

Development of a Scale to Measure the Perceptions of Secondary School Teachers towards Teaching as a Career Choice in Pakistani Educational Context

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ABSTRACT

The purpose of the present study was to develop a scale for the measurement of the influence of most significant factors on teachers to opt teaching as a career. Accessible population was two eighty eight Government secondary school teachers of 72 Government secondary schools of Pakistan. ANOVA and Principal component analysis method were used for factor extraction. The limitations of this research were that the population for this research was only female secondary school teachers. This research extended the validity of previous work on developing scales to measure the extent of influential factors affecting teaching as career decision. This scale is helpful to Education policy makers, curriculum designers, teachers, and all other establishment in the area of teaching and learning areas. The present findings has a valid , large implication and humble guidance for future researchers in developing more scales in teaching and learning areas to attract and retain teachers globally.

KEYWORDS – Pakistan, influential factors, motivation, scale development

INTRODUCTION

In the present study it was investigated that what are the most influential factors in Pakistani teaching context that affect teachers decisions to join teaching. In the literature mostly capacity –related beliefs are discussed regarding career choice. But to fill out the gap of the literature some Pakistani culture specific factors in teaching career choice were employed. The purpose of the development of the (FIT –Choice) sale was to explore Pakistani Government teachers intentions towards teaching profession. For the development of this scale researcher has consulted the previous literature to incorporate other culture specific motivational factors.

LITERATURE REVIEW

In this study a scale development and the role of different motivational theories in predicting the career options are discussed by the researcher. Moreover the usefulness of this scale for future investigations in career choice will expand the validity and reliability of this tool.

[11] explored 21 reasons for opting teaching through a questionnaire among PGGE students. The most significant reasons of this survey by the students were pleasure in working with children and job satisfaction were considered very important by 96 % . On contrary salary, vacations, security, no choice other than teaching were regarded as very important by less than 50 percent. The other less influential factors among students were to share knowledge and expertise with their students, taking teaching as a challenging profession , opting teaching by inspiration of own teachers and the last having desire to improve children's life chances. These reasons were shown as very important or important by 20-45 percent of participants.

[3] considered motivation expectancy- value theory crucial for success and achievement. They argued that task significance and success beliefs are key indicators for academic choices with addition of social influences and previous experiences in the enhancement of motivation. Furthermore, [9] elaborated the importance of prospect of success chances and the one sided view of task for academic choices in expectancy- value model.

It discussed the role of external influence in making academic choices. SDT also differentiate the motivation into intrinsic and extrinsic motives and extrinsic motivation is considered a leading motive in shaping the student behavior[5].

[12] argued that three Psychological desires stimulate the self to trigger the behavior and considered significant indicator for quality of life and Psychological well being. Moreover, these needs initiate the further needs ,autonomy, competence and relatedness

According to[1] theory there are a lot of important factors to improve workplace motivation of employees. For example if we talk about staff motivation then it is the voice of era to motivate employees we must consider their management patterns, job description, institutional tasks etc. On the next step, physiological needs includes

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leisure activities , enough time for lunch staff earnings to buy life basic commodities. After words, then comes safety need that comprise free and safe working place and job security of employees. Then comes Social needs which elaborates the importance of social acceptance, belonging and society by incorporating the positive role of social needs to facilitate human basic needs. Safety needs are defined with job security, comfortable and threat free working environment. Furthermore, social needs amalgamate with love, belongingness and social approval. On the other hand self esteem needs are included with achievement of employees and feel their accomplished tasks most worthy. In the end self actualization needs require challenging and worthwhile assignments from employees which create critical thinking, innovation and fruitful progress [8].

Some important tasks of teachers are to promote progressive students activities and to realize national and international education needs and to reduce illiteracy rate in every country. But unfortunately in our country Pakistan teachers are increasingly demotivated due to less social respect, poor salaries, job insecurity, improper housing, less opportunities for professional development and inadequate teaching fringe benefits and it all reflects in poor teaching performance and learning outcomes. Moreover, majority of the experienced teachers do not want work in rural areas where the major part of our population live in critical conditions.

After this valuable discussion one question arises that to at what degree Pakistani teachers are motivated and demotivated ? The present study discussed this issue by developing a scale to measure the tendencies of Pakistani Government school teachers to enter or exit in teaching profession.

METHODOLOGY

Developing FIT-Choice Factors Scale

The initial phase of research was refining the scale developed by [13]. The scale development of this study was emphasized more on empirical and theoretical work.

The scale has been divided into different categories regarding Government teachers perceptions towards teaching career in Pakistan . First of all items were developed to ask know teachers aptitude towards teaching as a career and these items assessed their desire and motivation to enter teaching profession to fulfill their intrinsic value.

In the next phase items were developed to assess teachers intentions to opt teaching as a career because of having good and enough time with family due to working hours and school vacations. However it is reported in literature by different researches that extrinsic rewards like as salary, job satisfaction, job security, social status, job status are considered most significant factors for teachers to opt teaching as a career choice[6]. At the time of world war II job security was most influential factor for choosing teaching as a career rated by men and second highest by women in a sample of 643 non university teachers trainees. But with the passage of time and in the change of social context now job security is not considered as much important as it was previously [7].

The researcher added some more items to ask teachers to choose teaching because of it's a secure profession and handsome income and the researcher also has used the term social utility value. Some items were developed to evaluate social service , social input and having strong will to work with students. In the United States in some previous researches findings male and female teachers showed strong intention to work with students considered as most dominating factor in choosing teaching as professional career. This desire is called intrinsic and altruistic in the previous literature [4].

Some items were added to assess the value of social status, teacher spirit and salary for profession entrance. Participants were asked to respond to the items by giving their judgments about teaching as high or low social status profession or it highly respectful and valued by the society.

The researcher has adopted another view point in pointing the most significant factors on teachers decisions in adopting teaching profession by asking teachers about the significance of social status, teacher morale, and salary. The participant were required to response on the respect of the teaching profession in the society , they have to respond on whether it is most respectful profession or not? Another side of the scale was evaluated by asking the question about teachers spirit and feelings appreciated by the society.

Moreover, some items were developed to assess the satisfaction of teachers with their salary. In one of the finding of the research on the worth of teaching occupation in Pakistan it has been concluded by the results that , these items were assessed as lower status, poor salary and lower teachers morale.

Socialization was measured in the next category of items . Teaching profession related researchers considered the significance of teaching experience and learning experience. Items were also developed to assess the participants perceptions of professional engagement and career development and enhancement career options. For example the item " I opt teaching profession because.....was given as main statement to all items in this category. The participants then asked to rate the influence of each response on a 5 point likert scale ranging from 1-5 (strongly agree, agree, neutral, strongly disagree, disagree).

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,). More questions were developed to measure the effect of factors on teaching as profession. The questionnaire

was validated from 4 experts of Division of Education, University of Education, Lahore and 2 experts of Institute of Education and Research, University of the Punjab, Lahore. After piloting phase, the survey on large scale was planned. Questionnaire were mailed to all sampled teachers (school teachers) working in Government Secondary Schools in Punjab. In order to make sure 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. Before administering the instrument to the larger population, a pilot study on small scale was done. Through pilot testing necessary revisions were made in the questionnaire. Secondly through the statistical tests the numeric description of chi square and *t* test made the researcher to put the confidence in the results up to 95%. Through the pilot study all items were believed to be valid in construct, content and criteria.

The main aim of the study was to get the Government teacher's perceptions towards teaching profession, the scale validated on a large cohort of working teachers, and determined the factors most important and influential in choosing teaching as a career.

Rationale

The researcher incorporated many themes from the previous teacher education literature to use as strong base to construct this present scale, this is an humble effort to acknowledge and extend the variety of previous efforts in valuing the teaching profession, which was validated across large cohort of secondary teachers at secondary schools of Punjab. In order to get the representation of all districts the researcher choose sample from all zones of Punjab. The implementation of this scale helped researcher to measure the most significant factors in motivating teachers to select teaching as profession on a large cohort of a representative sample.

Sampling

For the sake of study the total population of female secondary school teachers 25% sample was drawn. 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 which was in accordance with (Mercer & Evans, 1991).

Data analysis and Discussion

In order to ascertain the effect of factors on teachers' choice to teach the data generated was tabulated and analyzed. Principal component analysis method was used for factor extraction the data generated by the study was tabulated and analyzed. To measure the extent of influential factors in joining teaching as a career choice was measured through the option from 1-5. To assess the extent of motivational factors influence with group means three ranges were made, Mean range 4---5 was termed to strongly motivating factors, Mean range 3-----4 was termed to moderate motivating factors, Mean range 2-----3 was termed to average motivating factors.

These factors inspiration, intrinsic career value, challenge, society service, society influence, job security, work with children and ability, were perceived strongly motivating factors with mean range 4---5. Others factors autonomy, competence, social status, respect, working conditions and time for family were perceived moderate influencing factors with mean range 3---4 and one factor salary is perceived average motivating factor with mean range 2-----3. . It is believed by getting the finding of the participants perception on salary that they rated it lower means they are not satisfied with their salaries in Pakistan. They don't rate social status as highest motivating factor in selecting teaching as a career choice but rated it moderately.

The purpose of the study was to point out and evaluate the influence of different motivational factors to inspire teachers to choose teaching as a career. The present scale was developed from the previous work on motivational factors to extend the validity and reliability of the work for future research and the results showed the strong Psychometrically and theoretically validity and reliability of large cohort of representative sample. Another important effort to use already empirically validated theoretical scale provides a base for the present scale and provided sound approach to find motivators to motivate teachers to choose teaching as a career. High response rate of sample showed that our findings are consistent with the idea that our sample was representative and results can be generalized in other areas of the country.

Table :1
Factor Description

Factor	Statements	Mean	Total Mean	Standard Deviation
Inspiration	Teaching is a Prophet's profession.	4.3	4.2	0.542
	My teachers are my role models.	4.3		0.538
	My parents are my role models.	4.2		0.506
Intrinsic career value	I'm interested in teaching	4.2	8.06	0.539
	I like teaching	4.1		0.513
	Teaching is my own choice	4.04		0.594
	Teaching is according to my aptitude.	4.03		0.6
	I ,m happy to adopt teaching profession.	4.00		0.638
	I have always wish to join teaching	3.92		0.843
	Challenge	I want to get high position in teaching by hard working.	4.2	5.5
I can utilize fully my professional skills		4.2		0.51
I can update my knowledge with changing needs of the world.		4.1		0.488
I want to satisfy my students with an increase in my knowledge and professional skill.		4.1		0.615
Society service	Teachers can remove ignorance in society	4.1	4.1	0.495
	Teachers guide society towards new and right path.	4.1		0.461
	Teaching allow me to serve the society	4.1		0.494
Work with	I love to work with students of all ages	4.1	5.4	0.502
	I want to improve students' learning.	4.1		0.467
	I want to work in teaching and learning areas.	4.0		0.487
	My family motivate me to become teacher.	4.0		0.593
Working conditions	The guidance of School Headmistress make an increase in administrative abilities in other teachers	4.1	11.7	0.52
	Teachers feel more confident in working different committees of School	4.1		0.466
	Social interaction with other school teachers enhances teachers educational experiences.	4.1		0.49
	Refresher courses and workshops enhance professional abilities.	4.05		0.668
	In government institutes teachers cooperate with each other in solving problems.	3.95		0.72
	Senior teachers' feed back enhance junior teachers professional abilities.	3.95		0.635
	School headmistress provide professional guidance to her subordinate teachers.	3.94		0.805
	School Headmistress fully cooperate with teachers in solving their educational problems.	3.7		0.963
	Professional responsibilities are equally distributed in Government Schools	3.5		1.075
	Ability	I have good teaching skills.	4.1	2.7
I have the teaching potential.		4.0		0.695
Society influence	My friends encourage me to join teaching profession	4.1	4.0	0.558
	My teachers were role model for me in choosing teaching profession.	4.0		0.623

	My family motivates me to join teaching	4.0		0.593
Job security	Government teachers get pensions.	4.1	5.06	0.566
	Government teacher's job is on permanent basis.	4.0		0.705
Autonomy	Teachers can get their personal educational aims	4.0	9.8	0.616
	Teachers can play role as leaders	4.0		0.648
	Teachers can solve their class room problems	3.9		0.726
	Teachers can teach students with new teaching methods	3.7		0.959
	Teachers can solve their students educational problems	3.6		0.959
	Teachers can teach their children with their own teaching methodology.	3.5		1.048
	Teachers can give opinions in school policies.	3.5		1.055
	Teachers can teach their favourite subject.	3.3		1.099
Competence	I want to bring educational revolution by improving educational system with high qualification	4.0	2.6	0.646
	I can change people's behaviour with high professional skill	3.9		0.726
Status	Teachers considers teaching as good profession	3.9	7.0	0.761
	Teachers considers teaching as high status profession	3.9		0.774
	Teachers get good status with their educational and professional achievement	3.6		0.958
	Teachers are valued in society with an increase in professional skill.	3.4		1.079
	Teachers are highly valued in our society	3.2		1.132
	Teaching is highly acknowledged profession in our society	3.1		1.156
Respect	Teachers are well respected in our society	3.3	4.4	1.201
	Teaching is well respected profession in our society	3.3		1.146
	Society gives high importance to teachers.	3.3		1.111
	Teachers are well respected in society with their knowledge and status.	3.3		1.12

Salary	SST teachers get good salary package.	3.0	4.6	1.186
	Teaching is a well paid profession in our society	2.9		1.235
	The salary of a SST teacher is better than other government jobs.	2.8		1.181
	Teachers are well paid in our society	2.7		1.206
	The salary of a SST teacher is sufficient to meet the expenditure of an average home	2.5		1.091
Time for family	School holidays provide me enough time to spend with family.	4.1		3.8
	Teaching profession is not problematic with my family responsibilities.	3.7		0.905
	Teaching hours suits with the responsibilities of having a family.	3.7		0.912

Findings

Following findings emerged from the analysis of data. These results showed the variance between the significance of different factors. 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

It is concluded that inspiration, Intrinsic career value, Challenge, Society service, Work with children and Ability, society influence, job security were considered most influencing factors for opting teaching. Working conditions, Autonomy and competence and Autonomy and competence considered moderately influencing factor for joining teaching profession. Salary was considered lowest motivating factors for teaching as profession and it showed that teachers are unsatisfied with their salary status.

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