



MOTIVES OF D.TED STUDENT TEACHER'S FOR CHOOSING TEACHING AS THEIR PROFESSION

KEYWORDS

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ABSTRACT

The views of student teachers are frequently overlooked in research on education, but their attitudes towards school, attitudes towards their professional development, moral character involvement, altruistic feel, balancing both negative and positive emotion and personal and social influence that are more specifically important because of the relationship between their views as student teachers and their later practice in the teacher education program make an impact of teaching profession and the quality that student teachers receive as future teachers are well motivated in teaching. The data for the present study were collected from a population of D.T.Ed student teachers. In the present study, Survey Method is employed to describe and interpret. The sample size chosen for D.T.Ed., student teachers are 500 (250 Male and 250 Female) from the Pudukkottai District, Tamil Nadu, India. Results revealed: (i) The female student teachers has manifested significantly higher level in all the selected variables when compared to their counter parts. (ii) The independent variables correlate significantly with motivation positively. (iii) The coefficient of determination R square measures the goodness-of-fit, the value is 0.252 and this means that the variables such as positive and negative emotion, altruism, moral value, teacher's attitude and personal and social influence contributes to the extent of 25.2% to motivation and it is significant at 1% level.

INTRODUCTION

Education prepares an individual with healthy and creative mind. Education is at the centre of all developmental efforts of any country. Teacher is the bases for this purposeful and continues process. The progress of any state depends on the quality of its teacher. That is why the teacher is called as the nation builder. The success of teacher training depends to a large extend on the quality trainers, their academic and professional standing, mastery over the subject matter, level of motivation, commitment and conviction that student teachers' training leads to improvement in children's performance. Motivation is usually defined as internal state that arouses, directs, and maintains behaviour. Psychologists studying motivation have focused on three basic questions. First, what is it that originally causes a person to initiate some action? Second, what causes a person to move toward a particular goal? And third, what causes a person to persist in attempts to reach that goal? Much of what researcher knows about motivation comes from determining how people respond to the difficulties, problems, failure and setbacks they encounter as they pursue long-term goals. Such motivational process as expectations, attributions, emotions and affects help people surmount difficulties and sustain motivation.

CONCEPTUAL AND THEORETICAL PERSPECTIVE - MOTIVATION

Teaching motivations can be mapped to the main constructs in the **Expectancy-Value Motivational Theory (Eccles, 2005; Eccles (Parsons) et al., 1983; Wigfield & Eccles, 2000)** on which the **Factors Influencing Teaching (FIT) -Choice** scale is founded, an integrative and comprehensive motivational framework to provide a theoretically grounded basis to approach the question of teaching as a career choice. The FIT-Choice model taps both the "altruistic"-type motivations that have been emphasized in the teacher education literature (**Book and Freeman, 1986; Brown, 1992; Lortie, 1975; Moran, Kilpatrick. Abbott, Dallatt, and McClune, 2001; Serow and Forrest, 1994**), as well as more personally utilitarian motivations, intrinsic motivations, and ability-related beliefs, It also taps individuals' perceptions about the demand and reward aspects of the teaching profession, and contains a measure of career satisfaction and commitment.

Watt and Richardson, 2007, 2008 discuss on how the FIT-Choice factors, summarised, map onto expectancy-value theory, **Social Cognitive Career Theory (SCCT; Lent, Lopez, & Bieschke, 1993)** which also highlights the importance of ability-related beliefs, and to key findings within the existing teacher education literature. Success expectancies depend on beliefs about how much ability one possesses, defined by Eccles et al. as beliefs about how well one will

perform on an impending task; expectations for success are shaped over time by the individual's experiences and her or his interpretations of them (**Eccles & Wigfield, 1995**).

The major identified teaching motives within the teacher education literature - intrinsic, extrinsic and altruistic (**Brookhart & Freeman, 1992**) - fit within the expectancy - value component, further differentiated into more nuanced intrinsic, utility, attainment and cost values. The **Eccles et al. expectancy-value model (1983)** thereby provides a comprehensive framework into which previously identified motives can readily be incorporated, while also suggesting it to others. The sequencing of the FIT- Choice model consists of antecedent socialisation influences, followed by more proximal influences of task perceptions, self perceptions, values, and fallback career.

PURPOSE OF THE STUDY

International findings reveal that personal fulfillment, a desire to work with children in order to make a difference in their lives, meaningful engagement with the academic subject of their choice (**Manuel and Hughes 2006**), making a contribution to society, a sense of vocation and the fulfillment of a dream (**Manuel and Brindley 2005**) are common reasons for choosing the teaching profession.

It is obvious that quality of teaching force is not governed only by the qualification, pedagogical knowledge and teaching skill of teachers, but also their enthusiasm, motivation, dedication and commitment in teaching. Student teachers have a substantial impact on the education of future generations. In order for a system of teacher education to be effective, it needs to recognize and build on the characteristics and motivations that student teachers bring with them when they enter teacher education program after their higher secondary education.

The views of student teachers are frequently overlooked in research on education, but their attitudes towards school, attitudes towards their professional development, moral character involvement, altruistic feel, balancing both negative and positive emotion and personal and social influence that are more specifically important because of the relationship between their views as student teachers and their later practice in the teacher education program make an impact of teaching profession and the quality that student teachers receive as future teachers are well motivated in teaching.

AN OPERATIONAL DEFINITION

Motivation - As something which prompts, compels and energizes an

individual to act or behaves in a particular manner at a particular time for attaining some specific goal or purpose.

Personal and Social influence - As personal influence which can be either external or internal. External personal influence involves social interaction between two or more people, such as a neighbour, a mother, a father, and a child. Internal personal influence occurs when decisions are influenced by mental processes that have to do with other people or groups. Social influence may focus on ways in which behaviour is influenced by outside factors and thus could be behaviour of a whole group or of discrete individuals.

Emotion - As that one must be competent at understanding his/her emotions..... both positive and negative, be able to process emotional information accurately and efficiently and have the insight to skillfully use one's emotions to solve problems, make plans and achieve their goal in one's life. Hence a person may be said to be emotionally matured if he/she has in choosing the profession almost all types of emotions (positive or negative) the influence and is able to express them at the appropriate time in an appropriate degree to achieve the goal or not.

Altruism - As true altruism- acting with the goal of benefiting others. Altruism influences and acts as a motivational force to increase another's welfare without conscious regard for one's self-interest.

Moral Value - As a relating to human behaviour, especially the distinction between good and bad or right and wrong behaviour; moral sense and moral courage, adhering to conventionally accepted standards of conduct, having psychological rather than tangible effects moral support, having the effects but not the appearance of victory.

Attitude - As the core of human individuality, the permanent organization of an individual's motivational, emotional, perceptual and mental process towards an event or a psychological object, positive or negative sensual intensity and learned tendency.

RESEARCH QUESTIONS

1. Is there is any significant difference between male and female student teacher's in all the selected variables?
2. Is there is any significant relationship among the predictor variables and criterion variable?
3. Is there is relative contribution of the predictor variables towards motivation of D.Ted Student teacher's?

METHODOLOGY

The data for the present study were collected from a population of student teachers. In the present study, Survey Method is employed to describe and interpret. The population of the present study is D.T.Ed., student teachers belonging to Pudukkottai District of Tamil Nadu, India. In D.T.Ed., course both male and female student teachers were chosen. The sample size chosen for D.T.Ed., student teachers are 500 (250 Male and 250 Female) out of 624 as the total sample size on 2012 of the Pudukkottai District. Nearly 80% of the total sample was utilised for the main study.

ANSWERS TO THE RESEARCH QUESTIONS AND DISCUSSION

QUESTION - 1

Mean difference between male and female student teacher's in all the selected variables

{N(500) = Male - 250; Female - 250}

Variables	Gender	Mean	SD	t value	P value	Level of Significance
Motivation	Male	73.39	11.26	2.661	0.008**	S
	Female	75.92	9.94			
Positive and Negative Emotion	Male	76.87	10.54	3.589	0.001**	S
	Female	80.03	9.10			

Altruism	Male	77.30	9.43	2.850	0.003**	S
	Female	79.55	8.16			
Moral Value	Male	84.79	10.94	0.928	0.354	NS
	Female	85.70	11.06			
Teacher's Attitude	Male	71.03	9.39	3.152	0.002**	S
	Female	73.70	9.56			
Personal and Social Influence	Male	73.41	9.51	3.217	0.001**	S
	Female	76.02	8.56			

S – Significant, NS - Not significant: ** - Significant at 0.01 level

It could be inferred from the table that on the variables of motivation, positive and negative emotion, altruism, teacher's attitude and personal and social influence that there exists significant difference between male and female student teachers at 0.01 level. It is noted that female student teachers has manifested significantly higher level in all the above selected variables when compared to their counter parts. Further, it is revealed that both the genders are similar in moral values.

QUESTION - 2

Correlation matrix showing Inter Correlation between selected Independent Variables and Motivation for Choosing teaching as Career among Student Teachers

[N = 500]

Variables	Motivation	Positive and Negative Emotion	Altruism	Moral Value	Teacher's Attitude	Personal and social Influence
Motivation	1	0.152**	0.288**	0.298**	0.135**	0.441**
Positive and Negative Emotion		1	0.654**	0.440**	0.607**	0.574**
Altruism			1	0.560**	0.570**	0.533**
Moral Value				1	0.551**	0.519**
Teacher's Attitude					1	0.552**
Personal and social Influence						1

** - Significant at 0.01 level

The inter correlation between the independent variables of the study show significant relation among themselves and also with the dependent variable. The independent variables such as positive and negative emotion, altruism, moral value, teacher's attitude and personal and social influence correlate significantly with motivation positively. Therefore, the results of the student teacher's revealed that higher the positive and negative emotion, altruism, moral value, teacher's attitude and personal and social influence higher the motivation of the student teacher's.

QUESTION - 3

Summary of Multiple Regression Analysis of D.Ted., Student Teacher's

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F Value	P value
1	0.502	0.252	0.244	9.29010	33.244	0.001**

Note: ** Correlation is significant at 0.01 level.

The multiple correlation coefficient is 0.502 measures the degree of relationship between the actual values and predicted values of student teacher's motivation since the predicted values are obtained as a linear combination of all independent variables.. The value 0.502 indicates that the relationship between motivation and independent variables are quite strong and positive.

The coefficient of determination R square measures the goodness-of-fit. The value of R square is 0.252 and this means that the variables such as positive and negative emotion, altruism, moral value, teacher's attitude and personal and social influence contributes to the extent of 25.2% to motivation and it is significant at 1% level.

Regression of all Independent Variables for Entire Sample

Variables	Un standardized Coefficients		Standardized Coefficient Beta	t value	P value
	B	Std. Error			
Constant	35.585	4.218		8.436	0.001**
Positive and negative Emotion	-0.193	0.061	-0.180	-3.135	0.002**
Altruism	0.207	0.069	0.172	2.997	0.003**
Moral Value	0.134	0.050	0.138	2.697	0.007**
Teacher's Attitude	-0.223	0.061	0.199	-3.630	0.001**
Personal and Social Influence	0.571	0.061	0.488	9.284	0.001**

** - Significant at 0.01 level

The Regression equation can be formulated as follows:

$$Y = -0.180X_1 + 0.172X_2 + 0.138X_3 + 0.199X_4 + 0.488X_5 + \dots$$

Standard score form

Using this standardized regression equation, the individual contribution of each variable X_1, X_2, X_3, X_4, X_5 towards the motivation (Y) of the entire sample can be found out.

It is inferred from the above table is that the Beta coefficient of altruism (0.172), moral value (0.138), teacher's attitude (0.199) and personal and social influence (0.488). The estimated positive sign implies that the effect of altruism, moral value, teacher's attitude and personal and social influence on motivation is positive. Thus, the motivation score would increase by 0.172 for every unit increase in altruism, 0.138 for every unit increase in moral value, 0.199 for every unit increase in teacher's attitude, and 0.488 for every unit increase in personal and social influence. Whereas, the Beta coefficient of positive and negative emotion (-0.180), the estimated negative sign implies that the motivation score decreases by -0.180 for every unit increases in positive and negative emotion.

It shall be interpreted from the Beta coefficient that the most important predictor for motivation in the case of entire sample is personal and social influence followed teacher's attitude, altruism, moral value and positive and negative emotion. The coefficient value of positive and negative emotion, altruism, moral value, teacher's attitude and personal and social influence are significant at 1% level. Going through the Beta coefficient, it is found that personal and social influence played a highest and most significant role on motivation of student teacher's where as teacher's attitude, altruism, moral value and positive and negative emotion played the least significant role in this entire sample. The coefficient of determination R square is 0.252 and this simply means that the variables such as positive and negative emotion, altruism, moral value, teacher's attitude and personal and social influence to the extent of 25.2% to the motivation of student teacher's in choosing teaching as their profession.

RECOMMENDATION OF THE STUDY

- Policy makers, State and Central government should consider the vocational duty of teaching and attempt to increase the social status of teachers.
- Teacher educators and policy makers around the world should take measures to avoid the feminization of the teaching profession. Whereas, male teachers are to be highly motivated to enter into the teaching profession from the younger stage itself. Only if the both the male and female student teachers are trained

and posted in the teaching profession a well balanced society will be formed.

- Teacher training institutions should concentrate on trying to ameliorate the attitudes of pre-service teachers by increasing the student teacher's interest in learning their subjects, applying the new technology method in teaching, higher positive attitude towards the teaching profession, towards the children and towards the school they work..
- Teacher training institutions should make an effort to inform pre-service teachers that teaching is about altruism and self-devotion.
- Need for the refresher course at school level for motivating the students to choose teaching as their career.
- The career intentions of higher secondary school leavers going to Universities and Colleges may bear a tenuous relationship to students' actual career activities several years later. Nevertheless, the relationship may probably be stronger for higher secondary school students who may consider immediately pursuing their teacher training in teacher education. It is hoped that the findings of this present study may be useful for policy makers and teacher education institutions to consider various measures that will help encourage more qualified higher secondary school leavers to consider teaching as a career.
- The fact that slightly more than half of the surveyed student teachers indicated their motive factor for choosing teaching as their profession is that they were influenced by personal and social influences. It is important for the government and the teacher education institutions to provide adequate support and allow ample student contact time with teachers so that they can focus their efforts in providing better care and inspiration for student teachers.
- The findings of the present investigation revealed that student teachers who displayed a positive influence towards teaching, 'love for students and love for teaching' plays a crucial role in counteracting the adverse influence of personal and social factors. This has implications for school and teacher education administrators, who are able to make room and provide support for the seeds of 'love for teaching and students' to blossom and strengthen, especially among future student teachers. The findings of this study show that 'love for teaching' as a personal value and virtue involves student teachers. It is suggested/ recommended that teacher educators could model the development of teacher-pupil relationship, which may in turn have an impact on future teachers learning with their own students. The more asset of love for teaching being accumulated, the better opportunities these student teachers will be able to survive unpredictable challenges ahead with a positive outlook and sustained teaching as a career.

CONCLUSION

Although many studies have been carried out on the motivation of student teachers, the present study can make an important contribution to understanding of motivation in terms of gender, the study is hoped to reinforce previous findings with regard to feminizing of the profession. The present study has proved that the factors of motivation for choosing teaching as their profession by D.TEd student teachers are personal and social influence, altruism, moral value, positive and negative emotion and attitude of student teachers. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of education transaction in classrooms and thereby pupil learning and the larger social transformation will be occurred.

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