Pre-service Education Students' Commitment Level to Their Career Choice

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Abstract: The study attempted to establish commitment level to career choice of pre-service education students in six public and private universities in Kenya. The third and fourth year pre-service education students were the respondents. Correlational research design and concurrent mixed method approach was employed in this study. Purposive, cluster and convenience sampling methods were used. Data were gathered by the use of questionnaires and interviews. In data analysis, frequencies, means, standard deviation, linear regression and Pearson product moment correlation coefficient were used. The pre-service education students were found to be moderately committed to their career choice. The study recommends Improvement of career guidance in schools so that students clearly understand and choose careers in relation to their interest and abilities because this will increase their commitment to their career choices and reduce the job hopping being experienced in the world of work.

1. Introduction

Career choice is a very important decision to be made in life among many other important decisions the youth face in their transition years of high school and the world of work (Hurley & Thorp, 2002). It even becomes difficult when the amount of information they have about education and the available options is insufficient (Stead, Els & Fouad, 2004). The choice of a career needs to be accompanied or motivated by the commitment to serve in the profession. Socioeconomic status, race/ethnicity, and sexual orientation seem to affect career decision making since these factors usually limit job opportunities by way of discrimination, reduced access to resources, fewer occupational role models and they tend to also limit the expansions of possible career options (Luzzo, McWhirter & Hawley, 2001).

Career guidance and counseling seem not to be adequate and readily available to many students and as such they get help from their parents which does not go a long way because the parents do not seem to have a wide frame of reference when it comes to career development and job opportunities in relation to their sons or daughters' abilities. Some parents want their children to pursue careers which they were interested in but for some reason they were not able to fulfill their dreams which they now want fulfilled through their children. This seems to affect the individual's commitment to the selected career (Hurley & Thorp, 2002). Lack or inadequate career guidance in schools has led to high school students graduating when they are not sure of what career path they want to pursue or have made poorly informed decisions which they may later regret or abandon altogether, as Hurley and Thorp (2002) continue to argue.

Vocational and behavioural psychologists have long considered the factors that influence people when choosing a particular career; what motivates an individual to make a career choice is complex and

perhaps not always a completely rational decision. For some individuals, a career relating to people would be impossible, yet for others the reverse is true; or being outdoors may be essential ingredients in the work people seek (Gottfredson, 1981; Holland, 1959). Internationally, there has been a growth on the interest in research in what motivates people to join the teaching profession, and there has been a steady flow of studies from many countries (Watt, Richardson, Klusmann, Kunter, Beyer, Trautwein & Baumert, 2012). Studies on what motivates people to become teachers, dates as early as the 1920s. Some studies which were done then identified the most significant reasons which motivated individuals to join the teaching profession (Daniel & Ferrell, 1991). The 1980s however brought a renewed focus on predictions of teacher shortages and in turn a renewed interest in career motivations of teachers and their commitment to the profession, (Daniel & Ferrell, 1991). Since then, and especially in the last three decades, motivation of pre-service education students to choose teaching as a career has become a popular topic of study and it may continue to be so as long as there are teacher education graduates who do not enter the profession or drop after a short period of time (Yuce, Sahin, Kocer, & Kana, 2013). In another study by Richardson and Watt (2010) it is reported that countries like Australia, U.S. A, Germany, Norway, U.K and several European countries experience difficulty in recruiting and retaining teachers. Singapore is one country experiencing teacher attrition with the beginning teachers leaving immediately after their graduation and as such the Ministry of Education in Singapore launched what is known as Growth Recognition, Opportunities and Well-being (GROW) package with an aim of attracting and retaining good teachers, (Ministry of Education Singapore, 2006). The Ministry also came up with another incentive to encourage teachers not to leave for other professions, those with 12 years of teaching experience can take a full-term sabbatical at full pay and professional development is subsidized.

Many young people today do not want to pursue teaching as a career, and among those who do, a good number leave the profession within the first five years; a sign that they are not committed to the profession, (Topkaya & Uztosun, 2012). As such there is a growing body of research to establish factors affecting the choices people make to pursue teaching as a career and how those who choose the profession are committed to the service. Worldwide, the issue is gaining importance because it is becoming increasingly difficult to attract and retain the young people in the teaching profession as well as keep the trained force committed to the profession (Topkaya & Uztosun, 2012). Promising pre-service education students with characteristics that would make effective teachers, meaning teachers who are caring, enthusiastic, competent and committed are often sought after by other professions, which would also benefit from such characteristics. There is no doubt that the teaching profession competes against other important professions

for the most talented people and qualified teachers seem to secure employment outside of the classroom at very competitive salaries (Miller & Miller as cited in Harms & Knobloch, 2005).

The same view of how important career choice is seems to be upheld by BeduAddo as cited in Bossman, (2014), Plessman, (1985) when he expressed that indeed career choice is as important as choosing a life partner since it is also a lifetime process. Just like becoming miserable when the wrong marriage partner is chosen, one can also become very unhappy if ones career is not well planned (Bossman, 2014, p 40). Unfortunately, many students lack career guidance and this makes it difficult to make informed choices because they lack adequate information. In past studies students have indicated lack of career guidance and counseling in schools and majority have indicated that their parents are the only ones who help in career guidance. A study by Maree (2009) found that many learners passed grade 12 without having received career counseling in any form and as a result they were denied the opportunity to apply for sought out fields of study in universities and colleges. As observed by Maree and Beck (2004), counseling programs were being underutilized because they were viewed as very costly. In another study Bojuwoye and Mbanjwa (2006) found that career counseling services were unsatisfactory and students lacked career information. Kenya is not any better when it comes to career guidance and counseling in schools. The issue with the counselors in Kenyan schools is that some career counselors are full time teachers who are either overloaded or not quite clear of what is expected of them. It is also evident that number of career masters in schools is very small. A study by Mugambi (2013), showed that there was an insufficient number of career counselors in Meru North District, inadequate counseling facilities and majority of teacher counselors were not trained in guidance and counseling. Another study by Gitonga (2013), indicated that 87% of teachers were found insufficiently prepared to run career guidance programs in schools. These findings seem to concur with earlier findings by Kithyo and Petrina (2002) that guidance counselors or career masters in Kenya did not have the time or facilities to provide any career or psychological guidance to students and that, the lack of time could be attributed to the fact that the career masters are teachers with a full teaching load. They further articulated that many students in secondary schools in Kenya had no knowledge beyond what they might have heard other people talk about. One of the respondents clearly declared that they did not have career and guidance in secondary school and that he was not guided. Another respondent in the study also confirmed this by articulating that they did not have career guidance in their school, they were given career booklets to read (Kithyo & Petrina, 2002).

To justify the student's statements Ojenge and Muchemi (n. d.) confirmed with officers from the Ministry of

Education (Kenya) through an interview that career guidance teachers simply give students the career booklets with university courses, their prerequisites subjects and cut-off points, instead of guiding and counseling them. It was also pointed out in the same study that about ninety percent of students in public schools in Kenya are not provided any reasonable career guidance. On the same note, Muola and Mwania (2013), contend that academic advising tends to rank among the lowest areas of higher education satisfaction for college students. There is poor morale in the teaching profession in Kenya and the service is characterized by poor levels of commitment and high turnover (Kamwilu, 2011). This can be supported by a report from the Kenya Secondary School Heads' Association (KSSHA) which stated that a record of six hundred teachers left the classroom between March and June 2008 for lucrative jobs at a time when fifteen thousand teachers were needed (Agutu, 2010). A study by Kasau (2014) in Mbooni East District, established that one hundred and two teachers left teaching in the district between 2007 and 2012. The researcher also pointed out that the National statistics indicate that ten thousand teachers are lost annually due to various reasons ranging 6 from resignations, assignment of non-teaching jobs in other ministries and others quit to join the private sector. Others left after undertaking further studies and either took up non-teaching jobs at the ministry of education as quality assurance standards officers where remunerations are more lucrative than what TSC offers or to teach in tertiary institutions (Oyaro, 2008; Kasau, 2014). A survey by Kamwilu, (2011) noted that seventy-five teachers and seventy head teachers strongly agreed that they would not teach anymore if there was a better paying job. This study therefore sought to investigate how these motivational factors determine the level of commitment.

The following research question was answered in this study to address the above stated problem. To what extent are the pre-service education students committed to their career choice?

2. Literature Review

Studies show that students worldwide are usually faced with the dilemma of deciding which career they would like to pursue in life (Bandura, Barbaranelli, Caprara & Pastorelli, 2001). This is because the choice an individual makes will affect their lifestyle in so many ways, for example, in terms of personal, cultural, socioeconomic and psychological benefits. Choosing the right subject combinations which lead to the right profession can make a difference between enjoying and detesting your career of choice (Bandura, et al., 2001; Watson, McMahon, Foxcroft & Els, 2010). Career choice actually defines the kind of life an individual will lead. When keenly chosen, careers help reduce stress and increase job performance and satisfaction, leading to achievement of organizational goals (Blustein, 2008).

Career choice can be easy or difficult depending on the amount of information an individual has about the choices (Stead, et al., 2004). Apart from inadequate information, lack of career guidance and counseling has also been pointed out as a factor leading to poor career choices. Many of the high school graduates in the United States feel that they don't receive any career guidance in school as stated, "Students perceive a lack of career guidance in their schools, and often cannot name anyone outside of their parents who has been helpful in career counseling. Furthermore, most admit that parental guidance has been limited to a few hours in the past few months" (Hurley & Thorp, 2002, p. 4). They further argue that majority of students' career choices are most often based on personal interest rather than career opportunity and that very few of them select occupations based on job availability or salary, instead they pursue what they enjoy. This is not only a problem with the American young people but also young school leavers elsewhere (Hurley, & Thorp, 2002). In Europe, a study on the cost efficiency of the education and training system in the Netherlands estimates the cost of wrong career choices to amount to several billion Euros over time (Stichting De Nationale Denk Tank, 2007). Career guidance matters for public policy, according to an analysis by the OECD, (2004); career guidance can contribute to three broad categories of public policy goals and issues: learning goals, labour market goals and social equity goals. The learning goals career guidance contributes to the development of human resources, in ways such as improving the efficiency of education systems and as a tool to help improve the fit between education and the labour market.

The goals of the labour market, on the other hand contribute to a number of labour market objectives, such as helping to prevent or reduce unemployment, improving labour mobility, improving the match between supply and demand, improving labour supply and addressing skill shortages. Lastly, but not least, though somewhat less frequently, it is expected that career guidance can help to achieve social equity goals, by supporting disadvantaged and marginalized minority groups and the social integration of individuals from different ethnic backgrounds and also by addressing gender equity, for example, by tackling gender segmentation in the labour market and supporting increased female labour force participation (OECD, 2004). In India, school and college guidance services are in the embryonic stage, many young people as well as their parents are often deluded in their selection of academic discipline and career paths. The increased number of college students neglecting their academic pursuits, students with unfocused academic records entering into workforce is becoming a great threat to various segments of society (Janetius, Mini & Challathurai, 2011). While Career counseling in schools and colleges are designed to facilitate student's development and their ability to make optimal choices regarding their roles in occupational, familial and social

structures; in India, the guidance services are very minimal in schools and colleges, and in most cases young people are confused in their career choice. As a result, there is an "increased number of college students neglecting their academic pursuits. Students with unfocused academic records entering into workforce is becoming a great threat to various segments of society" (Janetius, as cited in Janetius, et al, 2011, p. 1). Therefore, there is a need for educational institutions to help students and parents in guiding their academic pursuits leading to better job and life satisfaction. Apart from culture, economy plays a major role in career choice. Majority of college going students choose careers to maximize their chances of getting a well-paying job after completing their studies.

Career guidance has been a major issue affecting many high school leavers in Kenya. In a study by Kithyo and Petrina (2002), it came out so clearly that some schools in Kenya did not have career masters or guidance counselors for a long time and among those which did, the counselors did not have the time or facilities to provide any career or psychological guidance to students. Findings from the study indicate that the career masters generally operate with the assumption that all students ought to end up in university so they only concentrate in helping them to fill the university application forms. This however ought not to be the case because only a small percentage of the students graduating from high school end up in universities (Kithyo & Petrina, 2002). Some students confessed that they did not know what to do with the career forms because they had not been guided as to how to choose their career and what needs to be put into consideration. Students ended up filling anything because they had not been informed, some students even went ahead to choose careers which they lacked basic requirements for.

Another issue with career choice in Kenya is the parent factor. It has been noted that many parents choose careers for their sons or daughters without even consulting or putting their abilities and interest into considerations (Kithyo & Petrina, 2002). Some parents even threaten to withdraw the financial support if their sons or daughters do not choose what the parents desire. Apart from the parent's pressure, there is also the peer pressure and also the cultural pressure to choose "gender appropriate" careers, meaning that there are some careers which are seen as appropriate for female and others as appropriate for males (Kithyo & Petrina, 2002). Career aspirations refer to an individual's career related goals or intention and motivations which are beyond mere interest (Migude, Agak & Odiwour, 2012). Adolescents are in a position to understand sex type and prestige level of common occupations as well as personal self, (Gottfredson, as cited in Migude, Agak & Odiwour, 2012). Schools are in the most strategic positions to impact on career aspirations because the teachers can identify the learners' aptitudes, abilities and also encourage them to take a certain subject combination

leading to certain career paths in which they show potential and interest. The school culture can influence an individual's career choice and aspirations due to the standards of performance and the curriculum the individual learner is exposed to, together with the career guidance which is available in the school (Dondo, 2006).

Commitment may be described as loyalty and support for an organization (Iro, 2010). Commitment is further explained as the degree to which an employee identifies with the organization and wants to continue actively participating in it (Newstrom & Davies, 2002). As posited by Iro, (2010), there are three factors of commitment which include a strong desire to remain a member of the organization, a strong belief in and acceptance of the values and goals of the organization and the readiness to exert considerable effort on behalf of the organization. Commitment in teaching may be described as the "teachers' psychological attachment to the teaching profession" (Coladarci, (1992 p. 326). Commitment is a vital factor that influences teachers' work and student achievement in schools. Committed teachers put more effort and time to their work and they are attached to their schools and also put effort to achieve their goals in teaching. Researchers agree that teacher commitment is fundamental to the work of teaching and functioning of the education system. Teacher commitment and engagement have been found to be among the most critical factors in the success and future of education (Elliot& Creswell, 2002). Teacher commitment contributes to teachers work performance; it reduces absenteeism, burnout and turnover and has a very important influence on student achievement (Kiplagat, 2011). As articulated by Lortie (1975), teacher commitment is the willingness an individual enacts in investing personal resources to the teaching task.

3. Methodology

3.1 Research Design

Research design is a detailed plan on how research was conducted or the procedures for collecting, analyzing, interpreting and reporting data (Creswell, 2008). This study employed a Correlational research design and a concurrent mixed methods approach. In a concurrent mixed method, the research uses both quantitative and qualitative approaches without prioritizing one over the other for a comprehensive analysis of the research problem. Concurrent mixed method was used in this study because it is an efficient design in that, data is collected at the same time and the exercise takes less time compared to other mixed method designs. Mixed method was also used because many of the studies conducted on the factors influencing individuals to join the teaching profession have been mainly quantitative. A study by Gore, Smith, Holmes and Fray (2015) investigating the factors that influence the choice of teaching as a first career between 2005 and 2015 found that 40 studies had

used quantitative approach while 18 had used qualitative approach and only 17 had used mixed methods. The quantitative data was collected using a researcher developed questionnaire which adapted some statements from the FIT- choice scale, while qualitative data was collected by use of interviews to source for in-depth information from the pre- service education students, especially those who had passed so well and could have qualified for any career but they chose teaching as a career. The researcher used the concurrent mixed method design because the use of this type of mixed methods strengthens and counteracts the weaknesses of one method. In addition to making up for the weaknesses of one method, mixed methods usually provide a more complete and comprehensive understanding of the research problem (Creswell, 2008). The results from the studies which used quantitative methods have not shown much emphasis on deeper expressions and motivational orientations of respondents and how these motivations relate to their commitment to the profession, something this study intended to pursue.

3.2 Population and Sampling Technique

The population of the study comprised of pre-service education students from selected chartered universities in Kenya. Six public and private universities which had been in existence for at least twenty years and had been offering teacher education were selected in this study. Choice of both public and private universities was because teachers graduating from both public and private universities seem not to be committed to teaching as their career choice. By the year 2013 there were three fully chartered public universities and three fully chartered private universities in Kenya which were offering teacher education and had been in existence for twenty years. Third and fourth year pre-service education students were purposively sampled with the assumption that if they had not changed their minds during their first and second years of training, they were interested and committed to the teaching profession. This assumption was, however, found not to be true because some third and fourth year students clearly indicated that they were not committed to the teaching profession but some unavoidable circumstances kept them in the training. Purposive, cluster and convenience sampling were employed in this study because it can be used in both quantitative and qualitative research. The purposive sampling was used to select the six universities in Kenya offering teacher education by the time of the study and which had been in existence and also had offered teacher training for at least twenty years. Cluster sampling was used to select the third and fourth year pre-service education students in teacher education who were sampled because of their experience and level of training. The sample was taken from the third and fourth year education students who were currently registered for semester beginning August to December 2016. Because

of the large number of students in the public universities, not all the third and fourth year education students were registered for that semester. Convenience sampling was used to select those who participated in the interview. In some universities, it was either both third and fourth year students doing their second semester or third year students doing their first semester and fourth year students doing their second semester. As a result, not all the third and fourth year students were registered during the period of data collection for this research.

3.3 Research Instruments

This study used a researcher prepared questionnaire which adapted some statements from the FIT-Choice Scale from Watt & Richardson, (2007). The research could not use the FIT-Choice scale as it is because it does not cater for the commitment aspect which is the dependent variable in this study and the researcher also wanted to establish the demographic description of the respondents which was not provided in the FIT choice scale. The research also used a structured interview schedule which the researcher developed to collect qualitative data on the influential and motivational factors which led to the choice of teaching as a career and the desire to remain committed to the teaching profession.

3.3. 1 Validity of the Instruments

To establish validity in this study, content and construct validity of the questionnaire was established by proper conceptualization and operationalization through review of literature. The questions on the interview schedule were also subjected to expert validation by the supervisors of the study and faculty in the school of Education, Humanities and Social Sciences University of Eastern Africa, Baraton.

3.3.2 Reliability of the Instruments

The reliability in this study was calculated using the Statistical Package for Social Sciences (SPSS) version 20 and the following was established; commitment to the teaching profession .790, status of the teaching profession .726, socio-cultural beliefs about the teaching profession .621, choosing teaching as a fallback .636, external influence to the choice of teaching as a career .743, self-concept as a motivation to choose teaching as a career .769, altruistic reasons as motivating factors to choose a career in teaching .776, extrinsic factors as a motivation to join teaching .868 and intrinsic motivation .754. The instrument was thus found to be reliable to collect data for the study.

3.4 Data Collection Procedure

Following the research proposal approval, the researcher, through the Director of Graduate Studies proceeded to

seek clearance from the University of Eastern Africa, Baraton Research and Ethics committee. After the approval from the ethics committee, the researcher further sought an introductory letter from the Director of Graduate Studies and Research to facilitate the application to the National Commission for Science, Technology, and innovation (NACOSTI) for a research permit. On receiving the research permit from NACOSTI the researcher reported to the county commissioner Nairobi County and the County Director of Education of Nairobi County. The researcher further sought an introductory letter from the Director of Graduate Studies and Research University of Eastern Africa, Baraton to the selected universities which participated in the study. With the introductory letter and the research permit, the researcher personally visited the sampled universities and sought permission to collect data. After presenting her request to the Deputy Vice Chancellors in charge of research from the selected universities, the researcher waited for communication because in these universities there were bodies to approve such requests. After some time, the researcher received communication from the selected universities either through phone calls alerting her to go and collect the letters of authorization or others were directly sent to her through the email. Subsequent to receiving the permission, the researcher personally visited these universities and introduced herself to the deans of schools/faculty of education who later sent her to the chairpersons of departments. At the department level the researcher once more introduced herself and clarified the purpose of the study. She also tried to establish the number of third and fourth year students pursuing teaching as a career who had registered during that period (August to December 2016), for they were the respondents in this study. The researcher also tried to find out when the students were available and how she could get to them.

At this time the head of departments introduced some of the lecturers who were teaching the third and fourth year education students. It was then agreed upon with the lecturers and the researcher when she could avail herself to collect the data. On the specified dates and time, the researcher went to the different universities where she accompanied the lecturers to class. Some of the lecturers gave her the first part of the lesson, while other lectures preferred teaching first and then giving the researcher the last part of their lecture time. Whatever the case, the researcher used that time to introduce herself to the students, clarified to them the purpose of the study and the kind of information, which was required from them, and sought for their informed consent. The respondents were assured that the information gathered would be used solely for the purpose of this study and further assured that confidentiality will be observed when handling the gathered information. The researcher then distributed the questionnaires with the help of some lecturers and class representatives. The respondents were informed not to write their names on the questionnaire and to be as honest as possible in giving their answers and also to complete the questionnaire without leaving any blanks or an unanswered question. The researcher then collected the filled questionnaires and thanked both the lecturer and the students for their time and information. The researcher was present when the questionnaires were being filled to answer any questions or give any needed clarification. The return rate of the questionnaires was good 1001 (87.96%) out of the 1138 which were distributed.

3.5 Data Analysis

The data collected for this study was subjected to descriptive statistics.

4. Results and Discussion

The research sought to establish the extent to which pre-service education students are committed to their career choice in selected public and private universities in Kenya. To ascertain this commitment, the first research question stated; To what extent are the pre-service education students committed to their career choice? To establish the extent of commitment of the pre-service education students, the respondents were presented with fourteen items on commitment to teaching as their career choice which they were to rate according to their level of commitment; "low commitment" = 1.00-2.49, "moderate commitment´=2.50-3.49 and "high level of commitment = 3.50-4.00. The findings in the table show a mean rating of x =3.07; SD=.55 to indicate that the respondents agree that they are committed or will remain committed to the teaching profession as their career of choice. The commitment is moderate, with a small standard deviation which may be interpreted that the respondents are trying to say that the moment they get to the field to teach they will do their best and will be committed to teaching and to the profession. This can be supported by some statements which were rated very high by the respondents. Out of the fourteen items on commitment, six of them were rated very highly by the respondents which support their commitment. Such statements include "I will always strive to create a conducive learning environment for my students" this statement was highly rated (x = 3.86; SD= .53). Another statement that supports the respondent's commitment to their choice of teaching as a career read "I will motivate my students and expect the best possible from all of them" This statement was rated (x = 3.80; SD= .63).

Pre-service Education Students' Commitment to their Career Choice

	Mean	Std. Deviation
I plan to remain in the teaching profession until I retire.	2.12	1.14
*I am not decided whether I will teach throughout my career life or not.	2.48	1.26
*I definitely plan to leave the teaching profession in the near future.	2.62	1.24
I like teaching even more since I started my training.	2.95	1.16
I would encourage others to join the teaching profession	3.20	1.09
I will try my best to teach students even when they are poorly motivated to learn.	3.73	.73
If I were to choose again I will still, choose to be a teacher.	2.55	1.29
*I plan to leave teaching as soon as I can	2.19	1.19
*If I get a better paying job after my training I will definitely quit teaching	3.18	1.15
I will motivate my students and expect the best possible from all of them	3.80	.63
I will support and actively participate in school activities.	3.71	.68
I will always strive to create a conducive learning environment for my students	3.86	.54
I will do my best as a professional to support my school and the education sector.	3.77	.64
I will work hard to improve instruction for all my students.	3.79	.62
Commitment to teaching as career choice	**3.07**	**.56**

Note: Level of commitment. *Low commitment"* = 1.00-2.49*, "moderate commitment'*=2.50-3.49 *and "high level of commitment* = 3.50-4.00.

This implies that they will do all they can to motivate their students and at the same time expect the best from all of them. Supporting what Mart, (2013) asserts, that committed teachers see the welfare of their students and respond to their needs.

"*I will work hard to improve instruction for all my students*" is another statement that supports the commitment of the pre-service education students. The statement was rated (x = 3.79; *SD*= .61), the willingness to work hard to improve instruction is a support to the commitment of the pre-service education students. "*I will do my best as a professional to support my school and the education sector*" was rated (x =3.77; *SD*=.63), "*I will try my best to teach students even when they are poorly motivated to learn*" was rated (*x* =3.73; *SD*=.72). "*I will support and actively participate in school*

activities" was rated (x =3.71; *SD*=.68). All these statements clearly indicate that the pre-service education students are committed to their choice of teaching as a career and plan to remain in the teaching profession because the standard deviation in all the statements is small.

The commitment can also be supported by the respondents answer to the interview questions. When asked, *"Are you committed to remain in the teaching profession for the rest of your career life?"* Some students said that they would stay as teachers until retirement. They clearly said that although there are a few very discouraging things they did not know about the teaching profession until they started training to be teachers, they will still uphold their love for the teaching profession and remain to serve as teachers. Some respondents, for example, pointed out that teaching was their dream career; others indicated that they have the love and passion for teaching. Others still went further to say that they are proud to be called teachers and are committed to bring positive change to the education sector. Others pointed out that they are committed to the teaching profession, but they are not promising that they will teach until retirement. This answer concurs with Fraizer *et al.*, as cited in Sang, (2013), who argues that teacher commitment decreases progressively over the course of their career and that this commitment at the beginning of their career is associated with professional identity.

Some statements that may have contributed to the moderate (*x* =3.07; *SD*=.55), instead of high commitment include; *"If I get a better paying job after my training I will definitely quit teaching"* which was rated (*x* =3.18; *SD*=.1.14), *"I definitely plan to leave the teaching profession in the near future"* with a rating of (*x* =2.62; S*D*=.1.24), *"I am not decided whether I will teach throughout my career life or not"* was rated (*x* =2.48; *SD*=.1.26), these statements are pointing to the fact that the respondents will be committed to teach once they are employed as teachers but at some point good pay and other factors may lure them to leave the profession. The standard deviation is big indicating the possibility of the pre-service education students leaving teaching after graduation if a better paying job is availed to them.

The findings agree with a survey by Kamwilu, (2011), who noted that seventy five percent of teachers and seventy percent of head teachers strongly agreed that they would not teach anymore if there was a better paying job. This further supports what Oyaro, (2008) pointed out that a report from Kenya National Union of Teachers (KSSHA) indicated that the 600 teachers who left the classroom in Kenya between January and June 2008 left for better paying jobs.

5. Conclusion and Recommendations

5.1 Conclusion

The pre-service education students were found to be moderately committed to teaching as their career of choice, (*x* =3.07; *SD*=.55) This could mean that the pre-service teachers will be committed to the service when they get employed but in case a better option comes up they might consider leaving teaching.

The use of the predictive model to improve the commitment of teachers for quality education and development of skilled and competent human resources. The predictive model recommends that career choice to the teaching profession should be guided by the individual's intrinsic motivation, their self-concept, but not solely by grades attained by the students which makes it just a fallback.

5.2 Recommendations

The researcher recommends the following:

1. Improvement of career guidance in schools so that students clearly understand and choose careers in relation to their interest and abilities because this will increase their commitment to their career choices and reduce the job hopping being experienced in the world of work.

2. The researcher recommends better remunerations for teachers because some said they would leave the profession if they got better paying jobs.

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