



Determinants of Teachers' Motivation to join the Teaching Profession: A Case of Two teachers Colleges in Zambia

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Abstract

The purpose of this study was to examine the differences in views between preservice teachers and in-service teachers on their motivation to join the teaching profession. The study used descriptive quantitative approach through the independent sample t test to reach the intended objectives. The sample size consisted of preservice teachers (n=248) and in-service teachers (n=52) from the two teacher's colleges. The study established that preservice teachers had higher expectations regarding material benefit and convenience, intellectual stimulation as well as continuation of work in familiar settings than the perceived reality by the in-service teachers who are already in the teaching profession. Intellectual stimulation, worthwhile service to society and interpersonal relationship were considered by both the in-service and the preservice teachers as potential benefits from the teaching profession. However, both the in-service and the preservice teachers were undecided whether continuation of work in a familiar setting is a benefit from the teaching profession. While preservice teachers agreed that material benefit and convenient as well as Job Security motivated them to join the teaching profession, the in-service teachers were undecided whether the factors motivated them to join the teaching profession. Finally, there was no significant difference in terms of gender regarding the benefits front he teaching profession by the teachers in training. The study therefore recommends that since the study found that not all the factors are motivators of teachers to join the teaching profession, there is a need to for qualitatively studies to explore further reasons that motivate teachers joining the teaching profession.

Keywords: Discriminant factors, intellectual stimulation, the teaching profession, professional status, motivation, trainee teacher, in-service teacher

Introduction

Teachers play a vital role in this rapidly changing world, hence the need for qualified teachers who are well informed. Given its due significance, the teaching profession has been continuously attracting a large number of people who want to be members and serve as teachers (Angelista, 2018). The National Action for Quality Education (NAQEZ) in Zambia expressed concerns over the swelling number of trained teachers who are unemployed. In the country, current statistics indicate that there are more than 50,000 teachers who cannot find any employment in the government or private sector. The private sector cannot employ anymore just like the

governments cannot absorb all these teachers (The Mast Newspaper. (September 20, 2019). Some of these people may end up reaching ages that would disqualify them for public service employment. According to The Teaching Council of Zambia (TCZ, September 20, 2019) while trained teachers are struggling to find employment after training, several school leavers still apply to be trained as teachers amid convincing evidence that the chances of them being deployed after the training are slim. This study therefore sought to establish teachers' attitude towards the profession and reasons that lead them to choose the profession. This is because Educators and policymakers are

interested in factors influencing youths to join the teaching profession (Andronachea, Bocoua, Bocoua & Macri (2014); Özdemir & Demircioğlu, 2016).

A correlational study conducted by Andronachea, Bocoua, Bocoua and Macr (2014) explored the aspects of attitude and their relationship with the teaching profession and found that some aspects of attitude were strongly correlated with the teaching profession. Han and Yin (2016) in their studies on characteristics of pre-service teachers' motivation to teach has generally suggested that intrinsic, altruistic, and extrinsic motivations were major reasons accounting for the decision to teach, and intrinsic and altruistic motivations were crucial for satisfying and enduring career in the classroom in developed countries.

Given the scenario, it can be seen that by far the largest number of studies have focused much on In-service teacher motivations rather than preservice teachers to determine their choice of the teaching profession. This study, therefore, sought to establish determinants of Teachers' Motivation to join the Teaching Profession in Zambia and why they seek to train as teachers despite uncertainty as to whether they will be deployed after the three-four-year training as teachers. The study sought to answer the following research questions:

1. Is there significant difference between the preservice and the in-service teachers in training regarding their motivation to join the teaching profession?
2. Is there significant difference between preservice and in-service male and female teachers in training regarding their motivation to join the teaching profession?

Review of Related Literature

Motivation has a way of making people consider options from available alternatives on how they would best make up their time and spend their energy. As human beings, we most times tend to be driven more in activities and relationships that can grant us the most perceived reward. The human desire to teach and win the best award always inspires and drives us to work even harder. Studies have shown that the choice of one's profession goes with the attitudes that are being held by the person and are eventually a factor in the way one will operationalize work as

a profession. Teachers' job satisfaction and motivation have prompted researchers to engage in studies aiming at identifying the relationship between teachers' motivation and job satisfaction. As long as individuals have a positive attitude towards a profession, they will tend to do it better (Noori, Fatemi, & Najjari (2014). Positive attitudes towards the profession are reflected in the teacher's classroom behavior which provides better fulfillment. Thus, this study conceptualized the six-factor solution advanced by Ferrell and Daniel (1993) as cited by Sinclair, Dowson, and Mcinerney (2006). Simić, Puric & Stancic (2018) in which they proposed motivational orientations or themes namely (a) Material Benefit and convenient (b) Continuation of work in a familiar setting (c) Interpersonal relationship (d) Job Security (e) Worthwhile Service to society and (f) Intellectual Stimulation. In their conceptual framework, the six variables under study were the independent variables while the motivation for choosing the teaching profession was the dependable variable.

Interpersonal Relationships

Different goals that affect student and teacher motivation are implicit in the goal structure of the classroom and the teacher's belief system. The relationship between goal orientation, intrinsic/extrinsic motivation for the teaching profession, previous achievement, and entrance scores have been investigated among teacher applicants (Malmberg, 2006). Utilizing path-analyses, the following relationships were found in the study, proficiency goals and intrinsic motivation, avoidance goals and extrinsic motivation, previous achievement and performance goals, and intrinsic motivation and entrance scores. The findings suggested that goal orientation was instrumental for long-term teacher motivation and that teacher motivation, in turn, formed a basis for goal orientation during teacher studies. Based on theories on interpersonal relationships, it is postulated that teachers have a basic need for relatedness with the students in their class which needs to be harnessed. It has been viewed that teachers internalize experiences with students in representational models of relationships that guide emotional responses in daily interactions. This eventually changes the teachers' well-being in the long run (Spilt, Koomen & Thijs, 2011). Most fundamentally, a lack of selectivity

undermines the prestige of the profession and makes teacher education less attractive for top students (Bruns & Luque, 2014). A positive classroom climate can contribute to a higher sense of wellbeing. Interpersonal relationship between teachers and students is therefore an important aspect of the classroom climate (Van Petegem, et al, 2008).

Job Security

According to Tornos (n.d), teachers belong to a profession that is relatively stable in the face of economic fluctuations. The public-school systems are also generally eager to retain staff, offering numerous professional development opportunities to teachers who wish to move around in their careers. In a thorough analysis of job security, Faremi (2017) emphasized that Job security is an important determinant of job retention among teachers. It is one of the non-quantifiable factors that characterize the level of reliability and dependability of a job. Job security is one's expectation about continuity in a job situation. It has to do with employee feelings over the loss of job or loss of desirable job features such as lack of promotion opportunities, current working conditions, as well as long-term career opportunities. The study also asserted that teachers' job security is ensured after confirmation of appointment. Studies have shown that job safety and security are significantly related to commitment and performance. Job security induces employee commitment in any work situation. Teachers who perceive threats of job security would not put in their best for the achievement of institutional goals and objectives and would not take their job seriously. They would also be less committed to the institution they are working for (Khan & Khan, 2012).

Worthwhile Service to society

In terms of Worthwhile Service to society as a motivating factor in joining the teaching profession, Saleem (2017) argued that the service aspect of teaching entails that it has to be seen to be a profession and one with honesty and devotion to making a non-wealthy person "a real king." A king of his own "kingdom", the "kingdom of knowledge and wisdom" can think and teach to any depth and can do anything that he wants. Such a one can rule over the population and bring revolution easily, hence building peaceful and organized nations. It is a matter of soul.

Hence it is a noble profession. Salary or money is not a problem for such a teacher. Such nature creates modesty and honor. Bergmark, Lundström, Manderstedt, and Palo (2018) asserted that fostering the upright human being manifested the student teachers' wishes to make a difference for human beings and, in the long run, to make a difference in society. The nodal point of the discourse was, therefore 'society.'

Continuation of work in a familiar setting and Intellectual stimulation

Since motives for entering teacher education are based on prior experiences of education and former teachers, a link between motives and Bernstein's (2000) concept of pedagogic identities can be observed. The pedagogic device is described by Bernstein as the ensemble of rules or procedures via which knowledge is converted into classroom talk, curricula and online communication. It is argued that Bernstein's theory of the pedagogic device provides researchers with explicit criteria and rules to describe the macro and micro structuring of knowledge and the generative relations of power and control constituting knowledge (Singh, 2002). In the same vein, Schlessinger (2017) supported the intellectual stimulation aspect of teacher motivation to join the profession and acknowledged that in a school set-up, teachers always find themselves in a culturally responsive inquiry team to investigate how to build a better classroom community across cultural differences. The study suggested that teachers enhance their intellectual stimulation as they meet with other teachers and even as they respond to questions and dilemmas from their work to the inquiry group support system. By this, teachers then would return to their classrooms with innovative ideas or refined understandings so that they can attempt to shift practice to teaching and address the hindrance to their work. It is necessary to consolidate the presence of teachers in the public space of education. Hutchings and Huber (2006) referred to the importance of consolidating the teaching commons – a conceptual space in which communities of educators committed to inquiry and innovation come together. It also helps in the exchange of ideas about teaching and learning and is used to meet the challenges of educating students for personal, professional, and civic life.

Material Benefit and convenience

Richardson, Karabenick and Watt (2014) held that teachers hold basic motivation for their career choice such as convenient working hours, allowing time for family or choosing teaching as a fallback career. Other studies from developing countries seem to point to the fact that extrinsic factors such as salary are important in determining teacher job satisfaction. For example, in a remarkable study, Tansim (2006) discovered that teachers in Bangladesh were not motivated, as a result of higher dissatisfaction with issues such as salary and the lack of teachers being involved with administrators in the decision-making process. Overall, regarding motivation for the teaching profession, the most common division found in the literature is on intrinsic motivation. This is the passion for teaching and the interest prospective teachers hold. Others include extrinsic motivation (job security, salary, holidays, and flexibility), and altruistic motivation in which individuals tend to want to offer a service to children and the larger society (Kyriacou & Coulthard, 2000).

Research Methodology

This study adopted a descriptive quantitative approach to collect information from pre-service and in-service teachers on their perceptions of factors that motivated them to join the teaching profession. The study used the independent sample t test as a statistical technique to establish the teachers' motivation to join the teaching profession.

Population and Sampling

The target population in this study was second and third-year teacher education students, both pre-service and in-service in two colleges of education in Zambia's Southern Region. Recruitment of participants occurred through the database of the available students in the regular and distance learning program maintained by the colleges. A total of 912 students in the database met this criterion (706 pre-service and 206 in-service teachers respectively). The sample size consisted of preservice teachers (n=248) and in-service teachers (n=52) from the two teacher's colleges in the second and third years.

Instrumentation

The tool that was employed for the study was a single survey questionnaire called the Orientation for Teaching Survey (OTS) created by

Ferrell and Daniel (1993) as cited by Sinclair, Dowson, and Mcinerney (2006); Simić, Purić & Stančić (2018) who relied on a different theoretical model when constructing the instrument. The Orientation for Teaching Survey (OTS) is a 58-item instrument measuring six motivational orientations for choosing the teaching profession, namely: (1) job security (13 items), (2) worthwhile service to society (10 items), (3) interpersonal relationships (11 items), (4) intellectual stimulation (8 items), (5) material benefits (8 items) and (6) continuation of work in a familiar setting (8 items) (Daniel & Ferrell, 1991; Ferrell & Daniel, 1993). Responses were given on a 5-point Likert-type scale (from 1 – strongly disagree to 5 – strongly agree) and separate scores for each of the subscales were calculated in terms of the level of agreement or disagreement.

Validity and Reliability

Validity is the extent to which research instruments provide the information needed to address research questions. Expert judgment was sought from the college of education professors for the content of the research instrument. Corrections were made accordingly to suit the need of research questions.

To test the reliability of the instrument, the psychometric properties of the scales measuring the in service and pre-service teachers' motivation for joining the teaching profession were evaluated statistically in the sample using Cronbach's coefficient alpha test of internal consistency. While the study maintained the original 58-item scale used to measure teachers motivation for joining the teaching profession was found to be reliable ($\alpha = .86$ and $.94$), the scale only required modification for the added demographic part after evaluating the psychometric properties of the combined six factors to optimize reliability and validity. To this effect, and to ensure acceptable reliability of the questionnaire as regards its adjustments, a pilot study was conducted on 30 randomly selected participants representing pre-service and in-service teachers in one college of education that was not part of the study. A reliability test for 58 items that measured their motivation for joining the teaching profession was ran using the Statistical Package for Social Sciences version 26 (SPSS). The results of the pilot study established stability and internal consistency reliability, face

and content validity of the questionnaire with a sound alpha coefficient of .912.

Ethical Considerations

Before the collection of the data, permission was sought from the principals of the two colleges. Informed consent was also sought from the preservice and in-service teachers in the two colleges before the data collection in which they were required to sign consent forms. The researcher was available by phone to respond to questions for clarity. The anonymity of the participants was protected by keeping the responses confidential.

Results and Discussion

The purpose of this study was to examine the differences in views between preservice and in-service teachers on their motivation to join the teaching profession in Zambia. The following is the presentation of the results based on two questions that guided the study.

Research question 1: Is there significant difference between the preservice and the in-

service teachers in training regarding their motivation to join the teaching profession?

Table 1 and 2 show group statistics and independent samples in respect of the teachers categorized according to preservice and in-service status. The results show that there were significant mean differences between preservice teachers and in-service teachers in terms of material benefit and convenience, intellectual stimulation as well as continuation of work in familiar settings, the preservice teachers having significantly higher mean score in all three cases. The mean score for both groups regarding intellectual stimulation, Worthwhile Service to Society and Interpersonal Relationship was between 3.50 and 4.49 which suggest that both groups agreed that the three factors motivated them to join the teaching profession. The mean score for Continuation of work in a familiar setting for both groups was between 2.50 and 3.49 which suggest that both groups were undecided whether the factor motivated them to join the teaching profession.

Table 1: Teacher motivation to join the teaching profession (n=300)

Factors	Category	N	Mean	Std. Dev	Std. Error Mean
Material Benefit & convenient	Preservice	248	3.6986	.66144	.04200
	In-service	52	3.4663	.67615	.09377
Intellectual Stimulation	Preservice	248	4.0877	.68788	.04368
	In-service	52	3.9135	.50094	.06947
Job Security	Preservice	248	3.6048	.64469	.04094
	In-service	52	3.4305	.61184	.08485
Worthwhile Service to Society	Trainee	248	4.0778	.62837	.03990
	In-service	52	4.0154	.52445	.07273
Interpersonal Relationship	Preservice	247	3.8097	.61146	.03891
	In-service	52	3.7150	.57186	.07930
Continuation of work in a familiar setting	Preservice	248	2.8695	.65483	.04158
	In-service	52	2.6538	.68493	.09498

Table 2: Levene's Test for Equality of Variances for current professional status

Variables	F	Sig.	t	df	Sig. (2-tailed)
Material Benefit & Convenient	.093	.760	2.293	298	.023
			2.260	72.914	.027
Intellectual Stimulation	3.565	.060	1.732	298	.084
			2.123	96.194	.036
Job Security	.398	.529	1.789	298	.075
			1.851	76.651	.068
Worthwhile Service to Society	1.133	.288	.669	298	.504
			.753	84.738	.454
Interpersonal Relationship	.679	.410	1.026	297	.306
			1.072	77.573	.287
Continuation of work in a familiar setting	.720	.397	2.142	298	.033
			2.079	71.877	.041

While preservice teachers agreed that Material Benefit and convenient as well as Job Security

motivated them to join the teaching profession, the in-service teachers were undecided whether

the factors motivated them to join the teaching profession.

There was no significant mean difference between the preservice and the in-service teachers as regards job security, worthwhile service to society and interpersonal relationship.

Research question 2: What are the gender differences in teachers' motivation to join the teaching profession?

Tables 3 and 4 display the t-test analyses and Levene's test for equality of variances for the difference between two independent samples (trainee teachers and in-service teachers. Table 3 presents the mean scores for males and females.

Table 3: T-test for the differences concerning gender

Factors	Gender	N	Mean	Std. Deviation	Std. Error Mean
Material Benefit & convenient	Male	143	3.6556	.67693	.05661
	Female	157	3.6608	.66326	.05293
Intellectual Stimulation	Male	143	4.0201	.71710	.05997
	Female	157	4.0916	.60751	.04848
Job Security	Male	143	3.5836	.65376	.05467
	Female	157	3.5664	.63218	.05045
Worthwhile Service to Society	Male	143	4.0413	.63394	.05301
	Female	157	4.0904	.59093	.04716
Interpersonal Relationship	Male	142	3.7452	.56470	.04739
	Female	157	3.8367	.63776	.05090
Continuation of work in a familiar setting	Male	143	2.8418	.60568	.05065
	Female	157	2.8232	.71486	.05705

Table 4: Levene's Test for Equality of Variances for the differences concerning gender

	F	Sig.	T	df	Sig. (2-tailed)
Material Benefit & Convenient	.100	.752	-.068	298	.946
			-.068	294.170	.946
Intellectual Stimulation	.271	.603	-.934	298	.351
			-.927	279.582	.355
Job Security	.015	.904	.232	298	.816
			.232	293.254	.817
Worthwhile Service to Society	.764	.383	-.695	298	.487
			-.693	290.234	.489
Interpersonal Relationship	1.640	.201	-1.308	297	.192
			-1.316	296.871	.189
Continuation of work in a familiar setting	4.000	.046	.241	298	.810
			.243	296.481	.808

The independent sample t-test shows no statistical significant difference was found on five factors loaded. $P > 0.05$ was found in all cases as seen in table 4. Therefore, a statistically significant difference was not found between females and males about their motivation to join the teaching as a career. This is against previous studies which showed that gender is a factor that can affect the occupational choice (Cermik et al., 2010; Korkut-Owen et al., 2012).

Conclusions and Recommendations

This section gives the conclusions and the recommendations of the study regarding determinants of Teachers' Motivation to join the

Teaching Profession among teacher trainees in two teachers Colleges in Zambia.

Conclusion

The study came up with the following conclusions: While the preservice teachers scored significant higher mean score than the in-service teachers in training with regard to material benefit and convenience, intellectual stimulation as well as continuation of work in familiar settings, it is concluded that preservice teachers had higher expectations regarding material benefit and convenience, intellectual stimulation as well as continuation of work in familiar settings than the perceived reality by the

in-service teachers who are already in the teaching profession.

Intellectual stimulation, Worthwhile Service to Society and Interpersonal Relationship were considered by both the in-service and the preservice teachers as potential benefits from the teaching profession. Therefore, the dreams of the preservice teacher trainees in these aspects are in harmony with the actual reality.

Both the in-service and the preservice teachers were undecided whether Continuation of work in a familiar setting is a benefit from the teaching profession.

While preservice teachers agreed that Material Benefit and convenient as well as Job Security motivated them to join the teaching profession, the in-service teachers were undecided whether the factors motivated them to join the teaching profession.

There was no significant difference in terms of gender regarding the benefits front he teaching profession by the teachers in training. Therefore, the study concludes that gender is not a predicting factor regarding the decision to join the teaching profession.

Recommendations

Since the study found that not all the factors are motivators of teachers to join the teaching profession, there is a need to for qualitatively studies to explore further reasons that motivate teachers joining the teaching profession.

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