

**Teaching as a profession:
Attitude towards teaching profession among
the university students of Bangladesh
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Abstract:

The goal of this study is to explore the perception of university students in Bangladesh towards the teaching profession, as well as to identify the variables that have an impact on the selection of this profession. Surveys based on agree/disagree questionnaires were conducted among ten universities of Bangladesh where both public and private universities were incorporated. This research study is quantitative in nature. The analysis investigated that the students have an inspirational frame of mind towards the teaching profession and a remarkable number of the participants want to be a teacher. However, the low compensation bundle and less social qualities and respect oppose them to become a teacher. Additionally, it has also explored that there are gender inclinations towards this calling. This study suggested expanding the present compensation bundle and other facilities of teachers to draw greater university students towards this profession who have high insight, ability, and knowledge.

Key words: Teaching profession, Student's attitude, Intrinsic and extrinsic value, Choice factors.

1. Introduction

An attitude is an important concept to understand human behavior. A person's attitude is positive or negative in relation to objects, persons or thoughts. Generally, it's defined as a posh psychological state involving beliefs and feelings.

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Allport (1954) outlined attitude as a mental and neutral state of willingness and association of knowledge. It may be bordered as applying or create instructions or influences on things or individual's response that is explicated. People's knowledge or learning formation can be considered as attitude.

Though the perspective of persons tends to be comparatively stable, those could be changed to some extent. One's perspective towards his/her professions has an influence on their performance which is also true for the teaching profession. Among the professions, teaching is perhaps the major one which requires communication with a wide range of people. Perspective towards this profession has an impression not solely on their students but also on performance. A positive perspective towards teaching would enable teachers to produce a good and enriching atmosphere for both teacher and student. A negative perspective would render the task of teaching difficult, and consequently hamper the teaching-learning procedure. It is unpleasant and deadly, because we know that "Education is the backbone of a nation" which is probably the most applicable and most cited saying regarding the importance of education.

Obviously, the effectiveness of educational reform relies on the quality and efficiency of the teachers. Thus, engaging high-quality teachers is tremendously required, and it's undeniable.

Creating teaching as a stunning profession will help dedicated individuals to select this profession as their careers. Teaching plays an important role in making future generations ready in every civilization. It is important to welcome competent as well as enthusiastic educators to the profession. It is also very necessary to choose teaching as a profession willingly. Several considerations need to be taken with job choices within the context of teaching and learning.

Many research studies on recruiting teachers found that teaching profession does not attract bright learners (Murnane, Singer, Willett, Kemple, & Olsen, 1991; Kyriacou & Coulthard, 2000). Though teaching is a noble profession and has all the potential to build society, there is still a widespread misconception towards the teaching profession. The word teacher and its connected terms to the general public signify horrifying financial condition, inferiority, and social nonconformity (Okemakinde, 2013). Teaching, in line with Okemakinde (2013) is an unskilled job meant for women, the old, and for the poor. Those who have selected this profession considering all the adverse contexts believe that they will be rewarded in heaven as they are less privileged compared to alternative professions. All these beliefs about teachers might contribute to some extent, the negative attitude of students towards the teaching profession.

2. Problem statement

In 2003, Alberts, Mbalo, and Ackermann found that job preferences are one of the most important concerns for young students in their academic period. Students with a high standard of accomplishment are generally not teachers. Most of those students focus on the other professions with better pay or additional status in various sectors (Cooper & Alvarado, 2006).

According to Lavonen (2010), 90% of school students who graduated with a high percentage of the mark (top third in their class) said they were not going to be a teacher. Many researches have shown that the status and perception of teachers by the society and the teaching profession itself has fallen consequently in many countries of the globe (Hoyle 2001; Hall & Langton, 2006). This kind of low status and attitude towards the teaching profession or teachers is a clear statement of the fact that the social roots of a teacher and the environment of teaching-learning have seriously been hampered (Kottler & Stanley, 2000). Various segments of society have different perceptions of teachers and also the teaching profession.

A study conducted at England among the media houses, parents, teachers, and teaching assistants in 2006 found that the majority of the general people identified teaching profession attractive as it contains attractive compensation packages. On the other hand, the media's observation is more focused on sympathy about the profession. However, although most of the common people regard teaching as an attractive professional career, 32% of the participants think teaching is unappealing. Numerous studies have been conducted on the perception of academics, parents and learners regarding the teaching profession and those studies have explored different views on teaching (Hargreaves et al, 2006; Hargreaves et al, 2001).

Bangladesh is improving greatly in the educational sector and now the literacy rate has passed 70% in Bangladesh. DPE statistics of 2018 show that there are 134147 primary level schools in Bangladesh where 685400 teachers are teaching 17338100 students. Besides, 559432 post-primary teachers (secondary to higher level) are affiliated with teaching and teach 19473535 students (Bangladesh Education Statistics, 2018). As a teacher, We have observed the fact that most of the teachers are not happy with their job, particularly as a primary school teacher. Most of them choose this profession as a last choice. For the female teachers, this is quite a flexible job with vacation and other facilities which help them to maintain their families also. Though at this moment, salaries and other benefits of teachers have been improved, there are still lack of interest among the people to be a teacher.

National Education Policy of Bangladesh (2010) stated that ensuring quality education for all is one of the major problems and challenges for Bangladesh. Quality education and skilled human resource requires properly qualified, skilled and committed teachers. In spite of many studies that have been conducted and many opinions that have been made on the perception of various stakeholders like teachers, parents, and students about the teaching profession, there are still difference of opinion (Hargreaves et. al., 2006; Hoyle, 2001). Moreover, no study has been conducted on the perception of university students. So, it has become imperative to determine the perception of university students of Bangladesh towards the teaching profession.

3. Rationale and Significance of the study

Numerous studies have been conducted on attitude towards the teaching profession among the students in various countries and numerous findings are gathered. A study conducted by Dr. Lawal B. O. (2012) in Nigeria entitled, "Analysis of Parents, Teachers and Students' Perception of Teaching Profession in South-West Nigeria" shows that there are significant differences in the way the participants perceive the teaching profession. Egwle (2015) in another research shows that the students pose undesirable perceptions about the teaching profession. They have determined that the teaching profession is a tough job and it has comparatively low financial advantages than other professions. Also, Armstrong (2014) mentioned in his research findings that at the South African labor market, the teaching profession is the least desirable professional choice and for this, unqualified candidates are joining as teachers. Besides, a study has been conducted on teacher's job satisfaction in Government colleges in Bangladesh by Saifur (2015) but there are no studies on university student's attitudes towards the teaching profession in Bangladesh. Therefore, this study will make a noteworthy input to conceptualize the perception of university students regarding the teaching profession.

4. Purpose and the Research Questions of the Study

This study tends to find out university students' attitude regarding teaching profession in Bangladesh. Also, the study will help us to explore the factors that influencing students attitudes in choosing teaching as a profession.

4.1 Research Questions

1. What is the attitude of university students towards teaching profession?
2. What factors are influencing students in the question of choosing teaching as a profession?

5. Literature Review

Researches have conducted surveys to determine the various perspective of the teaching learning process. However, there is a lack of literature aiming to explore indicators that impact one's decision to choose teaching as a career. In this chapter, the literature discussed will primarily illustrate the impressions of students towards the teaching profession.

According to Salami (2001), there are some problems behind choosing teaching as a profession in Nigeria. Salami listed them as mentioned: A. Social status of teachers and education experts, B. Failure of teachers to maintain a strong appearance, C. Non-existence of a professional body who is capable of disciplining offenders among teachers, D. Insufficient training facility to support teachers.

In 2004, Viatonu also mentioned some of the major problems associated with teaching profession and those are: A. Teacher's presence, B. The history of teachers, C. Teachers rewarding system, D. Weak Teachers association, E. Teachers physical appearance, mostly in primary institution.

Lyng et. al. (2003) indicated that attracting qualified and dedicated persons in teaching career was tricky. They have also mentioned that, this issue is in competition with other careers. They have suggested, government should hire specially those individuals who have strong academic backgrounds and are devoted to student's development.

The motivation of prospective teachers to choose a career is considered an important aspect in the employment, advancement, and completion of the educator training program along with an underlying principle aimed at inspiration and interest in education jobs. For at least two factors, the inspiration of upcoming teachers is mainly appropriate. Firstly, motivation for teaching is characterized as an important component of skilled teachers. Therefore, teacher competency modeling with practical investigation include motivational elements; including motivation for profession choice (Kunter et al., 2008). Secondly, there is a shortage of teachers worldwide in recent years and various nations have announced incentives for teacher education. This indicator is very important in understanding why students do not join or drop out from teacher education institutions (Ishumi, 2013).

The desire to choose teaching as an occupation has been decreasing for over a decade, resulting in teaching having to contend with other professions (Richardson & Watt, 2006; Ramsay, 2000). It has been challenging for the United States and many other countries to attract and retain effective teachers (Richardson & Watt, 2006). Hassel & Hassel (2009) stated that, strong selection process is important in teacher recruitment because every new teacher either

substitutes one good teacher or raise the possibility to become another great teacher.

In 2010, Levonen suggested that a revolutionary effort is required for the United States to make top graduates interested in teaching who accepts teaching relatively less desirable than other jobs. In recruiting teachers, ability of teaching, contribution of society, making difference etc. was mostly used as recruitment policy. However, it did not focus on any particular incentive. (Watt & Richardson, 2006; Santiago, 2001).

In order to attract more graduates to the profession, including teaching, recruiting campaigns must target a broader variety of features to attract people in different professions (Watt & Richardson 2006). Other reasons revealed by several students were related to salaries, secure jobs, perceived teaching skills, authorization experience, and domestic and personal time (Watt & Richardson 2006). Positive characteristics of the teaching profession revealed by students in the Breglio (2006) research included (i) A socially satisfying and pleasant job, (ii) Holidays, (iii) An opportunity to exchange experiences and knowledge (iv) The capacity to get learners over to the right track.

In 1990, "National Center on Education and the Economy" conducted a study on the attitudes, aspirations, and beliefs of teachers and top students towards a teaching career for the Proposed Commission on the Skills of the United States workforce. The analysis began with a debate where top students were required to identify the features of their desired career (Breglio, 2006). The most crucial characteristics recorded by 53 percent of students was decent income / fantastic salary. Some of the qualities perceived by other top students were: (i) challenging / rewarding work, (ii) family / personal time, and (iii) ability to make a difference in the lives of people (Breglio, 2006). Furthermore, 65% agreed that the abilities to influence or impact people were the best thing in teaching profession when participants were invited to offer their views on the beneficial aspects of teaching career (Breglio, 2006).

Additionally, Watt & Richardson (2006) identified that making a social impact was one of the greatest motive for teaching and for adding intrinsic value to teaching. When students were questioned about limitations and unfavorable facets of a career in education, 62% raised a poor wage in comparison to other professions. Social status and low pay are widely regarded as insufficient by students (Watt & Richardson, 2006). There were also some inconveniences in teaching like: (i) dealing with demanding students; (ii) recognizing job difficulties; (iii) high workload and pressures; (iv) the amount of preparation and skills necessary ; and (v) lower level of respect in the community (Breglio, 2006).

The Ministry of Education in New Zealand published a report on teacher status preferences (Hall & Langton, 2006). The findings of this research will provide a further glimpse towards perspectives into a teaching career and represent the results of the Breglio study (2006). 95 respondents were questioned with respect to their opinions and roles on professional teaching, including teenagers, guardians and professionals (Hall & Langton, 2006). Main and secondary considerations reflect the popularity of the teaching career. The main influences were wealth, power and fame (Hall & Langton, 2006) whereas the secondary considerations were training, qualifications and knowledge, as were the extent to which the position had an effect on the life of others. Though secondary factors were generally considered widely, the key influences that participants found: importance of status was missing (Hall & Langton, 2006).

In comparison to other job opportunities, the students indicated that they had little respect for the teaching profession and this was perceived by their own direct meetings with teachers (Hall & Langton, 2006). The positive ones appeared to surpass the negative opinions of the profession. Schools were seen by research respondents as a negative atmosphere as teachers had to work with children who have misbehaved or non-supportive parents (Hall & Langton, 2006). The most frequently reported disadvantages to the teaching career are correlated with the past findings, the lack of primary factors such as money, power and fame. Insufficient incentive is unable to attract a person to become a teacher (Block, 2008). Though secondary factors such as the pleasure of employment and influences on other students are more important to teaching, the profession has fallen behind among the selected occupations of top students (Levonen, 2010). Levonen (2010) also reported that the biggest reason for preferring alternative careers was reputation and choice of profession among peer groups. About top 91% of the students said they will not teach. Moreover, pay represented the largest disparity between teaching and other careers (Levonen, 2010).

Neither of the research focused on exploring the benefits of teaching career and use of those benefits as a means of enrollment in the teaching profession. Almost nothing suggested the need to strengthen recruitment efforts. The innovation suggested in this study will reflect on current expectations and the advantages of the teaching career. Although studies were undertaken to assess factors of career preference, neither of these studies applied directly to the study of career choice.

Studies have been conducted in Bangladesh focusing mainly on job satisfaction. In 2008, Haque and Taher examined the capacity of various essential occupation highlights to affect the levels of employment fulfillment with respect to sex, marriage position, and age in context to Bangladesh. The

teacher's age and work experience had no major impact on job achievement however the gender preference among their answers were amazing (Sarker & Uddin, 2007). Rahman, (2006) uncovered that there was a critical distinction among public and private college educators with respect to fulfillment on various factors. In 2005, Nawaz and Rahman uncovered that compensation, professional stability, limited-time opportunity, legitimate direction, and work environment were more significant than acknowledgment for extraordinary performance, freedom of the undertaking, incidental advantage, work status, open correspondence, additional time and working hours for their general occupation fulfillment. In 2005, Islam and Hasan asserted that the perception towards the teaching profession are linked with external factors like working hours, edge benefits, professional stability, pay, collaborations, working position, working condition etc. Fullfilment of these factors are significant in determining one's professional choice. Moreover, some findings indicate that salary, supervision, environment etc. are the factors that impact one's job satisfaction (Rahman, 2006).

No research has been conducted aiming to explore the factors which have effects on students' career choice in Bangladesh. This study aims to explore from university students' perspectives on career choice, mainly selecting teaching as an occupation.

6. Theoretical framework

Since the 1960s, several studies have been undertaken to recognize the motivation of the educator, which led to various theories and models. In general, Brookhart and Freeman (1992) consider the distinction between the three forms of motivation and the operation of all three (intrinsic, extrinsic and, altruistic) varies one to another. The theory of hope estimation, based on a continuous analysis by Watt & Richardson (2007), gives us new inspection for an integrative, wide-ranging convincing method. Watt & Richardson (2007), Atkinson (1957) & Eccles (1983) also improved this method, among others.

The initial theory was evaluated by Watt and Richardson for determining the reason behind choosing teaching as a profession by people (Watt & Richardson, 2007). The theory of hope and esteem expresses that attribute and credentials of capability are crucial inspirations in the forecasting of decisions on career choices. Characteristic inspiration originates from natural qualities and indicates to the delight of individual encounters when completing a specific job. Similarly, efficiency principles affect social inspiration and indicate to what extent the activity will be beneficial later. The inspiration for altruism derives from human attributes. This theory was the basis for the FIT – Choice (Factors Influencing Teaching Choice) method, which was used to consider the variables affecting the choice of the decision-maker. This theory is utilized in this study.

In order to evaluate gender differences between achievement and professional decisions, “the expected value model of Eccles and Wigfield” was primarily developed (Eccles, 2005). Eccles, (2005) also stated, that the people’s educational, vocational and other accomplishment related choice mostly depends on two gauges. One is the person’s craving for the progress and another is the value of that choice. These two beliefs are influenced by multiple variables in the social environment and personal practices as shown in Figure 1.

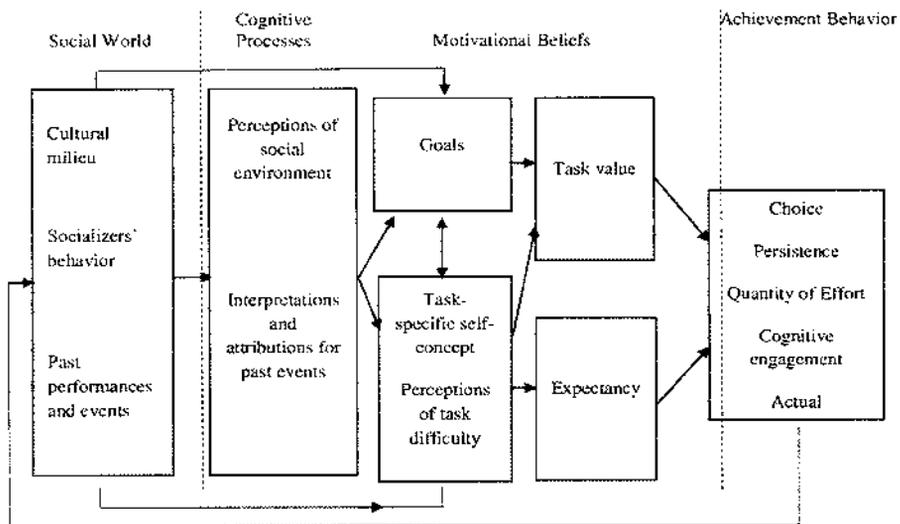


Figure-1: Expectancy value model (Eccles, 2005)

Research has demonstrated that expectation is acknowledged with accomplishment and originality, while subjective value is acknowledged with decision (Pintrich & Schunk, 2002). Subjective task value (STV) is characterized regarding four segments. Those are: the importance of achievement, the intrinsic or importance of the value, the utility benefit and the costs of the practice (Eccles, 2002). Regarding achievement value, the argument predicts that when choosing, people plan to confirm the advantages of those features and will value those achievements that are effective for desired and long-term targets. The intrinsic worth of the task applies to accomplishment of responsibility or desire for satisfaction in a forthcoming task. Utility benefit is like extrinsic motivation and entails performing a duty, not just for the opportunity to do something, but as an unfortunate requirement. The rest of the developed value may come in various forms, time and money spent on activity, fear of deception, fear of social restrictions and reject. Cost is a principal element in the decision-making model, indicating that the greater the cost, the more exceptional the decision is (Eccles, 2002).

This advancement of value is emotional and complex. While utilizing the perception-value paradigm in studies, one should note that an individual's apparent choices are never a total interpretation of the all the possible alternatives (Eccles, 2005). In addition, decisions are taken in a confounding social state of mind and it drifts down to a choice among at least two favorable options on a regular basis. In specific, Eccles (2005) emphasizes that utility value is emphatically influenced and shaped by factors, such as comprehensive social circumstances and characteristics, stereotyping of sexual identity function, and many more.

Achieving worth can be closely related to society and past experience, since it acknowledges the desires of people and ability (Eccles, 2005). The principle of Accomplishment Value is the interpretation of this theory, and Eccles identified several important needs: (a) need to believe that what one performs be counted, and (b) Need to feel valued as well as appreciated from one's inclusive social occasion.

Watt and Richardson carried out research on teacher motivation in 2007, using the FIT-Choice framework developed with expectance-value theory, to determine the teacher's preference. In the opinion on perception / value, some data was generated about the opinions of the participants about their educational abilities. The value section was subdivided into intrinsic value, value of personal utility and value of social utility (extrinsic value). The intrinsic value means the pleasure that one receives from the responsibility. Information have been generated which measure the interest of the people and their desire for the teaching profession (Watt & Richardson, 2007). The aspect of personal value depends on the output of the quality of achievement and evaluates to what extent people find the employment does have its own purposes. The reasons were listed as family time, job stability, transferability of jobs and moving. The most important reasons behind turning into a teacher in previous studies was that class (Bastick, 2002). In 1992, Brookhart and Freeman separated social utility value into three classes: social engagement, upgrading social value, forming children's/students' futures and engaging with children. These virtuous goals have been found as one of the teacher's most important determinants in many experiments (Brookhart & Freeman, 1992). Skill and desire became split into job requirements. In addition, the return of responsibilities has been segregated into financial well-being, loyalty and reward. Social effects and previous experiences may be constructive (for example, "my family thought I should be an educator"), or unfavorable (for example, "Were you recommended to look for driving rather than trying to teach?). The fact was also considered whether teaching is a fallback career choice. Figure-2 shows an outline of these classifications and their apparent relationship.

7. Methodology of the study

A survey was designed to accomplish the research goal of the study. The survey was conducted on a five-point scale of Likert. 5 were for extreme disagreement and 1 for strong agreement. The aim of the survey was to evaluate the factors that influence the selection of occupation of students. The survey was based on 41 agree/disagree questions to determine students' career choice. These questions were prepared for this survey from the idea gathered from FIT-choice Model and Expectancy Value Model. Questions on how important work skills and learning environment are for students to choose their careers were also included in the questionnaire. The questionnaire also included questions that determine to answer about the influential factors that influence students in choosing their career.

Quantitative research method has been used as the data are available in number form in this method. In collecting data for the current study, a survey was conducted because survey design is useful in order to describe perceptions, values, beliefs and other forms of knowledge (McMillan and Schumacher, 2006). Self-designed questionnaire was used to collect quantitative data. The explanation for using the survey approach is that it is probably the best method available to social scientists aiming to gather a population that is too large to observe directly (Siniscalco and Auriat, 2005).

8. Sources of Data & Sampling

Among 100 university students, a survey was carried out. Ten public and private universities of Bangladesh were chosen to conduct the study. Dhaka University, Comilla University, Rajshahi University, Noakhali University of Science and Technology, Jahangirnagar University, National University, and Khulna University are public universities. The private universities include Daffodil International University, BRAC University, and Southeast University. For collecting data through this survey, stratified random sampling has been followed. This method of stratified sampling is a kind of probability sampling which also comes with random sampling. 400 Students of undergrad and postgrad were approached and 100 responses were collected.

9. Method of Data Collection and Instrumentation

As a means of gathering data from a group of participants, a survey is primarily performed using close-ended questionnaire. Scheuren (2004) mentioned that data from participants could be collected using the survey. Bell (1996) claimed that compared to other methods of data collection for a number of factors, the survey method has relatively high external validity. In this study, survey questionnaire was sent to the participants via individual email and they have submitted the data after answering the questions.

Questionnaires have been used as an instrument of this study. 41 agree/disagree questions were prepared for this survey from the idea gathered from FIT-choice model and Expectancy Value Model. A questionnaire is commonly used and it is a valuable technique for extracting information from the sample using a standard structure (Cohen et al., 2011). Siniscalco and Auriat (2005) have mentioned that a questionnaire is an interview tool used to gather personal or social data from participants. In 2007, Mathers et al. claimed that the closed-ended questions are the type of question where the possible answers are defined so that respondent is limited to pre-coded responses. The collection of data from participants is regarded as a reliable and accurate way in this process. Collected data can be analyzed easily when each respondent is asked the same question and in the present study it was done in the same way. The researchers were confident that all of the participants answered the same questions precisely, which made it a trustworthy tool.

10. Data Analysis method

10.1 Coding

Closed-ended questions for computer analysis were coded in the present report. Lacey & Luff (2007) reported coding becomes a method of applying the thematic structure to data, using a numerical or text code that recognizes individual data according to various themes. In 2007, Mathers et al. stated that the aim of the coding is to give codes (digits) to each group of responses. Encoding is the system by which answers to survey questions or any other information are given a numeric values or tag so that information can be carried toward a data processing machine like computer.

10.2 Statistical Analysis

This thesis applied descriptive statistical analysis of percentages. The 'Social Science Statistics Software 19' has been used for data processing. For simpler understanding, the data were transformed into percentages and ratios. Ratios for each questionnaire item have been calculated for recognition of factors that have been determining the effect on career decisions positively or negatively.

11. Result and Discussion

Student's attitude towards teaching profession and factors that are influencing in choosing teaching as a career were gathered from the participants. To know about the view of the participants, a survey containing 41 questions under FIT-choice model and Expectancy Value Model was prepared. For analysis, questions were categorized under indicators from the models. The indicators are

intrinsic value, teaching ability, job security and salary, experience, demand, social status and social discussion. In the following part results are presented based on the indicators.

Indicator 1: Intrinsic Value

Intrinsic values are a person's very own belief and it shows the actual interest towards something. Eight agree/disagree questions were set for the survey to determine student's intrinsic values which are going to identify what students will do if they get a chance to be a teacher.

Table 1: Percentages of questionnaire survey for intrinsic value indicator

Statements	Intrinsic Value (n=100)						
	Agree			Neutral (%)	Disagree		
	Fully (%)	Partially (%)	Total (%)		Fully (%)	Partially (%)	Total (%)
I would like to be a school teacher	27	29	56	24	12	8	20
I will never choose school teaching as my job	9	17	26	21	20	33	53
If I get a chance, I would love to teach at primary school	24	17	41	19	13	27	40
If I get a chance, I would love to teach at secondary school	28	33	61	13	21	5	26
I want to be a school teacher to have impact on my student's life	38	23	61	21	10	8	18
I want to be a school teacher because I like to work with children	42	26	68	18	7	7	14
I want to be a school teacher because every student has equal potentiality	31	27	58	22	13	7	20
My family will be very happy if I chose teaching as my career	35	20	55	25	14	6	20

From the above table (Table 1), it is clear that 56% students would love to teach if they get a chance. Most of the participants agreed with the statements. Moreover, they also think that their families will also be very positive on selecting teaching as their profession. In contrast, most of the students prefer secondary school teaching (61%) compared to the primary school (41%). Besides, 40% of the respondent disagreed with the statement that they will not choose primary school teaching. 61% of the participants wants to have impact on their student's life and 58% believes that every student has equal potentiality, whereas 20% didn't believe in that. 68% of the participants would like to work with the children. These findings support the study of Breglio (2006) which showed that 65% of the respondent prefers teaching because it helps them to influence or make difference on others. Similarly, in 2006, Watt and Richardson

conducted a study and found that the highest motivation for teaching is person's intrinsic value along with social contribution.

Indicator 2: Teaching Ability

To know about the ability required for teaching, four agree/disagree questions were set and intend to know about the decision making, confidence, and qualification which are part of teaching ability.

Table 2: Percentages of questionnaire survey for teaching ability indicator

Statements	Teaching Ability (n=100)						
	Agree			Neutral (%)	Disagree		
	Fully (%)	Partially (%)	Total (%)		Fully (%)	Partially (%)	Total (%)
I will make the decision on the basis of my educational qualification and background	50	26	76	10	6	8	14
I am confident enough to be a good school teacher	45	22	67	19	9	5	14
Primary school teaching doesn't require higher educational degree	11	18	29	22	17	32	39
I think I am over qualified for being a school teacher.	9	16	25	29	26	20	46

Table 2 has shown that, most of the respondent (76%) agreed on the question of career choice because they are confident enough to choose their own career on the basis of their educational background and qualification. Beggs et. al. (2008) also stated that most of students are confident in choosing their career on the basis of their academic performance. On the question on confidence of being a good teacher, 67% of them agreed with the fact that they are confident enough to be a good teacher. In addition to that, 49% of the respondent thinks that primary school teaching should have higher educational degree. In 2014, Ashworth claimed that a teacher with higher degree is more effective and eligible to transfer knowledge and maintain a positive atmosphere for teaching and learning which justifies this finding. Furthermore, 25% of them marked themselves as overqualified for being a teacher.

Indicator 3: Job Security and Salary

Job security and salary are two of the most important factors in the question of career choice. Table 3 shows the responses from the participants on job security and salary based on six agree/disagree questions. Questions were asked to know if they are more focused on salary and benefits or career.

Table 3: Percentages of questionnaire survey for job security and salary indicator

Job Security and salary (n=100)							
Statements	Agree			Neutral (%)	Disagree		
	Fully (%)	Partially (%)	Total (%)		Fully (%)	Partially (%)	Total (%)
School teaching profession has bright future	17	30	47	27	15	11	26
There are no scopes of career growth as a school teacher	17	26	43	22	18	17	35
There are many benefits in school teaching profession other than money	33	43	76	11	7	6	13
I will not prefer school teaching because of low-salary	20	25	45	28	13	14	27
I will join as a school teacher if the pay scale increased	19	26	45	27	14	14	28
I will make my career decision on the basis of the perks, benefits and remuneration package offered for the job	38	20	58	28	10	4	14

Result shows that, 47% of the respondent thinks that school teaching profession has bright future but on the question of career growth, 43% of them think that there are no scopes of career growth in teaching profession. On the questions on salary 45% of them ensured that they will not join as a teacher because of low salary. Another 28% of the participants remain neutral. 45% of them also stated that they will join as a teacher if the pay scale is increased. 27% of the participants remains neutral on that question. Most of the participants (76%) think that teaching profession has many benefits other than money and finally 68% of them ensure that they will choose their career on the basis of salary package and other benefits. Among several students, desire for good salary package was found as a factor while choosing teaching as a profession. In a study at 2006, Hall and Langton found that the participants indicated lack of money and power in teaching jobs for which they were not willing to choose teaching as a profession. 53% respondent of the Breglio's study stated same in 2006.

Indicator 4: Experience

In this section of the survey, seven agree/disagree questions were intended to know participants' experience regarding teaching profession and the responses are shown at table 4.

Table 4: Percentages of questionnaire survey for experience indicator

Statements	Experience (n=100)						
	Agree			Neutral (%)	Disagree		
	Fully (%)	Partially (%)	Total (%)		Fully (%)	Partially (%)	Total (%)
I want be a school teacher because I had an inspirational teacher when I was at school	45	17	62	23	7	8	15
I think being a school teacher is a prestigious job	48	27	75	14	6	5	11
I want to change the existing teaching learning strategy	37	24	61	23	6	10	16
Being a school teacher is a hard job	36	33	69	15	11	5	16
Being a school teacher needs extra skills and knowledge	47	21	68	14	5	13	18
One should be proud of being a school teacher	57	15	72	20	4	4	8
School teaching requires special quality and management ability	41	32	73	20	6	1	7

In the questions of prestige and pride, almost 75% of the respondents have found school teaching as a prestigious job and they have stated that they would be proud of being a school teacher. This perception of prestige is similar according to Larsen's study in 2006 where he stated that teachers behold high esteem by students and parents in USA. Sahlberg also stated same for the teachers of Finland in 2011. 62% of them had some inspirational teachers at their schools that inspired them to choose teaching as profession. Bastick (2000) also claimed that his research shows that having inspirational teachers can influence student's career choice. In this study 68% of the participants think that the teaching profession needs extra skill and knowledge and 69% of them found it hard. In response to a question of quality and ability, 73% of them think that teaching needs extra quality and management ability. 61% of the respondent wants to become a teacher because they want to change the current teaching-learning strategy belonging to the education system.

Indicator 5: Demand

This section of the survey intended to explore participants' demand to choose his/her career as a Teacher and four questions were set for this indicator.

Table 5: Percentages of questionnaire survey for demand indicator

Statements	Demand (n=100)						
	Agree			Neutral (%)	Disagree		
	Fully (%)	Partially (%)	Total (%)		Fully (%)	Partially (%)	Total (%)
I would decide on the basis of career development and work prospects	45	23	68	19	7	6	13
I will not be a school teacher because it has heavy workload	19	19	38	22	15	25	40
School teaching in Bangladesh allows more family time	42	28	70	20	7	3	10
There is less task in school teaching and I want to grab this opportunity	10	18	28	45	15	12	27

Table 5 shows that 68% of the respondent agreed to choose their career as teacher if it ensures growth and opportunities. This finding supports the study of Berry (1986) where he showed that bright students were not interested in teaching because this profession didn't provide opportunity for career as well as intellectual growth. On the other hand, 28% of them think that school teaching has less task and they want to grab this opportunity whereas 27% of them disagreed with the statement. 45% of the respondent remains neutral. 38% of the respondents have found heavy workload in school teaching and they don't want to be a teacher whereas 40% of the respondent disagreed in the question of heavy workload. 70% of them found that school teaching in Bangladesh can provide more family time.

Indicator 6 : Social Status

Social status is one of the major indicators in choosing profession. Participants were asked five questions to determine the relation between teaching profession and social status which is shown at table 6.

Table 6: Percentages of questionnaire survey for social status indicator

Statements	Social status (n=100)						
	Agree			Neutral (%)	Disagree		
	Fully (%)	Partially (%)	Total (%)		Fully (%)	Partially (%)	Total (%)
School teaching in Bangladesh has not any social value.	13	20	33	21	17	29	46
I will prefer school teaching because it has equal value as other jobs in our society	15	21	36	32	19	13	32
Teachers of Bangladesh are less respected	27	30	57	18	12	13	25

Teaching develops personality and character	47	27	74	18	4	4	8
Being a school teacher will allow me to work for social equity	43	40	83	12	2	3	5

In the question of having social values in school teaching, 33% respondents have found no social value of teaching whereas 48% of them stated that the teaching profession has social value. In the question of equal value with other jobs, 36% have found that teaching has same value as other jobs while 32% think that teaching is not valued as other jobs. 57% of the participants have found teaching profession is less respected compared to the other profession while 25% of them disagreed with the statement. It was also found that 74% of the respondent agreed with the statement that teaching profession develops personality and character. This table shows that 83% of the participants want to be a teacher so that they can work for social equity. Research of Topkaya et al. (2012) and Saban in 2003 also stated that most of the participants of their research choose teaching as a career because they want to contribute in society and ensure social equity.

Indicator 7 : Social Discussion

Seven agree/disagree questions were asked to explore participants' view as a social being towards teaching profession because social discussion is an influential factor.

Table 7: Percentages of questionnaire survey for social discussion indicator

Statements	Social Discussion (n=100)						
	Agree			Neutral (%)	Disagree		
	Fully (%)	Partially (%)	Total (%)		Fully (%)	Partially (%)	Total (%)
My family will not support me to choose school teaching as my career choice	12	26	38	26	12	24	36
School teaching is more suitable for women/girls	42	22	64	15	11	10	21
I will suggest my family members (siblings, partners) to become a school teacher	31	27	58	22	14	6	20
Teaching profession should not be recommended to any intelligent student	18	7	25	13	15	47	62
I will prefer school teaching as my first job choice	15	17	32	29	15	24	39
I will prefer school teaching as my last job choice	14	20	34	31	25	10	35
I think those who fail in other fields of work usually become school teachers	19	21	40	17	21	22	33

Table 7 shows, 38% of the respondents agreed to the statement that their family do not want them to be a teacher. On the contrary, family of 36% respondents will

support them to become a teacher. On the question of gender perspective, 64% of the participants think that the job of school teaching is more suitable for girls. Several previous studies support this finding such as the study of Book et.al. in 1985 and the study of Robertson, Keith and Page in 1983. Those studies showed that women prefer teaching more than men. 20% of the participants do not want to suggest their other family members (siblings, partners) to become a school teacher and 25% of them will not recommend any intelligent student to be a teacher. In addition to that, 40% of the respondents think that those they fail in other professions are choosing teaching as a job. In the question of placing teaching in their job priority list, only 32% of the participants want to keep teaching as their first job priority and 34% stated that they will place teaching job at the very end of their job list. In a large-scale study conducted by Ozsoy et al. in 2010 showed that most of the participants didn't consider teaching as a fallback (Last choice) career.

12. Linking choice factors with attitude based on findings

The table below is representing influential factors for choosing teaching profession, related attitude of the students and supporting findings of the study.

Table 8: Influential factors for choosing teaching profession, related attitude of the students and supporting findings of the study.

Choice Factors	Attitude	Supportive findings
Salary package	Negative	1.76% of the respondent thinks there are many benefits in school teaching profession other than money. 2.45% of the respondent will not prefer school teaching because of low-salary. 3.45% of the respondent will join as a school teacher if the pay scale increased.
Career Growth	Negative	1.43% of the respondent thinks there are no scopes of career growth as a school teacher.
Self-complacency	Positive	1. 56% of the university student wants to be teacher. 2. 58% of the participants want to be a school teacher to have impact on their student's life. 3. 68% of the participants want to be a school teacher because they would love to work with children. 4.71% of the respondent feels one should be proud of being a school teacher.
Job demand	Positive	1.70% of the respondent thinks school teaching in Bangladesh allows more family time. 2.40% thinks school teachers do not have heavy workload.
	Negative	1.39% of the respondent will not prefer school teaching as their first job choice. 2.40% of the respondent agreed that those who fail in other fields of work usually become school teachers.
Social status and value	Positive	1.36% of the respondent prefers school teaching because it has equal value as other jobs in our society (disagree 32%, neutral 32%).
	Negative	1. 57% of the respondent has found teachers are less respected compared to the other job.
Self-development.	Positive	1. 74% of the respondent thinks that teaching increases personality and character. 2. 83% of the respondent wants to work for social equity.
Gender inclination	Negative	1.64% of the respondent agreed that school teaching is more suitable for women/girls. 2. 70% of the respondent thinks school teaching in Bangladesh allows more family time which is also positive for female teachers.

Table-8 shows that this study has identified eight influential factors for choosing teaching profession. Among the factors two have positive, three have negative and two have both type of attitude towards teaching profession which are identified from survey questions answered by the participants. This study shows that students have positive attitude towards self-complacency and self-development. Hargreaves et al, (2006) in their study reported that the majority of the general people of England identified teaching profession as attractive. Negative attitude for salary package, career growth and gender inclination are identified in this present study. This result is similar to the study of Murnane et.al (1991) and Kyriacou & Coulthard (2000). They also found that the need of salary package improvement to change this negative attitude for higher scorer. Okemakinde (2013) also found that the horrifying financial condition, inferiority, and social nonconformity of teachers is responsible for this negative attitude. According to findings of Cooper & Alvarado (2006), majority of the students focus on the other professions with better pay or additional status in various sectors. This study found that 68% of the participants think that teaching is more suitable for women which supports the study report of Drudy (2008) about gender bias in teaching profession. The present study also identified both negative and positive attitude for job demand and social status factor in considering teaching as a profession. Hoyle (2001), Hall and Langton (2006) have shown that the status of teachers are gradually decreasing day by day in many countries of the world.

The study was intended to explore the attitude of university students towards teaching profession and factors that are influencing in career choice. Considering the outcomes, it is clear that the university students of Bangladesh have a positive attitude towards the teaching profession along with their desire for working for the betterment of the existing system. But insufficient compensation package and other benefits are not suitable for them to choose teaching as a profession. Besides, the analysis has discovered that the vast majority of the participants think teaching is positively appropriate for young ladies as a profession which implies that there are gender inclinations towards this profession. Most of the respondents believe that the profession has a less outstanding task at hand and permits more family time which made the profession more suitable for woman. Almost half of the respondents stated negatively about career growth and thinks that graduates who failed to get other jobs, join as teachers. These viewpoints of the respondents are demonstrating inattention towards the teaching profession.

13. Limitations and scope of further study

This study has only collected data from 100 students of 10 universities which could be considered as a snapshot of the original scenario. The picture which came through this study could be considered in conducting research on a big scale. This study has only explored the attitude towards teaching profession and influential factors in choosing teaching profession. There are still gaps in terms

of exploring answers of the question like, linkage between career choice and gender, influence of family background or parents' education on career choice, influence or relation between geographical setting on career choice, institution type and career choice etc. Those can be studied further to explore more perspective of career choice.

14. Recommendations and Conclusion

The aim of this research was to understand the attitude of university students towards teaching profession and to evaluate the factors which affect the choice of career of students. From the findings of the study it is evident that more than fifty percent of the participants prefer to choose teaching as their career but significant numbers of participants do not. One of the main factors that influence students in choosing their career is compensation packages associated with the job along with other factors. Hence, following recommendations could be considered by Policy makers and authorities to attract more university graduates in teaching.

1. Increase the salary package of school teachers to attract more university graduates.
2. Provide more career growth opportunity for teachers.
3. Increase training facilities so that teachers can enhance their capability with modern teaching- learning activities.

Most of the participants have positive attitude towards teaching profession. They want to work for social equality and provide better learning experience. Moreover, many of them want to change the negative attitude towards teaching profession by changing the strategy of teaching-learning. Policy makers and other stakeholders may consider these points in reforming and implementing policy as well as the curriculum. More research needs to be conducted to explore the various influential factors that make teaching profession unattractive to students. To bring the desired quality in the education sector, a positive attitude towards teaching profession is necessary.

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