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An Exploration of the Relationship between Career Motives and Job Satisfaction among Teachers in Vietnam

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Abstract

This study attempts to investigate teachers' motives in joining the teaching profession in Vietnam and examines the correlation between teachers' career choices and their job satisfaction through a mixed methods research carried out in Lam Dong Province, Vietnam. The findings revealed that the most attractive factors drawing teachers to the career are job security and job status while teachers' income and working time the least appealing features. Additionally, more than half of the respondents were found to be happy with their decision of joining the teaching profession while around thirteen percent were willing to move to other careers if they had a chance, and about seventeen percent expressed their dissatisfaction of having entered the teaching occupation. The findings also show that teachers' career motives were weakly correlated with their job satisfaction and reflect the reality of the job market in the educational system, in particular, and in Vietnam, in general, where a great number of people set a stable job in their priority rather than a job of their interest.

Keywords: Career motives, job satisfaction, Lam Dong Province, Vietnam

1. Introduction

Teaching profession is among the careers attracting the greatest number of employees working in Vietnam. Estimated figures from the Vietnam General Statistics Office show that around 856,7 thousand staff directly get involved in teaching in 2014-2015 school year accounting for around 16% of the total workforce of the nation. Many of the youths prefer joining the profession because teaching is considered as a secure and respected career. In addition, teaching profession can bring its followers chances for on-the-job training and long-paid holidays. However, for others, teaching does not mean a comfortable life due to its limited income and exhaustive workload. Some people are happy with their teaching career. Some end up switching to other jobs. Others feel fed up with teaching but opportunities for changing are not always available.

There are numerous reasons explaining the choice of an individual in selecting an occupation. Chang, Wunn& Tseng (2011) assume that individuals have different career goals and ideals. This explains why people have different career plans although sharing the same environment. Van Maanen& Schein (1977) suggest

that self-ability, need, and values are the most important aspects in deciding one's career development. Based on these factors, an individual develops his or her own career self-concept. Gorard& Rees (2002) believe that people make their career choices based on socio-economic conditions, cultural background, and their perceptions about what is appropriate for them.

Schein (1974, 1975), on the other hand, believes in the relationship between individuals' career paths and career anchor. According to Schein, career anchor refers to personal values, motivations, attitudes, and talents that shape an employee's career choice. Murnane, Singer, Willett, Kemple&Olsen (1991) explored the reasons why college graduates decided to join the teaching profession. The study revealed that factors affecting respondents' decisions were sensitive based on various aspects including the gaps in salary between teaching and other careers, recruiting procedures, and school working conditions including students' behavior, parents' support, school administrators, relationship with colleagues, and their teaching assignments.

Many theories relating to career choice have been proposed to explain people's decision in selecting their



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occupations. These include Parsons' Trait-Factor Theory, Super's Self-concept Theory of Career Development, and Holland' Theory of Career Choice. Parsons (1909), in his Trait-Factor Theory, believes that there are three sets of factors influencing the occupational decision-making process of an individual. These include (1) the understanding of the self-trait including personal abilities, aptitudes, interests, ambitions, resources available, skills and limitations; (2) background knowledge of the job such as advantages and disadvantages, conditions, opportunities and prospects; and (3) the rational process of judgment about the relationship of individual traits and job knowledge background (Brown, 2002).

Self-concept Theory of Career Development proposed by Super(1969, 1980, 1990) has received much attention for its great contribution. The theory focuses on the career development process spanning over an individual's entire lifetime in five distinct stages namely growth, exploration, establishment, maintenance, and disengagement. Super also believes that career self-concept is a product of the interaction between various factors including personal experiences, environmental features, interests, as well as physical and mental abilities. Holland's Theory of Career Choice, on the other hand, focuses on the six vocational personality types namely realistic, investigative, artistic, social, enterprising, and conventional which influence an individual in selecting his or her occupation. The theory suggests that people look for the environment that they can exercise their values, skills or abilities; people have higher job satisfaction in the jobs that will match their personality; and people create a working environment that best fits their personality in the context that many with similar personality types share the same workplace (Holland, 1985, 1997).

Studies focusing on identifying the motives drawing teacher candidates to the teaching careers show that the results usually fall on intrinsic, extrinsic and altruistic reasons. Yong (1995), in a qualitative study to investigate the motives of teacher trainees to enter the teaching career in Brunei, found that not intrinsic or altruistic reasons but extrinsic motives were the major factors influencing young people to the career. The noticeable factors influencing the teacher trainees found in the study of Yong's were "no other choice", "influence of others", "ambition to become a teacher",

"opportunities for academic development", and "like working with children". Moran et al. (2001), on the other hand, found that extrinsic reasons, including financial reason, although not playing the main role in influencing people' choices in joining the teaching career but maintaining a significant role in making people not to enter teaching. Smithers & Robinson (2003) discovered that workload, stress, government policies, school situation, and salary were some of the most important reasons for teachers to give up their jobs. Ingersoll (2001) also suggested that low salaries, inadequate administrative support, students' behavior, working conditions, and lack of decision-making were the main reasons for teachers to depart from their teaching career. Huat See(2004), in a research seeking for long and short-term determinants of students in deciding to become teachers or pursuing other careers, reported that the aspects that made the differences were family background, job-valued factors, and the perceptions of teaching whereas financial incentives only showed a limited role.

Intrinsic reasons, according to Moran et al., (2001), are the main aspects influencing teachers upon joining the teaching occupation. A study of Huat See (2004) also found that those devoted to the teaching profession are more prone to be inspired by intrinsic rewards and those choosing other careers were attracted by extrinsic rewards and might have negative experiences of school. Barmby(2006), in a study aiming at seeking why teachers joined or left the teaching career in England and Wales, revealed that main factors attracting teachers to the careers are intrinsic and altruistic ones while intensive workload and pupil misbehavior are the most influencing factors dissuading teachers from joining the career or making them leave the career. Liu, Kardos, Kauffman, Peske& Johnson (2000) pointed out that intrinsic rewards were the main motives for their respondents to enter the teaching career. These included job meaningfulness, the joy of working with children and the challenges of the pedagogy and the subject matter. Liu, Kardos, Kauffman, Peske, & Johnson (2000) also concluded that financial benefit was not the reason drawing teachers to the career but it was a disincentive or a barrier for teachers to stay in the career for the long run.

Another main factor influencing teachers' motives in joining teaching occupation is altruism which was explained by Joseph & Green (1986) and Brown



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(1992) as among the most powerful factors influencing teachers' choice for teaching. Studies of Mimbs, Stewart & Heath-Camp (1998) and Mimbs (2002) also revealed that altruistic motives were the main reasons leading teachers to the teaching career. Those of altruistic drives strongly affecting teachers' decisions in joining the profession are helping people, working with children, and being inspired by their own teachers. Mimbs, Stewart & Heath-Camp (1998) also added interest in the teaching subject, professional satisfaction, and creativity, together with these three altruistic reasons, to be the most given reasons for people entering the teaching profession. According to Farrugia (1986), students who are more academically successful, have a pleasant experience at school and want to help the community are more likely to become teachers. Furthermore, these students also tended to develop their special interests in particular subjects and view that teaching was the best way to extend their ability and impart their skills to other people.

Selecting an appropriate career is very important for an individual because a wrong choice can result in numerous problems in the long term (Zaidi & Iqbal, 2012). Teachers' motives in entering the teaching profession may be closely related to teachers' commitment (Yong, 1995; Chan, 2006), their desire to teach (Gould, 1934), students' learning motivation (Czubaj, 1996), which consequently lead to students' academic performance. Therefore, investigating this issue is crucial and can provide a comprehensive understanding of the schools to build their procedure of recruiting prospective teachers. In the light of the importance of teachers' motives, this paper identifies the motives influencing teachers' decision to enter the teaching profession in the context of Vietnam, explores whether the research respondents are satisfied with their career choices and investigates the relationship between their career motives and job satisfaction. The underlying assumption is that teachers who entered the career because of intrinsic or altruistic reasons would be more satisfied in their jobs than those who joined the profession for extrinsic attractions.

2. Research methodology

A mixed methods research was applied for this study because mixed-method approaches can help increase the efficiency and enrich the research. It also helps researchers to explore the phenomenon both in

depth and width, both causative and explanatory, and both testing and developing a hypothesis (Muijs, 2004). The combining of qualitative and quantitative methodologies can also produce many advantages. The qualitative approach, taken a subjective stance, can be used to gain subjective viewpoints of the informants and provide an in-depth understanding of the phenomenon. A good design research with qualitative approaches can provide a full explanation of what, why, where and how a phenomenon happens (Snape & Spencer, 2003). The quantitative approach, on the other hand, will help to understand the research phenomenon in formulating measurements, variables, and hypotheses, and to generalize the research results (Clark-Carter, 2010; Kalof, Dan & Dietz, 2008). The strongest advantage of a combination of qualitative and quantitative approaches is that it can combine the strengths of both methods in a study. In mixed-methods, researchers can flexibly select the methods of data collection and analysis and the research results will be more convincing as both in-depth understanding and summary numbers are provided (Lodico, Spaulding & Voegtle, 2006).

This paper is based on a research conducted on teachers of elementary, junior high and high school levels in Lam Dong Province, Vietnam. Stratified random sampling technique was used to pick up 20 schools in one provincial city and four districts. Research questionnaires were sent to all the teachers available at the schools at the time of conducting research. In addition, purposeful sampling was used to select participants for in-depth interviews and group discussions to have a full understanding of the issues. A total of 32 interviews and group discussions were audio-recorded or note-taken. Some additional informal dialogues and observations were also taken to support and confirm the findings of the survey, in-depth interviews, and group discussions. The participants of the research were classroom teachers, teachers holding both teaching and administration positions, and teachers holding administrative positions but having experienced teaching before.

Data were collected via pencil-and-paper questionnaires, face-to-face interviews and group discussions in 2012 and 2013. The research was conducted in Vietnamese. Research questionnaires were distributed to research respondents at schools. Face-to-face interviews, group discussions, and observations were done at school campuses, school tenement



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buildings, or participants' houses. The field research was carried out in four distinct periods including the pilot studies for building and testing the research instrument. Each fieldwork lasted almost from 30 to 45 days. The researcher spent around three days at each school and some schools were visited several times. School principals were asked for permission before conducting the field research in their schools. Participants were informed of the purposes of the study and asked for their consent to participate in. In addition, all the participants were promised that the provided information, as well as their personal identities, would be kept confidential and used only for the purposes of this study. This was to encourage the participants to be honest and feel free and safe in providing the information.

A total of 650 questionnaires were delivered to teachers of 20 schools visited during the fieldwork. Respondents can return the questionnaires directly or send back to the researcher via stamped envelopes. 502 (77.2%) questionnaires were returned and 436 (67.1%) were used for analysis. Those which include missing variables and those were categorized as the outlier was removed out of the database. Among the 436 research participants, 321 (73.6%) were female teachers and the others, 115 (26.4%), were males. All of the research participants are in the working age within the age range from 22 to 60 years. Most of the respondents, 75.5%, had university degrees, followed by college diplomas with 20.2%, 3.2% with upper secondary diplomas and 1.1% with masters' degrees. Most of the respondents, 86.0%, were classroom teachers, 11.7% were subject heads, and 2.3% were principals or vice principals. Regarding teaching level, 118 (27.1%) of the research participants were primary teachers, 131 (30.0%) were teaching at the lower secondary levels, and the rest, 187 (42.9%), were upper secondary teachers.

Qualitative data were analyzed using grounded theory techniques guided by Glasser & Strauss (2009). After the data transcription, coding was done. Qualitative data were broken into small items, closely examined, compared to the similarity and differences, and categorized under themes. These labels were created based on the similarity of the data interpreted and the themes gained from the review of the literature. The items that were related to the themes of the paper were gathered. These items were then explored to see the relationships with research objectives. Those related were picked up for the writing of the paper. The causal and comparative analysis was partially used for the quantitative data analysis. Based on the quantitative data, the reasons for joining the teaching profession were discovered and the differences between the main and targeted career motivations contributing to the overall job satisfaction were explored. Correlation research approaches, on the other hand, were applied to evaluate how well items of career motives significantly predict participants' overall job satisfaction.

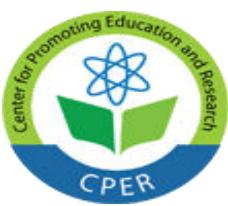
3. Findings

3.1 Reasons for choosing teaching as a career

Respondents were offered a list of items indicating their reasons for entering the teaching career. Three items to review their career decision were also given. The participants could select more than one option. Dummy coding was then applied to change these variables into dichotomous items. Table 1 below shows that the most popular reasons attracting teachers to the career were "secured career" (67.4%), and "teaching is a respected career" (49.5%) while those least appealing include "fewer working hours and long holidays" and "good salary and fringe benefits" with 5.3%, and 0% of participant selected respectively.

Table 1
Reasons for Entering Teaching Career

I joined the teaching profession because (of):		Respondents	Percentage (n = 436)
1	It is a secure career.	294	67.4
2	Teaching is a respected career.	216	49.5
3	I want to teach the subject that I like.	162	37.2



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4	It was the best job available at the time.	158	36.2
5	I love passing on knowledge, skills, etc. to children.	157	36.0
6	I have a desire to work with young people.	139	31.9
7	The career offers me the opportunity to continue my own education.	120	27.5
8	I was inspired by my own teachers.	119	27.3
9	My family wanted me to be a teacher.	109	25.0
10	The benefits (tuition fee exemption, etc.) for learning pedagogical programs	49	11.2
11	Fewer working hours and longer holidays	23	5.3
12	Good salary and fringe benefits	0	0.0

Three items for the respondents to review their career decisions were also given to see whether the respondents had made the right choice of entering the teaching profession. Table 2 below shows that more than half of the participants indicated that they were satisfied with their decision of joining the teaching occupation, 13.5% showed their desire to change their jobs, and 17.2% expressed their regret of having joined the career.

Table 2
Career Decision Reviews

Career decision review		Respondents	Percentage (n = 436)
1	I am satisfied with my choice of joining the teaching profession.	238	54.6
2	I will change my job if I have the opportunity to start over in a new career.	59	13.5
3	I would not choose to become a teacher again if I had a chance to make the decision again.	75	17.2

3.2 Career motives and job satisfaction

Standard multiple regressions were applied to check the relationship between items of career motives and teachers' overall job satisfaction. The findings in table 3 show that the model is statistically significant, $F(11, 424) = 3.175$, $p < .0005$, and justifies for 7.6 percent of the variance of the overall job satisfaction ($R^2 = .076$, Adjusted $R^2 = .052$). Among the 11 variables of the model, only "I have a desire to work with young people", was found to have the significant value smaller than .05 ($p = .003$). This indicates that only this variable contributes to the estimate of the overall job satisfaction. The Pearson correlation (r) of the item and the overall job satisfaction is .196, and the squared semi-partial correlation is .019 (1.9%). This shows that the item explained only 1.9% of the variance of the overall job satisfaction.



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Table 3
Standard Multiple Regression Results of Career Motives and Job Satisfaction¹

Model	b	SE-b	Beta	Pearson r	sr2	Structure Coefficient
(Constant)	4.111	.062				
Fewer working hours and longer holidays	-.236	.132	-.085	-.088	.007	-.320
It was the best job available at the time	-.067	.063	-.052	-.023	.002	-.083
Secured career	-.024	.066	-.018	.016	.000	.059
I was inspired by my own teachers	-.010	.069	-.007	.036	.000	.132
My family wanted me to be a teacher	.004	.068	.003	-.026	.000	-.096
I have a desire to work with young people*	.210	.070	.157	.196	.019	.709
The career offers me the opportunity to continue my own education	.126	.077	.090	.152	.006	.549
I love passing on knowledge, skills, etc. to children	.074	.071	.057	.148	.002	.536
I want to teach the subject that I like	-.118	.065	-.092	-.007	.007	-.025
The benefits (tuition fee exemption, etc.) for learning pedagogical programs	-.054	.094	-.027	-.054	.001	-.195
Teaching is a respected career	.117	.063	.094	.137	.008	.498

Note. The dependent variable was *overall job satisfaction*. $R^2 = .076$, Adjusted $R^2 = .052$, sr^2 is squared semi-partial correlations. * $p < .05$.

¹ Teachers' overall job satisfaction is the mean score of thirty-one variables extracted from forty items of job satisfaction using principal component analysis.



4. Discussion

4.1 Reasons for joining the teaching profession

The study revealed that job security was the most popular reason for 67.4 percent of the teachers entering the teaching profession. This indicates that respondents cared more about job security than any other characteristics of the job. This can be understandable in the context of Vietnam where jobs are hard to find, and a large percentage of working population work in the agricultural sector. Most of the jobs outside farming and civil services are normally in small and private companies. The possibility of losing jobs in these organizations is high. People had the likelihood of distrusting these institutions because of their relative job insecurity. Consequently, people try to look for lifetime employment in the civil service including the teaching occupation. Research participants in the interviews and discussions indicated several reasons why they entered the teaching profession relating to job security. They wanted to have a stable job to take care of their families, they were afraid of looking for jobs all their lifetime, or they wanted to have a fixed income to guarantee their basic livelihood. Job security was also reported to be in a combination with other factors to affect teachers' choices. A teacher said, "As our family's economic condition was not good, I could not afford to learn other professions. My family persuaded me to study at the teachers' training college because it was cheaper and I could have a secured job later."

Job status was ranked second in the teachers' choice that had 49.5 percent of the research respondents selected. This illustrates the traditional culture of valuing and respecting intellectuals and teachers in Vietnam. Students were required to learn manners first and then practice reading and writing. People became teachers as teaching offered high job status besides providing other basic points of a job. In interviews, several teachers explained why job status was the reason for their choice of entering the profession. They said that as they respected, adored and viewed their own teachers as role models for their lives, they wanted to be like them and highly respected in the society.

The aspiration to teach the subject of interest, the love of passing knowledge to children, and the desire to work with children attracted a large number of teachers to the teaching profession with 37.2, 36.0, and

31.9 percent respectively. According to Farrugia (1986), students who were good at academic performance were more likely to follow the teaching profession to continue their pleasant and successful experiences, to help the community and to develop skills in the subjects of interest. The desire to help children, to shape their future and to benefit the society had also been found by Farrugia (1986), Mimbs (2002), and Barmby (2006) to be the most influential factors affecting people's choices in entering the teaching profession. Brookhart & Freeman (1992), in addition, found that the desire to work with children was a dominant factor for both men and women in entering the teaching profession. A combination of the desire to work with children, the love to pass on knowledge, the desire to teach the subject of interest, and the inspiration of their own teachers was reported by a female teacher to be the reason for her choice in becoming a teacher. She said that she adored and idolized her high school English teacher. This made her love the English subject. She spent much time on the course and she was consequently good at it. She selected teachers training college to study because she wanted to be like her own teacher and teach English to her students.

Teaching was not the first choice for the 36.2 percent of the teachers. They missed their first choice to other jobs or they could not afford the higher fees for studying other professions. Some teachers, although their qualifications were not issued for teaching, entered the career due to the lack of other employment opportunities. A male teacher reported that he failed his first choice in the entrance examination for a university of medicine and pharmacy but the grades were adequate for him to transfer to another university to study biology. Due to lack of jobs, he applied for the teaching profession and became a Biology teacher. Another male teacher said that he had applied for the entrance examination to the Foreign Trade University but failed. In the following year, he applied for a teacher's training college as he understood that entering the Foreign Trade University was too difficult for him. Furthermore, since he had many siblings, the economic burden on his parents would be less if he took the teacher's training



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program. That was the reason for his decision to become a teacher.

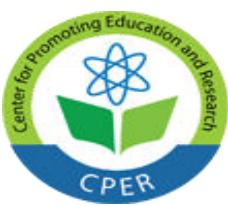
Several other career motives which attracted quite a moderate number of teachers joining the teaching profession included further education opportunities, teacher inspiration, and parental aspiration. Further education prospect was found to draw 27.5 percent of teachers to the teaching profession. Every year, a number of teachers were given the opportunities to upgrade their qualifications with full paid leave and subsidized school fees. Teachers were also offered short-term in-service training yearly to update educational programs or teaching skills. This made teachers believe that the career brings them more opportunities to improve themselves professionally and personally. Teacher inspiration was another factor that attracted around 27 percent of the candidates to the profession. Some teachers reported that they were strongly inspired by their own teachers. They saw their teachers as a role model for them to follow. They also wanted to be highly respected by their students. Parental aspiration was also discovered to have an impact on their children's career choices with twenty-five percent of the respondents reported that their parents influenced them to pursue teaching. As teachers' training programs were subject to tuition fee exemption, many families preferred their children to select the programs to save the families' financial burden. In families where one or more parents are teachers, the likelihood of their children joining teaching career is higher. Teaching, to some extent, is regarded as working indoors and having good status and high security. Many parents would like their children, especially girls, to join the career to have a lifetime job.

The least selected motives for entering the teaching career were the benefits of entering the pedagogical programs (11.2%), fewer working hours and longer holidays (5.3%), and good salary and fringe benefits (0%). The tuition fee exemption for taking teaching programs was found to have the significant influence on some people because their families could not afford their tertiary education. Several teachers admitted in the interviews that teaching was not their first choice. Tuition fee exemption for teacher training programs was one of the reasons influencing their decision. A teacher informant concluded that many

teachers shared a common background of coming from low-income families in the countryside. They needed to choose a learning program to save their families' financial budget.

There has been a perception in the public and media that teachers have less working hours and longer holidays. This seems to be correct at the time of teaching. However, teachers spend much more time on other duties such as lesson planning, students' paper marking, administrative matters, and homeroom teachers' tasks. Teachers were unsatisfied with their heavy workload. In addition to performing around 18 periods of weekly teaching, teachers needed to fulfill administrative demands, prepare the lessons, update many records, and complete the work of a homeroom teacher. One female teacher said that she couldn't have imagined the amount of work that a teacher needed to do before she entered the career. Another teacher in the same group discussion also added that she did not know whether there was any other career with such a heavy workload.

None in the survey reported that they entered the teaching profession because of high salary and fringe benefits. As indicated by Watt & Richardson (2007), teaching is always viewed as a hard-working job with low returns. Teachers' salary in Vietnam follows the national salary frame for the public sector. Their incomes are much lower in comparison with those working for private or foreign-owned companies. Salary appeared to be the most complained issue in interviews and discussions. Teachers complained about the inadequate salary system. A teacher said in a group discussion that even though their salary was very low theirs were the first to be deducted for any kind of subscription or contribution campaign by the government or local communities. These kinds of subscriptions or contributions were assumed voluntarily. However, the school council often pre-contributed some amount of the subscription and then deducted the teachers' payroll without their consent. Another informant in the group discussion added that some of the contributions were very ridiculous such as the fund for eliminating temporary houses. They said that it was unreasonable for them to pay for such kinds of funds as they themselves did not even have such houses. However, they had to contribute to upgrading other people's houses. An informant said that they were



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willing to pay but they needed to be respected, asked for their consent, and informed in advance for any salary deduction.

4.2 Career decision review

The study showed that although not all the teachers in the research were happy with their choice of being a teacher, they still viewed it as an attractive career. More than half of the informants reported being satisfied with their choice. This indicated that teaching, by its nature, still had some characteristics making it attractive. With more than 13 percent of the respondents indicating that they wanted to change their jobs, and 17.2 percent regretting about their decision of joining the career, this alarmed the policymakers, educators and the public that a sizeable number of teachers were doing their job without or with limited interest. Teachers revealed in interviews and discussions that those who were unhappy became less patient and less enthusiastic in their jobs. In a study investigating the reasons for teacher resignation, Dinham (1992) discovered that salary was not a significant reason for teacher resignation. However, it was not a good idea to ignore this. When teachers' salary is relatively low or inadequate, it will be harder to attract talented youth to choose the teaching profession as their first choice. Inevitably, the quality of the educational system will decline. Qualitative data showed that teachers were satisfied with some of the job characteristics such as helping the society, passing on knowledge, working with children, doing what they learned at college, being respected by their students, being recognized by their colleagues, or successfully helping students to understand their lessons. However, they also reported being unhappy with the heavy workload, low salary, unfair promotions, declining status, students' declining behavior, or inflexible and unscientific ways of working with the school councils.

When discussing whether he would leave teaching career and get a new job, a male teacher said,

Many including both male and female teachers want to give up their jobs, but the challenge is what they will do for a living. If they need to make a choice between keeping their current life and taking a risk of themselves and their families to change jobs, they will remain at their jobs although facing many difficulties. To change the jobs, they need to start all over their

studies for new occupations. This requires lots of things including financial ability, energy, and time. That is why although unsatisfied very few people dare to leave the teaching profession.

Another teacher said that he did not want to quit his job. However, if he had had another chance to make a decision, he wouldn't choose to teach again. He said that in order to get the job he spent much money and time in studying and in applying for jobs. He did not want to lose the amount of time and money he had spent and waste additional money and time to start all over in another career. Other informants admitted that they were familiar with teaching and did not have skills for other occupations. If they had a chance, they might change, but opportunities were limited. Several informants said that they needed to have a decent life before thinking of making a good contribution to the career. If their life remained unchanged, it would be a good decision to leave the occupation.

4.3 The relationship between career motives and job satisfaction

Data from multiple regression analysis reveals that the relationship was significant between job satisfaction and the variable "I have a desire to work with young people". This indicates that only teachers who entered the career, for this reason, were found to be statistically associated with job satisfaction while the other characteristics were not found relevant. The Pearson r for the relationship of this variable and job satisfaction was .196. According to the suggested guidelines of Cohen (1988), the relationship between these two variables was small. In addition, although significantly predicting participants' overall job satisfaction, the variable accounted for a very small amount of percentage of the variance (1.9%). The results reveal that the relationship between career motives and job satisfaction was very small or career motives cannot predict the participants' level of job satisfaction. No matter for what reasons teachers joined the teaching profession; their levels of job satisfaction were almost the same. The findings do not support the assumption that teachers who entered the teaching career because of intrinsic or altruistic reasons would be more satisfied in their jobs than those who joined the profession for extrinsic attractions.

5. Conclusion



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Teaching is unpredictable (Johnson & Birkeland, 2003). Whether well prepared or not, there is no assurance that teachers will be successful in their class. This makes the decision of entering the teaching profession more difficult. Before entering the teaching profession, people often have deep concerns about workload, compensation, status, stress, students' behavior, etc. They also have the feeling of eagerness and excitement with the opportunities to teach the subject of their interest, to work with children and to devote their ability for the benefit of society. However, teachers currently serving were struggling with limited income, experienced declining status, faced students' declining behavior, and were more likely to leave their teaching career.

The research findings showed that the majority of teacher respondents joined the teaching profession because of several practical reasons. More than half of the research participants indicated that job security was

their reason for entering the profession and almost half mentioned job status as the drawing motive. In contrast, no participants reported that they entered the occupation because of financial considerations and only around 5% of the informant's specified comfortable workload and long holidays as their reasons. This reflects the reality of the work market in Vietnam where a great number of employees would prefer having a stable job rather than a job of their interests.

The findings generally did not support the assumptions that teachers entering the profession for intrinsic or altruistic reasons would be more satisfied in their jobs. Data from multiple regression analyses revealed that only teachers entering teaching due to the desire to work with young people showed a significant relationship with the level of job satisfaction. However, only a weak correlation between teachers' career motives and their job satisfaction was discovered.

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