

## What Motivates Students to Choose the Teachers' Profession

### A Scientific Educology of University Students

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Introduction by Co-Editors

*The intention of the introduction by the co-editors adheres to the meaning of the following statement from the first paragraph in the Recurring Editorial that started in the 2005 issue of cd-IJE.*

*“The format for future content recognizes the existence of the newly forming body of knowledge, i.e. philosophy of educology, as knowledge about educology, and the existence of the already developing body of knowledge, i.e. educology, as knowledge about education.”*

*The authors' paper, in accord with the Recurring Editorial, is in educology and directly inquires, using quantitative methods of research, with the scientific educological question:*

*“What motivates students to enroll in the educative experiences that organically inhere in the teacher education program at Vilnius Pedagogical University?”*

*The authors, from the editorial's perspective, do not directly inquire with the axiologic and praxiologic educological questions, respectively, as:*

*“Ought students be motivated to enroll in educative experiences that organically inhere in the teacher education program at Vilnius Pedagogical University?”*

*nor*

*“How can students be effectively motivated to enroll in educative experiences that organically inhere in the teacher education program at Vilnius Pedagogical University?”*

*Also, from this perspective, they do not directly inquire with the philosophy of educology questions:*

*What is knowledge about educative experiences organically inhering in educational processes, i.e. what is educology?*

*and*

*What is the significance of educology?*

Introduction by Authors

**Relevance of the Topic.** Youth, its objectives, readiness for life, education are the future of Lithuania. One of the major solutions of a young person is related to the choice of a future profession, and this solution is influenced by many factors: certain demands, calls and interests, capabilities and intellect, character and temperament, goals and values.

The results of professional activities of a human being depend on his/her attitude towards the chosen profession and the motivation behind that choice. The motives of learning through which

the goal and meaning of the activities is perceived sprout up from different needs that first of all occur in the family, and later - at school. Thus, the primary role of the school is to assist a person in finding oneself, in creating one's future. A personality must be fully mature to be able to make an informed decision, including choosing a profession. A deliberate choosing of a profession is related to the rating of such a profession. It is related to the endeavour to comprehend what mental qualities or personal features (capabilities, calls, character) are necessary for the future profession.

The word "motivation" is used to describe the incentive of certain behaviour, actions, activities caused by different motives (Cloninger, 1996; Colman, 2003). Motivation is a psycho-physiological process regulating the activities of a personality and its relation with the environment on the basis of the change in motives. In case of the wish to change the activities or behaviour of pupils for some reason or other, first of all the motivation of such a pupil should be changed. Analysis of literature reveals that scientists see the motivation as the whole of motives and a motive is determined by needs. The dictionary of psychology defines motives as the activity stimuli related to the satisfaction of person's needs: external and internal factors inducing activity of a person and the direction of his/her activities; material or ideal goals of a person; the reason for choosing actions and deeds of a person which is comprehended by a person himself/herself (Colman, 2003).

A motive not only causes an action but also - which is most important — sets a direction and certain intensity or force for it. The following are the factors (sources) of a motive: calls, inclination, interests, needs, values, attitudes, approaches, ideals, beliefs, knowing, emotions, willpower, and intentions. When at least one factor is experienced, it could be stated that a person is motivated.

Motivation explains what might serve as a backup for behaviour and orientation towards the goal, and why one or another task is given a certain span of time. Motivation is related to the results of studies by causal relations - it is also a means for aspiring at progressive learning and, at the same time, a final result of the process of teaching. It is of importance not only due to the fact that it determines the factor able of intensifying the behaviour but also because the behaviour is oriented towards the goal: single actions form a certain totality having a clear goal (Gage, Berliner, 1998).

Theories of the source of motivation distinguish between external and internal motivation to study. External motivation is any motivation caused by environmental factors, having tangible/observable rewards such as a monetary award or a high grade. Internal motivation is behavior resulting from some innate drive, without apparent reinforcement from the outside, that appears to be unaffected by environmental factors (Biggs, 1999).

It is important, that a child feels a human being when playing, learning and working and that he/she is able of each time taking four steps: to realize himself/herself (feelings, actions, things to be avoided, wishes for further acting or inaction), to make an independent decision of what to do further; to feel responsibility for his/her own choice and the outcome of such a choice; to feel an important person aiming at self-realization in life.

As it is revealed in the analysis of scientific literature, an activity is induced by various motives sprouting up from needs. On the basis scientific papers, it could be stated that a child since his/her early childhood is accompanied by the motive of curiosity, later - by that of cognition. Motivation is important for professional self-determination, too. Without motivation a human

being would not be able to anticipate the meaning and goal of his/her activities related to his/her personality and attitude towards life.

Choice of profession is one of major decisions in the life of a person. It is its soundness upon which a sense of fullness and self-confidence coming about when being engaged in work, meeting the calling, depends.

The most important factor is for people to be happy and satisfied with their work, and if they are, they generally do well, and, if they do well, they will probably succeed financially. Five important considerations are these (Bell, 2003):

1. The condition of the job market;
2. An idealistic commitment which strongly influences a person's direction;
3. Ability;
4. Interests;
5. Most important, temperament.

Professionalization is a process whereby occupations have become, or seek to become, publicly recognized as professions according to the degree to which they meet the alleged criteria. Professionalization can be seen as having two strands. One strand is concerned with the improvement of status. The other strand is concerned with the improvement of the capacity of members to enhance the quality of service which is provided (Hoyle, 2002).

Professional orientation is a science fully analyzing the conditions and regularities of rational choice of profession and getting positions in it. Irrespective of the fact that professional orientation is crucially influenced by other sciences, it is an independent and integrated science with its research object, namely a person choosing a profession. The research object of professional orientation is conditions and regularities related to scientifically grounded professional self-determination (Kregžde, 1998).

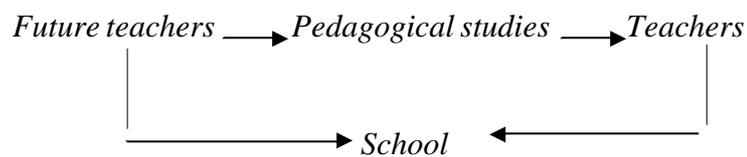
J. Guichard suggests another model-that of human development founded on the following basic principle: to help individuals achieve their own humanity by helping others to achieve theirs, fully and each in their own way (Guichard, 2003).

C. P. Chen explores the possibility of theory integration in career development and counseling, focusing primarily on bridging the gap between objectivist/positivistic and constructivist approaches. This framework proposes 3 possibilities: career as self-realization, growing experiences, and context conceptualization (Chen, 2003).

A special place in professional orientation is taken by pedagogy, which integrates and consolidates information related to and regularities of sciences, and presents them in a form popular for an adolescent or a youngster choosing a profession, at scientifically grounded consistency, by the way of teaching and upbringing, often directing it towards self-education, self-analysis and other forms of active refining on professional issues (Kregžde, 1998; Pukelis, 1996). A teacher assisting pupils in choosing a profession has to find out whether their calling for a certain field of activity is real and whether general education, capabilities, skills, experience in current activities will be sufficient studying at a vocational school as well as to get into other major issues related to a profession. First of all, this expertise should be possessed by a teacher of a higher school, then by a student - a future teacher - who will impart them to his/her pupils.

The main task of both parents and teachers is to fully mature a personality capable of taking deliberate decisions. Efforts of a person himself/herself are of crucial importance, and the freedom of choice, responsibility for the choice and competence should be given special consideration. An essential quality of a person on which behaviour and activity depend is thorough self-knowledge and self-estimation, i.e. efforts to realize whether the possessed mental and personal qualities (capabilities, character, calling) suit in a certain chosen activity. Only lasting self-exploration and self-education will help to disclose those qualities which will direct to a certain activity. The competence to give a fair self-estimation depends on the possessed knowledge, proficiency, skills, experience, and testing one's own strengths in the chosen activity. Purposefulness of a personality is the main sign conditioning the nature and meaning of human life and his/her activities. That is why it is necessary to raise a human being in such a way that he/she has a good understanding of the world, sees his/her place in life, is an active and creative personality.

According to K. Pukelis and other scientists, teachers trained at the pedagogical university have direct influence on what future teachers will come to the university from general education schools. This is seen in the scheme below. (Pukelis, 1996):



By its social and individuality-related importance, the teacher's profession is very vivid among others, as its calling is to educate and mature a human being for all kinds of professions and specialties, posts and positions.

The teacher is the cornerstone of educational development and the crucial role he or she plays in determining quality, effectiveness and relevance of education has been recognized as a prerequisite to achieving poverty eradication, sustainable human development, and equity (Maclean, 1999).

As it is revealed in the analysis of scientific literature, responsibility and enthusiasm are two most important teacher values, and teacher value is most important in teachers' relationship with students (Lin, 2002).

According M. Scriven, the following are the qualities of teachers (Scriven, 1990):

1. Sound knowledge of subject matter, the across-the-curriculum subjects (literacy, social/personal/study/work skills, computer competence);
2. Solid competence with and understanding of testing and/or structured observation;
3. Classroom teaching ability, including classroom management skills;

4. Teaching-related intellectual and personal qualities (professionalism, a lively intelligent mind, punctuality, conscientiousness, willingness to help other teachers, and commitment to teaching);
5. Worth (often includes such factors as versatility, familiarity with the type of community).

The personality of a future president or prime minister, minister or member of parliament, businessman or banker, physician or engineer depends on the teacher's calling, his/her competence, professionalism, devotion to his/her work.

“Many studies have been conducted in different countries to discover what motivates people to go into teaching. In general the motives can be divided into three categories - *extrinsic* (matters such as remuneration, such as long holidays and other benefits), *intrinsic* (the enjoyment of teaching and the school environment, a desire to help society improve) and *altruistic* (such as a desire to help children succeed). Studies carried out in the past have shown that not all of these three factors affected the motivation of an individual, that each factor carried a different emphasis and that there were gender differences (Reid & Caudwell, 1997; Kyriacou & Kobori, 1998; Chuene, Lubben & Newson, 1999; Kyriacou, Hultgren & Stephens, 1999; Moran, Kilpatrick, Abbot, Dallat & McClune, 2001).”

Scientists have been getting into the motivation of learning and profession choice of young people and their professional aspirations.

As early as at the end of 19<sup>th</sup> century and beginning of 20<sup>th</sup> century, N. Karejev, a professor of Saint-Petersburg University, was the first author interested in the issue of profession choice of young people. He was examining the conditions, motives and other issues of professional self-determination but his results have not been published. This problem has been dealt with by A. Ornstein, D. Levine (Ornstein, Levine, 1989), A. Karle-Weiss (Karle-Weiss, 1989), D. E. Dutton (Dutton, 1994), A. M. Isaacs (Isaacs, 1997), R. Ch. Jackson (Jackson, 1992), K. C. Soh (Soh, 1998), D. A. Whitbeck (Whitbeck, 2000), R. J. Oppenheimer (Oppenheimer, 2001), G. Ch. Goh, L. Atputhasamy (Goh & Atputhasamy, 2001), I. Reid, J. Caudwell (Reid & Caudwell, 1997) and many others.

Thus, scientific researches show that the issue of choosing a profession has been relevant since late 19<sup>th</sup> century.

**The objective of the paper** is to examine the motivation of entering Vilnius Pedagogical University.

**The tasks of the research:** 1. To find out whether the motives for entering Vilnius Pedagogical University reflects pedagogical purposefulness of students. 2. To examine the motives for choosing a teacher's profession. 3. To compare the criteria of the choice of different faculties of Vilnius Pedagogical University. 4. To compare the criteria for choosing different specialities.

**The methods of the research:** 1. Analysis of literature sources. 2. Questionnairing of Vilnius Pedagogical University students. 3. Mathematical-statistical analysis of the data obtained.

The research was carried out at three faculties of Vilnius Pedagogical University: Natural Science Faculty, Foreign Language Faculty, and Mathematics and Informatics Faculty. The research covered 477 first year students, including 399 female students and 78 male students. The respondents were given 45 motives and each of those motives had to be given certain rating by importance: of high importance, of importance, and of minor importance.

Research Results and Their Discussion

The data of our research (Table 1) have revealed that the respondents consider the motive of seeking for higher education as the motive of high importance for entering Vilnius Pedagogical University. Consequently, their decision to enter Vilnius Pedagogical University was mostly influenced not by their calling for teaching but by the result of the studies, i.e. the certificate of higher education (96,0 %), importance of the certificate of higher education (94,1 %), desire to improve one's social position (70,0 %), seeking for a career (69,0 %), desire to be useful (60,8 %). Comparing the data with the results of researches carried out by other scientists, it has been noticed that the motives of students entering a higher educational institution are similar. The main of them is a desire to get higher education or seeking for higher education (Šeščiliene, 1999; Barkauskaite, 1999).

Cognitive motives also have a great influence on entering a higher educational institution. Most important of them are the following: desire to study (90,8 %), desire to acquire better knowledge in the chosen speciality (79,9 %), desire to get deeper and wider knowledge of the subject (71,3 %). This shows that pupils desire and seek to widen their knowledge and scope. The above-mentioned results of our research also confirm the results obtained by other scientists (Rupšiene, 1998), which also show the interest of students in the subject studies, desire to gain knowledge enabling their improvement.

The research has revealed that the motives related to professional purposefulness have been given the following rating: 38,5 % of students think of them as of high importance, 28,0 % - of importance, 33,5 % - of minor importance. The students who on entering Vilnius Pedagogical University considered this group of motives as of high importance have chosen this profession deliberately - they desired to get higher education in teaching and not in any other field. It could be stated that motivation to become a teacher is rather weak. The answers given show that most students have low professional purposefulness, if any, and only some of the questioned have entered the university to acquire a profession of a teacher.

The data of our research are at variance with the conclusions of some foreign and local scientists (Karle-Weiss, 1989; Isaacs, 1997; Goh, Atputhasamy, 2001; Reid, Caudwell, 1997; Soh, 1998; Rupšiene, 1998; Whitbeck, 2000), which state that love for children, desire to work with children, teach and educate them, desire to be a teacher are the motives of highest importance for students choosing a profession of a teacher.

Analysing the data, it has been observed that decision to enter Vilnius Pedagogical University is at a certain extent influenced by lessons in the subject that was favourite at school (63,3 %) and by a good teacher of the subject (50,3 %).

Although love for children has been mentioned as the motive of very high importance by 187 respondents, a great desire to become a teacher was mentioned by 11,3 % students less - 133 of 477. S. Kregžde has also been getting into the motives for a profession choice. At Vilnius Pedagogical University, he has carried out a research the results of which have revealed that "desire to work with children" is the main motive of entering higher educational institutions. The motive of those who failed to enter other higher educational institutions is "to get the certificate of higher education" (Kregžde, 1998).

Questioning of students has demonstrated that in choosing a profession an important role is played by inclination and interests, their intensity and power. This motive seems of high

importance for 58,3 % of students, of importance - for 24,7 % students. These data reaffirm the results of previous researches of some foreign scientists disclosing that personal perfection is one of the main motives for the studies of a teacher. For these teachers, it is important to make their life meaningful (Dutton, 1994).

Personal motives have hardly any influence on entering a higher educational institution, if any. Of this group of motives, the motive "possibility to be near one's beloved person" (of minor importance for 89,7 % of students), "friends residing in Vilnius who can provide with accommodation" (of minor importance for 89,3 %) are of least importance. This means that students care little about their personal needs and intentions, and the main motives for entering Vilnius Pedagogical University are the certificate of higher education, cognitive motives, and professional purposefulness.

Entering Vilnius Pedagogical University, the influence of other persons - parents, relatives, friends, teachers, professors - are of least importance. As many as 69,6 % of respondents think this group of motives to be of minor importance, 16,6 % - of importance, and only 13,8 % - of high importance.

The results of our research have demonstrated that a considerable part of the questioned students entered the university by chance (27,7 % of students thought this motive to be of high importance, 17,4 % - of importance) or due to the failure to enter another speciality (37,9 % of respondents thought it was of high importance, 16,6 % - of importance). This evidences that a rather big number of students did not intend to study the speciality they have entered.

Summing up the results of questionnaires, it could be stated that the motives of highest importance for entering a higher educational institution are related to higher education (66,4 %) and cognitive motives (63,2 %). The influence of other people (69,6 %) and personal motives (55,4 %) are of least importance. This is demonstrated in Figure 1.

The research has been aimed at revealing the rating of motives by students in different faculties: Natural Science Faculty, Foreign Language Faculty, and Mathematics and Informatics Faculty.

Researching the motives related to seeking for higher education it has been discovered that the respondents from Foreign Language Faculty experienced greater influence of seeking for a career ( $\chi^2=10,139$ ;  $df=4$ ;  $p<0,05$ ) and a possibility to go abroad while studying ( $\chi^2=68,872$ ;  $df=4$ ;  $p<0,0001$ ), students of Natural Science Faculty desire to be useful ( $\chi^2=18,541$ ;  $df=4$ ;  $p<0,001$ ) at a greater extent than the respondents from other faculties. Almost all cognitive motives (desire to get deeper and wider knowledge of the subject ( $\chi^2=41,334$ ;  $df=4$ ;  $p<0,0001$ ), interest in the subject ( $\chi^2=38,052$ ;  $df=4$ ;  $p<0,0001$ ), desire to acquire better knowledge in the chosen speciality ( $\chi^2=27,132$ ;  $df=4$ ;  $p<0,0001$ ), favourite occupation ( $\chi^2=11,501$ ;  $df=4$ ;  $p<0,05$ )) are the motives statistically of higher importance when entering the university for the students of Foreign Language faculty, except research work carried out by Vilnius Pedagogical University ( $\chi^2=11,457$ ;  $df=4$ ;  $p<0,05$ ) (this motive is of greater importance for the students of natural Science Faculty). The students of Natural Science faculty are of greater professional purposefulness. For them, the motives related to professional purposefulness (desire to become a teacher ( $\chi^2=25,247$ ;  $df=4$ ;  $p<0,0001$ ), love for children ( $\chi^2=19,123$ ;  $df=4$ ;  $p<0,001$ ), organizational capabilities ( $\chi^2=12,408$ ;  $df=4$ ;  $p<0,05$ ), need for self-expression ( $\chi^2=18,834$ ;  $df=4$ ;  $p<0,001$ )), are of higher importance than for the respondents of other faculties. Of personal motives, inclinations and interests ( $\chi^2=23,819$ ;  $df=4$ ;  $p<0,0001$ ) and desire to live in town ( $\chi^2=9,516$ ;  $df=4$ ;  $p<0,05$ ) are of higher importance for the students of Foreign Language faculty, and the possibility to participate in the social life of the youth ( $\chi^2=11,856$ ;  $df=4$ ;  $p<0,05$ ) and traditions of the cultural life of Vilnius Pedagogical University ( $\chi^2=11,658$ ;  $df=4$ ;  $p<0,05$ ) - for the students of natural Science Faculty. The respondents from Mathematics and Informatics Faculty think that they have entered the faculty because of the failure to enter other specialities ( $\chi^2=15,973$ ;  $df=4$ ;  $p<0,01$ ). The students of Foreign Language Faculty saw greater possibilities in studying at Vilnius Pedagogical University than at other higher educational institutions ( $\chi^2=18,162$ ;  $df=4$ ;  $p<0,01$ ). And the number of students thinking that the studies at Vilnius Pedagogical University are easier than those at other higher educational institutions is greater at Natural Science Faculty ( $\chi^2=17,473$ ;  $df=4$ ;  $p<0,01$ ). The students of this faculty consider the information on Vilnius Pedagogical University given in mass media of higher importance ( $\chi^2=12,288$ ;  $df=4$ ;  $p<0,05$ ) than the respondents from other faculties.

Having analyzed the distribution of the motives for different specialities in Natural Science Faculty, it is observed that the students of biology consider the interest in the subject ( $\chi^2=7,361$ ;  $df=2$ ;  $p<0,05$ ) to be of importance, and the respondents of the speciality of home culture considered attractive life of students to be of importance ( $\chi^2=6,274$ ;  $df=2$ ;  $p<0,05$ ).

Having analyzed the motives for entering Vilnius Pedagogical University of different speciality the students of Foreign Language faculty, it has been disclosed that the students of English philology considered possibility to receive a better job ( $\chi^2=9,844$ ;  $df=4$ ;  $p<0,05$ ) and a favourite occupation ( $\chi^2=10,610$ ;  $df=4$ ;  $p<0,05$ ) to be of higher importance, and most of the students of French entered the university by chance ( $\chi^2=12,274$ ;  $df=4$ ;  $p<0,05$ ) or thinking that studies at Vilnius Pedagogical University are easier than those at other higher educational institutions ( $\chi^2=10,393$ ;  $df=4$ ;  $p<0,05$ ).

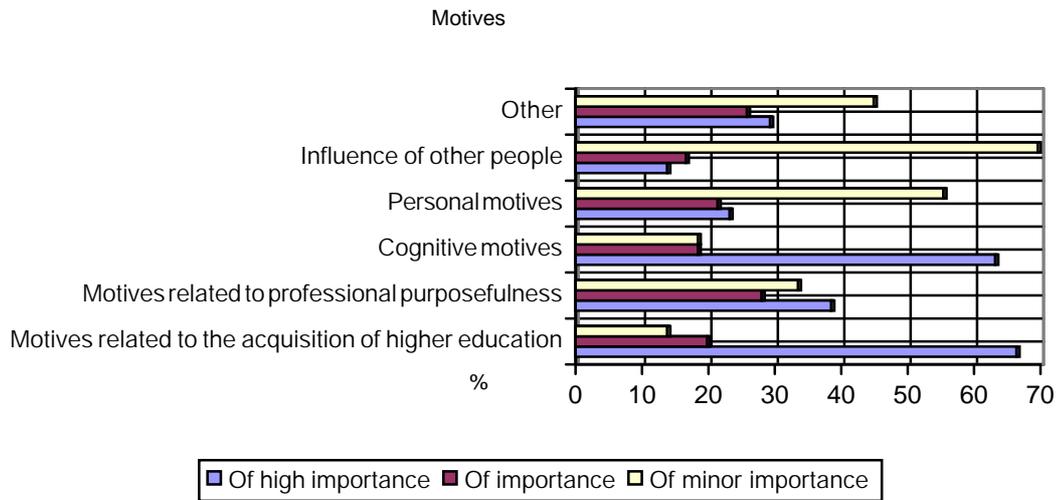


Figure 1. Assessments of entering Vilnius Pedagogical University

Table 1

Distribution of Motives for Entering a Higher Educational Institution by Importance (%)

<i>Motives</i>	<i>Assessment</i>	<i>Of high importance</i>	<i>Of importance</i>	<i>Of minor importance</i>
<b><i>Motives related to acquisition of higher education</i></b>				
Importance of the Certificate of Higher Education		94,1	4,2	1,7
Seeking for higher education		96,0	3,1	8,0
Desire to improve one's social position		70,0	18,7	11,3
Possibility to advance		44,2	32,1	23,7
Possibility to receive a better job		56,4	28,5	15,1
Desire to be useful		60,8	24,7	14,5
Seeking for a career		69,0	19,7	11,3
Possibility to go abroad while studying		40,7	27,9	31,4
<b><i>Cognitive motives</i></b>				
Desire to get deeper and wider knowledge of the subject		71,3	18,7	10,1
Interest in the subject		66,7	21,4	11,9
Desire to acquire better knowledge in the chosen speciality		79,9	14,5	5,7
Favourite occupation		59,1	27,3	13,6
Research work carried out by Vilnius Pedagogical University		11,7	21,6	66,7
Desire to study		90,8	6,9	2,3
<b><i>Motives related to professional purposefulness</i></b>				
Desire to become a teacher		27,9	31,1	41,0
Love of children		39,2	32,3	28,5
Liking for managing people		25,4	27,0	47,6
Organisational capabilities		31,4	34,4	34,2
Need for self-expression		31,7	34,0	34,3
Lessons in the subject that was favourite at school		63,3	17,4	19,3
Good teacher of the subject		50,3	20,1	29,6
<b><i>Personal motives</i></b>				
Inclinations and interests		58,3	24,7	17,0
Possibility to participate in the social life of the youth		30,4	42,1	27,5
Traditions of the cultural life of Vilnius Pedagogical University		10,5	30,0	59,5
Greater possibilities to make new friends		43,6	37,7	18,7
Possibility to find a husband/wife		9,6	18,2	72,1
Parents residing in Vilnius		13,0	4,8	82,2
Friends residing in Vilnius who can provide with		7,1	3,6	89,3

accommodation			
Desire to escape parental care	17,6	16,4	66,0
Possibility to be near one's beloved person	5,9	4,4	89,7
Attractive life of students	34,6	37,1	28,3
Desire to live in town	24,9	16,8	58,3
<b><i>Influence that other people had</i></b>			
Parents, relatives	24,5	21,6	53,9
Girlfriends, friends	12,8	16,8	70,4
Teachers, their advice	11,7	18,4	69,8
Lecturers of Vilnius Pedagogical University	13,6	15,7	70,6
The Open Door Day at Vilnius Pedagogical University	7,8	15,5	76,7
Family traditions	12,2	11,5	76,3
<b><i>Other motives</i></b>			
Need to enter any educational institution	70,0	21,4	8,6
A chance	27,7	17,4	54,9
Failure to enter another speciality	37,9	16,6	45,5
Greater possibilities of education at Vilnius Pedagogical University than at other higher educational institutions	24,9	32,9	42,1
Positive attitude of the society to students of Vilnius Pedagogical university	15,7	35,2	49,1
It is easier to study at Vilnius Pedagogical University than at other higher educational institutions	16,8	21,6	61,6
Information about Vilnius Pedagogical University presented in the mass media	12,4	35,2	52,4

### Conclusions

1. When entering Vilnius Pedagogical University, the following motives were *of highest importance*: seeking for higher education (96,0 %); the certificate of higher education (94,1 %); desire to study (90,8 %); desire to acquire better knowledge of the chosen speciality (79,9 %); desire to get deeper and wider knowledge of the subject (71,3 %).

2. Motives of *least importance* are the following: possibility to be near one's beloved person (89,7 %); friends residing in Vilnius who can provide with accommodation (89,3 %); parents residing in Vilnius (82,2 %); the Open Door Day at Vilnius Pedagogical University (76,7 %); family traditions (76,3 %).

3. For the students of *Foreign Language Faculty* cognitive motives, also motives related to desire to acquire higher education were of higher importance; the students of *Natural Science faculty* attached more importance to the motives related to professional purposefulness; most of the respondents from Mathematics and Informatics faculty entered the speciality because of the failure to enter other specialities.

4. Having analysed the distribution of the motives for different specialities in Natural Science Faculty, it is observed that the students of biology consider the interest in the subject to be of importance, and the respondents of the speciality of home culture considered attractive life of students to be of importance. In the Faculty of Foreign Languages, it has been disclosed that the students of English philology considered possibility to receive a better job ( $\chi^2=9,844$ ;  $df=4$ ;  $p<0,05$ ) and a favourite occupation to be of higher importance, and most of the students of French entered the university by chance or thinking that studies at Vilnius Pedagogical University were easier than those at other higher educational institutions.

5. The research on the motivation lying behind first year students' entry to Vilnius Pedagogical University has revealed that the currently existing procedure of students' selection to the university does not reflect the single-mindedness of future teachers related to the teacher's profession (only marks of the Certificate are taken into consideration). If those entering

pedagogical higher educational institutions do not have a calling, it would be good if they had at least the inclination for the teacher's activity, and higher educational institutions should maintain not only students motivated with professional regard but also should strengthen the motivation for the pedagogical activity. The choice of future teachers should be given greater attention at a general education school, as only a teacher may know his or her pupils well and can assist them in their professional self-determination to become a teacher.

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Abstract.

Youth, its objectives, readiness for life, education are the future of Lithuania. One of the major solutions of a young person is related to the choice of a future profession, and this solution is influenced by many factors: certain demands, calls and interests, capabilities and intellect, character and temperament, goals and values. By its social and individuality-related importance, the teacher's profession is very vivid among others, as its calling is to educate and mature a human being for all kinds of professions and specialties, posts and positions. The article aims at surveying the motivation for entering Vilnius Pedagogical University and at finding out whether the choice of the teacher's profession reflects its purposefulness. The currently existing procedure of students' selection to the university does not reflect the single-mindedness of future teachers related to the teacher's profession (only marks of the Certificate are taken into consideration).

Key words: profession, motivation.