

**Motivation of Prospective Teachers
in Associate Degree in Education [ADE] and B.Ed. [Hons]
Elementary Programs in Gilgit-Baltistan**

Muhammad Ramzan^{*}, Javed Iqbal^{**} and Asif Khan^{**}

Abstract

This study seeks to understand the motivation of prospective teachers in Pakistan for embarking upon a teaching career. The study, which was conducted in the Gilgit-Baltistan region of Pakistan, used a survey instrument called Factors Influencing Teaching Choice (FIT-choice) to generate data. The sample of the study was 92 prospective teachers admitted to Associate Degree in Education and B.Ed. (Hons) programs through Karakoram International University and three government colleges of education. To better understand the motivation, four sets of variables were used: 1) intrinsic values (interest and desire for teaching profession), 2) personal utility values (job security), 3) social utility value (making social contribution), and 4) fallback career (limited opportunities). The findings of the study show that respondents were motivated to join the teaching profession due to their affection for children and their interest in the teaching profession (intrinsic value). The respondents were explicit while giving their opinion in favor of the intrinsic and social values of the teaching profession. Although the findings of the current study do not concur with the results of earlier studies conducted to explore the same topic in other developing countries, they are encouraging and significant because they indicate a positive change in how people perceive the teaching profession. However, the small sample and the exploratory nature of the study raise difficulties when making broader generalizations. Based on the findings of this study, it is suggested that policy makers need to revise the teachers' recruitment and preparation policies by taking into account certain measures.

Keywords: Prospective teachers, Teacher motivation, ADE, B.Ed.

^{*}Associate Professor, Department of Educational Development, Karakoram International University Gilgit

^{**}Assistant Professor, Department of Educational Development, Karakoram International University Gilgit

Introduction

Scholars in both Western and developed countries have extensively researched the topic of the individual's motivation to join the teaching profession (Watt & Richardson, 2008; Watt & Richardson, 2006). Their studies, which examined intrinsic, extrinsic, adaptive, and maladaptive factors, found that intrinsic factors were the primary motivators in determining the individual's decision to enter the teaching profession (Bruinsma & Jansen, 2010). However, limited empirical studies on this subject have emerged from developing countries (Yong, 1995). The studies that do exist found that extrinsic factors, such as salary and fringe benefits, were the primary determinants of the individual's choice to become a teacher (Chivore, 1988; Abangma, 1981). Because little research has been done on the motivation of educators in Pakistan, it is difficult to make certain assumptions about why people choose to become teachers in Pakistan. There is a general impression that people who fail to secure jobs in other sectors of the economy lean towards the teaching profession in Pakistan (Rahman, 2004). Present recruitment policies have very narrow standards; they only highlight the candidate's qualifications and the outcome of interviews. On the other hand, the World Bank's criteria for the appointment of new teachers suggest that teachers should be appointed on the basis of their interest in teaching and knowledge of their subjects (Young, 1995). Research also suggests a correlation between the candidates' motivation and the success of implementing new and effective educational programs (Watt & Richardson, 2006).

Therefore, the intent of this study was to explore what kind of circumstances motivates prospective teachers to join the teaching-related programs in Pakistan. The study used four sets of variables (intrinsic value, personal utility, social utility, and fallback career) to explore the phenomenon of motivation. Since the targets of the dissemination of the results of the study are policy makers at all levels, including program planners, donors, and academic teachers, the study documented the motivations of the prospective teachers in the B.Ed. and A.D.E. programs to develop evidence-based policy making to improve the quality of recruitment. Additionally, the findings of this study might encourage policy makers to add new dimensions [related to motivation] to the process of teacher recruitment. For the sake of in-depth analysis, the study preferred to focus only on the motivation of individuals without exploring other dimensions of the topic, such as the motivation of males and females, of university and college students, etc.

Background and Context of the Study

Evidence suggests that Pakistan's traditional teachers' preparation programs are not only of short duration as compared to the programs in other parts of the world, but also that the contributions of these preparatory programs towards the education of potential teachers are limited (Eliot & Rizvi, 2005; UNESCO, 2003; Kizilbash, 1998; Warwick & Reimers, 1995). In order to address this weakness in the Pakistani programs, a USAID funded Pre-Service Teacher Education project (Pre-STEP) was initiated with the aim of nurturing better qualified and high-performing teachers. Under the umbrella of this program, two types of teachers' preparation programs—Bachelors of Education (B.Ed. Honors) and Associate Degree in Education [ADE]—were launched. The duration of these programs are four and two years, respectively. During the initial stage of launching the Pre-STEP project, a total of 15 public sector higher educational institutions and 75 government colleges of education opted for the said project and started offering the two programs to their prospective teachers.

One of the public sector institutions that opted for the Pre-STEP project is Karakoram International University (KIU), situated in the Gilgit-Baltistan region of Northern Pakistan. In fact, KIU had already opened its doors to the first batch of B.Ed. (Honors) students in the spring of 2008 to become the first university in the country to launch a four-year long teachers' preparation program. KIU started the Associate Degree in Education (ADE) program in 2009. The core objective of the new programs is to improve the teaching and learning processes of prospective educators in order to improve the achievement and content knowledge of potential students. KIU also initiated these programs through two of its affiliated government colleges of education located in two different regions. Therefore, the data for this study came from those first semester students who enrolled in Bachelors of Education (Honors) and Associate Degree in Education Programs (ADE) through Karakorum International University (KIU) and two of its affiliated colleges.

Literature Review

The topic of why an individual chooses a career in the teaching profession has long been the focus of Western research. As a result, a great deal of research focusing on this dimension of education has emerged from the West, particularly from English speaking countries. While this research has deepened the understanding of why a person becomes a teacher, these studies have also guided policy makers to revise the recruitment policies of educators to better reflect the changing nature of the teaching profession (Watt & Richardson, 2006; Watt & Richardson, 2007; Watt & Richardson, 2008; Bruinsma & Jansen, 2010; Chuan & Atputhasamy, 2001).

Although developing countries produce only limited research on the motivation of potential teachers, they do add different perspectives to this area of study.

Research suggests that different motives lead individuals to select a particular job or profession. Some researchers have argued that a diverse socio-cultural context shapes the motivation for a specific profession (Watt & Richardson, 2008). Low, Lim, Chng, and Goh, (2011) believed that people with different genders have diverse reasons for becoming teachers. For example, men, unlike women, tend to place more emphasis on extrinsic factors when selecting a career in teaching. The researchers added that people join the teaching profession due to intrinsic, altruistic, and extrinsic factors. Lortie (1975 as cited in Young, 1995) is more explicit when identifying five major reasons for the a person selecting the teaching profession: 1) interpersonal, 2) service, 3) continuation, 4) material benefits, and 5) time compatibility. While citing different studies, Krecic and Grmek (2005) mentioned that some individuals become teachers due to attractive material benefits (job security, income, long holidays), professional motives (love of subject, love of children, desire to work for others), and inner satisfaction. A review of the literature indicates that individuals in both developed and less-developing countries have different motives for pursuing a career as teachers.

Research conducted in economically developed and prosperous countries/regions, such as the United States, Australia, Singapore, and Europe, has found that people join the teaching profession not for the sake of securing material benefits/gain (good salary, fringe benefits), but for intrinsic reasons (Bruinsma & Jansen, 2010; Bastik, 2001; Chuan & Lourdusamy, 2005; Watt & Richardson, 2008; Low, Lim, Ching, & Goh, 2011). It should be noted that the salary scale for teachers of some of the developed countries, including the United States, is not as high compared to the salary scale in the developing nation of Cyprus; yet, despite earning a lower income, the teachers in the U.S. placed more value on the intrinsic dimension of the teaching profession (Papanastasiou & Papanastasiou, 1997). Bastick (2000) offers a similar observation:

In English speaking metropolitan countries, teacher salaries tend not to keep pace with the salaries of comparable middle management in the commercial sectors, and there tends to be more competing opportunities for employment in the commercial sectors...Hence, salary and security might be less of an attraction to teachers in an urban setting. (p.346)

In Singapore, Chuan and Lourdasamy (2005) found that both altruistic and intrinsic factors—“service to society, opportunity for further education, development of the young, correlation between teaching and individual’s temperament/ability, and interesting nature of job (p. 54)—play an important role in motivating prospective teachers. Studies conducted in Canada and the United States noted that students gave multiple reasons (mostly intrinsic) for pursuing programs related to teaching: opportunity to become a role model, desire to create a positive learning environment, and wish to share personal knowledge and mutual growth (Stiegelbauer, 1992 as cited in Bastick, 2000).

In the context of developing countries, Garret (1999) has acknowledged that little information is known about the needs of educators: “We have little understanding of the needs of teachers...in developing countries...some threshold of extrinsic conditions need to be provided first before teachers can possibly be satisfied by the higher order intrinsic elements of the job” (p.10). The limited studies conducted in such less-developing countries as Turkey, Brunei Dar-e-Salam, Zimbabwe, Cameroon, and Nigeria reported that extrinsic factors were the primary motive of teaching profession (Michael, 2005; Papanastasiou & Papanastasiou, 1997; Young, 1995; Brown, 1992; Chivore, 1986). While analyzing the factors that determine the attractiveness of the teaching profession in Zimbabwe, Chivore (1988) noted, “Among the 21 relevant factors listed in the questionnaire, those relating to salary, fringe benefits, and working conditions were considered to have the greatest influence” (p.59). However, as mentioned earlier, information as to whether people are extrinsically or intrinsically motivated is missing from the Pakistani context. Additionally, researchers have acknowledged that in Pakistan the teaching profession faces a number of challenges. A World Bank report states, “The paramount issue facing education planners in Pakistan today is how to recruit, train, deploy, and improve the quality of teachers in primary and secondary schools” (Hoodbhoy, 1998). Therefore, the literature review presented in this section is primarily drawn from the literature review of other developing countries, with the assumption that some of the aspects of those empirical studies are also relevant to the present study.

In their comparative study of new students, who enrolled as education majors at the University of Cyprus and Pennsylvania State University, Papanastasiou and Papanastasiou (1997) noted that the students at the University of Cyprus were more motivated to join the teaching profession due to a variety of benefits, such as the security of a teaching job, availability of fringe benefits, and opportunities for jobs. The students at Pennsylvania State University did not agree with the statements made by the Cypriote students; instead, they strongly agreed that their choice of education

as a major resulted from their “love of teaching children, of working with young children, and by their perceived inborn talent for teaching...” (p.309). Papanastasiou and Papanastasiou based their study on five factors 1) variety of benefits, 2) internal motives, 3) status of the profession, 4) interpersonal influence, and 5) academic ability. It is pertinent to mention here that even though the teaching profession in developed countries is facing multiple problems, such as low salaries, lost prestige, and low status (Watt & Richardson, 2006; Joseph & Green, 1986 and Chapman & Lowther, 1982 as cited in Young, 1995), individuals continue to join the teaching profession due to altruistic and intrinsic intensions. When discussing why individuals in developing countries gravitate towards the extrinsic elements (salaries) in deciding upon the teaching profession, Young (1995) argued that if people give priority to financial incentives in the selection of other professions, then they should also consider the financial aspect when selecting the teaching profession. He added that few material benefits compel people to acknowledge the intrinsic and altruistic dimensions of the teaching profession.

However, salary is not the only factor that attracts people to the teaching profession in developing countries; instead, other factors play significant roles. For instance, Young (1995) reported that in Brunei Darussalam, limited job opportunities and the influence of other people, in addition to such extrinsic elements as holidays and suitable working hours, were primary motivating factors for joining the teaching profession. Young asked the following two open ended question from the teacher trainees, who enrolled in education-related disciplines, at the University of Brunei Darussalam: 1) What is the main reason why you chose to become a teacher? and 2) What other five reasons made you decide to become a teacher? In Young’s study, the total percentage score for extrinsic, intrinsic, and altruistic category was 46.0, 31.6, and 22.4, respectively. Under the extrinsic category, 15 percent of the subjects (ranked first) reported that they joined the teaching profession because they had no other choice. Likewise, 12 percent reported that they had embarked upon a teaching career due to the influence of other people.

Brown (1992) pointed out that one could speculate that altruistic motives are only prevalent in situations where extrinsic factors (salaries) are more promising. However, Brown, who conducted his research in a Caribbean region where the teaching profession faced similar problems as other developing countries, such as marginal salaries, poor working conditions, and low social status, noted that prospective teachers who completed the first year of their education expressed similar reasons for joining the teaching profession as their counterparts expressed in North American countries. Brown found that the subjects gave first priority to the love of

children while selecting the teaching profession. Similarly, the respondents gave second priority to making a contribution to society. The respondents did not give enough weight to job security; instead, job security was last preference in ranking.

Methodology

In order to determine the motivation of individuals for choosing the teaching profession, a survey instrument, adapted from Factors Influencing Teaching Choice (FIT-Choice), was used. The FIT-Choice, developed by Watt and Richardson (2008), provides “a comprehensive and coherent model to guide systematic investigation into the question of why people choose a teaching career” (p.31). This instrument is helpful because its reliability has already been tested. Additionally, the instrument was adopted because it contains questions that can be applicable to the Pakistani context. Four sets of variables—*intrinsic value* (interest in and desire for teaching profession), *personal utility value* (job security), *social utility value* (making social contribution), and *fallback career* (limited opportunities)—were used to explore the phenomenon of motivation. The four variables gave rise to a total of 17 questions. Under the *intrinsic value*, *personal utility value*, *social utility value*, and *fallback career*, there were four, six, four, and two questions (items), respectively. Each item was measured by five options (Likert scale), varying from 1 (strongly disagree) to 5 (strongly agree).

The sample of the study consisted of 92 prospective teachers admitted into B.Ed. (Honors) and Associate Degree in Education (ADE) programs [newly admitted in the first semester] through Karakoram International University and two government colleges of education. Before the distribution of the survey instruments, the prospective students were briefed about the objective of the research and the nature of the questions included in the instrument. The participants were also asked to complete an informed consent form. In order to collect data, the instrument was administered in collective gatherings of the students to save time and to increase the response percentage. Confidentiality was maintained by keeping the identity of the participants anonymous. The data analysis was carried out with the help of SPSS software.

Data Interpretation

Table 2.1 Descriptive statistics of Variables of the Study ($N = 92$)

Motivation	Mean	Standard Deviation	95% Confidence Interval of Mean	
			Lower Limit	Upper Limit
Intrinsic	4.01	0.71	3.86	4.16
Personal	3.4	0.51	3.3	3.5
Social	4.4	0.45	4.3	4.5
Fallback	2.5	0.98	2.1	2.5

Descriptive statistics include the results of mean, standard deviation and confidence interval of mean. Descriptive statistics are used to provide insight into the data. In Table 2.1, N represents the number of respondents-92 prospective teachers. Mean outcomes for intrinsic utility value reveal that most of the individuals agree that they are interested in embarking upon a teaching career and that they have a positive attitude towards the teaching profession. The standard deviations show a difference in the opinion of respondents; the results of the standard deviation indicate a very small variation among the feelings of prospective teachers with respect to intrinsic utility value. Confidence limits of means show the range between both ends of means, which is in acceptable form.

Mean outcomes for personal utility value reveal the level of satisfaction of prospective teachers. Mean outcomes indicate the positive attitude of prospective teachers towards personal utility value. Results indicate that respondents feel that the teaching profession offers them job security and a convenient and useful way to earn a living. Standard deviations show differences in the opinion of respondents; the results of standard deviation pinpoint that there is significantly less variation among the feelings of prospective teachers with respect to personal utility value. The confidence limits of means show the range between both ends of means, which is in acceptable form.

The result of mean 4.4 indicates the positive attitude of prospective teachers towards social utility value; this shows that the respondents feel that the teaching profession will allow them to make social contribution towards the well being of society. A low standard deviation of 0.45 indicates that the data tend to be very close to the mean with respect to social contribution in the teaching profession. Confidence limits of means show the range between both ends of means, which is in acceptable form.

The items in fallback, which are negative in connotation, are not reverse scored in the present analysis. This shows that participants do not consider the teaching profession as a fall-back, but instead have a more positive response to the profession and a more negative response to the items. Ninety-five percent CI shows much variability in responses as compared to the other variables that represent bigger S.E. in mean.

Table 2.2: Percentage of responses of intrinsic utility value, personal utility value, social utility value, and fallback career

Sr. No	Statements	SDA %	DA %	U %	A %	SA %
Intrinsic utility value						
1	I am interested in teaching.	1	3	9	29	58
2	I think I am a born teacher.	4	9	27	48	12
3	I have always wanted to be a teacher.	7	9	17	28	39
4	I have natural affection towards children.	0	5	9	41	45
Personal utility value						
5	I can get a job near my hometown.	7	12	23	33	26
6	The teaching profession has more job opportunities.	3	14	7	49	27
7	I think teaching is a well-paid profession.	2	9	10	40	39
8	I think teaching is a permanent job.	2	9	11	27	51
9	As a teacher, I will enjoy long holidays.	25	39	20	10	7
10	I chose this program for admission due to a scholarship.	35	30	17	11	7
11	I think teaching offers a job with a pension.	3	12	9	46	30
Social utility value						
12	Teaching allows me provide service to society.	0	3	2	44	51
13	I want to teach for nation building.	0	1	0	24	75
14	Teaching will allow me to influence the next generation.	1	1	7	40	51
15	Teaching enables me to give back to society.	2	5	11	44	38
Fallback career						
16	I chose teaching as a last resort career.	19	25	17	23	16
17	I am in this program because no other program has accepted me.	62	19	7	7	7

Table 2.2 indicates, the respondents gave more weight to intrinsic values and social utility values for choosing the teaching profession. In the intrinsic utility value, respondents expressed their strong desire to become a teacher due to their affection for children and their interest in teaching. The percentage responses of the two

statements are 87 (agree + strong agree) and 86 percent, respectively, making these two reasons popular ones for choosing the teaching profession. A study conducted in the United States also reported that 92 percent of the respondents attributed their choice of the teaching profession to their affection for children (Low, Lim, Chng, & Goh, 2011).

Discussion

One of the significant aspects of the current study is that the findings of the research, which was focused on determining the intrinsic, personal, and social utility values of the teaching profession, do not correlate with the findings of research that was conducted in most of the developing countries to explore a similar phenomenon. In studies conducted in such developing countries as Cyprus (Papanastasiou & Papanastasiou, 1997), Zimbabwe (Chivore, 1986), and Nigeria (Michael, 2005), respondents were explicit in linking their choice of the teaching profession with such extrinsic factors as job security, long holidays, job opportunities, salary, and other fringe benefits. However, findings of the current research seem to correlate with the studies conducted in a few developing countries (Krecic & Grmek, 2005; Brown, 1992) and in most of the developed countries where the respondents were more inclined to the “altruistic, service-oriented goals, and other intrinsic” (Watt & Richardson, 2008. p. 409) dimensions of the teaching profession.

A study conducted in Singapore found similar trends in which respondents were more attracted to the teaching profession due to their love for children (Chuan & Atputhasamy, 2001). In the current study, the two items [affection for children and interest in teaching] are ranked high as compared to the fifteen remaining items. Since the majority of the respondents in this study were female, a nurturing feeling towards children could be deemed a feminine trait, a theory suggested by Low and his colleagues (2011). Under the intrinsic utility value, the desire to become a teacher and the individual's natural nurturing tendencies have also emerged as significant factors that explain the motivation of those entering the teaching profession; the percentage response of both items was 67 and 60, respectively. Based upon the findings of this study, it could be assumed that respondents extended greater value to the teaching profession, which also shows that individuals opted for the teaching profession not by chance but by choice.

In a culture that sees the teaching profession as a last resort career when the individual fails to find jobs in other sectors (Reham, 2004), the new trends could be considered a paradigm shift. This shift reflects that the individuals' perception

towards the teaching profession, which was initially somewhat low, has improved. As earlier mentioned, such a trend is only prevalent in a small number of developing countries. Chuan and Atputhasamy (2001) suggested that governments need to take measures to make the teaching profession more attractive: "In a situation where the image of the teaching profession is in the doldrums and the morale of teachers is rapidly declining, measures, including elevating the status of the teaching profession, must be taken" (p.2). Chuan and his colleague added that the government of Singapore has taken various steps to raise the status of the teaching profession: salary revision, promotional opportunities, training and development opportunities, etc. Almost similar recommendations came from Michael (2005) in the context of Nigeria. Michael asserted that the image of the teaching profession must be improved in order to squelch the popular belief that teaching is mainly for academically weak people (p.9). Like Nigeria, Pakistan tends to diminish the teaching profession by taking it for granted and by assuming that the bright students will pursue academic programs in medicine, engineering, or business, but not in education. Being a major service provider, the government in Pakistan also needs to take remedial measures that could alter how candidates perceive their potential profession.

Similarly, the respondents placed a great emphasis on the social benefits of the teaching profession: 1) serving society, 2) building the nation, 3) influencing the next generation, and 4) giving back to society. The percentage response of the four items under the social utility value is 95, 99, 91, and 82 percent, respectively; again, this is a highly significant statistic. Since teaching is not considered a valued profession in Pakistan, the inclination towards intrinsic and social values of teaching seems to be an encouraging trend. However, as mentioned earlier, the respondents were explicit when indicating that their entering the teaching profession was the result of choice not of chance. The respondents did not consider teaching as a fallback career; instead, they exhibited strong disagreement while rating the two items. Eighty-one percent of the respondents disagreed with the statement that they were in the program because they could not secure admission in other program. Similarly, 41 of the respondents disagreed with the statement that teaching was their last resort career. It is pertinent to mention here that the duration of ADE and BE.d is longer than the duration of traditional teachers preparation program; despite the time required to become a teacher, students were ready to enroll in these programs.

One of the common characteristics between Pakistan and other developing countries is that people do not choose a particular program or profession due to intrinsic or altruistic motivation. In most of the cases, people pursue programs and professions due to material gains or other interests. Michael (2005) made a similar

observation while exploring students' reasons for entering a Nigerian primary teacher education program. He pointed out, "It is apparent from this finding that a majority of the students entered the teacher education program, not for any intrinsic, extrinsic or altruistic motives connected with the teaching profession, but to enhance their chances of gaining admission to a university" (p.7). However, based on the findings of the present study, one can assume that individuals have started changing their thinking while selecting a particular profession. Unlike people of the past, people today seem concerned about the welfare of the society. One of ironies of the educational system of Pakistan is that it does not explicitly develop its students for the greater good of the society; instead, the system leads them to become more concerned about passing the exams and securing degrees. Therefore, students rarely focus on the intrinsic or altruistic dimensions of any profession. In other words, these concepts have no value to students, a reality that was noticed during my affiliation with the education sector as a university faculty member. One of the features of the present study is that it has tried to address this issue, unintentionally or intentionally, in two ways: 1) helping the students to think about the greater good of the society, because the final version of the present study will be shared with the participating students as well as with the policy makers and 2) helping the prospective teachers to become aware of the concepts of intrinsic, extrinsic, and altruistic motivation, and how these factors connect with different professions. The more students understand their motivation, the better prepared they will be to assume their responsibilities because, as the literature suggests, motivation plays an important role in selection of a particular profession; it affects the quality of learning and the quality of professional work (later) in school (Krecic & Grmek, 2005).

The respondents agreed with most of the items of the personal utility values of the teaching profession—job security, job opportunities, financial benefits, pension, proximity of work environment to home setting, and long holidays. The program offers scholarships to prospective teachers. However, 65 percent of the respondents disagreed with the statement that they chose the program due to a scholarship. Similarly, 64 percent of the respondents disagreed about the long holidays associated with the teaching professions. Therefore, the majority of the respondents agreed with the statements that the teaching profession has more jobs and offers good salaries. The percentage responses of these two items were 76 and 79 percent, respectively. Seventy-eight percent of the respondents agreed that teaching is a permanent job. More research is needed to explain the higher percentage response regarding the job security and salaries of the teaching profession. People in Pakistan generally prefer government jobs because such employment ensures job security and

better salaries as compared to work in the private sector. A higher percentage response reflects that mindset.

As compared to intrinsic value and social utility value, data show that the respondents seem to give less weight to the items of personal utility value. However, the data are not significant; respondents still considered job security and financial benefits as important determinants, a common trend in most of the developing countries. Studies conducted in other developing countries indicated that individuals defined financial and other benefits as primary motives for their choosing to enter the teaching profession. For example, a study conducted in Zimbabwe showed that “among the 21 relevant factors listed in the questionnaire...the highest ranked factor in determining the attractiveness of the teaching profession was that the salaries relative to those salaries in the public and private sectors for secondary teachers would make the secondary teaching profession more attractive” (Chivore, 1988. P.61). While providing justification for the individual’s choice of the teaching profession due to intrinsic or altruistic motives in developed countries, Bastick (2005) pointed, “The higher standard of living and better social security safety nets in metropolitan countries mean that unmet basic needs for food, shelter, education, and medical welfare are less likely to be deciding factor in employment as they often are in developing countries” (p.347). He added that the non-fulfillment of basic needs overshadowed the altruistic and self-actualization motives (Maslow’s Theory). While comparing the motives [to become a teacher] of U.S. and Cypriot students, Papanastasiou and Papanastasiou (1997) identified a new dimension in order to elaborate the difference of motives both in the developed and developing countries. They mentioned that since teaching-related education or programs do not guarantee jobs in the United States, students do not give enough importance to the extrinsic factors. The literature mentioned in the preceding section implies that the selection of the teaching profession or motive to become a teacher depends upon a host of factors, the most important of which is socio-economic circumstances.

Additionally, the motivation for choosing teaching varies from country to country. It could be assumed that individuals, who are financially satisfied, look for the extrinsic or altruistic dimension of the teaching profession because “altruism as a motive is more likely in situations where salaries are more adequate” (Brown, 1992, p. 4), whereas individuals struggling with financial issues or status issues still consider the extrinsic factors. In this regard, Brown (1992) has suggested that individuals require a fine balance between the pragmatic (food, shelter, security) and altruistic factors in order to attain a sense of fulfillment and growth. The preceding

paragraphs describe how the policy makers could ensure this equilibrium by identifying some recommendations.

Since the sample was small and the study was only limited to a particular geographical location, broader generalization cannot be made. However, based on the findings of the study, it could be assumed that the individual's perception towards the teaching professions is gradually changing in Pakistan, which is a good omen. Further empirical research is required to explore the phenomenon and its different dimensions, such as the prospective of male and female students, a comparative study of different regions, parental influence, perspective of college and university students, etc. Since the changing nature of work has influenced the teaching profession (Watt & Richardson, 2008), policy makers need to revise their employment strategies with more emphasis on the motivational level of potential candidates. "In order to improve recruitment efforts, it is critical to target the range of motivation that attracts people to the teaching professions" (Watt & Richardson, 2006). As the literature indicates and the study validates, financial benefits are still strong determinants in terms of the individual's choice of the teaching profession. "In both developed and developing countries, the literature suggests that salaries are probably the most important factor in determining the attractiveness of the teaching profession" (Chivore, 1988. P. 61). Therefore, the policy makers need to adequately address this important factor. In this regard an ILO report (as cited in Chivore, 1986) stated the following:

The remuneration, which a society awards to the members of its teaching profession, reflects the importance that society attaches to the profession and how the profession compares with other professions and occupations. Inadequate pay levels affect recruitment to, and stability within, the profession and create frustration that may give rise to militancy and even a decline in professional standards. All these factors adversely affect the performance of the education system. (p. 65)

Literature suggests that the teaching profession is losing its attraction in Western and developed countries (Watt & Richardson, 2006 & 2008); developing countries like Pakistan are not the exception. Under these circumstances, it is essential for developing countries, including Pakistan, to review their policies *vis à vis* the teaching profession. As mentioned earlier, the current teachers' recruitment and preparation processes are inadequate in Pakistan, where there is no mechanism that could gauge the level of interest, motivation, and potential of the prospective teachers. A World Bank report states the following: "The paramount issue facing education planners in Pakistan today is how to recruit, train, deploy, and improve the

quality of teachers in primary and secondary schools” (Hoodbhoy, 1998). A multidimensional approach is needed to address these issues because any teacher education program depends both on the quality of the experiences that it provides to the prospective teachers, the support systems, as well as the quality, commitment, and motivation of the candidates entering the program. First of all, it is essential that the most relevant and appropriate people should join the teaching profession, something that is not a common practice in the educational landscape of Pakistan. In this regard, proper guidance should be provided to the interested and potential candidates. Krecic and Grmek (2005) pointed out that it is essential to provide guidance to candidates who deliberately select teaching as their profession. Brown (1992) asserted that it is essential to develop an understanding between working at a job and choosing a career (p.1). He added that in the selection of a career, individuals go through a decision-making process that involves assessing their skills, developing an understanding that brings a sense of fulfillment, and examining the alternatives. Therefore, interested candidates need an education that could help them to select the appropriate career depending upon their competencies, interests, and priorities. In order to judge the motivation and interest of prospective teachers, different tests, such as cognitive and projective tests, need to be introduced (Papanastasiou & Papanastasiou, 1997). These tests might be helpful in measuring the candidates’ desire for teaching and working with children. Additionally, while offering teaching jobs to the interested candidates, policy makers need to integrate an NTS-type test into the recruitment procedure. As a policy tool, passing the NTS test should be obligatory for any candidate joining the teaching profession anywhere in Pakistan.

Secondly, efforts should be made to enhance the social status of teachers through financial incentives and other measures. Low, Lim, Ching, and Goh (2011) suggested that not financial incentives should not only be used to measure the status of teachers, but they should also be used to enhance the role of teachers. Generally, individuals with similar qualifications in the teaching and administrative professions tend to enjoy different rewards in terms of finances and other perks [in Pakistan], which may cause people to extend less value to the teaching profession. Policy makers need to adequately address these issues. Thirdly, policy makers need to design teachers’ preparation programs in such a manner where they could inculcate among the prospective teachers a true spirit of service to society, a love of children, and an interest in teaching because “...teaching is a profession that profoundly affects the lives of every individual, and ultimately the strength and well-being of the nation” (Smith, 1986 as cited in Papanastasiou & Papanastasiou, 1997). Literature indicates, “Teachers have been expected to look upon teaching more as vocation than

as strictly a job...” (Watt & Richardson, 2008. p.409). Therefore, both education and information need to change this mindset.

Pakistan is a multilingual and multicultural society in which citizens consider numerous political, economic, and social factors when selecting a particular profession. Despite this reality, no research focusing on the individual’s choice of the teaching profession in the Pakistani context based upon one of the three aforementioned factors has been conducted. Therefore, one cannot argue that previous trends were more extrinsic in nature, whereas the present study shows a more intrinsic inclination. However, a host of other factors might explain the inclination towards the intrinsic factors: growing awareness about the importance of education, availability of quality education, expansion of educational system, availability of more educational opportunities for females, etc. In this study, more than seventy percent of the sample was female; the research suggests that individuals perceive that “...teaching is a career more suited to females than males...” (Chuan & Apathasamy, 2001, p. 5). Furthermore, eighty-six percent of the students, all female, expressed their desire to become a teacher because of their natural affection towards children. The research notes that such affection is a feminine trait (Low et al., 2012) that may contribute to the intrinsic factor in this study. In a country where the teaching profession faces a number of challenges—low social status, less enviable career, inadequate incentives—the findings of the study may be unexpected or startling for some readers. Additionally, “The motives for teaching are strongly influenced by the status of profession and this needs to be considered as well in situations where teaching is saddled with poor image” (Young, 195, p.278). This situation suggests that further empirical research through the application of qualitative tools is required to explore the various dimensions of the said topic. As mentioned earlier, the present study is exploratory in nature and the first one that may not encompass each and every aspect of the said phenomenon. Yet, effort has been made to draw some important conclusions that might help policy makers to redefine the recruitment policies in Pakistan and future researchers to design their studies on this topic.

Conclusion & Recommendations

The findings of the study show that an affection for children and an interest in the teaching profession motivated respondents to join the teaching profession. Respondents were explicit while giving their opinion in favor of the intrinsic and social values of the teaching profession. The findings of the current study do not concur with earlier studies conducted to explore the same topic in other developing

countries. However, the small sample and exploratory nature of the study suggest that a broader generalization cannot be made. The findings are encouraging and significant because people's perceptions towards the teaching profession are changing. Further studies are required in order to reach a logical conclusion. At the same time, it needs to be acknowledged that financial benefits are still a driving force for those individuals who choose the teaching profession.

Based on the findings of this study, it is suggested that the policy makers should take certain measures to revise the teachers' recruitment and preparation policies. For instance, instead of focusing only on the candidate's qualifications and the outcome of the interview, the policy makers should also evaluate the motivational level of the prospective teacher. The research emphasizes that 'identifying which motivations relates to teacher engagement, commitment, and persistence is a critical step' (Watt & Richardson, 2008. p. 408). Similarly, the policy makers should enhance the social status of the teaching profession by encouraging the general public to understand that teachers are the nation builders of any society. Additionally, policy makers in Pakistan need to address the political factors and other anomalies that make the teacher recruitment practices rather lax. To improve the teaching practices, Pakistan needs to implement the initiative taken by the Pre-STEP project because without improving teachers' preparation programs, a real change in terms of improved classroom practices could remain a distant dream.

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