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Exploring the Career Decisions of High-Achieving Graduates: A Case of the University of Loralai

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Abstract: Teachers play a key role in society. He is a person who produces leadership in society and prepares people for modern times, giving them knowledge and wisdom. Those are the teachers who educate the people and create humanity, and these people play an important role in making a society prosperous. They become a strong foundation of their country. This research was specifically conducted on the career choice of University of Loralai graduates under the Department of Education. The objective of the study was to find the factor that motivates high achievers towards teaching as a career. It was a qualitative research study followed by semi-structured interviews. All the students at the Department of Education whose GPA and CGPA was more than 3.5 were the population of the study. Out of this population, ten students (male 05, female 05) were selected as the sample of the study. An interview guide was developed, and data were collected. It was comprised of two parts: the first was about personal information, and the second part consisted of detailed questions about their career choice. After collecting the data, a thematic analysis was done. The major findings of the study were career choice motivation, the timing of career decision, the idea to consider teaching as a career, feeling like a teacher, advice for teaching, memorable moments, life goals, career doubts, overcoming doubts, and most favorite profession. The findings of the study recommended that families must have a supportive role in the career selection of young graduates.

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Introduction

The background of the study revolves around the complex factors influencing individuals' decisions to pursue a career in teaching, with a particular focus on pre-service English language teachers. The research aims to explore and popularize the motivations that lead individuals to choose teaching as a career, shedding light on the various personal, professional, and societal aspects that play a role in this decision-making process.

Teacher education is highlighted as a critical component in shaping effective educators. The curriculum development and process of teacher education bring forth insights and ideas that help teachers understand their students better, taking into account factors such as knowledge, beliefs, motivation, and background experiences. The study emphasizes the importance of understanding career motivation among pre-service English language teachers, building on previous research in Turkey that explored this aspect within specific teaching programs.

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The No Child Left Behind Act of 2001 is acknowledged for its role in providing public education for all, but it also introduces challenges and uncertainties in the education system. The study suggests that pre-service teachers face dilemmas related to career decisions, teacher effectiveness, and career indecision, emphasizing the need to combine observational measurements of teacher effectiveness with measurements of career indecision.

The discussion expands to the developmental stage of fully young individuals, particularly during their college years. Adolescents with hearing impairment encounter unique challenges in their career development, including the need for support and guidance in choosing a career path. The study argues that teachers and families significantly impact the career decisions of students, especially those with special needs.

The research also delves into the intrinsic and extrinsic motivations that drive individuals to choose the teaching profession. It emphasizes the pivotal role teachers play in society, shaping the future generation and contributing to the development of a nation. The shortage of qualified teachers is identified as a global issue, and the study suggests that understanding the factors influencing teachers' interest in the profession is crucial.

The study concludes by highlighting the multifaceted factors that affect student learning outcomes, including teacher-student relationships, interest in academic activities, class size, and classroom environment. It underscores the importance of teachers in guiding students toward successful academic development and the need to comprehend the psyche of teachers considering teaching as a career choice.

Objective of the Study

To find the factor that motivates the high achievers towards teaching as a career.

Research Question of the Study

What are the factors that motivate the high achievers towards teaching as a career?

Significance of the Study

- My study is significant because it explored the factors that will be used as motivation for students to join the teaching profession.
- This study is also significant for teachers because it will help them to remain in the teaching profession.
- This study is also significant because it will help society to consider the learning profession as a highly esteemed profession.

Statement of the Problem

The study was conducted on the career selection of university graduates. What are the students who perform excellently in their academic careers, what is their career stance, and how do they perceive their professional life? This research was specifically accompanied by the career choice of University of Loralai graduates under the Department of Education.

Delimitation of the Study

My research study is delimited to the University of Loralai. It is delimited to high achievers of the education department.

Summary of Chapter 1

This chapter started with an introduction, which was followed by objectives and research questions. It then explained the significance, the statement of the problem, and the delimitation of the study.

Literature Review

Baker, Ismail, and Hamza (2014) conducted a study in Malaysia on 300 student teachers. This study's results showed that four factors, e.g., motivation, perception, selection satisfaction, and expectation, were the reasons for selecting teaching as a career choice. Further, this study indicates that gender and academic factors also influence student teachers to select teaching as a career choice. This study divides motivation into three types, e.g., intrinsic, extrinsic, and altruistic, which are the main factors that influence the selection of teaching as a career choice. However, the perception factor did not show a major contribution to the selection of teaching as a career choice.

Kelech, Olalekan, and Olufem (2013) conducted a study in Nigeria on 77 families of youngsters with hearing impairment and 69 teachers of adolescents with hearing impairment selected from 3 secondary schools. This study result showed that factors such as teaching and family play a vital role in choosing a career for youngsters with hearing impairment. This study also shows that the family factor is also more effective for career decisions, and the second factor indicated that teachers did not play a positive role in choosing teaching as a career choice for adolescents with hearing impairment.

This study recommended that family and teacher support with youngsters should be employed to increase the career decisions of adolescents with hearing impairment. To impart to them the necessary support, encouragement, and motivation. This is also specific to choosing teaching as a career choice. The curriculum expert and career counselor should drive a campaign at the secondary level.

Low, NG, HUL, and CAI (2017) conducted a study on 26 student teachers in Singapore. This result indicated that the pre-service teachers in Singapore chose teaching as a career choice based on motivation. The factor of motivation as a career choice in teaching is different from other places in Singapore. The results also show that the multiple factors, such as drivers, triggers, and inter relationships, are different from each other. Some practical issues are balanced between national and international levels.

Tyagi & Rohtali (2017) conducted a study on graduation students in their final year of graduation. The result of this study investigated the useful disparity between pre-service teachers' interest in teaching and their career choices. There were also differences in teaching as a career choice by the demographic characteristics; there are gender and educated parents involved, and the student's GPA and CGPA and their scholastic courses are also involved. The result also shows some positive and negative factors that affect the pre-service teacher's choice of teaching career. This student teacher has top to teaching in the list of occupations. This student's teacher also says that teaching is the most respectable profession compared to other occupations. This study recommended that teacher education be compulsory and that the government should recruit student teachers to teach.

Nagireddy conducted a study in Madhya Pradesh. This study result showed that the relationship between teacher and students is more important when choosing teaching as a career choice, and relationships are also a must for career decisions among teachers and students. The students and teacher understand each other's psychology. The teacher's behavior also affects students' career decisions. The teacher absorbs the students and provides guidance and counseling to students in choosing a career. In short, a good relationship between teachers and students plays a vital role in choosing a career way.

Stone & D. Hancock conducted research in Georgia on 305 pre-service teachers and the impact of teacher effect on the impact of teacher effect on professional fear of teacher students. This study's results show that general teachers are effective and professional teachers (career self-efficacy) have a direct effect on career choice decisions, while (career self-efficacy) professionals are most effective for both teachers, such as general teachers and personal teachers.

Topkaya and Uztosun (2012) conducted a study in Turkey on 207 pre-service English teachers. This paper's result showed that the social advantage and building values of teaching played key roles in the career motivation of the participants, which was guided by their capacity related to norms and values. Both male and female participants were more satisfied with social adjustment, although male participants had increased place security and job possibilities. There was no statistical difference between first- and fourth-grade professional encouragement.

Research Design

Since I am collecting data with the help of interviews, I used a qualitative research design.

Population and Sample

All the Department of Education students whose GPA and CGPA were more than 3.5 were my population. Out of this population, I selected ten students (male 05, female 05) as my sample.

Data Collection Tool

Since my research is qualitative, I needed the interview as a data collection tool. I prepared the interview guide (a data collection tool) with the help of my supervisor.

The interview tool is composed of two parts: part A and part B.

- Part A was composed of demographic information of participants, e.g., Gender, Area, marital status, Age and GPA, and CGPA.
- Part B was composed of 10 questions, which were prepared with the help of my supervisor. This question was composed of an introduction and factor. Some questions were about teaching as a career, and two questions were about career doubt and then career goals.

Findings

Career Choice Motivation

Several interviewees mentioned that they chose teaching as a career due to their passion for education and a desire to contribute to society. They see teaching as a noble profession with the potential to shape the future.

Timing of Career Decision

Most of the interviewees mentioned that they started thinking when they completed the F.A., F.Sc, and B.A., or B.Sc. Some interviewees showed that they began considering teaching as a career when they entered university (B.Ed. 2.5, B.Ed. 1.5, and BS Education).

Idea to Consider Teaching as a Career

Many interviewees indicated that their parents encourage them to consider teaching as a lifetime career. Some students, however, noted that they independently chose teaching as a career path.

Feeling like a Teacher

All the interviewees remarked that they felt good when they became teachers.

Advice for Teaching

Some interviewees mentioned that their parents gave advice to them to pursue a future as a teacher. One interviewee said that their sister gave them this advice, while other interviewees mentioned that their brother encouraged them to choose teaching as a career for a lifetime, and some indicated that they received no such

advice.

Memorable Moment

All the interviewees remarked that they were very happy when they entered a B.Ed. or BS education program.

Life goals

Many interviewees mentioned that teaching does not necessarily fulfill all of their life goals.

Teaching fulfills our life goals.

Career Doubts

Many interviewees expressed concerns about limited career growth, lack of respect in society for teachers, and relatively lower income. These factors raised doubts about teaching as a lifelong career.

Overcoming Doubts

Some interviewees noted that these doubts could be overcome through awareness and by receiving career guidance and counseling for pre-service teachers.

Most Favorite Profession

Many students mentioned that they liked teaching, while some indicated that the medical profession was their favorite.

Conclusions

People Choose Teaching Because They Care

Many people become teachers because they really care about education and want to make a positive impact on society. They think being a teacher is an important job.

When They Decide to Be Teachers

Most people decide to become teachers after they finish their basic education, such as high school (F.A., F.Sc., B.A., or B.Sc.). Some start thinking about teaching when they go to college for teaching degrees (like B.Ed. or BS in Education).

Family Can Influence the Choice

Family members, like parents and siblings, can encourage someone to become a teacher. But some people decide to be teachers all on their own.

People Feel Happy as Teachers

People generally feel happy and satisfied when they become teachers.

Family Advice Matters

Advice from family members can impact the decision to become a teacher. Many people say their family advised them to become teachers.

Special Moments in Teacher Training

Starting training programs for teachers (like B.Ed. or BS in education) is often a special and joyful time for those

who want to be teachers.

Different Ideas About Life Goals

Some people believe that teaching fits perfectly with their life goals, while others think it doesn't quite match up.

Doubts About Teaching Careers

Some people worry that teaching might not offer good career growth, respect from society, or enough money. This can make them uncertain about teaching as a lifelong job.

Overcoming Doubt

Some people say that you can get over your doubts about teaching by learning more about it, getting advice, and getting help in planning your teaching career.

Favorite Jobs

Many people like teaching, but some also like the idea of working in the medical field more.

Recommendations

1. The role of family in the career decisions of youngsters is overemphasized. All family members should support and guide the youngsters.
2. Career education programs should be offered to advance education through guidance and counseling in schools, colleges, and universities.
3. Trained teachers enrolled in education for a better quality of education.
4. The government should increase the teacher's salaries and provide other facilities.

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