

Analysis of factors affecting Farhangīān University of Kurdistān province's student-teachers' interest towards teaching profession

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Abstract

Interest in teaching profession is one of the variables which has a role in ensuring the quality of teacher. Student-teachers and teachers as one of the most valuable capitals have always had a profound impact on the education of the next generation. The more efficient, interested, and committed student-teachers and teachers are to their profession, the greater would be their impact. The aim of this study was to analyze the factors affecting the interest of student-teachers of the campuses of Farhangīān University of Kurdistān province towards the teaching profession. It was a descriptive study with correlational design. The research population consisted of all student-teachers of the campuses of Farhangīān University of Kurdistān province at the academic year ۲۰۱۹-۲۰۲۰ (N=۹۲۸). The research sample included ۲۰۸ student-teachers (۱۳۳ males and ۷۵ females) who were selected using a stratified sampling method. The data were collected through a researcher-made questionnaire on five points Likert scale. The validity of the questionnaire was confirmed using the content validity index and getting the educational sciences and psychology expert views. The reliability of the questionnaire was assessed using Cronbach's Alpha method ($\alpha = ۰,۹۹$). Exploratory factor analysis was used first to extract the factors and then multiple regression analysis was done utilizing SPSS ۲۰. Findings revealed that the interest of the teacher-students is higher than the average. Findings also showed that ۵۲% of the variance in the student-teachers' interest towards teaching profession could be explained by the predictor variables. Among all the predictor variables, conveying the experience of senior students to juniors, the university staff's' manner of dealing with students, interest towards teaching profession before entering to the University, jobs with higher salaries and benefits, and the advantages of being Farhangīān University student showed a significant relationship with the interest towards teaching profession and the strength of the relationship has been mentioned with the same order.

Keywords: Teaching Profession, Interest towards Teaching Profession, Student-teacher, Farhangīān University, Correlational Research.

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Introduction

Since human resource is considered the most valuable capital of any country, its cultural, economic, and social progress and growth will depend on training the specialized personnel and ultimately scientific development and raising the awareness level of the people of that society. Therefore, increasing the quality of the education system is considered the most influential factor in the development of countries. The primary mission of the educational systems is to train the human resources necessary for this growth and development. As the most important scientific centers for training the specialized, knowledgeable, and experienced staff, universities play a very important role in this context. Within each University, the student, as an essential element of the higher education system, has a key and regulatory role in developing and growing the quality of many educational and research processes and activities. Each student's knowledge, skills, and scientific and technical abilities are established in the classes, laboratories, and educational workshops. Therefore, University education is considered the highest level of education in any country, and in addition to quantitative development, basic steps should be taken to promote its qualitative development (Rahimi-Pardanjani et al., ۲۰۱۴).

Teachers and student-teachers, as one of the most valuable capitals of the country, have always had a profound impact on the education of the future generation of the society. The more efficient, interested, and committed teachers and student-teachers are, the more effective they would be. Farhangiān University has been accepting student-teachers since ۲۰۱۲ through the entrance exam of Universities and institutions of higher education. According to the need of the Ministry of Education for teachers, it has recruited more student-teachers every year than the previous year (Supreme Council of the Cultural Revolution, ۲۰۱۲). Student-teachers' interest in the teaching profession is one of the most important factors influencing their education and preparation for future career and service periods (Retelsdorf et al., ۲۰۱۰; Ainley, ۱۹۹۸; Eren, ۲۰۱۲; Brophy & Good, ۱۹۸۶). It should be considered by educational policymakers and should be one of their priorities in the educational planning of teacher training.

There were few Universities in the past, and the existing Universities had limited capacity, so the candidates did not have much choice; however, now both the number of Universities and their capacity have increased. One of these Universities is Farhangiān University, which, due to the lack of teachers in the Ministry of Education, seeks to attract many candidates to become teachers every year. Given that having a positive mental image of the University has a significant impact on entering that University, Universities must prepare themselves to participate in serious competition to attract students. Various factors such as the scores and ranks of students admitted to the University entrance exam, the quality of faculty members, dedicated per capita for each student, the number of facilities granted to the University, the library, the volume of resources and its up-to-datedness, information centers, and the amount of operational budget are factors that could affect students' mental image of Universities (Teos, ۱۹۹۳, quoted from Ghiasi Nodoshan et al., ۲۰۱۶). Also, some other environmental factors outside the University's direct control, such as demographic and economic trends, social issues, technological changes, and public policy, influence the students' mental image of the University (Ghiāsi Nadoshan et al., ۲۰۱۶).

On the other hand, based on Super's (۱۹۶۳) theory, job selection is based on how "self-concept" is (quoted from Ghorbānpour, ۲۰۱۳). He believes that a person chooses a job that reflects his image and idea of himself. Super has considered six steps to grow one's career,

including assimilation, gaining work habits, gaining experience, gaining the necessary skills and sense of usefulness, living a productive life, and retiring. He believes that three categories of factors are influential in the job selection process, including role factors, factors that help the individual to form a "self-concept" so that he could play his role as a member of society; individual factors, such as intelligence, physical abilities, interests, talents, and emotional characteristics (introversion or extroversion); and environmental factors such as the economic situation of society and family, supply and demand of jobs, the rate of wages and salaries (Ghorbānpour, ۲۰۱۳).

Holland (۱۹۷۰) believes that "job selection reflects an individual's personality type." This theory is based on two principles. First, the selection of job and profession depends on the type of personality of the person, and it is a way of expressing oneself. Second, the selection of job and profession has a direct relationship with the attitude and orientation of the person. He has classified people of the society in terms of personality into one of six types: realistic, searching, artistic, social, daring, and conventional. According to Holland, people with a social personality type have social aspirations and prefer the role of a teacher or psychotherapist. These are responsible and humane people who accept social conventions, and they are not interested in physical work and organized activities. This group is interested in educational and medical affairs, and they are not interested in technical and machine affairs. The spirit of cooperation, sociability, patience, responsibility, and intimacy are among the personality traits of this group. Also, suitable jobs for this group are related to education, social welfare, and moral issues (Salmābādi, ۲۰۱۲).

In this regard, Hoffman (۱۹۹۸) states that parents are among the factors that play an influential role in choosing the field of education of their children, and a significant relationship has been observed between the influence of parents on students' selection of field of study and their interest in education. According to Haller (۱۹۹۸), the job and educational expectations of high school and college students are strongly influenced by their social class.

According to the findings of Conger and Peterson (۱۹۹۹), there is a significant difference between the attitudes of male and female students towards their selection of job and their field of study; so that males considered the career future and financial independence and females considered talent, gender, and social factors when choosing their job and field of study. The relationship between motivation and teachers' job satisfaction and performance was studied, and the result showed that the reason behind the presence of a quarter of students in the University was directly related to their current or future job status, and it was not for creating or improving social reactions and personal relationships (Sālehi Omrān, ۲۰۱۲).

Like many other professions, the teaching profession has a long process and includes three stages: pre-University, University, and post-University which are considered as the teachers' official service period. Many factors could influence student-teachers' interest in the teaching profession during this process. In the pre-University stage, factors such as the candidates' familiarity with the teaching profession, job security, the exemption of male students from military service, and the family's financial status could be enumerated. During the four years of the University, all factors related to the conditions and facilities of the University such as the physical condition of the classrooms, welfare facilities, library, curriculum, type of courses considered, courses offered per semester, quality of faculty members, professors and University staff's manner of dealing with students affect student-teachers' interest. In the third stage, when the student-teachers graduate and enter the education organization as a teacher, factors such as the teacher's social status compared to the other jobs, salaries and benefits, how

to organize, the facilities of the workplace school, and the behavior of school staffs' with new teachers could be influential.

Each of these three stages, which is connected like the strong links in a chain, and each stage leads to the stability of the next stage, have a huge impact on improving the level of education of society. The candidate who chooses Farhangiān University to continue his education and has sufficient and initial interest to become a teacher has successfully passed the first stage and enters this University with interest. Suppose the conditions and facilities of Farhangiān University are favorable, and they could increase the student-teacher's interest. In that case, the second stage is also successfully passed, and he enters the education organization with interest, teaches at schools, and enjoys his work. If one of these circles is separated from the chain of interest, the education system would be damaged (Ejei et al., ۲۰۱۱).

Regarding the factors influencing the selection of teaching as the first profession by student-teachers, many studies have been conducted in different countries including Hong Kong (Lai et al., ۲۰۰۵), Australia (Manuel & Hughes, ۲۰۰۶), New Zealand (Lovett, ۲۰۰۷), Portugal and Sweden (Flores & Niklasson, ۲۰۱۴) and South Africa (Cross & Ndofirepi, ۲۰۱۵). Although these studies differed somehow in terms of research methodology, they have consensus on the fact that factors such as family, friends, intrinsic and extrinsic motivation, teachers as role models, and altruism have also contributed to the choice of the teaching profession. Intrinsic motivation includes personal satisfaction with the teaching profession, interest in teaching, love towards being a teacher (Manuel & Hughes, ۲۰۰۶; Lovett, ۲۰۰۷). Altruism includes looking at the teaching profession as a socially important one, serving one's fellow man, community and country, effective and valuable participation in children's lives (McKenzie et al., ۲۰۰۵), and external motivation includes salary, job security, and working conditions such as good holidays (McKenzie et al., ۲۰۰۵). Socio-economic status is another factor that could influence the selection of the teaching profession. Findings have shown that people from families with high socioeconomic status are less interested in teaching profession than those who come from families with low socio-economic status. Findings also have shown that having a role model for student-teachers has been one of the most important factors in turning to the teaching profession, whether this role model is among their family members or outside the family (Bick Har, ۲۰۱۲; Curtis, ۲۰۱۲).

The impact of these factors on the student-teachers' orientation to the teaching profession is almost constant in different countries with different cultural backgrounds. Parents' Encouragement to turn their children to the teaching profession is one of the factors influencing their interest in the teaching profession. For example, it has been reported in Nigeria (Ejeh, ۲۰۰۵), Taiwan (Chung & Yi-Cheng, ۲۰۱۲), Sweden and Portugal (Flores & Niklasson, ۲۰۱۴), Turkey (Topkaya & Uztosun, ۲۰۱۲), Australia and Germany (Beltman & Wosnitza, ۲۰۰۸) that parents have an impact on their children to become teachers. However, the impact of this factor has been reported to be lower in many of these countries than the applicants' own intrinsic motivation and altruism. Findings from a study conducted among student-teachers in Australia and Germany showed that the social aspects of the teaching profession have a significant effect on the student-teacher orientation to the teaching profession. In addition, first-degree members of the student-teacher family play an important role in their selection (Beltman & Wosnitza, ۲۰۰۸). Although these researchers believe that the sense of support of first-degree family members plays an important and positive role, this effect could also be negative, i.e., when there is no support or negative comments about their children's job selection. At the same time, the others' encouragement is not so important in the student-teacher choice of profession (Richardson & Watt, ۲۰۰۶). Regarding the effect of gender, research findings indicate that male student-teachers have turned to the teaching profession, mostly because of professional

security, escaping from military service, salaries and benefits during their studies, and parents' insistence, while females have chosen this profession mostly because of its social dignity, the insistence of parents, and having a summer vacation. In addition, the inner interest of student-teachers in choosing a teaching profession has been low (Khosravi and Bani-āmeriyān, ۲۰۱۶).

Research findings on Farhangīān University show that Farhangīān University campuses have shortages in terms of constructive interaction, educational reforms, welfare measures, and review of the University administrative system, directly affecting the education of capable student-teachers. They have shortcomings (Safari et al., ۱۳۹۸a). Teachers who are graduated from Farhangīān University are not satisfied with the welfare status and courses (Safari et al., ۱۳۹۸b), the low salary of teachers, insufficient knowledge of most University professors, their poor teaching methods, and the University atmosphere, including classrooms, health service, low-quality food, dining space and lack of regular cleaning of the University are the main reasons for the low interest of students-teachers of Farhangīān University in the teaching profession (Moradkhani, ۲۰۱۸).

According to the theoretical foundations and research findings mentioned, the present study uses the data collected from a researcher-made questionnaire to examine the following two primary research questions. First, the student-teachers interest in the teaching profession and then the relationship among the variables of content knowledge quality and faculty pedagogy, staff's manner of dealing with students, quality of welfare facilities, jobs with higher salaries and benefits, faculty quality in making the student-teachers' to participate, conveying the experience of students of higher years, workshops, conferences and in-service courses, interest in the teaching profession before entering the University, advantages of the course, student-teachers' secondary education's field of study, and their parents' job have been studied with the variable of student-teacher's interest in the teaching profession.

The following research questions have been specifically considered:

۱. How much the student-teachers of the campuses of Farhangīān University in Kurdistān Province are interested in the teaching profession?
۲. What are the predictors of interest in the teaching profession, and what is the share of each factor in predicting interest in the teaching profession?

Research methodology

It was a descriptive research of correlational type in which the factors affecting the interest of student-teachers in the campuses of Farhangīān University of Kurdistan province in the teaching profession have been studied. The research population included all student-teachers of the campuses of Farhangian University of Kurdistān Province who were studying in the academic year ۱۳۹۸-۱۳۹۹ (N = ۹۲۸). The research sample consisted of ۲۵۸ student-teachers (۱۳۳ males and ۱۲۵ females) who were selected through stratified sampling method. For this purpose, first, the student-teachers' statistics of both males and females' campuses studying until June of the academic year ۲۰۱۹ were obtained from the undergraduate education unit of the campuses by obtaining permission from the management of the province's campuses. Students were then selected by the stratified sampling method.

The data is the result of distributing a researcher-made questionnaire with ۵۳ items. The items are designed on a ۵-point Likert scale (very high = ۵, high = ۴, somewhat = ۳, low = ۲ and very low = ۱). It should be noted that the negative items are scored in reverse. The validity of the questionnaire was obtained using the content validity index and by referring to experts. In this regard, first, the initial questionnaire was designed, and the questionnaire items with a

4-point Likert scale (irrelevant, needs serious review, relevant but need to be reviewed and completely relevant) were presented to experts. Each expert judged each of the items based on different points of the Likert scale. Then, ten professors, specialized in psychology, educational sciences, and curriculum planning and two incoming students in 2010 were invited to evaluate the content validity. After coordination, the questionnaires were delivered to them in person. After receiving the comments and summarizing them, the content validity index value was 0.77; which showed that the questionnaire has high content validity. It should be noted that according to the table of content validity index, there is an inverse relationship between the number of experts who assess the tool and the content validity index. 12 experts assessed the questionnaire. The validity index for this number is 0.66 (Hasanzāde Rangi et al., 2012), however, the index obtained for the questionnaire is 0.77. Cronbach's alpha coefficient was used to assess the reliability of the questionnaire. For this purpose, the questionnaire was distributed among a sample of 30 student-teachers from both campuses who were randomly selected. Data analysis showed that Cronbach's alpha coefficient of the questionnaire is 0.99, showing that the questionnaire has very high reliability.

Data were analyzed using exploratory factor analysis and multivariate regression using SPSS software version 20. To achieve this purpose, first the data were summarized, and the factors were identified using the exploratory factor analysis, and then regression analysis was conducted. Factor analysis is based on two statistical and two conceptual assumptions. The normality of the distribution of variables and the linearity of the relationship among the variables are statistical assumptions (Ho, 2006). Residual analysis was used to assess these two assumptions. Accordingly, the variables should be selected in a way that they could reflect the constructs underlying the factors, and the sample should be homogeneous with the factor structure.

Regarding the relationship among the variables and data infrastructures, the questionnaire has been assessed by the experts to evaluate the content validity. It should be noted that the sample was selected from the student-teachers of a University and it had the necessary homogeneity in terms of the age, education level, the family background characteristics, and the benefit from the educational and welfare facilities. The sample has been selected from both the male and female campuses.

In the case of regression analysis assumptions, the relationship among the predictor variable and the predictive variables should be linear, the variance among the pairs of variables should be the same, the residual errors should be independent, the error distribution should be normal, and the correlation among the predictor variables (Multicollinearity) should not be higher than 0.8 (Field, 2009). In this regard, the residual analysis was used to evaluate the linear relationship among the variables. The Levene test was used to assess the variance among the pairs of variables, and the result showed that this assumption is valid. The Watson-Durbin index was used to examine the assumption of independence of the residual error. The value of this index is 1.93, which is presented in Table 2. The closer this value is to 2, the more the residual errors are independent of each other (Ho, 2006). P-P diagram was used to check the normality of the error distribution, and the result showed that this assumption is also met. To assess the high correlation of predictive variables, two indices of tolerance and inflation variance factor have been used. Tolerance values less than 0.1 and inflation variance factor greater than 10 indicate a high correlation of variables (Ho, 2006, p. 249). The values of these two indices are shown in Table 4 and it shows that there is not very high correlation among the 12 predictive variables:

1. Quality of content and pedagogy knowledge of professors,

٢. The university staff's' manner of dealing with students,
٣. Quality of welfare facilities,
٤. Jobs with higher salaries and benefits,
٥. The quality of professors in student-teacher participation,
٦. Conveying the experience of senior students to juniors,
٧. Workshops, conferences, and in-service courses,
٨. Secondary education's field of study,
٩. Father's job,
١٠. Mother's job,
١١. Interest toward teaching profession before entering the University,
١٢. The benefits of the academic course

Research Findings

In order to answer the first research question, i.e., How much the student-teachers of the campuses of Farhangiān University in Kurdistan Province are interested in the teaching profession? findings showed that the mean of interest in the teaching profession among the sample was ٣,٢٦ (SD = ١,١٢; SEM= ٠,٠٧). The mean shows that student-teacher's interest in the teaching profession is above average (٣,٥). One-sample t-test was used to test whether the obtained mean is statistically different from the average 1 or not, and the results are presented in Table ١.

Table ١. One-sample t-test to assess the amount of student-teacher's interest in the teaching profession

t	df	sig	٩٥% confidence interval	
			Maximum	Minimum
١٠,٩٣٩	٢٥٧	٠,٠٠٠١	٠,٩٠	٠,٦٣

The one-sample t-test shows that the T value is positive and large, and it can be concluded that the amount of student-teachers' interest in the teaching profession is more than average ($p < ٠,٠١$).

The result of factor analysis showed that Kaiser-Meyer-Olkin index (sampling adequacy) is ٠,٨٧٣; Bartlett test, chi-square value is ٦٥٧٤,٩٣٩ (df = ١٦٥٣), which is statistically significant ($p < ٠,٠٠٠١$). Kaiser-Meyer-Olkin index is between zero and one, and the closer this value is to one, the better the sample size is adequate for factor analysis; here, the index is very close to one. In fact, by factor analysis, ١١ factors that were measured by the questionnaire were identified, and then these factors have been named based on the content of the relevant questions, as follows:

١. Quality of content and pedagogy knowledge of professors,
٢. The University staffs' manner of dealing with students,
٣. Quality of welfare facilities,
٤. Jobs with higher salaries and benefits,
٥. The quality of teachers in making the student-teachers' participate,
٦. conveying the experience of senior students to juniors,
٧. Workshops, conferences, and in-service courses,
٨. Interest in teaching before entering the University,
٩. Advantages of the academic course,

- ١٠. Secondary education's field of study,
- ١١. Father's job,
- ١٢. Mother's job,
- ١٣. Interest in the teaching profession.

Of these factors, the factor ١٣ as the predictor variables and ١٢ ones as the predictive variables were entered into the regression equation simultaneously. The summary of the model has been presented in Table ٢.

Table ٢. Summary of regression model

Model	R	R ²	modified R ²	Standard estimation error	Durbin-Watson
١	٠,٧٢٤	٠,٥٢٣	٠,٥٠٠	٠,٧٩٢	١,٩٣٠

Table ٢ shows that the R value (multiple correlation coefficient) is ٠,٧٢٤, the R^٢ value (coefficient of determination) is ٠,٥٢٣, and the modified coefficient of determination is ٠,٥. The coefficient of determination shows that ٥٢% of the total variance of the predictor variable (student-teachers' interest in the teaching profession) is explained by the set of predictive variables.

The ANOVA test was used to test whether this amount of explained variance is statistically significant, and the information has been presented in Table ٣.

Table ٣. ANOVA test for testing the significance of the amount of the explained variance

Model	Sum of squares	df	Mean square	f	sig
Regression	١٦٨,٨٧٤	١٢	١٤,٠٧٣	٢٢,٤٣٠	
Residuals	١٦٨,٧١٨	٢٤٥	٠,٦٢٧		
Total	٣٣٧,٥٩٢	٢٥٧			

Table ٣ shows that the amount of explained variance is statistically significant ($R_f = ٠,٨٢٣$, $p = ٠,٠٠١$, $F = (١٢,٢٤٥) = ٢٢,٤٣$). In other words, the regression model fits the data. The regression coefficients of the predictive variables are presented in Table ٤.

Table ٤. Regression coefficients of the predictive variables

Model	Not standardized coefficients		Standardized coefficients	t	sig	Linear in Tolerance
	B	Standard error	Beta			
Constant	-٠,٤٢٨	٠,٣٦٥		-١,١٧٢	٠,٢٤٢	

١. Quality of content and pedagogy knowledge of professors	٠,١٠٠	٠,٠٩١	٠,٠٨٣	-١,١٠٢	٠,٢٧٢	٠,٣٩٦
The University staff's manner of dealing with students	٠,٢٩٢	٠,٠٧٠	٠,٢٧١	٤,١٥٠	-٠,٠٠٠	٠,٤٥٧
٢. Quality of welfare facilities	٠,٠١٥	٠,٠٨٥	٠,٠١٠	٠,١٧٨	-٠,٠٥٩	٠,٦٠٤
٣. Jobs with higher salaries and benefits	٠,١٧٢	٠,٠٥١	٠,١٦٨	٣,٣٩٩	-٠,٠٠١	٠,٧٩١
٤. The quality of professors in making the student-teachers participate	-٠,٠٢٨	٠,٠٨٠	-٠,٠٢٥	-٠,٠٥١	٠,٧٢٥	٠,٣٨٣
٥. conveying the experience of senior students to juniors	٠,٣١٢	٠,٠٦٠	٠,٢٨٨	٥,٢١٠	٠,٠٠٠	٠,٦٣٧
٦. Workshops, conferences, and in-service courses	-٠,٠٠٥	٠,٠٦٣	-٠,٠٠٥	-٠,٠٧٦	٠,٩٤٠	٠,٥٢٩
٧. Secondary education's field of study	-٠,٠٠٥	٠,٠٢٢	-٠,٠٠٧	-٠,١٥٤	٠,٨٧٨	٠,٨٨٥
٨. Father's job	-٠,٠١٠	٠,٠٢٨	-٠,٠١٨	-٠,٣٤٥	٠,٧٣٠	٠,٧٤٩
٩. Mother's job	-٠,٠١٠	٠,٠٢٢	-٠,٠٢٢	-٠,٠٣٣	٠,٩٧٤	٠,٧٣٤
١٠. Interest in teaching profession before entering the University	٠,٢٣٣	٠,٠٥٢	٠,٢٢٠	٤,٢٨٤	٠,٠٠٠	٠,٧٤٠
١١. The advantages of the academic course	٠,١٦٣	٠,٠٦٧	٠,١١٦	٢,٤٥٥	٠,٠١٥	٠,٨٧٨

Table ٤ shows both non-standardized coefficients (B) and standardized coefficients (Beta). In this study, Beta coefficients have been used and the data show that the variables of staff's manner of dealing with students ($t = ٤,١٥٠$, $p = ٠,٠٠١$, Beta = $٠,٢٧١$), jobs with higher salaries and benefits ($t = ٣,٣٩٩$, $p = ٠,٠٠١$, Beta = $٠,١٦٨$), conveying the experience of senior students to juniors ($t = ٥,٢١٠$, $p = ٠,٠٠٠$, Beta = $٠,٢٨٨$), interest in teaching profession before entering the University ($t = ٤,٢٨٤$, $P = ٠,٠٠١$, Beta = $٠,٢٢٠$) and the advantages of the academic courses ($t = ٢,٤٥٥$, $p = ٠,٠١٥$, Beta = $٠,١١٦$) have a significant relationship with the predictor variable. In other words, for one standard deviation increase in the value of staff's manner of dealing with students, jobs with higher salaries and benefits, conveying the experience of senior students to juniors, interest in teaching before entering the University, and the advantages of academic course, $٠,٢٧١$, $٠,١٦٨$, $٠,٢٨٨$, $٠,٢٢٠$, and $٠,١١٦$ respectively would be added to the value of student-teachers' interest to teaching. Among them, conveying the experience of senior students to juniors and the staff's manner of dealing with students, respectively, have the most correlation and the advantages of the academic course, have the least correlation with the predictor variable. It should be noted that the relationship between other predictive variables and the predictor variable is not statistically significant.

Discussion

Findings of this study showed that the mean of interest in the teaching profession among the sample is significantly higher than average. For factor analysis, ٩ factors including the quality of content and pedagogy knowledge of professors, staff's manner of dealing with students, the quality of welfare facilities, jobs with higher salaries and benefits, the quality of professors in making student-teachers' participate, conveying the experience of senior students

to juniors, in-service workshops, conferences, and courses, interest in teaching before entering the University, the benefits of academic course, and interest in the teaching profession were entered into the regression equation simultaneously (the first n factors as predictor variables and the last one as predictive one). Findings also showed that 62% of the variance of the Farhangian University of Kurdistan Province campuses student-teachers' interest could be predicted by predictive variables. Conveying the experience of senior students to juniors showed a higher correlation with student-teachers' interest in the teaching profession than the other predictor variables. The staffs' manner of dealing with student-teachers is another variable that positively and significantly affects their interest in the teaching profession.

Findings of the present study showed that the interest of student-teachers of the Farhangian University of Kurdistan Province in the teaching profession is significantly higher than the average. This is in-line with the findings of Eghtesadi Roudi (2017). Also it is not in-line with Khosravi and Bani-Ameriyān (2016), in that the inner interest of student-teachers in choosing the teaching profession was low. Other researchers have also reported that having a role model for student-teachers is an important factor in turning them into the teaching profession, whether the role model is in the family or outside, such as friends (Bick Har, 2012; Curtis, 2012).

Farhangian University student-teachers' high level of interest of in the teaching profession could be due to various factors. One of these factors could be Farhangian University's being newly established. With the integration of teacher training centers in 2012, Farhangian University has started accepting undergraduate student-teachers. Naturally, the name of Farhangian University, its nature, mission, and functions were less known to those who were interested. However, gradually the University became more known for students and their families who were preparing themselves for University entrance exams and more talented candidates turn to Farhangian University. Therefore, this can affect the high interest of student-teachers in the teaching profession. Also, the contexts for recruitment of graduates at different levels of Universities and higher education institutions (bachelor, master, and even Ph.D.) are limited yearly, and the candidates who wish to enter the Universities and their families turn to Farhangian University to get rid of this social problem so that they could benefit of more job security. Although the unemployment of graduates of Universities in the country is a social, economic, cultural, and political problem, however, it is a more severe problem in Kurdistan province for various reasons, including economic underdevelopment. Furthermore, the amount of salary received by students-teachers during their studies is increasing, which can play a role in maintaining their interest in the profession.

Conveying the experience of senior students to juniors showed a higher correlation with student-teacher interest in the teaching profession than the other predictive variables. Most student-teachers on the campuses in Kurdistan Province live on campus 24 hours a day. This allows them to interact constantly and closely. As a result of these interactions, they share their experiences, ideas, attitudes, values, beliefs, and interests. It is important to note that senior students are more familiar with the issues of their community, including the severe restrictions on the recruitment of the University graduates, and this may have been conveyed to junior students, making them more interested in the teaching profession.

The staffs' manner of dealing with student-teachers is another variable that positively and significantly affects their interest in the teaching profession. During their studies, students are in constant contact with the staffs of various departments of the University, including provincial management, campus management, education experts, cultural affairs, library, physical education, welfare department including student dormitories, and self-service. On the one hand, the level of students' expectations from the staffs is high, which is a reasonable

expectation. On the other hand, the staffs' approach and behavior toward the students is not normal. Still, they consider the students as teachers, so their behavior is respectful, and they always try to maintain their dignity and respect. The observations also more or less confirm that the way the staffs deal with the students is acceptable. Such an approach and attitude causes students to feel that they are qualified, adequate, and satisfied with the teaching profession, and as a result, their interest in this profession would increase.

The interest of student-teachers in the teaching profession before entering the University had a positive and significant relationship with their interest in this profession. This is one of the important findings of the present study because it could indicate that what led them to choose teaching is their inner interest. Three different sources could justify the student-teachers' interest in teaching before entering the University. First, the students themselves. Student-teachers might be interested in teaching due to the nature of the teaching profession, such as their love towards teaching its sociality, and altruism (Manuel & Hughes, ۲۰۰۶; Lovett, ۲۰۰۷), role modeling from their past influential teachers (Manuel & Hughes, ۲۰۰۶; Liu, ۲۰۱۰), the working conditions such as good holidays and a sense of worth in children's lives (McKenzie et al., ۲۰۰۰) or the result of their analysis of the critical employment situation in the province where they live. Although both could be considered important, however, it will be much more important and influential if it is an inner interest. The second source is the family. Parents and the other family members play an important role in choosing a job (Beltman & Wosnitza, ۲۰۰۸). Parents are among those who influence students' choice of field of study and their interest in education (Hoffman, ۱۹۹۸). The third source is friends. Friends can influence each other. Researchers believe that friends play a role in choosing the teaching profession (Flores & Niklasson, ۲۰۱۴; Lovett, ۲۰۰۷).

The results showed that the factor of jobs with higher salaries and benefits has a positive and significant relationship with their interest in this profession. It is natural that the higher the salary and benefits of teachers, the more likely it is that people with more inner abilities, talent, and creativity will turn to the teaching profession. However, this does not necessarily mean that more job satisfaction increases the interest in the teaching and, consequently, increases the job efficiency. Because there are other factors such as organizational factors (centralization or decentralization), individual factors (inner interest in teaching), environmental factors (job and mental security), and the nature of work (the worth of teaching) that can influence the student-teachers' interest in the profession. Findings show that increase in the teachers' salaries, by itself, does not affect teachers' job satisfaction (Korb & Akintunde, ۲۰۱۲; Abd-El-Fattah, ۲۰۱۰).

Also, the results showed that the benefits of the educational course have a positive and significant relationship with the level of interest in the teaching profession. Student-teachers from the moment of entering the University are benefited from probationary employment and calculation of the studying periods as years of official service, payment of salaries, insurance, exemption from military service (for males), free facilities such as food, accommodation, internet, library and scientific sites, etc. Student-teachers' enjoyment of the advantages of the academic course can have a positive effect on their interest in the teaching profession. Job security, exemption from military service, salaries and benefits during education, and the social dignity and status of the teaching profession have been mentioned as the factors influential on selecting the teaching profession by student-teachers of Farhangiān University (Khosravi and Bani-Āmeriān, ۲۰۱۶).

All five factors including the staffs' manner of dealing with students, jobs with higher salaries and benefits, conveying the experience of senior students to juniors, interest in the

teaching profession before entering the University, and the benefits of the educational course which play a role in explaining the variance of student-teachers' interest in the teaching profession are among the factors that could be largely managed and controlled by the University and education system, and this is one of the positive points of this study. Therefore, it is suggested that the experiences of experienced students to be used in educational, research, cultural, sport, welfare service activities more than what it has been already used. Holding student gatherings and conferences could help them to convey their experience to each other. University staffs could treat student-teachers more appropriately. Holding in-service training courses for staffs such as professional ethics periodically with various topics and instructors could be effective in their manner of dealing with student-teachers. Regarding the interest in the teaching profession before entering the University, Farhangiān University could take the following steps: preparing booklets and brochures on the top student-teachers and reflecting their successful performance both when they were at the secondary school and at the University and distributing them among the secondary schools of the province, inviting successful student-teachers by the education departments of the province to give lectures in a number of secondary schools, inviting successful student-teachers by the local radio and television to introduce Farhangiān University and the need to pay more salaries and benefits to teachers and student-teachers, which of course, is not a new topic.

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