

5. MOTIVES OF NEWLY RECRUITED POLYTECHNIC TEACHERS FOR ENTERING INTO TEACHING CAREER

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ABSTRACT

Teacher is the cornerstone of educational development. Teaching profession attracts different people for different reasons. Motives for joining the profession can have important implications for long-term commitment to teaching. In the present paper, newly recruited polytechnic teacher's motives for entering into teaching career are studied. The participants of various Induction Programmes for Newly Recruited Teachers from a state in northern region of India constituted the sample of the study. These teachers were asked to answer two open-ended questions regarding reasons for joining the teaching profession and their future plans. Each participant's responses were checked carefully and coded against the theme to which they belonged. The frequency of each theme was calculated and expressed as percentage. The themes were grouped into three categories: extrinsic, intrinsic and altruistic. Extrinsic reasons are concerned with material benefits such as job security, salaries etc. The motives like ambition to become a teacher, challenging job, respectable job etc. are some of the intrinsic reasons. Altruistic reasons are liking for working with young, learners, contribution to society and the like.

1. INTRODUCTION

Teacher plays a key role in determining quality, effectiveness and relevance of education. Different individuals join teaching profession because of different reasons. The reasons for joining teaching profession can be classified into three categories namely: extrinsic, intrinsic and altruistic reasons. Extrinsic reasons for joining teaching profession are basically concerned with material benefits such as salary, secured job, vacations, relaxed job etc. Intrinsic reasons include ambition to become a teacher, challenging job, respectable job, opportunities for self-development etc. The reasons like contribution to society, liking to work with young learners, imparting knowledge etc. are some of the altruistic reasons. The studies on practicing

teachers and prospective teachers reveal that the main altruistic reasons for choosing teaching were "the desire to work with young group (Fox, 1961; Chandler; Powell and Hazard, 1971; Joseph and Green, 1986; Brown, 1992; Thom, 1992,) and to be of service or to contribute to the society/country (Chandler et al 1971; Freidus, 1992; Joseph and Green, 1986). Other altruistic reasons were "helping others who are in difficulty" (Sharp Hirshfield, 1975). Intrinsic motives of teacher trainees help students gain a sense of personal achievement and self-esteem" (Book & Freeman, 1986) and "the desire to impart knowledge" (Fox, 1961; Thom, 1992). Thom (1992) also found that the main intrinsic motives of teacher trainees for choosing teaching were "the honor in being a teacher" and the perception that teaching is a "caring" profession

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Studies carried out in the past revealed that not all these three factors affected the motivation of an individual, that each factor carried a different emphasis and that there were gender differences (Moran, et al. 2001).

Extrinsic motives are also important drawing people to teaching although they are not as often quoted as altruistic and intrinsic motives. Basically they are concerned with material benefits such as job security and salaries. It was found that factors belonging to the salaries category were the main attraction to category teaching in Zimbabwe, (Chivore, 1988) and in Cameroon (Abangma, 1981). Yong (1995) found that the motives of teacher trainees to choose teaching were first extrinsic, second intrinsic, and third altruistic. Kim Chuan and Lourdasamy (2003) found service conditions and altruistic motives as two most predominant factors influencing choice of teaching as a career among Singaporeans. In India, polytechnics offer three year diploma programmes in various engineering and non-engineering disciplines. Quality of the output from any technical institution, among other variables depends on quality of teaching in learning processes, which to a great extent depends on teachers. In number of polytechnic institutions, faculty positions are not filled up as per sanctioned strength. The teacher shortage is not confined to the number it also concerns quality as well. It is crucial that good teachers are recruited and retained in the system. Any mismatch between the motives for going into teaching and measures perceived to be attractive to teaching may result in those who enter into teaching leaving sooner than anticipated. It was rightly pointed by Soh (1998) that officials associated with recruitment of teachers must take cognizance of what motivates young teachers to enter teaching profession and what makes them stay or leave because this understanding is essential to maintain a stable teaching force, especially in a competing job market of vibrant economies.

2. STATEMENT OF THE PROBLEM

Motives of newly recruited polytechnic teachers for entering into teaching career.

3. OBJECTIVE OF THE STUDY

The objective of the present study was to determine the motives of newly recruited polytechnic teachers for entering into teaching career.

4. METHOD AND PROCEDURE

Survey method of research was employed to conduct the study. Fiftyfive newly recruited polytechnic teachers with less than two years of experience from the states in the northern region, attending short-term training programmes at National Institute of Technical Teachers' Training and Research (earlier Technical Teachers' Training Institute) Chandigarh, constituted the sample of the study. Motives of polytechnic teachers for joining teaching career were determined in terms of reasons for joining this career. The trainees were asked to answer two open-ended questions, which were adapted from Brown (1992) as follows: What is the main reason for you to choose to become a teacher? And which other two reasons made you decide to become a teacher?

Twenty reasons marked as one main reason or among other two reasons were derived from the teachers' responses when the questionnaires were analyzed. Each teacher's responses were carefully checked and coded against the reason to which they belonged. The frequency of each reason was calculated and expressed as a percentage of its total score. For discussion purposes, the reasons were grouped into three categories: extrinsic, intrinsic, and altruistic.

5. RESULTS AND DISCUSSION

The collected data was analyzed. It suggested that motives of newly recruited polytechnic teachers choosing teaching career

were first extrinsic, second altruistic and third intrinsic. The total percentage score for each category was 59.4, 28.0 and 12.6% respectively (Table-1).

Under the extrinsic category, the main reason reported by 21.6% of the teachers for choosing teaching was "no other job" (ranked first). In addition, 12.6% of the teachers also reported this as one of the other two reasons for choosing teaching profession. The findings suggested that engineers who entered teaching did so as a last resort. 9% each of the teachers reported 'lot of spare time' and 'influence of others' as the reasons for opting teaching profession. They expressed that in teaching profession they have enough spare time because of vacations and less hours, which gives them more time to attend family and their hobbies. 21.6% of the teachers expressed comfortable/light job as main (5.4%) or one of the other two reasons (16.2%) which motivated them to choose teaching career. Other main extrinsic reasons which motivated engineers to choose teaching career were 'not satisfied with other jobs because of shift systems' (5.4%); near hometown (3.6%); government job/gazetted job (3.6%) and more salary (1.8%). Teachers also stated these reasons as the other two reasons for joining teaching.

Under altruistic category, liking/ interest for teaching was expressed by 34.2% of the teachers as one of the main reason (19.8%) or as one of the other two reasons (14.4%) for joining teaching. Only 5.4% of the teachers opted for teaching so that they impart practical knowledge of industry to students. Very small percentage of teachers (2.8%) joined teaching because they viewed teacher as 'nation builder'. This reason was also cited by 5.4% of teachers as other reason to join teaching career. 1.8% each of the teachers expressed that 'they feel young with students' or 'character builder' as the other reasons for joining this career.

Intrinsic motives for choosing teaching were given low rating as compared to extrinsic and altruistic reasons. The main reason under

intrinsic category was 'respectable job' as reported by 5.4% of the teachers. 10% of the teachers also viewed this as one of the other reasons. Other main reasons perceived by teachers in this category were 'gives opportunity for academic/self development' (3.6%), 'challenging job' (1.8%) and 'to remain current with the field' (1.8%). The reasons like neat honest profession (10.8%); job satisfaction (5.4%) and disciplined job (3.6%) were reported by teachers as one of the other two reasons for opting teaching as career.

6. CONCLUSIONS

About 60% percent of the teachers join teaching profession because of extrinsic reasons like: no other job, lot of spare time, influence of others, comfortable /light job, not satisfied with other jobs, near hometown, government job/ gazetted job. Altruistic reasons as the main reason for joining teaching was expressed by 28% of the teachers. Only about 13% of the teachers included in the sample joined teaching because of intrinsic reason. When asked about other two reasons for joining teaching profession, again extrinsic reasons were quoted by about half (46.8%) of the teachers included in the sample. However, intrinsic reasons as the other reasons for joining teaching about 30% of the teachers.

The present study shows that extrinsic motives were found to be the dominant determinants for engineers to go in teaching profession. The fact that more than half of the engineering teachers (59.4%) chose teaching for extrinsic reasons is a cause for great concern. Extrinsic motives for joining the teaching profession may undermine their long-term commitment. Snyder and Spreitzer (1984) analyzed the various variables of commitment to the teaching profession. They found that the elements of commitment include intrinsic and extrinsic satisfaction. If we want that the engineers who join teaching career are interested in teaching and have sound knowledge of their discipline, teaching should also be made more lucrative. This will attract better-qualified

engineers into teaching who would otherwise choose other more prestigious careers even though they may have genuine aptitude for teaching in the first place.

It is clear that one of the factors that motivates engineers to choose teaching as a career is the favourable service conditions which not only includes good salary but also other benefits like vacations, light job. So government should device schemes to make teaching profession an attractive one. This can be done through career plans and bringing transparency and instituting objective reward system, special plans for those teachers who stay for say more than fifteen years.

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Tabel 1 Polytechnic Teachers Reasons for choosing Teaching as their Career.

Category	Reason	Percentage of Teachers giving	
		One main reason	Other one reason
Extrinsic	■ No other Job	21.6	12.6
	■ Lot of spare time	9.0	--
	■ Influence of others	9.0	--
	■ Comfortable / light job	5.4	16.2
	■ Not satisfied with other job	5.4	--
	■ Near home town	3.6	3.6
	■ Government Job/gazetted	3.6	7.2
	■ More salary	1.8	7.2
	Total :-	59.4	46.8
Altruistic	■ Linking interest for teaching	19.8	14.4
	■ Impart practical knowledge	5.4	--
	■ Nation builder	2.8	5.4
	■ Feel young with students	--	1.8
	■ Character builder	--	1.8
	Total :-	28.0	23.4
Intrinsic	■ Respectable job	5.4	10.0
	■ Opportunity for	3.6	--
	■ Challenging job	1.8	--
	■ Remain in touch with field	1.8	--
	■ Neat and honest profession	--	10.8
	■ Job specification	--	5.4
	■ Disciplined job	--	3.6
	Total :-	12.8	29.8

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