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CHOOSING TEACHING AS A CAREER: A CASE STUDY TO EXPLORE STUDENTS' MOTIVATIONS

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ABSTRACT

Nowadays, education quality is a worldwide concern. Furthermore, one of the factors to improve it is to attract the best students to study a teaching program. In order to achieve this goal, it is important to identify the motives that drive a person to choose a teaching program. Several quantitative studies have been conducted around the world with the same purpose using the FIT-Choice scale (Richardson & Watt, 2006) which is a reliable instrument to determine the reasons that drive a person to choose teaching as a career. Therefore, as this study aims to explore the reasons that drive Chilean first-year students to choose a teaching program, a semi-structured interview based on the Fit-Choice scale categories was used to add more information about the topic using a qualitative approach. The interview considered the theme motivation and its codes - intrinsic, extrinsic, and altruistic motivations - when identifying the reasons that lead first-year students to choose a teaching career. In this study, four participants from first year were selected from the different educational programs at Universidad Nacional Andrés Bello. The results demonstrated that the altruistic motive, which is related to make social contributions, was the main reason mentioned.

Keywords: quality education, FIT-Choice scale, Motivational Expectancy-Value Theory, motivation for teaching choice, factors influencing teaching choice, teaching as a career, intrinsic motivation, altruistic motivation, extrinsic motivation.

RESUMEN

Hoy en día, la educación de calidad es una preocupación global. Además, uno de los factores para mejorar la calidad de educación es atraer a los mejores estudiantes a que elijan una carrera de pedagogía. Para lograr este objetivo es importante identificar los motivos que conducen a una persona a elegir una carrera de pedagogía. Varios estudios cuantitativos se han llevado a cabo alrededor del mundo con el mismo propósito aplicando la escala FIT-Choice (Richardson & Watt, 2006) que es un instrumento confiable para determinar las razones que llevan a una persona a elegir la enseñanza como profesión. Por lo tanto, como el objetivo de este estudio es explorar las razones que llevan a los alumnos chilenos de primer año a elegir pedagogía como carrera, una entrevista semi-estructurada basada en las diferentes categorías de la escala FIT-Choice fue usada para añadir más información acerca del tema utilizando un diseño cualitativo. En la entrevista se consideró como tema principal la motivación y sus códigos - intrínseco, extrínseco y altruista - para identificar los factores que motivan a los estudiantes a estudiar pedagogía. En este estudio cuatro participantes de primer año fueron seleccionados dentro de las diferentes carreras de pedagogía en la Universidad Nacional Andrés Bello y los resultados demostraron que el motivo altruista, el cual está relacionado con contribución social, fue mencionado como la razón principal para elegir esta profesión.

Palabras clave: educación de calidad, escala FIT-Choice, elección de la carrera, factores que influencia decidir enseñar, carrera como docente, motivación intrínseca, motivación altruista, motivación intrínseca.

CHAPTER 1: INTRODUCTON

Quality of education is a worldwide concern due to its importance for the society. In this context, education is understood as a process of teaching, training, and learning, especially in schools or colleges, to improve knowledge and develop skills (Oxford Dictionary, 2000). The globalization of the economy has forced countries to elevate their standards, and education seems to be a key factor for their improvement. Furthermore, several nations are evaluating their own educational systems to realize what changes are the ones needed to be made in order to improve it (Comité Nacional para la Modernización de la Educación, 1994).

According to United Nations International Children's Emergency Fund (UNICEF, 2000), quality education has several edges. First of all, it is necessary to have “learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities [...]” (p.4). Moreover, environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities are needed, as well as the content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills. Additionally, processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities also play an important role. Apart from the factors mentioned, teachers’ quality – teachers having a high standard regarding their performance - is another key element needed in order to reach high-quality education; therefore, attracting the students with the best qualifications for teaching is a necessary step to improve learning process in Chile (Mizala, 2011).

many countries are seeking to achieve high-quality education. For instance, the European Union wants to become the most competitive and dynamic knowledge-based economy in the world and, to achieve that, they have created a set of objectives. One of them is to improve the quality and effectiveness of education and training of teachers (Diario Oficial de la Unión

Europea, 2009). For this reason, high-quality education is something that every country searches for.

There are some studies that exemplify which are the factors needed in order to achieve high-quality education. For example, the McKinsey & Company Report¹ (Barber & Mourshed, 2007) stated some suggestions for improving quality of education in countries, such as Chile where teaching has a negative social value and low quality. McKinsey & Company (Barber & Mourshed, 2007) said that countries with good educational standards invest a great amount of money to achieve good quality of education. Focusing on this aspect, the report suggests that the first key factor is to recruit the best students on the teaching field regarding the statement that quality education can be possible with qualified teachers. The second factor stated is that the teacher training process pre-service teachers receive which, according to the report, is fundamental to reach high quality education. Finally, the third factor refers to quality assurance systems of education that can help develop a periodic evaluation to guarantee the correct distribution of a high-quality education at schools.

In Chile, the teaching career is seen by many people as easy because there are some institutions in which the process of enrollment and getting a degree did not always require either a University Selection Test² (PSU) minimum score or an interview to know if people entering have the competences to become teachers compared with other respected careers, which proves that high quality education has not been achieved as stated by Educarchile³ (2016).

¹ McKensey & Company is a global management consulting firm that serves a broad mix of private, public, and social sector institutions. In the report *'How the world's most improved school systems keep getting better'* 20 educational systems were analyzed around the world, including Chile (Barber, Chijioke & Mourshed, 2010).

² PSU (Prueba de Selección Universitaria, "University Selection Test"), is an admission exam designed and evaluated by the University of Chile and consisting of two mandatory tests, one in Mathematics and one in Language. There are also two additional specific exams, Sciences (including Chemistry, Physics and Biology fields) and History, which may be required by some undergraduate programs (DEMRE, 2006).

³ Educarchile is an educational website owned by the Chilean Ministry of Education and Fundación Chile. Its main purpose is to be an educative center for teacher, students, families and education researchers (Cox, 2003).

To improve quality education, some changes have been introduced, such as the establishment of 500 points as a minimum of PSU score to enter a pedagogy program. Yet, the teaching program is still below others. In conclusion, to reach high-quality education some changes must be made in the educational systems. According to McKinsey (Barber & Mourshed, 2007), one of the changes that should be made is to recruit the best students to the teaching field. In order to achieve that, it is fundamental to increase the selection standards and settle the vocation of future educators. Therefore, to accomplish that goal it is crucial to determine the reasons why students decide to enter a teaching program.

Several studies have been focused on understanding teacher's motivation to choose a teaching career. According to De Jesus and Lens (2005), motivation is connected to teaching quality, engagement, and commitment towards the profession. When trying to understand the reasons behind choosing any program, the concepts of vocation and motivation should be considered. On the one hand, vocation is related to what people feel are suited to doing and a calling from their hearts (Cambridge Dictionary, 2017). On the other hand, Jones (1995) describes motivation as the cause of a behavior in opposition to the behavior itself. Additionally, motivation is divided into two different types; intrinsic motivation that is related to the inner desires of each person, and extrinsic motivation that has to do with the external possible rewards a person can get from the outside (Brown, 2007). The need of identifying and understanding how vocation and motivation impact when deciding to choose a teaching program is fundamental considering that motivated professionals perform better at their jobs (Bakar, Ismail, & Hamzah, 2014). Consequently, high-quality education can be attained through the level of involvement and enthusiasm shown by the teacher. The lack of information about the factors that drive Chilean students to choose teaching as a career led this study to focus on exploring the reasons that influence the decision of students at Universidad Nacional Andrés Bello (UNAB) to choose a teaching program, which is the main objective of this study. Therefore, three different specific objectives were established to accomplish the general one.

CHOOSING A TEACHING PROGRAM

1. To understand the perception of UNAB's first-year students regarding the teaching career.
2. To explore the factors that lead UNAB's first-year students to choose a teaching program.
3. To investigate how intrinsic, extrinsic or/and altruistic motivations influence UNAB's first-year students' career decision.

In the subsequent chapter, the theoretical framework of this research will be presented taken into consideration the literature and studies related to the teaching career and its background.

CHAPTER 2: LITERATURE REVIEW

In this section, useful literature for understanding this research together with studies with a similar purpose as ours are reviewed.

2.1 Teaching career

Education, since the beginning of time, has been the base of society. It helps to determine a country's culture and behavior; however, nowadays teaching is no longer respected or valued by society (Daroch, 2012). For this reason, to achieve high-quality education it is essential to understand the importance of the recruitment and retention of those academically able and committed students that would be inspirational and, as overall, effective teachers (Richardson & Watt, 2016). Hence, several studies have been conducted in different countries around the world, such as United Kingdom, United States, Australia, etc. in order to evaluate their educational systems. As a result, education must be taken into consideration for a country to succeed.

2.1.1 McKinsey Report

McKinsey & Company, a consulting firm that serves a broad mix of private-, public-, and social-sector organizations, developed an investigation to understand why a large group of educational systems around the world have high quality standards in spite of the social and cultural differences inside their countries (Barber & Mourshed, 2007). As stated by the report, three key factors are needed to achieve high-quality education. The first factor mentioned is to recruit the best students for the teaching programs. The second factor is related to the teacher training program itself. Finally, the last factor refers to systems of quality assurance that help to create a regular evaluation of the educational system providing updated data to support future changes.

In the search of improving the Chilean quality education, during the last years the Ministry of Education has made several changes considering the factors previously mentioned by the Mckinsey Report (Muñoz, 2009).

2.1.1.1 Teacher training program

The quality of teacher training has been questioned due to the fact that most of the teachers finished their programs with the same knowledge that they had when they enrolled in. It was evidenced in a test which measured teaching students' basic abilities in Language and Math made by Coordinación Nacional del Programa de Fomento a la Calidad de la Formación Inicial Docente⁴ (PFFID) (Caro, Figueroa, Larrondo & Rojas, 2007). Nowadays, twenty-two public universities and twenty-three private universities in Chile offer teaching programs. Additionally, there are eight institutes that provide teacher training programs in the country (Educarchile, 2007). In 2017, new requirements have been established to enter a teaching program with the purpose of improving the quality of future teachers. For instance, some of the new requirements include scoring a minimum of 500 points in the University Selection Test (PSU), or having approved a special program to access higher education which must be recognized by the Ministry of Education, or to be placed in the 30% of the students with the highest grades in each educational context in which the student was during high school, taking as reference the students' performance in the last three generations of this context (DEMRE, 2016).

2.1.1.2 Assurance quality systems

For guaranteeing the quality of teachers in our country, a new evaluation has been made that is called Evaluación Docente⁵. This system of evaluation has as main objective to boost the teaching career and to contribute in the improvement of the Chilean's education quality (CPEIP, 2016). Nevertheless, many teachers in our country have perceived this evaluation as more harmful than beneficial because they think this is a way to expel them from the institution in which they are working in and that it does

⁴ Coordinación Nacional del Programa de Fomento a la Calidad de la Formación Inicial Docente is a national educational program, its main objective is to develop activities to strengthen the initial training teachers receive (MINEDUC, 2009).

⁵ Evaluación Docente, through this evaluation teachers are assessed with four instruments that recognize direct information of their practicum, the perception that each assessed teacher has on him/her performance and their peers and supervisor's opinion.

not consider their point of view. “The intention has always been to evaluate teachers before expelling them. Even though formally it is about the quality of a good teacher, the real central topic is that this evaluation enables the government to fire teachers” (Boletín IISUE, 2017, para.12). However, teachers’ performance cannot only be evaluated in terms of knowledge but also in terms of motivation and perception of the career.

A study called Initial Teacher Training as Perceived by its Students (Sotomayor, Coloma, Parodi, Ibáñez, Cavada & Gysling, 2013) was intended to get a deeper perception of first-year service teachers regarding the training they had during the program. Before Evaluación Docente, there was an evaluation called Inicia Test⁶, which was applied to teachers from different fields as Language, Primary school education, and High-school education to measure the quality of the training program they received. The results of Inicia test done in 2010 showed that the teachers who took it just reached 51% of correct answers (Ministerio de Educación, 2010).

Nevertheless, in a study held among 276 alumni of eight universities in Chile (Cox, Meckes & Bascope, 2010), the perception of future or service teachers have about how prepared they feel to teach students is higher than what was reflected on the test. On the one hand, these future or service teachers base the low results of Inicia Test on the precarious training they have on each specific disciplinary field, such as Math, Language, Science, History, etc. This is one of the reasons why they prioritize the quality on the practical field rather than on the theoretical one because during the practice they apply more disciplinary and didactic knowledge than general content knowledge (Cox, Meckes & Bascope, 2010). On the other hand, there has been a controversy regarding how prepared teachers are; it is due to the low selectivity – scoring less than 550 points on the PSU – institutions used to have when accepting students before the new requirements were established. In addition to that, the major number of teaching students is centered on institutions with low or zero selectivity (Sotomayor et al., 2013).

⁶ Inicia Test is an evaluation taken by pre-service teachers before the end of their program, with the purpose of identifying the level of training pre-service teachers have. (Cox, Flores, Milesi & Ortúzar, 2009)

For instance, during 2000-2008, the number of students who entered a Primary Education program increased from 35.000 to 92.000 approximately. In conclusion, taking into consideration the previous data, there is a contrast between how service teachers perceive their training and how it actually is (Sotomayor et al., 2013).

2.1.1.3 Attracting the best students

There are different alternatives in order to study a teaching career; for example, Beca Vocación de Profesor (Teacher's Vocation Scholarship). According to the Ministry of Education, this scholarship is an initiative created with the aim of improving the quality of our teachers, both in the pedagogical and disciplinary fields; encouraging the enrollment and retention of outstanding students in teaching programs (Pérez, Flores & Reveco, 2014). Moreover, another aim of this scholarship is to increase the value of teaching as a career in the Chilean society; therefore, the Ministry of Education tries to catch the attention of outstanding students. This was implemented for the very first time in 2010 during Sebastián Piñera's government.

The main aim of Beca Vocación del Profesor (Pérez, Flores & Reveco, 2014) is to train educators whose main goal is to make a positive change in Chilean education because it is just for students who really want to become teachers. The students who want to obtain the benefits just need to fulfil few requirements, such as having Chilean nationality, obtaining at least 500 points in the PSU test, and being part of the 30% of students with the highest grades in their former schools. Additionally, this scholarship has different benefits depending on the score obtained in the PSU test; for example, students will have the tuition of the career for free if they score 600 points. The tuition will be for free, and students will receive a monthly contribution of \$80.000 CLP if they score 700 PSU points; furthermore, the government will support one semester abroad if students score 720 or more in the PSU test. In 2012, the Ministry of Education spent about \$13.300 million CLP to fund these scholarships, which are expected to attract a significant number of outstanding students to the different teaching programs.

Another alternative for choosing the teaching career is the benefit called Gratuidad that involves the families whose income is lower than the 50% of the population. The family members that will study in an ascribed institution to the benefit should not pay the tuition during the formal duration of the career (Gratuidad.cl, 2017). This initiative was created due to the high costs of the different programs in higher education that exist in the educational field. As this benefit helps families that cannot afford higher education as easily as others, many students have wanted to access to this benefit although it is not easy to be selected. Moreover, all the information given in the application process must be verified through the social service of student's district because if the information is inaccurate, the student will not receive the opportunity to study for free. Another factor that students must acknowledge is that not all universities, institutes, or technical training centers accept this benefit; for example, Universidad Mayor does not (Carimán, Gaymer, Pardo, Nuñez & Salas, 2015).

Even though the Ministry of Education intended to improve the conditions to attract the best students, the percentages show that there still is a high degree of rejection to study a teaching program in comparison to others. According to the information released by the Ministry of Education (Mi Futuro, 2016) the program with the highest decrease of graduates is Elementary Education (-41,4%), followed by Nursery Education Teaching (-14,2) and History Education (-11,4) in comparison to Engineering, Kinesiology, and Obstetrics that have increased the number of graduates in more than a 50%.

2.1.2 Teaching career perception

Teaching as a career has been stereotyped around the world with a negative connotation due to several reasons. For the people who seek for a high salary and social prestige as a career reward, teaching is not an attractive career (Richardson & Watt, 2016). Teaching is often perceived as an easy program chosen by those who could not enter a better program or are seeking for an easy job (Schaarschmidt, 2005). For example, the study *Who Chooses Teaching and Why?* (Richardson & Watt, 2006) provides information about motivations and explains the perception that Australian

people have about choosing teaching as a career. The study includes background characteristics and teaching motivations for those individuals who enrolled in teaching programs across the major universities in the Australian states of New South Wales and Victoria. The reasons why the authors decided to conduct this study were because teachers have a strong influence on students' lives and their learning process; hence, teachers have a significant role in the social development of a society. Consequently, to achieve high-quality education, the teaching career must be valued. In the study aforementioned, the researchers applied an instrument called FIT-Choice scale (Factors Influencing Teaching Choice) to teaching students across three Australian universities. The results concluded that participants believed that teaching as career is highly demanding with low return in terms of salary and social status. The study demonstrated that Australia is experiencing difficulties in attracting and retaining teachers inside their systems because the salary rates are less than rewarding and the perception about teaching is being influenced negatively; furthermore, it is perceived as a "fallback" career. Due to these common perceptions, the low status of teaching remains; hence, the objective to recruit the best students seems to be a difficult quest.

There are many reasons why teaching as a career does not have the prestige other careers have. In 2010, Adimark GFK⁷ together with Elige Educar⁸ researched about the low value society attributes to the teaching career in Chile. They conducted a nationwide study including different social classes in order to have reliable results. The study yielded three main results. Firstly, regarding social value, 64% of the middle class thinks that being a teacher is something to feel proud of, in contrast to 36% of the upper class. Secondly, regarding willingness to enter a teaching program, 59% of people over 56 years have a positive attitude, but the number decreased to 39% in people from 18 to 24 years old, who are the ones that are facing the

⁷ Adimark GFK is an organization that investigates the market and public opinion in Chile. It belongs to the GFK group since 2005 (Adimark GFK & Elige Educar, 2010).

⁸ Elige Educar is a project based on Training and Development Agency for Schools an English organisation which main goal is to improve the social value regarding teaching programs (Gutierrez, Hochschild, Lira, & Medeiros, 2012).

decision of choosing a program to enroll in. Lastly, work perspective was one of the worst valued aspects of the career; there is a huge contrast between the ones who think the salary of teachers is good (25%), and the ones who disagree with that (48%). This study concluded that there are aspects that need to be improved, and the Ministry of Education is the entity in charge of creating new strategies to attract the best students. As a conclusion, one of the most important factors that affect the prestige of the career is that salaries are lower than expected by society (Adimark GFK & Elige Educar, 2010).

The teaching career in Chile has been discredited and less value has been attributed to it. Furthermore, the quality and motivation of teachers will not only depend on how society perceives them, but also on how they perceive their profession. Daroch (2012), a student from Universidad de Chile, conducted research to investigate how teachers perceive how their profession is valued. A qualitative research design was used, and two groups of teachers were interviewed; retired teachers and working teachers. Besides, two types of schools were selected; emblematic schools⁹ and non-emblematic schools. The hypothesis of the study was focused on the statement that teachers perceive the profession as prestigious, and society devalues it.

The research's findings were similar to the results of previous studies conducted with the same purpose, which stated that teachers perceive their career as important, but society devalues it; however, there were some unexpected perceptions. First of all, the fact that teachers see their career as important was confirmed mostly by retired teachers who claimed that it is meaningful because they were the providers of knowledge. However, the new generations of teachers did not perceive their career as meaningful; perhaps, due to the influence of society's perception of it. In terms of how teachers perceived that their career is valued, the assumptions were accurate because teachers declared that they are no longer treated as

⁹ Emblematic Schools are public institutions recognized by the Ministry of Education as emblematic based on their academic excellence, tradition, and prestige (Fontaine, Leiva, & Urzúa, 2014)

professionals of an important career. Surprisingly, there was a finding that called the researcher's attention which was that students really appreciated teachers and the contributions they made to their lives. It can be concluded in Daroch's study (2012) that the teaching career is relevant for the main protagonists of it, who are teachers and students, even when it has a negative social connotation.

Due to the devaluation of the career, the Ministry of Education has decided to implement a policy called Carrera Docente¹⁰ that consists of new requirements to enter a teaching program, such as Initial Training Assurance¹¹, diagnostic assessment to improve training, better working conditions, etc. This is going to be implemented from 2017 on gradually, and it is expected to be fully implemented by 2026. Furthermore, its main goals are to dignify the teaching career, to provide support during service, and to increase the value new generations ascribe to the career. For instance, within these objectives it can be found the improvement teachers' salaries, incentives for teachers to work in public schools, increasing non-teaching hours to prepare material and lessons, among others. Concluding, Carrera Docente is probably a response for the weaknesses that the actual teachers training model has (Gob.cl, 2016).

However, Carrera Docente has been very controversial regarding the salary of the teachers differing from the current model. In comparison to the current model, the differences that Carrera Docente has are the salary stretches in which teachers will be categorized according to their years of pedagogical experience, portfolio results, and performance on AVDI/AEP tests. There are four mandatory stretches and two voluntaries. The formers are Acceso, Inicial, Temprano, and Avanzado, and the latter are Experto I and Experto II. Additionally, the amount of money that new service teachers are going to make once they start teaching will vary from \$800.000 CLP to

¹⁰ Carrera Docente is a law that aims to ensure quality training for those who choose teaching as a career. It establishes new entrance requirements, the obligatory accreditation of the teaching programs and a mandatory evaluation regarding the training students receive (gob.cl, 2016)

¹¹ Initial Training Assurance is a new requirement from Carrera Docente which consists on a diagnostic assessment to improve aspects such as, knowledge, training, and working conditions, etc. (gob.cl, 2016)

\$900.000 CLP, whereas the salaries for teachers that have already been in service is going to improve a 30%. Nevertheless, teachers must work in an establishment that is already part of the professional development system to apply for the increase in salary. Finally, to change the model Chile currently has, it is not only necessary to re-value the profession but also to have incentives for the teachers to be motivated to improve in their areas (Gob.cl, 2016).

2.2 Choosing teaching as a career

Several studies have been conducted worldwide with the purpose of identifying the factors or motivations that drive people to choose teaching as a career. These factors or motivations vary from one country to another. For instance, studies conducted independently in France, Australia, Belgium (French Community), Canada (Québec), the Netherlands, the Slovak Republic, and the United Kingdom, revealed that the most mentioned factors were the desire to work with youth, the potential for intellectual fulfilment, and the desire to make social contributions (OECD, 2005).

2.2.1 Worldwide studies

A qualitative research took place in Australia, which was carried out by the University of Queensland (Alexander, Chant & Cox, 1994). For the study, 399 participants were chosen from a Postgraduate Diploma in Education application in order to ask them the reasons why they decided to become educators. This research was conducted through an essay for the participants to write a statement indicating why to choose teaching in secondary school and personal qualities and experiences that would help make the decision to teach. The results of the essays presented eight main themes in the answers. These themes were closely related among them; for example, themes 2, 3, 4, and 8 talked about the participants' background, taking advantage of what they are good at and sharing it with others for different purposes, whereas themes 1, 5, 6, and 7 were about the positive profits for society and the benefits that they can get from education, such as more opportunities regarding teaching foreign languages or personal fullness

taking a Diploma. The results of this research lead to many conclusions, and most of them are related to how society has changed their view concerning teaching and becoming a teacher. According to the results, former teachers have become more influential than parents when helping students make the important decision to choose a program. Moreover, other students who chose to become teachers did it due to a vocational factor rather than to make monetary profits of it. In conclusion, the reasons to enter a teaching career have been changing through the last decades, and this makes society switch their view on education and, consequently, give it more value.

In 2000, Stuart conducted a study to examine the reasons for African American teachers to choose a teaching career and remain in it. In the study, 10 African American teachers, from Roanoke city, were asked questions related to their experience at school, school climate, and job satisfaction together with questions related to environmental factor for choosing the career. The results indicated that there were two main community influences for these teachers to choose and remain on the career. The first one was related to involvement in church activities, which “afforded some participants an opportunity to attend college and enter a teacher-education program” (Stuart, 2000, p.4). The second one was associated to sponsorships for teacher-education programs through partnerships with business and industry which reinforced self-concept in ability. Additionally, the institutional factors for teachers to remain in the profession were associated to their experience as teachers including the relationship with partners and the perception of the school system as an overall. To conclude, the findings of the research stated that not only family support, friends, and community’s approval were the reasons for choosing and remaining in the teaching career but also internal factors such as determination and willingness together with personal experience contribute to the decision of selecting and succeed in the career.

A study was made in Turkey in 2012 to investigate the motivation for choosing teaching as a career of 974 Turkish pre-service teachers. The findings revealed that personal and social utility value together with prior teaching and learning experiences were the main factors influencing their decision (Bakar, et. al, 2014). Another study was conducted in Turkey in 2012 using the FIT-Choice scale. This study also examined the motivations

and perception of pre-service teachers, and the results were quite similar to the previous one being social utility value the most influential reason for choosing a teaching program, followed by the desire for a stable job, intrinsic value, and perceived teaching abilities (Kilinç, Watt & Richardson, 2012).

In 2014, Bakar, Mohamed, Suhid and Hamzah conducted a quantitative study using the FIT-Choice scale to identify the factors that may influence student teachers to take teaching as their career choice. As in many studies regarding teaching motivation, the factors were divided in intrinsic (the work of teaching itself), extrinsic (benefits related to the job, such as salary, holidays or other external rewards) and altruistic reasons (contribution to the society) for selecting the profession. The participants were 600 pre-service teachers at public universities in Malaysia and the instrument used were questionnaires. The results showed that the altruistic factor was the most important one followed by the intrinsic and extrinsic factor as the last ones. An important fact to take into consideration is that the Malaysian government is fully aware of the important significance that education has towards the nation's development. Moreover, they provide special scholarships and educational loans to those who choose to teach as a profession. However, since the main factors influencing the choice were intrinsic and altruistic, the study suggests that the Malaysian government should focus its resources to improve teaching conditions such as class size, work environment, and job responsibility.

A qualitative study (Ozturk, 2012) that was conducted to understand clearly the motivations pre-service teachers of English have in some Turkish universities due to the importance the teaching career has in the country where the research was developed. Firstly, the data was collected by the qualitative measure of "The Teachers' Ten Statements Test" and, secondly, by a framework based on empirical data from the FIT-Choice scale due to the fact that both methods can allow the interpretation of the data, the understanding of the predominant factors and participants' responses are authentically not influenced by the researcher's assumptions. Regarding the findings of the study, the analysis demonstrates that the quantity of composed themes was extended to 4 and in total there were 26 sub-factors that described the teachers' motivations. Moreover, the reasons from intrinsic

aspects were the most frequently mentioned. Therefore, it can be understood that those students who are attracted by these reasons are more committed in the teaching field. In conclusion, the study demonstrated that intrinsic motives are becoming more prevalent to influence the teaching career choice than socio-cultural factors.

Finally, Richardson and Watt (2016) addressed different studies made using the FIT-Choice scale in countries, such as Germany, in which the main reasons were higher social interest in the vocational orientation; Scotland, in which girls preferred a teaching career, and boys preferred engineering first and teaching as the fifth option; and England, in which stress affected teachers' motivation. Overall, the FIT-Choice scale has been used in different countries and has shown to be a reliable instrument to measure students' motivation to select a teaching program.

2.2.2 Motivational factors influencing teaching as a career choice

There are many factors that can influence the decision of choosing teaching as a career, and the instrument that has proven to be the most accurate one to identify them is the FIT-Choice scale based on the Expectancy Motivational Value Theory.

2.2.2.1 Expectancy motivational value theory

The Expectancy-value Theory by Eccles, Alder, Futterman, Goff, Kaczla, Meece and Midgley (1983) was created in order to analyze children's achievement motivation towards specific tasks. Moreover, they identify the individual's determinants of motivation by the expectancy for success and the value they attribute to a task. The quality of the individuals' performance is predicted by their current and future expectancies, and the previous perceptions the environment provides, including the intrinsic value (enjoyment someone gain from doing the task), utility value (how a task fits into an individual's future plan), cost (what an individual has to give up when doing the task), and attainment value (the importance of doing well on a given task). In addition, achievement of long-term goals as career plans and individual desires regarding certain standard behaviors, such as gender

roles. According to the expectancy-value theory, the value and expectancy attributed to a task influence the achievement behavior such as the persistence, choice, and performance (Wigfield, 1994). Hence, Richardson and Watt used the expectancy-value theory to elaborate the FIT-Choice scale to identify what are the motivations behind choosing teaching as a career.

2.2.2.2 FIT-Choice scale

One of the most important studies related to this topic was conducted by Richardson & Watt (2006) in Australia (New South Wales and Victoria). It was to determine the factors influencing the enrollment in a teaching career and, in order to identify them, the authors created the FIT-Choice scale. The main aim of this instrument is to help and guide future investigations in the educational area providing a psychometrically and theoretical framework regarding factors that are the basis for choosing teaching as a career. Therefore, what motivated Watt and Richardson to create this scale was to understand what motivates people to choose teaching as a career because different researchers have sympathized with similar reasons or factors guiding someone to choose teaching in their studies. As a result, they created this instrument which was validated through a study named "Motivational Factors Influencing Teaching as a Career Choice: Development and Validation of the FIT-Choice scale". Furthermore, the variables selected to determinate the factors influencing teaching are three as shown in figure 1. Firstly, prior teaching and learning experiences (Social factors). Secondly, task demand, task return, and perceptions (Extrinsic factors). Thirdly, personal utility value, social utility value, and fallback career (Intrinsic factors). Moreover, these factors have been selected since they appeared in different studies across the world, so it is accurate to use the FIT-Choice scale in studies aimed to know the factors related to choosing teaching as career.

In another study conducted by Watt, Richardson, Klusmann, Kunter, Beyer, Trautwein and Baumert (2012), different studies were compared to validate the reliability of the FIT-Choice scale around the world. When comparing diverse samples of Australia, USA, Germany, and Norway, it was

concluded fruitfully that the FIT-Choice scale works similarly among these countries; therefore, it can be used in different contexts. Besides, two main categories were taken into consideration to determine the standardized structure of the FIT-Choice scale; motivation and perception. On the one hand, personal utility and social utility value are two predominant subcategories within motivation. On the other hand, task demand and task return are part of the perception category. Hence, the reliability of the FIT-Choice scale has been proven through this study.

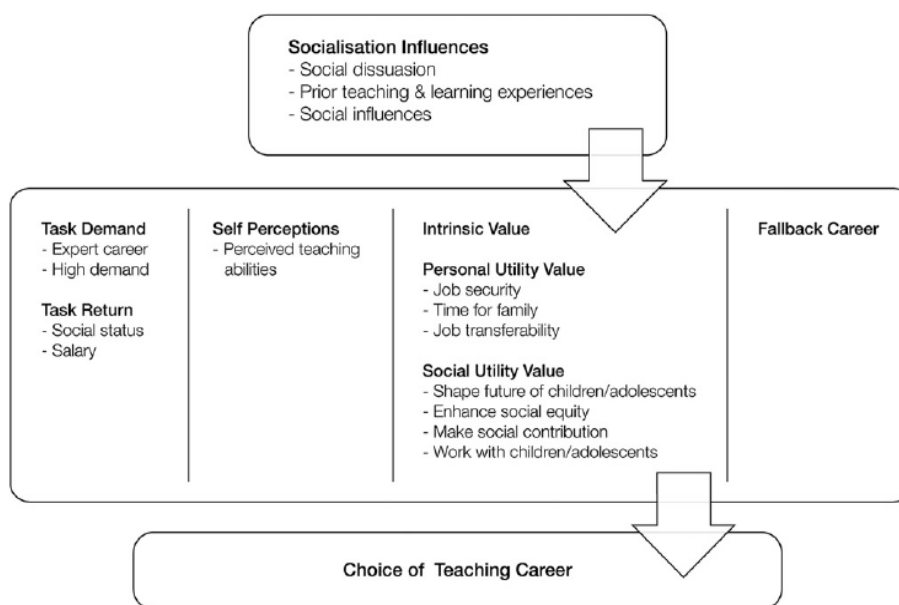


Figure 1. The FIT-Choice theoretical model.

2.2.3 Motivation to choose teaching as a career in Chile

Even though there had not been studies using the FIT-Choice scale in Chile, there is a thesis made in University of Concepción (González, 2011) called “Motivations to enter a teaching program in University of Concepción by first year’s students” which sought to identify the main reasons why students chose a program in the educational field. The tradition of this quantitative study was a descriptive case study because the author wanted to identify specific characteristics of a phenomenon that has to be analyzed. The sample consisted of 279 fresh year students from both genders that enrolled in any of the eleven teaching programs that University of Concepción has. To collect the data, a questionnaire was selected; however, the questionnaire was already developed by researchers from Jaime I Universities of Castellón and University of Valencia (Bertomeu, Canet, Gil &

Jarabo, 2007), so the survey was adapted to the Chilean context. The instrument consists of 26 items which reflect different motives to choose the teaching profession. The results of this thesis show in general terms that most students choose teaching as a career as their first option (65%); however, the motives behind the selection of this option are mainly intrinsic ones. Students comment that they want to become teachers because they enjoy teaching others, it was their dreaming career, or by self-satisfaction. Nonetheless, the selection of teaching as a first option is related to intrinsic aspects and not to extrinsic factors. The remaining 35% is distributed among those who choose teaching as a second option (22%), third option (10%) or fourth option (3%). Thus, the results of this study demonstrate that the intrinsic motivation is the predominant among the participants.

There is a lack of qualitative studies conducted in Chile about the reasons that trigger students to choose teaching as a career. Consequently, we, as researchers, decided to take this important issue into consideration so that the government, policy makers, universities' departments, etc. understand the factors that influence Chilean students' decision to enter a teaching program since the main aim of this study is to explore in depth the reasons for students to choose being a teacher.

This study seeks for identifying and understanding the reasons that first-year students from Universidad Nacional Andrés Bello consider when choosing teaching as a career. Hence, there are three specific questions that need to be answered to identify and understand the reasons.

1. What is the perception of UNAB's first year students regarding the teaching career?
2. What are the factors that lead UNAB's first year students to choose a teaching career?
3. What type of motivation (intrinsic, extrinsic and altruistic) does influence the most the choice of teaching as a career from first year pre-service teachers' perspective at Universidad Andrés Bello?

CHAPTER 3:

METHODOLOGY

In this section, the selection of the procedures to collect data in the methodology is going to be described step by step for a better understanding of it and to demonstrate and show how other researchers can replicate this work.

3.1 Qualitative approach and justification

The previously mentioned FIT-Choice scale has been employed in a variety of studies all over the world with quantitative approaches. The definition of the quantitative approach may vary depending on the authors. According to Clark & Creswell (2015), the quantitative approach is characterized by explaining a variable, collecting data through a large sample of questions, the presence of graphs and charts that involve numeric patterns on it, and its objectivity. On the opposite, the qualitative approach is distinguished from the previous one for exploring a phenomenon, collecting data through a small sample with depth on the answers of the participants, describing and analyzing the data collected, and its subjectivity. Following this idea, the methodology of this study is based on the FIT-Choice scale, but with a qualitative approach. The main purpose of applying this scale with a different approach is to explore and understand in depth the reasons and motives that students take into consideration when choosing a teaching program.

Even though there is one study conducted in Chile by Universidad de Concepción, it was developed with a quantitative approach. The instrument applied in this study, which is called “Motivación hacia estudios del Magisterio”, was originally created in a descriptive investigation regarding the enrollment to teaching programs conducted by Jaume I de Castellón and Valencia Universities (González, 2011). Despite the fact that the mentioned study has contributed with new information regarding the subject, it has not been proven to work in other context/countries. In contrast, the FIT-Choice scale has been used in different countries such as the United States, the United Kingdom, and Ireland; and has been translated in German, Croatian,

Dutch, French, Mandarin, and Spanish (Watt et. al, 2012). Consequently, our study will be the pioneer investigating this phenomenon with a qualitative approach, using the FIT-Choice scale as framework to study in depth the selection of teaching as a career.

To achieve the objectives stated in this study, the approach applied is a qualitative one in order to explore and understand the phenomenon established at the beginning, which is the reasons that drive UNAB's first year students to choose a teaching program. The qualitative approach seeks for collecting data from different people to have diverse perspectives about a specific topic, i.e., understanding deeply what each participant answers because this approach is focused on them as they are the agents who contribute to an issue that has not been studied in depth. Additionally, in this type of study, after collecting the data from the participants, the researchers comment about what was found during the process and divide it into different themes in order to develop detailed and reflective conclusions (Clark & Creswell, 2015). Furthermore, we decided to work with a qualitative approach to complement the previous quantitative studies that have been conducted with the same purpose. Finally, there is a need to work with a qualitative approach based on the FIT-Choice scale because it will help the policy makers to be aware of what is considered by the students when entering a teaching program.

3.2 Case study

Different traditions might be considered within the qualitative approach. Among all of them, we decided to work with case study in order to get detailed and clear data from the cases or people chosen as part of the sample of the study. The data is gathered from an outsider perspective not interfering in the participants' lives (Richards, 2003). Additionally, different instruments or procedures to collect the data can be used in a case study; for instance, interviews, observations, recordings, documents, etc. (Creswell & Poth, 2006) Among the previous methods mentioned, the one used in this study to collect the data is a semi-structured interview. Interviews are characterized by the interviewer being more focused on listening rather than

on speaking with the purpose of enriching the data in detail (Dörnyei, 2007). Moreover, semi-structured interviews have the purpose of collecting data through an interview with questions that must be covered but, at the same time, other questions can emerge during the interview. These questions arise to provide more details about what has been previously asked (Harrell & Bradley, 2009). The semi-structured interview is based on open-ended questions to let the participants develop their ideas and answers with the purpose of having more data to analyze. Furthermore, the semi-structured interviews will be applied as one-on-one interviews; therefore, the interviewers will be with one participant at a time (Creswell, 2012).

3.2.1 Participants and context

The way of selecting the sample will be the following: our universe consists of first-year students from four different teaching programs which belong to the Faculty of Education – Elementary Education, Physical Education, Musical Education, and English Teaching at Andrés Bello University.

Andrés Bello University is a Chilean private university founded in 1988. This University has 6 different branches nationwide - Viña del Mar, Concepción, and Santiago (4 branches). This case study will take place at Casona Las Condes branch. The students who attend to Andrés Bello University are from a middle socioeconomic class (Universia, 2016). The sample chosen will be one student per each program - already mentioned- within a universe of 163 students, corresponding to the first-year students of the teaching programs offered by the Universidad Nacional Andrés Bello. Hence, 4 participants in total will be interviewed, who are going to be chosen randomly based on their availability and willingness to participate in the study. The number of participants was selected in order to get a deeper analysis of the data. In addition, as the participants provide more data and details in their answers, the examiners can interpret the varied findings, describe the themes they find during the process of collecting the data, etc. (Clark & Creswell, 2015). Before applying the semi-structured interview, it is necessary to deliver a consent letter to the people who are asked to

participate in the study. As long as they agree with the terms and conditions included in the participant information sheet, and after signing the consent letter (Appendix A), the examiners or researchers can proceed to apply the expected interview. Within the interview, a set of questions have been created with the possibility of other questions to appear while interviewing the participants in order to enrich the answers of the established ones.

3.2.2 Data collection

3.2.2.1 Semi-structured interview

There are many aspects to take into consideration before applying the interview. First of all, a good management of the time is essential to achieve a successful interview (Dicicco-Bloom & Crabtree, 2006). According to Arlid Holt-Jensen (2002), for the interview to be reliable is fundamental to avoid ambiguity/double meanings, scientific concepts that are not commonly understood by the interviewee, and questions that lead to unspecific answers. Furthermore, another aspect to take into consideration is the language the questions are going to be asked in since the participants might feel comfortable by answering the questions in their mother tongue since they will be able to express their opinions in a clearer and easier way. Therefore, our interview is going to be conducted in Spanish, the participants' mother tongue (Mackay & Gass, 2006).

The questions of the interview are based on each category of the FIT-Choice scale but in a qualitative manner. Furthermore, this instrument has proven to be the most reliable one when talking about motivation for choosing teaching as a career since it was validated in 2007 (Watt & Richardson, 2007) and has been used worldwide. The categories of the FIT-Choice scale are intrinsic value of the career, job security, external influence, salary and task-demand, social status, self-perception, choice satisfaction, and previous experiences in teaching/learning. These categories cover most of the aspects that the subjects take into consideration when deciding what to study.

The instrument of our study is going to be a semi-structured interview which has eight open-ended questions (Appendix B). These questions were

created in order to obtain more broad and detailed information from the participants about why students choose teaching as a career. Furthermore, the questions are based on the different categories that the FIT-Choice Scale has due to the fact that it provides a framework that has been validated in the field of motivations for choosing teaching as a career (Watt & Richardson, 2007). Therefore, the questions are associated to the objectives of our study.

3.2.2.2 Procedures

3.2.2.2.1 Selection of the participants

The selection of the participants took place before starting collecting the data for this qualitative inquiry. The sample was intentionally chosen following the definition of Creswell (2015) who identifies this type of selection as purposeful sampling, meaning that the subject and site are selected to understand a phenomenon. This research focuses on exploring the data gathered from first-year students from a teaching program at a specific place, in this case, Universidad Nacional Andrés Bello campus Casona Las Condes. Furthermore, the sample can be classified as homogenous sampling since “the subject possesses a similar trait or characteristic” (Creswell, 2015, p. 207). Thus, the selection of the participants led us to continue the gathering process.

3.2.2.2.2 Approaching participants protocol

In order to gain access to the participants and the site, it was necessary to ask for special permission. The researchers contacted the head masters of each program, who can be categorized as gatekeepers. As Hammersley and Atkinson (1995) mentioned, gatekeepers are those with an official or unofficial role at the site. The gatekeepers not only provided permission to perform the interview in the site, but they collaborated with a list of each first-year students' email of their programs.

There were a variety of attempts to contact the participants for the interview. The first one was to send them an e-mail in which they could get informed about the details of this study. In this e-mail, it was also asked their availability to contribute with the study. However, this first attempt to

approach them was not successful. Consequently, there was a need for the researchers to contact them in person. The researchers talked to the secretaries of each program to ask for the schedule of the students from first year. Once they got the schedules, they went to their classrooms seeking for volunteers. This method ended up being the most effective one to contact them. After reaching them and arranging a specific time and place for the interview, two researchers met each participant to gather the information.

3.2.2.2.3 Data gathering procedures

In order to develop the data collection procedure, a specific protocol was involved. Four participants from each teaching program from UNAB were selected. Furthermore, the researchers chose the type of interview that was going to be conducted according to the purpose of this study; therefore, the interview selected was the one-on-one type. This model is characterized by the application of individual interviews. In this case, it was a set of eight open-ended questions which the researchers gathered information through from each individual who participated in the process (Creswell, 2015).

The procedure to gather data consisted of an interview protocol. Firstly, the interview protocol of this research contained a consent letter in which the participants were asked to sign to authorize their participation. Additionally, it had a brief summary about the purpose of the study, and it included the time of the interview, the date, the name of the interviewee, and information about the program where the participant belonged to. However, the name and specific information about the participants remain anonymous. Secondly, in the interview protocol the participants were informed about the amount of questions they were asked to answer. These questions were implemented in the participant's' mother tongue for them not to get confused and also to obtain much more developed information. The four interviews were conducted as audio recorded conversations in order to maintain the anonymity of each interviewee as their faces and names did not appear on the study.

Before conducting the interviews, a piloting of the interview (Appendix C) was made in order to test aspects such as questions, time, and

interviewer interventions. The piloting was conducted on September 20th, at Universidad Andrés Bello, Casona Las Condes in C1 building. It lasted 9 minutes and 57 seconds, during this time, 7 questions were asked to a first-year English Teaching student. It was useful to identify problems with two of the questions which were difficult to understand by the interviewee; one of them was read slower than before and the other was reformulated in order to be more understandable. The former one was: ¿De qué forma crees que la remuneración en comparación con la cantidad de trabajo que tiene un profesor actualmente es un factor a considerar para elegir la pedagogía como carrera? [How do you think the payment in comparison to the amount of work teacher do is an important factor to consider when choosing pedagogy?] That question was confusing for the interviewee due to the rapidness it was read, so it was read slower than before. The other question that caused trouble to the interviewee was: ¿Tú crees que elegir pedagogía como carrera te permitirá realizar una contribución social en Chile? Si es así, ¿cuál crees que será la contribución que tú podrías realizar al elegir la pedagogía como carrera profesional? [Do you think that choosing the pedagogy program will let you make a social contribution in Chile? If it is the case, what do you think the contribution that you could make by choosing a teaching program would be?] which was changed into ¿Crees que elegir pedagogía como carrera te permitirá realizar una contribución social en Chile? Si es así, ¿Cuál crees sería la contribución que tú podrías realizar a nuestro país? [Do you think that choosing the pedagogy program will let you make a social contribution in Chile? If it is the case, what do you think the contribution you can make for the country would be?] Another problem perceived was the excessive amount of interventions made by the interviewer which interfered the interviewee's answer in a negative manner. Therefore, during the interviews the interviewee was focused on answering what was requested.

3.2.2.2.4 Data transcription

The data collection processes finished with the transcription procedure. After conducting the piloting process and the four official interviews for this investigation, the next step to follow in this research was to

transcribe all the information gathered in the interviews into written words using Spanish language. This step was developed in order to facilitate the identification process of theme, codes, and sub-codes from the answers given by the interviewees, and it ended with the translation of each transcription into English language (Appendices C, D, E, F, G).

3.2.3 Data analysis

3.2.3.1 Coding process

The method selected in order to do the first code cycling is structural coding. The main reason why structural coding was chosen is because this process provides a corpus and foundation for future coding cycles during the data analysis process, which is the most important step to analyze the data previously gathered (Saldana, 2009). Structural coding can be applied to content which represents data to different specific research questions.

Furthermore, structural coding is helpful for the qualitative studies in which semi-structured data collection is selected (Saldana, 2009). Moreover, structural coding will help to understand the most relevant information in a large data set. Namey, Guest, Thairu and Johnson (2008) suggest that it should be determined the “frequencies on the basis of the number of individual participants who mention a particular theme, rather than the total number of times a theme appears in the text. Code frequency report can help identify which themes, ideas, or domains were common and which rarely occurred (p. 143).” For example, in the English program participant’s interview may or may not emerge the same codes or themes as in the Physical Education’ participant’s one. For this reason, this type of coding was chosen.

3.2.3.1.1 Theme: motivation

As the purpose of this study is to understand the reasons that lead students to choose a teaching program, motivation was taken as the main theme when analyzing the data. In this case, motivation is defined as the reasons that lead to a certain behavior characterized by willingness (Lai, 2011). For this study, motivation was divided into three main codes: intrinsic,

extrinsic, and altruistic motivation based on the FIT-Choice scale categories. Intrinsic motivation refers to doing something because of personal satisfaction and enjoyment (Ryan & Deci, 2000). Extrinsic motivation is related to doing something because it provides external benefits. Finally, altruistic motivation refers to doing something for others benefit i. e. to make a social contribution (Richardson & Watt, 2016). These three motivations were taken into consideration in previous studies using the FIT-Choice scale which has been proven to be the most reliable source since it had been used in several studies worldwide conducted with the same purpose as this one (Richardson & Watt, 2016). Hence, we selected them as the main codes for this study.

When creating the open-ended questions for this interview, the different codes from the FIT-Choice scale were taken into consideration to know the reasons that influence the teaching choice. As well as in the FIT-Choice scale, in our study the main theme that is motivation is divided into the following codes: Extrinsic, Intrinsic, and Altruistic Motivations. Besides, the sub-codes of the FIT-Choice scale are Task Demand that is related to the requirement of the career; Task Return that is related to the benefits the participants can get from choosing the teaching career; Self Perceptions that is related to how the participants perceive themselves in terms of abilities; Personal Utility Value that is related to the aspects the participants attribute to the career; Choice Satisfaction that is related to how satisfied the participants feel with their choice; Socialisation Influences that is related to the way in which the participants are affected by their social environment; and Social Utility Value that is related to the way in which the society perceives and is affected by the teaching career. According to these sub-codes, it was decided to divide them into the three main codes to create the questions and categorize the answers provided by the application of the open-ended interview. Each one of them considers the pre-set codes as a basis; for example, Extrinsic Motivation consists of Task Demand and Task Return; Intrinsic Motivation consists of Self Perception, Personal Utility Value, and Choice Satisfaction; and Altruistic Motivation consists of Socialisation Influences and Social Utility Value. As the FIT-Choice scale has

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shown to be the most reliable instrument regarding the factors that lead students to choose the teaching career, it was useful to take it into consideration as a framework of reference of the possible reasons that students consider when enrolling on the program.

CHAPTER 4: RESULTS

When categorizing the results, three main codes were identified; intrinsic, extrinsic, and altruistic motivation which were divided into sub-codes as can be seen in Figure 2. extrinsic motivation is divided into: task demand and task return; intrinsic motivation is divided into: personal utility value, self-perception abilities, and choice satisfaction; and altruistic motivation is divided into socialization influences and social utility value. It was also the possibility to find emerging codes, however, no emerging codes were found.

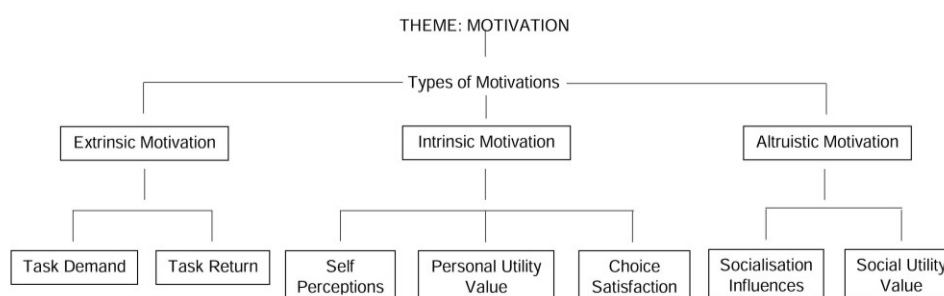


Figure 2. Theme, codes & sub-codes.

The data was gathered from 4 interviews. The interviews were taken from 4 participants of the different UNAB teaching programs; English Teaching, Musical Education, Physical Education, and Elementary Education. In the English Teaching interview, the most repeated code is altruistic motivation (4 times) and its sub-codes social utility value and socialization influences appearing two times each. This is followed by intrinsic motivation (3 times) with its sub-codes personal utility value, self-perception abilities, and choice satisfaction (once altruistic), and extrinsic motivation with its sub-code task-demand appearing only once. In the Musical Education interview, the most repeated code is altruistic motivation (6 times) with its sub-codes social utility value (4 times) and socialization influences (twice) succeed by intrinsic motivation (twice) with its sub-codes self-perception abilities and choice satisfaction (once each). In the Physical Education interview, the most repeated code is intrinsic motivation (4 times)

with its sub-codes self-perception abilities (twice), choice satisfaction and personal utility value (once each). In this interview altruistic motivation appears 3 times with its sub-codes social utility value (twice) and socialization influences (once). As well as in the English Teaching interview, extrinsic motivation appears only one time but with the sub-code task-demand. Finally, in the Elementary Education interview, intrinsic motivation and altruistic motivation appear 4 times each. In intrinsic motivation the sub-codes found are personal utility value (twice), self-perception abilities, and choice satisfaction once each; and in altruistic motivation, the most repeated sub-code is social utility value (3 times) followed by socialization influences which appears only once. These are the codes and sub-codes found in each interview.

4.1 Altruistic motivation

It has to do with the different factors related to the participants, whether how they are affected by society or external people (Socialisation Influences); for instance, how relatives affect the choice decision of the participant; or how society or external people are affected by them (Social Utility Value); for example, making a contribution to society. This code was the one that appeared the most when comparing the 4 interviews. These two sub-codes were mentioned by the participants as can be seen below:

Pregunta 7: ¿Crees que elegir pedagogía como carrera te permitirá realizar una contribución social en Chile? Si es así, ¿Cuál crees sería la contribución que tú podrías realizar a nuestro país?

Participante de Educación Básica

“...El alumno es que necesita, es el protagonista del cuento. Entonces, claro, la contribución social sería poder entenderlo, saber lo que necesitaba. Buscarlo por el lado que él pueda entender y pueda surgir, porque al final, nosotros necesitábamos surgir. Si el alumno aprende, nosotros aprendemos.” (Appendix G)

Question 7: Do you think that choosing the teaching program will let you make a social contribution in Chile? If it is the case, what do you think the contribution that you could make for the country would be?

Participant from Elementary Education

“...The student is the one who needs, it is the protagonist of the tale. So, yes, the social contribution would be to understand him, to know what he needs in order to try to make them understand so that they can succeed. If the student learns, we learn”. Social Utility Value (Appendix G)

As seen in question number 7, the participant refers to the importance of making a social contribution by teaching children for them to succeed which is directly related to social utility value.

Pregunta 6: ¿Cómo te sentiste tú al momento de elegir estudiar pedagogía en relación a tu entorno familiar o social?

Participante de Educación Física

“...Respecto a lo familiar bien ya que mi familia me apoyó y siempre, si no era un... si no era por un área era por la otra área, pero siempre iba a la pedagogía. Entonces sabían que yo quería estudiar pedagogía y no me... no lo vieron de mala forma. Y familiarmente... habían personas que lo encontraban bueno y otras que lo encontraban malo por el tema de que... de la remuneración, pero no siempre fue apoyo y no es mal visto”. (Appendix F)

Question 6: How did you feel when you chose to study teaching in relation to your environment, either familiar or social?

Participant from Physical Education

“Regarding family, it was good since my family always supported me regardless the area I wanted to work in, but at the end I would always choose pedagogy”. Socialisation Influences (Appendix F)

As mentioned by the participant from physical education it can be inferred that the family supported him to make the decision to choose a teaching program. Regardless the educational area the participant chose, the environment focused on the social contribution that can be made through teaching. Consequently, the participant’s environment was a trigger that ensured his/her decision.

4.2 Intrinsic motivation

This code is related to the inner motives the participants have to choose the teaching program, such as the abilities or skills the participants take into consideration (Self-Perceptions), having a stable work or having time for family (Personal Utility Value), and how satisfied the participants feel with their choice (Choice Satisfaction). These three sub-codes were mentioned by the participants as can be seen below:

Pregunta 1: ¿Cómo contribuyó tu experiencia en el colegio a tomar la decisión de convertirte en profesor?

Participante de Educación Física

“...tomé en especial educación física porque me gustaban mucho los deportes, pero siempre mi vocación fue pedagogía porque me gustaba enseñar o mostrar lo que... metodológicamente lo que se puede hacer en deportes en verdad”. (Appendix F)

Question 1: How did your experience at school contribute to take the decision of becoming a teacher?

Participant from Physical Education

“[...]I select physical education because I liked sports activities a lot, but my vocation was always pedagogy because I liked to teach or show methodologically what can be done in real sports” (self-perception abilities) (Appendix F)

The abilities considered by the participant as the interest for sport activities and the teaching vocation can be identified in this answer as the main reasons that contributed to the participant’s decision to become a teacher.

Pregunta 8: ¿En qué medida estás satisfecha con la decisión de haber estudiado pedagogía?

“...Estoy satisfecho por que en verdad siempre fue lo que me gustó, no era como algo que tuviera muchas opciones de distintas áreas, siempre fue ligado a la pedagogía. Es más por eso, no tiene otra... me siento satisfecho de verdad, no me produce ningún problema el estudio... haber estudiado pedagogía, y cuando me preguntan tampoco me produce vergüenza como explicar que estoy estudiando educación... pedagogía”. (Appendix F)

Question 8: To what degree are you satisfied with the decision of studying in the teaching program?

Participant from Physical Education

“[...] I ... I am satisfied because it was always what I liked...That’s the main reason, there is no other reason ... I feel really satisfied, I do not have any problem studying ... studying pedagogy, and when people ask me, it is not embarrassing to tell that I'm studying education pedagogy.” Choice Satisfaction (Appendix F)

The participant expresses fulfillment with the decision of becoming a teacher. Furthermore, the interviewee is proud of being in a teaching program which is directly connected to the sub-code Choice Satisfaction.

Pregunta 2: ¿Qué valor de utilidad personal asociarías a la carrera de pedagogía?

“...aparte también trabajo estable, o sea es un trabajo que nunca falta, profesores nunca faltan... o sea nunca sobran, perdón”.
(Appendix E)

Question 2: What utility value do you associate the program with?

Participant from English Teaching

“[...]We...also a stable job, I mean it is a job that is always needed, teachers are always needed... I mean there are never enough teachers, sorry.” Personal utility value (Appendix E)

The interviewee relates the benefit of a stable job to the teaching program. Moreover, it is considered a profession that will always be on high demand. These characteristics attributed to the teaching program can be related to the sub-code Personal Utility Value since the subject receives a benefit from it.

4.3 Extrinsic motivation

This motivation is defined as the external factors the participants can relate the program with, such as the amount of teacher-work they have to do, the social status the participants can acquire, or the amount of money the participants can make working as teachers. Task-demand was the only sub-code found in the interviews, as it can be seen below.

Pregunta 4: ¿De qué forma crees que la remuneración en comparación con la cantidad de trabajo que tiene un profesor actualmente es un factor a considerar para elegir la pedagogía como carrera?

“Si, es un factor porque la mayor parte de las pedagogías tienen mucho trabajo, las que por lo general son humanistas o científicas tienen mucho trabajo y... no se paga bien entre comillas. Eh... es un sueldo sobre la me

Question 4: How do you think the payment in comparison to the amount of work teachers do is an important factor to consider when choosing teaching?

Participant from Physical Education

“Yes, it is a factor because most pedagogies have a lot of work, and those which are humanistic or scientific are usually not well-paid.”

Task-demand (Appendix F)

In comparison with the payment associated to the teaching programs, the task-demand has a negative connotation since it is a lot of work for a low salary income that is illustrated in the physical education participant's answer.

CHOOSING A TEACHING PROGRAM

Question	Elementary Education	Musical Education	Physical education	English Teaching
1. How did your experience at school contribute to take the decision of becoming a teacher?	Altruistic motivation: <i>Social utility value</i>	Altruistic motivation: <i>Socialization influences</i>	Intrinsic Motivation: <i>Self-perception abilities</i>	Altruistic motivation: <i>Socialization influences</i>
2. What utility value do you associate the program with?	Intrinsic Motivation: <i>Personal utility value</i>	Altruistic motivation: <i>Social utility value</i>	Intrinsic Motivation: <i>Personal utility value.</i>	Intrinsic Motivation: <i>Personal utility value</i>
3. According to you, what were the skills you took into consideration when choosing study pedagogy?	Intrinsic Motivation: <i>Self-perception abilities</i>	Intrinsic Motivation: <i>Self- perception abilities</i>	Intrinsic Motivation: <i>Self-perception abilities</i>	Intrinsic Motivation: <i>Self-perception abilities</i>
4. How do you think the payment in comparison to the amount of work teacher do is an important factor to consider when choosing pedagogy?	Intrinsic Motivation: <i>Personal utility value</i>	Altruistic motivation: <i>Social utility value</i>	Extrinsic Motivation: <i>Task-demand</i>	Extrinsic Motivation: <i>Task-demand</i>
5. What is the social value that you personally attribute to the pedagogy program in Chile?	Altruistic motivation: <i>Social utility value</i>	Altruistic motivation: <i>Social utility value</i>	Altruistic motivation: <i>Social utility value</i>	Altruistic motivation: <i>Social utility value</i>
6. How did you feel when you choose to study pedagogy in relation to your environment either familiar or social?	Altruistic motivation: <i>Socialization influences</i>	Altruistic motivation: <i>Socialization influences</i>	Altruistic motivation: <i>Socialization influences</i>	Altruistic motivation: <i>Socialization influences</i>
7. Do you think that choosing the pedagogy program will let you make a social contribution in Chile? If it is the case, what do you think the contribution you can make for the country would be?	Altruistic motivation: <i>Social utility value</i>	Altruistic motivation: <i>Social utility value</i>	Altruistic motivation: <i>Social utility value</i>	Altruistic motivation: <i>Social utility value</i>
8. To what degree are you satisfied with the decision of studying in the pedagogy program?	Intrinsic motivation: <i>Choice satisfaction</i>	Intrinsic Motivation: <i>Choice satisfaction</i>	Intrinsic Motivation: <i>Choice satisfaction</i>	Intrinsic Motivation: <i>Choice satisfaction</i>

Table 1. Interviews' codes and sub- codes

In conclusion, as can be seen in the table 1 (Appendix H) the most repeated code among the four interviews is altruistic motivation which appears 17 times. This is followed by intrinsic motivation which appears 13 times. Finally, extrinsic motivation being in last place appearing only 2 times. In terms of sub-codes, the most repeated one is social utility value which belongs to altruistic motivation followed by socialization influences that is also part of this motivation. The third most repeated sub-codes were self-perception abilities (5 times), choice satisfaction, and personal utility value appearing (4 times each), all of them belonging to intrinsic motivation. Task-demand only appears 2 times being the less repeated sub-code (extrinsic motivation). Therefore, altruistic motivation is the most repeated code and social utility value the most repeated sub-code among the four interviews.

CHAPTER 5:

DISCUSSION

Since the purpose of this study is to understand the reasons that drive Chilean first-year students to choose a teaching career, different aspects were considered when choosing a context to create the instrument. Moreover, the questions were based on the perception the participants have regarding the career, the reasons for deciding to teach, the expectation towards the teaching program, among other subjects found in the FIT-Choice scale (Richardson & Watt, 2006).

The answers gathered through the interviews were connected to the research questions mentioned at the end of the literature review. Furthermore, the general research question aimed to recognize the reasons to choose teaching as a career from first-year students' perspective at UNAB. The results demonstrate that the most repeated reason for choosing a teaching career is making a social contribution that can be achieved through teaching, which is related to altruistic motivation. This type of motivation was followed by the intrinsic value, which means teaching itself, and finally the least mentioned motivation was the one related to external factors that lead a person to choose teaching as a career which is known as extrinsic motivation. Moreover, as presented in the Literature Review, several studies have been conducted around the world using the FIT-Choice scale in order to identify the reasons behind the motivation to study a teaching program. Despite the different contexts in which the studies took place the results were quite similar. For example, Watt & Richardson (2007) in their study conducted in Australian universities found that the desire to make a social contribution (altruistic value) and teaching skills (intrinsic value) were the highest rated reasons. Additionally, Bakar et al. (2014), in their quantitative study made in Malaysian public universities, the results showed the altruistic factor was the most important followed by the intrinsic and extrinsic factors. Likewise, the same results were found in the study conducted by Kiliñç, Watt and Richardson (2012) in Turkey, being the social utility value the most repeated reason. However, in another study with the same purpose (Bastik, 2000) a different result arises, being altruistic the

dominant motivation but followed by extrinsic motivation. Although the results were different, altruistic motivation remains present among the motivations that lead a person to choose a teaching program.

Following the purpose of this study, three more specific questions, apart from the general one, were created to obtain more information about this phenomenon. The first specific question aimed to answer the following: What is the perception of UNAB's first-year students regarding the teaching career? In the study, the four participants interviewed mentioned different perceptions to categorize the importance of the teaching career. Two participants referred to teaching as a career that is important, even more than medicine. Besides, one of them says that teaching is the most important aspect that a country has. In contrast, a study conducted by Adimark and Elige Educar in 2010 showed that young people (18-24 years old) attribute a low social value to the teaching career. In comparison to the previous study, the results of the instrument of our sample express that there is a change in relation to what is interpreted by first-year students regarding their thoughts when deciding which program to enroll in considering the social value they attribute to the teaching career. This difference about the interpretation of the social value by the participants is illustrated by the extracts of the interview below:

The second specific question expected to be answered by the participants was: What are the factors that lead UNAB's first-year students to choose a teaching career? The results showed that the most important factor selected by UNAB's first-year students in order to choose a teaching career is related to vocation. The four participants of this case study mentioned that they wanted to become teachers because it was their desire even if pedagogy did not have the same reputation as other careers such as Medicine. Furthermore, another factor is self-perception abilities due to the fact that according to participants, they had the skills required to pursue a teaching career.

The last specific research question presented in this study What type of motivation (intrinsic, extrinsic and altruistic) does influence the most the choice of teaching as a career from first-year students' perspective at Universidad Andrés Bello? shows that altruistic is the type of motivation that predominates in the decision of becoming a teacher. Consequently, the desire to make a social contribution was the most repeated answer followed by the intrinsic values a person has towards the teaching career. Despite the fact that extrinsic reasons also arose in the results, they were not as predominant as the others.

The analysis of the results helps us understand that there is an important relationship between the expectations that students who decided to study teaching have with regards to the social contribution they can make once they become teachers. As Yüce, Şahin, Koçer and Kana (2013). mentioned, there is a direct relationship between the decision to study a program and the expectations related to it. Therefore, the social contribution that can be achieved through the teacher's role is a main factor identified when exploring the reasons that drive UNAB's first-year students to choose a teaching program. Through the 4 case studies explored, it can be understood that altruistic motivation predominates in the decision to choose studying in a teaching program at Universidad Nacional Andrés Bello.

CHAPTER 6: CONCLUSION

6.1 General conclusions

Worldwide, education has been an essential factor for the development of a country (Diario Oficial de la Unión Europea, 2009). Therefore, improving the education quality has become a priority in different countries including Chile. In order to do it, several elements have been identified hindering the development of a quality educational system. Moreover, there is a significant number of countries experiencing difficulties when recruiting teachers and also dealing with a low retention rate nowadays (Yüce et. al, 2013). More specifically, knowing the motives behind the decision to become a teacher is fundamental when aiming to improve the quality of education due to the fact it will help to attract new teachers. Consequently, several quantitative studies have been conducted to identify the reasons for choosing a teaching program (Richardson & Watt, 2006; Bakar et al., 2014; Alexander, Chant & Cox, 1994; Kiliñç, Watt & Richardson, 2012). In this context, it was found the need to search for qualitative data in order to contribute with more information. Overall, education is the key factor to improve the development of any country; hence, the reasons to choose a teaching program must be investigated to find different ways to attract the best students to the teaching field.

Within the important aspects considered in this study, different elements can be found. Firstly, the perspective of first-year students about the teaching career is similar to what was exposed by Daroch's study (2012) since in both studies the people who enrolled in a teaching program – whether teachers or students – have a positive attitude towards the career due to the social contributions and changes that can be made through education and are aware of the negative perception society has. In addition to that, this study can prove that in first-year students from UNAB the altruistic motivation is the major influencer in their decision for becoming a teacher. However, intrinsic and extrinsic motivations are not in supremacy with regard to the participants' motivations for choosing a teaching program. This might occur due to the fact students prioritize the changes and

contributions they can make in society by being a teacher; for instance, providing people in social risk with the opportunities and skills which they can work and build their own future with. All these aspects must be analyzed by policy makers to look for different ways to engage the best students to attract them to the teaching field.

This investigation was useful for us as researchers due to the fact that it helped us realize that there are many obstacles in choosing a teaching program. Despite these obstacles, the desire to contribute to the society and make a change together with vocation seem to be stronger for Chilean students to consider when deciding to become a teacher. Regardless of society's perception towards the teaching career and the low monetary incomes a person can make from it, students value it as something fundamental for the society, and it remains as an eligible program. As future teachers, we believe that education is the basis of a society and it must be respected. As well as some participants mentioned, we consider that teachers have a fundamental role since they are the ones that, together with the family, provide future generations with knowledge and values to reach their full potential.

6.2 Limitations

As well as mentioning the strengths of this study, it is also important to name its limitations. To begin with, as Simon and Goes (2012) stated, case studies present flaws since they are focused on specific samples, and their reaching may or may not reflect the situation of similar entities. For instance, in this case study, the sample included 4 first-year students from different teaching programs which does not represent the different opinions of Chilean students regarding pedagogy. Therefore, it is essential to emphasize the need for further studies with a similar purpose in different contexts and with different samples for the information gathered to be more reliable. It is also important to take into consideration that this study only focuses on Chilean students from a specific university which means that the point of view regarding the teaching career can change depending on the country the study is conducted in. In conclusion, despite the limitations found in this study, it could be useful to conduct this type of study after certain periods of

time in order to contribute with more relevant information about the phenomena and to make comparisons regarding the changes of motivation throughout the years. For instance, this study can be applied to students who are finishing the program or pre-service teachers (students who are doing their practicums at schools) in order to compare and contribute with more valid information about the matter. Therefore, to recognize the limitations is significant for the development of future studies using the same tradition and instrument with the same purpose.

6.3 Pedagogical implications

This study presents a significant contribution to the educational field focused on the search for information with regards to the reasons that drive students to choose a teaching program. First of all, it adds qualitative data by exploring particular cases with the purpose of understanding the motivation behind the program choosing decision. Furthermore, the data gathered has indirect influence on the public policies created to improve the current educational system. It provides a better understanding of how students can be engaged to choose a teaching program based on the basic motives explored through the interviews from UNAB's first-year students. Finally, this study aims to contribute with further analysis on the expectations teaching students have, focused on their future role as teachers, and how this information can help improve the retention rate from those students enrolled in a teaching program and those teachers working in schools. All in all, this study helps understand the relevance of altruistic motivation when deciding to choose a teaching program, in particular, how the teacher's role is considered a fundamental element for social contributions. For this reason, is important to consider the significance of the gathering process of this information for the development of a quality educational system. The future replication of this study is of special relevance to understand and analyze case studies from other universities either nation or worldwide. Moreover, this study includes the necessary elements to be replicated in other educational institutions due to the fact that it does not require a major sample and the instrument questions were elaborated to be answered by any first-year students from a teaching program.

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APPENDICES

Appendix A: Consent letter model



Carta de Consentimiento

Propósito de la investigación:

Este estudio llamado “Elección de la Enseñanza como Profesión: un estudio de caso para explorar la motivación de los estudiantes” tiene como propósito realizar una investigación a fondo los motivos que llevan a una persona a elegir la carrera de pedagogía en la universidad Nacional Andrés Bello. Por otro lado, esta investigación pretende contribuir con más conocimientos e información respecto al tema indicado y la realidad de esta situación en Chile.

Profesor Guía:

El/la profesor (a) guía de esta investigación es Patricia Sánchez, Directora de Pedagogía en Inglés, Universidad Andrés Bello, Santiago, Chile.

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Alumnos (as):

BELÉN ARRIAZA CAMPUSANO, JAVIERA ILLANES FORJAN, CAMILA LABRAÑA PALMA, DANIELA MAYORGA OLAVARRÍA Y DEBORAH RAMÍREZ ROJAS.

Procedimiento de Investigación:

El procedimiento a realizar para esta etapa de la investigación consta de una entrevista personal a cada participante, la cual:

- En primera instancia: El o la estudiante a entrevistar será llevado a una sala dentro de la universidad donde deberá responder oralmente 8 preguntas abiertas relacionadas con la Motivación para convertirse en docente.
- La entrevista durará entre 15 a 20 minutos (correspondiente a un módulo pedagógico).
- Durante este procedimiento, el nombre del participante se mantendrá en anonimato.
- Por lo tanto, la entrevista será grabada solo en formato audio para mantener la confidencialidad y anonimato del participante.
- La participación del estudiante no será evaluada académicamente.
- Toda información entregada por el participante se usará única y exclusivamente con fines de esta investigación.

Requisitos para Participar:

- Ser estudiante de una carrera de pedagogía de la Universidad Andrés Bello.
- Cursar Segundo semestre de la carrera del año 2017.
- Aceptar y estar de acuerdo con el procedimiento a desarrollar durante esta investigación.

He leído y entendido las condiciones y objetivo de la investigación por lo que acepto ser parte de esta y sus implicaciones.

Nombre: _____

RUT: _____

Firma: _____

Fecha: _____

Email: _____

Appendix B: Interview questions

1. How did your experience at school contribute to make the decision of becoming a teaching?
2. What utility value do you associate the program with?
3. According to you, what were the skills you took into consideration when choosing studying in a teaching program?
4. How do you think the payment in comparison to the amount of work teachers do is an important factor to consider when choosing teaching?
5. What is the social value that you personally attribute to the teaching program in Chile?
6. How did you feel when you chose to study in a teaching program in relation to your environment, either familiar or social?
7. Do you think that choosing the teaching program will let you make a social contribution in Chile? If it is the case, what do you think the contribution that you could make for the country would be?
8. To what degree are you satisfied with the decision of studying in the teaching program?

Preguntas de la entrevista

1. ¿Cómo contribuyó tu experiencia en el colegio a tomar la decisión de convertirte en profesor?
2. ¿Qué valor de utilidad personal asociarías a la carrera de pedagogía?
3. Según tú, ¿cuáles fueron las habilidades que tomaste en cuenta al momento de elegir estudiar pedagogía?
4. ¿De qué forma crees que la remuneración en comparación con la cantidad de trabajo que posee un profesor actualmente es un factor a considerar para elegir la pedagogía como carrera?
5. ¿Cuál es la valoración social que tú personalmente le das a la carrera de pedagogía en Chile?
6. ¿Cómo te sentiste tú al momento de elegir estudiar pedagogía en relación a tu entorno, ya sea, familiar o social?
7. ¿Crees que elegir pedagogía como carrera te permitirá realizar una contribución social en Chile? Si es así, ¿Cuál crees sería la contribución que tú podrías realizar a nuestro país?
8. ¿En qué medida estás satisfecho con la decisión de haber estudiado pedagogía?

Appendix C: Piloting Interview (English Teaching)

1. How did your experience at school contribute to make the decision of becoming a teaching?

A: Ahhh... I would say that in the moment in which ahhh....**I started to teach my classmates, who didn't understand, the contents and it was easy to me explaining and managing them, so as a kind of a small tutorship, I started...ahhh...to teach my classmates** what they needed or didn't understand basically. (Intrinsic motivation: Self perception)

I: ahhh...very well, and that made you feel that you always wanted to be a teacher?

A: I mean, more than a teacher, I felt that the...as a tutor basically because I wasn't that focused basically.

2. What utility value do you associate the program with?

A: Look ahhh...when I was in high school (rising). I didn't know for sure what to study. But...I always counted with my dad's and my mom's support on on anything that I would like to study they would help me, the only...**only thing they asked was for me to be the best. They as long as I liked it and I was interested on what I wanted to study they would be there supporting me.** (Altruistic motivation: Socialisation influences)

3. According to you, what were the skills you took into consideration when choosing studying in a teaching program?

A: mmm... I would say that...the...the value of being a teacher because it is a job about which people say "that teachers earn little and all that" **I would say that that the issue of how ... it starts from the necessity that we have when we grow because for example if nobody starts to study pedagogy and there are no teachers anymore, how are we going to**

study then? We have to think about that as well. (Altruistic motivation: Social utility value)

4. **How do you think the payment in comparison to the amount of work teachers do is an important factor to consider when choosing teaching?**

A: Ahhh. Can you repeat the question, please?

I: yes, the questions says, what way, do you think that the payment or salary that a teacher receives in comparison to the amount of work that a teacher has (that we all know is a lot) is a factor to take into consideration at the moment of choosing pedagogy as a career? I mean you, how do you think that one considers that at the moment of choosing?, because when one chooses a career one always focuses on different aspects.

A: ahhh...ahhh the money and all that...ahhh... I would say that when I picked pedagogy, I wasn't that focused on the money, **but on the fact that I wanted to teach others.** (Intrinsic motivation: Personal utility value)

I: in this case was English.

A: English because for example for me it (at least in primary and secondary school) was much easier than for my classmates. So, I always counted with wanting to teach to the ones that wanted to learn, so ahhh... it was something that led me to study this, **not just the payment but the desire to teach others.** (Intrinsic motivation: Personal utility value)

5. **What is the social value that you personally attribute to the teaching program in Chile?**

A: I would say that despite that is not that common on...when someone asks you what are you going to study, **I would say that it is quite an effort because in spite of not having a professional job that gives you a high**

income as other careers, it is like one of the basic and necessary careers. (Altruistic motivation: Social utility value)

I: as well as medicine can be, right?

A: As a doctor, because basically one is going to spend half of one's life as a teacher, therefore, and with doctors I don't know...when....for specific moments, but not that much as a teacher.

6. Do you think that choosing the teaching program will let you make a social contribution in Chile? If it is the case, what do you think the contribution that you could make for the country would be?

A: I would say that, can you repeat the question?

I: Yes, do you think that choosing a pedagogy program will let you make a social contribution in Chile? If it is the case what do you think the contribution that you could make for the country will be? For example, one basic example: what a lot of people say "I want to change the world" or something like that, what do you think the contribution that you could make for the country will be being a teacher?

A: I would say eh, **let students think that the education as a whole will give them money and basically everything that they want, because while more education they'll have more possibilities of having what they want.** So, basically education is like the treasure they are going to follow by themselves and they will obtain profits because of it, that they will see not just as something boring but as profit, of something that they will take advantage of. (Altruistic motivation: Social utility value)

7. To what degree are you satisfied with the decision of studying in the teaching program?

A: I would say that I am more than satisfied because for example I was...

I: but, on what sense do you feel satisfied? Or to what extent do you feel that you are satisfied?

A: I feel more satisfied in the sense that **I am achieving goals that I never thought I would achieve when I first came here.** (Intrinsic motivation: Choice satisfaction)

I: Which ones?

A: For example the same idea of studying at the university is a goal accomplished.

I: Do you think that for example that being at the university is a social progress?

A: Yes, because basically it is like a degree that one obtains personally, and at the same time people will recognize, therefore, it is basically the achievements that I am accomplishing, and at a personal level, **the more goals I accomplished, the more complete I feel,** so....(Intrinsic motivation: Choice satisfaction)

I: So, do you feel satisfied?

A: Yes, I feel satisfied.

I: With the choice of being a teacher.

A: Yes, and for example that family and classmates already recognized me as a little teacher, basically and that completes me

Entrevista Piloto Pedagogía en Inglés – Versión original

1. **¿Cómo contribuyó tu experiencia en el colegio a tomar la decisión de convertirte en profesor?**

R: Ehmm, yo diría, que en el momento de que ehm... **empecé a explicarle materia a mis compañeros que ellos no entendían y que se me hacía fácil a mí para explicar y que se me hacía fácil de manejar, entonces a modo de cómo una pequeña tutoría empecé aaa enseñarle a mis compañeros lo que ellos necesitaban o que no entendían básicamente.** (Motivación intrínseca: Auto percepción)

E: aaa, muy bien, ¿y eso te conllevó a sentir siempre que tú querías ser profesor?

R: osea, más que profesor, me sentía como el... como un tutor básicamente porque no tenía como tan centrado básicamente.

2. **¿Y cómo te sentiste al momento de elegir estudiar pedagogía en relación a tu entorno familiar, o social?**

R: mira emh... cuando yo estaba en media (rising) No sabía muy bien que estudiar. Pero... siempre conté con el apoyo de mi papá y mi mamá de..de que cualquier cosa que yo quisiera estudiar que me iban a apoyar, que el único... **lo único que ellos me pedían era que yo fuera el mejor. Ellos mientras a mi me gustara y me interesara lo que yo quería estudiar ellos me iban a estar apoyando.** (Motivación altruista: influencias sociales)

3. **¿Qué valor de utilidad personal asociarías a la carrera de pedagogía?**

R: Mmm, yo diría que... el... un poco el valor de ser profesor, porque al ser un trabajo donde la gente dice “no que a los profes les pagan poco y todo eso” **yo diría que el el asunto de cubrir como... parte de la necesidad que tenemos cuando crecemos porque por ejemplo si nadie empieza a**

estudiar pedagogía y nos quedamos sin profesores después, ¿Cómo estudiamos entonces? Hay que ponerse también de esa parte.

(Motivación altruista: Valor de utilidad social)

4. **¿Y de qué forma crees que la remuneración en comparación con la cantidad de trabajo es un factor a considerar al momento de elegir la pedagogía como carrera?**

R: Emmm, ¿me podís como explicar un poco?

E: Si, es que acá la pregunta en si dice como ¿de qué forma crees tú que la remuneración o la paga que recibe un profesor en comparación con la cantidad de trabajo que tiene un profesor (que todos sabemos que es bastante amplia) es un factor a considerar al momento de elegir la carrera de pedagogía? Osea tú, ¿de qué forma crees tú que uno lo considera al momento de elegir?, porque cuando uno elige una carrera siempre se fija en varios aspectos.

R: Mmm, ah si la plata y todo eso...ehm yo diría que cuando yo la elegí como pedagogía no estaba viendo tanto por la plata que iba a ganar, **sino por lo que yo quería enseñarle a los demás.** (Motivación intrínseca: Valor de utilidad personal)

E: Que en este caso era inglés.

R: Inglés, porque por ejemplo a mí se (por lo menos en enseñanza básica y media) se me hacía mucho más fácil que a mis compañeros. Entonces siempre conté con el asunto de querer como enseñarle a los que querían aprender entonces ehhh fue algo que me llevó a estudiar, **no tanto el dinero sino las ganas de cómo de enseñarle a los demás.** (Motivación intrínseca: Valor de utilidad social)

5. ¿Cuál es la valoración social que tú personalmente le das a la carrera de pedagogía en Chile?

R: Yo diría que a pesar de que no es como tan común en... cuando alguien le pregunta a alguien que va a estudiar, **yo diría que es algo como súper esforzado porque a pesar de no ser un trabajo profesional que después traiga como tanta-tantas lucas como otras carreras profesionales, es como una de las más básicas y necesarias que se necesitan entonces como... bien potente.** (Motivación altruista: Valor de utilidad social)

E: Así como también lo puede ser la medicina, ¿verdad?

R: Como un doctor, porque básicamente uno va a pasar ehm la mitad de la vida con un profesor entonces... y con los doctores cuando no sé po... cuando... para ciertos momentos, pero no tanto como un profesor.

6. ¿Tú crees que elegir pedagogía como carrera te permitirá realizar una contribución social en Chile? Si es así, ¿cuál crees que será la contribución que tú podrías realizar al elegir la pedagogía como carrera profesional?

R: Yo diría que, ¿me podí repetir un poco la pregunta? Es que...

E: Si, ¿tú crees que elegir la pedagogía como carrera te va a permitir a ti realizar una contribución social en nuestro país? Y si es así, ¿Cuál crees que sería la contribución? Por ejemplo, un ejemplo básico: lo que dicen muchas personas como "quiero cambiar el mundo" o algo así, ¿cual sientes tu que sería la contribución que tú podrías dar, el aporte que tú podrías dar a Chile siendo profesor?

R: Yo diría que sería ehm **mentalizar a los alumnos a que la educación como tal es lo que le va a dar a ellos el dinero y básicamente lo que ellos quieran porque mientras más educados más-más posibilidades van a tener para contraer, para obtener lo que ellos quieran.** Entonces

básicamente la educación es como el... un tesoro que van a seguir como fomentando ellos mismos y van a ir obteniendo ganancia gracias a ello, que lo puedan ver como no solo de algo como latero sino como un poco de ganancia, de algo que puedan sacarle provecho de una forma más positiva de la que ya tienen. (Motivación altruista: Valor de utilidad social)

7. **¿En qué medida estás satisfecho con tu decisión de estudiar o elegir pedagogía? actualmente, considerando de que tu ya entre comillas este es tu primer año... ya llevas más de un semestre en la carrera...**

R: Yo diría que estoy como más que satisfecho ya porque por ejemplo estuve...

E: Pero ¿en qué sentido te sientes satisfecho? ¿o en qué medida crees que tú te sientes satisfecho?

R: Me siento satisfecho en el sentido de que **estoy logrando metas que no creí que iba a poder cuando llegué** (Motivación intrínseca: satisfacción de elección)

E: ¿como cuáles?

R: Por ejemplo el mismo tema de estudiar en la universidad ya era una meta que estoy logrando...

E: ¿y tú crees que por ejemplo en la universidad eso significa un avance social en una persona?

R: Ehm, si porque básicamente es como un título que uno adquiere de manera personal y al mismo tiempo que después la gente pueda reconocer en uno, entonces es como básicamente logros que voy como cumpliendo y, por lo menos en lo personal, **mientras más logros voy como cumpliendo ma-más completo me puedo sentir** (Motivación intrínseca: satisfacción de elección)

CHOOSING A TEACHING PROGRAM

E: Entonces tu sí te sientes satisfecho.

R: Si, me siento satisfecho...

E: Con la elección de querer ser profesor actualmente.

R: Sí, y que por ejemplo que familiares y compañeros ya me reconozcan como un pequeño profesor ya básicamente, entonces eso como que me va llenando de hecho y me motiva cada vez a seguir estudiando.

Appendix D: Musical Education Interview

1. How did your experience at school contribute to make the decision of becoming a teacher?

A: Eh... the experience at school was... it wasn't the best, **it was bad, I think that also made me... want to be better for the future generations.** I think that taking into consideration the negative aspects contributed to do something better than what is already... done. (Altruistic motivation: Socialisation influences)

2. What utility value do you associate the program with?

A: Eh... What do you mean with "value"?

I: The personal utility value is like... eh... like the benefits you can get from studying pedagogy. Do you think you are going to obtain something in exchange of studying pedagogy?

A: Eh... more than a benefit that I can get from it related to money, I think that the benefit that... **the biggest benefit that I can get from it is... I mean, the satisfaction of knowing that we are contributing to something.** (Altruistic motivation: Social utility value)

3. According to you, what were the skills you took into consideration when choosing studying in a teaching program?

A: When choosing the Musical program, in this case, **my abilities were ehh... were... motor skills related to my hands, playing properly, but not related to teaching, which I have been learning in here, and I have liked it.** (Intrinsic motivation: Self perceptions)

4. How do you think the payment in comparison to the amount of work teachers do is an important factor to consider when choosing teaching?

A: Ok, we all know that what a teacher has to do is much more than what they are paid for but... eh... **what we think and believe is that vocation**

is bigger than... than the amount of money we could make. (Altruistic motivation: Social utility value)

5. What is the social value that you personally attribute to the teaching program in Chile?

A: **I think the value here in Chile and all over the world regarding teaching is that this is the biggest one as the one attributed to a doctor, or justice, this is the most important thing in a country.** (Altruistic motivation: Social utility value)

6. How did you feel when you chose to study in a teaching program in relation to your environment, either familiar or social?

A: It wasn't a problem in my family that I enrolled in pedagogy, the issue was that it is related to music but I felt... I felt good and **my family also likes that I am doing something for society.** (Altruistic motivation: Socialisation influences)

7. Do you think that choosing the teaching program will let you make a social contribution in Chile? If it is the case, what do you think the contribution that you could make for the country would be?

A: Eh... the contribution I think is the same everyone thinks... when studying pedagogy because **it is to provide something better, so that to improve the education that future generations will have. So, that is the grain of sand that we all want to contribute to pedagogy.** (Altruistic motivation: Social utility value .

8. To what degree are you satisfied with the decision of studying in the teaching program?

A: I don't know if I could take a decision right now because it is just my first year, and no one knows what is going to happen in the future, but... **so far we are all happy to contribute to pedagogy.** (Intrinsic motivation: Choice satisfaction)

Educación Musical – Original Version

1. ¿Cómo contribuyó tu experiencia en el colegio a tomar la decisión de convertirte en profesor?

R: Eh... la experiencia en el colegio fue...no fue la mejor, **fue malo, y yo creo que eso igual contribuyó a... querer yo ser mejor para unas futura generaciones.** Yo creo que tomando lo malo contribuyó en un ámbito bueno para yo querer mejorar lo que ya... está. (Motivación altruista: Influencias sociales)

2. ¿Qué valor de utilidad personal asociarías a la carrera de pedagogía?

R: Ehh, ¿como el valor?

E: El valor de utilidad personal es como...eh... como que beneficios tu obtendrías estudiando pedagogía, ¿tú sientes que tu vas a obtener algo a cambio estudiando pedagogía?

R: Eh... más que un beneficio que pueda lograr de un ámbito monetario, yo creo que **el beneficio que... más grande que uno puedo obtener es el... o sea la satisfacción de uno mismo saber que está contribuyendo en algo.** (Motivación altruista: Valor de utilidad social)

3. Según tú, ¿cuáles fueron las habilidades que tomaste en cuenta al momento de elegir estudiar pedagogía?

R: **Al momento de elegir pedagogía en música en este caso, mis habilidades eran eh... eran... motrices en la manos, saber tocar bien, no así eran al momento de enseñar lo cual aquí fui aprendiendo y le empecé a tomar el gusto.** (Motivación intrínseca: Autopercepción)

4. ¿De qué forma crees que la remuneración en comparación con la cantidad de trabajo que posee un profesor actualmente es un factor a considerar para elegir la pedagogía como carrera?

R: Bueno, todos sabemos que el trabajo que tiene un profesor es mucho mayor a la remuneración que debería obtener pero... eh... **lo que uno piensa y cree que la vocación es más grande que lo... que lo que uno pueda recaudar monetariamente.** (Motivación altruista: Valor de utilidad social)

5. ¿Cuál es la valoración social que tú personalmente le das a la carrera de pedagogía en Chile?

R: Yo creo que la valoración aquí en Chile y en todo el mundo a un profesor es la más grande que uno puede tener igual que un médico, igual que la justicia, es lo más importante que uno puede tener en un país. (Motivación altruista: Valor de utilidad social)

6. ¿Cómo te sentiste tú al momento de elegir estudiar pedagogía en relación a tu entorno, ya sea, familiar o social?

R: No fue un tema dentro de mi familia la pedagogía, fue más un tema que fuera en música pero me sen... yo me sentí bien **y mi familia igual le gusta que este aportando en algo.** (Motivación altruista: Influencias sociales)

7. ¿Crees que elegir pedagogía como carrera te permitirá realizar una contribución social en Chile? Si es así, ¿Cuál crees sería la contribución que tú podrías realizar a nuestro país?

R: Eh... la contribución yo creo que es la que piensan todos lo... al momento de estudiar pedagogía porque **es dejar una mejor enseñanza y mejorar así la educación que van a tener las futuras generaciones, así que yo creo que ese es como el grano de arena que todos queremos aportar acá en la pedagogía.** (Motivación altruista: Valor de utilidad social)

8. ¿En qué medida estás satisfecho con la decisión de haber estudiado pedagogía?

R: No sé si podría tomar una decisión ahora ya porque recién es primer año, y no sabemos lo que va a pasar al futuro, pero... **hasta el momento estamos súper contentos con aportar en la pedagogía.** (Motivación intrínseca: Satisfacción de la elección)

Appendix E: English Teaching Interview

1. How did your experience at school contribute to take the decision of becoming a teaching?

A: Ahmm, let me see, look. I had all kind of teachers at school. I had good teachers, bad teachers...ahhh...**but what mostly... mostly... what mostly contributed to my, to the...my, my decision of studying this was a teacher that had...was...ahhh...had a, a, a relationship with students very...ahhh...like very warm, very positive, I mean, he was very friendly and, that, and besides I like English, I love it, so I think that the teacher and student relationship is very beautiful and enriching to people.** (Altruistic motivation: Socialisation influences)

2. What utility value do you associate the program with?

A: I would, I would give it the value to...let me see, besides to, to, to patience development, I would give the value to, to the fact that we can interact with people, know other people's different realities, children's and not only children, adolescents, adults from universities. **We...also a stable job, I mean it is a job that is always needed, teachers are always needed... I mean there are never enough teachers, sorry.** So, even though the salary is not the one expected at the end, I think that if you really like it, it's a huge personal contribution. (Intrinsic motivation: Personal utility value)

3. According to you, what were the skills you took into consideration when choosing studying in a teaching program?

A: Ahhh... well first of all, the basic one is English, the, the love for the career, love to relating with, with students...ahh...ahh...**to have, I don't know, to be able to work in an environment where there is an audience listening, in which you always have to lead the topic, like the leader abilities one has.** (Intrinsic motivation: Self perception)

4. **How do you think the payment in comparison to the amount of work teachers do is an important factor to consider when choosing teaching?**

A: Ahh...let's see, I think that when choosing pedagogy as a career, it has to be chosen for vocation more than for salary because **sadly a teacher does a psychologist's job, friend's job, mom's job, teacher's, everything, more than the teacher's one. So, at the end if we take into consideration the salary side, it obviously isn't a career that we consider as the first option**, but if it is for vocation, I think it is more about... that is far more right to choose it. (Extrinsic motivation: Task-demand)

5. **What is the social value that you personally attribute to the teaching program in Chile?**

A: Ahh...it depends. I think that it depends a lot on where you work in, on how much you work, on how you work... because we can graduate from, I don't know, Universidad de Chile, but that does not ensure that you are going to have a better social status than a teacher from, I don't know, from Andres Bello or other universities. **I think that a teacher's social value goes more on how they develop, more than...in what they have, but in what they get, in what they achieve.** (Altruistic motivation: Social utility value)

6. **How did you feel when you chose to study in a teaching program in relation to your environment, either familiar or social?**

A: I felt quite pressured because I come from a family in which most of the members are doctors, studied medicine, studied all this different programs related to biology...ahh... if not, they studied Engineering, things that make much more money than pedagogy. So, when I said that I wanted to study pedagogy, everyone looked at me like with a "why?" face! But, **but at the end they supported me a lot...I was...my mom always knew that I loved English, also my stepfather. Despite he is a pediatrician, he told me not**

to give up, to continue anyways, like, he believed in me, he knew that I had the abilities, so I think that I didn't feel that pressured as other people have felt. (Altruistic motivation: Socialisation influences)

7. **Do you think that choosing the teaching program will let you make a social contribution in Chile? If it is the case, what do you think the contribution that you could make for the country would be?**

A: I think so, I think that it could be able to provoke the...to **provoke a social change because I will do it for vocation...** there are teachers that do it for...I don't know, because it was what they could enroll in with the PSU score they got or for different reasons that are not focused on children... that are not focused on students, on teaching, on changing someone's reality. For example, working in a municipal school, **teaching English to a low-income child changes his world, it opens the doors to lot of other possibilities that he couldn't have for not knowing the language, because like everybody knows English is a universal language, so I think that it would be my biggest change and I want and hope being able to achieve it.** (Altruistic motivation: Social utility value)

8. **To what degree are you satisfied with the decisión of studying in the teaching program?**

A: Ahh... what degree...?

I: I mean what degree you feel, in what sense you feel satisfied by choosing to study that.

A: I feel very satisfied because I had met very cool teachers here, very incredible, that have a very good English level. Actually, I met one, Mr Jorge Comte that was a student from this university, and later he worked here. So, the English level that my teachers have and the English level that they have helped me get so far had made me being satisfied with my choice. **Besides, I have liked education more and more, and more and more I have liked**

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English...ahh...so I think that I chose the right program and the perfect place to study this. (Intrinsic motivation: choice satisfaction)

Pedagogía en Inglés – Versión original

1. ¿Cómo contribuyó tu experiencia en el colegio a tomar la decisión de convertirte en profesor?

R: Ehh, a ver, mira. Yo en el colegio tuve de todo tipo de profesores. Tuve profesores buenos, profesores malos... eh... **pero lo que más me, me, lo que más contribuyó, a la mi, mi decisión de estudiar esto fue un profesor que tenía que era... eh... tenía un, un, una relación con los alumnos super... eh... como super grata, super rica, o sea era muy amigo** y, eso, y aparte que yo amo el inglés, me encanta, entonces creo que como que la relación que se forma con el profesor y estudiante es super bonita y enriquecedora para las personas. (Motivación altruista: Influencias sociales)

2. ¿Qué valor de utilidad personal asociarías a la carrera de pedagogía?

R: Yo le, le daría el valor a... a ver, aparte del, del, del desarrollo de la paciencia, le daría el valor a, a que uno logra interactuar con gente, logra conocer realidades diferentes de otras personas, de niños y no solamente niños, adolescentes, universidades de adultos. Uno... **aparte también trabajo estable, o sea es un trabajo que nunca falta, profesores nunca faltan... o sea nunca sobran, perdón.** Entonces a pesar de que el sueldo no sea el esperado a final de cuentas, creo que si realmente te gusta es un aporte personal super grande. (Motivación intrínseca: Valor de utilidad personal)

3. Según tú, cuáles fueron las habilidades que tomaste en cuenta al momento de elegir estudiar pedagogía?

R: Ehhh, bueno la básica primero que nada el inglés, el, el gusto por la carrera, el gusto por relacionarte con, con niños... eh... eh... **el tener, no sé, el poder desenvolverte en un ambiente donde hay una audiencia escuchándote, en el que tu tienes como que siempre guiar el tema,**

como que las habilidades de líder que uno tiene.(Motivación intrínseca: Autopercepción)

4. **¿De qué forma crees que la remuneración en comparación con la cantidad de trabajo que tiene un profesor actualmente es un factor a considerar para elegir la pedagogía como carrera?**

R: Emm... a ver yo creo que al elegir la pedagogía como carrera se tiene que elegir más que nada por vocación que por remuneración por que **lamentablemente el profesor más que trabajo de profesor hace trabajo de psicólogo, hace trabajo de amigo, hace trabajo de mamá, de educador, de todo, entonces al final si uno lo empieza a ver por el tema de la remuneración no es obviamente una carrera que uno tenga como primera opción**, pero si es por vocación yo creo ahí va mucho más... que es mucho más correcto elegirla.(Motivación extrínseca: exigencia de la tarea)

5. **¿Cuál es la valoración social que tu personalmente le das a la carrera de pedagogía en Chile?**

R: hmmm.... Depende, yo creo que depende mucho de donde se trabaje, de cuanto se trabaje, de cómo se trabaje... por que uno puede salir de, no sé, de la Universidad de Chile pero eso no te asegura que vas a tener un estatus social mejor que el profesor de, no sé, de la Andrés Bello o de otro tipo de universidades. **Creo que el valor social de un profesor va más en cómo se desarrolla, más que... en lo que tiene, si no en lo que consigue, en lo que logra.** (Motivación altruista: Valor de utilidad social)

6. **¿Cómo te sentiste tú al momento de elegir estudiar pedagogía en relación a tu entorno, ya sea, familiar o social?**

R: Me sentí bastante presionada por que vengo de una familia en la que la gran mayoría son médicos, estudiaron medicina, estudiaron todo este tipo de carreras relacionadas como con la biología... eh... y si no, estudiaron ingeniería, cosas que dan mucho más dinero que pedagogía. Entonces,

cuando yo dije que quería estudiar pedagogía todos me miraron como con cara de onda “por que?!” pero, **pero a fin de cuentas me apoyaron bastante... fui... mi mamá siempre supo que me encantó el inglés, mi padrastro también. A pesar de que él es pediatra, él me dijo que no, que le diera no más, onda, creía en mí, sabía que yo tenía las habilidades, entonces creo que no me sentí tan presionada como otras personas... podrían haberse sentido.** (Motivación altruista: Influencias sociales)

7. **¿Crees que elegir pedagogía como carrera te permitirá realizar una contribución social en Chile? Si es así, cuál crees sería la contribución que tu podrías realizar a nuestro país?**

R: Yo creo que si, yo creo que si me podría dar la posibilidad de **crear el... crear un cambio social por el tema de que yo lo haría por vocación...** hay profesores que lo hacen por... no sé, por que fue lo por lo que les dio la PSU o por diferentes razones que no están enfocadas en los niños, que no están enfocadas a los alumnos, a enseñar, a cambiarle la realidad a alguien. Por ejemplo, el trabajar en un colegio municipal, **el enseñarle inglés a un niño de bajos recursos, le cambia el mundo, le abre las puertas a muchas otras posibilidades que no podría tener al no saber el idioma, por que como todos sabemos el inglés es un idioma universal; entonces creo que ese sería mi cambio más grande y que quiero y espero poder lograr.** (Motivación altruista: Valor de utilidad social)

8. **¿En qué medida estás satisfecha con la decisión de haber estudiado pedagogía?**

R: Ehh, en qué medida...?

E: Me refiero a que como te sientes tú, a en que sentido te sientes satisfecha al haber elegido estudiar esto...

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R: Me siento super satisfecha por el tema de que he conocido profes muy bacanes acá, muy increíbles que tienen un muy buen nivel de inglés. Incluso, conocí uno, el profe Jorge Comte, que fue alumno titulado de acá, y después trabajó acá. Entonces, el nivel de inglés que tienen mis profesores y el nivel de inglés que ellos me han hecho conseguir hasta ahora me han hecho estar satisfecha de mi decisión. **Aparte, cada vez más me va gustando el tema de la educación, cada vez me va gustando más el inglés... eh.. entonces creo que elegí la carrera y el lugar perfecto para estudiar esto** (Motivación intrínseca: Satisfacción de la elección)

Appendix F: Physical Education Interview

1. How did your experience at school contribute to make the decision of becoming a teacher?

A: It mainly contributed to the fact that I had good teachers and they motivated me to choose this career ... and to choose studying pedagogy and **I selected physical education because I liked sports activities a lot, but my vocation was always related to pedagogy because I liked to teach or show methodologically what can be done in real sports.** (Intrinsic motivation: Self perception)

2. What utility value do you associate the program with?

A: **Basically, it is a stable job. However, through pedagogy you are able to work not only in just one school, but also in different places too. This generates a stable job and salary.** Holidays are not that important because you can have them twice a year, one of them lasts more than the other. (Intrinsic motivation: Personal utility value)

3. According to you, what were the skills you took into consideration when choosing studying in a teaching program?

A: **The opportunity to work with other people and to be able to speak in front of others, because it is the basic characteristic that a teacher must have, to be able to work in front of many people and without being afraid of failing.** (Intrinsic motivation: self perception)

4. How do you think the payment in comparison to the amount of work teachers do is an important factor to consider when choosing teaching?

A: **Yes, it is a factor because most pedagogies have a lot of work, and those which are humanistic or scientific are usually not well-paid.**

The salary is above average, but it is not comparable to the work done since many times teachers work more than they should work outside their jobs.(Extrinsic motivation: Task-demand)

5. What is the social value that you personally attribute to the teaching program in Chile?

A: I didn't understand the question.

I: Ok, I'll repeat it for you. What is the social value that you personally attribute to the pedagogy program in Chile? meaning , how do you think Chilean society values the program?, is choosing pedagogy as a career well seen in Chile?

A: When someone explains that he or she is studying pedagogy or that he or she is a teacher, people usually look at that person with an attitude of oddness, but **when they know that you are studying to be a teacher is like you are seen with strangeness since it has always been said that teachers are not valued in Chile.** Teachers are not well paid and work a lot. I believe that this is the social perception that people have in Chile, and it also depends on the place work in ... because the perception towards the career can vary depending on the place the teacher is working at. You can see that in municipal schools teacher are not valued in their jobs, but if you go to a private school the teacher is almost perceived as a god, is beloved and is a figure.(Altruistic motivation: Social utility value)

6. How did you feel when you chose to study pedagogy in relation to your environment, either familiar or social?

A: **Regarding family, it was good since my family always supported me regardless the area I wanted to work in, but at the end I would always choose pedagogy.** Then, they knew that I wanted to study pedagogy and they did not ... they were not contemptuous. Regarding my relatives ... well, there were people who liked the idea while others did not

because pedagogy is not well-paid.(Altruistic motivation: socialization influences)

7. Do you think that choosing the pedagogy program will let you make a social contribution in Chile? If it is the case, what do you think the contribution that you could make for the country would be?

A: To be honest, the teacher, after parents, is like the first ... the one that shapes a student or a person. If you meet a teacher who does not really motivate you to be anything is ... does not make any change on you. However, if the teacher finds the way to motivate the student, he or she will change. On my area, which is sports, **if I can motivate a student to do sports, I will make a change in the student's life. The physical education teacher is seen as an agent of change able to work with the most vulnerable students to get them out from the negative aspects of their lives and consequently lead them towards a healthy life.** (Altruistic motivation: social utility value)

8. To what degree are you satisfied with the decisión of studying in the pedagogy program?

A: I ... **I am satisfied because it was always what I liked**, it was not like I had many options in different areas, I was always linked to pedagogy. **That's the main reason, there is no other reason ... I feel really satisfied, I do not have any problem studying ... studying pedagogy, and when people ask me, it is not embarrassing to tell that I'm studying education ... pedagogy.** (Intrinsic motivation: Choice satisfaction)

Educación Física – Verisión original

1. ¿Cómo contribuyó tu experiencia en el colegio a tomar la decisión de convertirte en profesor?

R: Contribuyó principalmente en que tenía buenos profesores, y los cuales me motivaron a tomar esta carrera... a tomar este lado de lo que podía estudiar que era pedagogía y **tomé en especial educación física porque me gustaban mucho los deportes, pero siempre mi vocación fue pedagogía porque me gustaba enseñar o mostrar lo que... metodológicamente lo que se puede hacer en deportes en verdad** (Motivación intrínseca: Autopercepción)

2. ¿Qué valor de utilidad personal asociarías a la carrera de pedagogía?

R: **Básicamente es un trabajo estable, eh... ya que la pedagogía aparte de poder trabajar en un solo colegio también se puede ir trabajando en varios colegios y genera un trabajo estable y un sueldo estable.** El tema de las vacaciones no es tanto porque es como... al ser dos veces una es corta y el otro periodo es más largo, pero por lo general los contratos se firman por un año entonces... (Motivación intrínseca: Valor de utilidad personal)

3. Según tú, cuáles fueron las habilidades que tomaste en cuenta al momento de elegir estudiar pedagogía? Me refiero a las habilidades personales que tomaste en cuenta para elegir la carrera de pedagogía.

R: **Eh... las facilidades de hacer eh... de desenvolverse con otras personas y poder hablar frente a las demás personas porque es como la principal característica que debe tener un profesor, poder desenvolverse en frente de muchas personas y no tener miedo a que... a que resulte mal.** (Motivación intrínseca: Autopercepción)

4. **¿De qué forma crees que la remuneración en comparación con la cantidad de trabajo que tiene un profesor actualmente es un factor a considerar para elegir la pedagogía como carrera?**

R: **Si es un factor porque la mayor parte de las pedagogías tienen mucho trabajo, las que por lo general son humanistas o científicas tienen mucho trabajo y... no se paga bien entre comillas.** Eh... es un sueldo sobre la media pero no es... no es comparable con el trabajo que se hace ya que muchas veces si los profesores trabajan más del horario, fuera del horario de clases. (Motivación extrínseca: exigencia de la tarea)

5. **¿Cuál es la valoración social que tú personalmente le das a la carrera de pedagogía en Chile? Por ejemplo, tú ves que podrías no sé obtener otro status social.**

R: No entendí mucho la pregunta...

E: Te la repito... **¿Cuál es la valoración social que tú personalmente le das a la carrera de pedagogía en Chile? Es decir, como... a ver, como le explico, como sientes tu que está valorada dentro de la sociedad chilena la carrera, tú crees que es bien valorada, es por decirlo así prestigioso, tiene algún prestigio común elegir la pedagogía como carrera en Chile?**

R: **Cuando uno explica que está estudiando pedagogía o que es profesor por lo general se ve con cierto recelo, aunque no es mal mirado, pero se ve como que está estudiando para ser profesor como... como lo ven con extrañeza ya que siempre se ha dicho que el profesor no... no es valorado en Chile, no se le paga el sueldo que se le debería pagar, y que se matan trabajando. Creo yo que esa es la visión social que se tiene en Chile** y aparte siempre va dependiendo de donde uno se desenvuelva porque... depende del estrato en el cual se desenvuelva el profesor va a tener distintos... distinta valoración social, porque uno puede ver que en los colegios municipales el profesor es casi

mirado en menos, pero si uno se va a los colegios particulares de ya de... de pagados, el profesor es casi un dios, es querido, es una figura. (Motivación altruista: Valor de utilidad social)

6. ¿Cómo te sentiste tú al momento de elegir estudiar pedagogía en relación a tu entorno familiar o social?

R: Respecto a lo familiar bien ya que mi familia me apoyó y siempre, si no era un... si no era por un área era por la otra área, pero siempre iba a la pedagogía. Entonces sabían que yo quería estudiar pedagogía y no me... no lo vieron de mala forma. Y familiarmente... habían personas que lo encontraban bueno y otras que lo encontraban malo por el tema de que... de la remuneración, pero no siempre fue apoyo y no es mal visto. (Motivación altruista: Influencias de sociales)

7. ¿Crees que elegir pedagogía como carrera te permitirá realizar alguna contribución social en Chile? Si es así, ¿Cuál crees sería la contribución que tú podrías realizar a Chile?

R: En verdad si, el profesor después del padre es como el primer... el que forma al estudiante o a la persona, ya que si uno se encuentra con un profesor que en verdad no lo motiva a ser nada es... no produce ningún cambio, pero si el profesor encuentra esa forma de motivarlo el alumno va a cambiar dependiendo de mi área que es deporte **si uno motiva al alumno a hacer deporte va a generar una mejor calidad de vida en él y poder en muchos casos, el profesor de educación física es más visto como para trabajar con el área social en las partes más vulnerables para poder sacar el foco de atención de las cosas malas y llevarlos a una área más sana. (Motivación altruista: Valor de utilidad social)**

8. ¿En qué medida estás satisfecha con la decisión de haber estudiado pedagogía?

R: Me... Estoy satisfecho por que en verdad siempre fue lo que me gustó, no era como algo que tuviera muchas opciones de distintas áreas, siempre fue ligado a la pedagogía. Es más por eso, no tiene otra... me siento satisfecho de verdad, no me produce ningún problema el estudio... haber estudiado pedagogía, y cuando me preguntan tampoco me produce vergüenza como explicar que estoy estudiando educación... pedagogía. (Motivación intrínseca: Satisfacción de la elección)

Appendix G: Elementary Education Interview

1. How did your experience at school contribute to make the decision of becoming a teacher?

A: O.K, my experience at the school was...from my teacher as an example, it was like a negative one. They always... since I was a child I was looking at the teachers and I would like to change many things about them. So, I based myself on that than anything else, such as I would not want to do this and I would like to do something different and...I would like to be able **to change the scheme of teacher that there was**. So O.K, the school also...I met very good teachers from whom I would like... I mean, I would like to be a copy of them, and take several examples from them. But, also I met teachers I would like or would have liked change things about them at the moment. And today I hope I can do it. (Altruistic motivation: Social utility value)

2. What utility value do you associate the program with?

A: Uhm, O.K. nowadays the career is not well appreciated, but at the end, teachers themselves are not appreciating it as well. **But, yes, the career, I think, is one of the most important, more than even doctors, who belong to the career that all people give as an example of importance.** But, it is one of the most important careers because we are the ones who are going to teach doctors in the future. So, that. It is like that, the career is important in the area... the career, the education; the pedagogy is what will teach the child in the future. (Intrinsic motivation: personal utility value)

3. **According to you, what were the skills you took into consideration when choosing studying pedagogy?**

A: Ahmm, I think the sense of ... first the sense of humor, **second the closeness with children. I think, something very important is to be able to understand what the child needs and I have been always attentive to that. I have always been surrounded by little children and that is what, somehow, guided me into this road.** But, personal skills, I mean, yes... to know what the needs of the child are. Very personal, very self-referential, many times it has happen to me that when children came to me to teach them... maybe they did not understand the majority, but yes, I could understand their needs and I could explain them in another way so in that way they could understand. (Intrinsic motivation: self perception)

4. **How do you think the payment in comparison to the amount of work teachers do is an important factor to consider when choosing pedagogy?**

A: First I, I at least I did not perceive the pedagogy choice as an economic one, because all of us know that pedagogy is not well paid, I mean, in comparison with other careers. However, a person has to have vocation, if you do not have vocation for being a doctor, it can make lots of money but, in the end you will be unhappy. **So yes, if the pedagogy makes you happy you can earn less, but with the little things you will be happy, I mean It is not necessary to look at the economic aspect because there is vocation.** (Intrinsic motivation: personal utility value)

5. What is the social value that you personally attribute to the pedagogy program in Chile?

A: Personally, always onself, I mean, in the moment you choose you are being criticized because of the pedagogy career. I think it is one of the most stained careers that there are, because of the academic level more than the economic level. From the level of how children are taught to what teachers earn. But in the social aspect, **the pedagogy career is poorly appreciated even though it is one of the most important.** (Altruistic motivation: personal utility value)

6. How did you feel when you chose to study pedagogy in relation to your environment, either familiar or social?

A: My family environment was like fifty and fifty. Since I was a child, my mother told me that my vocation was to be a teacher, but my father didn't. He wanted to be a doctor; he couldn't, so... he was always influencing me to prefer medicine. I liked medicine, but I couldn't imagine myself assisting patients. **My choice was guided by my mom who led me to the pedagogy path.** Additionally, in my school environment I felt so special because no one wanted to become a teacher. In fact, everyone criticized the choice of becoming a teacher. So, at the moment of choosing the career, I felt proud of the decision that I made. (Altruistic motivation: Socialisation influences)

7. Do you think that choosing the pedagogy program will let you make a social contribution in Chile? If it is the case, what do you think the contribution that you could make for the country would be?

A: O.K...In the society we are now. **The student is the one who needs, it is the protagonist of the tale. So, yes, the social contribution would be to understand him, to know what he needs in order to try to make them understand so that they can succeed. If the student learn, we learn.**(Altruistic motivation: Social utility value)

8. To what degree are you satisfied with the decision of studying in the pedagogy program?

A: I feel satisfied in a 90%. **In a 90% because I know what I like and I know what I would like to do. The few moments that I have been in a classroom, I know this is the crucial test for me and I know that I passed it successfully.** I see myself doing that in the future. The other 10% is the negative side related to the humanitarian part apart from the emotional one related to make students learn. Even though, we all know that in this country the pedagogy program is one of the least valued ones. Additionally, there many negative comments about how much teachers suffer for the low wages because teaching is low paid. So, this is the 10% against.(Intrinsic motivation: choice satisfaction)

Educación Básica – Versión Original

1. **¿Cómo contribuyó tu experiencia en el colegio a tomar la decisión de convertirte en profesor?**

R: Ya, mi experiencia en el colegio fue. . . de parte de los profesores como ejemplo fue igual fue negativa. Ellos siempre como, yo de chica fui mirando a los profesores y me hubiese gustado cambiar muchas cosas de ellos. Entonces, como que me base en eso más que nada, como decir a mí no me gustaría hacer esto y me gustaría hacer algo diferente y. . . **poder como cambiar el esquema del profesor que se tenía.** Entonces claro, el colegio como que igual. . . también me encontré con profesores muy buenos de los cuales si me hubiese gustado osea me gustaría ser como ser una copia de ellos, sacar muchos ejemplos de ellos. Pero también me encontré con profesores me gustaría o me hubiese gustado cambiar cosas de ellos en el momento. Y que el día de hoy espero poder hacerlo. (Motivación Altruista: Valor de utilidad social)

2. **¿Qué valor de utilidad personal asociarías a la carrera de pedagogía?**

R: Uhm, bueno hoy en día la carrera es súper poco valorada, pero al final los mismos profesores, al final y al cabo la estamos valorando poco. Pero si la carrera creo que es una de las más importantes, más que los mismo médicos que es como la carrera que todos se basan como el ejemplo primordial. Pero sí una de las carreras importantes porque nosotros somos lo que vamos a formar los médicos también del mañana. Entonces, eso. Es como eso, la carrera es importante en el ámbito, la carrera, la educación, la pedagogía es lo que va a formar al niño en el mañana. (Motivación intrínseca: Valor de utilidad personal)

3. Según tú, cuáles fueron las habilidades que tomaste en cuenta al momento de elegir estudiar pedagogía?

R: Ehm, creo que el sentido del. . . primero el sentido del humor, **en segundo la cercanía así con los niños . Creo que algo súper importante es poder entender cuál es la necesidad del niño y siempre he estado como bien atenta a eso. Siempre he estado rodeada de niños chicos y puede haber sido lo mismo que me guio un poco el camino.** Pero habilidades como personales, claro poder saber cuál es la necesidad que tiene el niño. Muy personalmente, muy autorreferente, muchas veces me ha pasado el niño, en mi caso, mis primos chicos no...Siempre que me tiraban a mí a poder enseñarle, quizás no entendían la mayoría, pero si podía que podía entender sus necesidades y podía explicarle en otra manera para que así pudieran entender. (Motivación intrínseca: Autopercepción)

4. ¿De qué forma crees que la remuneración en comparación con la cantidad de trabajo que tiene un profesor actualmente es un factor a considerar para elegir la pedagogía como carrera?

R: (No entendió y se tuvo que reformular la pregunta) Es que yo primero, yo por lo menos yo no lo vi de una manera económica la elección de pedagogía, porque todos sabemos que la pedagogía no es bien pagada, o sea, con comparación en otras carreras. Sin embargo, una persona tiene que tener vocación, si no tienes vocación para ser médico, puede ganar mucho, pero si no tienes vocación al final vas a ser infeliz. **Entonces claro, la pedagogía si te hace feliz puedes ganar poco, pero con lo poco vas a ser feliz, me refiero que no es necesario mirar el ámbito económico porque hay vocación.** (Motivación Intrínseca: Valor de utilidad personal)

5. ¿Cuál es la valoración social que tú personalmente le das a la carrera de pedagogía en Chile?

R: ¿Yo? ¿O la carrera?

E: Tú, ¿Cuál es la valoración social que le das a la carrera de pedagogía acá en Chile?

R: (Se tuvo que explicar la pregunta) Personalmente, siempre que uno, o sea, en el momento que uno elige ya está siendo juzgado y criticado por la carrera de pedagogía. Creo que es una de las carreras más manchadas que hay, por el nivel académico más que el nivel económico. Desde el nivel de cómo se enseña a los niños a lo que ganan los profesores. Pero en el ámbito social, **la carrera de pedagogía está mal valorada siendo como dije antes una de las más importantes.** (Motivación altruista: Valor de utilidad social)

6. ¿Cómo te sentiste tú al momento de elegir estudiar pedagogía en relación a tu entorno, ya sea, familiar o social?

R: Mi entorno familiar fue como 50/50. Mi mamá desde muy chica me decía que tu vocación es ser profesora, pero mi papá no. Él quería ser doctor, el no pudo, entonces como que siempre fue como metiendo el gusto por la medicina. Me gustaba la medicina, pero no me imaginaba sentada atendiendo pacientes. No era lo mío. **Mi elección fue por más por el lado de mi mamá que me instruyó en el camino de la pedagogía.** Más encima el entorno de mi curso, más especial me sentía ya que nadie quería ser profesor. Y de hecho, lo mismo, todos criticaban ser profesor. Entonces, en el momento de elegir me sentí orgullosa de mi decisión. (Motivación altruista: Influencias sociales)

7. ¿Crees que elegir pedagogía como carrera te permitirá realizar una contribución social en Chile? Si es así, ¿Cuál crees sería la contribución que tú podrías realizar a nuestro país?

R: ¿Contribución a qué?

E: Como. . . El típico ejemplo, hay muchos que dicen en el caso de los

médicos, yo quiero ser médico porque quiero salvar vidas. Ó en el caso de muchos profesores que dicen yo quiero ser profesor porque quiero ayudar a cambiar el mundo. ¿Cuál crees tú que sería tu contribución a Chile siendo profesora?

R: Bueno, en la sociedad que estamos hoy en día. **El alumno es que necesita, es el protagonista del cuento. Entonces, claro, la contribución social sería poder entenderlo, saber lo que necesitaba. Buscarlo por el lado que él pueda entender y pueda surgir, porque al final, nosotros necesitábamos surgir. Si el alumno aprende, nosotros aprendemos.** (Motivación altruista: Valor de utilidad social)

8. ¿En qué medida estás satisfecha con la decisión de haber estudiado pedagogía?

R: En un 90%. **En un 90% positivo porque sé que es lo que me gusta y sé que es lo que me gustaría hacer. Los pocos momentos en lo que he estado en una sala de clases, sé que esa es la prueba de fuego y sé que la pasé con éxito.** Es lo que me veo en el día de mañana haciendo y eso. El otro 10% es el lado negativo que se viene la parte humanitaria y dejando de lado la emocional, hacer que el niño aprende, y a pesar de todo sabemos que en este país la pedagogía está y siempre va a ser una carrera de las pocas valoradas. Entonces por lo mismo, hay tantos comentarios que al final nos dice que vamos a sufrir por el poco dinero, que es son carreras poco remunerado. Entonces ese es el 10% que juega en contra. (Motivación intrínseca: satisfacción de la elección)

Appendix H: Table 1 ‘Interviews’ codes and sub codes’

Question	Elementary Education	Musical Education	Physical education	English Teaching
1. How did your experience at school contribute to take the decision of becoming a teacher?	Altruistic motivation: <i>Social utility value</i>	Altruistic motivation: <i>Socialization influences</i>	Intrinsic Motivation: <i>Self-perception abilities</i>	Altruistic motivation: <i>Socialization influences</i>
2. What utility value do you associate the program with?	Intrinsic Motivation: <i>Personal utility value</i>	Altruistic motivation: <i>Social utility value</i>	Intrinsic Motivation: <i>Personal utility value.</i>	Intrinsic Motivation: <i>Personal utility value</i>
3. According to you, what were the skills you took into consideration when choosing study pedagogy?	Intrinsic Motivation: <i>Self-perception abilities</i>	Intrinsic Motivation: <i>Self-perception abilities</i>	Intrinsic Motivation: <i>Self-perception abilities</i>	Intrinsic Motivation: <i>Self-perception abilities</i>
4. How do you think the payment in comparison to the amount of work teacher do is an important factor to consider when choosing pedagogy?	Intrinsic Motivation: <i>Personal utility value</i>	Altruistic motivation: <i>Social utility value</i>	Extrinsic Motivation: <i>Task-demand</i>	Extrinsic Motivation: <i>Task-demand</i>
5. What is the social value that you personally attribute to the pedagogy program in Chile?	Altruistic motivation: <i>Social utility value</i>	Altruistic motivation: <i>Social utility value</i>	Altruistic motivation: <i>Social utility value</i>	Altruistic motivation: <i>Social utility value</i>
6. How did you feel when you choose to study pedagogy in relation to your environment either familiar or social?	Altruistic motivation: <i>Socialization influences</i>	Altruistic motivation: <i>Socialization influences</i>	Altruistic motivation: <i>Socialization influences</i>	Altruistic motivation: <i>Socialization influences</i>
7. Do you think that choosing the pedagogy program will let you make a social contribution in Chile? If it is the case, what do you think the contribution you can make for the country would be?	Altruistic motivation: <i>Social utility value</i>	Altruistic motivation: <i>Social utility value</i>	Altruistic motivation: <i>Social utility value</i>	Altruistic motivation: <i>Social utility value</i>
8. To what degree are you satisfied with the decision of studying in the pedagogy program?	Intrinsic motivation: <i>Choice satisfaction</i>	Intrinsic Motivation: <i>Choice satisfaction</i>	Intrinsic Motivation: <i>Choice satisfaction</i>	Intrinsic Motivation: <i>Choice satisfaction</i>