

NOME: \_\_\_\_\_

BERGMARK, U., LUNDSTRÖM, S., MANDERSTEDT, L., PALO, A. Why become a teacher? Student teachers' perceptions of the teaching profession and motives for career choice. In: *European Journal of Teacher Education*, v. 41, n. 3, 2018. (Adaptado).

### Introduction

[1] Studies from European and US scholars present extrinsic, intrinsic, and altruistic motives for choosing a teaching career (cf. Balyer and Özcan 2014; Kyriacou and Coulthard 2000; Thomson, Turner, and Nietfeld 2012; Yüce et al. 2013). *Extrinsic* motives involve aspects not inherent in the immediate work, such as salary, status, and working conditions. *Intrinsic* motives encompass inherent aspects, relating to the meaning of teaching and the passion for teaching, subject knowledge and expertise. *Altruistic* motives entail perceptions of teaching as a valuable and important profession and the desires to support children's development and to make a difference in society. Intrinsic and altruistic reasons seem to be more frequent in what are termed 'developed countries' than in developing countries, where extrinsic reasons are more prominent (Azman 2013; Watt et al. 2012). Likewise, Klassen et al. (2011) claim that motives for entering teacher education differ based on cultural background and accordingly there is no universal pattern of motives.

[2] Altruistic and intrinsic reasons are beneficial for teacher retention (Sinclair 2008). However, on the one hand, students entering teacher training based on altruistic and intrinsic motives, may leave the occupation when they encounter a reality that does not match with their perceptions. They may experience a high workload and lack of appropriate support, which cause them to feel dissatisfied and may leave the teaching profession early in their career (Kim and Cho 2014; Manuel and Hughes 2006; Roness and Smith 2010). On the other hand, students with extrinsic motivation as primary reason for entering teacher education may run the risk of dropping out and experience ill health during the teacher education (Malmberg 2006). Accordingly, researchers claim that individual motives to teach can be described as a mix of all three categories, to various extents, which contributes to retaining students in teacher training and in the teaching occupation (Moran et al. 2001; Sinclair 2008). Pedagogical motives for entering teacher education have been seen as significant indicators of teacher potential (Löfström et al. 2010). A balance is suggested: altruistic and intrinsic motives as the main motivators, and extrinsic motives as complementary (Struyven, Jacobs, and Dochy 2013). (...)

[3] Previous research on motives has mainly been based on quantitative methods (cf. Azman 2013; Eren and Tezel 2010; Reeves and Lowenhaupt 2016) and/or mixed methods, with large-scale surveys and in some cases, semi-structured interviews (Hobson et al. 2009; Thomson, Turner, and Nietfeld 2012). Very little research based on entirely qualitative data has investigated motives for choosing the teaching profession (cf. Klassen et al. 2011; Pop and Turner 2009). Researchers have argued for the benefit of letting student teachers write about their motives and perceptions, as it represents a useful method of capturing their thoughts to obtain rich and nuanced findings (Azman 2013; Brookhart and Freeman 1992; Reeves and Lowenhaupt 2016). The need for in-depth and multiple information, rather than using predetermined categories, is also emphasized by Han and Yin (2016) and Klassen et al. (2011). In addition, how motives for entering teacher education differs among teacher education applicants and how the motives are developed is less researched (Malmberg 2006).

### The present Study

[4] The first intent of this paper is to contribute to the existing literature by exploring both

motives for entering the teaching profession and student teachers' perceptions of the teaching profession, as the perceptions can be part of the motives. In contrast to Bruinsma and Jansen (2010), who presume that pre-service teachers' motives relate to either extrinsic or intrinsic reasons, we hypothesize that the motives represent a mix of multiple motives. Therefore, a very important value of this study is the openness for the students' perceptions and experiences, not limiting their participation to responding to beforehand defined categories relating to extrinsic, intrinsic, and altruistic motives, accordingly allowing for mixed motives and combinations of motives to be elucidated. In addition, the second objective of the study is to seek to explore students' perceptions, enrolled in different programs, and their experiences of prior education. The third aim of the study is to discursively identify student teachers' perceptions of the teaching profession early in their education and their motives for this career choice. The research questions are:

- How do student teachers from different programs, perceive the teaching profession early in their education, based on their prior experiences of education?
- What are student teachers' motives for their choice of career?

[5] This study included 259 student teachers from three different teacher education programs: *primary school* ( $n = 83$ ), *middle school* ( $n = 57$ ), and *upper secondary school* ( $n = 119$ ). Having included three teacher programs in this study enables comparisons and clarifies some differences regarding discourses.

[6] The data for this study consist of 259 student texts, produced between 2013 and 2015, as part of the first course in teacher training at a university in Sweden. There are three parallel courses – with the same course code and essentially the same content – offered every year to all student teachers. The courses form part of mandatory core knowledge and skills for all student teachers, and focus on the teaching assignment as it is formulated in curricula, policy documents, and educational philosophy. (...)

**AS RESPOSTAS DEVEM SER ELABORADAS A PARTIR DO TEXTO DA PROVA. AS RESPOSTAS DEVEM SER ESCRITAS EM PORTUGUÊS EM UMA FOLHA À PARTE OU NO VERSO DA PROVA.**

1. Considere o **Parágrafo [1]**. Segundo os autores do texto lido, estudiosos da Europa e dos Estados Unidos identificaram três categorias de motivos para se escolher a carreira docente. Eles são motivos extrínsecos, intrínsecos e altruístas. Explique cada uma das categorias de motivos. (10 pontos cada; 30 pontos total).

**Resposta:**

Os motivos extrínsecos dizem respeito aos aspectos considerados não peculiares ao trabalho [do magistério] em si, tais como salário, prestígio / *status* e condições de trabalho. Os motivos intrínsecos, por sua vez, dizem respeito aos aspectos inerentes ao trabalho [do magistério] em si e estão relacionados ao significado do magistério / ensino / do ato de ensinar e à paixão pelo ensino, à matéria / assunto [a ser ensinado] e ao conhecimento / experiência [dos professores]. Os motivos altruístas envolvem as percepções sobre o magistério / o ensino como uma profissão valiosa e importante e os desejos de se apoiar o desenvolvimento das crianças e de fazerem a diferença na sociedade [por parte dos candidatos à profissão].

Trecho do texto: *Extrinsic* motives involve aspects not inherent in the immediate work, such as salary, status, and working conditions. *Intrinsic* motives

encompass inherent aspects, relating to the meaning of teaching and the passion for teaching, subject knowledge and expertise. *Altruistic* motives entail perceptions of teaching as a valuable and important profession and the desires to support children's development and to make a difference in society.

2. Considere o **Parágrafo [2]**. Segundo os autores, os candidatos à carreira docente que fazem sua escolha profissional a partir de motivos altruístas e intrínsecos podem deixar a carreira ao enfrentar a realidade profissional. Quais são as duas razões que os levam a desistir da carreira? (10 pontos)

Resposta: As duas razões são:

- a) a grande carga de trabalho; e
- b) a falta de apoio adequado [para o exercício da profissão].

Trecho do texto: They may experience a high workload and lack of appropriate support, which cause them to feel dissatisfied and may leave the teaching profession early in their career (Kim and Cho 2014; Manuel and Hughes 2006; Roness and Smith 2010).

3. Considere o **Parágrafo [3]**. Neste parágrafo, os autores informam que os estudos sobre os motivos da escolha docente têm sido mais comumente quantitativos. Eles também mencionam os benefícios de métodos mais qualitativos. Além disso, eles indicam, a partir de Malmberg 2006, que dois aspectos desse assunto têm sido menos estudados. Quais são esses dois aspectos? (10 pontos)

Resposta: Os dois aspectos menos estudados são:

- a) como os motivos / razões para se ingressar na área de formação de professores diferem entre os candidatos à carreira docente; e
- b) como os / esses motivos / razões [iniciais] se desenvolvem / progridem / evoluem.

Trecho do texto: In addition, how motives for entering teacher education differs among teacher education applicants and how the motives are developed is less researched (Malmberg 2006).

4. Considere o **Parágrafo [4]**. Neste parágrafo, os autores apresentam características do estudo relatado no artigo sendo lido.

4.a) Quantos objetivos os autores têm com o estudo? (10 pontos)

4.b) Qual é a hipótese dos autores? (10 pontos)

4.c) Quais são as perguntas de pesquisa do estudo? (20 pontos)

Respostas:

4.a) Três objetivos.

[Marcadores indicados de amarelo abaixo no trecho do texto. ]

4.b) A hipótese dos autores é que os motivos / razões para a escolha da carreira docente representam / são [em verdade] uma combinação de vários motivos / razões.

[Indicados de azul abaixo no trecho do texto. ]

4.c) As perguntas de pesquisa são:

- Como os professores em formação de diferentes cursos [de formação] percebem a carreira docente no início de sua formação a partir de suas experiências educacionais prévias / vivências educacionais prévias?
- Quais são os motivos / as razões dos professores em formação para suas escolhas de carreira / para a escolha de suas carreiras?

[Indicado em vermelho no trecho do texto. ]

Trecho do texto: **The present Study**

[4] **The first intent of this paper** is to contribute to the existing literature by exploring both motives for entering the teaching profession and student teachers' perceptions of the teaching profession, as the perceptions can be part of the motives. In contrast to Bruinsma and Jansen (2010), who presume that pre-service teachers' motives relate to either extrinsic or intrinsic reasons, **we hypothesize that the motives represent a mix of multiple motives.** Therefore, a very important value of this study is the openness for the students' perceptions and experiences, not limiting their participation to responding to beforehand defined categories relating to extrinsic, intrinsic, and altruistic motives, accordingly allowing for mixed motives and combinations of motives to be elucidated. **In addition, the second objective of the study** is to seek to explore students' perceptions, enrolled in different programs, and their experiences of prior education. **The third aim of the study** is to discursively identify student teachers' perceptions of the teaching profession early in their education and their motives for this career choice. The research questions are:

- **How do student teachers from different programs, perceive the teaching profession early in their education, based on their prior experiences of education?**
- **What are student teachers' motives for their choice of career?**

5. Considere os **Parágrafos [5] e [6]** e preencha o quadro abaixo:

a.	Número total de professores em formação participantes:	259
b.	Número de cursos de formação de professores participantes:	03
c.	Período de coleta dos dados:	2013-2015
d.	Em que país a coleta de dados ocorreu:	Suécia

Trecho do texto: [5] This study included **259 student teachers** from three different teacher education programs: *primary school* ( $n = 83$ ), *middle school* ( $n = 57$ ), and *upper secondary school* ( $n = 119$ ). Having included **three teacher programs in this study** enables comparisons and clarifies some differences regarding discourses.

[6] The data for this study consist of 259 student texts, produced **between 2013 and 2015**, as part of the first course in teacher training at a university in **Sweden**. There are three parallel courses – with the same course code and essentially the same content – offered every year to all student teachers. The courses form part of mandatory core knowledge and skills for all student teachers, and focus on the teaching assignment as it is formulated in curricula, policy documents, and educational philosophy. (...)