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Teacher Induction Programme

Module 3: Identifying motivation and drive and self- reflection

WP2 - Deliverable D2.2.

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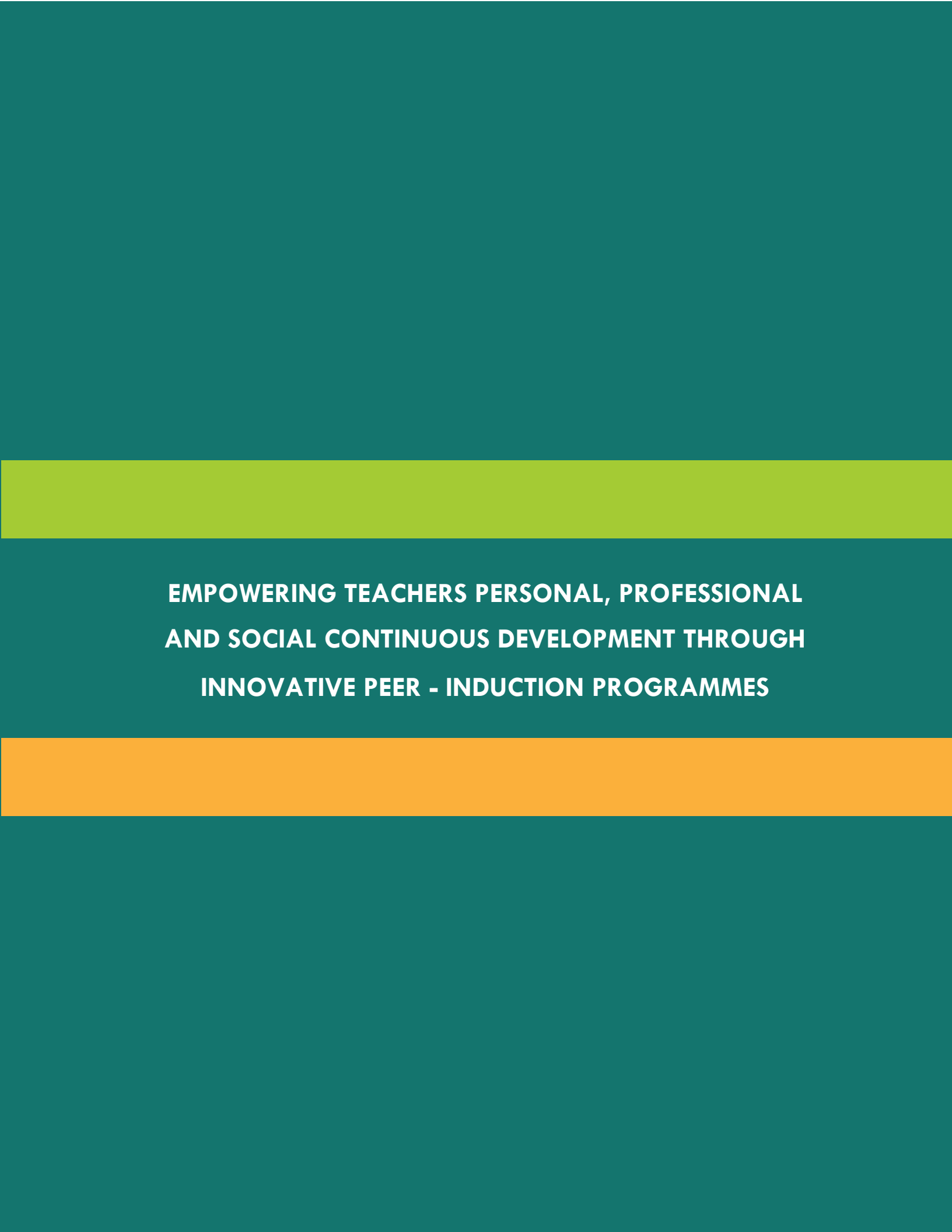
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**EMPOWERING TEACHERS PERSONAL, PROFESSIONAL
AND SOCIAL CONTINUOUS DEVELOPMENT THROUGH
INNOVATIVE PEER - INDUCTION PROGRAMMES**



Identifying motivation and drive and self-reflection

A. *What is the main idea/goal/objective of this module?*

The objective of this module is twofold. First, to present all the main professional drives (motivations) that may lead someone to follow a teaching career as evidenced by the relevant research literature. Secondly, to encourage new teachers reflect on their own corresponding drives, based on this presentation, and draft a career plan for maintaining high motivation as teachers in the coming years.

B. *Expected learning outcomes:*

By the end of this module, new teacher(s) and mentor(s) will be able to:

- Name and classify into broader categories the main reasons (motivations) for following a teaching career,
- Acknowledge which of these reasons fit their own cases,
- Identify concrete professional steps so as to create and maintain high motivation in the profession

C. *Activities, presentations and other materials included in the module:*

ELEMENT	Target audience	Type of resource	Time for resource	Area
3.1 Testimonials	Mentor and NQT	List of Youtube videos	10 min	Emotional
3.2 Guide for mentor discussion on personal drives for becoming a teacher	Mentor	Guide	1 hour	Emotional
3.3 Literature review on the main professional drivers for becoming a teacher	Mentor and/or NQT	Theoretical presentation	45 min	Emotional
3.4 Factors Influencing Teaching Choice Scale	Mentor and NQT	Questionnaire for self-reflection	1 hour	Emotional
3.5 Ideas for school leaders and experienced teachers to motivate nts	School leader and mentor	List of ideas, Checklist for assessing how supportive is the school climate to nts	30 min	Emotional
3.6 Guide for mentor discussion on nqts' expectations	Mentor	Guide	1 hour	Emotional
3.7 A list with specific ideas on ways for maintaining high intrinsic motivation	Mentor and/or NQT	List	30 min	Emotional



3.1 Testimonials is a short compilation of Youtube videos talking about the motivation of some people to become teachers. Videos are briefly contextualised and can be viewed independently or by the NQT and mentor together as a sort of an icebreaker activity.

3.2 Guide for mentor discussion on personal drives for becoming a teacher is a short guide on the set up of a discussion about personal drives for becoming a teacher and details using some other segments of the module.

3.3 Literature review on the main professional drivers for becoming a teacher is a condensed theoretical presentation based on (recent) research into the field and can offer a good deal of background knowledge for a mentor to present to the NQT during a discussion or for both the NQT and mentor to read separately and discuss jointly together.

3.4 Factors Influencing Teaching Choice Scale is an in-depth questionnaire adapted from the work of Watt and Richardson, to help determine the drives for becoming a teacher. At the end of the questionnaire there is also the tool for interpretation.

3.5 Ideas for school leaders and experienced teachers to motivate NQTS is a list of possibly motivating elements that can be used by the mentor or even school leader to help create a more welcoming environment for the NQT. As such it can be used also as an assessment tool.

3.6 Guide for mentor discussion on NTS' expectations is a shorter guide to help the mentor structure a discussion about the expectations of the NQT.

3.7 A list with specific ideas on ways for maintaining high intrinsic motivation is a list that has broader value and details some possible solutions for a situation where the NQT (or any other teacher for that matter) would find himself/herself lacking motivation.

D. Suggestion for the implementation of the module

List of ideas for school leaders and experienced teacher to motivate NQTS (3.5) should be consulted at the beginning of the induction process and potential concrete implementations should be considered at the level of the school. (This list can later potentially serve as a form of assessment to determine whether the school was able to create a welcoming and motivating environment for the NQT).

In preparation for the meeting and a joint discussion the mentor can review video testimonials (3.1) that can be used as the icebreaker activity (special emphasis should be given on the reasons the teachers presented in the video put forward for entering the profession) and the theoretical presentation (3.3) of recent research into the field. If he/she so decides, he/she can also invite the NQT to review one or both of those activities.

The core of the module is the discussion organised along the guide (3.2). During this discussion both the NQT and the mentor can fill out the 'Factors Influencing Teaching Choice Scale' questionnaire (3.4) and discuss it. They



compare their responses reflecting upon them on the basis of their answers in first part of the discussion. The mentor and NQT can discuss also the expectations about their process according to the guide (3.6).

If needed at any stage the list of ideas for maintaining motivation (3.7) potentially implemented independently of the rest of the module, offers some course-correction ideas.

3.1 TESTIMONIALS

When did you decide to become a teacher?

<https://www.youtube.com/watch?v=ybRfQKVmOOo> (3:25)

Why did you decide to become a teacher?

<https://www.youtube.com/watch?v=p5UyANDG6B4> (0:50)

<https://www.youtube.com/watch?v=pizicmu66gk> (1:44)

<https://www.youtube.com/watch?v=uBcli6hY14s> (0:59)

3.2 GUIDE FOR MENTOR DISCUSSION

Part A.

The mentor and the NQT(s) share their experiences in relation to the following topics:

When did I decide to become a teacher?

What motivated me most to become a teacher?

What was the reaction of my social environment when they heard that I decided to become a teacher?

Did I have other alternatives than becoming a teacher? Why didn't I follow these alternatives?

How demanding did I consider the teaching profession when I decided to become a teacher?

Which was the experience that shook my sense of self-sufficiency the most?

To what extent have my motivations/expectations changed since I became a teacher?

Part B.

After discussing the aforementioned topics both the mentor and the NQT(s) fill in separately the 'Factors Influencing Teaching Choice Scale' Questionnaire (Watt & Richardson, 2007) and they compare their responses reflecting upon them on the basis of their answers in part A of the Guide.



For analyzing their responses both the mentor and the nqts should rely on the Appendix at the end of this Guide. The factors mentioned in the FIT-Choice Model presented in the document relate to the teachers' professional drives included in this module.



3.3 LITERATURE REVIEW ON THE MAIN PROFESSIONAL DRIVERS FOR BECOMING A TEACHER

3.3.1. The models describing the main professional drives for becoming a teacher

The study of motivations for entering the teaching profession is of particular significance, as these motivations are essential in explaining why (student) teachers decide to stay in or leave teacher education or the teaching profession (Bruinsma & Jansen, 2010; Roness, 2011; Watt & Richardson, 2007, 2012).

Kyriacou & Kobori (1998) in one of the first and most influential studies in the field concluded that there are three main reasons for choosing a career in teaching.

First, **altruistic reasons** refer to the perception that teaching is a socially worthwhile and important job, inspired by a desire to help children succeed, raise the ambitions of underprivileged youth and, overall, contribute to a better society.

Second, **intrinsic reasons** refer to certain aspects of teaching that provide an inner reward to the teacher, such as a sense of pleasure derived from teaching, a desire for challenge, a need for self-development as well as a genuine interest in using their subject matter knowledge and expertise.

Third, **extrinsic reasons** mainly refer to external rewards such as lengthy holidays, better combining work and family life, level of pay and status, job security, etc. These motives have been verified by numerous studies (Kyriacou, Hultgren, & Stephens, 1999; König & Rothland, 2012; Kyriacou & Coulthard, 2000; Roness & Smith, 2010).

In a more systematic way, Richardson & Watt (2006) modelled a comprehensive scale to measure factors influencing teaching, known as the 'Factors Influencing Teaching Choice' (FIT-Choice) (see part B of Appendix C). In Figure 1, the FIT-Choice model is presented in a schematic form. Today, the FIT-Choice framework and scale is internationally acknowledged. Since the first studies in Australia, the FIT-Choice Scale has been translated and tested with scalar invariance established in an initial four-country comparison (Watt et al., 2012) and it has been validated in a number of countries (Australia, Turkey, the USA, the People's Republic of China, the Netherlands, Croatia, Norway, Germany, and Switzerland (for a summary see Watt & Richardson, 2012).

The FIT-Choice model introduces three main value classes (**intrinsic value, personal utility value, and social utility value**) and **self- and task-perceptions** that are related to the choice of teaching. This constitutes a core part of the model (see the right-middle section of the model in Figure 1).

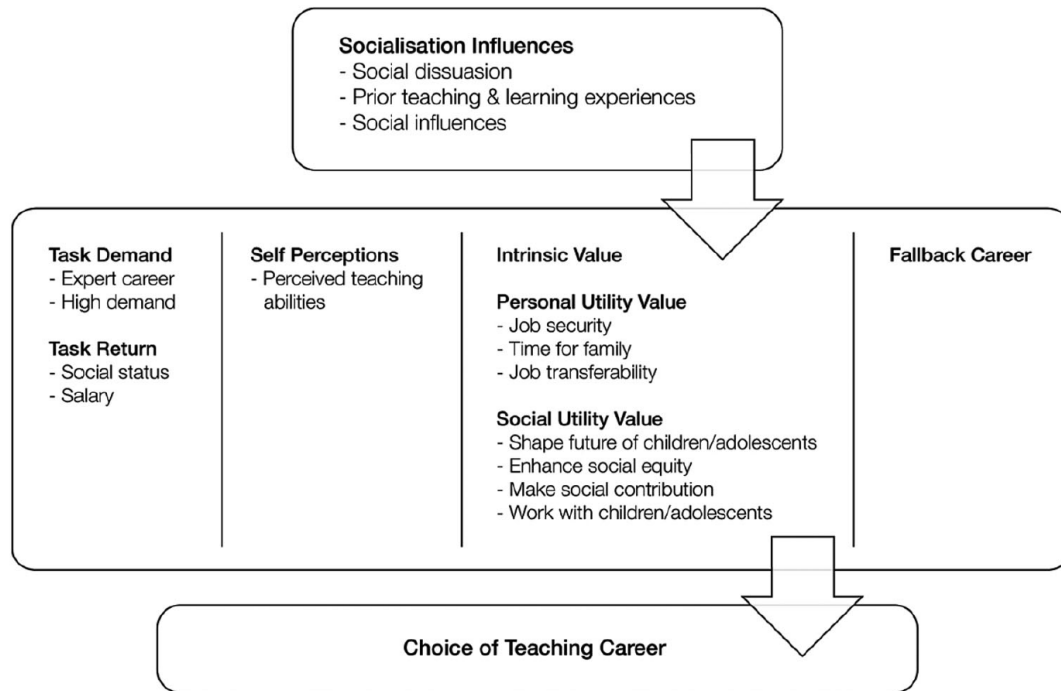


Figure 2: The fit choice model. Watt and Richardson.

Intrinsic value refers to the enjoyment of and interest in teaching. **Personal utility value** refers to extrinsic motivations such as job security, job transferability, and time for family. **Social utility value** refers to altruistic motivations like shaping the future of children and adolescents, enhancing social equity, and making a social contribution.

Individuals' perception of their teaching abilities is also a part of this model, as are task perceptions such as **demands** (difficulty and required expertise) and **returns** (salary and social status) related to the teaching profession.

The model also contains the **maladaptive motivation to select teaching as a fallback career**, as well as more underlying **socialisation influences** on career choices such as an individual's prior teaching and learning experiences and the influences of significant others. As an outcome variable, the model presents satisfaction with the choice of teaching (Watt & Richardson, 2007, 2012) and subsequently additionally professional engagement and career development aspirations (PECDA) (see Watt & Richardson, 2008).

Watt et al. (2012) using the FIT-choice scale in a cross country study including Australia, USA, Germany and Norway found that, overall, teachers shared more similarities than differences in motivations for choosing a teaching career, with the highest motivations being intrinsic value, perceived teaching ability, the desire to make a social



contribution, having positive prior teaching and learning experiences and the desire to work with children and/or adolescents.

Below we examine each component of the FIT-Choice model as represented in Figure 1 in more detail.

Socialisation influences:

Family, friends and inspirational role models are strong influences on the decision to choose teaching as a first career. This type of influences are especially important for those who choose teaching, with research suggesting that the choice of teaching as a career occurs early in life, usually during the school years (mckenzie et al., 2014). Lovett (2007), who undertook a mixed method study involving 57 primary and secondary pre-service school teachers in New Zealand, identified family and friends (including role models) as a key influence on New Zealand pre-service teachers. Many of these pre-service teachers had family members or close relatives who were teachers or had inspirational role models that played a significant role in influencing their choice to become a teacher. The influence of others, including family, friends and role models (in the form of prior learning experiences), was also found to be important in Manuel and Hughes (2006) quantitative Australian study of 79 pre-service teachers, Flores and Niklasson's (2014) quantitative study of 269 student teachers from Sweden and Portugal, and more recently Cross and Ndofirepi's (2015) narrative life history study of 45 student teachers in South Africa.

Task demand:

It corresponds to the perceptions of the teaching profession related to perceived task demand (expertise and difficulty).

Task return:

It corresponds to the perceived returns of the teaching profession in terms of social status and salary.

Self-perceptions about teaching ability:

It corresponds to the self-perception about one's ability to become a good teacher.

Intrinsic value:

Intrinsic motivation includes personal satisfaction, interest in teaching, and love of the profession (Lovett, 2007; Manuel & Hughes, 2006; Yüce et al., 2013). Moreover, it includes genuinely liking and being with children (Lai et al., 2005; Lovett, 2007), to fulfil a dream or a dream come true (Flores & Niklasson, 2014; Manuel & Hughes, 2006; Yüce et al., 2013) and to have meaningful engagement with a subject area (Lai et al., 2005; Manuel & Hughes, 2006).

Personal utility value:

The concept of personal utility value distinguishes some extrinsic motivations (having time for family and a secure and transferable job) from other extrinsic motivations (such as social influences and task-perceptions) (Watt & Richardson, 2007). Although not seen to be as important as intrinsic and altruistic motivations, which were far



more popular responses across all the reviewed studies, extrinsic motivations included remuneration rewards (Lai et al., 2005; Lovett, 2007; Manuel & Hughes, 2006), employment opportunities (Flores & Niklasson, 2014; Lai et al., 2005), and working conditions such as lengthy holidays (Lai et al., 2005; Lovett, 2007; Manuel & Hughes, 2006).

Social utility value:

The social utility value factors are comparable to the altruistic motivations commonly referred to in the teacher motivation literature, but with a more fine-grained perspective (Kyriacou & Coulthard, 2000; Müller, Alliaia, & Benninghoff, 2009). It includes the motivations of shaping the future of children and adolescents, enhancing social equity, making social contribution, and working with children/adolescents. Altruistic motivation in general includes service to other individuals, the community and country (mckenzie, Santiago, Sliwka, & Hiroyuki, 2005). In a study on the relationship between teaching motivation and teaching-related outcome variables, Jungert et al. (2014) uncovered a strong negative significant relationship between altruistic motivations and dropout, mediated by academic engagement.

Fallback career:

The FIT-Choice scale also measures the maladaptive motivation of having chosen teaching as a fallback career, representing the perceptions of teaching as a career that is not a first choice. An Australian study conducted with 1653 pre-service teachers from three Australian universities found that teaching is not typically considered a 'fallback' career, chosen only because other options were not available or did not work out (Richardson & Watt, 2006; Watt & Richardson, 2007). On the contrary, Cross and Ndofirepi (2015) found that many teachers chose teaching after failing to access more lucrative careers such as IT, engineering, law or business. Students with lower academic scores and from schools with lower university entrance ranks were also more likely to indicate an interest in teaching. Socio-economic status (based on a combination of household income and parent's education level) was also found to be a significant influence on the choice to teach. Students from higher SES backgrounds were less likely to indicate an interest in teaching as a career (Lai et al., 2005).

3.3.2. The relationship of the professional drives for becoming a teacher with gender and personality traits

The role of gender

Whilst many of the reviewed studies included gender as a demographic variable, yet they did not report significant differences stemming from gender (Gore et al., 2015). However, in a qualitative study using narrative inquiry methods and a small sample (n = 6) of recently graduated teachers (Olsen, 2008), three gender related influences on reasons for choosing teaching as a career were identified: "playing teacher" as children, the presence of female teachers in their family environment, the support of their family for choosing a teaching career, and finally the compatibility of a teaching career with motherhood. There is also some scattered evidence that girls are more motivated to follow the teaching career mostly in some developing countries such as Oman (Klassen et al., 2011), Malaysia (Azman, 2012) and Taiwan (Chung & Yi-Cheng, 2012). Finally some studies show that females are more motivated by altruistic or intrinsic values whereas males seem to be more motivated by extrinsic factors (Struyven et al., 2013; Spittle et al., 2009; Müller et al., 2009; Yüce et al., 2013; Jungert et al. 2014).

The role of personality traits



Finally, Jugović, Marušić, Pavin Ivanec, and Vizek Vidović (2012) examined the validity of a Croatian version of the FIT-Choice model and found relations between certain personality traits and the motivations for choosing teaching as a career. The researchers discovered that extraversion and agreeableness were significant predictors of intrinsic career value, but also of the satisfaction with the choice of teaching as a profession. Agreeableness also showed positive relations with social utility value motivations, while extraversion predicted ability.

You can find the references for all the modules joint together at the end of the Teacher Induction Programme manual.

3.4 Factors Influencing Teaching Choice Scale

I chose to become a teacher because:

Answer using the scale 1 (not at all important) –7 (extremely important)

B1 I am interested in teaching	
B2 Part-time teaching could allow more family time	
B3 My friends think I should become a teacher	
B4 As a teacher I will have lengthy holidays	
B5 I have the qualities of a good teacher	
B6 Teaching allows me to provide a service to society	
B7 I have always wanted to be a teacher	
B8 Teaching will be a useful job for me to have when travelling	
B9 Teaching will allow me to shape child and adolescent values	
B10 I want to help children and adolescents learn	
B11 I was unsure of what career I wanted	
B12 I like teaching	
B13 I want a job that involves working with children/adolescents	
B14 Teaching will offer a steady career path	
B16 Teaching hours will fit with the responsibilities of having a family	
B17 I have had inspirational teachers	
B18 As a teacher I will have a short working day	
B19 I have good teaching skills	
B20 Teacher make a worthwhile social contribution	
B22 A teaching qualification is recognized everywhere	
B23 Teaching will allow me to influence the next generation	
B24 My family think I should become a teacher	
B26 I want to work in a child/adolescent-centered environment	



B27 Teaching will provide a reliable income	
B29 School holidays will fit in with family commitments	
B30 I have had good teachers as role-models	
B31 Teaching enables me to give back to society	
B35 I was not accepted into my first-choice career	
B36 Teaching will allow me to raise the ambitions of under-privileged	
B37 I like working with children/adolescents	
B38 Teaching will be a secure job	
B39 I have had positive learning experiences	
B40 People I have worked with think I should become a teacher	
B43 Teaching is a career suited to my abilities	
B45 A teaching job will allow me to choose where I wish to live	
B48 I chose teaching as a last-resort career	
B49 Teaching will allow me to benefit the socially disadvantaged	
B53 Teaching will allow me to have an impact on children and adolescents	
B54 Teaching will allow me to work against social disadvantage	



For each question below, please rate the extent to which YOU agree it is true about teaching. 1(not at all) – 7 (extremely)

C1 Do you think teaching is well paid?	
C2 Do you think teachers have a heavy workload?	
C3 Do you think teachers earn a good salary?	
C4 Do you believe teachers are perceived as professionals?	
C5 Do you think teachers have high morale?	
C6 Do you think teaching is a highly skilled occupation?	
C7 Do you think teaching is emotionally demanding?	
C8 Do you believe teaching is perceived as a high status occupation?	
C9 Do you think teachers feels valued by society?	
C10 Do you think teaching requires high levels of expert knowledge?	
C11 Do you think teaching is hard work?	
C12 Do you believe teaching is a well-respected career?	
C13 Do you think teachers feel their occupation has high social status?	
C14 Do you think teachers need high levels of technical knowledge?	
C15 Do you think teachers need highly specialised knowledge?	

For each question below, please rate the extent to which YOU agree it is true about teaching. 1 (not at all) – 7 (extremely)

D1 How carefully have you thought about becoming a teacher?	
D2 Were you encouraged to pursue careers other than teaching?	
D3 How satisfied are you with your choice of becoming a teacher?	
D4 Did others tell you teaching was not a good career choice?	
D5 How happy are you with your decision of becoming a teacher?	
D6 Did others influence you to consider careers other than teaching?	



Watt, H. M., & Richardson, P. W. 2007. Motivational factors influencing teaching as a career choice: Development and validation of the FIT-Choice scale. *The Journal of Experimental Education*, 75(3), 167-202.

Socialization influences

Factor	Items
Prior teaching and learning experiences	B17, B30, B39
Social influences	B3, B24, B40
Social dissuasion	D2, D4, D6

Task demand

Factor	Items
Expert career	C6, C10, C14
High demand	C2, C7, C11, C15

Task return

Factor	Items
Social status	C4, C5, C8, C9, C12, C13
Salary	C1, C3



Self perception

Factor	Items
Perceived teaching ability	B15, B19, B43

Intrinsic value

B1, B7, B12

Personal utility value

Factor	Items
Job security	B14, B27, B38
Job transferability	B8, B22, B45
Time for family	B2, B4, B16, B18, B29

Social utility value

Factor	Items
Shape future of children and adolescents	B9, B23
Enhance social equity	B36, B49, B53
Make social contribution	B6, B20, B31
Work with children and adolescents	B10, B13, B26, B37

Fallback career

B11, B35, B48

Satisfaction with the choice

D1, D3, D5



3.5 IDEAS FOR SCHOOL DIRECTORS AND EXPERIENCED TEACHERS TO MOTIVATE NQTS

The role of school directors and experienced teachers is pivotal for motivating nqts. Below the mentors and the school directors are presented with a list of ideas for motivating nqts in their schools. This list of ideas should be read in the beginning of the school year. At the end of the school year this can act as a checklist enabling the nqts to evaluate how supportive was the school climate to them.

1. Ask nqts what they would like mostly to do as part of their school duties and assign them relevant tasks.
2. Ask nqts whether they have an expertise on any field related to schoolwork (e.g. Postgraduate studies in special education) and ask them to organize a school based in-service training for their colleagues.
3. Ask nqts to prepare a group of students to take part in a local/national competition.
4. Organize a special event for welcoming the nqts to the school.
5. Ask the opinion of nqts on all the important issues and challenges faced by the school and treat them as equals.
6. Recognize that they are stressed and overloaded by a) relieving them from the most tiring and demanding school duties (e.g. Paperwork), b) making effort to accommodate their working schedule to their personal needs.
7. If possible provide them with personal professional space and equipment in school (their own PC, their own office, etc).
8. Praise them for every achievement they accomplish.
9. Don't be very strict with their faults. Try to help them learn from their faults by providing them constructive feedback.
10. Be open and available to discuss with them all their concerns.
11. Allocate nqts as members of working groups in the school so as to strengthen their relationships with other colleagues.
12. Whenever possible open up a friendly discussion with nqts over a cup of coffee, showing genuine interest for their concerns and views on professional issues. Show to nqts some photos or other souvenirs from the school life of yours or even of the whole school.
13. Provide them with all the information about all kinds of opportunities for Continuous Professional Development.
14. Make all the necessary provisions so as the nqts to have the chance to attend further studies (e.g. Postgraduate studies, seminars, etc) along with their teaching duties.
15. If the nqts are not locals, mobilize local networks in the community with a view of facilitating their out-of-school life.



At the end of the school year ask nqts to identify which of the aforementioned ideas were put into practice in the school they serve. This might provide you with a good indication about how supportive your school climate is for new teachers.

3.6 GUIDE FOR DISCUSSING NEW TEACHERS' EXPECTATIONS

Mentors and new teachers following the relevant guide of discussion, discuss about the latter's' expectations before entering the profession and how these have changed/been modified after entering the profession.

- When you decided to become a teacher – what were your main expectations for the profession?
- How did you form these expectations?
- To what extent were your expectations met until now?
- What do you think prevented your expectations to be fully realized?
- What could be done so as to fulfill your expectations?

Were your expectations changed/modified after you entered in the profession? (Special emphasis on new expectations the NT has after entering the profession.)

3.7 PLAN FOR MAINTAINING HIGH MOTIVATION

Mentors with nqts could discuss specific ideas on ways for maintaining high **intrinsic** motivation over the next 5 years on the basis of the following (or at least some of the following) proposals.

These ideas (per domain of proposal) could be noted down so as to act as a reference point to future professional action.

- Experiment with new techniques
- Incorporate new ICT tools and relevant software into your lessons
- Connect your teaching with your personal interests and hobbies
- Learn something new by attending a CPD programme
- Connect with other colleagues
- Take the initiative for a school-based innovation
- Keep record of what you learn by your students
- Keep record of cases of students' accomplishments in which you feel you had vital contribution
- Make your work publicly visible
- Take part in teachers' competitions



- Prepare your students for taking part into students' competitions
- Do action research (research and reflect upon your everyday practices)
- Keep a portfolio of professional accomplishments

Discuss any other idea that you feel it may keep you motivated over the next years



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