

Factors Affecting Career Choice of Future Economics Teachers

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1. Key Data of our Project

English title:

“factors of career choice motivation, attitudes and habitus of prospective economics teachers“

original title in German:

„Faktoren der Berufswahlmotivation, Einstellungen und Habitus angehender Wirtschaftslehrkräfte“ (FaBelHaft)

project time:

July 1, 2019 to December 31, 2023

project funding:

German Federal Ministry of Education and Science

GEFÖRDERT VOM





core research question of the project:

- **who becomes an economics teacher and why?**

corresponding research questions:

- who chooses economics as his/her subject?
- what is the students social and parental background?
- which attitudes do the students have towards economics, socio-economics and their subject of study?
- which attitudes do the students have towards the inclusion of children with special educational needs in the classroom?

2. Relating Strands of Literature

- existing research on motivation to choose a teaching profession postulates **two theoretical models** in particular (see Puderbach 2014).
- first, **rational choice paradigm** as rational weighing of costs, benefits, and probabilities of success of choosing the teaching profession in a particular teaching field.
- most prominent model of this paradigm is the **expectancy-value model** for prospective teachers' career choice decision (FIT choice model, cf. Watt/Richardson 2006; German König et al. 2013).
- second, **habitus paradigm** according to Bourdieu, operationalization according to Puderbach (2014).

- An interesting point about the two approaches is the **time horizon** considered.
- Bourdieu's ideas start from the formation of the individual's identity through his **past**. A person's habitus has been formed in the course of childhood and adolescence up to the present time and is therefore predominantly shaped by past events.
- Expectancy-value theory, on the other hand, represents a rational calculation of expected consequences of action in the **future**. The time horizon is thus directed toward future events.
- The variance empirically explained by both explanatory approaches together is quite considerable. Puderbach (2014) arrives at values of up to 0.64 for Nagelkerke's pseudo- R^2 in regression approaches.

3. Theoretical Model

- The exciting question now is what is responsible for the remaining unexplained variance of about one third?
- If the past and the future have been taken into account in the current state of research, then it makes sense to extend the model to include the **present**.
- For this purpose, it is useful to refer to a theory belonging to the broad spectrum of expectancy-value models, the theory of reasoned action by Fishbein and Ajzen (1975), since it relates **attitudes to actual behavior**.

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past – habitus and capital

Habitus theory of career choice (Puderbach, 2014)

1. types of school attended
2. application history
3. parents' occupations
4. parents' highest educational attainment
5. cultural capital

present – attitudes towards economics

Attitudes towards economics (ATI) (Soper & Walstad, 1983)
global attitudes towards economics

Political-economic attitudes (Allbus and Lange and Pitsoulis, 2013)
political-economic attitudes

Subject-related study interest short form (FSI) (Schiefele, Krapp, Wild & Winteler, 1993)
1. emotion-related valences
2. personal value-related valences
3. intrinsic character

present – attitudes towards inclusion

Sentiments, Attitudes, and Concerns about Inclusive Education Revised (SACIE-R) (Forlin, Earle, Loreman & Sharma, 2011)

1. Sentiments about engaging with people with disabilities
2. Attitudes towards learners with different support needs
3. Concerns about inclusive education

future – consequences of career choice

Factors Influencing Teaching Choice (FIT) Motivations (Richardson & Watt, 2006)

1. Perceived teaching abilities
2. Intrinsic value
3. Job security
4. Time for family
5. Enhance social equity
6. Make social contribution
7. Work with children/adolescents
8. Prior teaching and learning experiences
9. Social influences

Factors Influencing Teaching Choice (FIT) Perceptions about teaching (Richardson & Watt, 2006)

1. Expert career
2. High demand
3. Social status
4. Salary
5. Social dissuasion
6. Satisfaction

All Scales in the Project

4. Preliminary Results

- online-sample in summer term 2021 at 10 universities in Germany
- ... more to be tested in winter term 2021 to 2022 ...
- overall sample size (to date) N=254
- average testing time took 13 minutes
- sample data quality is good
- even with "critical" questions (parents' occupation, books at home) almost universally plausible answers

Participating Universities in our Sample

Official Name of University (in German)	Participants
Carl von Ossietzky Universität Oldenburg	20
Christian-Albrechts-Universität zu Kiel	38
Universität Koblenz-Landau	24
Westfälische Wilhelms-Universität Münster	21
Pädagogische Hochschule Ludwigsburg	38
Pädagogische Hochschule Schwäbisch Gmünd	15
Universität Stuttgart	25
Universität Konstanz	8
Universität Potsdam	20
Universität Siegen	5

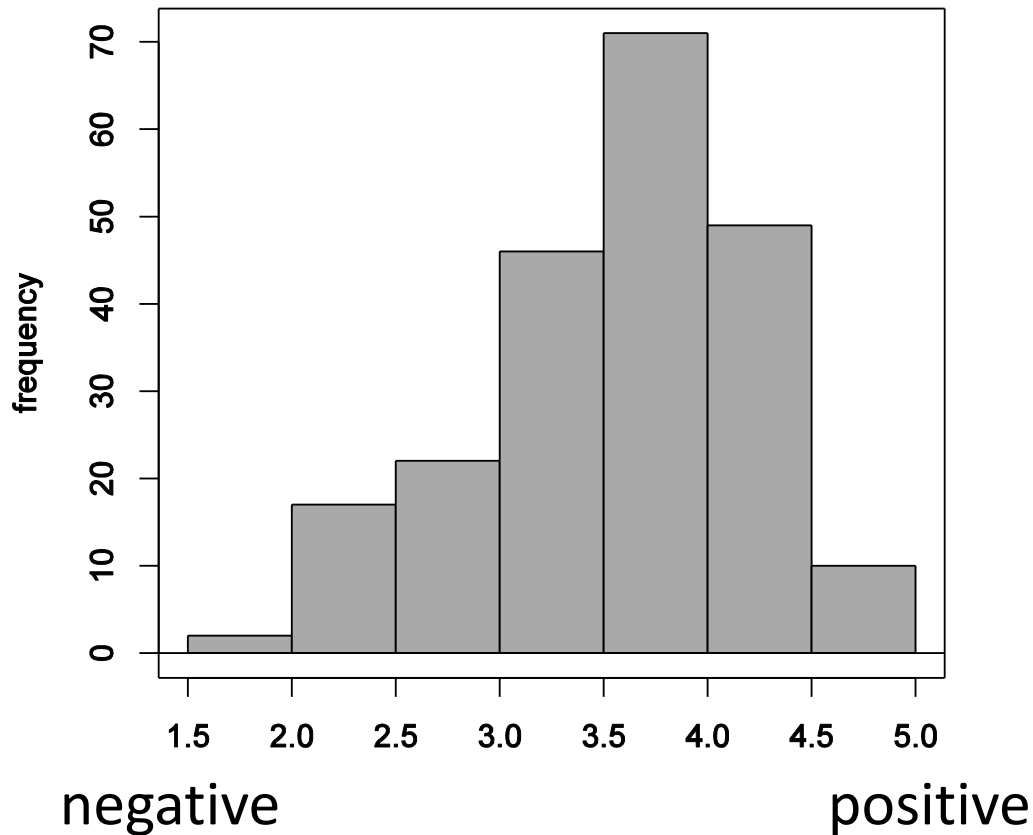
Demographic and „Cultural“ Variables

statistical feature	mean
gender	59.6% female, 40.4% male
age	23,47
vocational training	21,37% yes

household has...	percentage
classical literature (Goethe etc.)	45.45%
books with poems	42.98%
works of art (e.g. paintings)	52.89%
books about art, music or design	41.32%
musical instrument (e.g. guitar, piano)	64.46%

Attitudes
towards
economics
(ATI) (Soper &
Walstad, 1983)
global attitudes
towards
economics

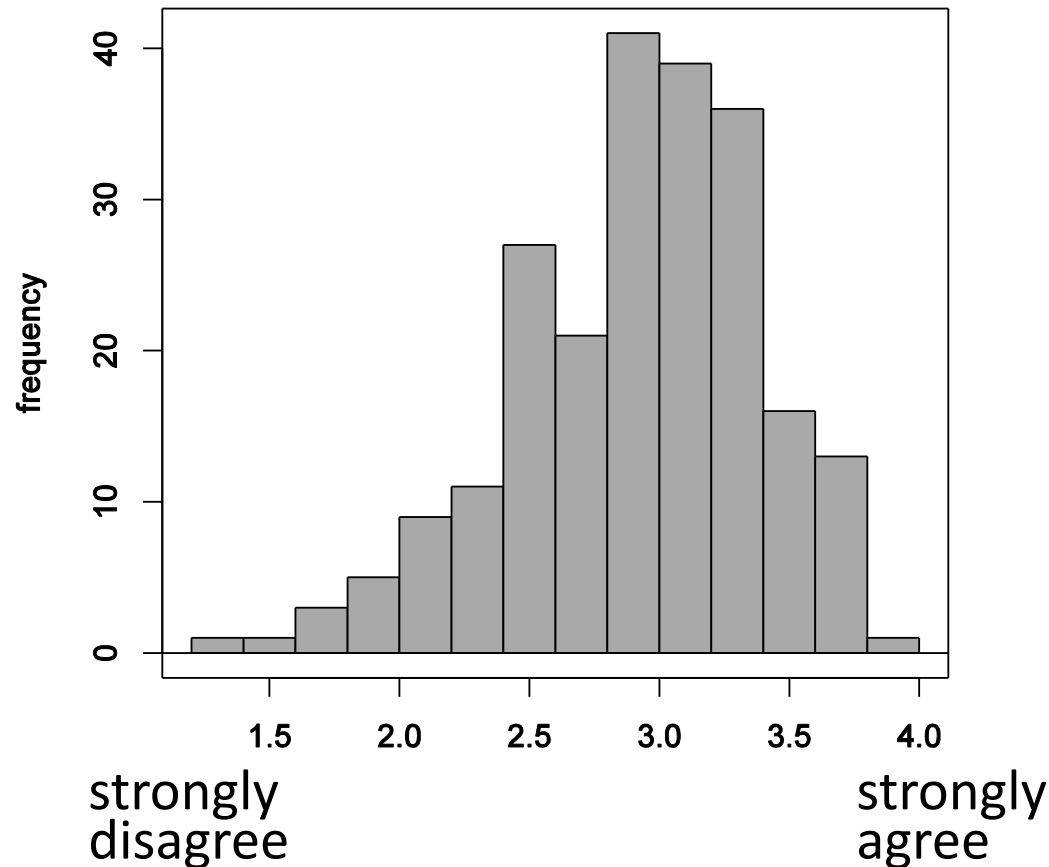
Single item example:
“I like economics.”



**Subject-related study
interest short form (FSI)
(Schiefele, Krapp, Wild &
Winteler, 1993)**

1. emotion-related valences
2. personal value-related
valences
3. intrinsic character

Single item example:
“Even if the study is
exhausting, the
occupation with it is
a beautiful thing.”

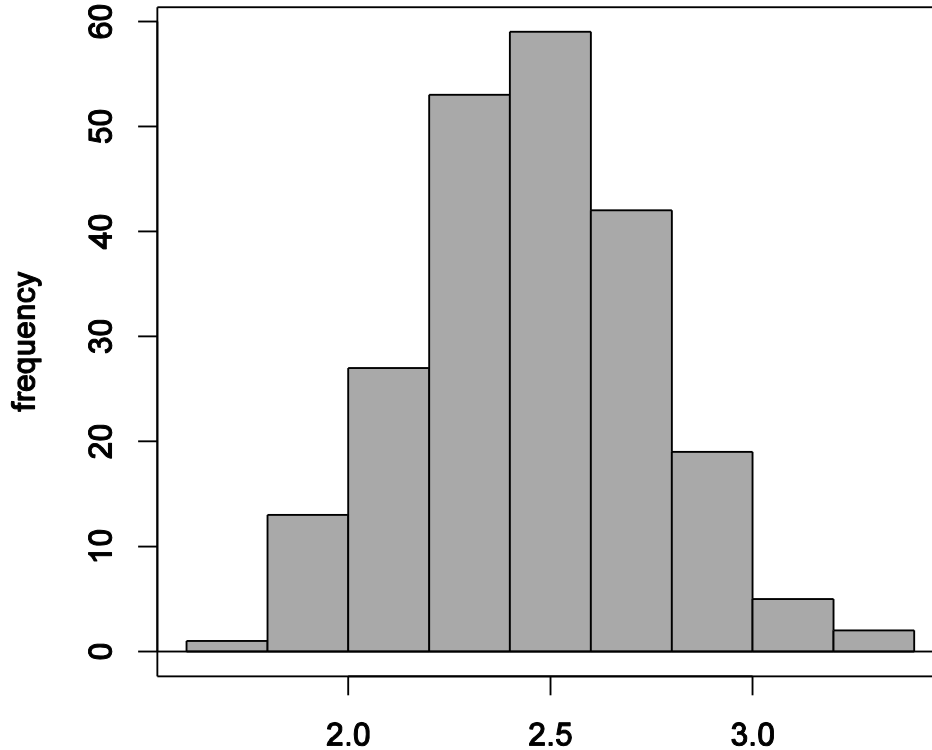


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Single item example

“Students who require communi-
cative technologies
(e.g. Braille/sign
language) should
be in regular
classes.”



strongly
disagree

strongly
agree

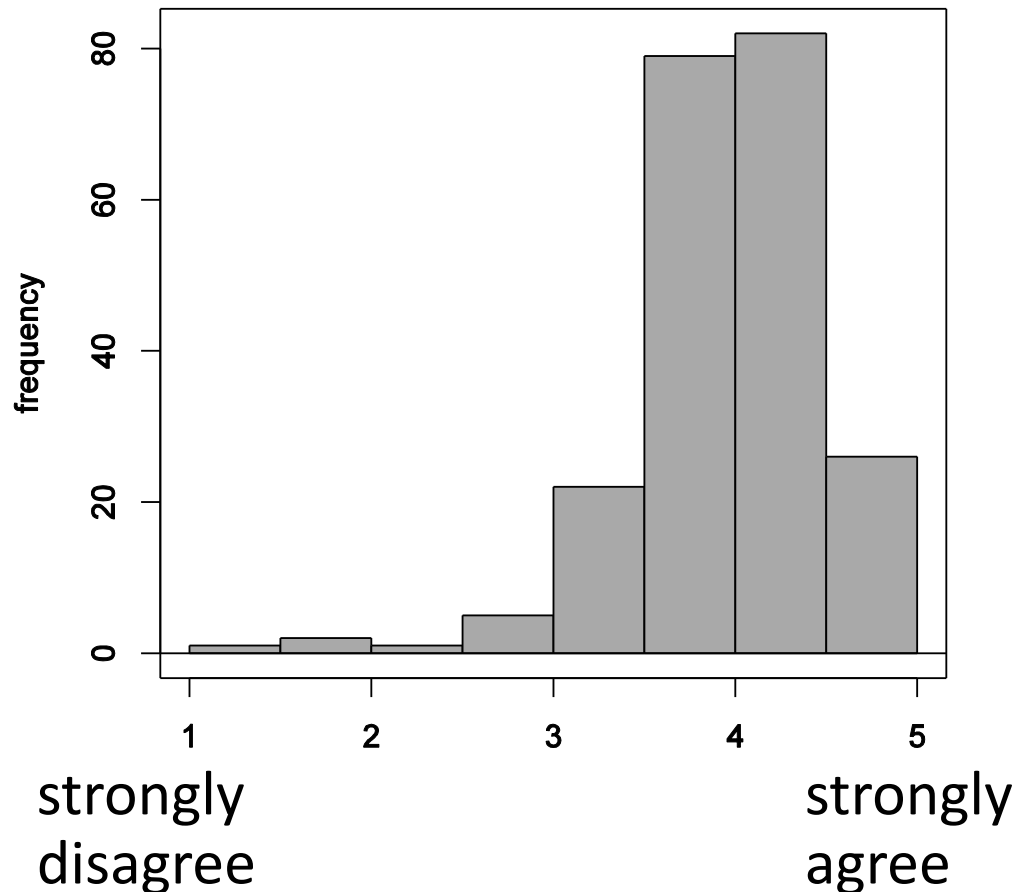
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1. Perceived teaching abilities
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6. Make social contribution
7. Work with children/adolescents
8. Prior teaching and learning experiences .
9. Social influences

Single item example:

“I want to become
a teacher because
I have the qualities
of a good teacher.



5. Take Home Message



Source of picture: <https://quinecke.wordpress.com/2015/05/23/das-halbvolle-glas/>