

Exploring College of Education Students' Aversion to Teaching

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ABSTRACT

This study sought to ascertain the intentions of College of Education students towards the teaching profession using a questionnaire. The sample consisted of 464 students drawn from nine education majors at the College of Education at Sultan Qaboos University, Sultanate of Oman. The study revealed that while many of the students intended to join the teaching workforce, a fairly large portion did not seem to share the same interest. There is a range of internal and external factors that contribute to the positive and negative views students develop about teaching. Students' views reflected their perceptions about the status of the teacher and teaching in general. The study concluded that despite being admitted to the College of Education, student teachers were vulnerable to internal and external factors that could affect their decision and destination and consequently impact employment plans to fill the many teaching vacancies in the country. This research has important implications for pre-service and in-service teachers, teacher educators, researchers and policy makers, all of whom play a crucial role in enhancing the quality of the teaching workforce. While this study was conducted in Oman, its implications are applicable globally as teacher shortages have become a wide-reaching concern.

Keywords: Oman, pre-service teachers, prospective teachers, teacher attrition, teacher preparation programs

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INTRODUCTION

Education is considered the key to sustainable economic and social development of societies. The teacher is the main pillar

of educational development. Teachers' perceptions and motivation determine their willingness to enter the profession and more importantly their level of commitment to student learning. Many countries are facing challenges in recruiting and retaining quality teachers at a time of escalating teacher shortages (Watt & Richardson, 2007). In fact, the shortage of high quality teachers has become a global problem due to different reasons, among which are teacher attrition, retirements, increase in student population, low pay, and school conditions. Many teachers leave their job even before they reach the retirement age. While information about the actual percentage of teacher attrition varies from one context to another, it is estimated to range from 5% to 50% in the first five years of employment (Schaefer et al., 2012). The problem is further complicated by the fact that teacher demand is on the rise as a function of changes in student enrollment and shifts in pupil-teacher ratios. Consequently, staffing classrooms with a workforce of competent and stable teachers who are able to cope with the ever-changing and intricate needs of students and societies remains one of the hardest challenges facing policymakers around the globe (Podolsky et al., 2016). Many countries including the USA and many of the European Union countries are facing difficulties recruiting teachers either because of the ageing teaching workforce or the lack of interest in teaching among the new generation (Richardson & Watt, 2006). Many countries find themselves in a situation where they

have to hire untrained teachers to cover the severe shortages (Sutcher et al., 2016). Many people attribute the shortages in the teacher labor market to the low financial perks and limited career advancement opportunities and the increasing frustrating school conditions (Berry, 1986). Such work conditions will surely lure away many bright college students from becoming teachers.

Many studies have been conducted on in-service teachers' attitudes towards teaching but very little is known about the intentions of students who are still enrolled in teacher preparation programs and have not yet joined the teaching profession. It is now acknowledged that teachers' attitudes about the profession are shaped early and before they start teaching. Such beliefs and conceptions undoubtedly influence teachers' attitudes and performance. It is therefore important that such perceptions are identified at an early stage and plans are put in place to change the negative and distorted views student teachers may hold about teaching. Some of these views are shaped by how students are treated in college as well as by what they hear and see in schools during teaching practicum.

Factors Affecting Teachers' Attitudes

Different factors can affect teachers' attitudes towards the profession. Podolsky et al. (2016) had identified five main factors that influenced people's decision to enter, remain or leave the teaching profession, namely: a) salaries and other compensation, b) preparation and costs to entry, c) hiring and personnel management,

d) induction and support for new teachers, and e) working conditions, including school leadership, professional collaboration and shared decision-making, accountability systems, and resources for teaching and learning. A better understanding of these factors is crucial in improving the quality of teaching. As Watt et al. (2012) put it:

Understanding influential motivations for individuals who choose teaching as a career has important implications to enhance the effectiveness of recruitment and retention efforts, which can then target those motivations that are most relevant, rather than relying on traditional messages such as the desire to help children and make a social difference. Further, such understandings are critical for teacher education and early career induction.

Another way to look at the factors is to divide them into intrinsic and extrinsic. Intrinsic factors include passion for teaching, working with children or adolescents and serving the society. Having a positive attitude towards teaching is particularly important given the nature of the job which has always suffered greatly from attrition. Extrinsic factors include finance, influence from others and job security. Salary rewards and the status of teachers and teaching in the society greatly impact prospective teachers' perceptions about teaching and desire to join the profession (Watt et al., 2012). In some cases, extensive motives outweigh the intrinsic ones due to the tough nature

of the teaching profession (Yong, 1995). In Brunei Darussalam, Yong (1995) found that most of the teachers chose the profession based on extrinsic incentives. However, work conditions have also been found to play a major role attracting and retaining teachers (Ladd, 2011). These include things like workload and school policies. Such school context variables affect teachers' job satisfaction and motivation towards the profession (Skaalvik & Skaalvik, 2011). For example, in the USA, Sutcher et al. (2016) found that:

“administrative support is the factor most consistently associated with teachers' decisions to stay in or leave a school. Authors' analysis found that teachers who find their administrators to be unsupportive are more than twice as likely to leave as those who feel well-supported”.

There have also been studies on factors affecting pre-service teachers' perceptions about the profession. For example, Egwu (2015) investigated the attitudes of third and fourth year education students in Nigeria. The students showed negative attitudes towards teaching due to the low salary and the tedious nature of the job. A more recent study found a positive correlation between students' personality types and attitudes towards teaching (Üstüner, 2017) in that students of certain personality types tended to hold more positive views about the profession. In fact, some researchers proposed that focus should be shifted to recruitment instead. That is to say, more

efforts should be invested in recruiting the best and most enthusiastic students into teacher preparation programs. This would be a more efficient and effective approach (Podolsky et al., 2016). Given the demanding nature of teaching, nations need effective teacher preparation programs that can produce effective teaching cadres. Recruitment can start at high school when students are considering different major options.

To date, there has not been any research on the employment decisions of the College of Education students at SQU. It is probably because it is taken for granted that since these students have 'voluntarily' joined the teacher preparation program they will aspire to become teachers. Therefore, this study attempted to fill that gap. More specifically, the study aimed at ascertaining SQU education students' intention to become school teachers and the factors influencing their decision.

METHODS

The Context

In Oman, teachers are prepared in five different higher education institutions. These are spread across the country. There has been an increasing demand for school teachers. The number of schools has risen drastically from 16 schools in 1970 to 1124 schools in 2017, and the number of teachers has also multiplied from 196 in 1970 to 56385 teachers in 2017 (Ministry of Education, 2017). Like other world nations, Oman has also suffered from

teacher shortages. The government has recently taken different measures to manage the crisis. For example, it has increased the number of teacher preparation programs to cater for the increasing shortage of teachers in schools due to teacher retirements and increase in school children which are draining the ability of the existing teacher preparation programs to produce adequate numbers of teachers. In the past, the country has relied heavily on expatriate teaching force but due to the rapid increase of student population compared with the very small number of graduates from teacher preparation programs together with teacher attrition, the government decided in 2016 to increase the number of students entering teacher education programs by licensing the opening of new teacher preparation programs in private and government higher education institutions and offering more scholarships for students to enroll in government and private higher education institutions. In addition, many reforms have taken place in order to improve the teaching caliber, such as increasing the financial perks, instating more rigorous recruitment criteria, giving schools more decision making authority, reducing teaching load, professionalizing teaching. It is still too early to measure the impact of such reforms on the profession. However, the requests from existing teachers for retirement have been on the rise but the government have been putting these on hold in order to avoid disastrous effects on teaching. What all of this indicates is the continuing gap between demand and supply for many years to come.

The present study took place at Sultan Qaboos University (SQU) in the Sultanate of Oman. SQU is the first and only government university in the country. It has an annual enrolment rate of more than 3000 students spread across nine colleges. This is the largest enrollment in any single higher education institution in the country. The College of Education at SQU is one of the oldest colleges on campus. It was among the first colleges when the university was opened in 1986. The teacher preparation program at SQU is oldest and largest in the country. The enrollment number has recently increased from 300 in year 2014-2015 to more than 400 students in 2016-2017 in order to meet the dire demand for more teachers. In fact, the number would have gone higher if resources were available. The College of Education offers nine different majors, namely Arabic language, English language, Science, Mathematics, Islamic Education, Physical Education, Art Education, Early Childhood, and Educational Technology. There is an equal gender representation in most of the majors. The teacher preparation program lasts four years during which students earn 120 credit hours. Students take courses in foundations of education, subject area, teaching methods, psychology, etc. and receive a bachelor degree in education. The SQU teacher preparation program was recently accredited by the Council for the Accreditation of Educator Preparation (CAEP) in the USA in 2016. All the nine majors were also accredited by the specialized accreditation associations in the

USA in the same year. This certainly reflects the high standards the college maintains.

Sample

The sample for the study consisted of 464 (29%) students out of 1614 registered students in the nine teacher preparation programs at the College of Education at Sultan Qaboos University in year 2016-2017 when the study was carried out. The students were chosen randomly as intact classes but considerations were given to gender, major and year of study as potential factors in the study.

Instrument

The students answered a questionnaire prepared by the researcher (see Appendix 1). The questionnaire consisted of two main parts, one on demographic information (gender, major and year of study), and another on students' attitudes towards teaching. The second part about attitudes contained several questions about students' intentions with regards to teaching and other employment plans. There was also a final question about what the College could do to allure students into the teaching profession. The questionnaire was validated by a group of professors at the College.

Data Analysis

Data from the closed items of the questionnaire was analyzed using the statistical package SPSS in order to calculate the frequencies and percentages as well

as the relationship between the students' responses to the different questions through cross-tabulation and Chi-Square tests. The qualitative data was analysed manually by identifying common themes and eliminating repetitions in the students' responses to the questions.

RESULTS

As mentioned earlier, 464 students participated in the study. There were 144 (31%) males and 315 (67.9%) females (five students did not indicate their gender). The students represented nine majors with the English major being the highest, 80 students (17.2%), and the early childhood the lowest, 22 students (4.7%). This reflects the disproportionate enrollment numbers in the nine majors. With regards to year of study, the majority of the students, 199 (43.7%) were in their fourth year, 126 (27%) in their third year, 91 (20%) in their fifth year, and the remaining students were thinly scattered across the first, sixth and seventh years at the time of data collection (Fall and Spring semesters of 2016-2017 academic year).

Moving to the questions about intention for teaching at admission, the results showed that 342 (73.9%) of the students intended to become school teachers when they joined the College while 121 (26.1%) did not. The students gave different reasons for wanting to become teachers. Some students had "the passion for teaching" while others saw it as their duty towards educating people and equipping them with the skills they need" and saw teaching as the best way to "improve societies". Others noted that teaching "fits

their abilities and interests". Other students were allured into teaching because of their love for the subject matter. This was especially the case with the mathematics students who stated their plan to "make school kids love mathematics through fun activities". It was also true with the majors that require specific physical skills or certain talents/interest such as physical education, art education and educational technology. One educational technology female student even said that she "liked the subject more than the job". An interesting comment was made by a second year male Arabic major student who was apparently not satisfied with his school teachers' teaching approach said that he wanted to become a teacher in order to "to show school teachers the right approach to teaching and make the Omani student love learning and the school". There is a group of students who focused on the practical aspects of teaching, such as "working in an all-lady work environment", "comfortable for women", "being close to home", "availability of jobs", etc. A few students had dreamed of becoming teachers since childhood. Some students were already thinking ahead and thought that teaching would give them the opportunity to "pursue higher education". Others were inspired by their high school teachers, as is the case with a fourth-year English major male student who said: "I had really great teachers when I was studying in the school and I wanted to be like them, I want to make a great teacher and make a change". A few students chose teaching upon their parents' wish. This is not atypical in such

a conservative society where some parents tend to dictate what career options their children, especially females, should pursue. One science major second year female student saw her mission as to “to change the disillusion that learning is difficult and that knowledge is the result of rote learning”, while another student wanted to produce “school children who are great thinkers”. They saw teaching as a social responsibility to “to change children’s attitudes towards school” and “produce responsible citizens”.

The 26.1% of the students who did not have initial interest in teaching also offered their reasons. Some saw it as a “routine and boring job”, while others did not think they had “the confidence to stand in front of children and speak fluently”. Other students mentioned other hurdles such as “tedious job”, “lack of societal appreciation”, “unfair school policies” and “scarce employment opportunities”. Other students blamed “the magnitude of non-teaching responsibilities teachers are tasked with”. Parental influence was evident in many of the students’ responses. Many of the students stated that they entered the profession due to pressure from their families and that they did not particularly intend to become teachers.

The researcher ran cross-tabulation to look for significant differences in the responses based on major, year of study and gender. There were a few variations in the responses, but these were not significant according to the Chi-Square test. However, it is worth pointing out the noticeable, though not significant, difference between male and female students. More than 50% of the students who said they had the intention for teaching were females compared to 24% of the males, as shown in Table 1.

The students were then asked if they had changed their mind during the course of their college study. 109 (23.6%) of the students indicated that they changed their mind compared to 353 (76.4%) who did not. The difference between those who changed their mind and those who did not was found to be significant, according to the Pearson Chi-Square test, $\chi^2 (1, N = 461) = 93.10, p < 0.001$. In order to determine the direction of the change in students’ intention, the researcher grouped the responses to Question 2 and Question 3 in the questionnaire into four categories, as shown in Table 2.

Table 1
Intention for teaching by gender crosstabulation

		Gender		Total
		Male	Female	
Intention for teaching	Yes	109	230	339
	No	34	85	119
Total		143	315	458

Table 2

Coding for direction of change in intention

Code	Nature of change	Explanation
1	Negative	The student initially intended to be a teacher but later changed his/her mind.
2	Neutral negative	The student did not intend to be a teacher from the start and did not change his/her mind later.
3	Neutral positive	The student initially intended to be a teacher and did not change his/her mind.
4	Positive	The student did not initially intend to be a teacher and then changed his/her mind.

The results showed that the neutral positive change was the highest among the four (64.9%) as shown in Table 3. That is to say, the students who initially intended to be teachers maintained the same interest over the course of their study. The other three trends scored consistently low even though the positive trend was slightly higher (14.5%) which signals that a reasonable fraction of the students developed interest in the profession at some stage in their academic study.

The researcher then compared the figures in the four trends by gender and major but did not find any significant differences between them. This means that the trend of change is not affected by gender or major.

When asked about the reasons for change in intention, the students cited many different ones. The students who were not initially going to enter the teaching profession and later changed their mind during the course of their college study gave different reasons for the change. Some said

Table 3

Results of direction of change in intention

		Frequency	Valid Percent
Valid	1.00	42	9.1
	2.00	53	11.5
	3.00	299	64.9
	4.00	67	14.5
	Total	461	100.0
Missing	System	3	
Total		464	

that the college courses gave them better understanding about teaching and learning. They also “acquired new knowledge and skills in their major”. Others commented that “the university life helped overcome fears about standing in front of students”. There were also students who said they realized their “potential to deal with school children”. Other students praised their college faculty for helping them realize their potential as prospective teachers. Field experience and teaching practice were also mentioned as factors causing students to love teaching.

Conversely, there were those who were originally planning to become school teachers but later changed their mind. The reasons given for the change are: “the challenging and boring nature of the educational courses”, “after realizing that the teacher has many responsibilities on his shoulder and it is a big trust at the same time”, “the changing nature of the job market where teaching has become less attractive”, and “inability to deal with students of this generation”. One English major fourth year male student commented: “the change was not due to changes in my opinion about teaching but rather to the difficulties we encounter in our studies to earn the degree”.

The students were then asked to indicate the year they changed their mind. The results showed that the change has occurred largely in the second 33.7% or third year 36.5% with a small percentage in the first or fourth year, 12.5% and 14.4% respectively, according to the students' responses.

The students were asked to list alternative jobs if they did not intend to become teachers. The alternative jobs differed according to the major. For example, the Arabic language students suggested “translator” and “editor”. The science majors mentioned jobs such as “laboratory specialist” and “astronomer”. The educational technology majors mentioned “computer programmer”, “computer technician” and “graphic designer”. Other students wanted to teach but, in the military, or at the university level.

In response to the question about whether they would advise a friend or a relative to enter school teaching, 84.6% responded positively and 15.4% negatively. However, it was interesting to note that many of the students who did not intend to become teachers said they would advise friends and relatives to join the teaching profession. This could mean that while they value the importance of teaching and see it as a “noble job”, “as a means to improve nations” and “it is the basis for other jobs”, they did not think they themselves had the interest or ability for teaching while at the same time they would advise more capable individuals to do it. Some of the students would not advise others to join teaching because it is a “daunting and challenging job”, “routine job”, and “unrewarding”. Others seemed reluctant to give any clear advice because they felt that it should be a personal choice. Generally speaking, many of the respondents were aware that teaching requires certain qualities and personality type. For them, teaching requires:

1. perseverance
2. flexibility
3. adventure
4. interest
5. ethics
6. a sense of responsibility

The last question in the questionnaire asked for suggestions for improvements in the teacher preparation program at SQU. The students offered many suggestions which can be categorized into the following groups:

1. Teaching methods: use variety, use innovative methods and do not depend on memorization and recall, give practical examples

2. Degree plan: reduce course load, focus on practice more than theory, dropping irrelevant courses, focus on local issues

3. Assessment: Focus on understanding more than memorization, reduce assignments and eliminate irrelevant assignments

4. Focus on practice: increase teaching practice, involve students more in classroom work during teaching practice, re-instate microteaching, build model school on campus,

5. Student involvement: seek student feedback on course content, delivery and assessments

6. Admission criteria: use strict admission criteria to improve quality

7. Relationship with students: college faculty should be more approachable and modest)

8. Attracting more students to the program by raising awareness about the role of teachers in the society.

DISCUSSION

The results have shown that more than two thirds of the College of Education students plan to join the teaching force in public school. These students seem to be genuinely interested in the profession. In many cases, the students' attraction to teaching stems from their love for the subject. Some of the students wrote that they were not dissuaded by the demanding nature of teaching and noted that in fact that this acted as an incentive for them to choose teaching as a career and accept the challenging nature of the job. This is similar to the findings by Richardson and Watt (2006) whose respondents also rated intrinsic value for teaching, the desire to make a difference in the society and interest in working with children, as the highest motivations for choosing teaching as a career among students in three universities in Australia. It was gratifying to see that the students who expressed interest in teaching gave intrinsic reasons, such as 'love for teaching', 'passion for working with children', 'serving the community' and focused less on the financial aspect of it. This is in contrast with Egwu's (2015) study where students' views towards teaching were primarily motivated by extrinsic factors.

The female students appear to be more likely to consider teaching than male students because of the social factors where teaching is seen as the most appropriate job

for women as they would not have to mix with men, could find a job close to their home, etc. This was evident in the responses of the female teachers who see teaching as a better fit for their social responsibilities, compared to their male counterparts who see it as a job. This reflects international concerns about the lack of males entering the teaching career (Carr, 2004; Richardson & Watt, 2006).

However, the results showed that there is a relatively large percentage of the students (26%) who are reluctant to do so. This is higher than percentage reported by Alkhateeb (2013) in Qatar which was 15%. As a dynamic profession, teaching requires a positive attitude. The teacher's effectiveness depends largely on how he/she feels towards the learning and teaching. The students cited many factors that kept them away from teaching some of which are hurdles inherent in the challenging nature of the teaching profession. As Chapman et al. (2012) put it, "if teachers remain in teaching because they lack employment alternatives, it can result in disillusioned teachers which can translate into lower quality instruction".

Given the context of this study, the resentment to teaching among about two thirds of the education is alarming. SQU is the only government university and it contains the largest teacher preparation program in the country. Admission is very competitive and the country is in dire need for school teachers. Theoretically speaking, students are admitted into the program based

on interest, national needs and resources available. Thus, when students join the teacher preparation program it is expected that all or at least the vast majority of them will enter teaching. However, this does not seem to be the case here, at least based on students' intentions. The relatively high percentage of students who are considering not to enter the teaching profession is worrying. Many do not seem to be interested in teaching and use the certificate as a springboard for other jobs.

Teacher preparation programs tend to be very expensive and complicated to run due to the many and different players involved, but the expenses and the efforts could be justified if they are going to be effective in producing highly qualified and committed teachers who will subsequently help produce well educated citizens. Still students' aversion to teaching is likely to result in waste of resources and can badly affect the quality of education. In addition, unemployment among Omani youth is on the rise, approaching 44,000 job seekers in 2017 (National Center for Statistics and Information, 2017a). While certain sectors have become saturated, there is great potential for employment in the education sector. The number of expatriate teachers in government schools alone has reached 9,392 out of the total number of 56428 teachers in year 2016-2017 (National Center for Statistics and Information, 2017b). It is important that these teaching jobs are replaced by competent and highly

enthusiastic and committed individuals. It is known worldwide that teacher recruitment and retention are permanent problems in many countries around the globe (Cochran-Smith, 2004).

There are clearly various factors that influence students' decisions. These range from personal perceptions and experiences about one's abilities, to economic and financial and social factors and finally school-related factors. The students' views seem to change overtime. The study also showed that at this early pre-service stage, prospective teachers realize the enormous responsibilities bestowed on school teachers and that has made some of them reluctant to join the profession. The students believe that the schools will not provide them with favorable work environment where they could flourish and prosper. Other students are concerned about the amount of voice they will have in the school.

Furthermore, the students raised concerns about some perceived weaknesses in the teacher preparation program. Based on the students' responses, there seems to be a gap between theory and practice. The students demanded that college courses address contemporary school issues. This discrepancy between what is covered in college courses and school curriculum can lead to confusion. Other students expressed concern about assessments in content courses that encourage memorization and recall. These practices undoubtedly convey to students the wrong message and they may in fact contradict what the school curriculum requires. Other students reported

that they experienced difficulties in their college studies and this led to their change of opinion about teaching. Such students need counseling. This calls for the evaluation of the effectiveness of the academic advising system and the extent to which it is effective in identifying such students and alluring them to teaching.

In addition, some of the students pointed out the negative experiences they had at school and college. The public school experience has taught these students that teaching is not stimulating. The students were influenced by the poor practices of their former school teachers who were not creative and simply followed the teacher's manual, as was pointed out by a number of respondents. School teachers have to act as good role models because their behavior clearly influences the students who may consider to become their successors. The same applies to college faculty who are seen as role models and a source of inspiration for future teachers. The learning experience plays a major role in shaping one's attitudes and perceptions which are essential ingredients for creative, innovative and interactive teaching. As Andronache et al. (2014) put it, "... teaching profession attitude is an important variable because it can seriously influence the effective manifestation of knowledge and skills appropriate to teaching profession".

In some cases, the students' aversion to teaching was influenced by the views of the society. One example of this was among the females students reported being forced into the profession as a few of them indicated

that they joined the teacher preparation program at their parents' will and they did not originally intend to become school teachers. Oman is certainly one of those cultures where parents tend to have a great influence in their children's choice of teaching as a job (Hall & Langton, 2006).

In Oman, many reforms have taken place in order to improve the teaching caliber, such as more rigorous recruitment criteria, and giving schools more decision making authority. However, there is still reluctance among some local youth to enroll in the teaching profession. Efforts have to be made to win the minds of these students so that the gap between demand and supply be closed more effectively. Different measures should be taken to improve the image of teaching and lure more people into the profession. Higher salaries alone do not result in long lasting changes in people's perceptions about the social value of teaching even though in some cases such financial benefits may have a short-term impact which may not last for very long (Watt et al., 2012).

CONCLUSION

The study has shown that while many of the students have the intention to join the teaching force, a significant portion of them do not. It is of paramount importance that the views of these prospective teachers are sought to explore their level of interest in the profession so that preventive measures could be taken (Lowery, 1920). The "initial commitment to teaching is an important predictor of both job satisfaction and

retention" (Chapman et al., 2012) especially at a time when teacher shortages have become a global issue. This and similar studies are important as an attempt in trying to understand the career expectations of these students as potential entrants to teaching. Despite being in the College of Education, student teachers are vulnerable to factors that can affect their decision. There is a range of internal and external factors that contribute to the positive and negative attitudes students have about teaching. School reform alone is not enough. Something has to be done to change the perceptions of prospective teachers. This is particularly important at a time when demand for school teachers is on the rise due to increase in student enrollments and high teacher attrition. People and the society need to be made aware about the realities of teaching and the crucial role teachers play in educating children.

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APPENDIX

Appendix 1: The questionnaire

Dear students,

I am collecting information about the College of Education bachelor level students' intention to enroll in the teaching profession in schools. Could you please answer the questions in this simple questionnaire?

Thank you

1. Please circle the right option.

Major	Islamic Education	Arabic Language	Science	Math	Social Science
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Major	English Language	Physical Education	Art Education	Instructional Technology
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Year of study	1	2	3	4	5	6	7
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Gender	Male	Female
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2. When you joined the College, did you intend to become a school teacher? Yes No Why/why not?

3. Have you changed your mind about becoming a school teacher? Yes No Why/why not?

If yes, at what stage of your study at SQU did you change your mind about becoming a school teacher?

4. If you do not intend to become a school teacher, what other jobs do you plan to take?

5. Would you advise a friend or family member to become a school teacher? Why/why not?

6. What could the College of Education have done to make you want to become a school teacher?

