Correlates of Commitment to Career Choices of Pre-Service Education Students in Selected Universities in Kenya

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Abstract: The study attempted to establish the correlates of commitment 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 in this study. 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 and that intrinsic motivation, self-concept, status of the teaching profession, fallback and socio-cultural beliefs were correlated to career choice. Fallback however had an inverse correlation to the commitment of career choice. The study recommends that factors which motivate pre-service education student's choice of teaching as a career should be clearly understood, so that only students motivated by those factors which were found to promote commitment, like intrinsic motivation, self-concept, status of the teaching profession and social cultural beliefs are the ones placed to train as teachers.

1. Introduction

The commitment of pre-service education students to their chosen career path is a critical determinant of the quality and resilience of future teaching professionals. The decision to embark on a career in education is a multifaceted process influenced by personal, academic, and socio-cultural factors. These factors not only shape individual aspirations but also contribute to the broader narrative of the education sector. By exploring the correlates of commitment, the aim to unravel the complex issues underlying the choice made by pre-service education students, which will provide valuable insights for educators, policymakers, and institutions alike, (Ikupa, Admiraal, & Saab, 2019). As Kenya stands at the crossroads of educational reform and societal transformation, understanding the factors that influence the commitment of aspiring educators is paramount. This study delves into the intricacies of the commitment to career choice of pre-service education students in selected universities in Kenya, shedding light on the correlates that shape their dedication to teaching.

This study seeks to address pressing questions: What factors contribute to the commitment of pre-service education students to their chosen career path? How do personal attributes, academic experiences, and societal influences intersect to mold their professional dedication? (Mkumbo, 2012). Investigating these questions, will contribute meaningfully to the ongoing

discourse on education in Kenya and beyond, offering evidence-based perspectives to inform policies and practices that nurture a passionate and committed cadre of educators. Through a comprehensive exploration of selected universities in Kenya, this study aims to bridge the gap in existing literature, providing a nuanced understanding of the correlates of commitment to career choice among pre-service education students (Jancsak, 2014). The findings will contribute to the development of strategies that enhance the quality and sustainability of education systems, fostering a new generation of educators steadfast in their commitment to shaping the future of the nation.

2. Literature Review

External factors strongly influence individuals as they make their career choices (Gordon, 1993; Duffy & Dik, 2009). Many individuals pointed out that, they were influenced by either their friends or their friends' parents. For example, one of the respondents declared that he was orphaned at a very early age and as a result of lacked parental guidance. He did not know what career to pursue but his friends' parents who were teachers guided him and encouraged him to become a teacher. (Gordon, 1993).

Those who were influenced by their teachers either got a positive or negative influence. Those who were positively influenced by teachers pointed out that they had a special teacher who inspired them to become teachers, while on the other hand those who were negatively influenced by teachers stated that they had teachers who neglected the students or their duties, were racist or discouraged the students in their teaching process. One respondent said her teachers were not caring and she never got help from them when she needed it, so she wants to become a teacher to help students who find themselves in her situation, but more than a half of the teachers were inspired by one of their favorite teachers (Stichert, 2005).

2.1 Fallback Career Choice

As explained earlier the term "Fallback Career" in teaching refers to the extent to which pre-service education students had to choose teaching because they could not be accepted into their university degree of choice or being unsure what career they wanted (Watt & Richardson, 2007; Suryani, 2013). So, the pre-service education students who join teaching as fallback choice are the ones who preferred other careers like medicine, nursing, accounting, music, social work or coaching more than teaching but their hopes were deemed due to racism, sexism, poverty or lack of adequate preparation (Gordon, 1993). Fallback career is also known as a second choice career if one's first choice career dream does not get fulfilled. In Nigeria the general belief is that young adults only choose teaching profession as a

last resort, this is a common belief in the media with statements such as "most teachers found themselves in the teaching profession not as a first choice but as a last resort" (Korb, 2010, p.2). However, the researcher found out that only 18% of pre-service education students choose teaching as a last resort and that majority of the teachers choose teaching because they wanted to shape the future of children and make social contribution. This is a stereotype that may need to be corrected because it strongly contradicts the general belief, that students choose teaching as a last resort.

One of the teachers who joined the teaching profession as a fallback career, reported that she was torn when applying to university, on one hand she wanted to take agriculture and become a veterinarian because she was a farm girl and on the other hand that is not the kind of lifestyle she wanted to lead, so she made a choice to become a teacher because that would enable her to be home and raise her kids. Another participant turned to teaching as a second career choice after working as a banker for many years because she was not happy and when she looked at other professions teaching seemed to have advantages over the other professions. So there seems to be a stereotype that may need correcting because not many teachers choose teaching as a last resort according to literature (Hellsen & Prytula, 2011).

2.2 Self-concept

According to Nasir and Lin (2013) self-concept is the picture individuals have of themselves. How individuals visualize themselves is their self- concept or self- image. This picture of self includes an overview of their appearance, physical health, abilities, weaknesses and behavior. They continue to argue that the aspect of self-concept is an individual's self-assessment or how one thinks of themselves.

According to Hamacheck cited in Mishra & Yadav, (2012), self-concept is a person's total view of himself. They articulate that self-concept is composite of the beliefs or perception one has about himself, on the aspects of physical, psychological, social and emotional characteristics, aspirations and achievements. They further argue that self-concept is an individual's evaluation of self which in total includes attitudes, strengths and weaknesses which make the self-system. This observation is very much connected with how an individual believes about their capability, past achievements and failures and what they think about their future (Nasir & Lin, 2013). When a student for example is given the opportunity to describe him/herself as accurately as possible, description such as intelligent, hardworking, caring, responsible, insightful, etc. would describe how the student views his/her self (Mishra & Yadav, 2012). The physical self-image is usually formed first and is related to the student physical appearance; psychological self-image is based on thoughts-feelings and emotions. They consist of the qualities such as

courage, honesty, independence, self-confidence, aspiration and abilities of various kinds (Mishra & Yadav, 2012, p.4). The researchers outlined some definite characteristics of self-concept as follows:

(i) Self-concept is organized which means that an individual collects information and organizes it in order to come up with a conclusion or acuity of self- concept.

(ii) Self-concept is multifaceted because it includes the physical, social and academic views of oneself.

(iii) Self-concept is hierarchical on a dimension of generality meaning that it is developmental and increases with age and

(iv) Self-concept is stable in that the primary self- concept of an individual does not change although with positive thought it can be improved (Mishra & Yadav, 2012).

Self-concept is also based on what individuals believe significant others in their lives think of them. If individuals believe that these significant people think favorably of them, it mirrors what they think of themselves. Encouragement, love, praise, reassurance, positive comments, sincere caring and interest on the part of teachers, parents and others whom they consider of some significances have been found to aid the development of positive self-concept or high self-esteem in individuals. Self-concept is largely learnt over a period of time, it is not a one-time thing and mostly this is through conditioning, identification, and imitation. As individuals mature so does the self-concept and it tends to become stable (Mishra & Yadiv, 2012). Although other researchers have a different view that self- concept is not static, rather it is dynamic and is constantly changing (Nasir & Lin, 2013). They continue to point out that self-concept is dependent on how an individual relates and socializes with others and the environment. It has also been revealed that an individual's self-concept affects career choice and job satisfaction. Individuals who choose their careers which match their self-concept will in return enjoy and find satisfaction from their occupations.

Individuals who are not appreciated and /or are constantly scolded and rarely shown affection are likely to develop poor self-concept or low self-esteem. These individuals with low self-esteem have less self-confidence and develop feelings of inferiority. It is becoming increasingly known to educators that self-concept and self-esteem have an impact on classroom behavior and achievement. It can also be argued that high achievement in class leads to high self-concept or that high self-concept leads to high achievement and self-concept of teachers (Mishra & Yadiv, 2012). The researchers found that there was a significant relationship between selfconcept and interest in teaching among pre-service teachers. Those teachers who choose teaching as a career in conformity with their self-concept

were found to mentally be prepared to face the challenges they faced at work. They were also found to assess themselves positively and believed they were able to handle responsibilities and face any disappointments (Nasir & Lin, 2013).

2.3 Intrinsic Motivation

According to Ryan and Deci (2000), intrinsic motivation is the performance of an activity for its inherent satisfaction rather than for some separate consequences. As observed by Deci, Valler and, Pelletier and Ryan (1991), individuals who are intrinsically motivated engage in activities that interest them and they do so freely with a full sense of volition and not necessarily for material rewards. They continue to explain that people who are intrinsically motivated feel that they are doing an activity because they have chosen to do so voluntarily. Intrinsic motivation is considered to be highly self-determined in the sense that the reason for doing the activity is solely connected to the individuals' positive feeling while performing the task (Demir, 2011). In conformity, Stichert, (2005) and Kyriacou and Coulthard, (2000), state that intrinsic motivation are reasons that cover the aspect of the job activity itself, such as the activity of teaching children, an interest in teachers subject matter knowledge, expertise and a sense of calling. According to Mwamwenda (2010), intrinsic motivation is internal psychic satisfaction, personal accomplishment or sheer joy of work. In the teaching profession, it is experienced when teachers are driven by the joy of seeing students learn, making a contribution to social service, fellowship with other teachers and colleagues, love of the subject taught, enjoyment in teaching and love of teaching; being respected, appreciated and valued by students, parents and community; and the opportunity to impact the lives of young people that they teach.

Research has found out that intrinsic motivation is more effective than the external rewards because external rewards have been found to reduce internal motivation (Demir, 2011). Intrinsic motivational factors always present the task as enjoyable, interesting, and psychologically rewarding. Research has shown that there is a high correlation between intrinsic motivation and teaching effectiveness (Suslu, 2006). Intrinsic motivation can be divided into two views in regard to the teaching profession: (a) the educational process itself, and (b) the subject matter. The first view of educational process itself is all about teacher's performance working with students and perceiving the changes in students' behaviour and performance. The other one, the subject matter is about studying a valued field and new information which leads to professional growth (Suslu, 2006). Concluding the intrinsic motivation, it can be said that those who choose teaching as a career out of the desire to feel competent, gain mastery or satisfy curiosity have intrinsic reasons (Bruinsma & Jansen, 2010).

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

This paper sought to establish whether career choice is significantly related to the influential factors singly and collectively. It stated: *Is career choice commitment significantly related to the influential factors singly and collectively?*

4.1 Relationship Between Career Choice Commitment and Influential Factors

The findings in Table 1 indicate that all the influential factors had a significant relationship with the career choice and commitment to serve in the teaching profession at the significance level of .000. The *r* value, however, differed from one influential factor to another. The null hypothesis which stated that there is no

significant relationship between career choice commitment and the following influential factors: (i) Status of the teaching profession, (ii) Socio-cultural beliefs, (iii) Fallback, (iv) External factors, (v) Self-concept, (vi) Altruistic reasons, (vii) Extrinsic reasons, (viii) Intrinsic motivation, was therefore rejected.

Table 1: Correlation of Influential Factors to Career Choice and Commitment to the Teaching Profession

		Commitment to teaching as career choice
Status of the profession	Pearson Correlation	.346**
	Sig. (2-tailed)	.000
	N	994
Socio-cultural beliefs	Pearson Correlation	.277**
	Sig. (2-tailed)	.000
	N	992
Fallback	Pearson Correlation	-
	Sig. (2-tailed)	.221**
		.000
	N	940
External influence	Pearson Correlation	.328**
	Sig. (2-tailed)	.000
	N	930
Self-concept	Pearson Correlation	.476**
	Sig. (2-tailed)	.000
	N	924
Altruistic reasons	Pearson Correlation	.341**
	Sig. (2-tailed)	.000
	N	920
Extrinsic reasons	Pearson Correlation	.229**
	Sig. (2-tailed)	.000
	N	922
Intrinsic Motivation	Pearson Correlation	.494**
	Sig. (2-tailed)	.000
	N	898

Note: Range of Coefficients of correlation*: r > 0.8 = strong correlation*, 0.30.5 *r <* 0.8 = *moderate correlation and* r <0.30 *weak*

Status of the teaching profession. The correlation coefficient results ($r=0.346$, $p=0.00< 0.01$) shown on Table 17 on the relationship between career choice commitment and status of the teaching profession reveal that there is a significant moderate positive correlation between career choice commitment and status of the teaching profession. The findings agree with Devcota (2005), who pointed out that the high status of the teaching profession in countries like Armenia, Cyprus, Finland, Ireland, Luxembourg and Spain attract young people to the profession unlike other countries where young people would rather opt for other careers than join the teaching profession. In this study, it was found that although there is a relationship between the status of the teaching profession and the choice and commitment to remain in the profession, students categorically articulated that status is just the way people view the teaching profession. Many pointed out that they chose teaching as a career to try and change the negative image people have about the profession which the stakeholders hold due to the low living standards and poor remunerations which in turn affect the social lives of teachers (Anangisye, 2009).

According to Kibera and Kimokoti, (2007), teaching profession does not enjoy a lot of social prestige due to a number of factors which include untrained teachers being engaged in teaching which makes it appear not to be a profession like medicine or law. They further continue to argue that teaching in Kenya like in many other countries pays poorly which consequently attracts people of low academic ability. The authors further argue that another factor which seems to contribute to the low status of the teaching profession is that teaching is viewed as a generally rural- based career with poor living conditions compared to those in urban areas, and lastly teaching is viewed as a profession predominantly occupied by women.

4.2 Socio-cultural beliefs about the teaching profession

Correlation coefficient results (r= 0.277, p= 0.00< 0.00) are shown on Table 17. The findings reveal that there is a significant weak positive correlation between career choice commitment and socio-cultural beliefs about the teaching profession. This implies that the socio-cultural beliefs a community upholds about the teaching profession will determine who joins the teaching profession and their commitment to remain in the profession. In communities where teachers are valued because of the crucial role they play many young people will be attracted to join the profession and remain committed. According to Kibera and Kimokti (2007), teaching is one of the traditional occupations which attract women because women are believed to possess certain personality traits which go well with the profession. A study by Gore, et al., (2015), established that socio-cultural beliefs or influences include beliefs that teaching is flexible, fits well with family demands and also that teaching is understood to provide opportunities for upward class mobility in the society.

Fallback. Correlation coefficient (*r*=. -221, *P* = 0.00 < 0.01) as shown on Table 1. The findings reveal an inverse significance or a negative correlation between career choice commitment and fallback as an influential factor. This means that if the score for fallback went up the commitment to the teaching profession would come down. It can be concluded from the findings that the respondents were influenced by other factors to choose teaching as a career and not by fallback, although there are a few who agreed that they chose teaching as a career as a last resort.

External factors. The Pearson correlation coefficient results (*r* = .328, *p* = 0.00 < 0.01) as portrayed on Table 17, reveal that there is a significant moderate positive correlation between external influence and commitment to career choice. Most of those who were influenced by family members like parents, siblings and other relatives and friends tend to be committed because most of them had parents who

were teachers and teachers who were good role models. The findings in this study agree with other studies that family, friends and inspirational role models influence pre-service education students on the decision to choose teaching as a career (Lovett, as cited in Gore et al., 2015). The findings support what Manuel and Hughes, (2006), established that many of the pre-service teachers had family members or close relatives who were teachers or had inspirational role models that played a significant role in influencing their choice to become a teacher.

Although the influence of others may be great, it has a small positive effect on the choice of teaching as a career and could act as a deterrent. (Lai et al., as cited in Gore et al., 2015).

Self-concept. Correlation coefficient results (*r*= 0.476, *p*= 0.00< 0.00) as shown in Table 17. The findings reveal that there is a significant moderate positive correlation between career choice commitment and self-concept. The pre-service education students chose teaching as a career because they believed that they have what it takes to be teacher and that their abilities are suited to teaching as a career.

This implies that they have the skills needed to make effective teachers. This is in harmony with other studies that self-concept is an individual's belief about their capability, and what they think about their future (Nasir & Lin, 2013). They also argue that teachers who chose teaching as a career in conformity with their self-concept were found to mentally be prepared to face any challenges at work. They were also found to assess themselves positively and believed they were able to handle responsibilities and face any disappointments (Nasir & Lin, 2013).

Altruistic reasons. Correlation coefficient results (*r*= 0.341, *p*= 0.00< 0.00) as shown on Table 17. The findings reveal that there is a significant moderate positive correlation between commitment to teaching as a career and altruistic reasons. Pre-service education students who were motivated by altruistic reasons to join the teaching profession are committed to the profession because their desire is to serve others, to give back to the society and have a positive impact on the lives of the students. These pre-service education students are not thinking of how they will benefit from teaching but how they can benefit others through their teaching. The findings are in agreement with what Mwamwenda pointed out that altruistic reasons for joining the teaching profession are the unselfish devotion to the wellbeing of students and the community. Giving back to the community has been given as main reason why "many teachers feel that the teaching profession benefits society more than any other profession" (Mwamwenda, 2010 p.1).

Extrinsic reasons. Correlation coefficient results (*r*= 0.229, *p*= 0.00< 0.00) as shown on Table 1. The findings

reveal that there is a significant weak positive correlation between commitment to teaching as a career and extrinsic reasons. Although it was a real positive correlation, pre-service education students were committed to serve and give back to the community as they also benefit from it through good remunerations and other benefits like power, prestige, long holidays, perceived social status, job security, time compatibility between work and family, etc. which go along with it.

Similar reasons are given in other studies by pre-service education students who were motivated by extrinsic reasons as job benefits, balance between work and family, job security, status in the society, long holidays and favorable working conditions, professional opportunities among others, (Mwamwenda, 2005; Gore et al., 2015). Research has established that pre-service education students motivated by extrinsic reasons are less committed to the teaching profession as compared to those motivated by altruistic or intrinsic motivation, (Gore et al., 2015).

Intrinsic motivation. Correlation coefficient results ($r= 0.494$, $p= 0.00 < 0.05$) as shown on Table 17. The findings reveal that there is a significant moderate positive correlation between commitment to teaching as

a career and intrinsic reasons. Pre-service education students who were intrinsically motivated to join the teaching profession were found to be committed to remain in the profession. Those who are intrinsically motivated said that they chose teaching because they had a dream to fulfill, others said that they like being and working with young people while others said that they did so in order to have meaningful engagement with the subject matter. It can therefore be said that those who were motivated by intrinsic reasons chose teaching for personal satisfaction, interest in teaching and love for the profession which concurs with the findings in a study by Gore, et al., (2015).

4.3 Regression Analysis

The findings of this study reveal that out of the eight motivational factors that influenced the pre-service education students, only five entered the regression. Motivation, self-concept, status of the teaching profession, fallback, and sociocultural beliefs combined have moderate correlation ($r = .611$) with teaching career commitment.

Table 2: Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.495[a]	.245	.245	.47753
2	.543[b]	.295	.293	.46187
3	.579[c]	.336	.334	.44855
4	.599[d]	.359	.356	.44082
5	.611[e]	.373	.369	.43638

a. Predictors: (Constant), Intrinsic Motivation
b. Predictors: (Constant), Intrinsic Motivation, Self-concept
c. Predictors: (Constant), Intrinsic Motivation, Self-concept, Status of the profession
d. Predictors: (Constant), Intrinsic Motivation, Self-concept, Status of the profession, Fallback
e. Predictors: (Constant), Intrinsic Motivation, Self-concept, Status of the profession, Fallback, Socio-cultural beliefs

Intrinsic motivation had the highest influence in the pre-service education students' choice of teaching as their career, this factor accounted for 24.5% of the variance in career choice commitment; to imply that compared to the other factors, the intrinsic motivation played a major role in their decision to become teachers. It could also mean that most of those who were motivated by the intrinsic reason were most likely to be more committed to the teaching profession.

Self-concept which was the second to enter the regression contributes 4.8% of variance in career choice commitment. This means that the teachers' self-efficacy motivated them to join the teaching profession because they felt that they have what it takes to execute the duties of teaching, believing that they have the qualities and abilities of an effective teacher. The findings concur with earlier findings that those teachers who chose teaching as a career in conformity with their self-concept were found to mentally be prepared to face the

challenges they faced at work. They were also found to assess themselves positively and believed they were able to handle responsibilities and face any disappointments (Nasir & Lin, 2013).

The third to enter the regression was the status of the teaching profession which contributed 4.1%. This was interesting because teaching seems to have lost its dignity and glory in the society, but the pre-service education students articulated that, the low status of the teaching profession is just people's perception, but they actually know that teaching is a noble profession. Some categorically said that they joined the teaching profession to try to change that negative perception about teaching as a profession. This argument of the pre-service education students agrees with Devcota, (2005), that the low status of the teaching profession is generally a perception of stakeholders and some teachers. He continues to argue that in some countries like Armenia, Cyprus, Finland, Ireland Luxembourg, and Spain enjoy high status of the teaching profession.

Fallback entered the regression as the fourth contributing 2.2% of the variance in career choice commitment. Those who chose career on their own, not just fallback, tend to be committed to the profession. A good number of those who chose teaching as a fallback did so either due to lack of career guidance or pressure from parents and family but actually once they started their training they came to appreciate and love the profession.

Socio-cultural beliefs entered the regression last contributing 1.3% of the variance in career choice commitment. Teaching as a profession is valued and respected in some communities because many people in the society understand the work of teachers. So teaching is believed to be a profession like no other although the returns are too low. The pre-service education students acknowledged that people in the society do realize that teachers are the driving force in the development of any society and that anybody regardless of their profession goes through the care and guidance of a teacher.

5. Conclusion and Recommendations

5.1 Conclusion

Commitment to career choice was found to be significantly related to the influential factors. Factors which include, intrinsic motivation, self-concept, status of the teaching profession, fallback, and socio-cultural beliefs were found to be correlated to career choice. Fallback had a negative correlation with commitment meaning that those who are motivated by fallback will not be committed to their career choice. It was also found out that choosing teaching as a first career does not necessarily means commitment. There are pre-service education students who chose teaching as their first choice because of pressure but they are not passionate about teaching.

5.2 Recommendations

The factors influencing individuals to join the teaching profession be clearly understood because the factors which motivate an individual to join a profession determine their commitment. This can be established through some kind of interview.

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