

EFFECT OF MOTIVATIONAL FACTORS ON DECISION OF SECONDARY SCHOOL TEACHERS TO OPT TEACHING AS A PROFESSION

Sumaira Rashid,

Assistant Professor/ Head of the department of Applied Psychology
Kinnaird College for Women, Lahore, Pakistan

Abstract

The present study intends to explore the effect of most significant factors on secondary school teachers to choose teaching as ultimate profession. Sample of the study comprises of 288 secondary school teachers from Govt Secondary girls schools of Pakistan. The results showed the difference of teachers perceptions regarding age, education, qualification, annual income and experience. The findings explored only difference of opinion towards experience regarding teachers desires of becoming teacher . The most influential factor that opted by the teachers was salary. The participants showed little satisfaction towards country pay scales and salary packages.

Keywords: Pakistan, Secondary school teachers, Scale, intrinsic, extrinsic

Introduction

It is worldwide consensus that education is the fundamental tool to bring revolution in all spheres of life. Nobody can ignore the crucial role of teachers they play to change the attitudes of the society to make it a highly valued society in the world. No education system can flourish without good teachers and good teachers can be attracted towards teaching through motivation. Motivation is of two types intrinsic and extrinsic Darling (1999, p.45). The study attempts to find out most effective factors in attracting teachers towards teaching.

By considering the importance of teachers many action plans and attractive packages were introduced in Europe, Australia and Asia to motivate teachers in teaching. Darling (1999, p.45) argued that poor salary scales , lack of save environment, inadequate resources and inflexible environment demotivate teachers all over the world. On the other hand competitive salary, conducive institutional environment, social respect, high status play as most motivating factors to encourage teachers for teaching profession. Book and Freeman (1992, p.27) also considered some other important reasons to choose teaching like intrinsic, extrinsic and altruistic motivation. All these three types of motivation sometimes overlap in defining features , it depends on the nature of question for what any type is used. For example the intention in working with students has come the umbrellas of intrinsic and sometimes under the bridge of altruistic form in various studies (Battle 1965, p.209). Book and Freeman (1985, p.27) identified most significant motivational reasons in entering teaching are job security, job benefits, suitability with family commitments, social participation and love to with students.

Literature Review

Many researches in teaching and learning area based their assumptions and findings on ability related perceptions as most motivating factors for teachers attraction towards teaching. The present study incorporated previous literature in making clarity of ideas in exploring and evaluating the influence of factors to retain teachers in teaching.

Frasco (1997, p.429) stated that intrinsic motivation works as power supply for teachers in making choices for teaching as a profession but there are number of other factors that destroy the instinct and extent of intrinsic power , for example burnout is one of the major factor that hits the passion of teachers in joining this profession.

Fraser and Taylor (1998 ,p. 61) give reasons for this burnout hazard, they argued that teaching is considered most stressful profession among all other profession because the demand and supply requirement is hectic. Furthermore , three factors are known crucial in predicting burnout, one is emotional intensity due to physical and emotional over expectations. When a person is trying to fix all matters in a short and limited time then this factor comes as the most important reason of that issue. The next factor is depersonalization, which results from being most critical towards him/herself and other practitioners. The reason is the failure in personal goals achievements, because teachers are dissatisfied with their present status, social wellbeing with society respect , job security issues and personal recognition . Evans (1998, p.417).

Deci and Ryan (2001, p.930) explored the role of Self-determination theory in mentioning three psychological reasons to be satisfied for personal high self esteem, competence, autonomy and relatedness. Dissatisfaction of these most fundamental needs detract humans from their tracks. This theory also discussed the negative factors that discourage individuals in making choices towards any profession.

Atkinson (1957, p. 359) explained that intrinsic and altruistic institutional goals and some other intrinsic factors are considered the basic reasons for teachers to join teaching. He mentioned some influential factors that affect the choices of teachers in choosing teaching profession are job security, social respect, safety, competitive environment, high status profession. Leisure time . enjoyment with family and other factors.

Battle(1965, p.209) argued that subjective intentions play a pivotal role in making career choices for teachers. Teachers select teaching only under personal commitments ,like personal achievements, suitability with family commitments, enhance quality of life and social respect and status by increasing salary and other fringe benefits. Many teachers leave the profession because of failure in personal attainments and due to heavy workload and low incentives.

Braimoh and Moletsane (1998, p.49) stated that the intentions of those people who never showed their interest for joining teaching clear the picture that how negative factors drag back individuals for joining an institution.

Maslow (1943, p.370) theory discussed the factors that enhance workplace motivation. He argued that if employees are provided ample sources to afford their basic essentials, satisfy their personal, social and emotional needs, having enough holidays to spend time with their families they will be more attracted towards teaching for long time. Moreover, if their safety needs that include job security, social needs comprise feeling of belonging and acceptance among community fellows, Esteem needs incorporate the appreciation of employees , sense of being valued and appreciated, Self actualization comprises of the satisfaction of employees challenging work tasks which generate creativity, innovation and critical thinking skills

Nature of the Study

The study was a descriptive type of research in nature. A survey was conducted using a questionnaire. Inferential statistics were employed to determine the current status of population with respect to variables.

Population

There are two main strata in Punjab urban and rural. All public schools at secondary level are single sex. Therefore all female secondary school teachers of Punjab were the

population of the study. Accessible population was two eighty eight Government secondary school teachers of 72 Government secondary schools.

Sampling

Of the total population of female secondary school teachers 25% sample was drawn for the purpose of the study. 72 schools of Punjab (24 urban and 48 rural) were selected for the purpose of this survey. The researcher randomly selected 9 districts from 36 districts of Punjab and then randomly selected 9 tehsils from sampled districts. Eight schools from each tehsil were selected with uniform distribution of both urban and rural strata. Six urban female schools, two rural female schools were selected. Four teachers from each school were randomly sampled for this study; it constituted a sample of 288 teachers .

Sample

No. of Distt 25% of 36 distt by zones	No. of Distt taken	No of Tehsils			No of schools		No. of teachers		
		Total	U	R	U	R	U	R	
Central zone 19	5	5	1	4	8	32	32	128	
Southern zone 12	3	3	1	2	8	16	32	64	
Northern zones 5	1	1	1		8		32		
Total 36	9	9	3	6	24	48	96	192	288

There were total 36 districts in Punjab. Population of Punjab is divided in to two strata rural and urban .Multistage sampling was used to draw the sample..The researcher randomly selected 9 districts from which constitutes 25% of districts of Punjab.

Central zone comprised of 19 districts (Lahore, Kasur, Gujranwala, Gujrat, Faisalabad, Sheikhpura, TobaTekSingh, Okara, M.Bahawaldin, Sialkot, Pakpatan, Narowal,Bhakar,Lodhran, Nankana sahib, Jehlam, Sargodha, Jhang, Hafizabad). The researcher randomly selected 5 districts (Lahore, Gujranwala, Gujrat, Sheikhpura, M.Bahawaldin) from central zone.

Southern zone comprised of 12 districts (D.G Khan, Bahawalpur, Rajanpur, Bahawalnagar, R.y Khan, Muzafargar, Multan. Sahiwal, Vehari, Khaniwal, Layya, .The researcher randomly selected 3 districts (Multan, Bahawalpur, R.y Khan) from southern zone.

Northern zone consisted of 5 districts (Jehlam, Rawalpindi, Attock, Chakwal, Khusab,).The researcher randomly selected 1 district (Rawalpindi,) from northern zone The researcher randomly selected 9 tehsils from sampled districts. 8 schools from each tehsil were selected with uniform distribution of both urban and rural strata. 6 urban female schools, 2 rural female schools were selected. 4 teachers from each school was randomly sampled for this study; it constituted a sample of 288 teachers .

Rationale

Teaching profession is considered the backbone of any country's progress and prosperity. Trained and professionally experienced teachers make the society presentable in the whole world. The study aimed to know what factors influence teachers in opting teaching as a profession. It also explored some effects of demotivating factors on choice of teachers in selecting teaching. The study fits in the references of previous researches to find the difference of effect of different factors in different contexts. The findings provided robust measures about the influence of factors. It will help policy makers and curriculum developers to consider these factors while making any new policy to attract more qualified and competitive workforce in teaching.

Hypotheses

Teachers have no difference of opinions regarding annual income in opting teaching as a profession

Teachers have no difference of opinions regarding age in opting teaching as a profession

Teachers have no difference of opinions regarding qualification in opting teaching as a profession

Teachers have no difference of opinions regarding experience in opting teaching as a profession

Research Instrument

For the purpose of data collection of this study an instrument of data collection, comprising of questionnaire was devised on a 5 point Likert scale. The first part of instrument contained demographic information regarding age, marital status, annual income, experience and qualification of teachers, the second part was based on 5 point Rating scale (strongly agree, agree, neutral, strongly disagree, disagree,).Items were developed to measure the influence of different factors on teachers intentions for selecting a profession. A pilot study on small scale was conducted before the administration of actual study. Through pilot testing necessary revisions were made in the questionnaire. Secondly through the statistical tests the numeric description of chi square and t test enabled the researcher to put the confidence in the results up to 95%. Through the pilot study and opinion of 6 expert 4 from University of Education and 2 from the University of Punjab all items were believed to be valid in construct, content and criteria . For estimating internal consistency "based on determination of how all items on a test related to all other items and to the total test" . The reliability coefficient was Cronbach's Alpha for FITCS 0.913 that showed the high response rate of the participants.

Data Collection Procedure

After piloting phase, the survey on large scale was planned. Questionnaire were mailed to all sampled teachers (school teachers) . In order to keep track of the return of questionnaires, Principals were contacted and requested for their professional help in this research. Some colleges responded immediately but few responded later because of their official assignments. However, the researcher, continued requesting the principals through follow up telephonic calls, and as a result, was successful in getting completed questionnaires from respondents. The data collection activity took four months.

Data analysis

The data achieved through different sources was analyzed through ANOVA and Principal component analysis method for hypothesis testing ,factors ascertain and to find out their effects on teachers decisions to opt teaching. Demographic information regarding age, work-experience, annual income, Professional qualifications and close ended questions.

Analysis of FIT questionnaire with Demographics

The " FIT questionnaire was administered to SST of different age groups. ANOVA is applied to see the difference in choice of different age groups.

Effect of age on teaching as a career choice

H1 Teachers have no difference of opinions regarding age in opting teaching as a profession

Table 4
Summary of ANOVA between different age groups.

	Sum of squares	df	Mean	F	Sig.
Between Groups	1457.72	3	485.907	1.109	.346
Within Groups	124442.109	284	438.176		
Total	125899.830	287			

The summary of results showed that F value is insignificant hence null hypothesis is stating:

Teachers have no difference of opinions regarding annual income in opting teaching as a profession was accepted. Therefore it can be concluded that there is no difference of choice of teaching profession among different age groups of female secondary school teachers.

Effect of qualification on teaching as a career choice

H2 Teachers have no difference of opinions regarding qualification in opting teaching as a profession

Table 5
Summary of univariate analysis of ANOVA for career choice of teachers with different qualification

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	280.513	2	140.256	.318	.728
Within Groups	125619.317	285	440.770		
Total	125899.830	287			

The summary of results showed that F value is insignificant hence null hypothesis is stating hence null hypothesis is stating,

Teachers have no difference of opinions regarding qualification in opting teaching as a profession was accepted. Therefore it can be concluded that there is no difference of choice of teaching profession among different qualification of female secondary school teachers.

Effect of annual income on teaching as a career choice

H3 Teachers have no difference of opinions regarding annual income in opting teaching as a profession

Table 6
Summary of univariate analysis of ANOVA for career choice of teachers with different annual income groups.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	142.037	74	1.919	1.042	.404
Within Groups	370.321	201	1.842		
Total	512.359	275			

The summary of results showed that F value is insignificant hence null hypothesis is stating hence null hypothesis is stating:

Teachers have no difference of opinions regarding annual income in opting teaching as a profession was accepted. Therefore it can be concluded that there is no difference of choice of teaching profession among different annual income groups of female secondary school teachers.

Effect of experience on teaching as a career choice

H4 Teachers have no difference of opinions regarding experience in opting teaching as a profession

Table 7

Summary of univariate analysis of ANOVA for career choice of teachers with different experience.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3875.976	3	1291.992	3.007	.031
Within Groups	122023.854	284	429.661		
Total	125899.830	287			

The summary of results showed that F value is significant hence null hypothesis is stating hence null hypothesis is stating:

Teachers have no difference of opinions regarding annual income in opting teaching as a profession was rejected. Therefore it can be concluded that there is at least one group of teaches which has significant different opinion from others.

Table 8

Summary of Post hoc analysis of ANOVA for career choice of teachers with different experience.

(I) experience	(J) experience	Mean	Mean Difference (I-J)	Sig.
31-40	1-10	(262.6190)	16.99634*	.021
	11-20	(262.4384)	17.17703*	.005
	21-30	(265.8981)	13.71724*	.025

Summary of post hoc test on teacher opinion about experience reveals that p value was highly significant at 0.05 level of significance. Therefore it can be concluded that there is one group of teaches with 31-40 years of experience has significant difference of opinion with 1-10, 11-20 and 21-30 years experience groups.

Findings

Following findings emerged from the analysis of data:

The present study explored teachers intentions regarding selection of profession in terms of age , annual income, qualification and experience and findings proved that there is no difference of teachers perceptions among age, qualification, annual income but difference observed in only experience related opinions among teachers , so the null hypothesis is rejected because there is significant difference among teachers with respect to their experience. The respondents with 21-30 years experience and people with 31-40 years experience have significant difference of opinion regarding career choice. Variance of inspiration was 74.476 % , showed that it was most useful factor that got most of the response rate and highest motivating factor that people rated it with high aspiration . The variance of job security was 75.704 % showed that people joined teaching mostly because of this reason. The variance of ability factor was 74.696 % , society influence was 73.335 % , work with children was 68.518, society service was 66.116 % , challenge was 60,594 % , competence was 65.220 % , indicating highest satisfaction of people with their choice of teaching. Variance of other factors that were autonomy 34.765 % , respect 53.546 % , time for family 52.184 % , intrinsic career value 39.529 % , working conditions 38.184 % and salary 49.335% showed relatively low motivation for teaching as a career choice.

Conclusion

The researcher concluded that teachers of secondary schools of Pakistan showed no difference of opinion in demographic variables like age, qualification , annual income in

making choice for the selection of teaching profession. Only one group of respondents with 21-30 years experience and 31-40 years experience have significant difference of opinion regarding career choice. Inspiration was considered most influencing factor with highest mean score.

Discussion

The study intended to explore different influential factors in attracting or distracting teachers towards teaching profession. For this purpose a questionnaire was administered to get understanding of their choices . Teachers showed their responses towards different factors differently.

The present study incorporated previous researches findings of motivational factors and also found that some factors are influential in our culture and some are not considered important as much as in other contexts. In Watt (1998) study that conducted in Australia on University teachers showed that social respect , intention to work with children, job security were considered most influential in attracting teacher and salary factor was not considered most important factor but in our Pakistani society these factors are not considered most significant in retaining teachers because of poor infrastructure of education system and lack of resources . Moreover, salary was also rated below the average that means teachers in our country are dissatisfied with their salaries, social status, working environment, job security, job satisfaction, personal incentives etc.

In Pakistani context Govt Secondary teachers do not earn more respect and value. Majority of people want to become doctors , engineers, lawyers instead of becoming teachers because of inadequate facilities and insufficient incentives. Teachers are not satisfied by Govt policies in terms of teaching service structure. Government policies do not attract people to opt teaching as a career. In the light of these findings we can infer the importance of different factors and can give message to teaching and learning departments to review their education policies in attracting and retaining teachers in teaching profession as it works like a backbone of the country's prosperity.

In the current era Pakistan is facing problems in attracting, recruiting and retaining teachers in teaching. It is the need of the time to consider these influential factors to motivate teachers and to improve the service structure of teachers to stop the brain drain effects. Mostly teachers who got scholarship abroad for advance education do not want to come back because of job insecurity , low social status and poor salary packages.

Recommendations

On the basis of major findings and conclusions, following recommendations are made:

The study provides a guidelines for policymakers to improve their educational infrastructure . Working conditions in schools, colleges and Universities should be improved to attract and retain more competent people towards teaching. Salary and social status of teachers should be improved to motivate most of the population. Government should provide more facilities and fringe benefits to teachers. Pensions and more house rent should be included in teacher's salary package to enhance their job security. Although the scope of the present study can not be generalized due to its limited scope. It is, therefore, recommended that further research with a wider scope using both qualitative and quantitative paradigm be carried out. There is need to examine the root cause of lowest perception of teachers for teaching as a career choice and to enhance teacher's motivation level by providing better opportunities. Salary and social status factors were rated lowest by teachers so it is recommended to increase merit based attractive salary packages to attract more qualified teachers.

References:

- A.H. Maslow, A Theory of Human Motivation, *Psychological Review* 50(4) (1943):370-96.
- Atkinson. J. W. (1957). Motivational determinants of risk taking behavior. *Psychological Review*, 64, 359-372.
- Battle, E. (1965). Motivational determinants of academic task persistence. *Journal of Personality and Social Psychology*. 2, 209- 218.
- Book, C. L., Freeman, D., & Brousseau, B. (1985). Comparing academic backgrounds and career aspirations of education and non- education majors. *Journal of Teacher Education*, 36(3),
- Braimoh, B and moletsane, R.I. M (1998). "Teachers job satisfaction as a f actor of academic achievement in Lesotho schools" *Education Today*, 48, 2, 49-56.
- Darling., J. (1999). "The best man for the job; women teachers, promotion, and the Stratchlyde research", *Scottish Educational Review*, 24,1,45-56.
- Deci, Edward L. and Richard M. Ryan. (2001). Need Satisfaction, Motivation and Well-Being in the Work Organizations of a Former Eastern Bloc Country: A Cross-Cultural study of Self-Determination. *Personality and Social Psychology Bulletin*, Vol.27, 930-942.
- Evans.,L. (1998)." The effects of senior management teams on teacher morale and job satisfaction: a case study of Rockville Country primary school", *Educational Management and administration*, 26, 4, 417-28.
- Frasko., B. Kfir, D, and Nassar, F.(1997). Predicting teacher commitment", *Teaching Teacher Education*, 13, 4, 429-38.
- Fraser, H., Draper, J. and Taylor, W. (1998)." The quality of teachers' professional lives: teachers and job satisfaction", *Evaluation and Research in Education*, 12, 2, 61-71.