
ABSTRACT

The process of career choices of college students in teacher-training course

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Students in a teacher-training course start following distinct career paths while in college because of long-term teaching practice experiences and recruitment examinations. This study aims to investigate the process of career choices of students in a teacher-training course. We interviewed 11 students in a teacher-training course and analyzed the data using the Modified Grounded Theory Approach (M-GTA). The results showed that students examined themselves through being stimulated by various factors. Through this process, they discovered new ideas and reconsidered their career choices, which promoted their career exploration and the discovery of more new ideas. The results also found that attitudes toward career and environmental aspects were influential factors. We discussed the transformation process of pursuing a teaching career and the function of re-assessment of one's career. Finally, we suggested a potential student service that would promote career building and support students wavering in career choices.

Key Words: teacher-training course, career choice, student service
