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Determining Factors Influencing To Become A Teacher In Self-Financing College In Thiruvananthapuram District

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Abstract

This article addresses the factors influencing to become a teacher. The participants were teachers in self-financing colleges of the select study area. The survey included the demographic profile of the teachers. The results show that factors like Teaching carry a high status in society, Teachers earn a relatively high salary, Teachers are provided with the privilege of long vacations, I love the teaching/learning process, I like to serve society are influenced them to become a teacher. The study concluded that better service and good welfare packages for teachers can influence more to join this field. Paying attention to teachers by giving them equal regard with other professions will increase job opportunities.

Introduction

In India, Teachers are treated as nation builders as teachers play the role of substitute parents. Only Teachers can facilitate students' growth, skills, and creativity. Quality education is essential for the overall development of the human resource base of a country (Mittal, 2017). A teacher performs a noteworthy part for providing knowledge experiences and leading students from the darkness of ignorance to the light of knowledge. It is the teacher who is mainly responsible for the implementation of the educational process at any stage. Children carry what they are trained and taught at a beginning age and carry it throughout the rest of their subsists. They will be using what they have learned to influence and inspire society. Teachers can play a role of a supporter in students' lives which is lacking elsewhere. They are the role models and inspiration who give hope to go further to dream and achieve bigger. In recent years it has been noticed the number of schools and educational institutions has risen at a very rapid pace due to which the requirement of teachers has also risen at a very rapid pace (Das & Baruah, 2015).

The Global Monitoring Report on 'Education for All' (2013-14) brings forth an alarming fact that globally around 250 million children of primary school age are not reaching minimum standards of learning. There is a global learning crisis and this crisis hits the disadvantaged the most. The report also highlights the need to improve the quality of teaching reiterating that the quality of learning depends on the quality of teachers. However, insufficient education funding has affected education

outcomes, and this will result in future economic loss. The report urges governments to boost efforts to recruit an additional 1.6 million teachers to achieve the goal of Universal Primary Education by 2015 (Ramachandran, Beteille, Linden, Dey, Goyal, & Chatterjee, 2015).

Statement of the Problem

The increasing job market demands, as well as the complexity and importance of teachers created in today's higher education systems, have indirectly sparked interest and influence in becoming a teacher. In comparison to any other career, teaching appears to have the highest rate of attrition. Teachers believe they are accountable for their student's growth, development, and improvement of skills. It is a reality that private educational institutions have limited resources available. The nature of stressful situations a teacher faces and their outcome causes harmful effects to both the mind and body. Many changes are brought in the education industry; specifically in salary structure still, many institutes are not able to retain good faculty members. The present study aims to understand the factors responsible to become a teacher in a self-financing college.

Objectives

1. To study the demographic profile of teachers in self-financed colleges in the select district.
2. To highlight the factors influencing to become a teacher.

Methodology

The study considered the faculties working for the affiliated colleges functioning under the University of Kerala. A total of 200 colleges are affiliated by the University of Kerala in four districts that are Thiruvananthapuram, Kollam, Pathanamthitta, and Alappuzha. Out of which, 54 colleges are working under the self-financing mode in the Thiruvananthapuram district. It is the highest among the four districts. Total 706 faculties are hired by these 21 colleges.

Out of 54 colleges, 33 colleges were shortlisted as they were functioning in the urban area of Thiruvananthapuram district, of which 12 colleges were established before 2010. Those 12 colleges were deducted from the sample list, the study considered 21 colleges functioning in the Thiruvananthapuram district as the sample.

SAMPLING TECHNIQUE ADAPTED

Taro Yamane sampling method is applied to decide sample size scientifically. The sample method is:

$$n = \frac{N}{1+N(e)^2}$$

n	=	Sample size
N	=	Population size
e	=	Margin of Error

Taro Yamane sampling size calculation for finite populations:

N	=	706
e	=	0.05
n	=	**250**

Total faculties 706 in select 21 self-financing colleges out of which 250 sample size are determined for the study as per Taro Yamane Method.

Results and Discussions

Table 1 Demographic Profile

Demographic	No. of Respondents	Percentage
Gender		
Male	168	67.2
Female	82	32.8
Age		
Below 25	36	14.4
25-30	56	22.4
31-40	72	28.8
Above 40	86	34.4
Marital Status		
Single	56	22.4
Married	194	77.6
Educational Qualification		
P.G	23	9.2
M.Phil	77	30.8
Ph.D	94	37.6
Others	56	22.4
Present Designation		
Assistant Professor	105	42
Associate Professor	64	25.6
Professor	53	21.2
HOD/Dean	28	11.2
Salary (in Rs.)		
Below 25,000	92	36.8
25,000 – 35,000	38	15.2
35,001 – 45,000	76	30.4
Above 45,000	44	17.6
Experience (in years)		
Below 1	65	26
1 – 3	73	292
4 – 6	52	20.8
Above 6	60	24
Department		
Arts	114	45.6
Science	58	23.2
Commerce and Management	36	14.4
Others	42	16.8
Service in Present Institution (in years)		
Below 1	92	36.8
1-3	80	32

4-6	42	16.8
Above 6	36	14.4
Number of Institutions Served		
Nil	159	63.6
One or More than One	91	36.4
Allotted More than One post		
Yes	148	59.2
No	102	40.8
Weekly working hours		
6 - 8	25	10
9-15	29	11.6
16-20	164	65.6
Above 20	32	12.8
Total number of journals/Books published		
1 to 2	97	38.8
3 to 5	48	19.2
6 to 10	64	25.6
More than 10	41	16.4

It has been inferred that 67.2 percent of the faculties are male and 32.8 percent of the respond faculties are female as surveyed. It is evident from the above table that 34.4 percent of the college teachers are aged above 40 years and 28.8 percent of the respondents are found to be in the age group of 31-40 years. The educational qualification of self-financing college teaching faculties P.G (9.2 %), M.Phil degree (38.8%), Ph.D. (37.6%), and others (22.4). The majority that is 77.6 percent of the respondents are found to be married and 22.4 percent of the faculties are singles as per the survey report. It is exhibited that 29.2 percent of the faculties have gained one to three years of work experience in the teaching field and 26 percent of the sample have claimed to have experience of below 1 year of experience. Followed by, 24 percent of the teachers have gained experience more than six years, and 20.8 percent of the sample teachers have claimed to have accumulated four to six years of teaching experience. The survey decode that 36.8 percent of the teachers' salary package is valued below Rs.25, 000. Similarly, 30.4 percent of the teacher's salary package is estimated between the range of Rs.35, 001 and Rs.45, 000 followed by teachers who have salary packages above Rs.45, 000. As per the survey, the present designation of the current teaching faculties is as follows Assistant Professor 42 percent, Associate Professor 25.6 percent, Professor 21.2 percent, and HOD/Dean 11.2 percent. The study confirmed that 45.6 percent of the teaching faculties are of the Arts department which is highest among other departments followed by science 23.2 percent, and commerce and other departments 14.4 and 16.8 percent.

Table 2 Factors influencing

Particulars		EI(5)	VI (4)	N (3)	SI(2)	NI (1)	Total
Teaching carries a high status in society	Count	70	61	41	37	41	250
	%	28	24.4	16.4	14.8	16.4	100
Teachers earn a relatively high salary	Count	84	38	66	33	29	250
	%	33.6	15.2	26.4	13.2	11.6	100

Teachers are provided with the privilege of long vacations	Count	99	32	62	29	28	250
	%	39.6	12.8	24.8	11.6	11.2	100
I love the teaching/learning process	Count	75	64	23	73	25	250
	%	30	25.6	9.2	29.2	10	100
I love working with the younger generation	Count	49	48	54	38	61	250
	%	19.6	19.2	21.6	15.2	24.4	100
My parents have encouraged me to become a teacher	Count	58	47	41	49	55	250
	%	23.2	18.8	16.4	19.6	22	100
Teachers are employed immediately after they graduate from the University	Count	63	87	33	28	39	250
	%	25.2	34.8	13.2	11.2	15.6	100
Teachers have many job prospects available	Count	56	61	47	45	41	250
	%	22.4	24.4	18.8	18	16.4	100
Teachers get promoted easily	Count	39	37	44	81	49	250
	%	15.6	14.8	17.6	32.4	19.6	100
I like to serve society	Count	76	82	24	28	40	250
	%	30.4	32.8	9.6	11.2	16	100
Teaching is a secure job	Count	102	57	31	42	18	250
	%	40.8	22.8	12.4	16.8	7.2	100
To gain experience for my future career.	Count	93	48	41	52	16	250
	%	37.2	19.2	16.4	20.8	6.4	100
I believe I have an inborn trait for a teaching career	Count	68	71	35	64	12	250
	%	27.2	28.4	14	25.6	4.8	100

Source: Primary data

Multiple regressions have been used to analyse the relationship between the socio-economic profile of the respondents and factors influencing them to become a teacher. Table 3 indicates the model summary of regression analysis.

TABLE 3 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.685[a]	.236	.793	3.27695

. Predictors: (Constant), Gender, Age, Marital status, Educational Qualification, Monthly income, Department, Total teaching experience, Service in the present institution, No. of institutions served before, present designation, given more than one post, weekly working hours and no. of journals/books published

The correlation coefficient R-value is 0.685 which indicates that there is a high degree of positive correlation between variables. The Adjusted R Square value is 0.793 which shows that this model accounts for 79.3 percent of the variance.

ANOVA test analyses the relationship between the socio-economic profile of the respondents and factors influencing them to become a teacher. The null hypothesis framed is that there is no significant relationship between the socio-economic profile of the respondents and factors influencing them to become a teacher. Table 4 shows the ANOVA test results.

TABLE 4 ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	780.948	13	60.073	5.594	.000[a]
	Residual	2534.268	236	10.738		
	Total	3315.216	249			

Predictors: (Constant), Gender, Age, Marital status, Educational Qualification, Monthly income, Department, Total teaching experience, Service in the present institution, No. of institutions served before, present designation, given more than one post, weekly working hours and no. of journals/books published

Independent variables: Factors influencing to become a teacher

The calculated value of the ANOVA test is 5.594 which is significant as its p-value is less than 0.05 (.000<0.05). Hence, the null hypothesis is rejected and it is proved that significant relationship between the socio-economic profile of the respondents and factors influencing them to become a teacher. Table 5 shows the regression co-efficient.

TABLE 5 Regression Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	52.037	2.615		19.897	.000
	Gender	-.183	.483	-.023	-.379	.705
	Age	.215	.259	.065	.827	.409
	Marital status	.147	.177	.055	.830	.407
	Education	.236	.134	.112	1.759	.080
	Monthly income	.712	.563	.364	4.819	.000
	Department	-.564	.590	-.070	-.955	.341
	Teaching experience	.277	.233	.088	1.191	.235
	Service in present institution	.811	.201	.253	4.038	.000
	No. of institutions served before	-.010	.041	-.014	-.247	.805

Present designation	.243	.139	.102	1.746	.082
Given more than one post	-.093	.140	-.039	-.663	.508
Weekly working hours	.165	.165	.059	.997	.320
No. of journals/books published	.149	.159	.058	.940	.348
a. Dependent Variable: Factors Influencing to become a teacher					

Source: Primary data

The socio-economic variables have a 52.037 percent impact on factors influencing to become a teacher. The calculated value of the T-test is 19.897 which is significant as its p-value is less than 0.05.

$$Y = 52.037 - 0.183X_1 + 0.215 X_2 + 0.147X_3 + 0.236 X_4 + 0.712 X_5 - 0.564X_6 + 0.277 X_7 + 0.811 X_8 - 0.010X_9 + 0.243X_{10} - 0.093 X_{11} + 0.165X_{12} + 0.149 X_{13}$$

Out of thirteen variables, gender, department, the number of institutions served before, given more than one post harms factors influencing to become a teacher. The remaining nine variables have a positive impact on factors influencing to become a teacher.

Conclusion

Academic staffs are among the most prominent members of a higher education institution; they are solely responsible for providing educational services to students and ensuring that they are well-equipped with the knowledge and skills required for them to be given diplomas or degree certificates. The purpose of this study was to determine the factors influencing to become a teacher. The above study clearly shows that factors like I love the teaching/learning process, Teachers are provided with the privilege of long vacations, Teachers earn a relatively high salary, Teaching carries a high status in society, I like to serve society, To gain experience for my future career are extremely influencing the generation z to become teachers.

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