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Motivation of Students for Teaching Career

Daniela BOBOCEA[1],

[1] University of Bucharest, University "Dunărea de Jos" of Galați

Abstract: The contemporary European context foreshadows many challenges for young people who want to pursue a teaching career. Our study is of interest in the initial preparation for the teaching career of students who have experienced online school and who are required to reconfigure their training in the direction of solid skills, especially digital. Opinion polls reveal a demotivation of students towards school learning, a fact amplified by the Coronavirus pandemic that fundamentally changed the development of the educational process. University departments that train teachers have struggled to provide high-quality training due to the limitations of the pandemic. In the perspective of similar challenges, the initial training of teachers is much more intensely calibrated to the technological needs of education. Requests to increase the quality of education that depend on the quality of teachers are imperative. This study is conducted to find out the opinion of future teachers about the training requirements for the teaching profession. The aim of the study is to survey among young people preparing for teaching careers their motivation for learning in the context and in the perspective of professional teaching standards. The methodology includes recruitment, sampling and application of tools. We used opinion questionnaires to identify the reasons for choosing the initial training in the educational field and the awareness of the difficulties and standards required by this profession. The conclusions of the article indicate that the reasons for choosing a teaching career are diverse, associated with individual options and a superficial knowledge of a teacher's skills.

Keywords: *initial training, teaching career, motivation, digital skills, university education*

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Introduction

Along with global challenges (economic crisis, energy crisis, Covid-9 pandemic, Russian-Ukrainian war), universities have found themselves in a position to reposition themselves as important social actors in addressing the imperatives of society.

The European framework of higher education is being reconfigured under the influence of numerous structural, conceptual changes related to the procedural-functional paradigm. The preoccupations of curricular innovation, the modern pedagogical approaches, the implementation of the projects of cultural interconnection are the requirements of a society whose current evolutions become the premises of the change in education. In Romania in recent years there have been, among many measures that have proved more or less reliable, concerns for increasing the quality of education. The standardized tests placed the Romanian students in barely satisfactory places, registering low levels of functional literacy and numerical skills. At the governmental level, aspirations for the development of a structural, systemic design, focused on competencies, the configuration of a student-centered educational process have emerged. Global attempts to remain competitive in a competitive education market have led universities to reinvent themselves, preparing in advance for the post-Covid period. It has become necessary to reorient towards flexible, competitive educational offers, focused on the increasingly diversified needs of young people. The priority is to create a transnational, inclusive educational environment that ensures equal opportunities and access to education, addressing modern learning techniques. The digitalization of higher education is a strategic concern for Romania, the context of the online school of the last two years offering the perspective of the future skilled digital professional, able to solve pressing problems, to connect and cooperate in real time. Digital competence in the current educational landscape is an indispensable variable in public policies of education and technological innovation. The experiences of the online school, hybrid, blended learning represented serious challenges for both teachers and students. Many difficulties have been overcome; others have led to abandonment.

The methodological dimension

The aim of our study is to identify the relationship between socio-educational requirements and the reality in Romanian higher education

classrooms. At the methodological level, the opinion of the students from „Dunărea de Jos" University in Galaţi towards the requirements of a digital society from the perspective of initial training in the teaching career is investigated. I used an opinion questionnaire. It is a certainty and a professional standard digital competence for any teacher today. The subjects of our investigation are students who are preparing for a teaching career. The relevance of the topic of our article is found in the fact that exists today in most educational institutions that have operated online or hybrid due to the pandemic. Many pupils and students complained about insufficient training, lack of interest, attention for different reasons. This aspect is all the more important if we refer to the students who are preparing for the teaching career in the presented conditions and who have to develop new digital skills and approach to learning in a blended learning manner.

Literature review

The analysis of the specialized literature represented the initial stage in the approach of this study. The interest for research on what motivates people in choosing a teaching career is not a new element, being found in numerous studies and investigations. Some of the articles, which are also landmarks in educational research, are research conducted in the interwar period and after World War II.

Research and studies related to the teaching profession

The teaching profession was associated with well-being and the pleasure of teaching and considered a central occupation in developed countries USA, Germany, Australia. At the same time, research shows that in these countries and in developed European countries (UK), the process of recruiting and retaining teachers in the system for a long time are problematic elements that these states have faced (Johnson & Birkeland, 2003; Liu et al., 2000; Preston, 2000; Ramsay et al., 2000; Sargent, 2003).

Students in the teacher training departments relate to the teaching profession more strongly on the verge of graduation, becoming aware and strongly analysing the moment of their entry into the profession. They strongly perceive the mental support they receive both during the initial training and during the beginning or internship (Rots et al., 2007).

Awareness of the standards and competencies that the teacher must have been factors that influence both the choice of teaching career and, especially, the maintenance of the system and the self-efficacy of the future teacher. A recent study conducted in Germany showed that career

exploration and self-efficacy of decision-making, the factors that determine them, emotional support, pedagogical practice and teacher motivation condition the decision in teaching career (Wolf et al., 2021). The studies performed did not register a stronger relationship between seniority in teaching career and intention to stay in the system (Goodwin, 2016), an opinion that is in antithesis with a preliminary study on motivation for teaching career and maintenance in the system that shows that motivation for the didactic backwardness seems to increase with the aging of the subjects (Anghelache, 2015). There are a multitude of factors that shape the variable motivation in choosing a teaching career (Handayani, 2016; Katz & Shabar, 2015): age, gender, previous studies, personal experiences, professional experiences, economic environment, financial expectations.

Maintaining teachers in the system is an important aspect for each state, career fidelity increasing the quality of teaching and streamlining the educational process. A teacher who stays in the education system for a long time seeks to be continuously trained, to access professional development programs, to reach professional levels that validate his professional status and to offer him an increased financial motivation. However, years of work or previous experience are not a general predictor of the efficiency and retention of teachers in the profession (Goodwin et al., 2019).

Some studies have used the Factors Influencing Teaching Choice scale as a method of investigation, a scale that was developed and developed in Australia, then linguistically and culturally adapted in Norway, Germany, USA, Australia. In 2012 Watt et al. conducted an international comparative study using the FIT scale. The results showed that the motivations for choosing a teaching career are similar in the situation of most of the respondents, differences being registered depending on the culture of the countries of origin. Tomšik (2016) shows in a study that the reasons why young people choose a teaching career are grouped into subscales: extrinsic, intrinsic and altruistic. The research results showed that the influence of other alternative career choices was in a negative relationship with the interest and skills / experience that this career requires and students should have. A study conducted in Turkey on a sample of students (N = 1410) showed that the reasons for choosing a teaching career were mostly altruistic-intrinsic (Balyer et al., 2014).

The transition from the classical approach, on site, in which the teacher and students relate face to face in a controllable educational context to learning through digital platforms, at a distance, has generated questionable effects. In the pandemic context, teachers' digital skills have become a priority; at the same time the communication and teaching skills in

blended learning system. Subsequently, the uncertainty caused by the war in Ukraine that generated many crises (economic, energy, cybersecurity, military and geopolitical) caused effects in education. Until 2019, the approach of training future teachers in the direction of digital skills is part of innovative visions, many schools being increasingly interested in the development of technology and its application in the educational process. Initial and in-service teacher training has focused on information and communication technology (ICT) as a support in learning (Barton & Haydn, 2006; Dexter & Riedel, 2003; Tømte, 2013). The use of ICT by teachers in the classroom is a topic researched by a large number of studies (e.g., Almås & Krumsvik, 2007; Blikstad-Balas, 2012; Cox et al., 2004; Karaseva et al., 2013); exploring the idea that teachers' professional use of digital technologies and digital competence is different from that of other professions (Krumsvik, 2014). This point is emphasized in Krumsvik's (2011) definition of teachers' digital competence as "the teacher's competence in the use of ICT in a professional context, with good pedagogical-didactic judgment and awareness of its implications for learning strategies" and the digital formation of pupils and students (Krumsvik, 2014, pp. 44–45).

The pandemic context for the school represented the moment of reconfiguring the teaching profession from the perspective of digital skills, both students and teachers having difficulties in quickly adapting to the requirements of the online school. In many underdeveloped countries, distance learning has not produced the desired results due to the technical problems faced by both students and teachers: lack of devices, internet connection. A problem highlighted by the study subjects was the lack of traditional socialization in the classroom (student-student, student-teacher), which greatly hindered the learning process and greatly decreased academic motivation (Adnan & Anwar, 2020). Regarding the students who are preparing for the teaching profession, the access to the pedagogical practice was very limited, being facilitated only through the platforms. The clarification on the didactic strategies used in the model lessons, the affective-volitional aspects, the relationship within the groups of students were much diminished, affecting the didactic process. Communication with the mentor teacher was limited to exchanges of messages, telephone conversations, mentoring support and feedback being lacking (Kulikowsi et al., 2021). Having these experiences with negative effects in the training of future teachers will make it much easier for us to adapt the initial training in the teaching career so that we can easily face other future challenges.

By reviewing the literature, we identified several articles, studies and research on the motivation for teaching career from different perspectives.

The interest of our article is a new, relevant one, bringing additions that highlight the extent to which Romanian students are aware of current and future challenges of the teaching profession and are motivated to properly prepare to integrate and maintain in their teaching career.

Method

The objective of the study

The objective of our study is to determine the students' opinion regarding the teaching profession and the motivation in choosing this career, using as variables age, social status, gender, place of residence (urban-rural), level of education. We can see that the participation in the study was mostly from female students. Our research is empirical, without manipulating the variables and was conducted in May 2022, online.

The study questions are:

1.What is the academic motivation of future student teachers?

2.What is students' opinion of digital learning?

The choice of teaching career is an aspect with various personal motivations; whether they are intrinsic in nature (desire to pursue a career in education, passion for science, pleasure in working with children, etc.) or contextual (in response to guidance from family, friends or teachers), the reasons are directly related to the perception that students following a pedagogical training program have towards the teaching profession.

Methods

This study is a descriptive, non-experimental one. Regarding the evaluation and validation of this tool, the Academic Motivation Scale (AMS) is one of the most intensively used scales in studies and research conducted with adult subjects from academia. The version we use includes 28 items distributed in seven subscales (1-total disagreement, 7-total agreement) that describe the factors / dimensions that the theory of self-determination states.

The questionnaire, which belongs to Vallerand et colab. (1989; 1992; 1993), provides 28 answers targeting the following dimensions of motivation: intrinsic motivation - to know, achievement orientation, for stimulation; extrinsic motivation - identification, introspection, external regulation and the lack of motivation dimension. The validity of the construction was verified by analysis and confirmed by an adequate internal consistency. We set out to explore the position of students in the Department for Teacher Training at the University „Dunărea de Jos”,

Galați, Romania, to the challenges of training in teaching and their motivation in developing digital skills. We analysed the existence of digital content in the university curriculum as found in the current curriculum. At the department level there is an IT laboratory and the discipline of Information and Communication Technologies (1h course + 1h seminar) and Computer Assisted Training (1h course + 1h seminar). In order to identify the external factors that can correlate with the academic motivation for choosing the teaching career, we asked the students' opinion regarding the self-perceived digital competences.

The items analysed the following aspects:

a) types of devices used in academic activity;
b) learning platforms, e-Learning applications;
c) level of accessibility in using the internet;
d) time spent on devices / virtual space for academic activity;
e) time spent on devices / virtual space for relaxation;
f) the ability to use applications, extensions;
g) the ability to create and upload themes, papers, papers, presentations and their format on the platform;
h) the ability to create educational content for pedagogical practice, digital lessons;
i) the ability to design and carry out teaching activities in online or blended learning system.

Data analysis serves in drawing corrective directions and improving the curriculum, organizing digital training activities at a higher level according to professional teaching standards.

Sample

Recruitment of students was done by prior information on the study, participation being voluntary and using the method of randomization (we compiled a list of students who accepted participation in the study, we randomized their order and then chose every second name from the list). Each participant signed an informed agreement to participate in the study, their data not being disclosed and no physical or mental intervention on them. The sample includes 191 students. subjects in the study group who were between 20 and 50 years old, as follows:

Table 1 Distribution of ages in the sample

Ages	Percent
20 -29 years	69.9%
30- 39 years	23.3%
40- 49 years	6.2%
50 + years	0.5%
Media	M= 28.83

Source: Author's own conception

Data collection took place in May 2022, both physically and through Google forms. Regarding the social status of the respondents, 62.4% are unmarried and without children, 2.7% are unmarried but have children, 32.8% are married and have children. 2% have a different social status (divorced or widowed). Regarding the environment of residence, the proportions are somewhat balanced (57.5% of the rural environment, 42.5% of the urban environment). Having as a variable also the graduated studies, the group of subjects consists of 119 students with secondary education (baccalaureate diploma), 21 pedagogical high school graduates, 32 undergraduate students and 15 students with master studies. From the group of subjects, 139 follow the Pedagogy Program of primary and preschool education and 48 students are enrolled in other fields of study and follow the psycho-pedagogical module. Another indicator regarding the group of subjects is that 115 are in the first year of college and 76 are in the second year. The research covered the following stages: April-May 2022 – research design, selection (I1) and elaboration of tools (I2), building the research sample; application of the data collection tools; analysis, and interpretation of results.

Table 2 *Descriptive aspects of independent variables (JAMOVI 2.2.5)*

Descriptive

									Shapiro-Wilk	
	N	**Missing**	**Mean**	**Median**	**SD**	**Variance**	**Minimum**	**Maximum**	**W**	**p**
Gender	193	0	0.0674	0	0.251	0.0631	0	1	0.270	< .001
Graduated studies	193	0	1.2228	1	0.769	0.5907	0	4	0.781	< .001

Descriptive

	N	Missing	Mean	Median	SD	Variance	Minimum	Maximum	Shapiro-Wilk W	Shapiro-Wilk p
PIPP or the psycho-pedagogical mode	193	0	0.7409	1	0.439	0.1930	0	1	0.546	< .001
year of study	193	0	0.3834	0	0.487	0.2376	0	1	0.616	< .001

Source: Author's own conception

Results a):

For our study we used Academic Motivation Scale College (AMS-C 28), a 28-item questionnaire. The answer options are arranged in a 7-step Likert scale, where: 1 - total disagreement; 7 - total agreement (Vallerand et al., 1993). Why do you attend the courses of the psycho-pedagogical module / PIPP program? The questionnaire provides 28 answers targeting the following dimensions of motivation: intrinsic motivation - to know, achievement orientation, for stimulation; extrinsic motivation - identification, introspection, external regulation and the lack of motivation dimension. On the AMS questionnaire applied to the students in the sample, we performed statistical tests that would lead us to the validity of the measurements with Jamovi 2.2.5.

Table 3 *Model Fit Measures*

	RMSEA 90% CI				Model Test		
RMSEA	Lower	Upper	TLI	BIC	χ^2	df	p
0.0882	0.0767	0.101	0.814	-361	328	131	< .001

Source: Author's own conception

The analysis shows relatively good factor fit, with RMSEA of 0.08., χ^2= 328 și p < .001.

We statistically analysed the covariance of the factors that make up the questionnaire.

Table 4 *Factor Covariances*

				95% Confidence Interval			
		Estimate	**SE**	**Lower**	**Upper**	**Z**	**p**
Factor 1	Factor 1	0.635	0.1506	0.3403	0.931	4.22	< .001
	Factor 2	0.660	0.1257	0.4132	0.906	5.25	< .001
	Factor 3	0.271	0.0577	0.1585	0.384	4.71	< .001
	Factor 4	0.358	0.0760	0.2094	0.507	4.72	< .001
	Factor 5	0.477	0.0999	0.2814	0.673	4.78	< .001
	Factor 7	0.424	0.0836	0.2603	0.588	5.07	< .001
Factor 2	Factor 2	1.282	0.2551	0.7824	1.782	5.03	< .001
	Factor 3	0.309	0.0727	0.1666	0.452	4.25	< .001
	Factor 4	0.448	0.1029	0.2467	0.650	4.36	< .001
	Factor 5	0.449	0.1246	0.2052	0.694	3.61	< .001
	Factor 7	0.461	0.1005	0.2644	0.658	4.59	< .001
Factor 3	Factor 3	0.385	0.0666	0.2550	0.516	5.79	< .001
	Factor 4	0.301	0.0592	0.1848	0.417	5.08	< .001
	Factor 5	0.546	0.0836	0.3818	0.710	6.53	< .001
	Factor 7	0.412	0.0657	0.2827	0.540	6.26	< .001
Factor 4	Factor 4	0.260	0.0889	0.0860	0.435	2.93	0.003
	Factor 5	0.496	0.0988	0.3023	0.690	5.02	< .001
	Factor 7	0.393	0.0775	0.2411	0.545	5.07	< .001
Factor 5	Factor 5	1.341	0.1943	0.9600	1.721	6.90	< .001
	Factor 7	0.640	0.1053	0.4334	0.846	6.08	< .001
Factor 7	Factor 7	0.581	0.1185	0.3486	0.813	4.90	< .001

Source: Author's own conception

The statistical analysis for the covariance of the factors shows us that p is less than 0.01 except for F4 which obtains p= 0.003.

Table 5 *Internal consistency for dimensions*

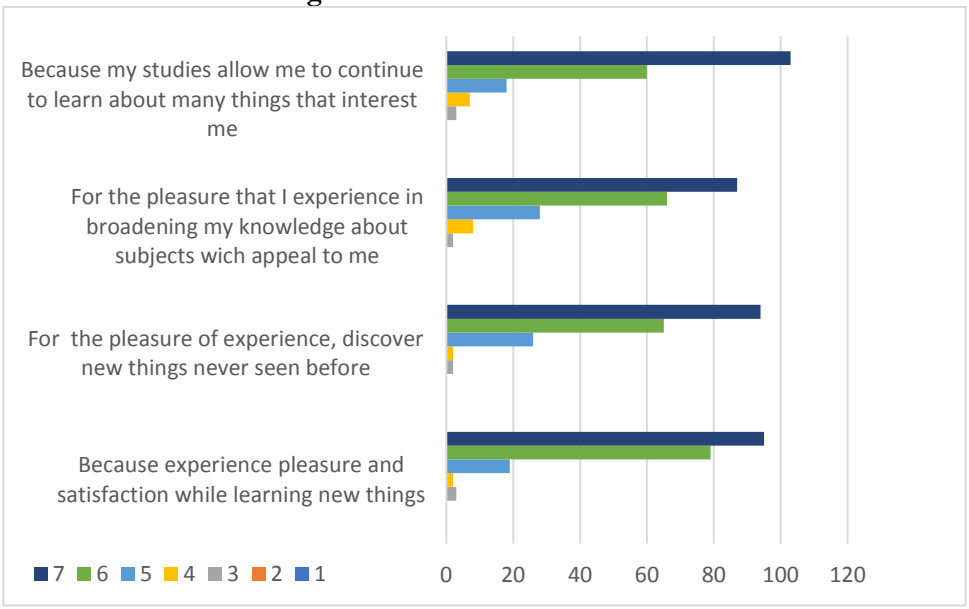
	Group	IMse	IMa	IMk	EMidr	EMintr	EMer	A
Cronbach's alpha	C	0.712	0.779	0.795	0.618	0.606	0.767	0.773
Ordinal alpha	C	0.71	0.76	0.79	0.59	0.66	0.76	0.79

Source: Author's own conception

Consistency of factors - Cronbach's Alpha values ranged from 0.60 to 0.79, slightly higher than ordinal Alpha values, which ranged from 0.59 to 0.79.

1. To the question "Why do you attend the courses of the psycho-pedagogical module / PIPP program? The questionnaire provides 28 answers targeting the following dimensions of motivation: intrinsic motivation - to know, achievement orientation, for stimulation, extrinsic motivation - identification, introspection, external regulation and the lack of motivation dimension.

Figure 1 *Intrinsic motivation - to know*



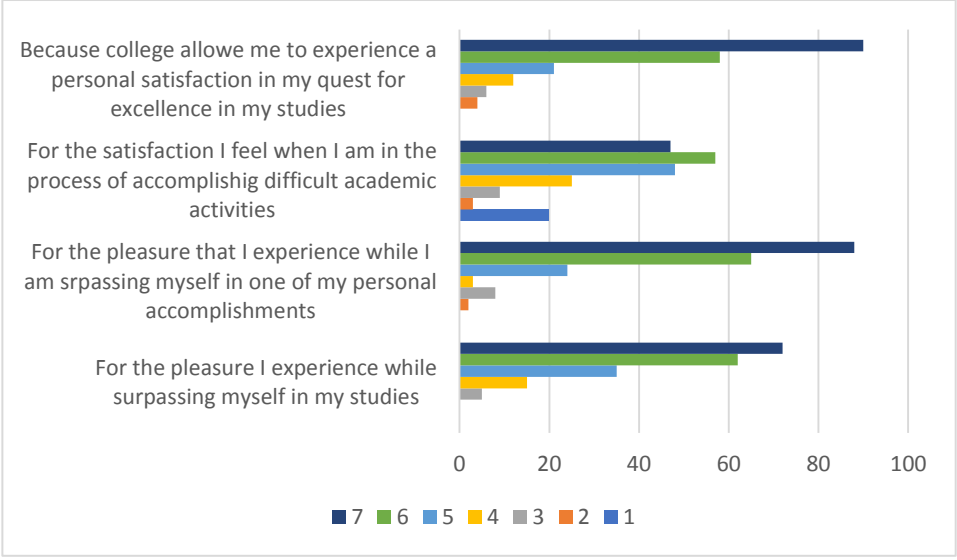
Source: Author's own conception

The internal dimension of motivation that describes the interest in knowledge has an average of 6.39, which shows that the level of motivation

is high in the formation of cognitive skills necessary for the teaching profession.

2. Regarding the factor of internal motivation - orientation towards achievements, we recorded an average of 5.89 scores, which indicates a modern level of agreement of students with the dimension of academic achievement in the teaching profession.

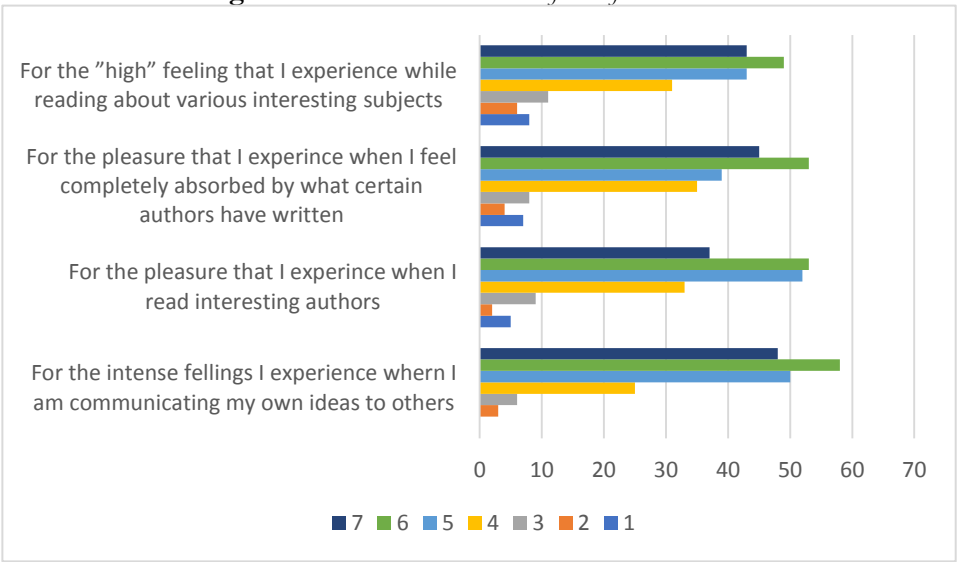
Figure 2 *Intrinsic motivation - orientation towards achievements*



Source: Author's own conception

3. The intrinsic motivation factor for stimulation recorded an average of 5.53, this dimension being an important aspect that students take into account in choosing the teaching profession.

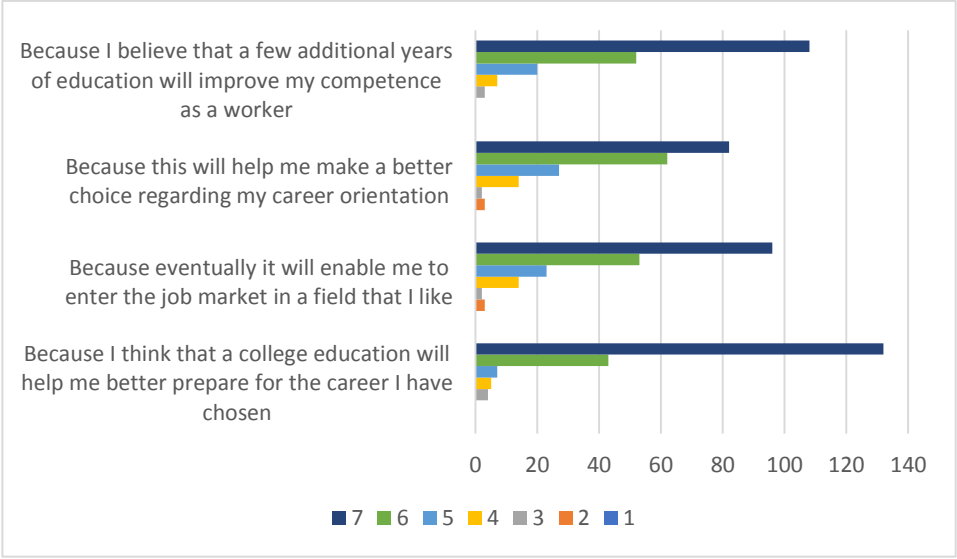
Figure 3 *The intrinsic motivation factor for stimulation*



Source: Author's own conception

4. The extrinsic motivation-identification factor records an average of 6.29 scores, the size being in accordance with the interests and motivation to identify with the roles that the teaching career implies.

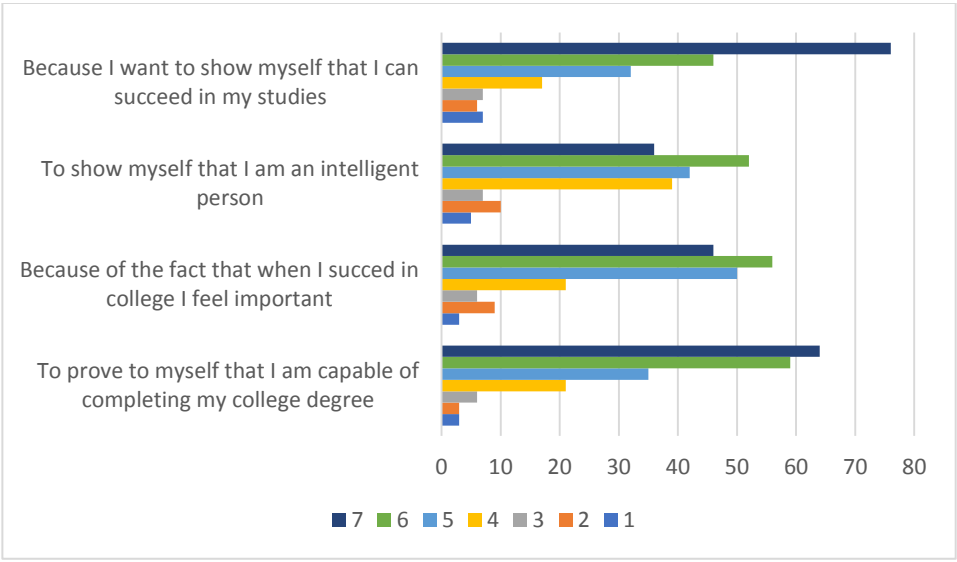
Figure 4 *The extrinsic motivation-identification factor*



Source: Author's own conception

5. The extrinsic-introjection dimension, described by the 4 items, is represented as a motivating factor for the students in the sample. the average score is 5.38, just above the moderate agreement.

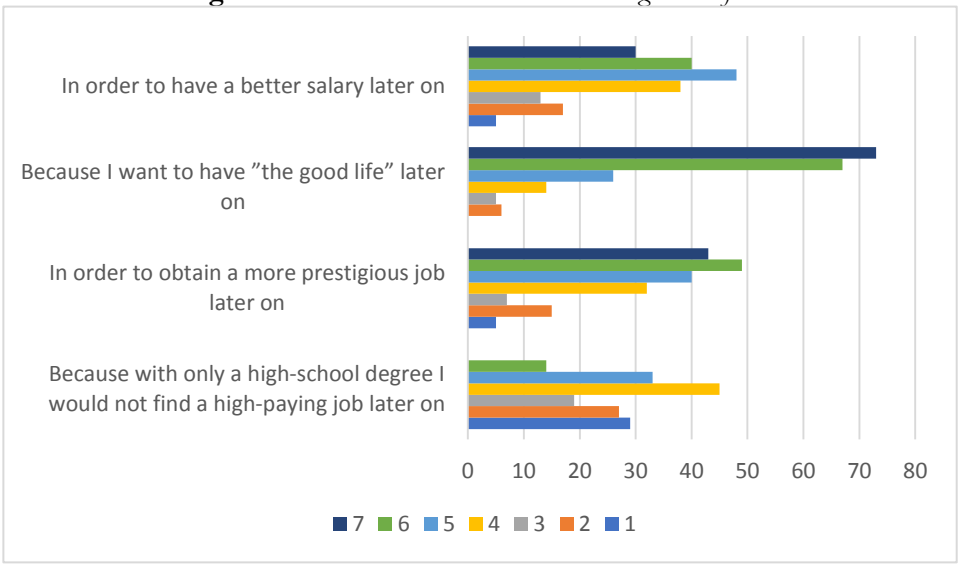
Figure 5 *The extrinsic-introjection dimension*



Source: Author's own conception

6. The extrinsic motivation-external regulation factor is poorly represented, with an average score of only 3.68.

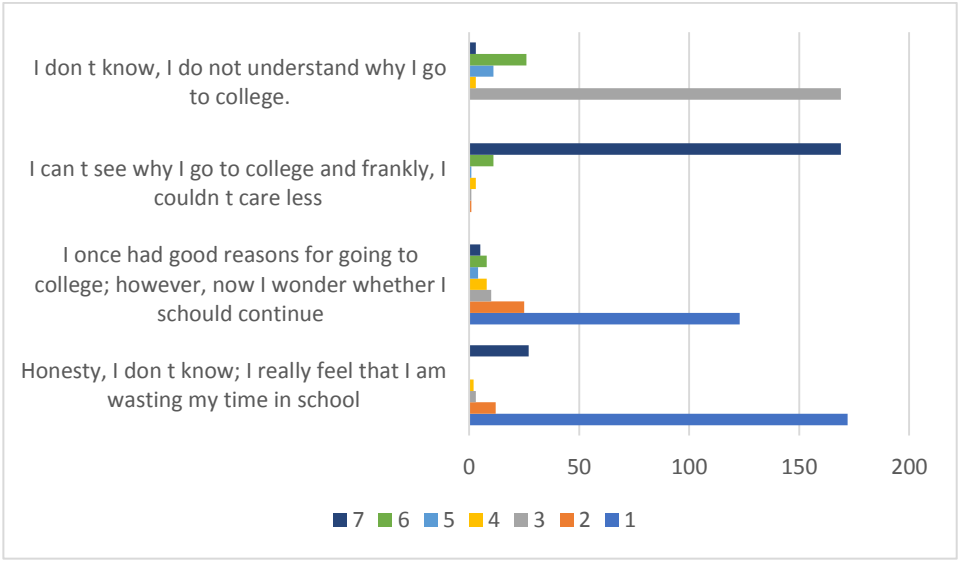
Figure 6 *The extrinsic motivation-external regulation factor*



Source: Author's own conception

7. The last dimension, the lack of motivation, has a less relevant representation with an average score of 2.31.

Figure 7 *The lack of motivation*



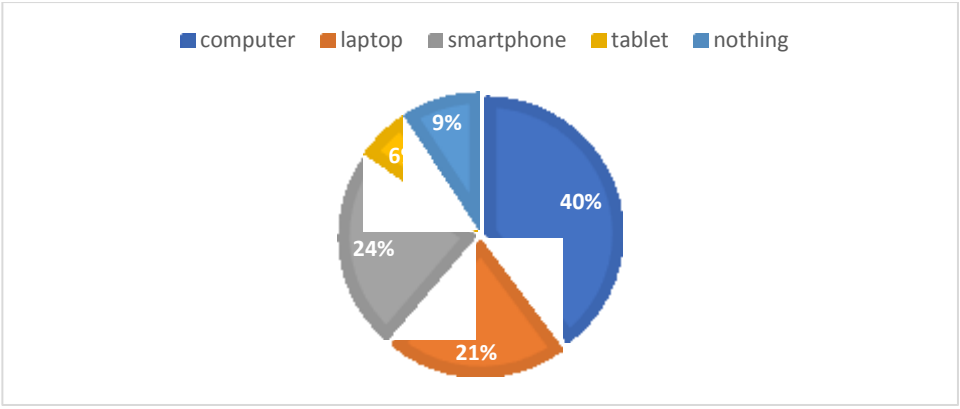
Source: Author's own conception

We are dealing with a topic that is very much discussed, analysed and reanalysed in many countries, but also with a field with very similar results in terms of elements that represent the motivational sources that lead to entering (or not) the teaching career with full certainty. that it is the right profession to meet personal expectations, intellectual possibilities, academic level and professional potential.

Results b):

The second instrument - the opinion questionnaire for self-perception of digital skills provided the following answers:

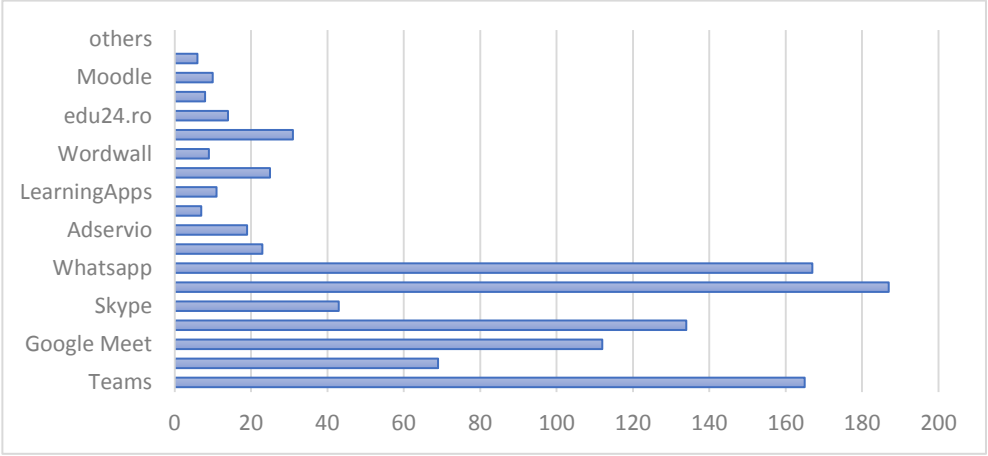
Figure 8 *Types of devices used in academic activity*



Source: Author's own conception

40% of students use a computer connected to the Internet in academic activity and 21% of students use a laptop, which means storage capacity, more functions, screens with increased visibility and increased studio possibilities. A high percentage, 24%, uses smart phones in academic activity, an aspect that is less recommended for study, the small screen being an impediment in reading, analysis, content creation. A percentage of 9% of the students appreciated that they did not use any electronic device in the academic activity.

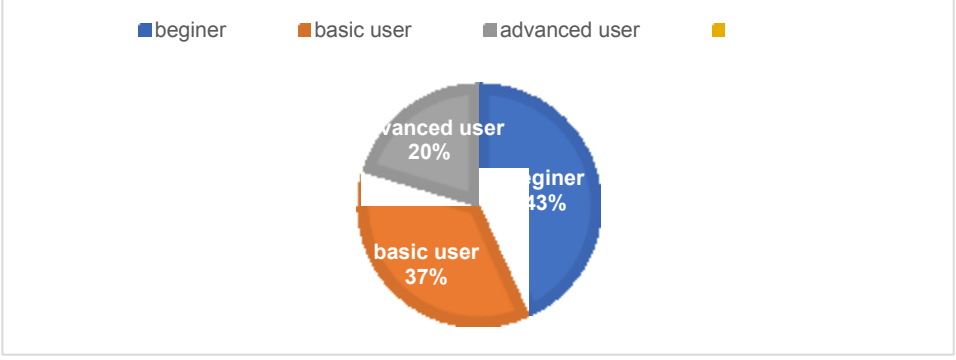
Figure 9 *Learning platforms, applications, extensions, search engines*



Source: Author's own conception

Data analysis indicates an increased frequency of use of social platforms and the Teams platform (university work platform), which indicates a low ratio of the use of other educational platforms that are made available to users.

Figure 10 *Level of accessibility in using the Internet*

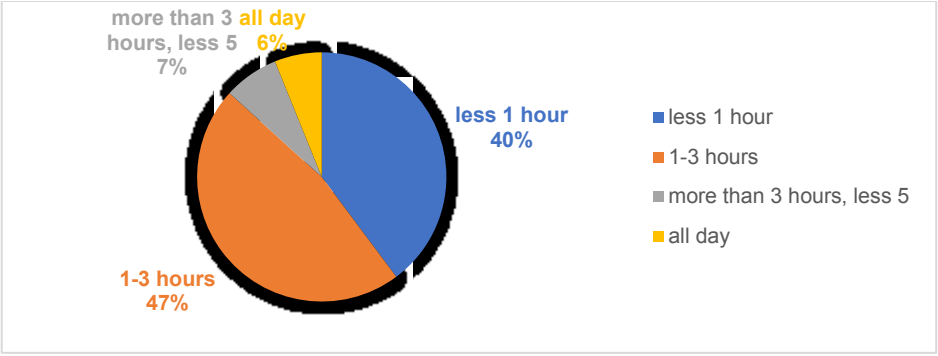


Source: Author's own conception

Internet skills are limited for 43% of the subjects, a very high percentage for the health and educational context that we present in this study. During the online school, these students had difficulties both in completing the academic modules and in preparing for the teaching profession. A primary level of digital skills in this context is a brake factor on

the possibility of accessing the teaching career with its standards of professional performance. More than half have basic or advanced skills, which is a prerequisite for achieving the teaching standards required by the profession.

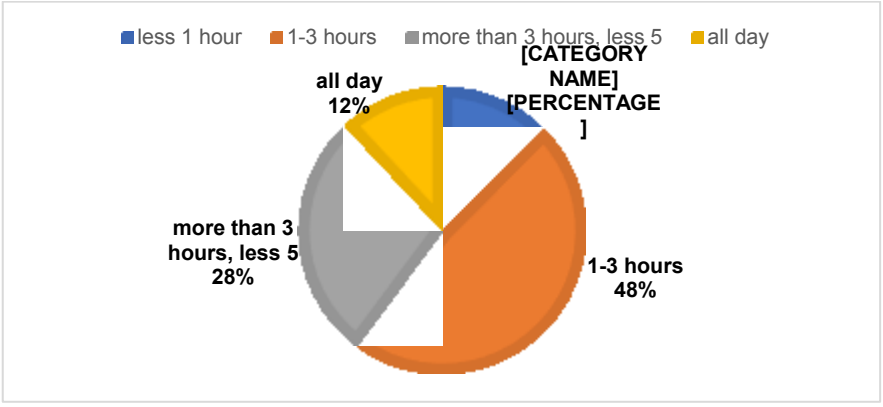
Figure 11 *Daily time spent on devices / virtual space for academic activity*



Source: Author's own conception

The management of time spent in the virtual environment for academic purposes reflects an effective dosage for 47% of students (1-3 hours). A significant percentage of 40% spend less than an hour a day on academic training using the virtual environment and 13% of respondents spend more than 3 hours or even all day.

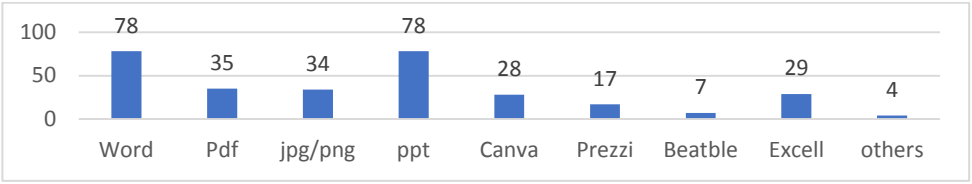
Figure 12 *Time spent on devices / virtual space for relaxations*



Source: Author's own conception

The time that respondents spend relaxing in the virtual environment or using electronic devices increases, compared to the time spent for academic purposes. So, 48% spend up to 3 hours of free time and 28% up to 5 hours a day, which is to the detriment of academic support. 12% of students spend all day on virtual networks and the same percentage attaches little importance to inland browsing just for relaxation.

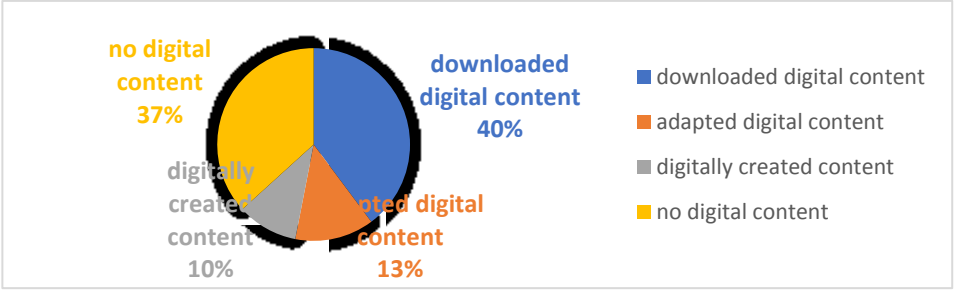
Figure 13 *The ability to create and upload themes, papers, papers, presentations on the platform*



Source: Author's own conception

The data provided by the responding students indicate the preference for the realization of the educational materials requested within the course modules in word and ppt. Format, as work preferences, followed by reduced percentages for other formats. Digital skills in terms of diversity of formats is low.

Figure 14 *Ability to create educational content for pedagogical practice, digital lessons*

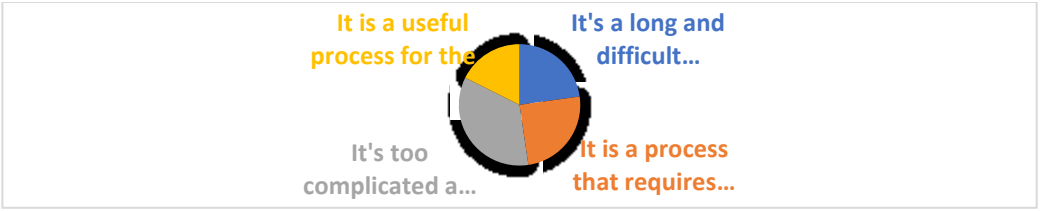


Source: Author's own conception

In the pedagogical practice, the surveyed students used, most of them, digital content that they downloaded from different sources. 40% of students used such digital materials. A percentage of 13% downloaded from different sources digital content on which they intervened with adaptations. 10% of the students in the sample stated that they created their own digital content that they used in pedagogical practice and a significant percentage of

37% stated that they did not use digital content in pedagogical practice activities.

Figure 15 *The ability to design and carry out teaching activities in an online or blended learning system*



Source: Author's own conception

The last item of this Questionnaire shows the opinion of the students who are preparing for the teaching career regarding the availability to create, design and carry out didactic activities in online or blended learning system. Only 17% think that this way of working is useful and necessary for the teaching profession from the perspective of the future education system focused on digital skills. 23% of students appreciate that it is a process that requires a lot of time and difficult to complete, 25% recognize that designing and conducting online activities requires high digital skills. Worrying is the percentage of 35% of students surveyed who consider that the design and development of online or blended learning activities are too complicated.

Discussions and limits

1) Analysing the data obtained, we recorded increased levels of motivation for internal factors towards achievement and knowledge, levels that gradually decrease for the other factors of extrinsic motivation. In a similar study (Ratelle et al., 2007) it was shown that college students seem to be more strongly motivated in an autonomous way. External factors are less motivational for students preparing for a teaching career and the pandemic context and the online school seem to have contributed to the decrease of extrinsic motivation. The second Questionnaire showing students' self-perceived digital skills correlates with the results obtained on the AMS scale as external factors that reduce academic motivation from the perspective of digital skills.

The results obtained by this study illustrate that the students in the sample have a high intrinsic motivation, factors that have been statistically highlighted, which can be used in the curricular reorganization of course modules at the department level to train teachers with compulsory and

optional subjects. future teachers the opportunity to develop digital skills as required at European level.

2) The present research is valid for students who are training for teaching in the SE region of Romania. The variables we considered in our study describe the sample of subjects (age, gender, social status, previous studies) and the context of the study was described as the academic stage in the post pandemic period (if we consider this moment of decreasing number of cases in Romania in May 2022 and of physical return to schools). Analysing through the two applied questionnaires (one validated by numerous studies, the other a simple opinion questionnaire) the academic motivation of students preparing for the teaching profession from the perspective of digital skills, the results show that extrinsic motivation is low due to difficulties that students they encountered in the online period both in individual training and in pedagogical practice.

3) At the level of research limits, we mention the low interest of students to participate in the study. We believe that the results can be supplemented with others, this study being continued at the time of resumption of courses by students and the extended methodology.

4) Opportunities for continuous professional development, offers of optional programs at the University level or offered by other trainers in Europe and its surroundings through the eTwinning Action, an initiative of the European Commission, part of the Erasmus + Program, are presented in the student counselling meetings.

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