

Profession choice motivation and teaching self-efficacy of pre-service primary school teachers in Vietnam

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Abstract.

The purpose of this study was to examine the profession choice motivations and teaching self-efficacy of Vietnamese pre-service primary teachers. Additionally, the relationship between profession choice motivation and self-efficacy was also investigated. The Factors Influencing Teaching Choice scale and the Teachers' Sense of Efficacy scale were respectively used to assess profession choice motivation and teaching self-efficacy. The questionnaires were distributed to pre-service primary teachers of Ho Chi Minh City University of Education, yielding 287 complete sets of responses. About profession choice motivation, pre-service primary teachers ranked highest in influence others and contribution to society, followed by intrinsic career value and job security. Perceived teaching ability, social influences and prior teaching experience came next. The other benefits and fallback career had the smallest impact. About the teaching self-efficacy, the participants showed the highest belief about instructional strategies and lowest belief about student engagement. Teaching self-efficacy was found to be positively related to intrinsic and altruistic motivations. The self-efficacy also was related positively to extrinsic motivations, but it is a little impact. And this was negatively related to fallback career. The implications of the results are further discussed.

Keywords: career as a teacher; teaching efficacy, gender; Primary Education Department, university students