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IMPACTS OF PERCEIVED UTILITY VALUE, SELF-ESTEEM. PERCEIVED ORGANIZATIONAL SUPPORT ON TEACHERS' CAREER CHOICE SATISFACTION

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ABSTRACT

Recruiting and retaining prospective English teachers are two major issues worldwide because they involve career choice satisfaction and future life. Hence, the purpose of this study is to investigate factors influencing career choice satisfaction among English language trainee teachers from the Institute of Teacher Education in Malaysia. Social Cognitive Theory (SCT) is used to explain the study. This study includes personal utility value, self-esteem, and perceived organizational support as the variables that affect career choice satisfaction. Data were collected from 127 trainee teachers who enrolled in the Teaching English as Second Language (TESL) course at the Institute of Teacher Education in Malaysia using a self-administered questionnaire. The study's hypotheses were tested using SmartPLS. This data set were analysed using reflective-formative second-order construct because perceived utility value consists of two dimensions. The results show that personal utility value, self-esteem, and perceived organizational support have a positive effect on career choice satisfaction. The results offer useful information to the related education organizations and institutions to develop and improve strategic plans in recruiting, retaining and improving the teaching workforce.

Keyword: Career choice satisfaction, personal utility value, self-esteem, perceived organizational support and, Social Cognitive Theory

INTRODUCTION

Career satisfaction is being elaborated as subjective career success related to the feelings of self-fulfilment, achievement, and satisfaction towards one's career (Salleh et al., 2020). In education, satisfied teachers show higher productivity, have a higher commitment towards their career as compared to unsatisfied teachers and are loyal to their profession (Mcilveen et al., 2013; Narayan, 2016). Due to the increased sustainability towards the teaching profession in recent years (Mcilveen et al., 2013), particularly during the pandemic of Covid-19, a study on the critical factors related to the satisfaction of choosing teaching as a career choice has become vital to retaining teachers and recruiting prospective teachers. However, scholars such as Fray and Gore (2018) suggested that, the studies related to choosing teaching as a career based on theoretical lenses are fragmented. Moreover, Shih (2016) argued that studies about career satisfaction among English language teachers are relatively limited. Therefore, more studies of this area are needed, particularly in Malaysia.

Social Cognitive Theory (SCT) has been widely used in the educational studies such as bullying (Wachs et al., 2020) and motivation (Schunk & Dibenedetto, 2020). There are also studies conducted among teachers (Davia et al., 2018) and pre-service teachers (Fidan & Debbag, 2018; Rowston et al., 2021). SCT concepts are based on reciprocal interactions between personal, environmental, and behavioural factors in a situation. Career satisfaction is one of the behavioural factors based on choices made by individuals (Schunk & Dibenedetto, 2020). Career satisfaction is influenced by personal factors such as personal utility values (Pepe et al., 2017).The personal utility value consists of two main dimensions, namely work-life balance and job security (Pepe et al., 2017). The balance between time spent for family and work affects career satisfaction (Bae & Yang, 2017). Similarly, permanent employees are perceived as having better job security than contract employees, thus influencing their career job satisfaction (Imran et al., 2015). Career satisfaction is also influenced by self-esteem (Lin et al., 2015; Shukla & Katepeth, 2016). However, little attention has been given by the studies on self-esteem in teaching (Mbuva, 2017). Finally, career satisfaction can also be influenced by perceived organization support. This is because employees who perceived receiving higher support from organizations are more satisfied with their performance (Edinger & Edinger, 2018).

Based on the above discussion, it can be concluded that the topic related to the satisfaction of career choice made by English Language trainee teachers requires more empirical evidence. Hence, the aim of this study is to investigate factors influencing career choice satisfaction (perceived utility value, self-esteem, perceived organization support) on the English Language trainee teachers' satisfaction. This study is underpinned by the Social Cognitive Theory.

LITERATURE REVIEW

Teaching profession in Malaysia

Education is believed to be an important element in the development and improvement of society's standard of living. The Malaysian government prioritizes on providing quality teachers for exceptional education standard per the Malaysian Education Blueprint (2013-2025) (Husaina et al., 2019). However, the teaching profession in Malaysia has always been haunted by many issues such as school politics, time consuming, inadequate salaries and benefits, scarce opportunities for advancement, excessive workload and working hours, disturbing behaviour of students and parents as well as poor

management within the institution (Omar et al., 2018). In addition, due to the rapid increase of the digital world, teaching in Malaysia has become a challenging profession due to the demand for the variety of skills needed for better quality teachers (Leele et al., 2020). Thus, according to the previous studies conducted on the issues faced by the teaching profession in Malaysia, it is crucial to identify factors that affect the satisfaction in choosing teaching as a career.

Underpinning theory

Social Cognitive Theory

Social Cognitive Theory (SCT) encompasses of diverse influences that are often used in the study of psychosocial domains (Cooper & Lu, 2016). This theory is based on reciprocal interactions whereby the ways human behaves in certain situation are based on three factors of interactions namely, behavioural, personal and environment (Schunk & Dibenedetto, 2020). Each factor will interact with another in the environment to form a reciprocal interaction. Personal factor can be referred to as personal characteristics of individuals because it reflects how individual behaves or makes decision based on their personality (Davia et al., 2018). Personal belief can influence and be influenced by behaviours. For example, teachers have their own opinions concerning their ability to deal with their roles (Davia et al., 2018). Hence, teachers who are confident in their ability will be satisfied with their teaching performance, and this will later contribute to the improvement of personal skills. Behavioural factors refer to the outcomes of the choices made by individuals such as achievement and choice of activities (Schunk & Dibenedetto, 2020). Similarly, personal characteristics can influence and be influenced by environmental factors such as organizational regulations and standards (Schunk & Dibenedetto, 2020).

SCT is widely used as the underpinning theory in studies related to education such as topics related with bullying (Wachs et al., 2020) and motivation (Schunk & Dibenedetto, 2020). There are also studies related to creative development among teachers (Davia et al., 2018) and studies that employ pre-teachers as respondents, namely about video blogging (Fidan & Debbag, 2018) and career change (Rowston et al., 2021).

This study is underpinned by SCT and is based on the interactions of how personal factors (self-esteem and perceived utility values), environmental factors (organizational support) influence behavioural factors (satisfaction in career choice) among the ITE trainees in Malaysia. Even though the research framework only tested the correlations between personal factors and environmental factors, and behavioural factors, ITE trainees who participated in this study were exposed to the reciprocal interactions between personal, environmental, and behavioural factors in their learning environment.

Development of the research framework

Personal Utility Values

According to the Factor Influencing Teaching Choice model developed by Watt and Richardson, (2012), personal utility value refers to the altruistic motivation of an individual towards the teaching profession. Personal utility value is said to be comprised of several aspects of individual values in

terms of the profession, such as the feeling of security reflected by the profession and the time that an individual could spend with his/her family when entering the profession (Kilinc, Watt & Richardson, 2012). The security reflected by the profession can be understood from the aspects of having a stable income, the prospect of career advancement, work-family balance, better working environment, and legally binding contract that protects individual rights as an employee (Akpan, 2013; Shih, 2016). In addition, the balance between family and work is explained from the professional working schedules and workload aspects (Hasan & Lee, 2017). A previous study found that work-family balance is a highly influential factor for satisfaction (Bae & Yang, 2017). Previous empirical study shows that altruistic motivation has the highest influence in entering a teaching career (Fray & Gore, 2018). However, a different result has been found by previous studies whereby personal utility values hold insignificant influence on satisfaction of choosing teaching as a career (Shih, 2016; Suryani et al., 2016). Thus, the hypothesis developed for the study based on the literature is:

H1:   Personal utility value has a positive influence toward career choice satisfaction among English trainee teachers

Self-esteem

Self-esteem refers to individual appraisal and feeling about oneself whether positive or negative and often compares with his/her ideal self (Khan et al., 2015; Mbuva, 2017). Self-esteem can also be defined as individuals' self-evaluation about their capabilities, significance, success, and worthiness (Khezerlou, 2017). Shukla and Katepeth (2016) believed that an individual with high self-esteem will be much appreciated by the employer as compared with a low self-esteem individual. Several studies showed a significant relationship between self-esteem and career decision-making (Shukla & Katepeth, 2016). Also, a study by (Çevik, 2017)found that teachers with high self-esteem are more likely to have high satisfaction level. Based on the review of the previous literature on self-esteem, limited research has been found on the topic of self-esteem influencing the satisfaction of choosing English language teacher as a career choice (Khan et al., 2015; Mbuva, 2017). Thus, the hypothesis developed for the study based on the literature is:

H2:   Self-esteem has a positive influence toward career choice satisfaction among English trainee teachers

Perceived Organization Support

Perceived organizational support refers to positive or negative condition of an organization in terms of policies, norms, and procedures (Eisenberger et al., 2001). It can also be understood as an individual believing that the organization shows concern towards his/her well-being and providing aids in terms of psychological or physical (Puah et al., 2016). Perceived organizational support that an individual believes has been given by the organization affects his/her attitudes towards the organization (Wen et al., 2019).The study by Edinger and Edinger (2018), found that individual high perception towards organizational support leads to high job satisfaction. This statement is also supported by the study conducted by Maan et al., (2020)where it was found that positive perceived organizational leads to job satisfaction.

Thus, the hypothesis developed for the study based on the literature is:

H3:   Perceived organizational support has a positive influence toward career choice satisfaction among English trainee teachers

Figure 1 presents the research framework for this study.

Figure 1: *Research Framework*
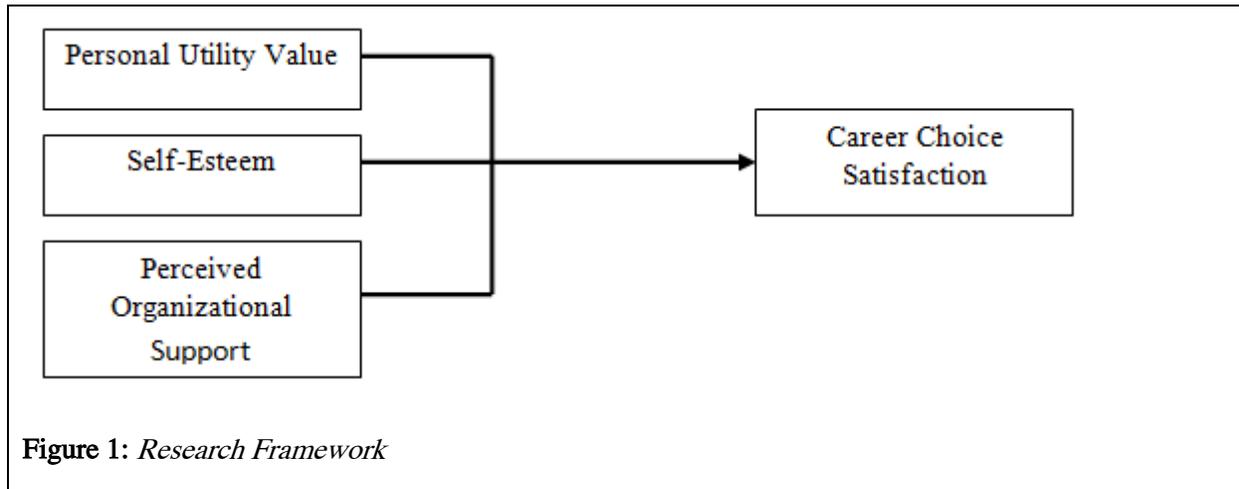
RESEARCH METHODOLOGY

Research Setting, Population, and Sampling

This study was conducted at the Institute of Teacher Education (ITE), Malaysia. Respondents chosen for this study were the English Language trainee teachers who enrolled in TESL courses from each branch of ITE across Malaysia. This study aims to identify the relationship between English Language trainee teachers' individual and organizational factors of their satisfaction, and career choice. ITEM has been chosen for this study due to the organization being one of the largest institutes for producing teacher candidates in Malaysia. According to the statistics retrieved from ITEM, there were 859 English Language trainee teachers enrolled in the TESL course in 2020. Data were collected from the ITE branches that offered the TESL course. Based on Krejcie and Morgan's (1970) table for sample size, the appropriate sample size for this study is 265 respondents. However, this study chooses to use G* Power analysis in determining the total sample size deemed appropriate for this study. This is due to limitations in gaining approval and accessing the students' statistics from the ITE branches. Thus, the appropriate sample size provided by the G* Power analysis was 118 respondents.

Measurement of Instruments

In this study, four variables were tested using the quantitative survey method. The questionnaire was divided into demographic and variable sections; in which are classified as Section A and Section B, respectively. Section A's demographic questions consists of gender, ethnicity, marital status, age, and family income. Variables tested in Section B consist of career choice satisfaction acting as the dependent variable. This is followed by personal utility value and self-esteem as individual

independent variables, and lastly, perceived organizational support acts as the independent variable for organizational factor. The measurement used for this study was adapted from previous literature and further developed to correspond with this study's context. A total of 36 items were measured in this study. The scale is measured from 1 as strongly disagree, 2 as disagree, 3 as somewhat disagree, 4 as somewhat agree, 5 as agree, and 6 as strongly agree.

Before data collection, the questionnaire had undergone the pre-testing process. The questionnaire was reviewed by two experts; a professor from the School of Management of USM, and the coordinator of the English Language department from the ITE Ipoh branch. This measurement was further validated by three trainee teachers. The measurements were finalized based on the feedback received from the pre-testing process. See Table 1.

Table 1

Operational Definition and Sources of Measurement

Constructs	Operational Definition	Source	No of Items
Career Choice Satisfaction	The English Language teacher trainee is convinced and pleased with their decision on choosing teaching as a career choice	(Greehaus, Parasuraman & Wormley, 1990; Watt et al., 2012)	5
Personal Utility Value	Reflect on how English Language teacher trainees perceived the teaching career usefulness toward their career path and family commitment.	(Ronen, 1994; Watt et al., 2012)	12
Self-Esteem	Reflect on how English Language teacher trainees view their self-worth and how it fits with their choice of career	(Heatherton & Polivy, 1991; Tafarodi & Swan, 2001)	10
Perceived Organizational Support	English Language teacher trainee views on the organizational support provided by the ITE affect their satisfaction in choosing teaching as a career.	(Puah, Ong, & Chong, 2016)	9

Procedure of Data Collection

The data were collected from April 2021 to Mei 2021. Due to pandemic Covid-19, data collection was conducted using google forms and distributed through WhatsApp where the google form link was given to the respondents. The google form link was shared with the Head of the English Language Department in each ITE branch and later, the lecturers from the department approached their students for data collection.

Statistical Technique Employed

The data were collected using SmartPLS version 3. There were three steps involved; namely (1) preliminary analysis, (2) assessment of the measurement model and (3) assessment of the structural model. Preliminary analysis was made to test normality and common method bias. Assessment of measurement model was conducted to test reliability and validity of the research model. For this study, a two step-approach (reflective-formative) was conducted because one of the variables (perceived utility value) consists of two dimensions. Finally, the assessment of the structural model was made to test the hypotheses of this study.

RESULTS

Profiles of Respondents

Table 2 shows the demographic data to explain the respondents' profile. Data show that the majority of the respondents involved in this study were female (85.0%) while male respondents were only 15.0%. Respondents' ethnicity data show that majority of the respondents involved in this study were Malay (78.0%) and followed by the Chinese (15.0%). Meanwhile, the least number of respondents came from ethnic groups of Indian and other ethnicities at 3.1% and 3.9%, respectively. Data reported that all respondents were single with a percentage of 100.0%. Demographic data show that the majority of the respondents involved in this study aged 20 years old with the highest percentage of 39.4%. Meanwhile, the least number of respondents were those aged 25,30, and 33 years old with equal percentage of 0.8%, while the percentage of other ages is moderate. Household income data shown by the table depict that majority of the respondents came from lower (B40) and middle (M40) level households with 47.2% and 45.7% respectively; and the least number of respondents came from upper level (T20) household with only 7.1%.

Preliminary Analysis

Before conducting analysis using SmartPLS, the preliminary assessments, namely normality and common method variance were conducted to ensure that this set of data can be analysed using this software. Skewness and kurtosis calculator by Webpower (https://webpower.psychstat.org/ as suggested by Cain et al., (2017) was used to test normality of data set. The result for skewness: $\beta = 1.148$, or for kurtosis: $\beta = 24.864$ confirmed that this data set is not normally distributed. Hence, this set of data can be analysed using SmartPLS. For common method variance, full collinearity estimates approach as suggested by Kock and Lynn (2012) was used. The result (Table 3) shows that all values for VIF are below 3.3; hence free from the common method variance issue. These tests confirmed that this set of data is suitable to be analysed using SmartPLS.

Table 2

Demographic Characteristics of Respondents

Variables	Categories	Frequency	Percentage
Gender	Male	19	15.0
	Female	108	85.0
	Total	*127*	*100.0*
Ethnicity	Malay	99	78.0
	Chinese	19	15.0
	Indian	4	3.1
	Others	5	3.9
	Total	*127*	*100.0*
Marital Status	Single	127	100.0
	Married	0	0
	Total	*127*	*100.0*
Age	18	2	1.6
	19	19	15.0
	20	50	39.4
	21	16	12.6
	22	18	14.2
	23	15	11.8
	24	2	1.6
	25	1	.8
	30	1	.8
	31	2	1.6
	33	1	.8
	Total	*127*	*100.0*
Family Income (Household)	B40 (<RM4,850)	60	47.2
	M40 (RM4,850 - RM10,959)	58	45.7
	T20 (>RM10,959)	9	7.1
	Total	*127*	*100.0*

Table 3

Full collinearity estimates for the study

Constructs	CCS	POS	PUV	Self-Esteem
VIF	1.545	1.180	1.376	1.483

Note: PUV – Perceived Utility Value; SE-Self-Esteem; POS – Perceived Organizational Support; CCS – Career Choice Satisfaction

Assessment of Measurement Model

The research framework tested three exogenous (perceived utility value- PUV, Self-esteem and perceived organizational support - POS) variables and one endogenous variable. PUV has two

dimensions namely job security and time for family, and other constructs are unidimensional. Therefore, the reliability and validity for the measurement model used reflective-formative type of second higher order constructs as proposed by Sarstedt et al., (2019).

For reflective model, the reliability and validity for the research framework (composite reliability - CR) and convergence validity (average variance extracted - AVE) are as proposed by Hair et al. (2014). One item, POS3 was deleted due to low loading. All items have loadings of above 0.50. Additionally, the CR values for all constructs are above 0.80 –CCS (0.958), POS (0.960), and self-esteem (0.949). Also, for the AVE values - CCS (0.821), POS (0.774), and self-esteem (0.652) are above 0.50. Hence, this set of data for reflective constructs achieves its reliability and convergence validity and valid for further analysis. See Table 4.

As for the measurement model PUV as a formative construct, the components of the convergent validity are an indicator of collinearity (VIF), statistical significance, and the weights of the dimensions (Hair et al., 2019; Xu et al. (2019). All t-values for dimensions of PUV – job security and time for family are significant at p<0.001. All VIF values are below 3.3. As such, it can be concluded that the second-order constructs are valid for further analysis. See Table 5.

For the discriminant validity test, Heterotrait-Monotrait ratio (HTMT) had been used. Table 7 shows that every $HTMT_{value}$ presented is below the $HTMT_{0.85}$ ratio. Therefore, this set of data achieves its discriminant validity and valid for further analysis. See Table 6.

Table 4

Assessment of the measurement model (Reflective model)

Constructs	Items	Loadings	CR	AVE
Career Choice Satisfaction (CCS)	CCS1	0.897	0.958	0.821
	CCS2	0.889		
	CCS3	0.920		
	CCS4	0.934		
	CCS5	0.891		
Perceived Organizational Support (POS)	POS1	0.888	0.960	0.774
	POS2	0.895		
	POS4	0.899		
	POS5	0.876		
	POS6	0.868		
	POS7	0.881		
	POS9	0.851		
Self-Esteem (SE)	SE1	0.866	0.949	0.652
	SE2	0.714		
	SE3	0.820		
	SE4	0.779		
	SE5	0.820		
	SE6	0.781		
	SE7	0.784		
	SE8	0.867		
	SE9	0.840		
	SE10	0.788		

Table 5

Assessment of the measurement model (Formative model)

Constructs	Dimensions	Beta	t-value	VIF
Perceived Utility Value	Job Security	0.574	12.052***	1.321
	Time for Family	0.583	15.174***	1.321

Table 6

Discriminant validity using Heterotrait-Monotrait ratio (HTMT)

No	Constructs	1	2	3	4
1	Career Choice Satisfaction				
2	Perceived Organization Support	0.360			
3	Personal Utility Value	0.505	0.338		
4	Self-Esteem	0.543	0.295	0.468	

Assessment of the Structural Model

Assessment of structural model was used to analyse the hypotheses of this study. Three hypotheses were tested in this study. The result indicates that PUV has positive significant influence on CCS among the trainee teachers (β= 0.170, t-value = 2.031, p<0.05). Additionally, self-esteem exhibits a positive significant influence on CCS among the trainee teachers (β= 0. 246, t-value = 2.668, p<0.01). Finally, POS exhibits a positive significant influence on CCS among the trainee teachers (β= 0.371, t-value = 5.157, p<0.001). The R^2 is 0.363, indicating that these variables explained 36.3% of variance in career choice satisfaction among trainee teachers. The effect size for PUV (0.127) and SE (0.022) is small, and POS (0.196) is medium on CCS (See Table 7). Table 8 presents the summary of the hypotheses. Figure 2 shows the assessment of the structural model using SmartPLS.

Table 7

Hypotheses testing for this study

Hypo	Relationship	Std Beta	Std Dev	t-value	p-value	BC LL 5%	BC UL 95%	R^2/Q^2	f^2
								0.363/ 0.284	
H1	PUV-> CCS	0.170	0.084	2.031	0.021	0.035	0.309		0.127
H2	SE -> CCS	0.246	0.092	2.668	0.004	0.077	0.390		0.022
H3	POS -> CCS	0.371	0.072	5.157	0.000	0.247	0.488		0.196

Note: PUV – Perceived Utility Value; SE-Self-Esteem; POS – Perceived Organizational Support; CCS – Career Choice Satisfaction

Table 8

Summary of the hypotheses results for this study.

| Hypotheses	Description	Results
H1	Personal utility value has a positive influence toward career choice satisfaction among English teacher trainee	Supported
H2	Self-esteem has a positive influence toward career choice satisfaction among English teacher trainee	Supported
H3	Perceived organizational support has a positive influence toward career choice satisfaction among English teacher trainee	Supported
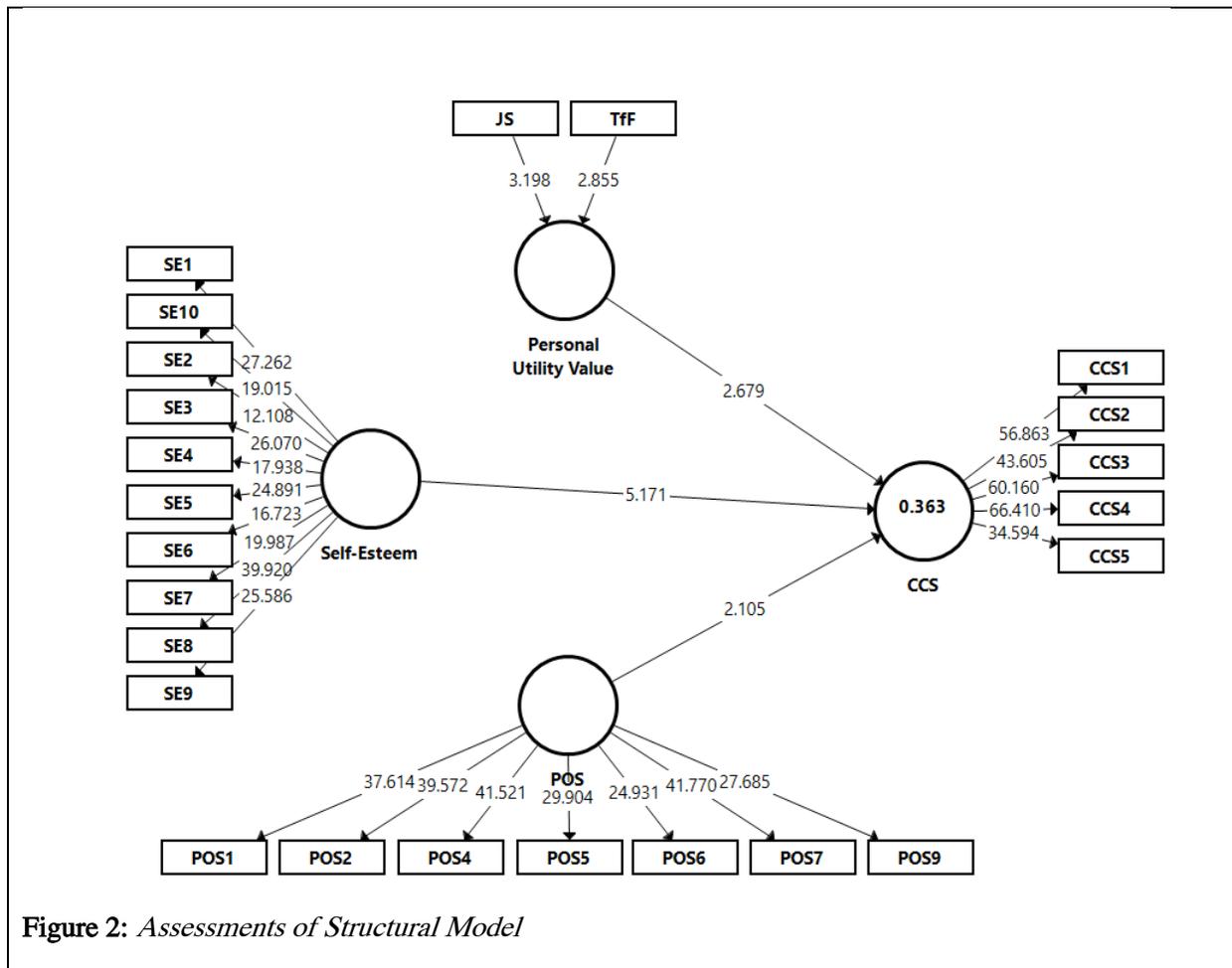
Figure 2: *Assessments of Structural Model*

Note: PUV – Perceived Utility Value; SE-Self-Esteem; POS – Perceived Organizational Support; CCS – Career Choice Satisfaction

DISCUSSION

This study attempts to investigate factors influencing career choice satisfaction among English Language trainee teachers from the Institute of Teacher Education in Malaysia. This study used the Social Cognitive Theory (SCT) to explain the relationships of the variables. There were three domains in the SCT that are interrelated with each other; namely individual, environment, and behaviour that explained trainee teachers' actions and reactions. The result reveals that the variables representing these three domains, which are personal utility value and self-esteem represent individual domain. This is followed by perceived organizational support representing the environment domain and career choice satisfaction representing behaviour domain; and they have reciprocal interaction with each other. Trainee teachers' views on personal utility value and their self-esteem were affected by their environment such as perceived organizational support. Hence, their view leads to the reaction in behaviours such as their satisfaction in their choice of career.

Personal utility value consists of two dimensions, namely job security and time for family. Job security is an attractive factor in choosing a profession and it becomes more prominent due to the economic crisis, an outcome of the Covid 19 pandemic. By joining the teaching profession, the trainee teachers will be provided with a steady career path, reliable income, and good fringe benefits. This shows that the teaching profession offers job security. The teaching profession is widely known to have heavy workloads such as managing and handling of students, parents, as well as management. However, their working hours provide adequate time for them to spend time with their families. The non-working hours, added with school holidays give the teachers to have a work-family balance. Hence, it shows that trainee teachers' view on personal utility value such as job security and balance between work and family influences their satisfaction on the choice of career. This result is supported by the previous studies. Akpan (2013) and Shih (2016) stated that, security and work-family balance give a better environment for the individuals, and attract and retain them in the profession. In addition, an empirical study by Fray and Gore (2018) also stated that altruistic motivation has the highest influence on why individuals enter the teaching profession.

Being a teacher is closely related to the individual's psychological aspects. Trainee teachers possess a positive and confident mindsets are more likely to enter and be satisfied by being a teacher. The trainee teachers who believe that they have high capabilities and are talented will have high self-esteem. Before joining the teaching profession, the trainee teachers are aware of the responsibilities, skills, and challenges that come with the profession. However, due to their high self-esteem, they believe that the teaching profession suits their lifestyle; thus the confidence in facing the challenges of being a teacher. Hence, it shows that trainee teachers with higher self-esteem are more probable to be satisfied with their choice of career. This situation is supported by the previous study conducted by Cevik (2017). The study stated that teachers with high self-esteem are more likely to have high satisfaction with their profession.

The working environment influences trainee teachers' mentality towards the teaching profession. Concerns and responsibility showed by the institutions towards trainee teachers will improve and strengthen these trainees' positivity and favourability towards teaching. Those trainee teachers who perceived that the institutions provide supports and appreciate their effort in undertaking the tasks tend to be satisfied with the teaching profession. This result is supported by the previous studies whereby

individuals with positive and high regard for perceived organizational support have job satisfaction (Edinger & Edinger, 2018; Maan et al., 2020).

CONCLUSION AND FUTURE RECOMMENDATIONS

This study attempts to examine factors that influence the career choice satisfaction among English Language trainee teachers of the Institute of Teacher Education (ITE) in Malaysia. This study is underpinned by the Social Cognitive theory (SCT). Generally, SCT explains the reciprocal interactions between personal, environmental, and behavioural factors in the research's context. For this study, SCT was explained through how personal factors (perceived utility value and self-esteem) and environmental factors (perceived organizational support) influence behavioural factor (career choice satisfaction) in the research's context. Based on the result of this study, it can be concluded that perceived utility value, self-esteem and perceived organizational support have significant influence on career choice satisfaction.

Moreover, this study also contributes to the data analysis technique for perceived utility value. For this study, perceived utility value is formed by two dimensions, namely time for family and job security. Therefore, these dimensions are classified as formative dimension and any of these dimensions must not drop from research framework. Data were analysed using the two-stage approach (reflective-formative) to test their reliability and validity. The result for assessment for measurement model indicates that, these dimensions have achieved their validity and reliability. This approach of data analysis suggests that perceived utility value must be included in the dimension of studies, particularly in the context of trainee teachers.

Based on this result, future research should investigate how factors (personal, environmental, and behavioural) interact with one another. Additional moderators or mediators will further explain how these variables affect career choice satisfaction. Moreover, currently, the Covid19 pandemic has changed the employability of fresh graduates around the globe. This situation may contribute to how fresh graduates choose teaching as their career path in the post-pandemic era.

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