



A Study Of The Motives Of In-service M. Ed. Students For Joining The Vocational M.ed. Course

Asore M.D.

Assistant Professor, Department of Education,
Dr. Babasaheb Ambedkar Marathwada University,
Sub Campus-Osmanabad
E-mail:-maniraj.212009@gmail.com

Abstract:

Any individual's commitment and dedication to his profession is determined by his motives for accepting the professional work and its working place. There is need to know the reasons and situations which are leading to join Vocational M.Ed. course after joining teaching profession.

The present study aims at finding out the motives of the In-service M.Ed. students for joining the Vocational M.Ed. course by following survey method. A questionnaire comprised of ten open ended questions, was used for collecting the responses of eighty In-service M.Ed. students of department of education of Dr. B.A.M.U. Aurangabad. The data was analyzed and interpreted by calculating the percentage of responses to each question.

The results revealed that the in-service M.Ed. students also motivated by three types of motives. Better opportunities, better placement, promotion/approval of service etc. are extrinsic motives and own desire of learning, practicing the principle of life long learning, betterment of teaching duties and enhancement of quality in education etc. are Intrinsic motives. Apart from these the expectations of family members, friends and colleagues is an important motive which propel in-service teachers to take admission in Vocational M.Ed. course

KEYWORDS:

Motives, In-service M.Ed. students, Vocational M.Ed. course)

INTRODUCTION

The teacher occupies an important role in the education system. The quality of future citizens is depend upon the quality education which is again depend on quality of teachers involved in it. Therefore we named the teacher as an architect of the nation. For this teacher education plays a very crucial role through creating future teachers and teacher educators. To improve the quality of teacher education, it is needed that only those individuals who are greatly interested and committed for the teaching profession must be selected while giving admissions.

It is observed that so many teachers joined this profession very easily but those are not ready to learn more for teaching. They never add some books to their libraries, never add new methods in their teaching or never take any extra efforts to make their teaching experience interesting. The self-centered teachers are not ready to learn new things through professional development course. It means they have negative stance

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towards further education or more knowledge seeking. On these backgrounds, it is very exceptional that so many in-service teachers take admissions for M.Ed. Vocational course. By observing these facts, the researcher wanted to study the motives of the in-service teachers for joining Vocational M.Ed. course.

Significance

Motives are important to highlight the reasons, intensions and forces responsible for human actions. The nature of a person's dedication and devotion towards his profession is determined by his motives of accepting that profession. In general the motives are of two types viz. extrinsic and intrinsic. Extrinsic motives such as remuneration and other financial benefits while intrinsic motives included love for teaching or kids or school environment. There has been considerable amount of research on the reasons of joining teaching profession by student teachers on national or international level. Out of these few were reported here.

Moran and et.al.(2001) has studied about the motives of student teachers of entering in teaching profession. They suggested three categories of motives as extrinsic which include the benefits and perks offered such as good remuneration and having holidays etc. An intrinsic motive like nature of job, opportunities within job etc. and altruistic motives go beyond any tangible benefits those are a deep passion to teach, a great love for children etc.

Wang & Fwu (2001) suggested that there appears two broad attractions to the teaching profession. First is job related factors like nature and surrounding of the job (Intrinsic) and second external forces that propel one to select teaching job (Extrinsic).

Khoh and et.al.(2004) in their longitudinal study, reported the reasons of selecting teaching as a career by student teachers. It revealed reasons like love for children /young people, interest in teaching, fulfilling a mission, job fitness, inspiration by role models, love for a subject, financial reasons and teaching as a stepping stone for other jobs etc.

Chan, K. (2004) reported and identified three motives of In-service teachers for choosing of teaching as a career viz. Intrinsic/altruistic, Extrinsic and Influence from others. Out of these, it was mostly intrinsic/altruistic motive which caused them to join the teaching profession.

All these studies were focused on the motives of B. Ed. student teachers and teachers for joining/ selecting the teaching profession whereas the present study focused on In-service student's motives of joining Vocational M.Ed. course.

OBJECTIVES

- 1.To study the motives of In-service M.Ed. students for joining Vocational M.Ed. course.
- 2.To find out the reasons of joining Vocational M.Ed. course by In-service M.Ed. students.

RESEARCH QUESTIONS

- 1.Why do the In-service M.Ed. students join Vocational M.Ed. course?
- 2.What are the reasons behind joining Vocational M.Ed. course by In-service M.Ed. students?
- 3.What are their motives of joining Vocational M.Ed. course?

METHODOLOGY

Method: -

The descriptive survey method was adopted by considering the nature of the problem under study.

Sample: -

The 80 In-service M.Ed. students studying in both the batches 2008-10 & 2009-11 at Department of Education were selected purposively.

Tool:-

A structured questionnaire with open ended questions related to joining of In-service M.Ed. students in Vocational M.Ed. course.

Statistics used:-

The data gathered from the students was of descriptive type, therefore the percentage was used to interpret the data.

Analysis & Interpretation

The collected data was analyzed by using percentage of responses considering the majority of and discrete open responses to each question. The analysis and interpretation has given further question wise as follows-

Table-1 showed the responses of in-service M.Ed. students about why do they take admission in Vacational M.Ed. course? They had given following general reasons as-

Responses	%
To acquire more qualification	22
Qualifying for competitive exams. in education	16
For doing further research/Ph.D. in education	15
For professional development	12
For promotion/ confirmation of job	11
Unable for doing regular M.Ed.	08
For fulfilling own ambition of learning	07
Due to convenience of classes in vacation	05
For joining DIET/ Educational services	04

Table-2 showed the responses of in-service M.Ed students about from whom they got motivation.

Responses	%
Family members/ Relatives	32
Friends	31
Colleagues/ senior staff members	08
Colleagues from other institute	07
Spouse	05
Self-motivation	05
Head of institution/ Course coordinator	05
Teachers at B.Ed. level	04
Situational needs	03

In Table-3, the present benefits of doing M.Ed. were reported as-

Responses	%
Enhanced teaching process	28
Aware about innovative practices in education	21
Enabled to know the problems in education	13
Updated knowledge of teaching/subject	11
Enabled for competitive exams. in education	07
Enabled to think positively about life	07
Knew the research process and able to do so	05
Evaluated own performance	04
Enhanced reading habits	02
Enhanced self-confidence	02

Table-4 showed the impact of Vacational M.Ed. course on the personal development of the in-service M.Ed. students as-

Responses	%
Enhanced study habits	18
Enabled to know problems of students precisely	15
Enriched own teaching	13
To be more confident	12
Able to handle every professional demand	11
To be able for public speaking	10
Oriented to do something more progressive	07
Developed positive attitude towards life	06
Motivated to become an all rounded teacher	04
Helpful for personality development	02
Enhanced presentation style	02

Table-5 noted the benefits of joining Vacational M.Ed. course for professional development of in-service teachers.

Responses	%
Enhanced professional skills	20
Delivered teaching duties more competently	19
Able to use new technology in education	19
Knew about educational objectives & its fulfillment	15
Enabled to face competitive exams. in education	11
Able to give SET/NET in education	09
Became approved teacher/ permanent in job	04
Qualified for Education officer post	02
Gain promotion	01

Table-6 stated the financial benefits of taking admission in the Vacational M.Ed. course by in-service teachers.

Responses	%
No financial benefits	85
Through further placement	07
Increase in payment through increment	03
If selected for higher post	03
would be permanent on salary grant	02

Table -7 showed the social benefits would be acquired by the in-service M.Ed. students as follows-

Responses	%
would be invited as guest lecturer due to higher qualification	66
Social status would be enhanced	22
Would be an expert at various levels	07
Increased social awareness would helpful for social involvement	03
Social progress is more important than social recognition	02

Table-8 showed the benefits of joining Vacational M.Ed. course for the teaching of In-service teachers as follows-

Responses	%
Acquainted with new methods, techniques of teaching	24
Updated knowledge and current approaches	20
Enabled to apply various terminologies in daily life	16
Facilitated the learning of students	14
Boosted teaching process	11
Adopted principle of life long learning	08
Solved educational problems by using research approach	05
Enhanced quality of school education thro' quality supervision	02

Table-9 presented the benefits of doing Vacational M.Ed. for further education of In-service teachers as below-

Responses	%
For doing M.Phil./Ph.D./further research in Education	57
Would complete SET/NET in education	24
Qualified for competitive exams in education	19

The in-service M.Ed. students recorded the following benefits for future of joining Vacational course-

1. Capable for doing research in education
2. Helpful in financial gains through promotions
3. Useful for own personality development
4. Widening friend circle in educational field
5. Enable to provide career guidance to own students
6. Understanding challenges and opportunities in education
7. Useful for daily and professional chores
8. Giving social contribution by accomplishing duties
9. For getting better life-partner

Thus the collected data was analyzed and interpreted by calculating the percentages of responses of in-service teachers. The findings, recommendations and conclusion were given further.

FINDINGS

Most of the In-service M.ed students joined Vacational M.Ed. course due to various reasons like for professional development, for promotion, for confirmation, for own desire of learning, for doing research in education, for continuous learning and better opportunities in education field and unable to do regular M.Ed. course etc.

The in-service M.Ed. students were motivated by their family members, friends, colleague, teachers/coordinators at B.Ed. level etc.

The in-service M.Ed. students were presently benefited through Vacational M.Ed. as it enhanced teaching process, aware about innovative practices in education, enabled to know the problems in education, updated knowledge of teaching/subject, enabled for competitive exams in education and developed positive attitude towards life.

The in-service M.Ed. students were benefited personally as they enhanced their study habits, able to know problems of students, enriched own teaching, able to handle professional demands, enhanced their presentation style etc.

The professional benefits for in-service M.Ed. students were as they will be qualified for competitive exams in education, delivered their teaching duties more effectively, enhanced professional skills, able to give SET/NET exams, become permanent/ approved teacher and able to apply new technology in teaching etc.

Most of the in-service students reported that there are no financial benefits of doing Vacational M.Ed. at present while some would be got financial benefits through permanency in job/getting promoted.

Acquiring an additional educational degree and knowledge added social recognition and social enhancement in the life of in-service M.Ed. students.

The in-service M.Ed. students got benefited by knowing new methods, techniques for applying in teaching, updating subject knowledge and adopted principle of life-long learning etc.

The in-service M.Ed. students got ready to pursue SET/NET and further research in education.

The in-service M.Ed. students were benefited from Vacational M.Ed. course by adopting newer methodologies and challenges in education and prepared to face the future problems of learners with positive solutions.

CONCLUSION

Today every person is person is involved in seeking more qualification in his- /her respective field of work. This happened because of two types of motives viz. Extrinsic, Intrinsic and motivation from others. The in-service M.Ed. students also motivated by these types of motives. Better opportunities, better placement, promotion/approval of service etc. are extrinsic motives and own desire of learning, practicing the principle of life long learning, betterment of teaching duties and enhancement of quality in education etc. are Intrinsic motives. Apart from these the expectations of family members, friends and colleagues is an important motive which propel in-service teachers to take admission in Vacational M.Ed. course.

RECOMMENDATIONS

The present study revealed that most of in-service M.Ed. students have admitted in Vacational M.Ed. course due to their personal and professional motives. Therefore it is recommended that the personal and professional needs of the in-service teachers should be considered as a criterion for taking admission for giving admission in M.Ed. Vacational course.

Apart from this, the course content of Vacational M.Ed. course should be differentiate from the regular M.Ed. course by considering the professional, personal and educational needs of the in-service teachers who seek admission for Vacational M.Ed. course.

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