

A Causal Model of Student Teachers' Ambition for Becoming Teachers

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Abstract

Student teachers' ambition for becoming teachers is crucially vital in effectively making the decision to be in the teaching profession. The current research endeavor attempted to 1) study levels of motivation to be teachers, pedagogical knowledge, perceiving of their teaching abilities, and the ambition for having a teaching profession. 2) Also, the current research study developed and investigated the causal model of student teachers' ambition for becoming teachers. The sample consisted of 350 student teachers from three universities in Chiang Mai (Chiang Mai University, Chiang Mai Rajabhat University, and The Far Eastern University). The data was collected by means of a questionnaire with the reliability of 0.94-0.95 and analyzed by using descriptive statistics calculated by SPSS. Also, the model for structural equation was analyzed using Mplus. The results revealed as follows: 1. Student teachers were highly motivated to become teachers and possessed a high level of pedagogical knowledge, perceiving of their teaching abilities, and ambition to become teachers. 2. The developed causal model of student teachers' ambition for becoming teachers was consistent with the empirical data. Factors that influenced their ambition included the motivation to become teachers, the perceiving of their teaching abilities, and pedagogical knowledge, all of which had a direct impact on their ambition for becoming teachers. Meanwhile, pedagogical knowledge indirectly affected the ambition for becoming teachers through their perceiving of teaching abilities.

Keywords: Causal Model, Student Teachers' Ambition, Becoming Teachers

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Introduction

Student teachers' ambition for becoming teachers is crucially vital in effectively making the decision to be in the teaching profession. To develop and increase number of becoming teacher to be a professional one with teaching spirit is almost concerned for school of teaching, to make an expert in pedagogy knowledge, teaching profession, perceiving teaching ability and motivation to be a teacher promoting for teachers' ambition. (Ajzen & Fishbein, 1977; Alderman, 2013; Benjamin, Kattlyn, & Cano, 2011; Bruinsma & Jansen, 2010; Cruz & Arias, 2007)

Student teachers' ambition for becoming teachers is one of mental process and trust that could be developed during studying. It was found from some research studies that student teachers' ambition is one of intention from self-confidence in teaching profession. It could be developed by learning and experience in education, however, it also found that decision making to be a teacher would be decreased due to the higher level of academic years with lower perceiving teaching ability and motivation to be a teacher. Some research studies showed the effects of motivation to be a teacher, pedagogy knowledge, perceiving teaching ability, and teachers' ambition for decision making to be a teacher. It would be continued to study causal relation of student teachers' ambition to promote their intention for decision making to be a teacher. (Garvis & Lemon, 2015; Ghanizadeh & Moafian, 2011; Justin & Maguire, 2011; Lee & Chan, 2015; Sakui & Cowie, 2012; Schoopieray, 2006)

Research questions

- 1) Which level of motivation to be teachers, pedagogical knowledge, perceiving of their teaching abilities, and the ambition for having a teaching profession for becoming teachers?
- 2) How is the causal model of student teachers' ambition for becoming teachers?

The purposes of this study were to

- 1) Study levels of motivation to be teachers, pedagogical knowledge, perceiving of their teaching abilities, and the ambition for having a teaching profession
- 2) Develop and investigate the causal model of student teachers' ambition for becoming teachers

Scope of study

- 1) The student teachers' ambition for becoming teacher was selected to study due to its relation to decision making to be a teacher. It could be developed by learning experience and during pre-service teaching experience. Also, it was noted that some variables such as goal, background, and expectation, there would have limitation to develop student teachers. Therefore, levels of motivation to be teachers, pedagogical knowledge, perceiving of their teaching abilities, and the ambition for having a teaching profession were selected for this study.

2) Fifth-year university student teacher was selected to be sample since the variables in this study could be changed during two to four months of their pre-service teaching experience.

Definition

Perceiving of teaching ability is student teachers' self-confidence in classroom management and pedagogy for the purpose of classroom efficiency and educational commitment.

Motivation to be a teacher is power or encouragement from internal and external factors affecting decision making to be a teacher when graduated.

Pedagogy knowledge is experiences regarding to teaching abilities for student teachers.

Teachers' ambition is intention to be a teacher when graduated.

Research Steps

Stage 1: Developing conceptual framework with identifying research problem, research purposes, and definition by literature review

Stage 2: Developing model and measurement for variables

Stage 3: Data collection

Stage 4: Data analysis with descriptive and inference statistics from basic analytic statistics as well as causal model

Stage 5: Research conclusion and report

Population and Sample

The Population of this study was fifth-year student teacher in public and autonomous university during their pre-service teaching experience in different schools.

The sample consisted of 350 student teachers from three universities including public and autonomous university in Chiang Mai (Chiang Mai University, Chiang Mai Rajabhat University, and The Far Eastern University). The samples were selected by multi-stage random sampling.

Table 1: the sample of this study

No	University	A	B	C	Total
SEX	M	79	46	31	156
	F	71	66	57	194
	Total	150	112	88	350
Sub	Math	25	21	12	58
	English	33	13	14	60
	Science	21	23	20	64
	Elementary	36	28	22	86
	other	35	27	20	82
	Total	150	112	88	350

Instrument

The data was collected by 40 items of questionnaire for student teachers with the reliability of 0.94-0.95 and analyzed by using descriptive statistics calculated by SPSS and Mplus.

Results

The results of this study were divided into 2 parts including 1) the results of motivation to be teachers, pedagogical knowledge, perceiving of their teaching abilities, and the ambition for having a teaching profession and 2) the results of the causal model of student teachers' ambition for becoming teachers with following details;

1) High level of all variables were revealed with ambition for having teaching profession at $M = 3.74$, $SD = 0.55$, perceiving of teaching abilities at $M = 3.68$, $SD = 0.64$, and pedagogical knowledge at $M = 3.62$, $SD = 0.68$ in priority as showed in following table 2

Table 2: Level of motivation to be teachers, pedagogical knowledge, perceiving of their teaching abilities, and the ambition for having a teaching profession.

No	Variables	M	Level	SD	CV	Sk	Ku.
1	Motivation to be teachers	3.61	High	0.54	19.88	-0.27*	0.04
2	Pedagogical knowledge	3.62	High	0.68	20.48	-0.24*	0.16
3	Perceiving of teaching abilities	3.68	High	0.64	21.64	-0.29*	-0.14
4	Ambition for having a teaching profession	3.74	High	0.55	19.89	-0.22*	-0.15

* $p < .05$

2) The developed causal model of student teachers' ambition for becoming teachers was consistent with the empirical data. Factors that influenced their ambition included the motivation to become teachers, the perceiving of their teaching abilities, and pedagogical knowledge, all of which had a direct impact on their ambition for becoming teachers. Meanwhile, pedagogical knowledge indirectly affected the ambition for becoming teachers through their perceiving of teaching abilities.

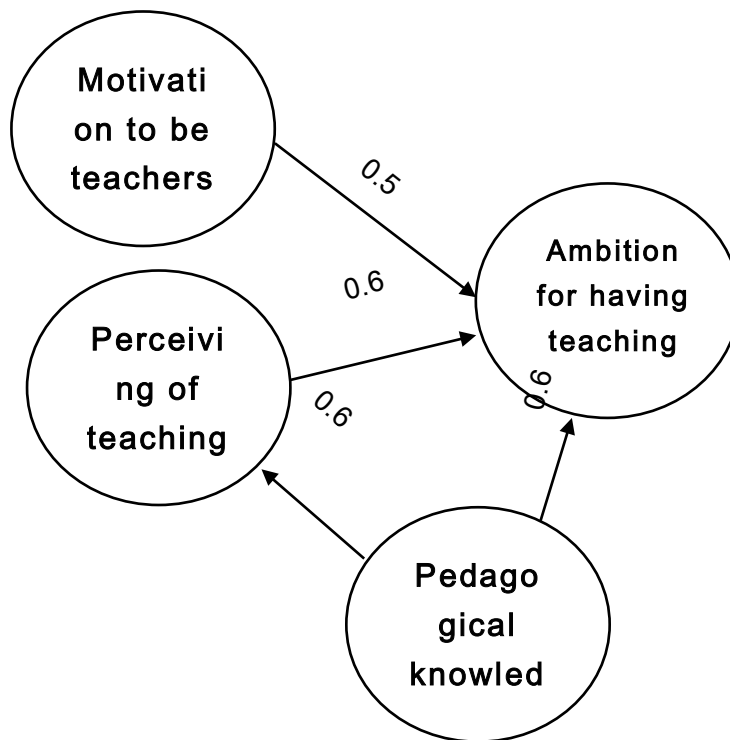


Figure 1: causal model of student teachers' ambition for becoming teachers

Recommendation

- 1) It is recommended for further study to explore the factors affecting the trend of ambition for having a teaching profession with mixed methods to collect qualitative and quantitative data for identifying information.
- 2) It is recommended to consider the change of ambition for having a teaching profession for student teachers in different level of academic years including freshman, sophomore, junior and senior.

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