

STUDENT VIEWS ON THE POPULARITY/PRESTIGE OF TEACHING JOBS

(A case of Georgia, Azerbaijan, Iraq, and the USA/Canada)

Natela Doghonadze

International Black Sea University
Georgia

Thomas C. De Bello

State University of NY
United States of America

Aydin Aliyev

Azerbaijan State Economic University
Azerbaijan

Huda Halawachi

University of Mosul
Iraq

Venera Ulker

Tishk University
Iraq

Abstract

According to existing studies, the popularity of teaching jobs is decreasing. Considering the significance of teaching, without which other professions cannot develop efficiently, it is important to assess how acute the problem is and to try to offer some solutions to it. Another goal of the study was to try to develop recommendations on how to raise teaching jobs' reputation and thus contribute to the improvement of the situation. The goal of the given study, which is a part of three surveys, was to find out students' views on the prestige of teaching jobs. The main question was 'Is teaching prestigious?' An online survey applying a self-made questionnaire was held in Georgia, Azerbaijan, Iraq, and USA with 657 respondents (122 + 362 + 102 + 71, consequently). The conclusion was made that the respondents' attitude towards teachers in these countries is reasonably positive, however, not many of them are planning to become teachers. It was recommended that to increase the prestige of teaching jobs it is necessary, first of all, to raise the quality of teaching, as well as to stimulate book and movie authors and mass media to present the profession to the public more often and positively.

Key words: *Popularity, prestige, reasons to become a teacher, assessment by students*

Introduction

There are hundreds of jobs and professions in the world. Although it seems logical that the two professional spheres: health and education - are the most valuable for society, as health workers care for people's lives, while teachers are responsible for their future, the situation is not like this in reality. This is based on the philosophies of Realism (dealing with the body) and Idealism (dealing with the soul/mind) (Conant, 2012; Rose & Baird, 2013).

According to US News Money (2024), among the hundred "best" jobs 39 deal with health (nurse practitioner, physician assistant, medical and health service manager are among the ten "best"), which is natural, and only three (health educator, teacher assistant, school psychologist) deal with education (one of them simultaneously deals with health). According to the Google search machine (Popular jobs, 2024), out of the 24 most popular jobs in the world six are health-related and non-

teaching related. As for Europe, the 20 most popular in Europe professions include two dealing with health and none dealing with education (Professions / Europe, 2024).

Nowadays, when there is a great choice, people try to choose the occupation/profession that will satisfy all their basic demands: intrinsic motivation (enjoying the work and being interested in it), and extrinsic motivation (acceptable salary, working conditions, workload, possibility of promotion, prestige, and support). Unfortunately, the millennial generation more often pays attention to extrinsic motivation (Boyle, 2022; Taimalu, 2021). Interestingly, according to Fekete's (2023) study, females more often place intrinsic motivation first and extrinsic last, while males more often place extrinsic motivation first and intrinsic motivation last (so, it is not by chance that in primary and secondary education the majority of teachers are females).

Besides, there is so much discussion in the contemporary world that teachers will not be needed soon and be substituted by artificial intelligence. Therefore, no surprise that, despite the obvious importance of teaching professions and the claimed attention paid to their development (Symeonidis, 2020; Carlo et al., 2013), a great many teachers are quitting their jobs. According to Adams (2023), for instance, based on the Department of Education data, in the UK, 40,000 teachers (almost 9% of all teachers in the country) resigned from state schools in 2022, while 4,000 retired. Teaching vacancies made up 2,500 positions, compared to 530 ten years earlier. Concerning the USA, Kraft and Lyon (2022) mention that the professional prestige of teaching in the country has fluctuated: "A rapid decline in the 1970s, a swift rise in the 1980s, relative stability for two decades, and a sustained drop beginning around 2010. The current state of the teaching profession is at or near its lowest levels in 50 years" (p. 1). Do not forget that teaching has never been very prestigious in the US and it was even viewed as an occupation or semi-profession (Guerriero & Deligiannidi, 2017). Varkey Foundation (Dolton et al., 2018) held a large-scale study involving teacher professional associations from 35 countries. This study revealed that in China and Malaysia, teacher status is the highest, while in Canada teachers' profession rates the 11th among the 35 countries, in the UK the 13th, and in the US in the 17th place (p. 22).

Literature review

Let us see what the situation is in less developed countries. According to Silova (2009), "since the collapse of the Soviet Union in 1991, the status of the teaching profession has begun to erode in the Caucasus and Central Asia as evidenced in such indicators as a teacher shortage, the feminization of the profession, an over-aged teaching force, a low transition rate from teacher education graduation to professional service, and a decrease of enrollment in teacher education programs at colleges and universities" (p. 366).

Burduli (2021) stated that almost two-thirds of teachers in Georgia believe that their profession is not valued in their country. Only 1-3% of university graduates work as teachers. According to OECD (2018), TALIS revealed that among 48 countries rated, Georgia is in 15th place according to teachers' views of how society values their profession (the USA in the 17th place and the UK in the 23rd) according to teacher characteristics, with Vietnam and Singapore leading on the list.

Ramazanova (2011) states that in Azerbaijan, teaching used to be a respectful occupation. "For many people, a teacher has also been a mentor" (p. 4). "22% of Azeri respondents completely trust, 44% chose mostly trust, 18% more or less trust, 7% mostly distrust, and 5% completely distrust public school teachers" (p.6), however, private tutoring is very popular, which indicates that parents are not quite sure that the quality of knowledge provided by school is sufficient for their children to be admitted to universities. In a more contemporary study, Amirova and Valiyev (2021) claim that there are many unemployed teachers in the country; low salaries of university academic staff cause their demotivation, besides, educational materials are below international standards, which affects the qualification of graduates of teacher programs. All this reduces the reputation of the teaching jobs.

"Without teachers, there are no other professions," wrote Hindie (2016), and the majority of teachers would agree, as all professions need to be taught. However, if the prestige of teaching jobs is not high, there is a risk that the best brains will not want to teach. We hope that this research will make at least a little contribution to raising or at least maintaining the prestige of this profession.

Although there are some studies on the popularity of teacher's professions, they do not involve all countries. Besides, most of them involve only one side of the problem – teachers, while the problem obviously deals with at least three – students, their parents, and teachers. To fill in this gap, we decided to undertake the given research, including Georgia, Azerbaijan, and Iraq as countries where the issue has been less studied, on the one hand, and students, parents, and teachers, on the other.

Method

The quantitative (survey) method was applied to get objective results. The complete study, for triangulation, was based on three questionnaires – for students, parents, and teachers. However, in this paper, only the results of the first questionnaire are discussed, others will be presented in further publications.

Instrument

The questionnaire was developed by the corresponding author based on literature (Dolton et al., 2018; Fico, 2022; Kraft & Lyon, 2022; Stromquist, 2018; Thompson, 2021) analysis, then assessed for validity by the rest of the authors, and piloted with 10 students not involved in the study. The reliability/consistency of its results was measured by the test-retest method (10 minutes between filling out the same questionnaire) and was found to be equal to 0.89, which means that the questionnaire was reliable. The questionnaire included sections to find out the popularity (or lack of it) of teaching jobs, the reasons for the desire (or lack of it) to become a teacher, students' assessment of their teacher, and the factors that had an impact on students' views.

Participants

Sampling was done by convenience and snowball approaches. The questionnaire in Google Forms was placed on the authors' social media, with the request to share and/or fill it in. To analyze the representativeness of the survey data, despite its being conducted through a non-random selection method, the researchers utilized a combination of stratified and cluster sampling approaches. The collected demographic data includes information on gender, age distribution, living areas (urban, suburban, rural), geographical distribution, and school/university involvement. This breakdown helps in understanding the diversity within your sample, which is crucial for representativeness. Stratification involves dividing the population into subgroups (or strata) that share similar characteristics (age groups, school/university students, living areas), while the cluster approach involves the geographical distribution of the respondents. This approach allows to ensure that each subgroup is represented in the sample. Thus, despite its non-probability character, the sample can still provide valuable insights.

The authors wanted to see whether the situation is different in developed countries, particularly in North America. We did our best to involve the US respondents, but it turned out to be difficult due to the red tape involved in the process and a lack of their interest in the research, due to this we added Canadian respondents to them. The questionnaire was online for 3 months but we managed to collect only 71 responses. Other countries are represented by 100+ respondents each. The questionnaire (available at <https://docs.google.com/forms/d/1QdF65xr8hmCGb8tGHqiqPDxPFKtqYRChSQioBo13SEc>) is open, and we hope that this publication may help to do more reliable statistics in the future.

Table 1. Respondents' demographic data

Country/data	Azerbaijan	Georgia	Iraq	USA & Canada
Total number of respondents	362	122	102	71
Gender	32.3% m, 66.6% f	26.2% m, 73.8% f	51% m; 49% f	56.3% m, 38%f, 5.6% prefer not to say
Age – respondents %	15-22.7%; 16-21.5%; 17-23.5%; 18-11% 18-year-olds;	15-25%; 16-21.3%; 17-10.1%; 18-10.1%; 19-6.6%; 20-3.5%;	15 – 2% 16 – 3% 17 -6% 18 – 9% 19- 11.7%	15 – 38% 16 – 25.3% 17 –8.5% 19 -4.28% 21 – 4.2%

	19-9.4%; 20-6.9%; 21-1.7%; 22-1.7%; 23-1.4%; 24-0.3% 25-0.3%	21-7.4%; 22-6.5%; 23-1.6%; 24-1.6%; 25-2.4%.	20 -27.5% 21- 10.8% 22 -5% 23 -3% 24 – 3% 25- 20.6%	22 – 2.8% 23 – 2.8% 24 – 4.2% 25 – 9.92%
Living in an urban, suburban, or rural area	20.2% from 15 villages, 79.8% from cities and towns (46.13% from the capital, 10.22% from 2 out of 3 cities with population above 100,000	20% from 5 villages, 80% from cities and towns (13.9% from the capital, 7.3% from all three cities with a population above 100,000)	4.9% from 5 villages, 95.1% from cities, suburbs, and towns (1.9% from the capital, 7.3% from 5 cities out of 22 cities with a population above 100,000)	62% in a city (including 8% from the Canadian capital; 22% in a suburb, 16% in a rural area
Geographical distribution	39 (out of 69) regions and 1 autonomic republic	9 regions (out of 9) and 1 autonomic republic	2 major geographical regions (out of 4) / 6 provinces out of 16	8 states of the US; Toronto in Canada
School number & %	94 (2.12% out of 4,439)	24 (1% out of 2,313)	9 (out of 16,000)	4 (all US - out of 115,576+ 14,600 in Canada
School students number & %	227 (62.7% of the respondents)	71 (58.2% of the respondents)	34 (33.3% of the respondents)	36 (72% of the respondents)
University number and %	23 (20.91% out of 110 authorized universities and colleges)	8 (17% out of 47 authorized universities and colleges)	11 (out of 110 authorized or 10%)	5 – three in the US and 2 in Canada (over 4,000 in the US + 437 in Canada)
University students' number & %	118 (32.6% of the respondents)	51 (41.8% of the respondents)	59 (57.8% of the respondents)	14 (28% of the respondents)
Other	-	-	work: 9	-

Results

When dealing with items in the 5-point Likert scale, the mean equal to or above 3.1 was viewed as positive. The central tendency measures in the majority of measurements were close to each other, so the obtained results are trustworthy, however, SD and distribution reveal that the respondents have quite different views on all items of the questionnaire, and none of the answers can be disregarded.

Table 2. Answers to item 6: I would like to become a teacher

Country/item	%					descriptive statistics					
						central tendency			dispersion	distribution	
	1	2	3	4	5	mean	median	mode	SD	skewness	kurtosis
Azerbaijan	24.6	19.1	28.2	13.8	14.4	2.85	3.00	3.00	2.67	-1.07	0.23
Georgia	31.1	24.65	15.60	12.30	16.40	2.58	2.00	1.00	1.45	-1.16	0.47
Iraq	9.8	6.86	18.63	38.24	26.47	3.64	4.00	4.00	1.22	-0.11	1.22
US & Canada	34	24	20	12	10	2.40	2.00	1.00	1.34	.59	-.80

Table 3. Answers to item 9: Many young people I know would like to become a teacher

Country/item	%					descriptive statistics					
						central tendency			dispersion	distribution	
	1	2	3	4	5	mean	median	mode	SD	skewness	kurtosis
Azerbaijan	17.70	23.50	32.00	19.90	6.90	2.78	3.00	3.00	1.21	-0.81	0.16
Georgia	21.30	33.60	27.00	10.70	7.40	2.49	2.00	3.00	1.16	-0.39	-0.54
Iraq	3.92	19.61	35.29	33.33	7.84	3.31	3.00	3.00	0.90	0.37	-0.34
US & Canada	18	38	26	10	8	2.54	2.00	2.00	1.15	.58	-.23

If we compare means, medians, and modes in Tables 2 and 3 to each other, they are close enough and the kurtosis and skewness also show that we deal with normal curves, correspondingly, the mean results are statistically meaningful. The results of Tables 2 and 3 for Azerbaijan, Georgia, and the USA/Canada reveal that not many respondents are thinking about teaching jobs, although (see Tables 6-8) their assessment of their teachers is positive. In Iraq, more than half of the respondents would like to become teachers, so teaching jobs are still prestigious there.

Concerning the reasons why those respondents who chose the positive answers (agree or completely agree), see the rating (1 – the highest, 11 – the lowest) of the reasons according to countries in Table 4. The reasons a-d deal with intrinsic motivation, while e-j with extrinsic motivation.

Table 4. *Rating of reasons to become a teacher*

Reasons/countries	Azerbaijan	Georgia	Iraq	US & Canada
a) I love children / young people	5	2	5	5/6
b) I love teaching	1	4/5	3	4
c) I love sharing my knowledge and skills	4	1	1	1/2/3
d) I like helping others to learn	2	3	2	1/2/3
e) This job is prestigious	6	7	7	1/2/3
f) This job has advantages such as annual summer vacation, relatively short work day, flexible timetable, etc.	9	6	4	5/6
g) Teachers' positions are regularly available	8	8/9/10	8	7/8/9
h) This job is well-paid	7	11	10	10/11
i) I think this job is easy	11	8/9/10	11	7/8/9
j) I think this job is noble and socially important	3	4/5	6	7/8/9
k) It is easier to be admitted to (at the university/college) than to other specialties.	10	8/9/10	8	10/11

Although the chosen reasons differ, intrinsic motivation (a-d) in both Georgia and Azerbaijan are rated higher than extrinsic motives (e-k). In Iraq and the USA/Canada, three leaders among the answers also include intrinsic motive and only one (f) extrinsic. The least popular answers were "Teachers' positions are regularly available," "This job is well-paid," "I think this job is easy" and "It is easier to be admitted to than to other specialties."

The answers on the whole demonstrate that those students who wrote that they would like to become teachers are mostly intrinsically motivated. Further detailed analysis revealed that the majority of them are females, which is in line with the above-mentioned international studies results.

Among 'other' reasons one Georgian student named the desire to make schools such places where children come not only for cognitive purposes but also for fun and enjoyment. Among the Iraqi respondents 'other' reasons were: getting on well with children, the stability/security of the job.

Concerning the reasons why those respondents chose the negative answers (disagree or completely disagree), see the rating (1 – the highest, 7 – the lowest) of the reasons in Table 5.

Table 5. *Rating of reasons not to become a teacher*

Reasons/countries	Azerbaijan	Georgia	Iraq	US & Canada
a) it's a difficult job	4	4	1	3
b) it's not an interesting job	1	1	4	1
c) it's a stressful job	2	2	2/3	5
d) one needs to know so much to be a good teacher	5	5/6	2/3	6
e) it's low-paid, compared to other jobs that require higher education	3	3	5	2
f) it's not prestigious	6	5/6	7	7

g) it's not very safe	7	7	6	4
-----------------------	---	---	---	---

Interestingly, the reasons not to become teachers are practically the same in Georgia and Azerbaijan. Unfortunately, the majority of the Georgian, Azerbaijani, and American/Canadian respondents chose "it's not an interesting job" as the main reason. For the Iraqi respondents, the difficulty of the job is the main reason. The lack of prestige is in the last or the first-before-last place, which either means they do not care about the prestige of the job they choose or that they view this job as a relatively prestigious one (this question requires further investigation). Among 'other' answers the Georgian students name a lack of love for children and difficulty of dealing with them. The Iraqi students mentioned the nagging of parents and the exceeding number of responsibilities.

Table 6. Answers to item 10: Most of your teachers are knowledgeable in their subject

Country/item	%					descriptive statistics					
						central tendency			dispersion	distribution	
	1	2	3	4	5	mean	median	mode	SD	skewness	kurtosis
Azerbaijan	6.60	11.00	25.70	36.70	19.90	3.52	4.00	4.00	1.13	-0.33	-0.57
Georgia	3.30	12.30	30.30	36.10	18.00	3.53	4.00	4.00	1.03	-0.34	-0.39
Iraq	1.96	1.96	20.59	51.96	23.53	3.60	4.00	4.00	0.67	4.43	-1.97
US & Canada	0	12	14	34	40	4.02	4.00	5.00	1.02	-0.76	-0.51

Table 7. Answers to item 11: In your experience, the majority of teachers motivate students to learn

Country/item	%					descriptive statistics					
						central tendency			dispersion	distribution	
	1	2	3	4	5	mean	median	mode	SD	skewness	kurtosis
Azerbaijan	8.8	15.5	36.7	25.4	13.5	3.33	3.00	3.00	2.95	263.67	15.00
Georgia	9	17.2	27.9	28.7	17.2	3.27	3.00	4.00	1.20	-0.79	-0.27
Iraq	5.88	3.92	17.64	45.71	25.49	3.82	4.00	4.00	1.05	1.13	-1.11
US & Canada	2	2	32	44	20	3.80	4.00	4.00	.87	-.59	.95

Table 8. Answers to item 12: As far as you are aware, teachers (including university teachers) contribute to their students' future success

Country/item	%					descriptive statistics					
						central tendency			dispersion	distribution	
	1	2	3	4	5	mean	median	mode	SD	skewness	kurtosis
Azerbaijan	7.5	8.8	28.7	37.6	17.4	3.57	4.00	4.00	2.42	222.46	13.26
Georgia	5.7	6.6	23	42.6	22.1	3.69	4.00	4.00	1.07	0.37	-0.84
Iraq	1.96	4.90	16.67	45.10	29.41	3.99	4.00	4.00	0.93	0.98	-0.97
US & Canada	2	10	20	40	28	3.78	4.00	4.00	1.09	-.81	.10

Once again, if we compare means, medians, and modes in Tables 2 and 3 to each other, they are close enough and the kurtosis and skewness also show that we deal with normal curves, correspondingly, the obtained mean results are statistically meaningful. In all countries, the results are quite positive.

Table 9. Answers to item 13: I agree with George Bernard Shaw's saying «Those who can, do; those who can't, teach»

Country/item	%					descriptive statistics					
						central tendency			dispersion	distribution	
	1	2	3	4	5	mean	median	mode	SD	skewness	kurtosis
Azerbaijan	14.10	15.70	29.80	21.00	19.30	3.16	3.00	3.00	1.30	-0.99	-0.15
Georgia	16.40	23.00	28.70	21.30	10.70	2.87	3.00	3.00	1.23	-0.93	0.07
Iraq	4.90	11.76	37.25	34.31	11.76	3.36	3.00	3.00	1.00	-0.08	-0.37
US & Canada	10	12	28	30	20	3.38	3.50	4.00	1.23	-.44	-.61

Table 10. Answers to item 14: I think teachers (including university professors) are losers

Country/item	%					descriptive statistics					
						central tendency			dispersion	distribution	
	1	2	3	4	5	mean	median	mode	SD	skewness	kurtosis
Azerbaijan	4.20	38.40	13.00	2.50	1.9	1.88	2.00	1.00	1.87	213.87	12.98
Georgia	54.9	27.00	9.80	2.50	5.70	1.77	1.00	1.00	1.10	2.10	1.63
Iraq	45.10	30.39	8.82	11.76	3.92	1.99	2.00	1.00	1.17	0.11	1.07
US & Canada	50	16	18	4	12	2.16	1.50	1.00	1.45	.97	-.42

The answers presented in Tables 6-8 reveal that the respondents' views on their teachers are not very critical, however, as is seen in Tables 9-10, many students do think that teachers are not a respectful profession. This is in line with Ramazanova's finding that in Azerbaijan people trust teachers as personalities, but are not sure of their professional qualification. While item 13 is only ironic, item 14 is extremely negative. If we compare the results in Tables 9 and 10 to each other, we can see that fewer respondents from all countries support a very negative view of teaching jobs.

The rating of factors that influence students' views on teaching is shown in Table 11. It ranges from 1 (the most important one) to 5 (the least important one).

Table 11. Factors that impacted the described attitude toward teaching jobs

Country/factors	family	teachers	peers	mass-media	books and movies
Azerbaijan	2	1	5	4	3
Georgia	2	1	5	3	4
Iraq	2	1	5	3/4	3/4
US & Canada	2	1	5	3	4

Again, the factors' rating is almost identical with students from all countries. Among Georgian students 'other' answers included 'nobody', and 'my own experience', while among Iraqi students - 'religion'.

Only two Iraqi respondents made comments to the whole questionnaire:

- Some of professors are losers, maybe they have a PhD, master's, or anything they call certification, but don't have any morality.
- I'm one of those students who loved ELT because of teachers. I will never forget those teachers and how in a good way they treat me. They are friendly teachers and for students, this is more important to be friendly with teachers, not their PhD or master's degree. They should speak with students in a good way and motivate students.

The obtained results indicate the importance of teachers' and parents' influence on students' perceptions of teaching as a profession. Additionally, they signal further reflection on the reasons why students do not find teaching an attractive profession. Table 5 reports the two highest reasons, "It's not an interesting job" and "It's a stressful job". These opinions are formed through student observations of teachers. Presumably, through a reflection of experiences based on teachers' discourse, interactions, reactions, and demeanor during and outside of classroom situations. It appears that, despite teachers' intentions, they may have allowed their misgivings about their work to influence their behavior vis-à-vis their students.

There are no such professional standards to influence or limit parents' reactions to teachers or the teaching profession. While it is hoped that parents' perceptions of teachers and teaching will be positive, especially in terms of their children's educational experiences, they approach situations with all the bias that their own prior experiences have produced. One study suggests that parents are more likely to encourage their children to become teachers when people outside the family have encouraged their children to teach (Christiansen et al., 2022). If teachers are the most likely people outside of the family to encourage children to become teachers, then the results of Table 11 are crucial to understanding where we are today.

Discussion

Wang et al. (2019) discovered that self- and social-oriented factors in choosing a career path are important for choosing this or that profession. This is congruent to our finding that to choose a teaching job, intrinsic motivation is more important, however, extrinsic motivation also has to be taken into account.

According to Granjo et al. (2021), Munna and Kalam (2021), and Sahin (2017), teaching efficiency and teacher self-esteem are interrelated. This is in line with our findings that, to help teachers perceive their profession as an esteemed one, it is necessary to train the future teachers better.

Lam (2012) found that in Hong Kong the major motivations to become teachers are 'teaching as a safe haven' and 'internal satisfaction'. This is close to our finding that both extrinsic and intrinsic motivation are important drives for becoming a teacher.

Limitations

The major limitations are the method of an anonymous online survey (no guarantee that who fills in the questionnaire form is the right person) and the scale of the research ((at least 350 participants from each country are needed, according to Cresswell (2015)). Further research should / can be conducted in Georgia, Iraq, and some other countries, taking into consideration that a piloted tool is available.

Conclusions

Teaching jobs were assessed by the respondents of the study as reasonably prestigious. To satisfy the need of contemporary society for effective/efficient teachers, this job needs to be more prestigious than it is at the moment.

When students are taught by teachers who love their job, they will be more willing to become teachers, as they will have good role models. But one simply cannot just tell teachers that they should be better role models, the conditions of their employment, the view that society has of their importance, and the administrative support they receive are factors that contribute to their job satisfaction, and in that sense promote their ability to become more positive role models of the profession. These factors include elements of extrinsic motivation, specifically teacher salaries, as well as governmental and media support and awareness, which are critical elements of developing more positive views of teaching as a profession.

Nor can the influence of families be ignored. Most families have had experience with schools and teachers at some level. Those experiences form the basis of their value of education as a profession. Sometimes the greatest influence was a teacher who took the time to understand and support an academically struggling family member, other times, it was a teacher who did just the opposite. Personal experiences, positive and negative, form the basis of familial attitudes toward the teaching profession and willingness to support or encourage teaching as a career choice. Low regard for teaching as a profession will not encourage the best young people to enter the field.

In the past teachers were valued for the knowledge they possessed, today most knowledge is readily available on the internet. That leads to a false sense of what education is about. A teacher's role needs to be reinterpreted and understood in this new age we have entered. If we are building a knowledge-based society, the best brains should be attracted to teaching positions. It is a vicious circle: on the one hand, to be a reputed profession, teaching should be of high quality, on the other hand, without better training and better conditions for efficient teaching we will have teachers who are limited in their effectiveness. Unless these issues are addressed, the cycle of seeing teaching as uninteresting, stressful, and underpaid will continue to be the reasons why young people do not want to become teachers.

Acknowledgments

Special thanks go to the respondents and those who helped us reach more respondents: Ioseb Gabelaia, Nihat Polat, Kevin Hirschi, Maya Abdelani, Madona Shelia, Shorena Gogiashvili, Kamandar Teymurzade, Elmir Qurbanov, Ahmed Mohammed Jasim Himmadi, Gunel Ismikhanova, Zuleigha Gurbanova, Nebi Sevim, and others.

References

- Adams, R. (2023, June 8). Record numbers of teachers in England quitting professions, figures show. *The Guardian, Education*. Retrieved February 11, 2024, from <https://www.theguardian.com/education/2023/jun/08/teachers-england-schools-figures-department-education-survey>
- Amirova, G., & Valiyev, A. (2021). Do university graduate competences match post-socialist labour market demands? Evidence from Azerbaijan. *Journal of Teaching and Learning for Graduate Employability*, 12(2), 332–347.
- Boyle, K.A. (2022) Career identities and Millennials' response to the graduate transition to work: Lessons learned. *Journal of Education and Work*, 35(1), 78-91, <https://doi.org/10.1080/13639080.2021.2009782>
- Burduli, T. (2021, May 31). The 'Oscars of education': How a competition is helping boost prestige for Georgia's undervalued teachers. *Civil Georgia*. Retrieved February 15, 2024 from <https://civil.ge/archives/423804>
- Carlo, A., Michel, A., Chabanne, J.-C., Bucheton, B., Demougin, P., Gordon, J., Sellier, M., Udave, J.P., & Valettes, S. (2013). *Study on policy measures to improve the attractiveness of the teaching profession in Europe*. [Research Report] EAC-2010-1391, European Commission, Directorate General for Education and Training. 2 volumes.
- Conant, D.R. (2012). *The power of Idealistic-Realism: How great leaders inspire and transform*. Retrieved February 11, 2024 from <https://hbr.org/2012/01/the-power-of-idealistic-realis>
- Christensen, S., Davies, R.S., Larsen, R.A.A., Harris, S., Hanks, J., & Bowles, B. (2022). Parental perceptions of the teaching profession: Factors that predict parental encouragement of students to enter the teaching profession. *Education Sciences*, 12(734), 1-13. <https://doi.org/10.3390/educsci12110734>
- Creswell, J. (2015). *Research design: Qualitative, quantitative and mixed methods approaches*. Pearson Education Inc.
- Dolton, P., Marcenaro, O., De Vries, R., & She, P.W. (2018). *Global teacher status. Index 2018*. Varkey Foundation. University of Sussex.
- Fekete, A.C. (2023). The importance of motivation in choosing a teaching career. *Euromentor Journal*, 14(4), 114-144.
- Fico, M. (2022). Prestige of the teaching profession: Development of the research tool. In *Teaching & learning for an inclusive, interconnected world. Proceedings of ATEE/IDD/GCTE conference, Sestri Levante (Italy)*, pp. 127-143.
- Granjo, M., Castro Silva, J., & Peixoto, F. (2021) Teacher identity: Can ethical orientation be related to perceived competence, psychological needs satisfaction, commitment and global self-esteem? *European Journal of Teacher Education*, 44(2), 158-179. <https://doi.org/10.1080/02619768.2020.1748004>
- Guerriero, S. & Deligiannidi, K. (2017). The teaching profession and its knowledge base. In S.Guerriero (Ed.). *Pedagogical knowledge and the changing nature of the teaching profession*, pp. OECD Publishing, Paris. <https://doi.org/10.1787/9789264270695-3-en>
- Hindie, L. (2016). *Without teachers there are no other professions*. Institute for Educational Advancement. Retrieved February 15, 2024 from <https://educationaladvancement.org/blog-without-teachers-no-professions/>
- Kraft, M.A. & Lyon, M.A (2022). *The rise and fall of the teaching profession: Prestige, interest, preparation, and satisfaction over the last half century*. Annenberg Brown University. Retrieved February 28, 2024 from https://edworkingpapers.com/sites/default/files/Kraft%20Lyon%202022%20State%20of%20the%20Teaching%20Profession_0.pdf

- Lam, B.H. (2012). Why do they want to become teachers? A study on prospective teachers' motivation to teach in Hong Kong. *The Asia-Pacific Education Research Journal*, 21(2), 307-314.
- Munna, A.S. & Kalam, M.A. (2021). Teaching and learning process to enhance teaching effectiveness: a literature review. *International Journal of Humanities and Innovation*, 4(1), 1-4.
- OECD (2018). *TALIS. Table II.2.1*. StatLink <https://doi.org/10.1787/888934083240>
- Popular jobs in the world. (2024). From sources across the web. Retrieved January 31, 2024 from https://www.google.com/search?q=best+jobs+in+the+world&sca_esv=8caeb1d653bc9a02&ei=gjC6ZaqYI9Wqxc8P3ZCZiAg&oq=professions+ranking&gs_lp=Egxnd3Mtd2l6LXNlcnAiE3Byb2Zlc3Npb25zIHJhbmtpbmcqAggDMgoQABhHGNYEGLADMgoQABhHGNYEGLADMgoQABhHGNYEGLADMgoQABhHGNYEGLADMgoQABhHGNYEGLADMgoQABhHGNYEGLADMgoQABhHGNYEGLADMgoQABhHGNYEGLADSI1GUABYAHABeAGQAQCcQAQCqAQC4AQHIAQDiAwQYACBBiAYBkAYI&sclient=gws-wiz-serp
- Professions / Europe. (2024). From sources across the web. Retrieved January 31, 2024 from https://www.google.com/search?q=most+popular+professions+in+europe&sca_esv=62c6a59d79590dd7&ei=3kG6ZaeEAa6Axc8P59-8sAw&ved=0ahUKEwin67f81leEAxUuQPEDHecvD8YQ4dUDCBA&uact=5&oq=most+popular+rofessions+in+europe&gs_lp=Egxnd3Mtd2l6LXNlcnAilm1vc3QgcG9wdWxhciBwcm9mZXNzaW9ucyBpbidXJvcGUyCBAAGIAEGKIESJxtUNEpWPRrecAF4AZABAJgB0AGgAeiTqgEGMC4xNC4xuAEDyAEA-AEBwgIKAAAYRxiWBBiwA8ICBxAAGIAEGA3CAgQABiABBikBRiGA8ICCBahGKABGMMewgIGEAAyBxgewglIEAAyCBgHGB7iAwQYACBBiAYBkAYI&sclient=gws-wiz-serp
- Ramazanov, A. (2011). *Trust towards public school teachers, quality of education and human capital in Azerbaijan*. Executive Summary of Junior Research Fellowship Program. Retrieved from <https://core.ac.uk/download/pdf/161801937.pdf>
- Rose, J., & Baird, J. (2013). Aspirations and an austerity state: Young people's hopes and goals for the future. *London Review of Education*, 11(2), 157–173. <https://doi.org/10.1080/14748460.2013.799811>
- Sahin, H. (2017). Emotional intelligence and self-esteem as predictors of teacher self-efficacy. *Educational Research and Reviews*, 12(22), 1107-1111. <https://doi.org/10.5897/ERR2017.3385>
- Silova, I. (2009). The crisis of the post-Soviet teaching profession in the Caucasus and Central Asia. *Research in Comparative and International Education*, 4(4), 366-383.
- Stromquist, N. (2018). *The global status of teachers and the teaching profession*. Education International.
- Symeonidis, V. (2020). Tracing the value of teacher education in EU teacher-related policies. In *Validity and value of teacher education research*, pp. 291-311. Fagbokforlaget. <https://doi.org/10.55669/oa050315>
- Taimalu, M., Luik, P., Kantelinen, R., & Kukkonen, J. (2021). Why they choose a teaching career? Factors motivating career choice among Estonian and Finnish student teachers. *Trames*, 25 (75/70), 1, 19-36. <https://doi.org/10.3176/tr.2021.1.02>
- Thompson, G. (2021). *The global report on the status of teachers 2021*. Education International Research.
- US News Money. (2024). *100 best jobs*. Retrieved from <https://money.usnews.com/careers/best-jobs/rankings/the-100-best-jobs>
- Wang, J., Fan, W., Cheung, F.M., Wang, Q., & Li, M. (2019). Personality and Chinese adolescents' career exploration: The mediation effects of self-efficacy and perceived parental support. *Journal of Pacific Rim Psychology*, 13, E28. <https://doi.org/10.1017/prp.2019.16>

Received: 15 March 2024.

Accepted: 8 April 2024.