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Factors that Influence Major Choice of Pedagogy of National and Foreign Languages Students at Santa Elena University, Ecuador

Factores que influyen en los estudiantes en la elección de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Estatal Península de Santa Elena

Ketty Vergara

kvergara@upse.edu.ec

<https://orcid.org/0000-0001-6340-2806>

Universidad Estatal Península de Santa Elena

La Libertad – Ecuador

Italo Carabajo

icarabajo@upse.edu.ec

<https://orcid.org/0000-0002-9592-1659>

Universidad Estatal Península de Santa Elena

La Libertad – Ecuador

Rudy Jonathan Párraga Solórzano

rparraga@upse.edu.ec

<https://orcid.org/0000-0003-3155-4826>

<https://orcid.org/0000-0003-3155-4826>

La Libertad – Ecuador

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Abstract

This study aims to determine the variables that affect the Pedagogy of National and Foreign Language Majors at Santa Elena University in Ecuador and what inspires young students to begin and complete this major. Quantitative research is used in this study. A survey in Google Forms was used to gather data, and multiple-choice questions included 100 students selected randomly from the UPSE Pre-university courses. They are members of both locations at the Villamil Playas branch and the UPSE headquarters. This study shows that most students are intrinsically driven to become English teachers because they enjoy the language. However, some of them were under family pressure. A sizable portion is determined to earn the major despite all odds. The students must complete a rigorous academic program, achieve CEF proficiency in English at level B2, and work on an educational project based on conducting research at various local institutions as part of their development as major students. Additionally, they get to work on a study case pulled from the classroom where they practice for their pre-professional jobs. To conclude this work, it is necessary to emphasize that while there are many alternatives based on careers like technology and environment, being an English teacher is among the students' choices in Santa Elena Province.

Keywords: major, intrinsic motivation, young students

Resumen

El objetivo de este estudio es determinar las variables que inciden en la Pedagogía de las Carreras de Lenguas Nacionales y Extranjeras en la Universidad de Santa Elena en Ecuador y qué inspira a los jóvenes estudiantes a iniciar y culminar esta carrera. En este estudio se utiliza la investigación cuantitativa. Para la recolección de datos se utilizó una encuesta en formularios de Google y preguntas de opción múltiple que incluyeron a 100 estudiantes seleccionados al azar de los cursos de Preuniversitario de la UPSE. Son integrantes de las ubicaciones de la extensión Villamil Playas y de la sede de la UPSE. Este estudio muestra que la mayoría de los estudiantes están intrínsecamente motivados a convertirse en profesores de inglés porque disfrutan del idioma, Por otra parte, algunos de ellos estaban bajo presión familiar. Sin embargo, una parte considerable está decidida a ganar la carrera a pesar de todas las probabilidades. Los estudiantes deben completar un programa académico riguroso, lograr un dominio del inglés CEF en el nivel B2 y, como parte de su desarrollo como estudiantes, trabajar en un proyecto educativo basado en la realización de investigaciones en varias instituciones locales. Además, tienen la oportunidad de trabajar en un caso de estudio que se extrajo del salón de clases donde practican para sus trabajos preprofesionales. Para concluir este trabajo, es necesario recalcar que, si bien existen muchas alternativas basadas en carreras como tecnología y medio ambiente, ser profesor de inglés se encuentra entre las opciones de los estudiantes de la Península de Santa Elena.

Palabras clave: carrera, motivación intrínseca, jóvenes estudiantes

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FACTORS THAT INFLUENCE MAJOR CHOICE OF PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES STUDENTS AT SANTA ELENA UNIVERSITY, ECUADOR

Since the fact that people need to be a professional in any field, students after secondary around the world have the choice of being part of a higher level of education at the university, it creates a deep sociology problem based on the nature of finding the future career appropriate, as the society demand as students' preferences. Many factors drive secondaries to choose the best career to have a job to survive in the near future, family influences their relatives who are or have been teachers, friends who are teaching currency, or even their interests or skills in the language, furthermore, the fact that learners are from a Spanish native language instead of English creates a barrier in their minds. It is essential to understand why students decide to study to become English teachers to lead them in the right direction and inspire them to pursue higher levels of study even in the face of challenging circumstances. This article focuses on whether the motivation to do it is intrinsic or extrinsic, based on knowing where the wish to choose the major comes from.

Intrinsic motivation is a behavior that is energized by the pleasure derived from engaging in the activity, Extrinsic motivation occurs when we are motivated to perform a behavior or engage in an activity to earn a reward or avoid punishment. (Gulatee & Combes, 2022).

In this way, the present study focused on identifying the factors and determinants that influence the professional career choice of a sample of pre-university students who are ready to start their studios to get a major as English teachers. This group of students has great expectations to reach their goal as soon as possible, to help their families and earn a salary that helps them to improve their economic situation and reach a job for the rest of their lives.

METHODOLOGY

The study's methodology was a descriptive survey. One hundred sixty-five students who completed the Pre-university course at Universidad Estatal Peninsula de Santa Elena made up the target population. 100 students were chosen randomly from UPSE's main office and a branch in Villamil Playas for the sample size. Systematic sampling based on the class registers was used to select the actual participants for the study. Data to obtain a rate were collected using structured questionnaires consisting of questions on a 5-point Likert scale. The method was quantitative data presented using multiple-choice questions. It was sent via Google form. A digital tool like Google Forms is a web-based program used to create forms for data collection purposes (Sadiyani, 2022).

The survey was created using three multiple-choice items. The most important question is the one. It had twelve possible answers based on elements affecting a student's decision to pursue a particular career. These were: family, friends, curriculum, career costs, interests, social standing, teachers, salary, employment stability, skills, and the fact that the student could not choose a career. The second one was based on the level of satisfaction students feel after completing the pre-university course. The third question focused on determining the level of commitment students got to reach their major, considering that they are intrinsically motivated. The number of participants in the survey was 100, from a total of 165 students. They were chosen at random to get a more precise result.

FINDINGS

Main Factor of motivation to choose the majors

The results of the survey's application were highly intriguing. Only the first three answers with the highest level are mentioned in the results, showing that 52 percent of the total number of students chose to study Pedagogy National Foreign Languages because they were intrinsically motivated and liked and enjoyed the language. Another group has made this profession choice because of how inexpensive it is. The following mayors stated that 8% of their constituents had an extrinsic drive, such as their families;

Many parents wish that their children should be successful in their careers.

They hope to see them go into an occupation that will bring joy and growth. The other choices were not mentioned because they did not achieve the required 1%. Because of this, the results are based on the three most often mentioned responses. (Onoshakpokaiye, 2022)

Level of satisfaction after students have chosen the career

(Ismail et al., 2022) Motivation and competence have a considerable detrimental impact on job satisfaction and performance.

When asking students about their satisfaction level after choosing a career, the participants mentioned that 50% were satisfied with their decision, and 45% were delighted. Just 5% expressed that they were low satisfied. It is understood that students are highly pleased with their choice.

Level of commitment to finish the career

(Tri et al., 2022) Career commitment can be defined as employees' engagement with their job and profession. However, employees committed to their organization are not necessarily committed to their careers. In other words, individuals with career commitment tend to focus more on their career than their organization.

Checked question 3, it was possible to identify the level of commitment to finishing the career to get the major is 80 percent. The second most answered option was 16 percent, and finally, the rest of the answers were inferior, which means students are determinants to get their bachelor's degree in this major.

Table 1

Survey results

I am a														
Man				Woman				Other						
78				21				1						
I study in														
UPSE La Libertad						UPSE Playas								
33						67								
What motivated you to choose the PINE career as a profession?														
Relatives	Friends	Counselor	Own interest	Cost	Curriculum	Social prestige	Previous teacher at school-high school	Salary	Employment stability	Skills in the language	I did not have any other option			
9	2	0	38	1	7	1	13	0	5	20	4			
How satisfied are you with PINE as your choice to study at the University?														
Very satisfied			Satisfied			Little satisfied			Dissatisfied					
52			43			0			5					
On a percentage scale. How committed are you to completing your degree, despite the challenges that arise during your studies?														
100%			75%			50%			25%			10%		
65			22			8			4			1		

DISCUSSION

In the literature, we can find different definitions of intrinsic motivation, to analyze and better understand the reasons why young people choose Pedagogy of National and Foreign Languages as a career, intrinsic motivation is defined as “the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures, or rewards”. (Oudeyer & Kaplan, 2009) it is stated, “the desire to engage in an activity because one enjoys, or is interested in, the activity” (April, 2018) since the fact that students like the language and also they want to teach it, it is the main factor to choose the career.

Duckworth (2007) individuals high in need for achievement pursue goals that are neither too easy nor too hard, individuals high in grit deliberately set for themselves extremely long-term objectives and do not swerve from them— even in the absence of positive feedback. (pág.1087)

People who love doing something are intrinsically pushed to develop any activity based on their commitment, the personal willingness to have a better life, performance a high level of satisfaction generated since their well-done job, and the aspiration to be promoted in order to reach a better salary which helps them accomplish with their purposes.

Parental influence in the choice of a career, extrinsic motivation

Since the fact that a group of students was influenced by family members “Parents play a significant role in this case as they pressure career choice of their children in many ways such as

direct inheritance and the condition of apprenticeship or role model" (Humayon et al., 2018). "A child's occupational aspiration is most likely to be influenced by the parents' profession," said (Kazi & Akhlaq, 2017).

The nature of the relationships and interactions established between parents and children constitute the foundation of the vocational exploring process. The quality of parent-child relationships, open communication, the support offered, and trust, can influence exploring activities, vocational aspirations, plans, and the perception of barriers that may occur in choosing a career. (Palos, 2010) based on these research works it can be said that parents can influence their children's career choices.

(Nwoka et al., 2022) cited Mopson and Hayed and cited in Uba (2013) stated that parents and family play a vital role in occupational choice of youth and since the child has grown up among these people, he is likely to imbibe some of their values and ideas which will be reflected on his choice of career

Career low cost

Based on the low cost of the career, (Lent et al., 2000) stated that it can be a positive factor that influences students to make a decision, however, if it is taking into consideration that Santa Elena is one of the poorest Province in Ecuador, it is comprehensible that this option can be an important reason why young people choose the major of Pedagogy of National and Foreign Languages as their profession. Even though they do not like the English language, and even they do not like teaching at all.

Employment stability

Since the fact that students were asked about employment stability, knowing that it is a positive aspect of teaching career in Ecuador, the participants were not encouraged by this factor, moreover it could be one determinant aspect of choosing the career.

Kim and Kim (2020) as cited in (Majekodunmi et al., 2022) posit that job security implies a process whereby an organization's human resource manager (management) crafts and implements employees' psychological safety policies, in such a way that employees get a sense of belonging and feel satisfied working in an organization.

Counselors influence to choose of a career

(Sutiman et al., 2022) argue the influence of the social environment and counseling guidance are also crucial factors that affect students' stability in making career decisions after graduation, however, in this specific case, it did not happen, taking into consideration the result of the question provided whose answer was absolutely zero. Beyond the result of this question it is crucial think about the work vocational oriented are doing in the high schools from Santa Elena Province.

Influence of previous teachers to choose a career

(Irene et al., 2022) teaching motivations can change during initial teacher education and they can be influenced by in-school opportunities to learn. The students' answers reflex that some of them were influenced by English teachers at early edges, (P, 2022) The decision to choose a particular career path may also be influenced by the experiences and viewpoints of others, known as normative beliefs.

As the matter that students show a (Yağan, 2022) states that the job motivation of the teacher refers to the motives and impulses that cause people to choose to become, remain, and leave the profession. In addition to the teacher's working conditions, the perception of duty that enables them to act according to a normative program also determines work motivation. (Yağan, 2022)

CONCLUSION

To sum up, based on students' desire to learn a new language, this article analyzes the elements that affect their decision to major in Pedagogy of National and Foreign Languages at UPSE. Since the students are not imitating their relatives' actions or even taking their financial status into account, the effect of the familiar is not a topic of discussion in this decision. Their familiar connections served as their motivation. Finally, it is intriguing that UPSE students genuinely enjoy their choices. However, they struggle with the English language and loathe teaching. The finest aspect of this research project is discovering how dedicated they are to finishing.

This article determines the factors that influence students at UPSE to choose Pedagogy of National and Foreign Languages as their profession is based on their interest in learning a new language. Even though they do not handle the English language and even they do not like teaching at all. Owing to the familiar influence is not a point of discussion in this choice because the students need to follow their relatives' steps, not even considering if they have a good or bad economic situation; what motivated them is out of their familiar links.

The best finding of this research is that UPSE students are highly committed to finishing their careers and becoming the best English teachers ever. It is interesting to see that UPSE students enjoy what they pick. Based on the solid level of interest among potential English

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