence teaching as a career. As referred by Watt & Richardson (2007: 169; Atkinson, 1957; Battle, 1965; Crandall, et al., 1969; Wigfield, 1994); *“expectancy-value theorists have regarded success expectancies and task valuation as major determinants of motivation for academic choices in career aspiration, with more influences consisting of socialization and perceptions of the last experiences of the individuals.”* According to (cited in Watt & Richardson, 2007); Eccles Parson et al., (1983); Eccles., (2005b), three different values were identified to study motivations based on variables. The first one was intrinsic value, which referred to enjoyment from the work place; second utility value; which denoted how task would be useful in future and the last one was attainment value, which referred to subjective core of carrying out the given task. Here the performance evaluated by the research was that how expectancies for success and beliefs were distinguished. In connection to this, Eccles & Wigfield, (2000) proposed three higher order constructs:

- a) Expectancy ability beliefs

- b) Subjective task value and
- c) Perceived task difficulty.

Developing FIT-Choice Factors From Key Expectancy – Value Constructs; the scale development was made to guide the three major self value and task sets of variables that predict career choice in Eccles et al., (1983); Wigfield & Eccles,(2000), expectancy- value model that have been the main focus theoretical and empirical work. The researchers, Watt & Richardson, constructed each relating expectancy – value components. For further adaptation, intrinsic, subjective attainment, and utility values were the guiding principles of motivation to Fit–Choice for undergraduate students’ aspiration and motivation toward a teaching career.

In the light of the above indicators, the task return to contain and motivate undergraduate students were social status, teacher morale, and the salary, (Ramsay, 2000) were found to be the key indicators. In the same construct, the previous research suggested that, higher order values construct contained first-order components. Job security, time for family’ Job transferability, and budging comprised the higher order personal utility value construct; shaped future of children/adolescents, enhanced social quality, made social contributions, and work with children/adolescents comprised the higher order value construct (Watt & Richardson, 2007) were the findings from the past research towards career aspiration and motivation.

***Task relationship between aspiration and motivation:*** Vroom (1960) stated that motivation attempts to increase a person perceiving a positive relationship between effort and performance. There were three basic assumptions widely accepted explanation of motivation deals made by Vroom.

1. The belief that effort will lead to a good performance appraisal;
2. Good appraisals will lead to organizational rewards; and
3. Organizational rewards will satisfy the employee’s personal goal.

The relationship between these three beliefs and the strength of the links between them were the main focus of this theory.

***Effort-Performance Relationship***

It is defined as the probability perceived by the individual that exerting a given amount of effort will lead to successful performance. If the employee believes that effort will not result in successful performance or that the performance will not be accurately reflected in the performance appraisal, little effort will be expended.

***Effort X Performance = Reward (Motivation)***

***Performance-Reward Relationship***

The degree to which the individual believed that performing at a particular level will lead to the attainment of the desired outcome. Unless the relationship between strong performance appraisals and rewards was clear, little effort will be expended to achieve those high appraisal marks.

***Performance X Reward = Aspiration (satisfaction)***

***Desire X Commitment = Motivation***

***Rewards-Personal Goals Relationship***

It is the degree to which organizational rewards satisfy an individual's personal goals or needs; and the attractiveness of those potential rewards for the individuals. Unless organizational rewards were tailored to individual employee wants and needs, they will not be very motivational and little effort will be expended.

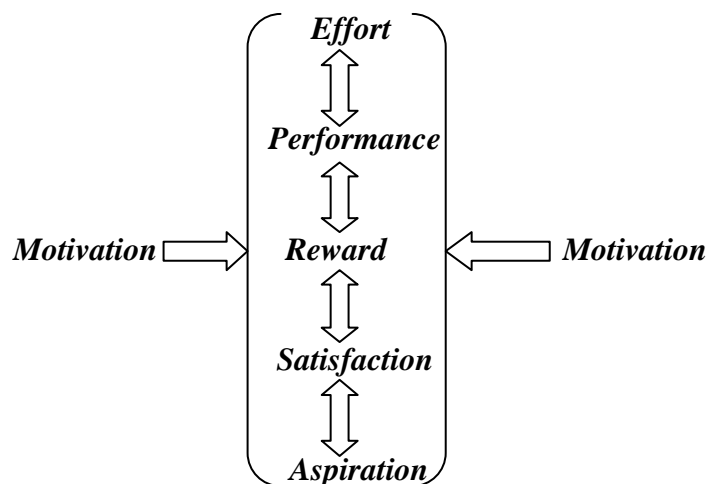
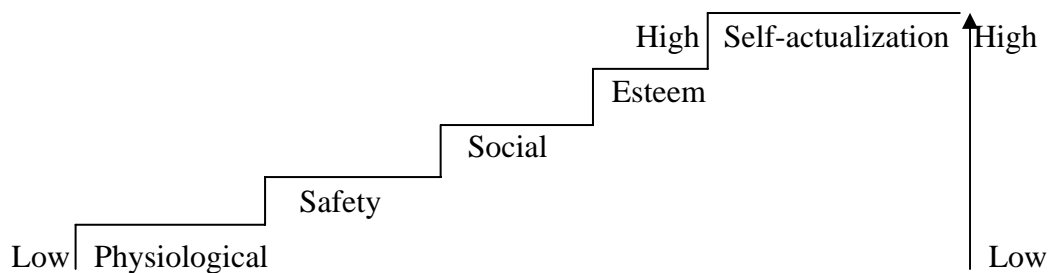


Fig.2.2 Task performance relationship between aspiration and motivation

In **hierarchy needs theory** (Maslow, 1908-1970) believed that actualization of one’s inherent potential was the driving force of human personality. Maslow placed self-actualization into a hierarchy of motivation or famous “hierarchy of needs.” Self-actualization was identified as the highest drive but before a person can turn to it, must satisfy other motivations like physiological, safety, social and esteem needs respectively. Nobody is born with a yearning for money; money is an external drive of behavior, a learned motivator. According to Houchard (2005: 23), needs are arranged from lowest to highest domain as shown in figure 2.3.



Source: Adopted from Maslow’s hierarchy of needs: Management of Organizational Behavior, 1993: 34-36.

Fig. 2.3 Representing Self-actualization needs when dominant in the need structure

Maslow’s (1954) needs theory suggested that people were motivated by unlimited needs; and the lower-level needs must be fulfilled before higher level needs are met as shown in figure 2.4. Representing physiological needs when dominant in the need structure.

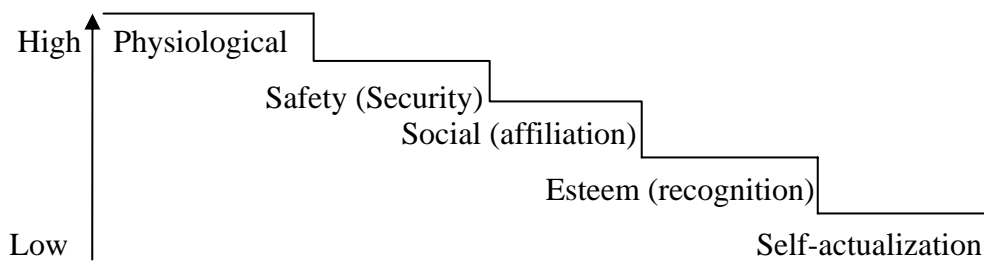


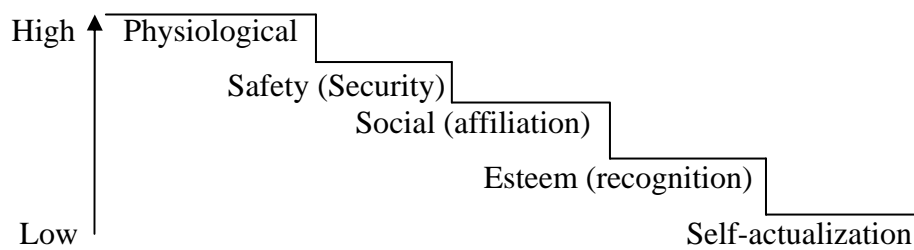
Figure 2.4 Physiological Needs

According to Abraham Maslow, the contentment of humans were born intrinsically motivated to meet physiological needs such as eating, sleeping, but as those needs were reliably met, a new set of dominant motivations arises which was safety /security needs such as freedom from the elements, pain and, of course, death. As those needs were satisfied, another dominant arises like love, esteem and self-actualization where needs were consistently fulfilled as indicated in figure 2.3; but there was no consistent proof that satisfaction of one’s need increases from one level

to another. Those comprised the needs to feel loved; show loved and feels part of at least one social group. The needs theory identified the influencing factors of career decision and choice in many different ways, both through job satisfaction and making career options. The previous research revealed that, needs theory to job satisfaction, self-esteem, autonomy, and self-actualization were shown to be a crucial contributor to low teacher satisfaction (Carver & Sergrovanni, 1971; Frances & Lebras, 1983). Maslow did not believe on the fulfillment of needs could served as motivation; research had shown satisfying self-actualization needs increases motivation (Glassman, 1978). Intrinsic motivation may generally fulfill basic human needs, where as extrinsic motivation may fulfill a higher level needs (Wamkat and Oreiviez, 1993).

### Summary of Hierarchy Needs

Maslow found out five domains of human needs where in absence of any one of them could lead to dissatisfaction to any aspect of motivation. When physiological needs were high, the requirements become very dominant in the need structure and the rest became less dominant. When dominant needs were high, motivation and aspiration also became high as shown in Fig.2.4 Physiological Needs



Source: Adopted from Maslow's Hierarchy of needs: Management of Organizational Behavior, 1993:34-36

Once physiological needs became satisfied, the safety needs become predominant as stated in figure 2.5. The safety needs were fairly to be freed of fear of physical danger and deprivation of the basic physiological needs. Once safety needs were accomplished social or affiliation need emerged followed by other needs. Thus aspiration and motivation increases when need emerges higher.

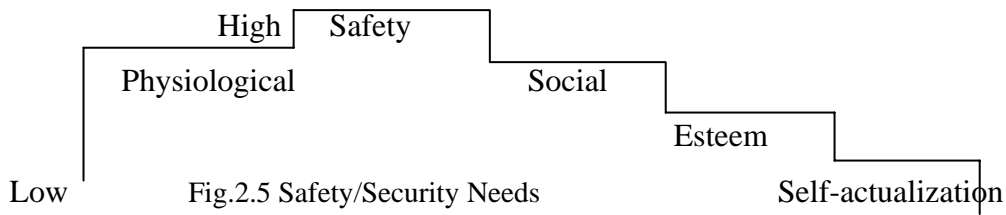


Fig.2.5 Safety/Security Needs

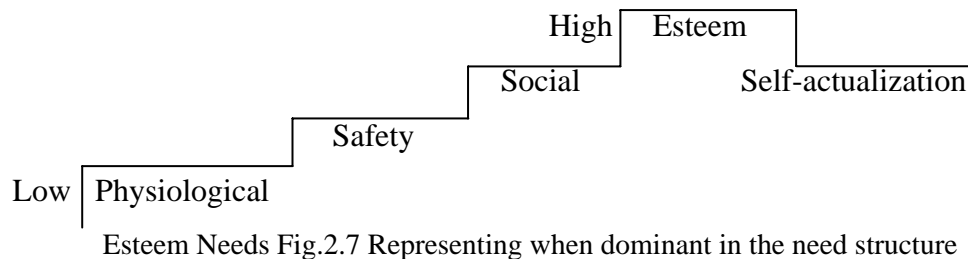
Source: Adopted from Maslow’s Hierarchy of needs: Management of Organizational Behavior, 1993:34-36

When social needs were the dominant in the need structure, it became the highest level of need and other needs became little less important. The next predominant need became esteem needs followed by self-actualization.



Fig. 2.6 Representing Social Needs

Similarly, when esteem needs became the dominant needs structure, it dominated rest of the needs and focused very high to achieve it, thus fulfilling and satisfying the higher level of needs. Therefore, it was the basic stages of needs to aspire one’s life.



Esteem Needs Fig.2.7 Representing when dominant in the need structure

When esteem needs were fully satisfied, self-actualization emerged as the highest drive of needs. Self-actualization was the highest level of needs structure, when all the rest of the needs were fulfilled as shown in figure 2.8.

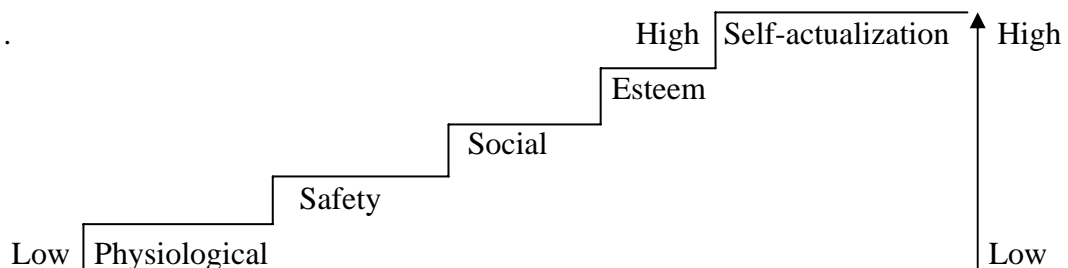


Fig.2.8 Representing Self-actualization Needs when dominant in the need structure

Source: Adopted from Maslow’s hierarchy of needs: Management of Organizational Behavior, 1993: 34-36.

## **2.4 Related Studies**

### **2.4.1 Undergraduates' View toward a Teaching Career**

Walter Fajet, Manuel Bello, et al., (2005); stated that, undergraduates hold firm beliefs about the teaching profession long before they enter the classroom and persist through their teachers and early years of schooling. It is felt that to carry out the undergraduate students' aspiration toward teaching was vital to evaluate; how teacher program could be structured to align the prospective of teachers' inherited strong beliefs with pedagogical practices that required learning as subsequent teaching careers. To study the prospective of undergraduates, Pajares and Kagan (1992) compared sixteen different studies and concluded that undergraduate students played a vital role in acquiring knowledge and skills during pedagogical training but the perceptions can even affect the practices of beginning teachers if they still belief their own previous schooling experiences; to relate teachers' qualities and behaviors, but now the situation had to move with the global world in the field of teaching. The other prospective proposed by Kagan, et al (1992) was to bring undergraduate students to a recognition and realization of their decisions toward a teaching career. Findings from the various studies, undergraduate students' aspiration and motivation about the characteristics of good and poor teachers had generally taken into two categories; professional competence and affective qualities.

### **2.4.2 The Status of Teachers Viewed by Undergraduates.**

The morale of teachers diminished unlike in the past decade. This holistically depended on how individual, community and the society took it in the system and react. Lord Buddha had said; *“Although every one may not be a teacher, but the one who teaches a single word in their life time, is to be considered as a teacher, but those who don't will be doomed to take birth as a dog for five hundred times (generations) and destined to be born deformed in the later human lives”* (Dorji, 2007). The morale of teachers depended on their attitudes, communication skills, knowledge and other personal attributes. Other common factors in the organization would be the recruitment and appointment practices. According to the recent research on teacher quality enhancement study (TQE) by Kam et al., (2009)

stated that high teachers' morale was associated with or even instrumental in raising student performance. Having found the same reason, teachers' morale and job satisfaction led to low teacher productivity and motivation. The morale of the teachers was far-reaching implications of the success of students' learning. The research findings on teacher morale stated that 64% of the teachers in Bhutan were found to be low morale and very low 12%; very high 3% and high 21%. This revealed that undergraduates fall back to teaching were owing to such scenario in the teaching profession (Kam, et al., 2009: 72).

### **2.4.3 Undergraduates' Attitudes towards Teaching**

Many undergraduates were discouraged to take up the noble profession as a teacher in the education system. It was really distorting to learn that, graduates now perceive teachers as "baby sitters" in the school according to the 21<sup>st</sup> century magazine (Ostorm, 2008) and elsewhere in the world. The researcher quote here, what Alec.I Ostorm stated; *"Our children will live their adult lives in the rapidly changing global economy and society of the 21st century. Their world will be vastly different and much of what they will experience we can't even begin to imagine. We must provide them with the life-long learning skills, attitudes and behaviors they will need to be successful in their future lives. Where will we find the teachers who are capable of teaching our children what they need to know?"* Specifically, the portfolio of knowledge, skills, attitudes and behaviors of our young adults and children need to learn, apply and master in their 21<sup>st</sup> century careers and the adult lives was very different from the skill sets they were learning today. Who will teach them those vital "skill sets?" Having practically experienced and observed the impact in the school curricula, the lofty educational goals promised by the No Child Left Behind Legislation (NCLBL) in US revealed that many existing teachers will retire soon from teaching. In the United States alone, one third of teachers from all new public schools will likely to retire within first five years (Ostorm, 2008). Besides the above problems, there were many other factors affecting current teacher's position and the essence of curriculum where the higher authority had to substantiate instead of completely outmoded, dysfunctional and be disconnected from 21<sup>st</sup> century. Further, the curriculum seemed to be centrally designed to fit the standardized teaching

methods to “cover” the standardized core academic curriculum with all students in a “one size fits all” system. Such things should be taken into consideration towards the new technological paradigm. It was very important that the education system and teaching profession should acknowledge the radical shift in the identity of 21<sup>st</sup> century educators.

In this context, if one can really think it over, who would join in the teaching cadre? If things do not go well ahead! The mindsets of the public, communities and others have to change by themselves (Osterm, 2008). Equity theory of motivation and theory “Y” (Douglas McGregor, 1960) related, every individual required shifting mindsets to clearly understand trends of modern educators to children to be taught how to become lifelong learners with confident, curious, energetic and enthusiastic performers. Teachers must be empowered as educational leaders, creators, innovators and practitioners and sustain their own profession and its growth in the 21<sup>st</sup> century world. To have the essence of education, in fact all teachers must be trained, mentored, to support lifelong learners to impart knowledge to children from a wide range of experts, resource person in businesses, in colleges, universities and in research centers in collegial professional learning communities (McGregor, 1960).

## **2.5 Documentation and Studies Related to Variables: General Information and Aspiration of Undergraduate Students’ toward a Teaching Career**

### **2.5.1 Year Level**

Year level in this study referred to the University undergraduates (Bachelors’ Degree) in different disciplines. Undergraduates believed that after graduation from the various universities, can owe a good job aspiration in the country. For many young graduates, finding an appropriate career path became very difficult as was seen to decide their career choice; especially in the teaching cadre. Wieling and Borghans (2001; cited in Dorji, 2008: 46) showed that accepting a job at a level lower

than the education level was indeed one of the most practices in the past but now in the paradigm of global job market, one had to compete to fit with the pace of change. It should be noted that, often difficult to distinguish between over education and upgrading of skills demanded in the global job market; education level of each individual was considered as the most vital (Grip, 2000b). Level of education was the ticketing agent to higher earning as stated in the Bureau of the Census (1993) report, which stated “*the more education adult received, the higher pay-checks are*” ( Bureau of Census 1993). Determining educational level requirements started by matching an individual’s special intelligence with career that rewards this intelligence (Dorji, 2008: 47).

### **2.5.2 Gender**

The process of aspiration decision making was found one of the most complex mechanisms of human thinking, as various factors and courses of action intervened in it with different results. Orasanu and Connolly (1993) stated that career aspiration to decision making was a serious of cognitive operations performed consciously, which included the elements from the environment in a specific time and place. The study revealed that decision was affected by beliefs about the characteristics that differentiated the sex, despite the fact that the society was progressing towards social and labor equality between men and women to determine the aspiration process. However, the differences have been interpreted the result of incidence of sex-related social norms and stereotypes transmitted in the form of values, traditions and behavioral expectations (Bassey & Bandura, 1999).

According to Creed and Patton (2002), females matured earlier than males in their career attitudes. Therefore, gender affected career choice. In pursuit to factors related to career choice, female college students were more concerned than males in their criterion for choice of career; they put more emphasis on working conditions, facilities for child caring, career certainty and working hours. There may be many other characteristics which differed from one choice to another to relate career choice according to their interest (Holand, 1985). The previous research findings stated that, there were six main orientation on career decision and choice; Realistic, Investigative, Creativity, Artistic, Social and Conventional. Bromley H. Kniveton, (n. d), tried an assumption made by Holland which stated that, individuals have free career choice

under their own control irrespective of gender. To explore the relative impact of the study on career decision and choice, a number of influences such as intrinsic and extrinsic motivations are considering the career decision and aspiration of one's life.

### **2.5.1 Gender differences in Career Choice and Occupational Aspirations**

When considering gender differences in career choice and occupational aspirations, past research stated that gender differences in occupations, individual and social factors likely contributing to the observed gender differences in career choice and aspiration. According to U. S. Census Bureau statistics (Statistical Abstract of the United States, 1999) indicated that women persist in choosing jobs that conform to the cultural stereotype of female occupations. Between the years 1983 and 1998, there was no appreciable change in the extent to which women dominated fields such as nursing, teaching and caring for young children, clerical positions, minor accounting jobs, ancillary health care workers, and food service. During the same year there were modest increased in female employment in some typically male-dominant, professional occupations associated with higher educational attainment. The percentage of women in the roles of physician, dentist, architect, lawyer, teacher and engineer nearly doubled. However, considering the remarkably low female participation in those careers leaving prestigious and higher paying careers still largely occupied by men. Even those jobs requiring little education beyond high school, but which have a stereotypical male orientation (e.g., fire fighting, police work, auto mechanics, construction trades, and truck driving), continue to draw few women into their ranks. There were also persistent trends in men's and women's choices about math and science careers. The male participation in professions based on proficiency in math and science continued to be much higher than women's profession. Furthermore, when women choose professional careers, they continue to gravitate toward those that were helping, or relationally oriented, far outweighing men's participation rates. Given the evidence that sex differences in abilities were slight (Eisenberg et al., 1996; Ruble & Martin, 1998), there was little evidence to suggest that the overall relegation of women to lower paying and less prestigious jobs had much, if anything, to do with their ability to perform in other areas. What then, were the developmental process that helped shaped boys' and girls' differential attitudes about occupational attainment, and their occupational choices?

### **2.5.2 Gender differences in Career Aspirations**

By age 13 to 14, adolescents have developed two cognitive competencies related to career development and aspirations: self-concept and perceptions about occupations (Gottfredson, 2005). During adolescence, undergraduate students also have achieved an adult-level understanding of the gender type and prestige level of common occupations. Gottfredson argued that adolescents start to eliminate occupational choices based on gender types and prestige levels. For example, female students might avoid choosing occupations that were generally perceived as too masculine (e.g., a career as a miner) and also might consider eliminating choices that were perceived as low social prestige status (e.g., a career as a housemaid).

In their effort to explain why women were under represented in science and math fields, Betz and Hackett (1981) argued that women avoid male-dominated occupations due to a lack of self-confidence in such occupations; that lack of confidence was rooted in a lack of encouragement, role models, or similar experiences in the field--the resources for self-efficacy proposed by Bandura (1977). Several studies have found that career self-efficacy beliefs were critical in the choices made and the persistence of females entering into mathematical, scientific, and technological careers (Church, Teresa, Rosebrook, & Szendre, 1992).

Boys and girls shared the process of coordinating their self-beliefs, values, and career aspiration to refine their developing self-confidence, thereby using the career domain as one important domain to test salient personal traits (Bregman & Killen, 1999; Mullis, Mullis, & Gerwels, 1998). Also, McCullough, Ashbridge, and Pegg (1994) found that regardless of gender, adolescents who had aspirations to attain a high-status career demonstrated leadership in school and an internal locus of control. Those adolescents also tended to come from cohesive families.

Despite those similarities, studies suggest that broad gender differences in career-related self-determinants existed. Gifted boys, for example, embody the investigative nature of scientists and architects in their career choice profiles, while gifted girls were more at ease with the ambiguity, idealism, and imagination associated with writers and artists (McGinn, 1982; Shamai, 1996). Boys also demonstrated stronger interests and corresponding career preferences for realistic themes (working with objects, working outdoors, and a need for structure), while girls scored higher on

social (interest in people and the helping professions) and conventional (preference for traditional chain-of –command work environment) themes (Mullis et al., 1998). Adolescent females who valued themselves in future roles as family caretakers have been shown to place high importance on occupational choices that would allow them the time to reinforce that important self trait in their adult lives (Eccles, 1987; Curry, Trew, & Hunter, 1994).

Similarly, the young women in Jozefowicz, Eccles, & Barber (1993) placed more value than the young men on a variety of female-stereotyped career-related skills and interests such as doing work that directly helps people and meshes well with child-rearing responsibilities. Those values, along with ability predicted the gender stereotyped career plans of both males and females (see Eccles & Harold, 1992, for further review).

### **2.5.3 Effects of Gender Differences in Career Aspiration**

Cognitive development theory suggested that children incorporated salient sex role knowledge gained from social interaction into existing mental schemas about the self; prompting, in this context, the reorganization of thinking over time about gender, careers, and related aspirations to accommodate new data. The integration of new knowledge into pre-existing, organized sets of ideas (schemas) also had the effect of making the information more retrievable, or accessible in memory, than other kinds of information that was not as readily assimilated into the child's schema (Bjorklund, 2000). That social-cognitive feedback loop perpetuated gender stereotypes when a young girl decided, based on consistent gender-stereotyping social feedback, for instance, that was not appropriate to become a physician, self-schema was more likely to be attended to and encoded than information that challenged the belief. Conversely, the young boy who received regular social reinforcement, (or tacit permission from the environment) to consider "physician" as a possible future, self constructs over time an increasingly more elaborated physician, self-schema in turn can impact specific aspects of cognitive development in different achievement areas. The boy's cognitive development regarding things, medical would increase, at the expense of other things. Thus sex differentiated self-schemas, like other motivational drive choices of activities indirectly affected cognitive development (Bjorklund, 2000).

#### **2.5.4 Gender Stereotyping of Career Roles**

Young children tend to have fairly inflexible belief systems about male-only participation in masculine occupations and female assignment to feminine adult roles, and demonstrate sex-stereotyped ideas about adult occupations that closely mirrored the actual distribution of men and women in the labor force (Reid, 1995). Children's answers were very much in accordance with who did occupy those roles. According to Reid's study revealed that young children may be limited in thinking about possibilities which conflicted with what they actually saw happening in the world of work. In this, gender differences emerged, for instance, expressed stronger sex stereotyped beliefs about male occupations by females. The older girls also were less sex-stereotyped about male occupations than were the youngest girls; however, all groups stereotyped traditionally female careers as more appropriate for women.

Other research suggested that as girls get older they were less likely to believe that certain careers should be occupied by males only. Sandberg, Ehrhardt, Mellins, Ince, & Meyer-Bahlburg (1987) found that 18 year-old females demonstrated a wider diversity of career options than they did at early age. Therefore, there existed an age-related trend away from self-limiting gender notions about potential career opportunities. Jackson and Tein (1998) found that high school-aged males had more strongly sex stereotyped beliefs about parenting and career roles than did adolescent females careers as more appropriate for women. Eccles (1987) found that adult men exhibited single-minded devotion to one particular goal, whereas women were more likely to place equal value on a greater number of potential adult roles, predisposing them to plan more diverse life-paths that reflect the interface of family and career aspirations. Although adolescent girls now seem to believe they have the ability to perform a wider variety of occupations and believed that it was appropriate for females to enter those occupations to aspire. Indeed, the choice of traditional careers often was based on the concern that less traditional careers meant too much time spent away from family (Corder & Stephan, 1984; Curry et al., 1994; Leslie, 1986). Thus it seemed to be girls' valuing of different life roles rather than their ability to perform certain occupations that were driving their career choices.

## **2.6 Aspiration of Undergraduate Students toward a Teaching Career**

### **2.6.1 Peer-influence**

Peer-influence was one of the evidences that existed in and outside the school environment. According to Stake (2005) peers have influenced on each other in terms of decision making on career aspiration and choice. The findings from peer influence stated that both males' and females' peers have each other associated with, in terms of career decision in the scientific field of study. For instance, females had a friend studying in science stream and becoming positive towards its experience with peers inculcated science career would be rewarding for future career aspiration (Stake, 2005). From this pressure, peer influence had a strong impact on career decision making to chose permanent occupation in life. Bandura (1997) stated that; beliefs and self decision was influenced by the messages shared by others.

The theory of behavioral learning stated that influences can create generative and innovative behavior. In pursuit to modeling effect, there was a direct involvement of imitation of model's behavior. Studies depicted that same-sex role modeling may be crucial for female students. According to Duovan (1976) there was a positive relationship between the same gender role modeling in academic and career aspiration. Many educational researchers supported that the ideas of female role models affected career decision, professional success, self-esteem and attitudes towards female employees. There were many other factors which influenced career aspiration and decision during early school experiences; such as by teachers, a group of friends, community and the social environment (Wall, Call, and MacIntyre, 1999).

In the rapid changing society, teachers were found the guiding principles of the career aspiration and decision making process. Career choice was one of the major areas of concern for young adolescents who were nearing the end of their schooling. Ginzberg, et al., (1951), revealed that, the task of deciding and choosing a career was not static but it was a part of one's developmental process for future aspirations. The initial stage of early mid-childhood was accredited from the teenage fantasy. During this stage every individuals begin to think about their interest, capabilities and values. Later, the individuals shift from a subjective needs and interest to focus on an appraisal

of what had to offer (Bromley H. Kniveton, n. d). However, Ranson, (2003), stated that decision making on career choice involved at least three different career paths; stable employment with one employer, mobility between employers or self employment. It is felt very important that the choice may be reflected in a various forms of career paths once it has been commenced. In general, most of the undergraduate students seemed to be influenced by their teachers, friends, parents and others; but a very few were intrinsically motivated to choose careers of their choice (Small and McClean, 2002).

### **2.6.2 Parental Influence and Expectations**

The impact of parents' protection and their involvement with their children regarding career aspiration and choice was becoming clearer and real in the global world. Young undergraduates' decision regarding parents' involvement in future career preparations became the main locus. In addition, the understanding of impact of protection and input that they have invested in their children's education was for the development of future perspectives and aspirations. To achieve this, there were some challenges; primarily which fell into two categories; the technological advancement in the world of work, the specific developmental task of choosing a career as a young undergraduate. To resolve those challenges, parents expected their children to be technologically advanced and move with the change of global world to fit in the labor market (Nelson, 2004; Peterson & Gonzalez, 2000). According to the earlier research findings (Whiston & Keller, 2004), parental involvement was necessary for the career development throughout the entire lifespan of the child, especially during the age between 13 to 15 years which became more concerned about the careers that they would like to follow. Career aspiration and decision-making at this stage culminated in the finalization of career choices during their life. Parent-child interaction and support for decision making for career choice was crucial. Those aspects were interlinked and complemented each other which led to the formation of career attitudes and career directions (Lent et al, 1994, 1996; Super, 1990; Whiston & Keller, 2004).

Bratcher (1982) cited in Whiston et al (2004) asserted that career decision-making and aspirations were needed to be understood within a specific family's perspectives. Bratcher theory stated that the family members established certain patterns and principles that attempted to keep a sense of tendency within the family

and this impacted on all behaviors, including career decision-making behavior and norms. As per the research findings, parental involvement in the career development of the young graduates had been regarded as significant for the reduction of anxiety related to career decision and exploration. It appeared as though the parent-child interaction, positive communication, constructive reactions and encouraging participation in career activities, motivates to identification of career choice and decision. Those characteristics seemed to promote and maintain initial career goals (Jackson & Nutini, 2002). Ultimately, what those shared in common was; all fix to choose their career based on advice by parents. Parents wanted their children to do well and help them make career decision to aspire in future so that they thought will make them happy; but the research showed that it may not always be the right choice, however, the best way to help was to understand the natural of job and to explore careers which matched their abilities and interests. The influence of family and parents on career choice and interests had been suggested to be a result of the family system theory (Kantor & Lehr, 1975 cited in Mitzie Leigh Sowell, 2006: 11). Family system theory suggested that what happened within one aspect of the family affected all other aspects of the family. According to Hotchkiss and Borow (1984), career decision and choice was dependent upon the role of the family and parents.

Many studies found that the direct income effect was only a moderate part of the observed relationship between family income and career aspiration (Dhal and Lockner, 2005). Qualifying the casual effect of family income was directly important, as was understanding; how, if translated into outcomes. This permitted to compare the affect of career aspirations based on the economic status of the family. Differences by family income were apparent in the developmental outcome of the children (Dearing et al., 2001; Taylor, 2004). The early cognitive deficits of poor children tended to be somewhat larger than socio-emotional deficits (Duncan and Brooks-Gunn, 2000). In the UK differed from US in terms of healthcare provision, educational Institution and racial composition, all of which may affect the relationship between income and child development. In general, estimates of the raw association were substantially reduced when other socio-demographic characteristics, like mental education and family structure were controlled. In this contrast, the family process perspective argued that income impacted on non-material parental resources, the way parents monitor their

children and responded to their needs (Dhal and Lockner, 2005). Family with high socio-economic status often have more success in preparing their children for educational aspirations; since they typically have access to a wide range of resources to promote and provide support to their children. Across all socio-economic groups, parents faced major challenges when it came to providing education and healthcare (Ramey & Ramey, 2004).

Parental status and level of parents education was an important force in preparing young undergraduates for their roles as workers. Young adults (undergraduates) form their attitudes about work and careers as a result of interactions with parents. The most important factor was the family background which provided the basis for career planning and decision making evolved (Lankard, Bettina A, 1995: 1). According to Lankard, Bettina A, family background factors found to be vital which was associated with career development included parents' socioeconomic status (SES), their educational level, and biogenetic factors such as physical size, gender, ability, and temperament (Penick and Jepsen 1992:208 cited in Lankard, Bettina A 1995: 1). Parents with postsecondary education tended to pass along its importance to their children; however, landkard, Bettina A pointed out those lower levels of parents' education can retard career development and aspirations. Family income was another aspect of the family background that influenced the career decision. Middleton and Loughhead (1993) cited three categories of parental involvement in career development of their children: (1) positive involvement, (2) noninvolvement and (3) negative involvements. Parents in negative involvement category were often found controlling and domineering in their interactions with their children. The children of such parents were normally found to pursue careers selected by parents rather than those they desired, so as not to disappoint parents or go against their wishes to career aspiration (Penick and Jepsen, 1992).

### **2.6.2.1 Parents Influence on Occupational Interests and Career Choice**

Parents can contribute to the development of children's cognitive scheme gender-appropriate academic and career aspiration in various ways, including direct parental suggestion (Trice, McClellan, & Hughes, 1992); cultural

socialization and parental modeling of careers (Mullis, Mullis, & Gerwels, 1998), perceived parental involvement in learning (Marjoribanks, 1995), and parental expectations for children's success in various academic domains (Eccles, 1994; Bakers & Entwisle, 19987). Trice et al (1992) found that parents make direct verbal suggestions as a means of transmitting their own occupational preferences to children. According to Allan, W., Anne Battle, Lisa B. Keller & Jacquelynne S. Eccles, (n.d), stated that the number of parental career suggestions increased over time between grade 6<sup>th</sup> and above to list their parents' suggestions as a probable career choice over the same time period of the study.

Mullis et al (1998) revealed that gender and parental occupation were related to the stability of adolescents' career interest over a 3-year period. Regardless of gender, adolescents with parents in professional careers broadened their career interest suggesting that children of professional parents were intellectually challenged to remain open to new career options.

Regarding the valuing of different activities, the messages parents provided the values they attached to various activities also ought to influenced children's motivation and achievement. Parents may convey differential task values through explicated rewards and encouragement for participating in some activities rather than others (Allan, W., Anne Battle, Lisa B. Keller & Jacquelynne S. Eccles, (n. d). The past research suggested that (Parsons et al., 1982) the relations may be stronger for younger children when a wider range of activities were included.

### **2.6.3 Teacher's Influence**

Adolescents appeared to be particularly susceptible to the impact of classroom social support systems as mediators of academic performance. Teachers' support and classroom belongingness had a stronger association with expectancy and value orientation for adolescent (Goodenow, 1993) and demonstrated a greater desire for approval in classroom than effects of background, personal, and environmental influences (Igoe & Sullivan, 1991). Some teachers also appeared to have different expectations for career achievement of students in subject they taught. Research on teacher experiences stated that experiences can influence students' performance and career aspiration (Beal, 1994; Jussim, Eccles, & Madon, 1996). However, recent

studies showed that teacher expectancy effects suggested that such effects may be less strong than was once believed (Jussim & Eccles, 1992; Jussim et al., 1996). Much of the association between teacher expectations for individual students and subsequent student motivation and performance reflected the accurate association between teacher expectations and student characteristics like prior achievement levels and behavioral patterns. Therefore, small teacher expectancy affected over time can have a large cumulative effect on both motivation and achievements (Jussim et al., 1996). Teachers with responsibility for career guidance were operating in a rapidly changing society. According to Alberts et al. (2003), choice of career was one of the major areas of concern for young people nearing the end of their schooling. The influences were complex, Ginzberg et al. (1951) argued, that the choice of career was also influenced by the young person's conceptualization of the individual's abilities and preferences, and the pursuit of a match between those and job requirements. That, in turn, was influenced by the young person's gender and place in the family. The interaction between those forces had previously been demonstrated in studies concerning the selection of specific careers, (Law and Arthur, 2003).

Small and McClean (2002) reported on the very strong influence parents and teachers can have by providing appropriate support for certain occupational choices which tended to follow their own. There were many other influences from within the family and school. For example, Dunn et al. (1994) highlighted the impact of siblings, who can have an influence in competition with that of parents and teachers. That can last until, as young adults, the siblings adopt their separate lives. Some career development activities involved counseling and should be provided by a trained professional counselor. Like teaching, counseling was a special skill that required training and supervised experience. Counselors, for example, were trained to administer and interpret career assessment instruments (Chandler and Hott, 1985). Although many career development activities were carried out in conjunction with a counselor, teachers may also appropriately engage in activities that supported or enhanced adult career planning. Those activities must be related to or compatible with the teacher's major role as a deliverer of instruction.

According to Herr and Cramer (1979), teachers and instructors can provide "much of the attitudinal support and knowledge from which more motivated and

informed career development may flow" (p. 259). The area of instructions can be done by including information and experiences, which linked general educational activities to specific vocational or occupational tasks that they influence or give some suggestions to follow were:

- Relevant theoretical ideas from occupational settings.
- Support attitudes of personal mastery or competence among students.
- Reinforce the importance of formulating positive attitudes toward work and acquiring information about a variety of occupations.
- Discuss concepts related to life in organizations. Such concepts include authority relationships, routine and variety, teamwork, patterns of mobility, and promotions and demotions (Herr and Cramer, 1979).

In vocational or skill-centered curricula, instructors of adults may support career planning efforts in the following ways:

- Provide current and accurate information about their specific occupational field, including opportunities for contacts with workers and work settings.
- Assist students in analyzing and interpreting their learning experiences in terms of the workplace.
- Plan and provide instruction that prepares individuals to enter, progress, and transfer among jobs in an occupational field or career cluster.
- Assist individuals in identifying a wide range of occupations to which their vocational instruction is applicable.
- Encourage employers to provide information that will expand awareness of career opportunities (Herr and Cramer, 1979).

Teachers may also serve as "*networkers*," providing links between adult career developments and counseling services in both the institution and the community. Through classroom interactions, teachers are frequently able to identify individuals who need further career services. They should be knowledgeable about the variety of career services and resources available to their adult students and be able to refer them to the appropriate sources.

#### **2.6.4 Self-determinant**

Self-determination was found to be the free choice of one's own acts without external compulsion. It was further defined as a combination of skills, knowledge and beliefs that enabled a person to engage in goal-directed, self directed, self-regulated behavior (Field et al., 1998). Self-determined people knew what they wanted and used their self-advocacy skills to get it. From the awareness of personal needs, self-determined persons choose goals and then doggedly pursue them. That involved asserting their presence, making their needs known, evaluation progress toward meeting their goals, adjusting their performance, and creating unique approaches to solve problems (Martin, Huber Marshall, & Maxson, 1993). Wehmeyer and Schwart (1995) stated that, students who obtained self determination skills while attending school had a greater chance for achieving positive post- school outcomes than who did not acquire those skills. Rotter (1975) found out that, students must develop an internal locus of control, and defined as a belief that had the opportunity to choose, make decisions and act on the environment. Martin & Huber Marshall (1995) defined self determination as seven components: Self-awareness, self-advocacy, self-efficacy, decision making, independent performance, self-evaluation and adjustment. Each component was described as follows:

- *Self-awareness begins with the ability to identify and understand needs, interests, strength limitation and values.*
- *Self-advocacy refers to the ability to assertively state wants, needs and rights, determine and pursue needed supports, and conduct your own affairs.*
- *Self-efficacy often is referred to as self-confidence- the belief that expects to obtain goal.*
- *Decision making is the complex skill of setting goals and standards, identifying information to make decision and considering past solutions, generating new solutions if needed, and choosing the best option to develop a plan.*
- *Independent performance refers to the ability to initiate and complete tasks by using self-management strategies.*

- *Self-evaluation includes monitoring task performance and determining if the plan has been completed and the goal met.*
- *Adjustment –the process of changing goals, standards and plans to improve performance so that the person ultimately develops better understanding to their needs, strengths and limitations. Thus, the self-process continues to cycle through a self-improvement process.*

To be Self-determinant was to endorse one's actions at the highest level of action. When self determined, people experienced a sense of freedom to do what is interesting, personally important, and vitalizing. Self-determination theory stated that people had an external perceived locus of causality (PLOC) to the extent they see faced outside the self as initiating, pressuring or occurring one's action. In internal perceived locus causality, a person feels they were the initiator and sustainer of their own actions (Edward Deci & Richard Ryan, 2000).

## **2.7 What Motivates Undergraduates toward a Teaching Career?**

### **2.7.1 Opportunity to work**

Martin Fishbein's Expectancy-Value Theory (1970); stated, to motivate any one in any organization, the first attraction was the job security and highly paid daily wages system/salary. For instance, if educational employee is paid less wage/salary than other career, no doubt, definitely the undergraduates wouldn't dare get into teaching profession. Organization for Economic Cooperation and Development (OECD), 2005 and Ramsay (2000) cited, at times when other careers offer higher salaries, clear pathways for career development, greater social prestige, and more agreeable working conditions. Therefore, teaching would be seen less attractive in the eyes of lots in the job market. That was how people often referred to teachers as "baby sitter" generation. For the last five decades, there had been a steady flow of studies and reports from many countries with earliest investigations occurring in Britain during the Great Depression (Valentine,1934) and at the close of the Second World war (Tudhope,1944) when teachers were in desperately short supply. Due to increasing number of shortfall of teachers in the field, the government renewed

interest in teaching, being realized the scenario in the global world. U.K., United States, Europe, Australia and Asia were in pursuit of motivating teachers and people to choose teaching profession, but people to persist particularly the actual task had become more complex and demanding the quality by the society. Hence, the teacher motivations had been carried out throughout the west and in Asia; and the reviewed results (Crow et al., 1990) revealed that the intrinsic, extrinsic and altruistic service oriented motivation. The career success was measured in the society by salary, career prestige and the social status; where the decision was switched on to a job which provided personal satisfaction, rewards and social contribution. On the other hand, many research studies (Crow, Levine, & Nager, 1990; Mayotte, 2003; Priyadharshini, Robinson-pant, 2003; Richardson & Watt, 2005) found that, in a very different social context that more extrinsic motivations such as salary, job security, and career status were important motivators to aspiration of career choice of the beginning jobseekers. Further, Yong et al. (1995) cited; it seemed clear that different social cultural contexts potentially framed and shaped for career choice, satisfaction and persistence. It was evident that if fresh young undergraduate students do not take the road of teaching as mentioned by OECD, (2002) and Santiago, (2002); the present groups of teaching force in Bhutan would be aging like those countries in Europe, the United States, and U.K; when those old aged groups retires, there would be severe shortfall of teachers may occur if young undergraduates do not take decision to teaching as a career in the years to come. Helen M.G. Watt and Paul W. Richardson, (2008) found in their research; people already knew the challenges over the causes of their career and described as restless spirits in teaching. Many perceived upon teaching as a back-up plan with where they started their personal and financial resources for the preparation of another career. Reviewing from the large- scale on- ongoing longitudinal study conducted by researchers revealed that; what factors shaped teacher education entrants' satisfaction, motivation and perception choice of teaching were greatly emphasized in the teacher education literature, the intrinsic values of the individuals (Richardson et al., 2008) motivation.

### **2.7.2 Meet Social Values**

For those people who were entering into job, the first was to achieve employment goals, which was very important decision to be taken in lifetime. Obtaining employment successfully was a basic way for undergraduates to realize self-value and social values. From the prospective of sociology, employment as a social behavior; it was indicated in the category of status attainment in the social mobility. Chen Chengwen and HU Guing (2008: 570) stated that the impact that human capitals and social capitals on the employment of undergraduates from sociological perspectives separately discovered that quality of occupational status attainment was found high. Therefore, from the sociological point of view, it was very complex and important for undergraduates to make decision to choose the right job or career. Social capitals were a kind of aggregate for obtaining practical resources through the process of systematized relationship networking. The acquisition of occupational status was inevitably influenced by concepts of job as a result of rationale choice. The job values, philosophy and the concept values, and general attitudes towards satisfaction were the guiding principles of occupational rewards embodied in salary, welfare guarantee, working environment, chance of promotion, and working stability. Further, occupational prestige was the nature of work, workplace, the popularity and the social status of the job where individuals are respected (Bourdieu (1997)).

### **2.7.3 Self-Reliance**

Self-reliance was a broad concept, and it was referred to self-sufficiency by gaining income from various sources; and gaining income referred to earning money rendering services in an organization either daily wages or monthly basis. Self-reliance was defined as the state of livelihood of an individual having earned a good income status and leading to self sufficiency and sustainable economy. In other words, it was the capacity to manage one's own affairs, made one's own judgment and provided for one self. Further, self-reliance achievement was the new way to progress towards stability of income of people, even in a time of slow economic growth, which tended to create serious setbacks for low income people. Thus, self reliant person therefore, realized that they were completely responsible their life and that if they

wanted something do it by themselves (2010: Free self improvement trips, advice & ideas/ private policy). According the theory of Self-reliance by Paul Godfrey (2003) stated that, self-reliance was the ability of an entity to sustain economic well-being. Entities may be individuals, families, communities, state, regions or nation. Self reliance was an intermediated end which facilitated entities of their visions of the good in life.

#### **2.7.4 Socio-economic support for parents and relatives**

Socio-economic support was the process of social and economic development in a society. It was measured with indicators, such as Gross Domestic Products (GDP), Life expectancy, literacy, and level of employment. The income earned from the service became the family's socioeconomic support to lead the livelihood of the family. A family's socioeconomic support was based on family income by other members. It largely depended on parental education level, parental occupation and level of occupational status. According to Demarest, et al., (1993), families with high socioeconomic status normally had more success in access to education, preparing their young children for schooling since they had wide range of resources to promote and support young children. Further, they were able to provide their young children with high-quality child care, books, and toys to encourage children in various learning activities at home. Moreover, they had easy access to information regarding their children's health, as well as social, emotional, and cognitive development. Thus to support all those amenities, employment was found very crucial in the low income families in the society. Across all socioeconomic groups, parents were the one who faced major challenges in providing optimal care and education for children. Zill, Collins, West, and Hausken (1995) stated that *"low maternal education and minority-language status are most consistently associated with fewer signs of emerging literacy and a greater number of difficulties in preschoolers."* Having inadequate resources and limited access to available resources can negatively affect families' decisions regarding their young children's development and learning aspirations. Hence, to support all those needs, employment and good amount of wages or salary played vital roles in families and relatives.

### **2.7.5 Self-Actualization**

According to Buddhist teaching and philosophy in a comprehensive view, if one understood and followed the Four Noble Truths; commonly known as the heart of Buddhist teaching attain self-actualization stage. The First Truth was recognition of life suffering (human needs); the Second Truth concerned the Origin of suffering (the beginning of needs); the Third Truth was the causation of suffering (the diverse needs); and finally the Fourth Truth referred to the Path leading to causation, which was called Noble Eightfold Paths (the right directions of fulfilling needs and action); right view, right thinking, right speech, right action, right livelihood, right diligence, right mindfulness, and right concentration. Those moral, mental, and spiritual practices were central to self-actualization to lead life happiness (Nakagawa, 2000).

Self-actualization was the tendency to actualize, as a little possible, individual capacity in the world. The tendency to self-actualization was the only drive by which the life of an organism was determined. According to Goldstein (1995); self-actualization as a driving life force that ultimately led to maximizing one's abilities and determined the path of one's life.

Abraham Maslow, 1943 stated in a theory of Human Motivation; self-actualization was the desire for self-fulfillment, such as the tendency for the individual to become actualized in what the individual was potential at. That tendency might be phased as the desired to become more and more what one was, to become everything that one was capable of becoming. Here, Maslow referred the term self-actualization to describe a desire but not driving force that could lead to realizing one's capabilities. Maslow did not feel that self-actualization determined one's life; rather, felt that it gave the individual a desire to achieve budding ambitions. A more explicit definition of self-actualization according to Maslow was intrinsic growth of what was already existed within the individual; self-actualization was the growth motivated rather than deficiency motivated. Self-actualized person according to Maslow (1943) possesses unusual ability to detect the spurious, the fake, and the dishonest in personality, and in general to judge the people correctly and efficiently. Maslow concluded; the common traits amongst people who have reached self-actualization stage were:

- People embrace reality and facts rather than denying truth.
- People are spontaneous.

- People are interested in solving problems.
- People are accepting of themselves and others and lacking justice.

In psychological point of view, self-actualization was considered as a part of the humanistic approach to personality. The humanistic approach was one of the several methods used in psychology for studying, understanding, and evaluating personality.

When all the foregoing needs were satisfied than only were the needs for self-actualization activated. Maslow described self-actualization as a person's need to be and do that which the person was "born to do." "A musician must make music, an artist must paint, a teacher must teach values, and a poet must write." Those needs made them felt in signs of restlessness. The person felt on edge, tense, lacking something, in short, restless. If a person was hungry, unsafe, not loved or accepted, or lacking self-esteem, it was very easy to know what the person was restless about. It was not always clear what a person wanted when there was a need for self-actualization. The hierarchic theory was often represented as a pyramid, with the larger, lower levels representing the lower needs, and the upper point representing the need for self-actualization. Maslow believed that the only reason that people would not move well in direction of self-actualization was because of hindrances placed in their way by society. It stated that education was one of those hindrances and recommended that education can switched from its usual person-stunting tactics to person-growing approaches. Maslow further stated that educators should respond to the potential an individual had for growing into a self-actualizing person of their own kind. There were ten points that educators should addressed to:

1. *Teach people to be authentic, to be aware of their inner selves and to hear their inner-feeling voices.*
1. *Teach people to transcend their cultural conditioning and become world citizens.*
2. *Help people discover their vocation in life, their calling, fate or destiny. This is especially focused on finding the right career and the right mate.*
3. *Teach people that life is precious, that there is joy to be experienced in life, and if people are open to seeing the good and joyous in all kinds of situations, it makes life worth living.*

4. *Accept the person as he or she is and helps the persons learn their inner nature. From real knowledge of aptitudes and limitations we can know what to build upon, what potentials are really there?*
5. *See that the person's basic needs are satisfied. This includes safety, belongingness, and esteem needs.*
6. *Refresh consciousness, teaching the person to appreciate beauty and the other good things in nature and in living.*
7. *Teach people that controls are good, and complete abandon is bad. It takes control to improve the quality of life in all areas.*
8. *Teach people to transcend the trifling problems and grapple with the serious problems in life. These include the problems of injustice, of pain, suffering, and death.*
9. *Teach people to be good choosers. They must be given practice in making good choices.*

### **Summary for self-actualization**

According to Maslow, needs were the basic attainment where one had to survive; when those basic needs were satisfied, then self-actualization activated in one's mind. As per the theory, one must pursue what was born to do. If a person was hungry, unsafe, not loved or accepted, or lacking self-esteem, it was very easy to know what the person was restless about. It was not always clear what a person wanted, when there was a need for self-actualization. Maslow believed that the only reason that people would not move well in direction of self-actualization was because of hindrances placed in their way by society and the education was one of those hindrances. Lastly, Maslow concluded that, the common traits amongst people who have reached self-actualization stages were; People embraced reality and facts rather than denying truth; People were spontaneous; interested in solving problems; accepting of themselves and others lacking justice.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

It was the study of the relationship between aspiration and motivation of undergraduate students toward a teaching career in Bhutan after they graduate from the universities. The main purpose of this research was to investigate the indicators that directly or indirectly affected based on the individual's aspiration and motivation toward a teaching career and choice. Therefore, this chapter represented the logical procedures to carry out in-depth research methods to collect data.

#### 3.1 Research Design

#### 3.2 Population and Sample

##### 3.2.1 Population

##### 3.2.2 Sample

#### 3.3 Research Instruments

##### 3.3.1 Reliability and Validity of the questionnaire

#### 3.4 Data Collection Procedure

#### 3.5 Methods of Data Analysis

### **3.1 The Research Design**

It was the mixed method study (Qualitative and Quantitative) which involved both methodologies. The research items were adopted and adapted from the following dissertations to measure the relationship between aspiration and motivation of undergraduate students toward a teaching career using 5 point Likert Scale.

1. Motivational Factors Influencing Teaching as a career Choice: Development and Validation of the Fit-Choice Scale by Hellen M. G. Watt and Paul W. Richardson (2007).

2. Women in Construction Management: Creating a Theory of Career Choice and Development by Jennifer Dawn Moore (2006).

3. An Exploratory Study of a Career Counseling Intervention with 'At-Risk' Youth by Carolyn B. Todd (1996).

4. Predictors of Non-Traditional Career Self-Efficacy in Mexican American Adolescent women by Veronica Mochelle Leal (2006).

5. Factors Affecting Career Aspiration of Secondary School leavers in Bhutan by J. Dorji (2008).

In Bhutan, English was the medium of instruction for teaching and learning in the schools, colleges and universities, except Dzongkha (The National Language). Hence, all students in Bhutan can read and write English. So, all the research items were designed in English only. There were three different Phases in this research design to administer and to collect data.

**Phase-I: Survey Questionnaire:** The structured questionnaires were used to survey the relationship between aspiration and motivation of undergraduate students toward a teaching career to collect data from the present undergraduate students studying in two colleges (Sherubtse and Gedu) in Bhutan.

**Phase-II: Focused Group Interview:** Undergraduate students of Sherubtse College and Gedu College of business studies from the same survey group were involved for focused group interview to collect more in-depth information about aspiration and motivation toward teaching career. Each group consisted of not less than 10 students to interview.

**Phase-III:** To substantiate the study on undergraduate students aspiration and motivation toward a teaching career, experienced teachers/lecturers, principals/directors of two colleges and the top level experts from the Ministry of Education were involved for in-depth interview. The following officials were interviewed:

- a) Chief Human Resource Officer (CHRO), MoE.
- b) Deputy Chief Human Resource Officer (HRM) Department of School Education (DSE) MoE
- c) Head of Education Monitoring Support Service Division (EMSSD) MoE.
- d) Head of Policy and Planning Division, MoE.
- e) Directors and deans from two colleges

## 3.2 Population and Sample

### 3.2.1 Population

Bhutan has 11 colleges under Royal University of Bhutan spread proportionately in the country. The other 9 colleges are vocational training centers, where students were directly employed after completion of the course they have undertaken. There are only two colleges which offer Bachelors Degree in different disciplines. The target population in this research was 1336 (quantitative) Bachelors Degree students from two colleges (Year-1, 2, 3 and 4). To substantiate this study, 2 directors, 2 lecturers from the two colleges and 4 top officials from the Ministry of Education were included besides 1336 undergraduate students in the population. The population from the Ministry of Education, two colleges for in-depth interview and focused group interview were selected by proportional method. The sample population for two colleges and Ministry of Education were directly selected the key officials.

**Table-7: Population (Sample population of the study)**

Sl.No.	Name of college	Total
1	Sherubtse College	841
2	Gedu College of Business Studies	495
<b>Total</b>		<b>1336</b>
3.	Experts from Ministry of Education for in-depth interview.	4
4.	Director Sherubtse College, Kanglung	1
5.	Director Gedu college of business studies	1
6.	Sherubtse College academic and student affairs dean	2
7.	Gedu college of business studies academic and student affairs dean	2
<b>Total</b>		<b>10</b>

General Statistics, 2008; Ministry of Education

### 3.2.2 Sample Size

Here the researcher had selected two colleges out of 11 to study the relationship between aspiration and motivation of undergraduate students toward teaching career. After deciding on the number of Bachelors Degree students in two colleges to survey, the sample size (n) was taken considering the population of the students studying. To determine the sample size from the population, Glenn D. Israel (1992) represented the simplified formula provided by Taro Yamane, (1967) was taken to calculate sample size with 95% confidence level and P=.05.

$$n = \frac{N}{1+N(e)^2}$$

Where, *e* = Error of random sampling = 0.05 or (5%), *N* = Population Size and

*n* = Sample size

$$n = \frac{1336}{1+1336(0.05)^2} = \frac{1336}{1+1336(0.0025)} = \frac{1336}{1+3.3400} = \frac{1336}{4.3400} = 307.834 = 308$$

$$n = 308$$

The total population taken to study aspiration and motivation of undergraduate students toward teaching career was 1336 Bachelors Degree students from the two colleges of Bhutan. The actual sample size of the population in this study was 308 Bachelors Degree from different disciplines. Therefore, students from Year-1, Year-2, Year-3 and Year-4 were selected for the sample study through drawing a random lot system for focused group interview to validate the survey of the undergraduate students' toward teaching career.

**Table-8: Population sample selected from two colleges**

Sl.No.	Name of college	Total Students	Total Sample
1	Sherubtse College	841	194
2	Gedu College of Business Studies	495	114
Total		1336	308

The total of 308 respondents was selected for the study from the two colleges through random sampling methods. The individual college sampling was done by systematic sampling calculation depicted below:

**Sample calculation for each college (Sherubtse College)**

$$= \frac{\text{Total population of college} \times \text{Total sample}}{\text{Total population}}$$

$$= \frac{841 \times 308}{1336} = 193.8832 = 194 \text{ undergraduates}$$

**Sample calculation for each College (GCB)**

$$= \frac{\text{Total population of college} \times \text{Total sample}}{\text{Total population}}$$

$$= \frac{495 \times 308}{1336} = 114.1167 = 114 \text{ undergraduates}$$

Total sample population calculated were 308 undergraduates studying in the two colleges having a total of 1336.

**Sample Selection from the calculated sample:** The 308 respondents were selected through a systematic random sampling from each college; written **Yes/No** on a piece of paper and let each respondent pick it in turn. The one, who got **“YES”** attended for the interview from each section with the guidance of class teacher before distributing the questionnaire. For the focused group interview, the researcher selected from the open-ended questions to ask in-depth information based on the opinion written during the survey. The respondents were directly selected from the paper systematically and called for focus group interview from the identification number provided during the survey if in case required was the confidentiality maintained.

### 3. 3 Research Instruments

Based on the Fit Choice Scale by Helen M. G. Watt and Paul W. Richardson (2007); Jennifer Dawn Moore (2006); Carolyn B. Todd (1996); Veronica Mochelle Leal (2006); and Dorji Jigme (2008), Structured Survey Questionnaires,

focused- group interview questions and semi-structured in-depth questions were set to collect data. In this section, the research instrument comprised of five parts:

Part-I: The questionnaire intended to survey the individual's general information and parents education and occupation of the respondents, which were included gender and Year level of the respondents.

Part-II: The questionnaire intended to explore aspiration of career influences (peer, parents, teacher or others) and self-determinant. The answers to the statements were to rate the degree of agreement scale (5 scales 1-5: 1= Not at all true of Me and 5= very true of Me).

Part-III: The questionnaire intended to measure the relationship between aspiration and motivation of undergraduate students toward a teaching career. Motional indicators of the respondents included opportunity to work, self-reliance, socio-economic support, social values and self- actualization. All answers were based on the level of agreement or disagreement of choices using the scale (*1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, and 5 = strongly agree*) to rate against each statement by the respondent.

Part- IV: The questionnaire intended to measure general overview (open-ended questions) of the respondents where they expressed open views on opportunity to work, self-reliance, socio-economic support, social values and self-actualization as career motional indicators based on Abraham Maslow's Theory, 1943. All answers were expressive writing of the individual respondents.

Part-V: In-depth interview questions with experts and experienced personnel from two colleges and focus group interview with the undergraduate students which intended to measure overall motivation and aspiration toward a teaching career. All verbal answers were recorded on the spot. During those interviews, there were two other assistants to help to record and retrieve the answer from respondents. The table below indicates division of questionnaire into different motivational approaches to measure towards teaching career.

**Table-9: Division of 5 different motivations toward teaching Career into 20 items**

Motivation towards teaching career	Item
Opportunity to work	01 – 04
Self-Reliance	05 - 08
Socio-economic support	08 – 12
Social Values	13 – 16
Self-actualization	16 – 20

**Table - 10: The level of agreement on motivation towards teaching career.** Positive score was based on strongly agree (5) a mean score of 4.3 – 5, and negative score based on strongly disagree (1) the mean score from 1- 1.8 as shown in table 15.

Measurement of motivation level on teaching career		
	Positive Score	Negative Scores
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

The researcher derived the differences of 0.80 mean score between each level of motivation towards teaching career using the evaluation criteria of Best, (1977) as indicated below:

$$\frac{\text{Upper score} - \text{Lower score}}{\text{No. of Levels}} = \frac{5 - 1}{5} = \frac{4}{5} = 0.8$$

**Table- 11: The scoring based upon five different levels**

<b>Mean Scores</b>	<b>Meaning</b>
1.0 – 1.80	Very low Motivation
1.9 – 2.60	Low Motivation
2.7 – 3.40	Moderate Motivation
3.5 – 4.20	High Motivation
4.3 – 5.00	Very High Motivation

### **3.4 Validity of Research Instruments: Test of Instrument Quality**

The content validity of the questionnaires was tested consulting with the concerned major and co-advisors on clear content and clarity of language based on the conceptual frame work before the conduct of pilot study. This was done in order to detect any ambiguity, misleading or sensitive questions.

#### **Reliability**

The researcher conducted the pilot-test using the questionnaire with 30 samples that were not included in the sample group from the same college with similar qualifications and status before the conduct of the real interview. The result of the reliability test ( $\alpha$ ) was 0.87. The reliability test value of questionnaires was analyzed by using Cronbach's Alpha Coefficient to search for the confident value at alpha 0.70.

In general, social science research situation, the reliability coefficient of alpha ( $\alpha$ ) 0.70 or higher is considered acceptable and applied the cutoff point of 0.70 as the basis of evaluating reliability of the items.

### **3.5 Data Collection Procedures**

The researcher acquired prior approval from Dean, Faculty of Graduate Studies, Mahidol University and the informed consent to participate in the research. Further, the researcher sort permission from the Ministry of Education in Bhutan to

enable to distribute questionnaires to the colleges and conduct focus group interview with randomly selected students. The data were collected by obtaining written approval from the Royal University of Bhutan (RUB), since all colleges are administered by RUB. To protect the confidentiality, name of the individual respondents were not included in the questionnaire except gender. The data collected were totally confidential and only for the researcher to be used for study.

### **3.6 Method of Data Analysis**

All data obtained from the (students) field were arranged in order and made ready for tabulation and analysis process. The data were processed through electronically, using statistical package for social sciences (SPSS) to analyze. In this study, the descriptive statistics (frequency, percentage, means and standard deviation) and inferential statistics correlation was used to find out the relationship between aspiration and motivation toward teaching career. All the statistical analyses were carried out after completion of collecting data. Further, the content analysis was also done based on the focused group interview and in-depth interview. The hypotheses were also tested using confidence level of alpha at ( $\alpha$ ) 0.05.

## CHAPTER IV

### RESULTS

In this section, the research presents the statistical analysis of the data collected from the field to study “the relationship between aspiration and motivation of undergraduate students toward a teaching career in Bhutan.” Descriptive statistics were administered for the scales used in this study as well as for the general information. These analysis were based upon the Bhutanese undergraduate students from two colleges (Sherubtse and Gedu) (n=308).

To evaluate the relationship between aspiration and motivation, Correlation analysis was used to identify relationships between each hypothesized constructs. The findings are presented as follows:

- 4.1 General information of the respondents
- 4.2 Level of motivation toward a teaching career
- 4.3 Level of aspiration toward a teaching career
- 4.4 Relationship between aspiration and motivation toward a teaching career
- 4.5 Content Analysis of Interviews

#### 4.1 General Information of the Respondents

**Table 4.1 Number and percentage of the general information of the respondents**

General Information		Number	Percentage
Gender	Male	176	57.1
	Female	132	42.9
<b><math>\bar{X}</math> = 1.43, S.D. = .49 ( Min. =1.00; Max. = 2)</b>			
<b>Total</b>		<b>308</b>	<b>100</b>
Year Level	1 <sup>st</sup> year	93	30.2
	2 <sup>nd</sup> Year	93	30.2
	3 <sup>rd</sup> Year	92	29.9
	4 <sup>th</sup> Year	30	9.7
<b><math>\bar{X}</math> = 2.19, S.D. = .98 (Min. =1; Max. = 4)</b>			
<b>Total</b>		<b>308</b>	<b>100</b>

Table 4.1 depicts descriptive statistics calculated for the sample (n=308) undergraduate students from two colleges. The descriptive statistic included the number of responses, frequencies, percentage, means and standard deviations of the respondents' general information. This research explored the undergraduate students studying at two different colleges at different location; one in the East and other in the West of the country. All respondents included here were ranging from 1<sup>st</sup> year bachelor degree to the 4<sup>th</sup> year (final year) bachelor degree in 2010 academic year. The majority of respondents were from 1<sup>st</sup>, 2<sup>nd</sup> and the 3<sup>rd</sup> year students studying in different disciplines with 30.2% for 1<sup>st</sup> and 2<sup>nd</sup> year, while 29.9% and 9.7% were from 3<sup>rd</sup> and 4<sup>th</sup> year students respectively of the total sample. The gender mean of the respondents was 1.43 (S.D = .49; Min. =1, Max. = 2). The majority of the respondents were males comprising of 57.1% and 42.9% female respondents of the total sample in the study.

**Table 4.2 General Information of the Respondents' Parents**

General information	Respondents' Father		Respondents' Mother	
	Number	Percentage	Number	Percentage
<b>Parents' Education</b>	150	48.7	234	76.0
No schooling	56	18.2	38	12.3
Primary Education	28	9.1	24	7.8
Secondary Education	30	9.7	9	2.9
Diploma (Certificate)	23	7.5	1	0.3
Bachelor Degree	16	5.2	1	0.3
Master Degree	5	1.6	1	0.3
Doctoral Degree				
<b>Parents' Occupation</b>	80	26.0	11	3.6
Government Service	43	14.0	20	6.5
Private Sector	157	51.0	180	58.4
Farmer	28	9.1	97	31.5
Any Other				

Table 4.2 represents parents' educational background and occupation. The results indicated that 48.7% of the respondents' fathers had no schooling, while 18.2% had primary education. 9.1% of the respondents' fathers had secondary education, 9.7% had diploma (certificate); 7.5% had bachelor degree; 5.2% had master degree; and 1.6% had doctoral degree. Similarly, 76% of the respondents' mothers had undergone no schooling while 12.3% had primary education background. 7.8% of the respondents' mothers had secondary education; 2.9% diploma (certificate); 0.3% had a bachelor degree, master degree and doctoral degree respectively.

Of the total sample, 308 respondents took part in this study, 51% of their fathers working as farmers. Only 26% had employed in the government service followed by the private sector 14% and 9.1% depicted any other. 58.4% of the respondents' mothers were indicated as farmers while 31.5% as any other; 6.5% were employed in the private sector and 3.6% in the government service.

## 4.2 Levels of Aspiration toward a Teaching Career

**Table 4.3 Level of Aspiration by Parental Influence toward a Teaching Career**

Items	$\bar{X}$	S.D	Level
1. My parents are committed to accomplish my goals.	4.47	1.04	Very High
2. The occupation I would like to take up in future is my parents' choice.	1.93	1.23	Low
3. My parents are committed to helping me to graduate from the university.	4.73	.80	Very High
4. My parents do not want me to be a teacher in my future career.	1.86	1.31	Very Low
5. My parents want me to take up similar to their occupation.	1.42	1.05	Very Low
<b>Average</b>	<b>2.88</b>	<b>1.08</b>	<b>Moderate</b>

*Note: Levels of Aspiration: (1.0 -1.80) = Very Low; (1.9 -2.60) = Low; (2.7 - 3.40) = Moderate; (3.5 - 4.20) = High; (4.3 -5.00) = Very High.*

Table 4.3 reveals the overall result of the parental influences on the respondents calculated for each item having ( $\bar{X} = 2.88$ ) as moderate. The mean scores were based on item response range of 1 to 5; where 5 = Very true of me (Very High); 4 = Quite a bit true of me (High); 3 = Moderately true of me (Moderate); 2 = Slightly true of me (low) and 1 = Not at all true of me (Very Low) were assigned to understand the levels of aspiration. There were five items administered in order to explore different levels of parental influences on the respondents' aspiration. As evident from the result, two out of five items were at a very high level with mean score of ( $\bar{X} = 4.47$  & 4.73) while one item at low level ( $\bar{X} = 1.23$ ) and other two were at a very low levels ( $\bar{X} = 1.86$  & 1.42) respectively.

**Table 4.4 Level of Aspiration by Peer Influence toward a Teaching Career**

Items	$\bar{X}$	S.D	Level
1. I often discuss with my friend(s) about my future career.	3.57	1.30	High
2. My friend encourages me to choose a career that best fit me.	3.38	1.48	Moderate
3. From my early school days my friend asked me to become a great leader.	2.41	1.44	Low
4. I understand what my friend wishes and take it as granted.	2.81	1.37	Moderate
<b>Average</b>	<b>3.08</b>	<b>1.39</b>	<b>Moderate</b>

*Note: Levels of Aspiration: (1.0 -1.80) = Very Low; (1.9 -2.60) = Low; (2.7 -3.40) = Moderate; (3.5 -4.20) = High; (4.3 -5.00) = Very High.*

The above table 4.4 illustrates the descriptive statistics calculated on peer influences of the sample (n = 308) where the average influential level was observed at moderate level ( $\bar{X} = 3.08$ ). Among four different levels of items, "I often discuss with my friend(s) about my future career" scored the highest mean ( $\bar{X} = 3.57$ ) and the lowest was with a mean ( $\bar{X}$ ) 2.41 respectively in terms of peer influence.

**Table 4.5 Level of Aspiration by Teacher's Influence toward a Teaching Career**

Items	$\bar{X}$	S.D	Level
1. Teachers guide me what to become in future career.	3.33	1.37	Moderate
2. Teachers are the base source of career guidance.	3.80	1.16	High
3. I prefer to stick that what my teacher predicted my future career.	2.47	1.33	Low
4. I will ever change my career once convinced by the teacher.	2.09	1.24	Low
<b>Average</b>	2.92	1.27	Moderate

Note: Levels of Aspiration: (1.0 -1.80) = Very Low; (1.9 -2.60) = Low; (2.7 -3.40) = Moderate; (3.5 -4.20) = High; (4.3 -5.00) = Very High

Table 4.5 presents the mean, standard deviation and the influential levels. The overall teacher's influential level was moderate at an average mean score ( $\bar{X}$  = 2.92) and standard deviation (S.D = 1.27). When statistically analyzed all four items, the 3<sup>rd</sup> item sought the highest mean score ( $\bar{X}$  = 3.80) indicating high level of teacher's influential level followed toward a teaching career. "I will ever change my career once convinced by the teacher" scored the lowest with a mean score of 2.09. The lowest score depicted that the career aspiration convinced by teachers was not very determinant to sustain one's career option.

Table 4.6 shows the overall results of self-determinant responded by (n = 308) undergraduate students having an average mean score ( $\bar{X}$  = 4.06) reported as high. According to item wise self-determinant level, "The occupation I would like to take up in future is something that I decided myself" top the list with mean score of 4.44 and the lowest with a mean score of 3.80 of the total respondents. This revealed that most of the respondents were committed to career aspiration of their own determination besides influencing by others.

**Table 4.6 Level of Aspiration by Self-determinant toward a Teaching Career**

Items	$\bar{X}$	S.D	Level
1. I am in control of who I am and I do not see any reason to let my friends decide my future career.	4.01	1.34	High
2. The occupation I would like to take up in future is something that I decided myself.	4.44	.96	Very High
3. I feel confident about my capabilities in getting a good job.	4.04	.96	High
4. I believe that I can become whatever I choose.	3.80	1.08	High
5. I plan to develop as an expert in my career field.	4.05	1.13	High
<b>Average</b>	4.06	1.09	High

Note: Levels of Aspiration: (1.0 -1.80) = Very Low; (1.9 -2.60) = Low; (2.7 -3.40) = Moderate; (3.5 -4.20) = High; (4.3 -5.00) = Very High.

## Summary of Aspiration toward a Teaching Career

**Table 4.7 Summary of Aspiration**

Aspiration toward a teaching career	$\bar{X}$	S.D	Level
1. Parental Influence	2.88	1.08	Moderate
2. Peer Influence	3.08	1.38	Moderate
3. Teacher's Influence	2.92	1.27	Moderate
4. Self-determinant	4.06	1.09	High
<b>Average</b>	3.23	1.20	Moderate

Note: Levels of Aspiration: (1.0 -1.80) = Very Low; (1.9 -2.60) = Low; (2.7 -3.40) = Moderate; (3.5 -4.20) = High; (4.3 -5.00) = Very High.

Table 4.7 summarizes the overall aspiration toward a teaching career from four different influential levels with an average mean ( $\bar{X}$  = 3.23, S.D = 1.20) of the

total result was found moderate in general; however, the result was accomplished as high from self-determinant level ( $\bar{x}$  = 4.06, S.D = 1.09) indicating that self-determination has high degree of commitment toward a career aspiration as the individual determines. Peer Influence was the second ( $\bar{x}$  = 3.08, S.D = 1.38) followed by teacher’s influence ( $\bar{x}$  = 2.92, S.D=1.27). “Parental influence” was observed as the least influential level ( $\bar{x}$  = 2.88, S.D = 1.08). In general, all the four influential levels toward aspiration were revealed as moderate except self-determinant as high. From this descriptive statics, results stated that career aspiration of the respondents (n= 308) have the effect on influential factors of the society at large in pursuit of individual’s career prospective.

### 4.3 Levels of Motivation toward a Teaching Career

**Table 4.8 Level of Motivation toward a Teaching Career on Opportunity to Work**

Items	$\bar{x}$	S.D	Level
1. Teaching will be a secure job.	3.80	1.03	High
2. Job availability is very high in teaching.	3.70	.95	High
3. Teaching will afford the security of my service that I want.	3.32	.98	Moderate
4. There is an opportunity to upgrade my profession in teaching.	3.88	1.01	High
<b>Average</b>	3.67	.99	High

*Note: Levels of Motivation: (1.0 -1.80) = Very Low; (1.9 -2.60) = Low; (2.7-3.40) = Moderate ;( 3.5 - 4.20) = High; (4.3 -5.00) = Very High.*

Table 4.8 indicates the results of the level of motivation toward a teaching career by undergraduate students in Bhutan calculated for each item. The mean scores were based on item response range of 1 to 5; where 5 = *Strongly Agree (Very High)*; 4 = *Agree (High)*; 3 = *Undecided (Moderate)*; 2 = *Disagree (low)* and 1= *Strongly Disagree (Very Low)* were assigned to understand the levels of motivation. There were four items under opportunity to work to facilitate motivation toward teaching career

obtaining overall mean score ( $\bar{X} = 3.67$ , S.D = .99) reported as high in opportunity to work. As per the item wise descriptive results, item four tops the list ( $\bar{X} = 3.88$ ) followed by item one ( $\bar{X} = 3.80$ ); out of four items, three items indicated high motivational level and one item was reported as moderate.

**Table 4.9 Level of Motivation toward a Teaching Career on Self-Reliance**

Items	$\bar{X}$	S.D	Level
1. A higher earning over length of career.	3.39	1.05	Moderate
2. Teaching will provide a reliable income.	3.24	.98	Moderate
3. Teaching would enable to enjoy material and cultural well-being.	3.53	1.03	High
4. Teaching will lead to self-sufficiency and sustainable economy.	3.46	1.01	Moderate
<b>Average</b>	<b>3.40</b>	<b>1.01</b>	<b>Moderate</b>

Note: Levels of Motivation: (1.0 -1.80) = Very Low; (1.9 - 2.60) = Low; (2.7 -3.40) = Moderate; (3.5 - 4.20) = High; (4.3 -5.00) = Very High.

Table 4.9 presents the summary of descriptive statics calculated for the total sample (n = 308) including frequencies, means and standard deviation for information about the level of motivation on self-reliance. The overall result on self-reliance toward a teaching career was depicted the mean score ( $\bar{X} = 3.40$ ) as moderate. While analyzing item wise; item three “*Teaching would enable to enjoy material and cultural well-being*” ( $\bar{X} = 3.53$ ) was reported as high followed by item four “*Teaching will lead to self-sufficiency and sustainable economy*” with mean ( $\bar{X} = 3.46$ ) score as moderate while item one and two also at moderate level ( $\bar{X} = 3.39$  & 3.24) respectively.

Table 4.10 reports overall results of motivation on socio-economic support indicating an average mean score ( $\bar{X} = 3.73$ ); standard deviation (S.D = 1.10) as high.

**Table 4.10 Level of Motivation toward a Teaching Career on Socio-Economic Support**

Items	$\bar{X}$	S.D	Level
1. It is largely depends on parental educational level and occupation.	3.24	1.16	Moderate
2. Employment is the basic source to income in a family.	4.03	1.09	High
3. High income status will have more success in access to children’s education.	4.16	1.09	High
4. Teaching will serve to earn good support to my family.	3.50	1.07	High
<b>Average</b>	3.73	1.10	High

*Note: Levels of Motivation: (1.0 - 1.80) = Very Low; (1.9 -2.60) = Low; (2.7 - 3.40) = Moderate; (3.5 - 4.20) = High; (4.3 - 5.00) = Very High.*

The item wise descriptive statistics result revealed that “*High income status will have more success in access to children’s education*” ( $\bar{X}$  = 4.16) as high followed by “*Employment is the basic source to income in a family*” ( $\bar{X}$  = 4.03) and “*Teaching will serve to earn good support to my family*” ( $\bar{X}$  = 3.50) reported as high respectively, while the other item “*It is largely depends on parental educational level and occupation*” ( $\bar{X}$  = 3.24) as moderate motivation.

Table 4.11 presents the overall results of social values as motivational indicators which revealed the average mean score ( $\bar{X}$  = 3.55, S.D = 1.03) as high. Results from item wise indicated that item one and three reported with mean scores ( $\bar{X}$  = 3.97, 3.71) as high; while other two items were reported as moderate ( $\bar{X}$  = 3.38 & 3.16) respectively to motivational level on social values. From the results above, it concluded that social values play a vital role in shaping the social status.

**Table 4.11 Level of Motivation toward a Teaching Career on Social Values**

Items	$\bar{X}$	S.D	Level
1. Teaching would enable me to make my greatest contribution to the society.	3.97	1.05	High
2. Teaching would give me the prestige I desire.	3.38	.99	Moderate
3. The community respect teachers and treat them very important personnel in the society.	3.71	1.12	High
4. My qualification is very high and I will get job opportunity anywhere other than teaching.	3.16	.96	Moderate
<b>Average</b>	<b>3.55</b>	<b>1.03</b>	<b>High</b>

Note: Levels of Motivation: (1.0 -1.80) = Very Low; (1.9 -2.60) = Low; (2.7-3.40) = Moderate; (3.5 - 4.20) = High; (4.3 - 5.00) = Very High.

**Table 4.12 Level of Motivation toward a Teaching Career on Self-Actualization**

Items	$\bar{X}$	S.D	Level
1. My dream is to become an ideal teacher in the society.	2.76	1.10	Moderate
2. Teaching is a job where I can care others.	3.64	1.08	High
3. Teaching is a job where I will find enjoyable.	3.18	1.15	Moderate
4. Teaching is a job where I will fulfill career aspirations.	3.12	1.11	Moderate
<b>Average</b>	<b>3.17</b>	<b>1.11</b>	<b>Moderate</b>

Note: Levels of Motivation: (1.0 -1.80) = Very Low; (1.9 -2.60) = Low; (2.7 - 3.40) = Moderate; (3.5 - 4.20) = High; (4.3 - 5.00) = Very High.

Table 4.12 states the total mean, standard deviation and the level of self-actualization of the undergraduate students (n = 308). The average mean score ( $\bar{X}$  = 3.17) and standard deviation (S.D = 1.11) was depicted as moderate level. The overall descriptive statistics results revealed the information item wise, scoring the highest mean ( $\bar{X}$  = 3.64) and standard deviation (S.D = 1.08) among four items was “*Teaching is a job where I can care others.*” Other three items were reported as moderate with each mean score ( $\bar{X}$  = 3.18, 3.12 & 2.76) respectively

## Summary of Motivation toward a Teaching Career

**Table 4.13 Summary of Motivation levels toward a Teaching Career**

Motivation toward a Teaching Career	$\bar{X}$	S.D	Level
Opportunity to work	3.67	.99	High
Self-reliance	3.40	1.01	Moderate
Socio-economic Support	3.73	1.10	High
Social Values	3.55	1.03	High
Self-actualization	3.17	1.11	Moderate
Overall Average	3.50	1.05	High

*Note: Levels of Motivation: (1.0 - 1.80) = Very Low; (1.9 -2.60) = Low; (2.7 -3.40) = Moderate; (3.5 - 4.20) = High; (4.3 - 5.00) = Very High.*

Table 4.13 summaries descriptive statistics administered for the overall sample (n = 308) of undergraduate students of the two colleges (Gedu and Sherubtse) in Bhutan including the number of responses, means and standard deviations for information about overall levels of each dependent variables. The results depicted from the motivational variables such as Socio-economic Support ( $\bar{X} = 3.73$ ), Opportunity to work ( $\bar{X} = 3.67$ ) and Social Values ( $\bar{X} = 3.55$ ) were all at high level; while Self-reliance ( $\bar{X} = 3.40$ ) and Self-actualization ( $\bar{X} = 3.17$ ) were at moderate level. The overall average result was reported as high ( $\bar{X} = 3.50$ ), while the highest among the variables was socio-economic support with a mean score of 3.73 and the lowest was self-actualization with a mean score of 3.17 toward a teaching career in Bhutan. The overall results revealed that high level of motivation is to be instituted for the graduates to join in teaching career.

#### 4.4 Analysis of Relationship between Aspiration and Motivation toward a Teaching Career

Pearson Correlations Coefficient analysis of independent variables to dependent variables was administered to investigate the relationship between aspiration and motivation of undergraduate students toward a teaching career in Bhutan. To make clear understanding of the results, dummy variables were created for both independent and dependent variables assigning 'Y' and 'X' to transform into nominal, ordinal and interval scales, where 'Y' stands for dependent and 'X' for independent variables.  $X_1$  (gender) nominal,  $X_2$  (year level) ordinal and  $Y_1$ - $Y_9$  (dependent variables) interval scales as shown in table 4.14.

**Table- 4.14: Dummy variables**

<b>X = Independent Variables</b>	<b>Scale</b>	<b>Y= Dependent Variables</b>	<b>Scale</b>
<b><math>X_1 = \text{Gender}</math></b>	Nominal	<b><i>Aspiration</i></b>	
Male = 1		$Y_1 = \text{Parental influence}$	Interval
Female = 2		$Y_2 = \text{Peer influence}$	Interval
		$Y_3 = \text{teacher's influence}$	Interval
<b><math>X_2 = \text{Year Level}</math></b>	Ordinal	$Y_4 = \text{self-determinant}$	Interval
1 <sup>st</sup> year		<b><i>Motivation</i></b>	
2 <sup>nd</sup> year		$Y_5 = \text{Opportunity to work}$	Interval
3 <sup>rd</sup> year		$Y_6 = \text{Self-reliance}$	Interval
4 <sup>th</sup> year		$Y_7 = \text{Socio-economic support}$	Interval
		$Y_8 = \text{Social values}$	Interval
		$Y_9 = \text{Self-actualization}$	Interval

#### **Strength and direction of Correlation ( $r$ )**

$r = \pm 0.8$  or higher – strong

$r = \pm 0.5$  to  $0.8$  – medium

$r = \pm 0.4$  or below – weak

Table 4.15 represents the analysis of relationships among the variables in this study. In the use of Pearson Correlations Coefficient analysis to find out the relationship between aspiration and motivation of undergraduate students toward a teaching career in Bhutan, all the independent variables were conducted one pair test with dependent variables through Pearson Correlation Coefficient. To test the relationship between the variables, the high mean scores of one item each from each variable (four from aspiration and five from motivation) were selected to administer the relationship of aspiration and motivation toward a teaching career.

**Table 4.15 Relationship between Aspiration and Motivation toward a Teaching Career (correlation matrix between independent and dependent variables)**

	X <sub>1</sub>	X <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>	Y <sub>6</sub>	Y <sub>7</sub>	Y <sub>8</sub>	Y <sub>9</sub>
X <sub>1</sub>	1	-.103*	.102*	.036	-.026	-.008	-.039	.152**	.106*	.068	-.008
X <sub>2</sub>		1	-.013	.041	-.176**	-.036	-.070	-.106*	-.151**	-.096*	-.034
Y <sub>1</sub>			1	.184**	.086	.055	.125*	.081	.103*	.194**	.054
Y <sub>2</sub>				1	.173**	.033	.079	-.011	.111*	.007	.091
Y <sub>3</sub>					1	.082	.178**	.258**	.185**	.212**	.293**
Y <sub>4</sub>						1	.079	.064	.098*	.122*	.043
Y <sub>5</sub>							1	.274**	.250**	.338**	.382**
Y <sub>6</sub>								1	.235**	.290**	.267**
Y <sub>7</sub>									1	.230**	.192**
Y <sub>8</sub>										1	.484**
Y <sub>9</sub>											1

(\*P < 0.05, one tailed. \*\* P < 0.01, one tailed).

The results revealed that all the variables (aspiration) were significantly correlated with the motivation toward a teaching career; in other words, there is a strong positive relationship among the variables except self-determinant variable had a few interrelations with other variables. Parental Influence:  $r = .125$ ,  $P < 0.05$ . Peer-influence:  $r = 0.111$ ,  $p < 0.05$ . Teacher’s influence:  $r = 0.293$ ,  $p < 0.01$ . After analyzing all the variables through Pearson Correlation Coefficient revealed that the most significantly correlated variable was teacher’s influence at  $p < 0.01$  (one tailed).

The finding revealed that teachers have high caliber to motivate toward career aspiration and motivation. In general, there was a positive relationship between

independent and dependent variables which geared toward aspiration and motivation. The year level had negative relationship toward aspiration and motivation, correlation significant at  $r = -0.176$ ,  $p < 0.01$ ;  $r = -0.106$ ,  $p < 0.05$ ;  $r = -0.151$ ,  $p < 0.151$  and  $r = -0.096$ ,  $p < 0.05$  which showed that there is no impact between the year level to choose a career.

## 4.5 Summary of the Research Findings

**Table 4.16 Summary of the Research Findings**

Hypotheses	Results
1. There is a strong positive relationship of undergraduate students' motivation toward a teaching career by their gender.	Rejected
2. There is a strong positive relationship of undergraduate students' motivation toward a teaching career by their year level.	Rejected
3. There is a strong positive relationship of undergraduate students' motivation toward a teaching career by their parental influence.	Accepted
4. There is a strong positive relationship of undergraduate students' motivation toward a teaching career by their peer-influence.	Rejected
5. There is a strong positive relationship of undergraduate students' motivation toward a teaching career by their teacher's influence.	Accepted
6. There is a strong positive relationship of undergraduate students' motivation toward a teaching career by their self-determinant.	Rejected

Table 4.16 concludes that gender, parental influence, peer influence, teacher's influence and self-determinant were found statistically significant to motivate undergraduate students toward a teaching career.

**Hypothesis-1:** Based on the findings from table 4.15, gender partially supported the relationship toward teaching career while testing correlation between dependent and independent variables. Gender correlated with three variables (parental influence, self-reliance and socio-economic support) correlations significant at  $r =$

0.102,  $P < 0.05$ ,  $r = 0.152$ ,  $p < 0.01$ ,  $r = 106$ ,  $p < 0.05$ . It did not fully support with other six variables toward a teaching career. Therefore, hypothesis one was rejected.

**Hypothesis-2:** The result revealed that hypothesis two was negatively correlated while testing the relationship between aspiration and motivation toward a teaching career. Hypothesis two had to reject since the relation was negative.

**Hypothesis-3:** According to the findings, hypothesis three supported more than two variables while testing the relationship between motivation and aspiration toward a teaching career correlations significant at  $r = .125$ ,  $p < 0.05$ ,  $r = .103$ ,  $p < 0.05$ ,  $r = .194$ ,  $p < 0.01$  respectively. However, it did not support fully, but majority supported to accept this hypothesis.

**Hypothesis-4:** The findings from table 4.3.1 depicted that hypothesis four had a partial relationship with only one variable between motivation and aspiration toward a teaching career. The correlation was significant at  $r = .111$ ,  $p < 0.05$ . Therefore, hypothesis four had to reject since it correlated only with socio-economic support.

**Hypothesis-5:** The results from table 4.3.1 revealed that among all six hypotheses, hypothesis five was found the most significantly correlated with all variables between aspiration and motivation toward a teaching career. The correlations were significant at  $r = .178$ ,  $p < 0.01$ ,  $r = .258$ ,  $p < 0.01$ ,  $r = .185$ ,  $p < 0.01$ ,  $r = .212$ ,  $p < 0.01$ ,  $r = .293$ ,  $p < 0.01$  respectively thereby accepting the hypothesis.

**Hypothesis-6:** Hypothesis six was rejected since it partially supported the relationship between aspiration and motivation toward a teaching career. The partial correlations were significant at  $r = .098$ ,  $p < 0.05$ ,  $r = .122$ ,  $p < 0.05$  with only two variables. Therefore, owing to partial support, hypothesis six had to reject.

## 4.6 Content Analysis toward a Teaching Career

The researcher combined all the comments from open-ended questionnaires and interviews. The result revealed that about 45.12% ( $n = 139$ ) of the respondents had commented which are succinctly unfolded according to five motivational indicators toward a teaching career as follows:

#### 4.6.1 Motivation toward a Teaching Career

**1. Opportunity to work:** *“If there is more opportunity to work, then there will be more career aspirations and motivation. There are job opportunities in teaching, but the youth prefer other jobs than teaching.”*

Most of the undergraduate students felt that opportunity to work has the relationship between career aspiration and motivation toward a teaching career. The result revealed that teaching gain experience, upgrade knowledge and academic qualification, but most of the present undergraduate students do not incline to teaching profession. In other words, undergraduate students perceived that teaching is not a lucrative profession to fulfill aspiration and motivation toward future career.

**2. Self-Reliance:** *“Self-reliance means whereby we can be fully sufficient to ourselves; but becoming a teacher won’t be self-reliance. It is very difficult to cover the expenses from the income that teachers earn.”*

The responses made by the undergraduates were mostly similar. It was directly mentioned most undergraduate students felt, being teachers may not attain self-reliance for being paid less.

*“Self-reliance is one of the predictors of satisfaction of one’s responsibilities and needs to achieve whereby enjoying oneself to stand on one’s feet without depending foreign agents.”*

**3. Socio-economic support:** *“If the distribution of income is equal, then the agent would increase that motivation; but due to unequal distribution, subordinates are unable to serve their family.”*

According to the responses from undergraduate students, socio-economic support meant providing help to others/society when in need to lead life with peace, independent role of life and be efficient worker to support the family and relatives’ livelihood and education. In reality, it was found very difficult to meet the needs to aspire in teaching.

**4. Social Values:** *“Though teaching has respect and good contributions to the society; but the income is not appreciable. Social values are very high but less remuneration.”*

The preservation of social values were crucial as felt by the respondents following the norms of the society, following cultural values that were acceptable by the society and keeping through the sense of duty and dignity of labor.

*“Of course teachers are being paid good respect in the society but undergraduates felt discouraged to take this profession, mainly due to low pay package and other incentives teachers are being paid.”*

The undergraduate students felt, there was hardly anybody who cared about social values unless if there was a warm pocket at this juncture of modernization. Teachers are looked down by many people in the society in the global world.

**5. Self-Actualization:** *“Self-actualization is very important for individual. Do not do what other say but do it which is preferred by the society. Always do what you like rather than depending on other’s choice.”*

Most of the respondents felt that the art of caring own way of living, knowing one self and realizing own mistakes and work accordingly to improve one’s aspiration in life. The most important principle was to obey and respect others, try to become a good citizen of a country, explore knowledge and understand about others were found the main philosophy of attaining self-actualization which was to achieved through motivation and aspiration.

#### **4.6.2 Content Analysis of Interview toward a Teaching Career**

##### **4.6.2.1 Aspirations toward a Teaching Career**

The experts from the Ministry of Education (Chief Human Resource Officer, HRD; Deputy Chief Human Resource Officer, HRM; Planning Officer; DSE; Chief Education Monitoring Support Services Office, EMSSD; Directors of two colleges, Deans of academic and student affairs from both colleges were interviewed during the survey. Most of the experts and senior lecturers stated,

*“Teaching is not very attractive and lucrative job. Therefore, graduates do not perceive teaching profession as the first option toward career aspiration. The teaching force in the civil service constitutes one third of the total civil service in the*

*country. It becomes very difficult to address many of the teacher issues due to the huge number of teachers in the ministry to reach each individual level.”*

One of the main reasons, why potential candidates declined teaching was because of the perseverance that teaching became not very attractive unlike other post; a teacher had to serve mostly in rural schools, not in a very comfortable place in the country. The teaching involved a lot of hard work, dedication, commitment, sacrifices, may be the graduates lack firsthand experience in actually analyzing whether teaching was affirmative or negative. The knowledge, here strangled that other teachers and general public's opinion towards a teaching was found not so attractive career.

The teaching in the ministry of education was the largest, in terms of human resources referring more than seven thousand teachers. The incentives that a normal civil servants in other organization normally received was not adequate to all the seven thousand teachers in the ministry; this may be one of the reasons, why graduates perceived more opportunities joining elsewhere than joining in teaching profession. The other reason was the title and the level of the teachers and other office workers were addressed differently. In real scene in the society, the similar position or equivalent rank to that of teachers, other officers entitled as Dasho or the best the best. Just this term Dasho or the title affected on the career perceptions and the mentality of people in general. The next was the lack of motivation for teaching, mainly because of the pay package that was paid to teachers, hence, undergraduate students determined to join was the minimum bottom-line.

*“... if flesh are thrown, will attract tigers and lions, good students will naturally incline to teaching because of the flesh that had been thrown; but right now it is unable to throw the flesh in the market, whatever is thrown are the only peanuts in the market where only monkeys will attract to pick up peanuts. It doesn't mean that money is the only motivating factor to attract fresh graduates but it is becoming the important factor everywhere in any gawky profession.”*

In general, comparatively teaching profession became quite hectic and many stated as monotonous. Hectic because teachers may be teaching for three to four hours a day, the constant contact period face to face with the students but the responsibilities actually did not end there. After the school, ample of time had to spend on preparing, planning and accessing students' assignments and home works. The

service conditions, working atmosphere and facilities were seen very poor and the schools mostly located in remote places where need to walk for days and the housing facilities were not so attractive. Therefore, the graduates not really inclined toward a teaching as the profession. From the teacher's workload point of view:

*"... teaching is not at all a very easy task and teaching job doesn't mean 8 hours a day, but it is around the clock; this is infect a continuous cycle which goes throughout 24 hours service especially in a boarding school the teachers are demanded even during the night like a nurse and a doctor."*

#### **4.6.2.2 Motivation toward a Teaching Career**

The ministry was aware with the performance and plans placed to reward and motivate teachers through the human resource (HR) policy. Since, from the beginning of 2010 towards the end of 2009 the Ministry of Education had initiated to review many of the policies. One such policy was on teacher policy; there were about five different policies: recruitment, deployment, performance management, professional development and career path. All those five different teacher policies were designed to address many of the teacher issues that the ministry currently had. The ministry was still under process on how to provide incentives to teachers working in difficult areas away from the road points. The human resource division (HRD) was gearing into how to facilitate teacher's up-gradation in terms of the career prospective equivalent to secretary level, where teachers can occupy the position up to secretary level. Under the professional development policy; the ministry was reviewing the incentive policy addressing the need to have 80 hours of professional development per annum for every teacher in the country. The performance management itself was a lot of review and the ministry considered this policy very important and this had to be; if ever there was an intervention required to meet teaching very attractive, it had to start from the performance management. The mechanism /system of how to rate teachers, how teachers performed had to be well designed and it had to be very fair monitoring, the recording had to be maintained extensively by the school and district authorities.

*"... be it the schools or colleges, the workload should infect be streamlined, the reason why many young graduates do not really want to become teachers is the workload. When a person is in the field as a teacher, has to become all rounder, has*

*to teach, has to have enough time for lesson preparation, has to have enough time for assignment correction and also has to be house master to coordinate all extra-curricular activities in the school. Further, the teacher has to be the coach and coordinate games and sports and so forth, that really puts teachers under so much of pressure.”*

The reason being from this heavy burden, there need to streamline management system whereby teachers were require to do teaching only. In addition teachers can take a few additional responsibilities, but not buck down to the extended where not able to stand. There was a need to in place a policy of streamlining of responsibilities for the school teachers, which could really contribute toward attracting some of the graduates.

*“Most of the people perceived that once get into teaching profession as teachers and also die as a teacher.”*

To motivate teachers, first of all the teaching career path had to be made attractive. Secondly, the whole system which affected the teaching had to be reviewed and properly realigned. Once the ministry was successful in doing that, then to a larger extent one can excel that the ministry of education had the propensity to be made teaching attractive. Once the ministry had made teaching profession attractive, the ministry can live it up to the candidates, whether from the universities abroad or from within the country to join in teaching. Unlike in the past the Royal University of Bhutan (RUB), particularly the two colleges of education, Paro and Samtse would have to implement the policy of recruiting the potential candidates into teaching.

*“It’s open for all university graduates as per the requirement outlined by the Royal University of Bhutan (RUB); graduates can apply as per aptitude and interest, on merit basis depending on the slots and intake capacity of the teacher training colleges.”*

The scenario of shortage of science teachers especially physics, and mathematics was a global problem, even in the most advanced and developed countries still found the shortages of science teachers; so it was not a new thing in Bhutan but Bhutan was not an exception, the ministry had strategies in placed. At present the ministry had a plan to introducing science stream to all higher secondary schools, which was a major step towards addressing the issue; whereby Bhutanese

student graduating from grade 12 who had got science background to join in teaching. After a few years Bhutanese teacher candidates can take up teaching of science and mathematics.

The ministry had developed a plan in future to interview pre-service teachers once graduated from the colleges of education to deploy in real teaching field. The present system revealed that whatever the colleges of education produced any number or any subject teachers, ministry used to deploy directly to schools and colleges. This was to justify that the services was measured and to state that the colleges need to produce more quality teachers, especially science teachers which has had high demand in the job market. Those were the strategies where the ministry would have good system in place, where professional careers were taken care, personal, social and overall development were also looked into. Total care of teachers, that was almost ensuring to uplift the image and taking teaching as different career than what other civil servants had. This was one of the most important strategies to motivating science graduates to join in teaching and eventually reducing the recruitment of expatriate teachers from India.

#### **4.6.2.3 Social Values toward a Teaching Career**

The experts reported that the general society's feelings about how teachers perform in the schools were two folds: parents from urban who were mostly educated and parents from rural who were not educated. The majority of the educated parents felt that teachers were not doing up to the mark; parents expected teachers could do a lot more than what they possessed at present. The community or the parents who were illiterate felt teachers were doing a great job in the schools in educating children. The comparison with urban situations contradicted with rural community's perceptions towards teacher's image and performances. In the urban settings, parents were educated who perceived teachers were not doing enough to educate children. If compared to the entire part of the country, the village schools and other dzongkhags (districts) which were not really connected to the outside world; not so developed like Thimphu (capital city) and Phuentsholing (commercial hub). In such locations, teachers were found highly respected; people seek that the teachers as the main source of information, main source of knowledge, the main source of inspiration

in the community. In reality it was an affirmative but there was no detail research evidence to support the findings. In general, teachers were found doing a great job and people had high regard for them especially in rural schools. How public felt about the image of the teachers was changing; the time dictated, the teacher's role was very important, perhaps the society did not recognize very important roles played by teachers.

*“When there is some problem, people tend to blame teachers for in effective roles; but when there is a good thing being done by teachers, would the public come forward and appreciate and rejoice? Teachers were not born as teachers but they were born as a human being.”*

This aspect was still lacking in the society; although teachers are expected to be a role model in the society, particularly before the students.

*“... teachers are surrounded by societies, mass changes emerging in the global world and the society with pace of modernization; there is a mass media; people are becoming very greedy and selfish, people desired to lead prosperous lives.”*

Therefore, teachers were found surrounded by such changes and such developments; for those changes, teachers just cannot resist to being a part of the society, which was a vast demanding. By the law of nature, teachers were expected to perform a role model, but it impacted on the image even if they try to perform well. The responsibilities bestowed on them were still trying the best to mould tomorrow's citizens with loyalty and dedication to serve the nation.

## **CHAPTER V**

### **DISCUSSION**

The primary objectives of this study were to find out the relationship between aspiration and motivation of undergraduate students toward a teaching career in Bhutan. First, this research investigated the level of motivation and aspiration of undergraduate students. Secondly, it examined the relationship between aspiration and motivation of undergraduate students toward a teaching career. The data were collected from 308 undergraduates students from two colleges ( Sherubtse College, Kanglung: Trashigang Districe, Eastern Bhutan and Gedu College of Business Studies, Chhukha District, Western Bhutan) using the survey questionnaire, focus group interview with students and in-depth interview with experts from the Ministry of Education to substantiate aspiration and motivational plans toward a teaching career. The results obtained from chapter four are highlighted and discussed as follows:

- 5.1. General Information of the Respondents
- 5.2. Aspiration and Motivation toward a teaching career
- 5.3. Relationship between Aspiration and Motivation toward a teaching career

### **5.1 General Information of the Respondents**

#### **Gender**

Creed & Patton (2002) found that females matured earlier than males in career attitudes and put more emphasis on working conditions, facilities for child caring, career certainty and working hours. The findings from the present research confirmed that there is no gender discrimination toward career aspiration. This indicates that there is gender equity in terms of roles in the society. The findings did not support with the findings of Bregman & Killen, (1999); Mullis, Mullis, & Gerwels, (1998) stating boys and girls share the process of coordinating their self-beliefs, values, and career aspiration to refine their developing self-confidence, thereby

using the career domain as one of the important domains to test salient personal traits. In this regard, the present finding confirmed that there is less interaction between gender and individual, less interactions within groups as well toward a teaching career as a motivator. The findings of Orasanu and Connolly (1993) supported that decision is affected by beliefs about the characteristics that differentiate the sex, despite the fact that the society is progressing towards social and labor equality between men and women to determine the aspiration and motivation process.

In the past between 1983 and 1998 (Census Bureau statistics, 1999), there was no appreciable change in the extent to which women dominated fields especially in teaching service but now women are equally treated in any work of life. When compared to the annual education statistics of Bhutan (2006 to 2010) there were modest increased in female employment in teaching. Although, the percentage (39.09%) of women in the roles of a teacher revealed less in 2006 but in 2010 it has increased to 41.89% where male comprised of 60.91% in 2006 and 58.11% in 2010 decline of 2.80%. This decline depicted that females were motivated towards joining in a teaching career. Within five years 2.80% increased in female employment of the total 8947 teachers in the country. However, considering the remarkably low female participation in the prestigious and higher paying careers still largely occupied by men. For instance, the Parliament of Bhutan comprises of 72 members of whom only 10 are women (4 in the National Assembly and 6 in the National Council). At the local government level, only 4% of the leadership roles are occupied by women. Women account for 31% Of the civil service and 1.5% at the executive level (Helvetas-Bhutan-Gender Strategy, 2010-2013:4).

### **Year Level**

From the findings, year level did not make any difference toward aspiration regardless of gender with average mean ( $\bar{X}$ ) score of 2.19, standard deviation (S.D) .98. This would be mainly because all undergraduate students were at the top level of education in the country studying Bachelor's Degree in different disciplines. In this regard, the finding was supported by Grip, (2000b) that education level of each individual is considered as the most vital, further the Bureau of the Census (1993) report also supported that level of education was the ticketing agent to higher earning

as “the more education adult received, the higher pay-checks were.” Parents’ educational background also had the impact on career aspiration and motivation. The research findings indicated that majority of the respondents’ parents were illiterate; which implied that the socio-economic support was very low and ultimately the motivational drive increased. Therefore, parents’ educational background had impact on the level of motivation and aspiration. The findings of Dhal and Lockner, (2005) supported that the direct income effect was only a moderate part of the observed relationship between family income and career aspiration. The initial drives of the juniors and seniors may be different but the ultimate goal was found to be the same towards attending aspiration in life. Qualifying the casual effect of family income was directly proportional and important if translated into outcomes. This permitted to compare the affects of career aspirations based on the economic status of the family and the education offered to children. Differences by family income were apparent in the developmental outcome of the children (Dearing et al., 2001; Taylor, 2004).

## **5.2 Aspiration toward a Teaching Career**

Aspiration is defined in NAP Theory as the career vision. Vision can be essentially nonexistent, singular, or multifaceted and is likely reflective of one’s developmental stage, career-related guidance, and life experiences (Super, 1994). From the study, it was found that the overall aspiration toward teaching career was moderate. The moderate aspiration indicated that there is a positive relationship toward a teaching career. Most of the experts confirmed that teaching is not very attractive and lucrative job. Therefore, graduates did not perceive teaching profession as the first option toward career aspiration. The teaching force in the civil service constituted one third of the total civil service in the country. It became very difficult to address many of the teacher issues due to the huge number of teachers in the ministry to reach each individual level. Therefore, the main reasons why potential candidates declined in teaching was because of the perseverance that teaching is found not very attractive unlike other post, a teacher has to serve mostly in rural schools, not in a very comfortable place in the country.

Teaching involved a lot of hard work, dedication, commitment and sacrifices. Further, the findings confirmed that teachers did not get equal opportunities, incentives that a normal civil servants in other organization normally received was not adequate to all the seven thousand teachers in the ministry; this may be one of the reasons why graduates perceived that there will be more opportunities joining elsewhere than joining in teaching profession. The graduates perceived that the title and the level of the teachers and other office workers are addressed differently was the another reason. Self-determinant theory (Deci, et al, 2000) supported that propositions also focus on how social and cultural factors facilitate or undermine people's sense of volition and initiatives, in addition to the well-being and the quality of performance for career aspirations.

### **Parental Influence**

According to the findings from the study revealed that 35.39% (n=308) had very high parental influence and 41.88% as very low towards career aspiration. Here, very high parental influence indicated that most of the respondents were controlled their career prospective by parents, one way or other irrespective of gender. Whiston & Keller (2004) found that parental involvement was necessary for the career development throughout the entire lifespan of the child, especially during the adolescent which became more concerned about the careers that they would like to follow. The very low 41.88% (n=129) result confirmed that there were no much influential pressure from parents, which meant that the respondents had determination towards career aspiration as the choice. Further, it implied that illiterate parents had a little choice to influence toward career choices but the majority of those children were self-determinant to career aspiration and choices.

### **Peer Influence**

The research findings indicated that peer influence had statistically positive affect toward aspiration of the respondents. It was found that the statement "*I often discuss with my friend(s) about my future career*" dominated the rest of the items with mean ( $\bar{X}$ ) 3.57 as high. The findings from this study were supported by Stake (2005), stated that peers have influential power at each other in terms of decision making of

career aspiration and choices. Further, Bandura (1997) found that; beliefs and self decision were influenced by the messages shared by others. According to Duovan (1976), there is a positive relationship between the same gender role modeling in academic and career aspiration. In general, peer influence had a moderate aspiration toward a teaching career, but somehow it did not fully support between the relationships toward motivation in teaching which indicated that peer played a vital role in developing career aspiration that determined.

### **Teacher's Influence**

Research on the teacher experiences stated that experiences can influence students' performance and career aspiration (Beal, 1994; Jussim, Eccles, & Madon, 1996). The findings from teacher's influence were confirmed as moderate. This study indicated that there is a positive relationship between aspiration and teacher's influence toward a teaching career. Here, all the respondents felt a little incline towards their teacher's influential level. Small and McClean (2002) reported on the very strong influence parents and teachers can have by providing appropriate support for certain occupational choices which tend to follow. In particular, the descriptive results confirmed that 19.81% (n=61) had very high, which requires high level of influences from teachers towards career aspiration of the respondents. The very low aspiration indicated that most of the undergraduate students felt were self-determinant and satisfied towards career aspiration.

### **Self-determinant**

The findings from this study indicated that self-determinant had high aspiration with 48.70% (n=150) of the respondents and had very high 25%. According to Field et al., (1998), self-determination was the free choice of one's own acts without external compulsion. It is further defined as a combination of skills, knowledge and beliefs that enabled a person to engage in goal-directed, self directed, self-regulated behavior. The results revealed that all the respondents were committed towards career aspiration based on the determination besides influencing by others to pursue what was determined.

### 5.3 Motivation toward a Teaching Career

The ministry was aware with the performance and plans placed to reward and motivate teachers through the human resource (HR) policy. Since, from the beginning of 2010 towards the end of 2009 the ministry of education had initiated to review many of the policies. There were about five different policies which geared towards teacher policy: recruitment, deployment, performance management, professional development and career path. All these five different policies were found correlated with motivation toward teaching career which were designed to address many of the teacher issues in the ministry currently. The ministry was concerned on how to provide incentives to teachers working in difficult areas away from the road points and how to facilitate teacher's up-gradation in terms of career prospective equivalent to secretary level, where teachers can stand the position up to secretary level.

After analyzing each aspect, the overall motivational Level was found high with an average mean score of 3.05 ( $\bar{X} = 3.50$ ; S.D = 1.05). The finding illustrated that the undergraduate students to be motivated intrinsically and extrinsically to join in teaching career. The very low motivation (3.57%) responded toward a teaching career convinced that the present system supported to sustain career aspiration. The possible reasons for undergraduate students' high motivation in teaching career meant that teaching career needed high motivation to attract any graduates to join in teaching profession. This would be mainly due to environmental conditions and normal expectations of the young undergraduate students. Environmental conditions because, almost all schools in Bhutan are located in remote areas where one has to walk a day or two from the road points. The other reasons were the remuneration and other facilities in the teaching profession.

Martin Fishbein's Expectancy-Value Theory (1970) found that to motivate any one in any organization, the first attraction was the job security and highly paid daily wages system/salary. For instance, if educational employee is paid less wage/salary than other careers, no doubt, definitely the undergraduates wouldn't dare get into teaching profession. Baker, et al., (2001) also found that attraction took place in the context of an organization that existed in a changing environment with new priorities emerging. Hull's Behavioral Theory (1943) proposed a distinction between primary motivation, the evocation of action in relation to primary needs, and

secondary motivation, the evocation of action in relation to secondary reinforcing stimuli or incentives. Hull's drive reduction theory stated that primary motivation was the cornerstone where events that threatened survival gave rise to internal drive and behaviors that acted to reduce drive were thus rewarding.

### **Opportunity to Work**

The overall result on "Opportunity to work" had obtained an average mean ( $\bar{X}$ ) of 3.67 and standard deviation (S.D) 0.99. Most of the undergraduate students were motivated towards future career aspirations having a strong positive relationship toward teaching. In general it was found 42.21% of the total sample (n=308) indicating high motivation towards teaching career and 3.57% had very low motivation. The very low motivation in the findings showed that the respondents who responded very low seemed to be satisfied with the present system of teaching profession where as the respondents who had high motivation just reverse. Many research studies (Crow, Levine, & Nager, 1990; Mayotte, 2003; Priyadharshini, Robinson-pant, 2003; Richardson & Watt, 2005) found, in a very different social context that more extrinsic motivations such as salary, job security, and career status were important motivators to aspiration of career choice of the beginning jobseekers. Further, Yong et al. (1995) cited; it seems clear that different social cultural contexts potentially framed and shaped for career choice, satisfaction and persistence.

### **Self-Reliance**

According to the findings from the study, motivational level of self-reliance was reported high with 39.93% of the total sample (n=308) while 5.19% was indicated very low motivation. In general, the result confirmed as moderate motivation toward a teaching career to attain self-reliance had a positive relationship. Paul Godfrey (2003) stated that self-reliance is the ability of an entity to sustain economic well-being. Entities may be individuals, families, communities, state, regions or nation. Self reliance was an intermediated end which facilitated entities the visions of the good in life. Therefore, self reliant person realized completely responsible for the life and wanted something do it.

### **Socio-economic Support**

The study indicated that socio-economic support had a positive relation with motivation toward a teaching career which showed 35.07% of the total (n=308) respondents had high motivation and 30.52 as very high, while 5.84% very low motivation. The high motivation under socio-economic support meant that the respondents assumed that teaching career would prosper to support their family and relatives if there was remuneration and other facilities in the teaching profession. The very low motivation stated that the present situation would sustain their livelihood and support them; this is because most of them were from poor family background.

According to Demarest, et al., (1993), families with high socioeconomic status normally had more success in access to education, preparing their young children for schooling since they had wide range of resources to promote and support young children. Having inadequate resources and limited access to available resources can negatively affect families' decisions regarding young children's development and learning. Hence, to support all these needs, employment and good amount of wages or salary played vital roles in families and relatives. Thus it is measured with indicators, such as Gross Domestic Products (GDP), Life expectancy, literacy, and level of employment attaining Gross National Happiness (GNH) in the country.

### **Social Values**

For those people who were entering into job, the first step was to achieve employment goals, which was found very important decision to be taken in lifetime. Obtaining employment successfully was a basic way for undergraduates to realize self-value and social values. From the prospective of sociology, employment as a social behavior indicated in the category of status attainment in the social mobility. From the research findings social values towards motivation was found high about 35.71% of the total (n=308) sample with 5.20% as very low motivation. In general, the social values were reported as high with a mean ( $\bar{X}$ ) 3.55. From the findings depicted that social values have significant relationship toward a teaching career. Further, it concluded that social values played a vital role in shaping the society's norms, tradition and culture in the country. Thus, it had a positive relationship on motivation toward a teaching career.

Chen Chengwen and HU Guing (2008: 570) found out that the impact that human capitals and social capitals on the employment from sociological perspectives separately discovered the quality of occupational status attainment was reported high. The job value, philosophy and the concept values, and general attitudes towards satisfaction were the guiding principles of occupational rewards embodied in salary, welfare guarantee, working environment, chance of promotion, and working stability. Further, occupational prestige was the nature of work, workplace, the popularity and the social status of the job where individuals were respected (Bourdieu, 1997).

### **Self-actualization**

From the findings, many of the respondents felt that self-actualization was the art of caring own way of living, knowing one self and realizing own mistakes and work accordingly to improve one's aspiration in life. The main principle was to obey and respect others, trying to become good citizen of the country and explore knowledge and understand about others. Of the total respondents, 13.31% (n=41) had very high, 28.25% (n=87) as high and 9.74% (n=30) had very low motivation. The overall finding was moderate with mean ( $\bar{X}$ ) 3.17 stating that there is a positive relationship toward a teaching career. Abraham Maslow, (1943) supported in a theory of Human Motivation; self-actualization is the desire for self-fulfillment, such as the tendency for the individual to become actualized in what the individual is potential at.

## **5.4 Relationship between Aspiration and Motivation toward a Teaching Career**

The result confirmed that the relationship between aspiration and motivation were significantly correlated each other at \* $p < 0.05$  and \*\* $p < 0.01$  significance level. To confirm the relationship among the aspiration and motivational variables, Pearson Correlation Coefficient Analysis was administered. Each independent variable was tested to dependent variables. Further, inter-relationship were also tested for both dependent and independent variables and found that all had positive correlation, but a few did not support the findings while testing hypotheses.

From the findings, the inter-relationship between aspiration and motivational variables was found positively correlated except one variable (self-determinant). The possible reason would be the fact that self-determinant was found as non influencing indicator. Self-determination theory stated that people have an external perceived locus of causality (PLOC) to the extent they see faced outside the self as initiating, pressuring, or occurring one's action. In the internal perceived locus causality, a person feels they were the initiator and sustainer of their own actions (Edward Deci & Richard Ryan, 2000). The findings from the literature further stated that self-determinant is to endorse one's actions at the highest level of action. Therefore, the self-process continued to cycle through a self-improvement process (Rotter, 1975). Vroom (1960) also supported that motivation attempted to increase a person perceiving a positive relationship between effort and performance.

From the findings, gender did not support the motivation much toward teaching career while testing the relationship with dependent variables except supported for self-reliance and socio-economic support at  $r = 0.152$ ,  $p < 0.01$ ;  $r = 0.106$ ,  $p < 0.05$ . Therefore, hypothesis one was rejected. This finding proved that there is no gender bias in motivating towards career aspiration. The results from this study revealed that 57.1% of the respondents were male and 42.9% were female. According to the Fact sheet of population and Housing Census of Bhutan (2005) the overall sex ratio was found 111 per 100 females, thus 308 undergraduates was the sample population of 176 males and 132 females representing a fraction of Bhutan's population in this study.

Hypotheses two, four and five were also rejected since they did not support the findings while testing the relationship. The hypothesis four; "*There is a strong positive relationship of undergraduate students toward a teaching career by peer influence.*" The result confirmed only one relation with socio-economic support correlation significant at  $r = 111$ ,  $p < 0.05$ . This did not fully support to other variables and had to reject. These findings confirmed that there were fewer interactions within the peer groups towards career aspirations in teaching. Hypothesis six also had the similar reason for not having strong support to the findings. Self-determinant had only two relationships with socio-economic support and social values, correlation

significant at  $r = 0.098$ ,  $p < 0.05$ ,  $r = .016$ ,  $p < 0.05$ . All the four hypotheses were rejected by the nature of relationship toward teaching career based on the findings.

The qualitative findings were found similar to that of quantitative toward a teaching career. In general, the qualitative findings were mostly associated with remuneration, job status and geographical location of aspiration and motivation toward a teaching career of undergraduate students in Bhutan. Most of the interviewees believed that aspiration and motivation were the integral part of the human well-being to sustainable life. Thus, aspiration and motivation had a strong positive relationship towards the development of career aspiration in one's life. As per the findings from the literature review, there were two basic factors: **intrinsic motivation** and **extrinsic motivation**.

Cognitive Evaluation Theory (CET) by Deci, et al., (1985) confirmed that intrinsic motivation was based on the satisfactions of behaving "for its own sake." *'Prototypes of intrinsic motivation are children's exploration and play, but it is a lifelong creative wellspring'*. It specifically addressed the effects of social contexts on intrinsic motivation, or how factors such as rewards, interpersonal controls, and ego-involvements impact and interest. It further stated a description of the respective roles of intrinsic and types of extrinsic motivation in cognitive and social development of an individual differences. Extrinsic motivation revealed that drives to do things for tangible rewards which can change a pleasurable into work (Lepper, Greene and Nisbett, 1970). From this finding concluded that intrinsic and extrinsic motivation had a strong positive relationship towards career aspiration. Addressing to the extrinsic motivation, most of the findings were related to intrinsic and extrinsic motivation of undergraduate students toward a teaching career in Bhutan.

## **CHAPTER VI**

### **CONCLUSION AND RECOMMENDATIONS**

The last section of the study, aimed to conclude the overall findings and recommend for further investigations. The objectives of this research were, to study the level of undergraduate students' aspiration and motivation toward a teaching career in Bhutan and to investigate the relationship between aspiration and motivation by gender, peer influence, parental influence, teacher's influence, and self determinant. The conclusions are presented in the light of the research findings and recommendations are made as per the assumptions drawn from this initial study; "*The Relationship between Aspiration and Motivation of Undergraduate Students toward a Teaching Career in Bhutan*" for the policy makers, policy implementers and policy practitioners of Bhutan, to improve the level of aspiration and motivation toward a teaching career in future.

#### 6.1 Conclusion

#### 6.2 Recommendations

### **6.1 Conclusion**

This study could have been carried out to all levels of present teachers, principals and the pre-service candidates of two teacher training colleges to accumulate information on the aspiration and motivation of future teachers in Bhutan; but due to the limitation of research and time constraint, the researcher could assigned only the undergraduate students of two colleges to study the level of aspiration, motivation and the relationship toward a teaching career.

The data were collected through survey questionnaires and in-depth and focus group interviews. The population group for the study was the undergraduate students from the two colleges (Sherubtse College, Kanglung in the East and Gedu College of Business Studies in the West) who were studying in 2010 academic year. A

total of 308 undergraduate students were selected through random sampling methods. The data were analyzed applying descriptive statistics (frequency, percentage, means and standard deviation) and inferential statistics Correlation to study the relationship between aspiration and motivation toward a teaching career of undergraduate students in Bhutan.

### **6.1.1 General Information of the Respondents**

Most of the respondents in this study were ranging from 1<sup>st</sup> year bachelor degree to the 4<sup>th</sup> year (final year) bachelor degree in 2010 academic year. The majority of respondents were from 1<sup>st</sup>, 2<sup>nd</sup> and the 3<sup>rd</sup> year students studying in different disciplines with 30.2% for 1<sup>st</sup> and 2<sup>nd</sup> year, while 29.9% and 9.7% were from 3<sup>rd</sup> and 4<sup>th</sup> year students respectively. The respondents were almost proportional comprising of 57.1% male and 42.9% female representing a small fraction of the Bhutanese population in the study. In regard to the parents' occupation, 51% of the respondents' fathers work as farmers and 58.4% of the respondents' mothers was indicated as farmers.

The majority of the respondents' parents had no schooling. The findings revealed that 48.7% of the respondents' father had no schooling and 76% of respondents' mother also did not have the educational background. The parents having primary education background for both father and mother were reported as 18.2% and 12.3% followed by secondary education 9.1% and 7.8% respectively. The rest acquired diploma and above.

Of the total respondents only 26% of the fathers were employed in the government service followed by mothers 3.6%. The parents employed in the private sectors consisted 14% fathers and 6.5% mothers; the findings indicated that almost 50% of the respondents' mothers were employed in private sector comparing to government service 3.6% of the respondents' mother.

### **6.1.2 Aspiration toward a Teaching Career**

Aspiration toward a teaching career was found moderate with an average mean ( $\bar{X}$ ) 3.23. However, the result was accomplished as high from self-determinant level ( $\bar{X}$  = 4.06, S.D = 1.09) indicating that self-determination has high degree of

commitment toward career aspiration as the individual determines. Peer influence was the second ( $\bar{X} = 3.08$ , S.D = 1.38) followed by teacher's influence ( $\bar{X} = 2.92$ , D=1.27). "Parental influence" was observed as the least influential level ( $\bar{X} = 2.88$ , S.D = 1.08). In general, all the four influential levels toward aspiration were revealed as moderate except self-determinant as high. From this findings confirmed that career aspiration of the respondents (n= 308) had the effect on influential factors of the society at large in pursuit of individual's career prospective.

### **6.1.3 Motivation toward teaching career**

The overall findings from the study confirmed that motivation toward a teaching career with a mean ( $\bar{X}$ ) score of 3.50 as high. The results depicted that motivational variables such as Socio-economic Support ( $\bar{X} = 3.73$ ), Opportunity to work ( $\bar{X} = 3.67$ ) and Social Values ( $\bar{X} = 3.55$ ) were all at high level; while Self-reliance ( $\bar{X} = 3.40$ ) and Self-actualization ( $\bar{X} = 3.17$ ) were at moderate level which revealed that high level of motivation was to be instituted for the undergraduate students to join in teaching career in future by the concerned authorities be encouraging.

## **6.2 Recommendations**

The findings from this study indicated to recommend for the Ministry of Education (Policy Level) to address the importance of the issues raised by the respondents during face to face interviews and survey.

### **6.2.1 Recommendations at the Policy Level**

From the findings, it was noted that motivation toward a teaching career was high with average mean ( $\bar{X}$ ) 3.50 of the total (n=308) undergraduate students consisting of 42.9% (n = 132) female and 57.1% (n = 176) male respondents. The possible reason for such high motivation would be due to lack of reviewing teacher policies in place and remunerations for teaching force in the civil service were found very low. Further, the present position level (P<sub>5</sub>) of teachers under position classification system (PCS) was referred as the low entry level of university graduate

teachers. As of now many teachers do not want to serve in remote schools. Based on the Position Classification System (PCS) teachers who are posted in remote areas be given one grade promotion (at least who served three years in the service) as an incentive as per the existing promotion rules providing with condition that the teachers who were posted through this program should serve in that area at least three years. This may be enforced based on the performance of the teachers who could really work and improve the rural schools. Based on the findings, the following recommendations are made for the policy makers and implementers to review and realign the PCS for future aspirations of teachers and to motivate undergraduate students to join in teaching profession to ensure that the Ministry of Education has better qualified, committed and dedicated young teachers.

1. Enhancement of teacher's career path
2. Moving the initial entry position level of graduate teacher from P<sub>5</sub><sup>1</sup> to P<sub>4</sub><sup>2</sup> Level after graduating from the Teacher Training Institutes
3. Enhance the attractiveness of rural school posting
4. Stream lining teacher's workload

### **6.2.2 Recommendation at School/ College Level**

It was observed from the findings; many respondents revealed lack of career ladder counseling in the colleges had challenges to opt for future career aspirations. Further, one of the deans from students' affair confirmed the lack of career ladder counseling which would serve the purpose for future career guidance for young graduates. The Department of Youth and Sports (DYS) is administering the program since from 2003. Under this program, students are familiarized on career opportunities in terms of training and higher studies through provision of resource materials (*print as well as audio visuals*), training of focal teachers and establishment of career resource corners in schools. The biannual publication of the newsletter "Looking Ahead" to disseminate information on career options and opportunities as a regular feature (*retrieved from <http://www.education.gov.bt/DYS/cecd.htm>/8/21/2010*).

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*1 The initial position level of a graduate teacher after graduating from the teacher training colleges under position classification system in Bhutan*

*2 Recommended position level of a graduate teacher, which is one step higher than the former.*

It was felt that the need to extend this program and to be instituted in the colleges as well. Therefore, the following recommendations are felt genuine after the findings from the study.

1. Career Education to be explored further by the schools/ colleges to motivate students towards career aspirations and motivation.
2. All principals/ directors of schools/colleges may act as career ladder guidance to prepare young students to opt for right job for right person.
3. Based on Ministry's policy and guidelines, principals/directors will administer the Streamlining teacher's workload in the schools.

### **6.2.3 Recommendation for Future Research**

This study focused on *“The relationship between aspiration and motivation of undergraduate students toward a teaching career in Bhutan.”* Through this finding, the researcher felt that the awareness will prevail in the concern ministry, schools and colleges for the success of instilling aspirations and motivation towards career ladder of the tomorrow's vibrant citizens.

The present study investigated the findings from undergraduate students from two colleges (Sherubtse College, Kanglung and Gedu College of Business Studies, Chhukha) to find out the level of aspiration and motivation toward teaching career. The following studies may be executed in future to investigate aspiration and motivation:

1. The similar study could be carried out from the Higher Secondary School Students who joins in teaching after they complete grade 12 for Bachelor of Education (B. Ed).
2. The next could be taken the pre-service candidates who are already at the Teacher Training Colleges undergoing training for further investigation on aspiration and motivation toward teaching profession in Bhutan

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## **APPENDIX**

Ref. MoE/DSE-01/2010/2137

7<sup>th</sup> June, 2010

### **To Whom It May Concern**

Mr. Ngawang Tshering, Faculty of Social Sciences and Humanities is undertaking a research on the topic “**The relationship between aspiration and motivation of undergraduate students toward a teaching career in Bhutan.**” This research is conducted as a partial fulfillment for his faculty of graduate studies, Mahidol University and it requires the involvement of some Lecturers and students from the following Colleges:

1. Gedu College of Business Studies
2. Kanglunf College

Therefore, all the concerned college heads and Lecturers are requested to facilitate Mr. Ngawang, in his research work as deemed appropriate.

(Tshewang Tandin)

**Director General**

MOE/HRD-HRDS/Adhoc/2010/6465

7<sup>th</sup> June, 2010

The Director  
Academic Affairs  
Royal University of Bhutan  
Thimphu

**Subject: Permission to collect research data**

Sir,

Mr. Ngawang Tshering, Principal, Samdrup Jongkhar PS is currently undergoing Master of Educational Management at Mahidol University, Thailand. He is undertaking a thesis titled “The relationship between aspiration and motivation of undergraduate students toward a teaching career in Bhutan” and needs to collect research data from Gedu and Kanglung.

He will need data and use survey questionnaires, interviews and focus group interviews in the Gedu College of business Studies and Sherubtse college, Kanglung.

We would appreciate if you could grant him permission to Mr. Ngawang to collect data and conduct interviews with students and relevant officials of the two Colleges.

Thanking you,

Sincerely,

(Sonam Wangyel)

**Chief HRO**

Cc. Mr. Ngawang Tshering for kind information and necessary follow up.

RUB/ADM/2010/5276

07 June 2010

The Directors  
Sherubtse College, Kanglung  
Gedu College of Business Studies, Gedu

**Subject: Permission for Research Data Collection**

Dear Sirs,

Mr. Ngawang Tshering, Principal, Samdrup Jongkhar PS, is currently studying for his Master of Educational Management Degree at Mahidol University in Thailand. His thesis focuses on “The Relationship between aspiration and motivation of undergraduate students toward a teaching career in Bhutan.” He is currently in Bhutan to collect data for his thesis. He intends to collect data from Gedu and Kanglung through survey questionnaires, interviews and focus group interviews.

The office has received a letter from the Chief HRO of the Ministry of Education, requesting permission on behalf of Mr. Ngawang Tshering, to collect data from GCBS and Sherubtse College. A copy of the letter is attached for your reference. I therefore, write to request you to kindly grant him permission to carry out these data collection activities with students and relevant officials of your two colleges.

Thank you for your cooperation.

Yours sincerely,

(Yangka)

**Director (Academic Affairs)**

## SURVEY QUESTIONNAIRE

### **PART-I: General Information of the respondents (4 Items).**

**Direction:** *Question 1 and 2 states about your status and Question 3 and 4 about your parents' education and occupational status. Please mark a tick (√) in the appropriate box.*

1. Gender:                     Male         Female
2. Class Level:             1<sup>st</sup> Year     2<sup>nd</sup> Year     3<sup>rd</sup> Year     4<sup>th</sup> Year

3. How much education did your parents complete? (Please tick (√) only one- the highest class attended)

Father:  No schooling     some schooling     Diploma     Master Degree  
 Doctoral Degree

Mother:  No schooling     some schooling     Diploma     Master Degree  
 Doctoral Degree

4. What is the current occupation of your parents? (Please tick (√) only one box from each parent).

Father:  Government Service     Private Sector     Farmer     Any other  
 (Specify).....

Mother:  Government Service     Private Sector     Farmer     Any other  
 (Specify).....

### **PART – II: Aspiration (18 items).**

**Directions:** *Please indicate your level of agreement or disagreement upon each statement by ticking (√) one of the following responses. **The scale 1 being Not at all true of Me and 5 being Very true of Me.** Please be honest to answer at the best of your choice.*

- 1 = Not at all true of Me; 2 = Slightly true of Me; 3 = Moderately true of Me  
 4 = Quite a bit true of Me; 5 = Very true of Me

Statements		Level of Influences				
Parental Influence		1	2	3	4	5
1	My parents are committed to accomplish my goals.					
2	The occupation I would like to take up in future is my parents' choice.					
3	My parents are committed to helping me to graduate from the university.					

**Directions:** Please indicate your level of agreement or disagreement upon each statement by ticking (✓) one of the following responses. **The scale 1 being Not at all true of Me and 5 being Very true of Me.** Please be honest to answer at the best of your choice.

1 = Not at all true of Me; 2 = Slightly true of Me; 3 = Moderately true of Me

4 = Quite a bit true of Me; 5 = Very true of Me

Statements		Level of Influences				
		1	2	3	4	5
<b>Parental Influence</b>						
4	My parents do not want me to be a teacher in my future career.					
5	My parents want me to take up a similar to their occupation.					
<b>Peer-Influence</b>						
6	I often discuss with my friend(s) about my future career.					
7	My friend encourages me to choose a career that best fit me.					
8	From my early school days my friend asked me to become a great leader.					
9	I understand what my friend wishes and take it as granted.					
<b>Teacher's Influence</b>						
10	Teachers guide me what to become in future career.					
11	Teachers are the base source of career guidance.					
12	I prefer to stick to that what my teacher predicted my future career.					
13	I will ever change my career once convinced by the teacher.					
<b>Self-determinant</b>						
14	I am in control of who I am and I do not see any reason to let my friends decide my future career.					
15	The occupation I would like to take up in future is something that I decided myself.					
16	I feel confident about my capabilities in getting a good job.					
17	I believe that I can become whatever I choose.					
18	I plan to develop as an expert in my career field.					

### **PART – III: Motivation towards Teaching Career (20 items).**

**Directions:** Please indicate your level of agreement or disagreement upon each statement by ticking (✓) one of the following responses. As you read through the statement, please be honest to answer at the best of your choice.

1. Strongly Disagree = The given statement is incorrect at all times.
2. Disagree = The given statement is incorrect most of the time.
3. Undecided = I am not quite sure how I feel about this statement.
4. Agree = The given statement is correct most of the time.
5. Strongly Agree = The given statement is correct all the time.

Statements		Level of agreement or Disagreement				
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<b>Opportunity to working</b>						
1	Teaching will be a secure job.					
2	Job availability is very high in teaching.					
3	Teaching will afford the security of my service that I want.					
4	There is an opportunity to upgrade my professional qualification in teaching.					
<b>Self-reliance</b>						
5	A higher earning over length of career.					
6	Teaching will provide a reliable income.					
7	Teaching would enable to enjoy material and cultural well-being.					
8	Teaching will lead to self-sufficiency and sustainable economy.					
<b>Socio-economic support</b>						
9	It is largely depends on parental educational level and occupation.					
10	Employment is the basic source to income in a family.					
11	High income status will have more success in access to children's education.					
12	Teaching will serve to earn good support to my family.					

**Directions:** Please indicate your level of agreement or disagreement upon each statement by ticking ( ✓ ) one of the following responses. As you read through the statement, please be honest to answer at the best of your choice.

1. Strongly Disagree = The given statement is incorrect at all times.
2. Disagree = The given statement is incorrect most of the time.
3. Undecided = I am not quite sure how I feel about this statement.
4. Agree = The given statement is correct most of the time.
5. Strongly Agree = The given statement is correct all the time.

Statements		Level of agreement or Disagreement				
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<b>Social Values</b>						
13	Teaching would enable me to make my greatest contribution to the society.					
14	Teaching would give me the prestige I desire.					
15	The community respect teachers and treat them very important personnel in the society.					
16	My qualification is very high and I will get job opportunity anywhere other than teaching.					
<b>Self-Actualization</b>						
17	My dream is to become an ideal teacher in the society.					
18	Teaching is a job where I can care others.					
19	Teaching is a job where I will find enjoyable.					
20	Teaching is a job where I will fulfill career aspirations.					

**PART- IV: Open End Questions (5 Items).**

*Direction: This part of the question is the continuation of Part: III above, relating to motivational factors toward teaching career aspiration. Please state what you understand by the following statements or questions. Please feel free to write your feelings without hesitation.*

1. Please state “Opportunity to Work” has a relationship between career aspirations and motivation.

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2. Please explain “Self-Reliance.”

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3. In what ways does “Socio-Economic Support” play motivational agent?

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4. Social Values

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5. Self- Actualization

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.....

**Part-V A: For Students: *Questionnaire for Focus Group Interview (5 Items).***  
***(Qualitative Component)***

1. Since many graduates do perceive that teaching is challenging; though teachers is the nation builder. Please state your opinion?
2. How do you feel about the societies' perception towards teachers' performance in the school/college?
3. What might motivate you to become a teacher in future? Please state briefly.
4. By now most of you might have decided your career choice. What are the aspects of your career aspiration? Please explain briefly.
5. Please comment about the perceptions of present and future teachers and your own general feelings. Please feel free and don't hesitate to say.

**B: For Experts: *In-depth Interview semi-structured questions (these questions may alter based on the coverage of the study. It is just for key guide).***

1. Since many graduates perceive that teaching is last career option; though teachers is the nation builder. Why do you think many graduates fall back to this profession? What would be the main reasons behind it? Please state your opinion.
2. How do you feel about the societies' perception towards teachers' performance in the school/college?
3. What are the aspirations and plans to promote quality teachers in the new paradigm of education system?
4. Until now, we depend on expatriate teachers to teach in higher secondary schools and colleges, especially science and mathematics. Is there any plan to manage our own graduates to fill this gap in future? So, if yes; what are the strategies for future aspirations and to motivate university graduates to join in teaching?

## **BIOGRAPHY**

<b>NAME</b>	Ngawang Tshering
<b>DATE OF BIRTH</b>	18 July 1969
<b>PLACE OF BIRTH</b>	Sangshing Zor, Samdrup Jongkhar, Bhutan
<b>INSTITUTIONS ATTENDED</b>	National Institute of Education, Samtse, Bhutan Bachelor in Education (2000 - 2004) Mahidol University, Thailand Master of Education in Educational Management (International Postgraduate Program) (2009-2010)
<b>SCHOLARSHIP</b>	Thailand International Cooperation Agency (TICA), Ministry of Foreign Affairs, Thailand
<b>POSITION AND OFFICE</b>	Principal Samdrup Jongkhar Primary School Samdrup Jongkhar, Bhutan (2008-2009)
<b>HOME ADDRESS</b>	Sangshing Zor, Phuentshothang Geog, Samdrup Jongkhar, Bhutan Tel# 975-7-251256 M# 975-17872723 Email: <a href="mailto:ngawangts@hotmail.com">ngawangts@hotmail.com</a>