

Motivation for Choosing Teaching as a Career and Job Satisfaction with Context of Pakistan Administrative Kashmir

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Abstract

This study examines the career motivation and job satisfaction of 150 public primary school teachers of Pakistan administrative Kashmir who have chosen teaching as a career. So, they were asked questions about factors influencing to choosing teaching as career perceptions, major expectations and five factors of job satisfaction which include work, promotion, salary, co-worker and supervision. A profile of the participants was then developed by analyzing their responses in quantitative way as being descriptive, statistical, and inductive steps. It has been examined that both extrinsic and intrinsic motivations play a role when individuals choose teaching as a career but most of the primary teachers choose teaching career for intrinsic reasons such as they always wanted to become a teacher as they wanted to do something for nation through this profession. But they are moderate in term of job satisfaction.

Keywords: Motivation, Teaching Career, Job satisfaction, Primary Teachers and AJ&K

1. Introduction

Teaching is a nation-building profession, the career motivations of teachers are worth exploring. What is the rationale motivating young graduate to choose teaching profession and how they find satisfaction by this profession? Over the last few decades, the motivation for choosing teaching as a career and job satisfaction have been remained as a research topic of large number of studies separately, and it is likely to be an ongoing subject for scholars as long as efforts continue to be made for the recruiting and retaining and professional development of teachers to promote the quality of education because performance of institutes are highly correlated with motivation and satisfaction of teachers. There is also universal recognition that the success of any educational system strongly depends on the quality and performance of the teachers, (Kemal Yu'ce, et al., 2013).

Motivation is one of among those factors which affect the teacher's performance. It is psychological based process refers to the forces within the human being that affect direction, strengthens, and determination of voluntary behavior, (Madhu Gupta and Manju Gehlawat, 2013). Within the teacher education literature, several factors have been noted as influencing young people's decision to pursue a career in teaching. These are extrinsic motives: job guarantee, money, holidays, social security, appointment, and ease; intrinsic motives: interest, personal satisfaction, and desire and love of profession; and altruistic motives: being in the service of people, society, and country, (OECD, 2005).

When the young graduates succeeded to enter the teaching profession another question arouses that how they are satisfied by their career as a teacher. Teaching is a profession that requires a high level of responsibility and altruism and appears to be profession considered central to a country's development and well-being. With context of job satisfaction Spector, (1997) identified three reasons to justify the measures of job satisfaction of employees in any organization. First, human values are important in orienting the organization by respecting and treating their staff fairly, which in turn will reflect positively on their emotions and wellbeing. Second, the behavior of the organization's staff impacts on its operations, either positively or negatively. Third, the assessment of employee satisfaction is crucial in identifying the areas in need of improvement. But educational context it has also become more imperative. Educational context there are also three reasons for job satisfaction, first, job satisfaction influences the quality of teaching and students' progress in school. Second, job satisfaction of teachers is an important factor for teaching stability. Finally, job satisfaction is crucial for to the quality of life, psychological health, self actualization of teachers, (Michaelowa, 2007). Teacher's attitudes, beliefs, thoughts, feelings, job's affairs and information are of extremely importance in considering the most valuable factors in teaching performance, (Aliakbari, M. et al., 2013). The importance of this profession demands that it should be more imperative, with supportive environment, secure job and working conditions where teaching-learning process takes place by satisfied teachers. Because school climate is important to ones job satisfaction as well as closely related to the working efficiency and both factors integral indicator leading to

effectiveness in school, (Saowanee Treputtharat & Sompon Tayiam, 2014). A teacher desires, the pay fulfills his basic needs, job security, safe working conditions, protection against threats etc. Although a high level of research has been conducted in the world to measures the job satisfaction with reference to teacher's professional development. But there is lack of such kind of studies at local level especially in Pakistan administrative Kashmir. In the current study we investigated the factors that influence the teachers to enter the teaching profession, then what they have feelings, positive or negative about their jobs. This study contributes knowledge in this area of research both at local as well as international level.

This study aims to investigate factor influencing career motivation and job satisfaction. Next the literature review, research methodology and data analysis are existing. The paper is finished by discussion and concluding remarks.

1.2. Teaching career motivation factors

Motivation is thought to be the reason for "why people come to a decision to do what they do, how long they are eager to keep up the activity and how hard they are going to practice it" (Dornyei Z, 2001). Motivation is a strong desire to make something. This desire comes from inside of us. We take pleasure in what we do if we do it willingly and feel well about ourselves. As a result, we work efficiently and effectively, (Ergun Recepoglu, 2014). Motivation has a great importance in our social and professional life as it comes into sight in every aspect of life, motivation is what moves us to do something, including beginning a new career. The choice of a career is a complex decision making process that is influenced by a variety of motivating factors. Researchers identified variety of motivating factor affecting to choose a profession. Career inspiration is distinct in terms of three major components: career resilience, career insight and career identity, (London 1983). In a recent review, Sinclair (2008) identified eleven motivational factor influences to enter teaching profession. This motivational factor divided into intrinsic and extrinsic motivations. Intrinsic motivation combines by, aspiration to working with students, intellectual stimulation, altruism, authority and leadership, self-evaluation and personal and professional development whereas extrinsic motivations consist of career change, working conditions, life-fit, influence of others and nature of teaching work. O'Neil et al., (1978) model points out to six major factors and 22 sub-factors are main determinants in the procedure. The six major factors in the model are Socio economic, Familial, Individual, Societal, Situational and Psychosocial-Emotional factors. Each of the six factors to be attributing variables in career choice processes. Aydin Balyer & Kenan Ozcan recently (2014) pointed out three motivational determinants for choosing teaching as a career. Altruistic-intrinsic reasons, extrinsic reasons and influence of others. Altruistic-intrinsic motivations are dealt with considering teaching within society valuable and meaningful job. It includes working itself such as teaching students and interest in teaching subjects. It includes all characteristics of job activates- working itself such as to teaching students and interest in teaching the school subject. Previous studies, (Kelly, 2012; Lawver, 2011) provide an evidence in support of choosing teaching as a career on base of intrinsic motives.

Extrinsic reasons submit to economic as well as service conditions and social status. The young graduates interested in teaching profession for its vast contribution to society, good salaries and good working conditions, (Lai, Ko, & Li, 2000; Butcher & Lewis, 2002; Knobloch, 2005, Hayes, 2000). Influence of others includes entering teaching profession as a result of contribution of others choice in ones decision making such as parents teachers relatives. Numerous studies pointed out those parents, close family members, their former teachers influence the traditionalists in their decision to join teaching, (Reid, I., & Caudwell 1997; Williams 1988; Butcher & Lewis, 2002).

1.3. Motivation and Job satisfaction

Teachers are arguably the most imperative group of professionals for all nations' future. In educational context why teacher job satisfaction is more important because, teacher's satisfaction is ranked as one of the premier indicator of overall success of a nation. Job satisfaction does not only affect teacher's teaching roles but it also influences student achievements. When teachers feel good about their work, pupil achievement improves. Work motivation is a significant construct, both theoretical and practical, because of its relationship and direct implications on performances at individual and organizational levels (Cristina-Corina Bentea and Valerica Anghelache, 2012). Likewise in other professions, in education sector there are also three reasons for job satisfaction of teachers, first, job satisfaction influences the quality of teaching and students' progress in school. Second, job satisfaction of teachers is an important factor for teaching stability. Finally, job satisfaction is crucial for the quality of life, psychological health, self actualization of teachers (Michaelowa, 2007).

What is attitude of teacher to work after getting a job and how satisfaction they find by their job? It depends upon teacher's motivation of choosing job; through which ones get job, their motives to do so and how satisfier full fills their motivation of choosing teaching as a career. The level of motivation is closely related to job satisfaction. The Teacher's high motivation causes high job satisfaction whereas low motivation leads to low job satisfaction, (Mehmet D. Karılı & Hale Iskender, 2009). Job motivation plays a fundamental role in

increasing the level of teacher's satisfaction, (Nadim, M. 2012). Motivators or satisfiers are those factors of job satisfaction that provide optimistic approach about job and cause satisfaction. Concerning to Shahram Khadir Sharabyan (2011), Job satisfaction motivators categorized in to three groups, Intrinsic, extrinsic and autonomy. Intrinsic motivation, an internal desire to teach, a dialogic relation between teachers and students, an elevated sentiment of efficacy in the classroom, a sagacity of achievement, and the realism that high teacher intrinsic motivation is inspiring for students. Positive extrinsic motivators comprise such factors working conditions such as stress and workload, appropriate compensation as pay, pension, insurance, and other benefits long-term job stability that we consider to a lot contribute to job satisfaction and the inspiration to teach. Vital to autonomy is the independence of methods and materials as well as options in the classroom. In other words, having academic freedom and the power to choose is extremely linked to many people's decisions to become teacher. By keeping in consideration the previous literature related to area of job satisfaction the model which has been chosen for job satisfaction in the present study was determined to be a five facet model, including work, pay, promotion, supervision and co worker. The five facets of job satisfaction were best determinants of primary teachers in Pakistan administrative Kashmir according to the socio-economic background of teachers and a representative of all the methods used in area of job satisfaction and shows the best discrimination the different job areas. Promotion, supervision and nature of work were proved to be of high importance in understanding teachers' job satisfaction, (Sharma et al., 2009).

1.4. How does one become a teacher in Pakistan administrative Kashmir?

In Pakistan administrative Kashmir the teaching profession is an attractive professional goal. A majority of young graduates make a decision to study teacher training every year and the number of teacher trainees are growing. Teaching sector is a big among all other department in AJ&K. To start the teaching career, the persons need academic qualification along with professional education like Primary Teaching certificate (PTC), Certificate of teaching (CT) Bachelor of education (B.Ed), as basic requirement in all public sector schools. The individuals hold PTC and CT certificates eligible for primary teaching to teach grade 1-5 students and junior teacher to teach at middle classes grade 6-8 students respectively. Those who hold the secondary schools certificate (SSC) and higher secondary schools certificates (HSSC) are eligible to get PTC and CT training respectively. To teach at high schools grade 9-10 students, the teachers necessitate the degree of Bachelor of education. In order to improve the quality of pre-service teacher education in AJ&K, The Directorate of Curriculum Research and Development (DCRD) Azad Jammu & Kashmir introduced a new teacher education degree program Associate Degree in Education (ADE), since 2011. The Associate Degree in Education (ADE) Program is a 2 year Pre-Service Teacher Education degree program linked to the HEC approved four year B.Ed. (Hons) degree. The ADE will be equivalent to BA and degree will be awarded by the affiliated university which is University of AJK. To appreciate the in service trained teachers, the Government of Azad Kashmir is paying extra allowances per month to teachers against these professional degrees, 500 PKRs for PTC, 700 for CT and 100 for B.Ed. degree holders. B.Ed. degree, along with certain duration of teaching experience, makes a teacher qualified for the post of Head Master at the middle and secondary level schools. The length of service is more important for promotion rather than high qualification and competencies.

In the public educational system, the state associated bodies have responsibility of the hiring and firing of staff. The government authorities offer jobs to those candidates who have had some kind of particular professional teacher training. The recruitment and selection is done according to criteria, the candidates have to appear in test and interview. District education officers and Divisional director school are authorized for hiring and firing of primary and juniors respectively whereas for senior teacher direct appointment, the candidates have to appear in test and interview conducted by public service commission. Public service commission recommends to education department (schools) for final selection and recruiting of senior teachers.

1.5. Justification of need for this study

It is evident from previous studies that teachers choose teaching career on the basis of different reasons. This study aims to discover for what reasons the teachers choose teaching profession as a career in Pakistan administrative Kashmir and how they get satisfaction by their career.

Since there is a dearth of local literature available in Pakistan administrative Kashmir, this study contributes knowledge in this area of research both at local and international level. The factors that influence the young graduate to become primary teachers are not addressed by prior research. This study investigates two aspects of teaching career. First what factors influences to motivate the graduates to enter teaching job? Second how they feel about job after entrance, positive or negative? It is apparent that well motivated people frequently gain much satisfaction, (Adams, 1956). As mentioned above, teachers play a major role in the growth of the educational system and there is a need to comprehend and better prepare for teacher retention and recruitment. The information gained would be helpful to various stakeholders to re-examine the current selected measures for better professional preparation of teachers in educational institutions. The study findings could spark other

researcher endeavors in current area.

1.6. Objectives and motivations

- a) To find out the factors motivating primary school teachers to join teaching profession.
- b) To study the extent of satisfaction of primary school teachers with their job.
- c) To give suggestions to policymakers to better prepare for teacher retention and recruitment.

2. Research Methodology

This study was designed to measure the job motivations and satisfaction among the primary school teachers. To collect the information regarding to the variables of this study, a survey was conducted. The population of this study mainly based on all primary teachers of Pakistan administrative Kashmir. A sample of total 150 teachers was selected randomly from three divisions Mirpur, Poonch and Muzafarabad. We applied descriptive statistics and correlation techniques with help of software IBM SPSS 21 to analyze the data.

3. Data Analysis and Empirical Results

3.1. Motivation Factors to enter a job

In order to analyze the relationships among the motivational factors influencing to enter teaching profession we applied correlation test to find the relationship among motivational factors. In table 1 we succeeded to find the significant relationship between " M_1 and M_2 ," " M_1 and M_4 ," " M_1 and M_5 ," " M_2 and M_3 ," " M_2 and M_5 ," " M_3 and M_4 ," " M_3 and M_5 ," " M_4 and M_6 ," " M_5 and M_6 " but there is insignificant relationship exists among other motivational factors of job acquiring. The relationship among the listed variables are not that much severe but some of them showed effectively significant dependencies with each others, this result is extracted from the P-values mentioned above.

Table 2 describes the descriptive statistics of motivational factors. The table indicates that 72.7 percent teacher were always wanted to become teachers, 12.7 percent teacher enter to this job because of pressure from their families, 10.7 percent teachers acquired this profession because of hour and holidays, 16.7 percent teachers entered in this job for salary, 84 percent teachers think that they wanted to do something for society and they thought that this was the best profession which can fulfill their wishes and finally 26.6 percent teachers responded that due to unemployment, there was no any other opportunity except of teaching profession and in the case of opportunity arouse they would leave the profession for another occupation. Moreover to strengthen and clarification of the decision we applied a graphical technique to show the percentage of motivational factors which is presented in figure 1.

3.2. Job satisfaction

Table 3 indicates the significant relationship among most of job satisfaction factors except working condition and promotion, supervision and co workers, salary and supervisors. Table 4 describes the descriptive statistics of five factors of job satisfaction. The mean values for work, promotion, salary, co worker, and supervision are 2.9133, 3.0800, 2.7867, 3.2933, and 3.0400 respectively which indicate that job satisfaction of primary teacher is almost moderate for all factors. By examining the table 5 which indicates the percentage five factors of job satisfaction 12.7%, 24.0%, 12.0%, 16.7% and 0% teachers were extremely dissatisfied by work, pay promotion, supervision and co worker respectively whereas 26.7%, 13.3%, 24.7%, 14.0% and 24.0% teachers were slightly dissatisfied by five factors of job satisfaction respectively. Moreover, 26.0%, 32.7%, 19.3%, 26.0%, and 26.7% teachers were responded moderate for above five factors. 26.0%, 20.0%, 31.3%, 35.3% and 45.3% teachers were satisfied by work, pay promotion, supervision and co workers respectively whereas 8.7%, 10.0%, 12.7%, 8.0% and 4.0% teachers were extremely satisfied by five factors of job satisfaction respectively.

4. Discussion

Purpose of this study is to investigate the motivational factors influencing young graduates to join teaching profession and satisfaction of primary school teachers in Pakistan administrative Kashmir. Our study demonstrates that teachers are influenced by different factors of job motivation when they choose this profession such as personal interest, salary, parent's interest, hour and holidays. The result shows that majority (72.2%) of primary teacher believe that this profession is ideal for them since they always wanted to become teachers, 84.0% teachers wanted to do something for society and serve nation so they choose this profession. These result supports the (Kelly, 2012; Lawver, 2011) who provided an evidence in support of choosing teaching as a career on base of intrinsic motives. Majority of teachers believe that they always wanted to become teachers are those who had special interest in teaching job as they had got respective pre-service professional training such as PTC, CT and B.Ed. A less number of teachers choose the teaching profession for extrinsic reasons such as salary hour and holidays. But almost one third 26% teachers opt this profession because of unemployment; there was no

other opportunity for them except to choose this profession. These teachers are categorized into two groups one is whose education is not best fit for other professions but these are few numbers but majority of them choose this profession because of unemployment. High ratio of unemployment in state is due to less economic activities. At the present time employment is a very serious issue and people who are well qualified are not getting suitable jobs. If people are, either getting jobs then the pay is not suitable or according to the qualification and designation is very low. Due to this reason, many deserving people are still unemployed and deserving talent is going to waste even it leads to crime and other social problems. On other hand in the private sector there is lack of industries. Economic activity generates revenue and creates job opportunities. But due to the landlocked nature of AJK, economic activities are very limited. Since 1980, more than 500 industrial units were established, but now these have been reduced to less than 100. Due to lack of industry, poor economic development and limited jobs, some young people prefer to move to the most available markets outside in Pakistan, and abroad to Middle East and European countries.

Although majority of teachers always wanted to become teachers but besides these, the personal judgment of researcher as a schools teacher indicates that unemployment, low economic conditions, large family size and lack of proper means of income were among the additional factors which motivated the young teachers to become a teacher.

In second part we investigated the primary teacher's satisfaction of job. The model for job satisfaction in the present study is determined to be a five facet model, including work, pay, promotion, supervision and co- worker which are importance in understanding teachers' job satisfaction (Sharma et al., 2009).

If we apply the Best's criteria (1977) for job satisfaction almost all teachers response for five factor of job satisfaction lies in moderate which indicate that they are neither satisfied nor dissatisfied by five factors of job satisfaction. In AJ&K most of graduates give priority to get job in public sector. There are not prominent jobs opportunities for young graduates in private sector. As earlier mentioned that there are no big private industries existed except of small business and entrepreneurs. So by seeming the unemployment and comparing their jobs with others jobs especially in private sector where term and condition are strict and salaries are lower, the primary teachers in AJ&K responded to be moderate.

5. Conclusion and suggestion

Overall we conclude that majority of teachers choose primary teaching profession for intrinsic reasons such as they want to serve the nation and society but they are less satisfied by reward received. The likely explanation for the conclusion of this study is related to motivation and job satisfaction of primary teachers in Pakistan administrative Kashmir necessitate adequate educational policies and administration in terms of reasonable status, payment and fringe benefits appropriate with job they do for them to be able to assure their basic needs in life.

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Figure and Tables

Table 1 Bivariate correlations among motivational factors for choosing teaching profession

		1	2	3	4	5	6
M_1	Pearson Correlation Sig. (2-tailed)	1					
M_2	Pearson Correlation Sig. (2-tailed)	-0.171* (0.036)	1				
M_3	Pearson Correlation Sig. (2-tailed)	-0.079 (0.338)	0.193* (0.018)	1			
M_4	Pearson Correlation Sig. (2-tailed)	-0.167* (0.041)	0.045 (0.586)	0.193* (0.018)	1		
M_5	Pearson Correlation Sig. (2-tailed)	0.222** (0.006)	-0.217** (0.008)	-0.026 (0.753)	-0.293** (0.000)	1	
M_6	Pearson Correlation Sig. (2-tailed)	-0.284** (0.000)	0.140 (0.088)	0.091 (0.270)	0.184* (0.025)	-0.197* (0.015)	1

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Note: The value in brackets indicating the P-value for each result.

Table 2 Descriptive statistics of motivational factors

No.	Motivation Factors	Symbols	No of Respondents	Agreed	Disagreed
1	Always wanted to become a teacher	M_1	150	72.7%	27.3%
2	Because of pressure from family	M_2	150	12.7%	87.3%
3	Because of hour and holidays in teaching	M_3	150	10.7%	89.3%
4	Because of salary	M_4	150	16.7%	83.3%
5	Wanted to do something for our society and I think this is the best profession which can fulfill my wish	M_5	155	84.0%	16.0%
6	I have no other option so I have chosen this profession	M_6	150	26.0%	74.0%

Figure 1.

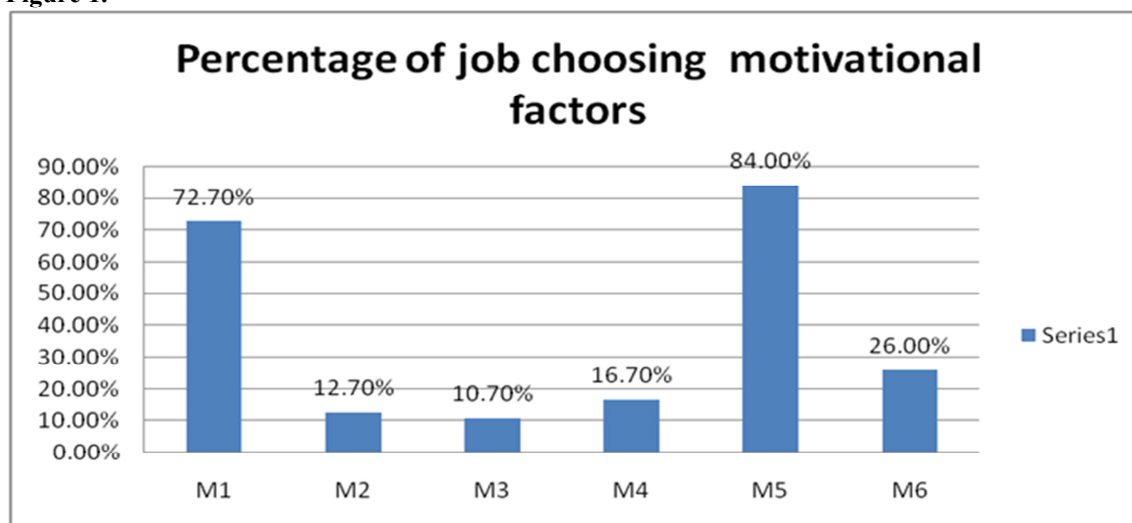


Table 3. Bivariate correlations among factors of job satisfaction

Measures of Job satisfaction		Work	Promotion	Salary	Co. Worker	supervision
Work	Pearson Correlation	1				
	Sig. (2-tailed)					
Promotion	Pearson Correlation	-.046	1			
	Sig. (2-tailed)	.579				
Salary	Pearson Correlation	.209*	.329**	1		
	Sig. (2-tailed)	.010	.000			
Co. Worker	Pearson Correlation	.265**	.659**	.305**	1	
	Sig. (2-tailed)	.001	.000	.000		
Supervision	Pearson Correlation	.391**	-.232**	.018	.058	1
	Sig. (2-tailed)	.000	.004	.824	.482	

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4 Descriptive statistics of job satisfaction factors

Measures Of Job satisfaction	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Work	150	1.00	5.00	437.00	2.9133	1.17546	1.382
Promotion	150	1.00	5.00	462.00	3.0800	1.24523	1.551
Salary	150	1.00	5.00	418.00	2.7867	1.28798	1.659
Co worker	150	2.00	5.00	494.00	3.2933	.87888	.772
supervision	150	1.00	5.00	456.00	3.0400	1.21997	1.488

Table 5 Descriptive statistics of extents of job satisfaction

Factors	Work		Pay		Promotion		Supervision		Co-worker	
	N	%	N	%	N	%	N	%	N	%
Extremely Dissatisfied	19	12.7	36	24.0	18	12.0	25	16.7	0	0
Slightly dissatisfied	40	26.7	20	13.3	37	24.7	21	14.0	36	24.0
Moderate	39	26.0	49	32.7	29	19.3	39	26.0	40	26.7
Satisfied	39	26.0	30	20.0	47	31.3	53	35.3	68	45.3
Extremely Satisfied	13	8.7	15	10.0	19	12.7	12	8.0	6	4.0
Total	150	100.0	150	100.0	150	100.0	150	100.0	150	100.0

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