

7th World Conference on Educational Sciences, (WCES-2015), 05-07 February 2015, Novotel
Athens Convention Center, Athens, Greece

Engineering Students' Career Choice And The English Teacher's Profile In Romanian Higher Education

Liliana-Luminita Todorescu^a, Anca Greculescu^b, Maria-Monica Popescu-Mitroi^{a*}

^a Department for Teaching Training, "Politehnica" University of Timisoara, Piata Victoriei, no.2, Timisoara 300006, Romania

^b Department of Communication in Foreign Languages, University Politehnica of Bucharest, Splaiul Independentei, no. 313, Bucharest 050107, Romania

Abstract

Due to an increasingly globalized and technologically developed society and to growing professional expectations from higher technical education systems in view of meeting the demands of a competitive multicultural labour market, the English teacher's profile becomes a prerequisite for the prospective engineers' choice of career and occupational opportunities. It is worth mentioning that career choice is a complex decision for engineering students since it determines the kind of profession they intend to pursue in life. As students try to make career choices while in tertiary education, they have to match their career choices with their abilities, professional performance as provided and ensured by a series of factors such as the English teacher's profile. A key observation is that a good quality English teacher will not only assist engineering students, anticipating graduation, in their career decision-making process but also ensure a more flexible and smoother professional insertion worldwide. Hence, both personal and professional personality of the higher education teacher is regarded as one significant motivational factor for engineering students. The current research follows up previous studies on the same topic conducted during 2012-2014. Therefore, on one hand, the present research aims at analysing the importance of the English teacher's profile, as a driving force for language performance, engineering career choice and employability assurance. On the other hand, it deems fit to correlate the engineering students' expectations from English teachers in higher education with their career choices.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license

(<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of Academic World Education and Research Center.

Keywords: teacher's profile, motivation, career choice, technical higher education.

* Popescu-Mitroi Maria-Monica Tel.: +0-40-723-461912, Tel.:+0040256404066

E-mail address: monicamitroi@yahoo.com, monica.mitroi@upt.ro

1. Rationale

The significantly higher yield of studies on the topic of occupational opportunities is an indicative of the growing educational concern for meeting the professional demands of the current multicultural labour market, closely linked to the broader context of quality assurance in higher education.

What is perhaps the most distinguishing characteristic of quality in education, and higher technical education respectively, is that it pervades each element of the activities undertaken in the didactic process and the wide range of benefits it provides to both engineering students and the wider society. Thus, in order to have quality assurance in higher technical education and engineering students' smooth insertion into the labour market, there is a need for quality learners, quality teachers, quality context, quality teaching, quality learning environment and quality outcomes.

Nevertheless, the career choice has become a complex science with the advent of information technology, the emergence of post industrial revolution and job competition. Today, one has not only to make due career planning but also exhaustive career research before making a career choice so as to adjust with the evolving socio-economic conditions (Wattles, 2009). According to Kerka (2000), career choice is influenced by multiple factors including personality, interests, self concept, cultural identity, globalization, socialization, role model, social support and available resources such as information and financial. As a result, a survey of scientific literature deems fit to identify the motivational factors responsible for any engineering students' career choice:

- Student's personality;

- Student's interests (scientific, social, creative, professional);

- Student's values and motivations (money, helping others, work-life balance);

- Student's skills and competences.

According to F. Parsons (1909), it is better to choose a vocation than merely "to hunt a job". Therefore, no one should choose a career/profession without a thorough SWOT self-analysis of the main strengths, weaknesses, threats and opportunities. In the wise choice of a vocation, there are three broad factors: a clear understanding of yourself, your competences, abilities, interests, ambitions, resources, limitations and their causes; a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation and opportunities in different lines of work; true reasoning on the relations of these two groups of facts (Parsons, 1909, p.5). A consistent finding in previous research on the same topic illustrates the teacher's role in students' choice of career since most of them lack information regarding various careers and, consequently, turn to the teacher for advice.

Teaching at any level and in whatever form of education, should command respect as a specialist profession. Respect for teaching (or lack of respect for it) has two major dimensions e.g. internal and external. The internal dimension is concerned with what is within the teachers themselves: their level of general education, their specialized (professional) training, their capacity for learning, how to learn, their aptitude and liking for teaching and their ability to educate the young. The internal dimension is also a function of teacher's behaviour and conduct and in particular, the teacher's own self concept. The external dimension of teachers' respect and dignity is the extent to which the teacher is respected and rewarded by society.

It is noteworthy that teacher's personality fosters the success and effectiveness of this profession. It enhances the teaching process and outcomes. At the core of the English teacher's profile lies their pedagogical competence likely to ensure the quality of the teaching-learning activity. Pedagogical competence consists of scientific competence (professional or specialized competence in a particular field of activity), psycho – pedagogical competence (set of skills necessary to "build" upon secondary and engineering students' personality, to assess the teaching materials and the degree of difficulty they bring, to disseminate them and make them accessible by means of appropriate teaching and learning methods and instruments, to empathize with the learners, to meet educational and social requirements) and of social competence (set of skills necessary to develop and streamline relationships, to converse and liaise with people, to correctly use power and authority and assume different roles and leading positions).

Moreover, in addition to pedagogical competence, didactic competence, another key factor of both teacher and learner's quality assurance and professional performance, is the result of the teacher's main characteristics and the efficiency of the pedagogical process (Marcus, 1999).

Download English Version:

<https://daneshyari.com/en/article/1109001>

Download Persian Version:

<https://daneshyari.com/article/1109001>

[Daneshyari.com](https://daneshyari.com)