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University of Cape Town

Faculty of Humanities

School of Education

**An Examination of Factors that Influence the
Choice of Teaching as a
Career in Lesotho**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the
Award of the Degree of Masters of Education in Educational
Administration, Planning and Social Policy**

By

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(RLNMAR004)**

Declaration

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution of, and quotation in, this dissertation from the work, or works, of other people has been attributed. And has been cited and referenced.

Signature: Signed by candidate

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Date: 10 - JUNE 2025

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Title

An Examination of Factors that Influence the Choice of Teaching as a Career in Lesotho

Abstract

Teacher shortage in schools is the current subject of interest among academics worldwide. Prospects of teacher supply and demand have declared imminently high teacher shortage in the developing and developed world alike. Based on the theories of occupational choice and other studies on the choice of teaching as a career, this study attempts to address this worldwide teacher shortage problem by examining factors that influence people in choosing teaching as a career in Lesotho. Specifically the study asks the question:

- What are factors that influence trainee teachers in Lesotho in choosing teaching as a career in 2005?

To respond to this research question, a questionnaire comprising 41 close ended items on a five-point scale and five open ended items was administered to 516 trainee teachers at both the National University of Lesotho and Lesotho College of Education. The raw data was collated and presented in tabular form. Thereafter statistical description of the results was given. The interpretation of the results reveals that factors most influential on the Basotho trainee teachers in choosing teaching as a career are mainly based on their internal motives and the variety of benefits the teaching profession offers. These findings are commensurate with those found in other countries. The study concludes by suggesting policy reforms and initiatives that may be adopted in order to attract and retain more people in teaching.

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Abbreviations and Acronyms

- ACT = A Trademark for a Standardized College Entrance Examination
- BBC = British Broadcasting Corporation
- COSC = Cambridge O' Level School Certificate
- DOE = Department of Education
- EAT = Environmental Assessment Technique
- GMT = Greenwich Mean Time
- ILO = International Labour Organization
- ICT = Information and Communications Technology
- LCE = Lesotho College of Education
- LENA = Lesotho News Agency
- LFS = Labour Force Survey
- MIQ = Minnesota Importance Questionnaire
- NUL = National University of Lesotho
- NEO-FFI = NEO-Five Factor Inventory
- NVGA = National Vocational Guidance Association
- OFSTED = Office of Standards in Education
- OCEAN = Openness to Experience, Conscientiousness, Extraversion, Agreeableness, Neuroticism
- PGCE = Post-Graduate Certificate in Education
- PGDE = Post-Graduate Diploma in Education
- PSLE = Primary School Leaving Certificate
- RIASEC = Realistic, Investigative, Artistic, Social, Enterprising, Conventional
- SABC = South African Broadcasting Corporation
- SDS = Self-Directed Search
- SVIB = Strong Vocational Interest Blank
- UCT = University of Cape Town
- USA = United States of America
- UNESCO = United Nations Educational, Scientific and Cultural Organisation
- VPI = Vocational Preference Inventory

Chapter One

1. Introduction

Teacher shortage in schools is a current subject of interest among policy makers in the developed and developing world alike. This likelihood necessitates a re-examination of the attractiveness of the teaching profession especially in relation to the prevailing socio-economic environment in which teaching service is offered. The current global order – whereby individualism is preferred to the collective – has led to globalization and corporitisation of the service. Alongside that there is the liberalization of trade, which, because of accompanying global flow of capital, has led to many countries experiencing an increase in specialized occupations with many having more benefits than teaching. Apparently, as a result of these developments, teaching has become a profession chosen as a last resort and remains composed of a highly transient labour force. The end result is that some schools worldwide experience an unprecedented teacher shortage while, evidently, others are yet to. In countries like Lesotho, this impending teacher shortage endemic could be witnessed by the ever increasing numbers of vacant positions on notice boards, on newspapers and heard of on radio.

It is in an attempt to address this teacher shortage problem that this study examines factors that influence people to choose teaching as a career in Lesotho. Specifically, the study asks the question: what are the factors that influence trainee teachers in Lesotho in choosing teaching as a career in 2005?

Despite the globally acknowledged teacher shortage, there is no study carried out in Lesotho recently in relation to this topic. Therefore the proposed study might be of great assistance in educational policy reforms meant to pull or retain more people in teaching by identifying factors underpinning people's choice of teaching as a career. If known, the factors may provide policy designers with concrete evidence on reasons why people choose teaching as a career upon which relevant policy on recruitment and retention can be formulated. Factors that are de-motivators for the choice of teaching as a career will as well be identified in order to make educational policy

reformers aware of the wrong that should be avoided or remodelled if possible. The study might as well serve as an additional reference material for use at present and in future in guidance and counselling as it attempts to add on what is known currently about the teaching career. It may also open ways for further research in teaching on other subjects.

Chapter Two focuses on the background and setting of this study. Firstly, the chapter begins by putting this study in a global frame by showing that Lesotho is not the only country subjected to teacher shortage and its related problems. Examples of countries where teacher shortage was declared a problem are cited. Evidently, this problem cuts across all countries regardless of their economic wellbeing. Secondly, statistical evidence of the impending teacher shortage and the already felt side-effects in Lesotho schools are provided. It is shown that although not yet a general problem, teacher shortage is experienced already at the primary level where there is more demand than supply of teachers. There is an indication of rapid growth of the school-going population just as people begin to be reluctant to join the teaching profession. Thirdly, this chapter relates the research question to the scenario in Lesotho by showing that high teacher-pupil ratios lead to poor performance at the primary level. There would be few primary school leavers thus forcing the secondary schools to lower entry-requirements. This problem proves to have had a snowball effect throughout the Lesotho Education System as the secondary schools as well fail to produce good passes and as result forcing the tertiary institutions to lower entry requirements as well. Students who do not deserve it, get spaces at the country's only two teacher-training institutions. In other words, because there are few teachers in schools, poor performers are jerked up the Lesotho education system some of whom become teachers thus circulating the same problem. Lastly, the chapter lays the field for the study by outlining the Lesotho formal education history.

In Chapter Three a deeper understanding of the psychology of career choice is provided. Firstly, case studies from various countries carried out at different times are reviewed. All the studies provide different findings – the fact that necessitated the study of this kind in Lesotho's context. Secondly, theories of occupational choice that provide a rudimentary base for the reviewed case studies are as well put into consideration. The theories derive from five disciplines, namely, trait and factor

theory, sociology, developmental psychology, behavioral psychology and personality studies. Both, the case studies and theories, have contributed to the formation of the research instrument used in this study.

Chapter Four presents the research design. This study is largely quantitative. More specifically, a questionnaire comprising 46 items was administered to 516 students at two teacher-training institutions in Lesotho to gather information. The chapter also outlines the field procedures followed in contacting this study as well as details the development of the research instrument used in this study to gather raw data.

Chapter Five comprises two parts, namely, (1) presentation and (2) analysis of data. Tables are used to present the raw data. Thereafter analytical descriptions of the findings are given. The results show a huge leaning towards choice of teaching based on internal motives and foreseeable benefits in the profession. Similar trends are observable on career choice of other students in other countries with the Basotho students. However, the similarities are mostly with countries such as Darussalam and Cyprus which by comparison share more in common economically with Lesotho than do the USA and Britain.

In Chapter Six, a conclusion is drawn and recommendations are made based on the findings of this study. The chapter begins with a general but condensed overview of problems of teacher shortage from all over the world. From there, main findings of this study are highlighted. In light of the highlighted findings, several policy reforms and initiatives are suggested. Most importantly it is pointed out that one way of increasing numbers in the teaching force could be by adopting multi-sectoral development plans. This, it is anticipated that would enable evenly distributed focus of efforts geared towards a country's development. Teacher shortage is a novel phenomenon apparently emerging from lopsided development goals that tend to focus mainly on newly arising sectors due to globalization and the concomitant free trade. Like it is shown in the first paragraph, liberalization of trade has led to rapid growth of the private sector thus creating occupations that have many more benefits than teaching. A shift of priorities in favour of these new *services* on the expense of those regarded as traditional can be observed in developing countries that Lesotho is. As growing countries tend to focus on these new *services* that come with a promise of

development, basic sectors of the economy are apparently neglected. Hence, multi-sectoral development plans are highly recommendable in this regard. Lastly, it is pointed out that in-service programmes and/or lowered entry requirements into teacher training may not be a solution but cause of teacher shortage and related problems in the long run. It is, as a result, believed that offering teacher training free of charge and with entry requirements kept at optimal levels may be a working solution.

It is an expectation that the results of this study would be useful not only in Lesotho but also in other countries experiencing teacher shortage or those seeking to prevent it from affecting them. However, it should be noted that environmental or contextual factors in some places may, to varying degrees, prohibit applicability of the findings of this study.

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Chapter Two

2. Background Information and Statement of the Problem

2.1 Introduction

This chapter introduces the background and states the research problem of this study. Firstly, the setting of the study together with the target population is given. The chapter briefly discusses the Lesotho formal education history as well as tabulates transition rates through the country's education system. Secondly, the chapter attempts to show how the partially experienced teacher shortage and its felt side-effects in Lesotho schools relate to poor performance in schools. This poor performance in schools has apparently led to a contagion of incompetence among those who end up becoming teachers. The chapter shows further that the end result becomes circularity of poor performance by educators themselves that can be witnessed by very poor transition rates of the Basotho students from primary to secondary schools and from secondary schools to the tertiary level. This scenario therefore has led to the research question that this whole study attempts to respond to.

2.2 Background

Lesotho is a land locked country in the central part of South Africa. The population of Lesotho is estimated at 2.2 million in 2004 with the student population of 506,662. The country's education system follows a 7-3-2 pattern which means that pupils have to attend seven years of primary education, three years at the junior secondary level and two at the senior secondary level. Children are expected to begin schooling at the age of six after graduating from pre-schools. The system in pre-schools does not determine the number of years children should attend the schools. Not every child, however, attends pre-school before the primary level. In the remote rural areas, children do not first begin at pre-school but at standard one at the primary school level. Pre-school teaching has not yet been fully recognized as a career option in the country. Curriculum, appointments and remuneration of pre-school teachers remains

the responsibility of the owners of the school. There are no public pre-schools in Lesotho.

In 2002, the country had 1,295 primary schools, 224 secondary schools 209 of which are owned by churches, eight technical colleges, one teacher training college and one university. There are also private schools not included in official statistics (these are community-owned schools as opposed to church and government schools and are very few in number). Curriculum is the sole responsibility of the government in Lesotho at the primary and secondary levels. Students' admissions at these levels are a responsibility of school boards membership of which include parents, representative of the school owner (proprietor) and a government official (see Education Act of 1996). The composition of school boards varies in primary and secondary schools and according to denomination. Appointment of teachers is a shared responsibility between the government and the churches. The church recommends who to employ or dismiss to the government. Then the government would act accordingly. The government, however, cannot recommend a teacher for a church school.

The government pays all church school teachers registered at the Teaching Service Department and working in a registered church school. The grants are bestowed to a school depending on the roll of students. For every 40 students registered, a school supposedly get a grant. Practically, rarely is this requirement met; some schools go through many years before receiving additional grants. Church schools, at their discretion, can employ other teachers to reduce teacher-pupil ratios. Teachers employed in that way are regarded as private and therefore are not paid by the government. The church or proprietor pays the private teachers' monthly salaries.

Government has no say in private schools in Lesotho but allows students from those schools to sit for public examinations. Other private schools do not interact with the public system at all. They set their own rules, follow their curriculum and award different qualifications to the public schools certification.

Lesotho formal education is a legacy of the former colonial master. According to Task Force Report of 1982 and also in the Clarke Commission of 1946, Lesotho's education system falls into three phases namely the pre-colonial, colonial and post-

colonial time. Pre-colonial education in Lesotho was informal offered mainly through Basotho's rites (see Muzvidziwa and Seotsanyana, 2002). During the colonial period, they show that missionaries introduced formal education which sought to replace informal education. The British government pledged its support for the education system run by the missionaries in 1868 – the time Lesotho was turned into a British protectorate. Muzvidziwa and Seotsanyana (2002) continue to show that the British funded schools and established a central board of advice as well as appointed a secretariat that functioned as a link between government and churches which by then owned all schools in Lesotho. Not much has changed currently in what could be called post-colonial time. The structures developed by the British remain and function as they used to. At the senior secondary level, the country still follows the British Syllabus D and students sit for the Cambridge Overseas School Leaving Certificate examinations to-day. The only difference is that now schools are funded by the Lesotho government, not Britain, as has already been shown in the preceding paragraphs.

2.3 Statement of the Problem

Lesotho is not the only country that experiences teacher shortage and its related problems, however. Research findings on the global teacher shortage and its implications by the United Nations Educational, Scientific and Cultural Organization – International Labour Organization (UNESCO-ILO) revealed that “relentless population growth and declining working conditions are creating a severe shortage of teachers in the world's classrooms that may lead to a slide in education standards” (ILO/02/45, p.1). The UNESCO Assistant Director-General for education is quoted in the report declaring that “The teacher shortages we are beginning to see everywhere have various causes ... but a common factor seems to be the diminishing status of teachers and a concomitant decline in working conditions in many countries. As a result, we are seeing qualified teachers quit the profession for other work, and potential recruits looking upon teaching as a last resort” (ILO/02/45, p. 4).

For example, the British Broadcasting Corporation (BBC) announced an increase in vacancy rates in England schools from 0.8% to 1.45% in 2001 (April 20, 2001).

Twenty-three percent of teachers employed in 1999 will have retired by 2005, rising to 40% in 2010 in Ontario, the most populous province in Canada according to Nicholas (2003). He shows further still that a survey in 2002 found that between 10% and 20% of New Zealand's secondary schools received no applications for advertised positions.

While more than 18,000 teachers resign, retire or die every year in South Africa, only 5,000 students graduate country-wide, reported the South African Broadcasting Corporation (July 17, 2002). According to Chala, "a recent South African Institute of Race Relations survey states that South Africa will have to produce 30,000 teachers annually for the next 10 to 15 years to avoid a shortage, about 75% more than is currently being produced" (October 7, 2003).

Teacher shortages pose serious long-term problems, but has not yet become a general problem in schools in Lesotho. Indications of shortage of teachers in schools are seen at the primary level where there is more demand and insufficient supply of teachers. In 2000, it was reported that the implementation of the Free Primary Education Order raised teacher-pupil ratios which were already at 1:60 in primary schools (DOE circular no.1 of 2000). However, official statistic released in 2003 showed that for the country as a whole these figures were exaggerated. Nonetheless it may have been that in the urban areas where over-crowding is common, this data would be accurate. School leavers at the secondary schools – with neither teacher training nor teaching experience – were publicly urged to join the primary schools teaching force. Still the teacher-pupil ratio in 2003 remained at 1:47.

There is no indication of a teacher shortage yet in Lesotho Secondary Schools mainly because the intake is very low. Statistics reveal a 1:24 teacher-pupil ratio in 2002. However, two teachers on average work in every secondary school unqualified and there are at least two expatriate teachers in every secondary school in Lesotho. In 2002, 436 expatriate teachers out of the total of 3384 worked in Lesotho Secondary Schools and the number dropped to 356 in 2003 (Education Statistics, 2003). Tables 2.3.1 and 2.3.2 below demonstrate the scenario in detail

Table 2.3.1 Number of Pupils/Students 1998-2002

Number of Pupils/Students	Year				
	1998	1999	2000	2001	2002
Primary Education	369515	364951	410745	415007	418668
Secondary General	71262	72437	72992	77919	81130
Technical/Vocational	1509	1722	1859	1939	1859
Teacher Training	948	925	970	999	1739
University	2242	2527	2844	3266	3266
Total	445476	442562	489410	499130	506662

(Education Statistics, 2003:2-3)

Table 2.3.2 Number of Teachers 1998-2002

Number of Teachers	Year				
	1998	1999	2000	2001	2002
Primary Education	8170	8225	8578	8762	8908
Secondary General	2990	3175	3198	3290	3384
Technical/Vocational	136	135	170	165	162
Teacher Training	99	115	101	108	108
University	215	220	223	238	-
Total	11610	11870	12270	12563	12562

(Education Statistics, 2003:03)

Table 2.3.3 Teacher-Pupil Ratios 1998-2002

Number of Teachers	Year				
	1998	1999	2000	2001	2002
Primary Education	1:45	1:44	1:48	1:47	1:47
Secondary General	1:23	1:23	1:23	1:24	1:24
Technical/Vocational	1:11	1:13	1:11	1:12	1:12
Teacher Training	1:10	1:8	1:10	1:9	1:16
University	1:10	1:11	1:13	1:14	-
Total	1:38	1:37	1:40	1:40	1:40

(Adapted from Education Statistics, 2003)

The shortage experienced in primary schools results in a poor foundation education that has a snowball effect with a negative impact on the entire country's education system. Poor performance and the resulting cluster of repeaters in primary schools are the two most evident effects. Secondary and tertiary institutions are therefore compelled to lower entry requirements in order to increase rolls to acceptable

quantities. At the secondary level, decreased entry requirements are also influenced by conditions for payment of teachers based on a teacher-pupil ratio of 1:40 (Education Act of 1996, Section 44).

The 1996 Education Act gives school boards authority to decide on enrolments. Every school therefore strives to attract as many learners as possible in order to keep teachers in employment. In the process, no strict consideration is given to the performance levels of the incoming learners. Regulations meant to retain those in schools already are formulated by school boards depending on the situation of their schools. For instance, in my school we do not discontinue first time failures and if a student fails in two consecutive years in the internal classes, they are promoted to the external classes so that they are “released by the system.” My school has since 1996 maintained a top 10 position in overall performance and topped the lists with outstanding results in English Language Subject, but we still strive to attract enough learners with at least a second-class pass.

The reality of a teacher shortage in Lesotho Secondary Schools therefore is hidden by the very low transition rates from the primary level to the secondary level and persistent drop-out rate throughout this level. Table 2.3.4 below shows the situation elaborately.

Table 2.3.4 Transition Rates at the Primary Level 1998-2001 (%)

Level	Year	Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F
Prom.	1998	63.3	71.4	67.3	75.6	70.3	79.4	65.3	76.2	69.9	79	75.3	78.4	73.9	76
	1999	61.5	67.5	68.5	77.3	71.8	80.9	67.3	77.5	72.3	78.5	75.5	79.9	69.5	73.4
	2000	58	66.6	66.5	74.3	71.2	80.4	67.7	77.2	72.1	79.6	77.7	81.4	86	85.4
	2001	58	64.4	69.4	78	69	79.1	67.7	77.5	71.3	80.2	76.9	81.3	84.2	87.8
Repe.	1998	25.8	21.2	25.9	19.8	23.6	17	24.1	18.5	19.5	14.5	13.4	11	20.4	19.6
	1999	33.2	26.5	24.9	18.7	22.6	17.3	23	17.9	18	14	13.5	11.6	17.1	17.7
	2000	25.2	21.4	31.9	24.8	21.7	15.2	23.3	17.5	18	13.8	13	11.1	11.5	11.1
	2001	28.9	24.9	27.8	22.2	29.2	21.6	22.8	16.7	17.1	12.6	13.9	11.6	11.4	12.2
Drop.	1998	10.9	7.4	6.8	4.6	6.1	3.6	10.6	5.3	10.6	6.5	11.3	10.6	5.7	4.4
	1999	5.3	5.9	6.6	4	5.5	1.8	9.6	4.6	9.8	7.5	11	8.5	12.5	6
	2000	16.7	12	0.9	7	7	4.4	9	5.3	9.9	6.6	9.3	7.4	2.5	3.5
	2001	13.1	10.7	2.8	-0.2	1.8	-0.7	9.5	5.8	11.7	7.1	9.2	7	4.4	0

(Education Statistics, 2003:09)

In 2001, 84.2% (30.8% of those in standard 4 in 1998) of male and 87.8% (41.2% of those in standard 4 in 1998) of female students were promoted to the secondary level. A total of 35,468 candidates sat for the Primary School Leaving Examination (PSLE) in 2001. From the table, 11.4% of male and 12.2% of female students had to repeat while 4.4% of boys dropped out of school. Things being the same, 31,038 students therefore sought space in the secondary schools. However, only 14,284 learners were enrolled in the first year of secondary education in 2002. Of the 14,284, only 3,574 could make it to the tertiary level. From that 3,574, only 325 met entry requirements at the Lesotho College of Education and were admitted while 516 were distributed among the five departments at the National University of Lesotho. Table 2.3.4 below shows the transition rates at the external class in Lesotho schools.

Table 2.3.5 External Examinations Results 1998-2002

		1998	1999	2000	2001	2002
PSLE	Enrolment	38099	38754	37424	35979	36628
(Standard 7)	Candidates	37607	39143	37939	35468	36136
(Grade 7)	Passes	27802	28998	32042	31038	27652
	First Class	1025	2548	3515	4457	3728
	Second Class	5059	6107	7297	6463	7375
	Third Class	21718	20343	21230	20118	16549
	Fail	9805	10145	5897	4430	8484
	% Passed	73.9	74.1	84.5	87.5	76.5
JC	Enrolment	13437	14342	13650	14667	14284
(Form C)	Candidates	11716	12369	12055	13575	12551
(Grade 10)	Passes	7108	8590	8918	9615	9250
	First Class	368	581	646	750	812
	Second Class	4814	6218	6130	6665	6878
	Third Class	1849	1679	1983	2026	1440
	Fail	4608	3779	3137	3960	3295
	% Passed	60.7	69.4	74	70.8	73.7
COSC	Enrolment	6451	6337	6808	7586	8002
(Form E)	Candidates	5999	5754	5831	6891	7118
(Grade 12)	Passes	1972	2509	2500	3141	3574
	First Class	55	114	137	171	208
	Second Class	603	766	699	947	1137
	Third Class	1314	1629	1664	2023	2229
	Fail	111	110	112	82	82
	% Passed	32.9	43.6	42.9	45.6	50.2

(Education Statistics, 2003:08)

No change at all in performance has been recorded to-date at the senior secondary level. In 2004, out of a total number of 7,800 students who sat for the examinations, 3, 947 have passed. Of these 308 candidates obtained first class; 1,282 second class and 2,457 third class (Tsekoa, March 09, 2005). The number of poor performers continues to surpass that of the rest.

From 1998 to 2003, the University was offering bridging programmes for the secondary school leavers who failed the English Language Subject integral for admission. By providing bridging courses, the University, just like the secondary schools, pulls poor performers up the Lesotho Education System. In turn the very poor performers are people under whose care is entrusted children's education in the

primary and secondary schools. The majority of learners have survived through these porous exits in the system. Given the consistently increasing rolls in school (Table 2.3.1) and the reliance on teachers with poor quality, in the long run the already experienced teacher shortage in primary schools will be exacerbated resulting in even higher failure and drop-out rates. Shortage will also be experienced at the secondary level for as teachers fail to aid more of good quality learners into the tertiary level, they will be few who go for teacher training. Given 224 as the total number of secondary schools in 2002 and 841 learners who make it to the two teacher training institutions in Lesotho, this means that from every secondary school, teachers manage to push up only 4 students who are likely to be teachers to the tertiary level. There is therefore an urgent need to attract more people into teaching to simultaneously tackle the problems of high teacher shortage in primary schools and the long term effects of poor learner performance. Government loses a lot of money each year because of failures and drop-outs (see Tables 2.3.4 and 2.3.5).

This discussion suggests a need for policy meant to attract more people into teaching based on known pull factors. This study therefore seeks to identify factors that influence people's choice of teaching as a career with the intention of informing the Lesotho Educational Policy in this regard.

2.4 Aim of the Study

The purpose of this study is to find out reasons from people for choosing teaching as a career in Lesotho in 2005. Based on the backing from theories of occupational choice and related studies, the study seeks to respond to the following question:

2.4.1 Overriding Research Question

What are the factors that influence the trainee teachers in Lesotho in choosing teaching as a career in 2005?

2.4.2 Sub-Questions (These originate in the theories of occupational choice which are detailed in Chapter Four)

- Does academic ability influence the choice of teaching as a career or not?
- Is knowledge of occupations that are available in Lesotho a reason for the choice of teaching as a career by the trainee teachers?
- Are internal motives such as love of children by the trainee teachers factors for them to choose teaching as a career?
- Does the status of the teaching profession influence the choice of teaching as a career?
- Are factors based on interpersonal influence on the choice of teaching as a career such as encouragement by a parent influential on the trainee teachers to choose teaching?
- Are factors based on a variety of benefits in teaching influential for the trainee teachers to choose the career?

Attempts are made in this whole study to respond to these questions and raise yet others for further research where necessary.

2.5 Conclusion

As has been shown in the whole paragraph, the need for an increased number of suitably qualified teachers in Lesotho schools is or will become paramount. With enough qualified teachers, presumably performance will be improved; more students would proceed to the tertiary level some of whom would end up back in schools as teachers. A proper route to follow therefore would be to research this problem of teacher shortage in schools. More demand than supply of teachers has been noticed in Lesotho Primary Schools and there are unfortunate side-effects observed throughout the Lesotho Education System as the chapter demonstrated. With known reasons why people may choose teaching as a career, relevant policy interventions can be formulated. The rest of this study attempts to examine of these supposed factors in choosing teaching as a career in order to provide concrete information utilizable in education policy reform and for other possible purposes.

Chapter Three

3. Literature Review

3.1 Introduction

Research on the factors that influence the choice of teaching as a career has been carried out in many countries throughout the world since the 1990's (Papanastasiou and Papanastasiou, 1997; Seng Yong, 1995; Schutz, Crowder and White, 2001; Carrington and Richard 2000; Hammond, 2002 and others). No general pattern seems to have been established to describe people's career choice behaviour in different settings since then. Different factors came up in different studies carried out at different places as the most or least influential for the choice of teaching as a career. The studies are supported by theories of occupational choice including Roe's theory of needs (Roe, 1953), the economic theory (in Brown, 1990), theories on self-concept (Field, Kehas and Tiedemann, 1963; Super, 1969), Ginzberg's developmental theory (Ginzberg, 1972; Dalton and Bledsoe, 1980), Vroom's expectancy model (in Zaccaria, 1990), Krumboltz's social learning theory of careers (Mitchell and Krumboltz, 1990) and Holland's personality types and environment model theory (Holland, 1973a and 1984) all discussed in this chapter.

A variety of case studies that researched factors that influence people to choose teaching as a career groups these factors into five main categories. These are:

- 1 academic ability: reasons based on a match between knowledge and skills a person acquires at school with competences required in an anticipated career;
- 2 internal motives: reasons based on subjective motivations of a person, for example, love of working with children, a belief about an inborn talent to teach and a desire to serve the country;
- 3 interpersonal influence: reasons based on an individual's external personal influences;

- 4 status of the profession: reasons based on the importance attributed to teaching in society; and
- 5 varieties of benefits: reasons that are based on benefits achievable in teaching.

Six cases studies are looked at in this section. Although not specified in some, the five categories are reflected throughout in these studies. In some of them, specific reasons such as teaching is a secure, enjoyable and respected job were given as some of the factors for people to choose teaching. In other studies, influence of family and friends were some reasons for choosing teaching while there are studies in which it was revealed that people choose teaching as a last resort. These reasons and many others that came up in similar studies on the choice of teaching as a career can be grouped as sub-factors to the mentioned five main categories.

These five main classifications of reasons for people to choose teaching as a career are not mutually exclusive; there are overlaps among them according to context and perspective. A person may choose teaching because of what he perceives as benefits found in teaching or having been informed of the benefits that the teaching profession offers in which case the former will be choice based on internal motive and the latter on interpersonal influence. On the other hand, these five categories may not encompass all human phenomena around occupational choice as insinuated by the theories of occupational choice underlining the six case studies from which they derive. The theories point out to a need to add one or more categories (depending on context) as questions relating to employment opportunities, prior teaching-like experience and an individual's goals and knowledge of occupational options available in his or her setting do not tally with any of the five categories.

In the following sections, the case studies on factors that influence people to choose teaching as a career are put into consideration. Broader theories in which the studies are located are critically looked at next. Attempts are made, lastly, to show how both the studies and theories underlying them informed the development of the instrument used in this study.

3.2 Case Studies

Six case studies that researched factors influencing the choice of teaching as a career are discussed in this section. They all – directly or indirectly – revealed that basically the choice of teaching as a career rests on five main factors, namely: a person's academic ability, an individual's internal motives, interpersonal influences, status of the teaching profession in a given community and variety of benefits in teaching.

These studies, not others, are reviewed here because the researcher wants to understand the psychology of occupational choice in different settings (develop a methodical spatio-temporal insight of occupational choice). The so developed extensive understanding of reasons why people choose teaching as a career has provided an added reliability to the groundwork of this study. These studies were carried out at different times in different places without reference to one another. They therefore only bear one reactionary relationship, that is, they look at occupational choice at a particular place and time without reference to one another. The six studies are:

- a study that looked at undergraduates' views on the choice of teaching as a career in York University (Kyranou and Coulthard, 2000);
- a study that looked at the trainee teachers' intentions to choose a career in teaching ICT at Warwick University (Hammond, 2002);
- a study that researched evolution of goals to become a teacher from qualified teachers in Georgia (Schutz et al, 2001);
- a study meant to determine motives of trainee teachers to major in education at Universiti Brunei Darussalam (Seng Yong, 1995);
- a study that looked at the choice of teaching as career in ethnic minorities at teacher training in England and Wales (Carrington and Richard, 2000); and
- a study meant to determine motives of trainee teachers to major in education in Pennsylvania State University and University of Cyprus (Papanastasiou and Papanastasiou, 1997).

3.2.1 Undergraduates' Views on the Choice of Teaching as a Career in York University

Kyriancou and Coulthard's study at the University of York was focused mainly on the views of people who could become teachers if certain changes were introduced in teaching. This study is looked at here as the first one because of the nature of the data gathering technique used and how the researchers arrived at their conclusion. The researchers in this case study gathered information through narrowly focused questionnaires with close-ended items thus disabling an emergence of other factors that they might not have included in their instrument. No attempt is made to develop a generalizable thesis so that this study could be used to describe occupational choice across different social settings.

The study, however, is important in that this respondents were those undecided on any career; those that if convinced are most likely to decide to become teachers rather than someone who has decided on another career already. A questionnaire was delivered in person to the rooms of 500 randomly chosen students. About 327 completed questionnaires were returned.

Ratings of the importance of factors in choosing a career in teaching by the respondents are shown below in Table 3.2.1.1.

The study revealed that students at the University of York may chose teaching mainly because of the variety of benefits in teaching. From the table, out of 14 possible reasons for choosing teaching, eight items relate to benefits in teaching (items 1, 3, 4, 6, 7, 9, 12 and 14). For example, 72% of the respondents chose teaching because teachers get long holidays. Other factors relate to the students' internal motives such as their wish to share knowledge with others and their individual personalities and potential talents. Environmental factors also appear as possible motivators (or a discouragement) for people to choose teaching as a career from the learners' responses seen in ranking high sub-factors like "the media images of teachers" and "the government's commitment towards education."

Table 3.2.1.1 Student's Responses on the Choice of Teaching as a Career at York University (%) (n = 327)

FACTORS	Encourages (%)	Neutral (%)	Discourages (%)
1. Teacher get long holidays	72	27	2
2. My wish to share knowledge with others	65	32	3
3. Fees are not charged for PGCE courses	49	51	0
4. A PGCE qualification can be used in other fields	44	52	3
5. My personality and potential talent for teaching	40	36	24
6. The potential for self-development	36	54	10
7. Taking a PGCE means spending another year at university	19	62	19
8. the governments' commitment towards education	13	51	36
9. The present level of autonomy of the teaching profession	11	69	21
10. Dealing with disruptive pupils	8	19	74
11. the media images of teachers	3	26	71
12. the amount of bureaucratic tasks to perform	3	26	71
13. undergoing OFSTED inspections	2	54	43
14. The amount of funding that schools receive	2	39	58

(Kyriancou and Coulthard, 2000:124)

The students were then asked whether they might be encouraged to consider a career in teaching if changes were made to the profession. A total of 129 students out of the 327 replied they could. The researchers then assumed that the rest had already definitely decided to become teachers or definitely not decided to become teachers. The 129 were again to rate the extent to which possible measures that might encourage someone to consider a career in teaching would encourage them to do so. Results are shown in Table 3.2.1.2.

Table 3.2.1.2 Students' Ratings of Factors that Influence the Choice of Teaching as a Career at York University (n = 129)

FACTORS	Would this encourage you to teach? (%)		
	Definitely	Might	Not
1. An increase in the quality of resources for teaching	68	30	2
2. Higher top salaries for teacher and head teachers	65	28	8
3. Improvements in the working environment	64	34	2
4. A higher starting salary	64	32	4
5. A reduction in class size	63	33	5
6. A reduction of bureaucratic burdens	62	33	5
7. Payment of £5, 000 for entering a PGCE and teaching	52	40	8
8. An improvement in the public's opinion of teachers	42	45	14
9. An increase in teacher autonomy	40	51	9
10. Ongoing training	37	50	13
11. An increase in the number of classroom assistants	37	50	13
12. Fast-track scheme	31	57	13
13. Salaries based on performance	27	44	29

(Adapted from Kyriancou and Coulthard, 2000: 125)

The above study, as indicated earlier, looks at factors that may influence the choice of teaching from people who have not yet decided to become teachers. In the following sections are the studies reviewed investigated reasons for entering teaching from trainee and qualified teachers, that is, people who already have chosen the teaching career.

3.2.2 Trainee Teachers' Intentions to Choose a Career in Teaching ICT at Warwick University

Hammond (2002) investigated the motivations of a cohort of trainee teachers to teach information and communication technology (ICT) at Warwick University. The population has comprised teacher-trainees, people who have already made a decision to become teachers. The instrument used allowed for the collection of as thorough information as possible and there is an attempt to look for commonality among the responses which enabled for the formation of categories which are hypotheses in themselves.

An in-depth interview, using a mix of open-ended and semi-structured questions, was carried out on 15 PGCE students at the University of Warwick from 2000 to 2001 (Hammond, 2002:135). The results show that the choice of teaching as a career could be based on the five main factors referred to under 3.1 above. Over that they indicate that there is a need to add extra-categories that describe the role played by teaching-like experiences and environment in influencing people's choice of teaching as a career. To cite examples from examples given in Table 3.2.2, "mentoring within first degree" means that a person chose teaching because of a prior teaching-like experience while "from a teaching family" signals that social environment can also influence people to choose teaching as a career. All the results are shown in Table 3.2.2.

The total number of responses was greater than 15 as more than one influence was frequently stated.

University of Cape Town

Table 3.2.2 Influences on Trainees' Decision to Choose Teaching at Warwick
(n = 15)

INFLUENCES	FREQUENCIES	EXAMPLES GIVEN BY TRAINEES
Positive experiences of teaching	11	<ul style="list-style-type: none"> - Mentoring within first degree course - Teacher-like activities in the past - Supporting students with special needs - Informal mentoring of new staff at work - Involvement in formal training at work - Voluntary work in mosque - Looking after young siblings
Negative perception of other jobs	9	<ul style="list-style-type: none"> - Missed working with people - Commercial work is too specialised - Office work is repetitive - Office environments are impersonal
Special interest in ICT	7	<ul style="list-style-type: none"> - Web page design and other new tools (self-taught) - Enjoyed first degree - Used and saw value of ICT in work - Curious as to how machines work
Special features of ICT as a school	6	<ul style="list-style-type: none"> - ICT is rapidly changing, having to learn subject all the time - There is a lot of variety, it involves all the other subjects - It is something that young people need - Young people are held back if they can't use ICT
The example or encouragement of others	5	<ul style="list-style-type: none"> - From a 'teaching family' - Told that would make a good teacher
Wanting to work with children	5	<ul style="list-style-type: none"> - The subject was not important when I first applied for primary teaching - Find young people so likeable
The course is a short-term commitment	4	<ul style="list-style-type: none"> - It is only a year, find out what it's like
The experience of being a learner	3	<ul style="list-style-type: none"> - Saw a teacher on my degree course and wanted to do that - Thinking about teaching even when at primary school
University open day	3	<ul style="list-style-type: none"> - Attended the day induction event and this confirmed decision
To be of service	2	<ul style="list-style-type: none"> - Wanted to work in a public service - Wanted to put something back
To help my own child	1	<ul style="list-style-type: none"> - Wanted to know about the school curriculum to be able to help own child when she went to school

(Hammond, 2002:137)

Although this study was carried out in England like the first one, it becomes more appropriate to draw tentative conclusions from the study as it appears to be more

methodical than the first case study. Attempts are made to categorize the findings into broader and clearer categories by so doing enabling scrutiny. One outstanding observation could be that in well-off economies, the choice of teaching as a career is influenced mainly by pull factors. It seems to be more of a voluntary act than a necessity that people choose teaching as a career as revealed by this study and the one previously looked at. More reasons for choosing teaching as a career were revealed in a study that looked the evolution of goals to become a teacher from qualified teachers looked at below.

3.2.3 Evolution of Goals to become a Teacher from Qualified Teachers in Georgia

Interpersonal factors became the most influential for people to choose teaching in a study carried out by Schutz, Crowder and White (2001:301). This study is looked at here as the third one because unlike the first two, an attempt is made to develop more specific categories to describe people's drives in choosing teaching as a career although no clear demarcation could be made between the categories. The study's unique contribution is that it focused on qualified teachers as opposed to trainee teachers to develop its hypotheses.

They set out to research the evolution of goals in choosing teaching and the influence of the cultural and environmental influences on the evolution. Most interestingly the study relied on phenomenological philosophy to extract the essence of the experience of developing a goal to become a teacher from the subjects' personal stories. Phenomenology is an anti-Cartesian (non-positivist) approach that concentrates on the study of consciousness and the objects of direct experience to produce knowledge. The philosophy finds its elaborate contemporary expression in the works of enactivists such as Maturana and Varela (1980 and 1986), Davis (1996 and 2004), Varela (1999), Davis and Sumara (1997) and others. All participants answered the question, "what influenced you to want to become a teacher?" (Schutz et al, 2001:302). The responses are shown in Table 3.2.3 below.

Table 3.2.3 Categories and Percentages of the Total Responses for all Participants at Georgia University (n = 15)

CATEGORY	INFLUENCE
Altruistic motives (20%)	They had a desire to help society in general or children specifically
Past experiences (19%)	Teaching-type activities got them interested (e.g., baby-sitting or helping at Sunday school).
Past teachers (18%)	A past role-model teacher or a teacher who encouraged the person to become involved in teaching.
Personal characteristics (13%)	They believe they have the personal characteristics that match those needed to be a teacher (e.g., “I think I would enjoy it” or “I am good around children”).
Parents or family (10%)	A parent or someone in the family was a teacher or encouraged the person to be involved in teaching.
Love of children (7%)	They expressed a love for children and wanted to be around them.
Peers (6%)	A friend, acquaintance, or co-worker was a teacher or encouraged the person to get involved in teaching.
Self-benefiting (6%)	They believe they will personally benefit from being a teacher (e.g., schedule, convenience, or gaining respect).
Interested in subject (4%)	They are interested in or love a particular subject.
Parenting (3%)	Their experience as a parent influenced their desire to become a teacher.

(Schutz et al, 2001:303)

“A desire to help society in general and children specifically” was the most important reason for 20% of the subjects. “Past teaching experience” was second (19%) and the third ranking item was “a past role-model teacher” (18%) (Schutz et al, 2001:303). Interpersonal influence and their teaching-like experiences are main factors that influence the choice of teaching in this study. There is no indication of the status of teaching and academic ability as factors that influenced the respondents’ choice of teaching in this case study.

This study was carried out in Georgia University in the United States of America. The same conclusions that obtained in Hammond’s (2000) work done in Britain could be made here based on this study’s findings. The findings similarly indicate that push factors – factors based on need and desperation sometimes – are not responsible for

people's choice of teaching as a career in Georgia. The conclusion leads to a general one that apparently in developed countries people choose occupations more at liberty – the fact that might be caused by the abundance of alternative occupations.

The three studies reviewed so far were based in countries classified as developed. It is expected that further variations of motives for entering teaching would be revealed if studies carried out in the developing countries are put into consideration as well. A study that researched reasons for choosing teaching by trainee teachers in a developing country is discussed below.

3.2.4 Motives of Trainee Teachers to Major in Education at Universiti Brunei Darussalam

A study to determine motives for trainee teachers for choosing a career in teaching was carried out at University of Brunei by Seng Yong (1995).

Academic ability, internal motives, status of teaching and interpersonal influence of the trainees were the most influential reasons for them to choose teaching. Social environment sprang up as well as a possible factor that can influence the choice of teaching as career though the least influential in this study. A questionnaire comprising two open-ended questions was administered to 126 female teachers and 28 males. The two questions read:

1. What is the main reason why you chose to become a teacher?
2. What other five reasons made you decide to become a teacher? (Seng Yong, 1995:276)

A total of 133 completed questionnaires were received and 14 reasons were derived from them after they had been analyzed. Almost 14% of the respondents (the largest fraction) entered teaching as a last resort. The second most important reason was “influence of others” (11.8%). “Ambition to become a teacher” (11.4%) ranked number three (Seng Yong, 1995:278). The rest of the responses are shown below on Table 3.2.4.

Table 3.2.4 Trainees' Reasons for Choosing Teaching as a Career at Universiti Brunei
(n = 156)

CATEGORY	REASONS	%	RANK
Extrinsic	No other choice	13.9	1
	Influence of others	11.8	2
	Good pay/salary	9.4	6
	Secure job/better future	7.3	7
	Vacation/working hours	3.6	11
	Total	45.0	
Intrinsic	Ambition to become a teacher	11.4	3
	Opportunities for academic development	10.5	4
	Challenging job	6.8	8
	Respectable job	2.6	12
	Rule/discipline pupils	0.3	14
	Total	31.6	
Altruistic	Like working with children	10.3	5
	Contribution to society/country	6.0	9
	Imparting of knowledge	4.9	10
	Shortage of teachers	1.2	13
	Total	22.4	

(Adopted from Seng Yong, 1995:277)

Brunei Darussalam is an Asian country classified under developing countries. From the findings it could be seen that factors possibly characteristic of struggling economies such as limited job opportunities and salary are most influential for people to choose teaching as a career in Brunei. The most influential factors in well-off economies like England and the USA have become the least influential factors for people to choose teaching as a career at Universiti Brunei Darussalam.

The studies examined so far have treated the research population as largely homogenous. The next case study reviews a study of ethnic minority students at London on the assumption that diverse sub-groups may produce different motivations.

3.2.5 Choice of Teaching as Career in Ethnic Minorities at Teacher Training in England and Wales

Internal motives, interpersonal influence and variety of benefits became the most influential reasons for choosing teaching as a career in a study carried out by Carrington and Richard (2000) in England and Wales. This national study focused on background, motivations and experiences of ethnic minority students who began teacher training in 1998. A questionnaire comprising both closed and open-ended items was sent to 776 PGDE entrants in various institutions. There were 289 respondents and of these 49 were selected for interviews. Intrinsic reasons ranked high for people to have entered teaching. Table 3.2.5 shows the result elaborately.

Table 3.2.5 Motives for Entering Teaching by Entrants in England and Wales (n = 49)

FACTORS	Pre-1992 Universities No. of mentions	Post-1992 Universities No. of mentions	Total
Intrinsic reasons (e.g. job satisfaction, sense of achievement, values learning)	8	7	15
Likes working with people, including children	5	5	10
Ethnic minority role models	3	3	6
Altruistic reasons (e.g. 'to put something back into the community')	1	4	5
Extrinsic reasons (e.g. job security, career prospects)	3	5	8
Other reasons	7	3	10

(Carrington and Richards, 2000:144)

This study is considered fifth here not only because it developed clearly demarcated categories to describe the choice of teaching as a career, but mostly because it confirms conclusions made thus far on how people view a career in teaching in different economies. Apparently, the more an economy is developed the less do people see benefits (such as salary or fringe benefits) in teaching.

In all the studies reviewed in this section, there is a recognizable trend of response that motives for entering teaching vary depending on the stage of a country's economic growth. A direct comparison of a developing country and a developed one is given in the following section therefore.

3.2.6 Motives of Trainee Teachers to Major in Education in Pennsylvania State University and University of Cyprus

The seemingly most comprehensive of the above studies is a study that was aimed at identifying and comparing the factors that had influenced students at the Pennsylvania State University and at the University of Cyprus to major in elementary education (Papanastasiou and Papanastasiou, 1997:307). This study is comprehensive because broad categories that could be applied in many contexts were developed with clearer lines of demarcation than in the above studies. The study also provides a direct comparison of people's influences in choosing teaching as a career in a developing country and a developed one, Cyprus and Pennsylvania, a state in the USA, respectively in this case.

A questionnaire of three items was administered to both Pennsylvania and Cyprus students. It was completed by 157 students from Pennsylvania and 176 students from Cyprus enrolled in elementary education classes which were selected randomly from the two universities. An equal number of junior and senior classes were selected for the study. The final version of the questionnaire comprising 16 questions, which asked for the students' opinions about the reasons that made them to major in elementary education, was administered. The questionnaire is shown below.

The reasons I have decided to major in elementary education are because:

1. Teaching is a high status profession
2. Teachers earn high salaries
3. Teachers have long vacations
4. Teaching is an easy academic major to get into
5. I love teaching
6. I love the teaching/learning process

7. I love working with young children
8. My parents have encouraged me to become a teacher
9. A relative of mine has encouraged me to become a teacher
10. Teachers are employed immediately after they graduate from the University
11. Teachers have many job possibilities available to them
12. Teacher get promoted easily
13. People in other occupations value teachers
14. Teaching is a secure job
15. The teaching profession includes many fringe benefits (pension, sick leave)
16. I believe I have an inborn talent for teaching

Varimax Rotated Factor matrix was then used to interpret the results. The Varimax Rotated Factor matrix, according to Norussis (in Rivera and Ganadam, 2001) is a statistical technique that enhances the interpretability of factors by attempting to minimize variables. The above variables were therefore reduced to five main factors, namely, academic ability, internal motives, interpersonal influences, status of the profession, and variety of benefits in teaching. The 16 items from the questionnaire were divided among the five categories as shown in Table 3.2.6 below. (The table is shown below).

Table 3.2.6 Factors that Influenced Students at Pennsylvania State and Cyprus to Major in Education

CATEGORY	FACTORS	USA (156)	CYPRUS (176)
Variety of benefits	2. Teachers earn high salary 3. Teachers have long vacations 10. Teachers are employed immediately after graduation 11. Teachers have many job possibilities 14. Teaching is a secure job 15. The teaching profession includes many fringe benefits	3.9* 3.0 4.4 3.5 2.7 2.7	2.5 1.8 1.3 1.6 1.5 2.0
Internal motives	5. I love teaching 6. I love teaching/learning process 7. I love working with young children 16. I believe I have an inborn talent for teaching	1.3 1.4 1.1 1.9	2.1 2.1 1.9 2.6
Status of the profession	1. Teaching is a high status profession 13. People in other occupations value teachers	3.0 3.6	2.6 2.9
Interpersonal influence	9. A relative of mine has encouraged me to become a teacher 8. My parents have encouraged me	3.1 2.9	3.5 2.4
Academic ability	4. Teaching is an easy academic major to get into 12. Teachers get promoted easily	4.2 3.9	4.6 3.7

*1 = strongly agree

5 = strongly disagree

(Adapted from Papanastasiou and Papanastasiou, 1997:310)

Once again the results of this case study show that in developing economies, people choose teaching because of mostly material benefits it offers while in the developed world people choose teaching as a career barely based on affection. For example, the Pennsylvanians disagree that they chose teaching because teachers earn high salaries (3.9) while the Cyprus students (2.5) agree that they chose teaching as a career because of high salaries earned in teaching. On the other hand, the Pennsylvanians strongly agree that they chose teaching out of love (1.2) and a belief that they are

talented in teaching (1.9) while the strength of response is less on this items with Cyprus students (2.1 and 2.6 respectively).

Although in some of these case studies theory on which they are premised is not mentioned, they all have broader theories of occupational choice that support them. These theories can be inferred from their discussions and conclusions in cases where they are not explicitly stated. For instance, Kyriancou and Coulthard put forth an assumption that “the degree of match between what a person wants from a career and the extent to which they think a particular career offers what they want that has a crucial influence on their career decision-making” (2000:118). This assertion together with others raised in the above studies is supported by theories of occupational choice explored in the following section. Under each, it will be shown how they together with the case studies discussed above directly relate to the research instrument used in this study. In this way, they as well stand as a framework on which the findings were matched in order to make relevant conclusions and recommendations.

3.3 Theories of Occupational Choice

Theories from various disciplines to describe people’s occupational choice behaviour were identified. Classification of such disciplines is adopted from Osipow’s work (1973 and 1983) in this section. Osipow categorized theories of occupational choice into five distinct groups. These are theories developed in personality studies, behavioural psychology, developmental psychology, sociology and trait factor theories.

Firstly, attempts will be made under this section under each category to evince how the categories describe how people choose career options as they do. The discussion will be limited to at least one coherent set of ideas – by which is meant theory - which is one of the most popular and abundantly available in the literature under each category. Secondly, it will be shown how each category falls short of being mainly relied on in the study or appears to best provide relevant knowledge to this study. Most importantly, possible questions related to the study will be deduced from each of the theories’ assertions. The most relevant theory will thereafter be selected for backing the study from among all the groups. The other theories still need be

discussed because each seems to have contributed differently to the building up of a coherent easily operationalisable and comprehensive theory of occupational choice the selected one is deemed be.

3.3.1 Trait and Factor Theories

The trait-factor theory is the first group which, according to Osipow, includes some of the oldest theories of occupational choice. This group is currently known by many names some of which are Person-Environment (P-E) fit theories, Person-Organization (P-O) fit theories, Supplies-Values (S-V) fit theories and Demands-Abilities or D-A fit theories (Furnham, 2001; see also Edwards and Rothbard, 1999; Golombiewski, Nunzenrider and Stevenson 1986).

The trait and factor theory dates back to the origin of studies on occupational choice at the beginning of the twentieth century (Brown, 1990). Brown states that there was growing humanitarianism focused on the American worker, which led to large reforms in labour legislation, vocational education and vocational guidance. According to Stephens (cited in Brown 1990), the vocational movement which was concerned with the exploitation of workers by the industrial monopolists sprang up in the early 1900's pioneered by Frank Parsons. Stephens showed that "this concern led him (Parsons) to propose reforms in business ... and in education and other social institutions, to help workers choose jobs that matched their abilities and interests" (sic) (ibid). Brewer, also referred to in Brown (1990), stated that the work of Parsons and his colleagues resulted in the establishment of "the Vocation Bureau as an agency with the Boston settlement house (Civic Service House), which was intended to help individuals identify their strengths and determine how these might be used in various jobs" (in Brown, 1990:13-14). Parsons (1909), as Brown also shows, was concerned mainly with career guidance. He developed a tripartite model of career guidance which Brown believes that serves as a cornerstone for trait and factor theory that emerged more fully in the decades that followed. Brown stresses that "Parsons advocated personal analysis, job analysis, and matching through scientific advising as the basis of occupational choice making" (1990:14). A brief derivation of the summary of the developments of the trait and factor theory that came after the publication of Parson's work (1909) is given below from Herr (1970).

The trait-factor (actuarial) theory of occupational choice (Herr, 1970; Brown, 1990) puts forth an assumption that career choice is based on whether the individual can match himself or herself or be matched to the right occupation. Hogan, Desoto and Solano (quoted in Brown, 1990:15) define traits as, “enduring psychic and neurological structures located somewhere in the mind or nervous system” while a factor is a form of statistical proof that a trait exists in an individual. Williamson (in Zaccaria, 1970) defines traits more clearly as a person’s unique pattern of capabilities and potentialities while ‘factor’ refers to a homogenous set of qualities needed for success in any given jobs which, he argues, are possessed by every person. Herr (1970:18) shows that individual differences can be classified in terms of certain variables such as interest and ability. Also, occupational requirements and characteristics, he argues, can be classified in an analogous way. Classifications that match between those of individual differences and job requirements and characteristics, as shown in Herr (1970:18), would mean a suitable career option.

Derived from trait and factor theory is the economic theory (Herr, 1970:20) which asserts that people choose a career or an occupational goal which will maximize their gains and minimize their loss. Gain and loss are used in this theory to mean positive accruals and negative ones respectively, not money as such. People, according to this theory, select career paths that would eventually lead them to achieving certain possibilities such as great prestige, security, a spouse and other positive achievements as compared to other possibilities. Herr has made it clear that the implication here is that people can predict the outcomes of given career paths and that they will then choose the one that promises the most reward with the least possibility of fear or failure (Herr 1997:20).

The two theories highlight the fact that people can choose an occupation based on foreseeable benefits in teaching, their internal motives and suggests environmental influences as other possible push factors to become a teacher. More specifically, questions like “*did you choose teaching based on your awareness of your natural endowments to teach; do people value teaching in your community; is it a prestigious career in your society; do you find teaching to be a secure job?*” all derive from these theories.

Nonetheless Osipow (1983) argues that these theories assume that occupational choice is a result of personality factors not vice versa yet there are other theories which argues further that personality measures used in these theories, such as desire or aptitude have questionable validity. Super and Bachrach also point out that in trait and factor theory there is “futility of looking for personality trait differences in members of different occupations because too much overlap exists,” (in Brown, 1990:226). They further more stressed that the theories have to specify factors which influence the sequences of career decisions that people make.

Following the trait and factor theory blossomed approaches from various disciplines including those from within sociology. The inception of occupational choice theorization from other disciplines following the trait-factor theory cannot be chronologically determined because of undergoing a perpetual testing and modification. The sociological perspective is given below.

3.3.2 Sociology and Career Choice

A sociological approach to describe and therefore create understanding of occupational choice, according to Osipow, “has as its central point on the notion that circumstances beyond the control of the individual contribute significantly to the career choices he makes, and that the principal task confronting the youth (or older person, for that matter) is the development of techniques to cope effectively with his environment” (1973:10). The sociological perspective of occupational choice is briefly given below from Hayes and Barrie (1987).

Theorists in sociology asset that career choice could sometimes be a forced or an accidental one as shown above. Hayes and Barrie, in support of this assertion, have made it clear that it could be “determined by an unplanned for exposure to a powerful stimulus” (1987:10). They show that certain circumstances, colleagues, and uppermost, parents, could all have an influence on some people to choose careers they had never thought of. All these, they further argue, provide an individual with a study period within which occupational choice develop sub-consciously.

“Did you become a teacher by chance; were you pushed into teaching by some circumstances beyond your control; did your friends, parents or someone else influence you to choose teaching as a career?” are all possible questions to ask as insinuated by Hayes and Barrie’s work. In relation to the posed five main factors behind occupational choice above, these questions means that interpersonal influences find explanation in this theory. The theory also suggests that environmental factors have a bearing on people’s choice of a career.

A major problem with theories in this category is that they describe behaviour in general terms or rather (to use Osipow’s words) this approach “is primarily a group-oriented way of thinking about the variables that influence behaviour” (1983:265). Therefore reliance on theories that generalize behaviour might pose difficulties for this study to be regarded as a piece of scientific text. This is mainly because the positivist or realist knowledge domain (concept as used in Hitchcock and Hughes, 1989; see also Brown and Dowling, 1998) in which this study is located, demand specificity in order to objectively describe the empirical world a researcher intends to explore.

Around the same time that the sociological perspective was given, the developmental psychologists also made their contribution to the development of knowledge about occupational choice. Their contribution came mainly as a criticism of the then dominant views especially those deriving from the trait and factor theory. The developmental psychology perspective on occupational choice is given below.

3.3.3 Developmental Psychology and Career Choice

According to Donald Super (Brown et al, 1990:198), developmental psychology attempts to provide an understanding of why people come to have the abilities and interests that facilitate or impede behaviour. He regards developmental psychology as one of the disciplines that are primary contributors to career development that have “included the development and use of intelligence and aptitude tests during World War I and the early 1920’s ..., the practical applications of the Minnesota Employment Stabilization Institute under Peterson during the Great Depression, and Strong’s work on vocational interests” (ibid).

The developmental psychology approach to describe the psychology of occupational choice is confined to three propositions. According to Osipow (1983:10), “the approach holds as its central theses that (1) individuals develop more clearly defined self-concepts as they grow older, although these vary to conform with the changes in one’s view of reality as correlated with aging; (2) people develop images to the occupational world which they compare with their self-image in trying to make career decisions; and (3) the adequacy of the eventual career decision is based on the similarity between an individual’s self-concept and the vocational concept of the career eventually chosen” (ibid). Four theories from this category are briefly looked at below, these are Tiedeman’s self-concept theory, Ginzberg’s developmental theory, Vroom’s expectancy model and Super’s self-concept theory. A clear built-up into a more comprehensive theory under this category epitomized by Super’s self concept is visible from the three summaries given below.

In their theory of self-concept, Field, Kehas and Tiedeman indicate that people choose actions which fit their most recent understandings of “(1) what they are like; (2) what they can be like; (3) what they want to be like; (4) what their situation is like; (5) what their situation might become; and finally (6) the way they see these aspects of self and situation as being related” (1963:767-771). They conclude that choice is affected by how one describes or sees oneself and the nature of one’s socio-economic environment. The special character of an individual and how it co-relates with one’s surrounding (social, cultural or economic) seem to be core in determining career choice in this theory.

In summary, the theory suggests that occupational choice could be based on an interplay between environmental influences and an individual’s internal motives. This could lead to general questions such as, “is teaching a suitable profession for you?” Many more specific questions could be asked so that respondents define “a suitable profession” for themselves. It could be that teaching is compatible with adulthood (what they can be) or that it would bring them prestige (what they want to be like) or that they believe they have a talent to become teachers.

In other theories under this discipline, occupational choice is viewed as a process rather than a decision taken at one particular stage in a person’s life time. Ginzberg’s

theory (Ginzberg, 1972; see also Zaccaria, 1970; Dalton and Bledsoe, 1980) states that occupational choice is a long-term process that cannot be reversed. The theory postulates that an individual's final choice depends on the individual's preference and the available realistic possibilities. According to the theory, a person weighs possibilities against preferences during his or her career choice, that is, one looks at factors that could prohibit or make possible one's occupational choice since childhood. It is stated in the theory that since early childhood, career preferences would keep changing in an individual until are crystallized during middle adolescence. In a situation where a career cannot be chosen because of external factors, a person would opt for the others that seem realizable. Although career choice is regarded as a process beginning at early childhood, the theory does not assume that at childhood stage, children have clear knowledge of different occupations. It does though state that "during the fantasy period (childhood) there is a gradual change in focus from occupational choices in the early part of the period reflecting a purely play-orientation to an approximate work-orientation at the end of the period" (Zaccaria, 1970:41).

The arguments of Ginzberg's theory were reiterated by Vroom's expectancy model later in the 1980's. There are two constructs on which Vroom's model is premised, namely; valence and expectancy. The former construct refers to an affective orientation toward particular outcomes anticipated of a career choice while in the latter a possible impact of external events upon a person's career decision making is put into consideration by the individual himself or herself (see Brown, 1990). The theory describes the nature of interaction between expectancy and valence as such that, firstly, high expectancy of attainment of a career choice will have little impact or force to chose a career if the valence of that choice is zero or very low. Secondly, that a high valence alone will not increase forces on an individual to exert effort. Thirdly, that if the valence of a particular career choice is high and the expectancy for attainment of that choice is high, it will be predicted that an individual will expend substantial effort in pursuing that career choice.

Capitalizing on the above three, in his theory of self-concept and career patterns, Super (1969; also see Brown et al, 1990; Zaccaria, 1970; Osipow, 1973) proposes that an individual passes through five stages of development in his or her career

development. He outlined and described developmental stages as beginning with the growth state (from birth to 14 Years), a period during which vocational thought develops based on fantasy. The second stage he describes as the exploration stage (15 to 24 years) wherein reality becomes a basis for vocational thought and for entering into first trial job. Thirdly, he labels establishment stage (25 to 44 years) as a stage at which people seek to enter permanent occupation. The last two he names maintenance and decline stages in which a chosen career is pursued and that a period of vocational activity declines. Super et al, referred to in Osipow (1973) stated that

The career behaviour of people follows general patterns which may be recognized as regular and predictable after study and examination of the individual. These patterns are the result of many psychological, physical, situational, and societal factors which, when, accumulated, make up an individual's life. Among the various career patterns are the stable pattern, where a career such as medicine is entered into relatively early and permanently; the conventional pattern, where several jobs are tried one of which leads to a stable job; the unstable pattern, characterized by a series of trial jobs which lead to temporary stability which is soon disrupted; and the multiple trial pattern, in which an individual moves from one stable entry level job to another, such as maybe ...serve in domestic service careers (p.133).

According to Zaccaria, Super describes vocational development as the developing and implementing self-concept in the context of the world of work. That is, "work ... becomes a way of life, a means for satisfying needs and a vehicle for achieving selfhood" (Zaccaria, 1970:133).

Super's theory (a clear synthesis of Ginzberg's theory and Vroom's model) posits occupational choice as a prolonged search for satisfaction in an environment based on experience and an individual's self-concept. Therefore people could choose teaching based on their subjective internal reasoning and compelling circumstances prevailing in their environment. If psychological, physical and societal factors influence occupational choice as Super argues, then questions like, "*did what people say about teaching influence you to choose teaching; were there other occupations you knew of apart from teaching; or do you think you have some natural capability to become a teacher?*" become the most relevant in this respect.

These theories are abundantly available in the literature, but their operational adequacy varies greatly. The most operational of them all is Super's theory. According to Zaccaria, "it was Ginzberg's (1951) theory that provided the impetus for generating further research which led to the formulation of Super's theory" (1970:51). In other words, the developmental psychology research on occupational choice is currently dominated by Super's theory because it appears to be a comprehensive development (or rather synthesis) from theories developed in this discipline on career choice. However, this theory cannot be wholly relied on in this study because it is "best suited to longitudinal research concerning patterns of career behaviour over long periods of time" (Osipow, 1983:298). Being restricted to 18 to 20 months of research, it is not at all possible to observe or track subjects throughout the five stages of career development.

Also, Super himself is sceptical about his theory's validity even though it seems to have acquired substantial prominence in the literature. Super quoted his previous work declaring that "what I have contributed is not an integrated, comprehensive and testable theory, but rather a "segmental theory" (Super, 1969, pp. 8-9), a loosely unified set of theories dealing with specific aspects of career development ..." (in Brown, 1990:199). He even added on that "in one important sense, there is no "Super's theory"; there is just the assemblage of theories that I have sought to synthesize. In another sense, the synthesis is (or aims to lead to) a theory" (ibid).

Since the inception of the occupational choice theory in the early 1900's, as earlier stated, there has been a perpetual clash of ideologies on how best to conceptualize people's career choice behaviour. Alongside sociology and developmental psychology's perspectives has been a contribution from behavioural psychology as well and this is looked at below.

3.3.4 Behavioural Psychology and Career Choice

Krumboltz's social learning approach seems to be the most popular and easily available theory in the literature in this discipline. Four categories of factors that influence career decision-making for an individual are identified in this theory. Firstly, Mitchell and Krumboltz (1990) believe that a person's genetic endowments

and special abilities influence their occupational choice. They outline these endowments and abilities as inherited qualities that may set limits on educational and occupational preferences and skills such as race, sex, physical appearance and characteristics.

Secondly, they state that environmental conditions and events; social, cultural, economic and natural forces determine occupational choice as well. According to them, cultural and historical forces may result in job opportunities being available in some settings but not being available in others. This raises questions like, did you know of other occupations in your country when you decided to choose teaching for your career? They further put forth the assumption that entry path to some jobs may be restricted unless certain requirements are met. “Did you meet entry requirements into other institutions/faculties?” is an example of questions that could be asked in this regard. Furthermore they assert that monetary and social rewards offered for preparing for various occupations vary. Hence, it will have to be known whether people choose teaching because of sponsorships offered for training. Further still, they maintain that communities differ in the kinds of occupational role models and cultural and social stimulation to their members. Questions like, did someone influence your decision to choose teaching as a career? Or were you attracted by the status of teaching in your community? Or were you influenced by the overall positive image of teaching where you live? arise from this assertion.

Thirdly, Mitchell and Krumboltz (1990) introduced two learning experiences that they believe are also key in career decision making. The two are instrumental learning experience and associative learning experience. The former defines a person’s actions on the environment meant to produce certain consequences while for the latter they show that through observation, reading and hearing about other people’s careers, people form stereotypes. That is, based on their competences and what they can observe, people decide to choose occupations in which they are likely to prosper. On the other hand, an individual can aspire to occupy a job position because of observing or being informed about it. These assertions reiterate arguments that have been raised several times in the theories looked at above.

Lastly, they show that all the above skills result in task approach skills. Because a person has observed or heard and then developed interests in a certain occupation, he then would work towards achieving it. All the five main categories of occupational choice established in the preceding section find their explanation in this theory and it even poses a need to consider environmental factors as possible influence for the choice of teaching as a career.

The behavioural approaches, according to Osipow (1983), conceptualize career choice by observing individual-environment interaction only in a behavioural mode. These theories are also not generalisable and rely on very volatile variables such as gender, race and class. They are better if understood as subsets of trait-factor theory mainly as they narrowly focus on a single factor (the concept as defined by Hogan, Desoto and Solano; and Williamson, all referred to above) to describe people's behaviour. Variables such as race and class also do not bear any recognizable significance in occupational choice in the setting of this study. They rather would have put this study at vulnerability to maturation (see Girden, 2001).

Drawing on and building from arguments and relying on tools developed in trait-factor theory, sociology and developmental studies specifically, the personality studies provided the most comprehensive perspective on human occupational choice psychology. Their contribution is summarized below.

3.3.5 Personality Studies and Career Choice

Two theories that are abundantly available in the literature will be looked at under this field as examples. Personality studies according Osipow (1983) are based on the hypothesis that workers select their jobs because they see potential for the satisfaction of their needs. He shows that there is "a corollary hypothesis that exposure to a job gradually modifies the personality characteristics of the worker, so that, for example, accountants eventually become like one another if indeed they were not similar in personality to begin with" (1983:10).

In her theory of needs, Roe (1953) looked at the relationships between early home environments, that is, how one was nurtured, and personality manifestations, as well

as occupational choice. She then drew the conclusion that causal relationships exist between personality differences originating from different child up-bringing and the kinds of interaction that such a person end up establishing with people and things. Hence she concluded that occupational choices are processes of self-categorization (Roe, 1953:26). This assertion has recently been theorized by Bourdieu (1990) with his construct of “habitus.” He, however, was not concerned with occupational choice. Questions that arise from this theory therefore relate to parental, role-model and other influences. They also relate to internal motives a person develops when observing his or her environment.

According to Osipow, numerous studies have been carried out on Roe’s theory, but most of them yield negative results. The theory, he states, is “somewhat hard to make operational” (1983:308). Roe herself declared her bias that to develop a theory on people’s occupational behaviour was not her original idea, that she knew nothing of psychology of occupations “until I agreed to a request that I write a book on the psychology of occupations Hence, the theory was formulated without concern for its practical applications” (in Brown, 1990:69). Her arguments are worth being looked at as they contribute to a considerable extent to the understanding of occupational choice nonetheless.

Occupational choice as a process is as well theorized by John Holland in his theory of personality types and model environments (see Holland, 1973a and 1984; Brown, 1990). Four primary assumptions are put forward in this theory. It is, firstly, theorized that throughout the world, most people can be categorized as one of six types, namely: Realistic, Investigative, Artistic, Social, Enterprising, or Conventional (RIASEC). Each category has characteristic heredity and experiences.

Secondly, Holland asserts that there are corresponding six kinds of environment models to the six personality types, namely: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional environment models. Holland shows that a realistic environment would be dominated by realistic personality types and the same thing happens with the other environments that an environment is build up of personality types of special heredity and experiences peculiar to it.

Thirdly, Holland contends that people search for environments that will enable them to exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles. He, however, makes a reservation that there are personality types that fair well in environments that provide opportunities and rewards foreign to the person's preferences and abilities. This latter assertion is further looked at in the following paragraphs.

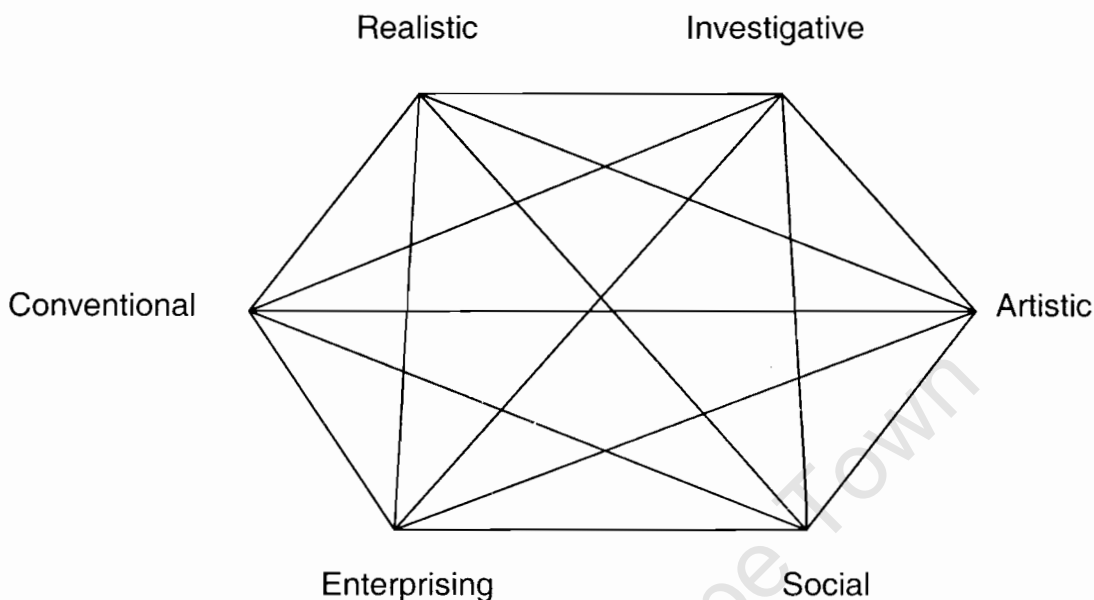
Lastly, Holland states that a person's behaviour is determined by an interaction between his personality and the characteristics of his environment. He argues that occupational choice, among other things, could be predicted if a person's personality pattern and the pattern of his or her environment are known. A "pattern" in this theory refers to a range of personality types and model environments identified with a person.

Holland (1973a) developed four secondary hypotheses that, firstly, "within a person or an environment, some pairs of types are more closely related than others. He terms these relationships, consistency. Secondly, he states that some persons or environments are more clearly defined than others and this is what he refers to as differentiation. In contrast, a person who resembles many types or an environment that is characterized by about equal numbers of the six models, would be labelled undifferentiated or poorly defined" (sic) (Holland op cit., p.04). Thirdly, Holland hypothesizes that different types require different environments. He calls this interaction, congruence. He shows that, for instance, social types flourish in social environments because such an environment provides the opportunities and rewards a social type needs. Incongruence defines a situation where a type lives in an environment that provides opportunities and rewards foreign to the person's preferences and abilities, for instance, realistic type in a social environment. The fourth hypothesis he makes is that the relationships within and between types or environments can be ordered according to a hexagonal model in which the distances between the types or environments are inversely proportional to the theoretical relationships between them. The hexagonal model is shown in Figure 3.3.5 below.

From Figure 3.3.5, the adjacent types have more in common theoretically than the opposite types according to Holland (1973a). That is, the investigative and

conventional will be more realistic than the social. This assumption that this model resembles theory, has been termed Circular Order Hypothesis while the descriptions of the relationships between RIASEC is called Circumplex Hypothesis (see Bounds, Tracy and Hubert, 1992).

Figure 3.3.5 The Hexagonal Model for Defining the Psychological Resemblances Among Types and Environments and their Interactions



Holland continues to show that a person's personality type can be assessed qualitatively using Vocational Preference Inventory (VPI) which is a list of occupational titles for each of the types from which a person selects those that appeals to him and those that do not. Quantitatively, they are assessed by a Self-Directed Search (SDS) and Strong Vocational Interest Blank (SVIB). The devices comprise a list of activities, competences, occupations and self-ratings used to assess a person's resemblance to each personality type. The SDS is derived from Holland's theory while the SVIB is the same device that was developed in the trait and factor theory (see Parsons, 1909; Nel, 1999). Environmental models are assessed by Environmental Assessment Technique (EAT) which refers to a census of occupations, training experiences and occupational preferences of a population in a setting.

The development of Holland's theory is based on some of the theories discussed above and his response to criticism levelled against it. Osipow (1983) criticized the

theory for failing to describe the process of personality development despite Holland's repeated assertions that types produce types. Holland (1973a), just like Super (1969), stated that as a person grows up, there is a corresponding increase in differentiation of preferred activities, interests, competences and values that create personality type that is predisposed to exhibit characteristic behaviour and personality traits. These, he argues, include:

1. self-concepts
2. perception of the environment
3. values
4. achievements and performance
5. differential reaction to environmental rewards, stress and so on
6. preference for occupation and occupational role
7. coping styles
8. personal traits (p.12).

Holland further showed that "home, school, relatives and friends provide opportunities and reinforcement according to the types dominating these environments" (Holland, op. cit., p. 13).

Several questions can be asked therefore looking at these assertions on personality types development and their reinforcement. They would relate to occupational choice based on a person's internal motives (1. self-concepts, and 5. differential reaction to environmental rewards, stress and so on), variety of benefits in teaching (3. values), interpersonal influence (e.g. relatives and friends provide opportunities and reinforcement according to dominant types in an environment), academic ability (4. achievements and performance, 7. coping style and 8. personal traits), status of the profession (6. preference for occupation and occupational role) and as well suggest environmental influence (2. perceptions of the environment) as another possible main factor for the choice of teaching as a career. More specifically, questions that could be asked include, "*did the environment in which teaching is carried out attract you into the profession; does your academic achievement in high school enable you to major in other courses apart from teaching; do you think you possess skills utilizable in teaching?*" and many others.

Osipow (1983; see also Furnham, 2001) adamantly maintained that there was no evidence in Holland's theory that seemed to exist to support the notion that level hierarchy is a function of the sum of intelligence and self-evaluation. He clarifies his contention by showing that no evidence seemed to exist to support the notion that the relationships are additive as opposed to multiplicative. According to him, Holland does not account for factors that are responsible for the aspiration level of an individual such as social status, economic status in interaction with personal orientation.

In response to the above critique, Holland (1984) introduced the construct "identity." A person's personality type identity defines possession of a clear and stable picture of one's goals, interests and talents. The concept describes the possession of organizational clarity, stability, and integration of goals, tasks and rewards by an individual in his environment. He states that Environmental identity is inversely related to the number of different occupations in a setting. *Induced by this construct, questions that could arise include, does teaching satisfy your aspirations? Could it be that you chose teaching because you did not know of other occupations apart from this profession?* The latter has been implied in many theories as shown in the preceding sections.

Holland's theory has been tested by many academics including the most recent work of Helwig (2003) entitled, "the measurement of Holland types in a 10-year longitudinal study of a sample of students"; McDaniel and Snell (1999) in their study entitled "Holland's theory of occupational information"; Hogan and Blake (1999) and many others. The theory's internal and external validity was also tested across various cultural settings. Leong, Astin, Sekaran and Komarraju (1997) set out to find out cross-cultural applicability of Holland's theory as measured by the VPI in India. Cross-cultural validity of the theory was also investigated in Hong Kong by Farh, Leong and Law (1998). The studies concluded that Holland's theory has a potential for application across different cultural settings but some accommodation may be needed in some settings. The theory is also used in guidance and counselling in South Africa (see Stead and Wastson, 1999) further confirming its cross-cultural applicability. It as well contributed to the development of useful test instruments such

as the ACT Interest Inventory now abundantly used to determine entrance into secondary and tertiary institutes in America (see Hansen, 1995).

Other critics compared Holland's theory to well-known personality theories in psychology to test it. Tokar and Swanson (1995) designed a study meant to evaluate the correspondence between Holland's vocational personality typology and the five-factor model, otherwise known as the Big-Five theory. The five-factor model according to Tokar and Swanson, "represents a taxonomy of major personality dimensions, which have been shown to underlie most personality constructs" (1995:90). The five factors well known by the acronym "OCEAN" are Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. Concluding on their findings, they maintained that "in content, Holland's model and the five-factor model should correspond meaningfully" (ibid).

A questionnaire formed of the SDS and NEO Five-Factor Inventory (NEO-FFI or form S) (see Costa, McCrae and Kay, 1995) was administered to 677 employed adults from a metropolitan region in the Midwest United States. Concluding their research, Costa et al showed that significant associations of Big-Five dimensions to Holland types generally were supportive of Holland's trait characterization of the types. They, however, made the reservation that "the nature of NEO-FFI (form S) dimension discriminating Holland's typology varied for males and females" (1995:95).

The last conclusion matches a lot of criticism put forward by writers referred to in Weinrach and Srebus (1990) arguing that the SDS in particular, and Holland's theory as a whole, are sexist. Weinrach and Srebus state that there are people who are adamant that "Holland's model shows that women score higher than men on the SDS conventional scale and that men score higher than women on the SDS realistic scale" (1990:64). In response to this criticism, they quoted Holland (1973b:05) arguing that "it is important to remember that, at the time of any vocational assessment of fitness for an occupation, everyone's performance ... depends upon one's past experience as well as one's innate potential. And, no matter what, everyone has to live for a while with his current level of proficiency. The SDS is one example of a device to help a person make decisions in terms of current assets or liabilities" (1990:64). In other words, the SDS does not ascribe meaning to the observed behaviour but describes a

portrayed behaviour as it is. If males' and females' behaviour vary at the time of administration of the SDS, that is the result that will be recorded, not other.

The above response also accounts for criticism put forward several times by Osipow (1973, 1983) that Holland's theory seems to suffer from the problems that are inherent in trait and factor approaches to vocational choice. He argues that "people can change their environments and themselves. When a person discovers that his chosen job is not what he thought it would be, he may, and frequently does, exert his efforts at changing his definition and emphasis of his job without changing its title" (1983:77).

More criticism came from people like Schwartz (1992; also referred to in Furnham, 2001). Schwartz criticizes "congruence" (Holland, 1973a:4), that people's understanding and images of occupations are weak and inaccurate, the fact that he maintains that Holland's measures do not correct. He proclaims that "clearly, to the extent that people use inaccurate occupational images in their choices of careers, their career choice certainly will be demolished, and their interest inventory scores are not likely to be a worthwhile guide for the vocational choice of others" (in Furnham, 1992:181). Schwartz does not, however, suggest how occupations should be made known to research participants, and does not at all offer an assurance that after instruction, of whichever sort it may be, all will be as intelligent as another in order to achieve the level of consistency he argues for. He also does not seem to be aware of the construct that Holland (1984) introduced to clarify the fact that the SDS and EAT measurements are based on occupational positions available in a setting at the time of their use.

Suffice it to argue, Holland's theory stands much of the criticism laid against it more than many of theories of occupational choice. It appears to be the most comprehensive and operational among the theories of occupational choice witnessed by the attempt to build up on all the other categories referred to above. Holland uses the Strong Vocational Interest Blank (SVIB) to measure a person's personality model. The inventory was developed in trait and factor theories as indicated before (see Parsons, 1909; Nel, 1999). He strove to develop a broader conception of the personal and environmental factors associated with vocational behaviour than the developmental psychologists including Super who "epitomizes the view that vocational interests

measures only interests, vocational choices and vocational preferences” (Holland, 1973a:04). Based on Roe (1953) and other theorists, Holland developed an assumption that “the members of a vocation have similar personalities and similar histories of personal development” (1973a:09). Therefore this study is based largely on Holland’s theory of occupational choice.

3.4 Conclusion

The discussion in this chapter has shown that research on the choice of teaching as a career has been continuously carried out in many places across the globe since the 1990’s. It, however, yields different results in different places making it hard to apprehend occupational choice psychology based on any given variable or group of variables. The case studies looked at, have nonetheless shown that although diverse and context dependent, factors that influence the choice of teaching as a career can be classified into five main categories. These classifications, as indicated in Papanastasiou and Papanastasiou (1997), are factors based on variety of benefits in teaching, an individual’s internal motives, status of the teaching profession in one’s community, interpersonal influence and a person’s academic ability.

The case studies gain a lot of support from theories of occupational choice reviewed in this chapter as well. From the assertions of these theories, several questions relating to the psychology of occupational choice could be asked. The questions were then converted into items that form the research instrument indicated in Appendices A at the back pages. The theories also revealed that among others, questions relating to direct and indirect environmental influence on an individual’s choice of teaching as a career are not covered. Direct environmental influence will be used in this study to refer to prior teaching-like experiences of people while indirect experiences would refer to broader experiential influences like being born in a “teaching family” or where there is a dialogue on teaching that might trigger a desire to become a teacher or leave such a desire dormant in an individual in which case people may be indifferent about career choice. These assumptions specifically stems from Holland’s construct of “identity.” He defines personality identity as possession of a clear and stable picture of a person’s goals, interests and talents while environmental identity relates to the number of different occupations in a setting.

Identity as used in this theory therefore implies that a person can choose teaching because she or he knows of only it or that it is the only job available in his or her area. The construct also hints at the fact that some people may be indifferent about occupational choice, for example, a person without a clear and stable picture of their goals. According to Holland (1973a:40), environment models create themselves. He professes that an environment that provides opportunities trigger interests, that which offers encouragement breeds outlook and values. Arguably, an environment which fails to offer all these may too lead to indifference about occupational choice hence why people may major in education by chance. It then becomes necessary to add a sixth category, namely, “environmental influence” which will cover both the direct and indirect environmental influences referred to in the above immediate paragraph. Out of the now six main factors that influence the choice of teaching as a career, 46 possible reasons are deduced in order to form the research instrument (questionnaire) indicated in Appendix A at the back page.

Lastly, the discussion tabulated a chronological development of a theory that describes occupational choice. Beginning with the work of Parsons (1909) through syntheses of several theories in sociology, developmental psychology, personality studies and behavioural psychology, there ended up being developed a theory that seems to comprehensively describe people occupational behaviour. It is on this theory that the study is largely based. There, however, is a need to look at the other theories for they contribute to the production of knowledge about occupational choice from perspectives that cannot all be covered in the theory. In that way too the research instrument used in this may have more reliability because of a possibility of wider applicability.

Chapter Four

4. Methodology

4.1 Introduction

The information on which this study is based was collected through a survey. A survey, according to Jaeger, is meant to “describe specific characteristics of a large group of persons, objects, or institutions” (1997:449). Jaeger shows further that in surveys, data are collected from part of a group for the purpose of describing one or more characteristics of the whole group. Similarly, Mouton (2001) defines surveys as “studies that are usually quantitative in nature and which aim to provide a broad overview of a representative sample of a large population.” The design of this study is such that information had to be sought from a large group of people and as a result the information had to be collected through a survey.

Qualitative methods were also used. The respondents provided qualitative data to the open-ended recommendations section at the end of the questionnaire items and some were telephonically interviewed for clarifying their written responses.

4.2 Target Population

The survey was done at the Lesotho College of Education and National University of Lesotho in Lesotho with all first year students a total of 516. Table 4.2 shows the demographic information of the research population in detail.

Table 4.2 Statistics of the Research Population by Institution by Gender

Year of Study	Male Students		Female Students		Total
	1 st	2 nd	1 st	2 nd	
University Students	93	0	200	3	296
College Students	74	0	144	2	220
Total	167	0	344	5	516

The researcher being the former student of the National University of Lesotho and also having been involved in several national academic issues with lecturers at the Lesotho College of Education, had the advantage of making pre-arrangements for this study with a relative ease. The two institutions which are the only teacher training institutions in the whole of Lesotho are located in Maseru District which is the researcher's place of residence. Therefore that setting was convenient and economic in terms of both time and money. More importantly it meant that it was possible to survey every potential new entrant to the teaching profession.

The first year students were found to be a suitable population for this study because their career choices are recent and for most this is the first time they have had to make that choice.

It was decided to collect data at both the university and the college of education on the assumption that there might be different career choices involved at these two institutions given their different statuses, somewhat different entry requirements and different curricular. This represents a simple stratified sampling technique thus used. Simple stratified sampling technique, according to Leedy (1997) is a sampling method used when a population consists of a definite stratum each of which is distinctly different from each other, but the units within the stratum resemble each other closely. The sample size was based on Krejcie and Morgan's (1970) estimates.

4.3 Data Collection Technique

A questionnaire comprising 46 items with a categorical response mode based on a Likert scale and an open-ended section was administered to the 516 first year students from both the National University of Lesotho and Lesotho College of Education. There were marginal differences to make the questions relevant to the respondents in the two institutions (see Appendix A). Tuckman states that "a commonly used structured response mode is a scale (that is, a series of gradations) on which respondents express endorsement or rejection of an attitude statement or describe some aspect of themselves" (1994:220). The Likert scale, according to Charles refers to "an instrument composed of statements that permit the following responses: strongly agree, agree, neutral, disagree, strongly disagree" (1995:108). Walker

(1989:91) shows that “the questionnaire may be considered as a formalized and stylized interview, or interview by proxy.” He goes on to show that questionnaires are mainly applicable to large samples and comprise “questions that are carefully honed to give preordinately determined answers” (ibid).

Walker furthermore stated that questionnaire offers advantages in administration. It enables the collection of a lot of data within a short space of time. It minimizes bias (especially reactivity) in that it can be completed in the absence of the researcher and thereby providing stimulus for shy respondents as well. It also provides the researcher with relatively easy presentation and analysis of data. The data is mainly given from the researcher’s point of view.

Nonetheless Bowen (1996) has argued that human phenomenon cannot be completely controlled or isolated in a sterile environment. He, together with Palmerino (1999), Miles and Huberman (1999), are of a stand that a questionnaire often fails to enable researchers to understand human behaviour as it occurs within context of its setting. They argue that with interviews an interviewer is able to control bias so that facts are understood in an objective way. Interviews also allow for the researcher to interrogate the respondents’ answers and perspectives by so doing producing very rich and/or unexpected information. There is allowance as well for the interviewer to follow interesting parts of the questionnaire or postpone the interview in case circumstances dictate or even conversationally discourage the subject from sojourning into irrelevant subject matter.

Walker (1989) defines an interview as an attempt by a researcher to put subjects in a position where they become reflective about their own actions through questioning. In line with the above arguments, telephone interviews were conducted for clarity on some of the written responses with the respondents who had provided their contact details from the Lesotho College of Education and National University of Lesotho respectively.

Face-to-face interviews were, however, avoided for two main sets of reasons. The first and most important were related to cost and time. The population in this case would not have been easily available as are students who are busy with their academic work

on top of their private commitments. Money would not be enough for attending to appointments that were not likely to be kept as students' life is not fully on their control. Face-to-face interviews often last longer than expected, in which case the researcher would have been cost a long time. The second set of reasons relates to the intrinsic difficulties of interviewing. These include the inter-personal skills required so as to avoid touching on sensitive subjects about the respondents because of lack of knowledge about their background and situation. The subjects may as well not be honest with the interviewer especially on questions that seek negative information about their past or they may be anxious to please the interviewer about their positive experiences and achievements hence sideline the needed information. Lastly, data gathered through interviews often is mixed up and difficult to organize into coherent reports.

4.4 Questionnaire Development

The questionnaire was based on a collection of items from theories of occupational choice, relevant case studies to this study, personal communication with fellow Masters of Education students at the University of Cape Town and Ralenkoane's (2003) unpublished research proposal. Below are shown sources for each item. (The questionnaire is shown on the next pages).

4.4.1 The Questionnaire

Please place a tick in the boxes on the right for each one of items below.

Key: SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

As a student majoring in education, my reasons for choosing teaching as a career are:

A. Reasons based on variety of benefits in teaching

- | | SD | D | U | SA | A |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Teachers earn a pleasing salary (Papanastasiou and Papanastasiou, 1997; Lewis and Butcher, 2004). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Teaching is a secure job (Papanastasiou and Papanastasiou, 1997). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. There are agreeable hours in teaching (Lewis and Butcher, 2004). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. There are long holidays in teaching (Papanastasiou and Papanastasiou, 1997; Lewis and Butcher, 2004; Kyriancou and Coulthard, 2000). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I can negotiate working hours in teaching (personal communication). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. There are high fringe benefits over the length of teaching career (Papanastasiou and Papanastasiou, 1997). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. I am sure of finding employment after completing my studies (Papanastasiou and Papanastasiou, 1997). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Teaching is a job carried out in a pleasant working environment (Seng Yong, 1995). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Teaching is a job where I can gain transferable skills (Papanastasiou and Papanastasiou, 1997). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. There is a reasonable workload in teaching (Johnston, Eamonn and Alex, 1999). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B. Reasons based on internal motives of the respondents

4. I like interacting with children (Papanastasiou and Papanastasiou, 1997; Lewis and Butcher, 2004).
5. Teaching is a challenging job (implied in Kyriancou and Coulthard, 2000).
8. Teaching is a job I will find enjoyable (personal communication).
12. I believe I have an in-born talent for teaching (Papanastasiou and Papanastasiou, 1997).
14. Teaching happens to satisfy my childhood aspirations (Schutz et al, 2001).
25. Teaching is a job that will give me responsibility (Lewis and Butcher, 2004).
33. I want to contribute to nation-building by imparting knowledge to learners (Lewis and Butcher, 2004; Schutz et al, 2001).

C. Reasons based on the status of the profession

3. It is a job that is respected (Carrington and Richard, 2000).
7. For prestige within my community (Lewis and Butcher, 2004).
23. People in other occupations value teaching (Papanastasiou and Papanastasiou, 1997).
29. Teaching is a job that can easily be combined with adulthood (implied in theories of self-concept).

D. Reasons based on interpersonal influence

31. I have been encouraged to become a teacher by my:
- (a) parent (s)/guardian
- (b) friends

(c) relatives

(d) career adviser

(e) psychologist

E. Reasons based on academic ability of the respondents

16. I failed to meet entry requirements into another university faculty (Papanastasiou and Papanastasiou, 1997).

17. I was obliged to transfer from another university faculty (implied in Krumboltz's theory and Holland's theory).

18. Education is the option I have been given by the university (Papanastasiou and Papanastasiou, 1997).

19. I have been awarded a bursary (sponsorship) to study education (implied in Krumboltz's theory).

20. My combination of subjects allows me to study education (Papanastasiou and Papanastasiou, 1997).

30. Because there are obvious promotion prospects in teaching (Papanastasiou and Papanastasiou, 1997).

F. Reasons based on environmental influence

6. I am born in a "teaching family."

21. I knew only of the teaching profession before I came to the college/university (implied in Holland's theory).

22. I majored in education by chance (implied in accidental theory and Holland's theory).

26. Teaching is a job in which I can use my college/university subjects (Hammond, 2002).

32. I love this career because of my earlier experience of

(a) teaching

(b) mentoring

(c) helping other students with their school work

The numbers of the items are jumbled up for ease of reference as in the final questionnaire the items are funnelled to make it easier for the respondents to complete them. The final version of this questionnaire is shown under Appendix A. So as to test the clarity of these items and use the appropriate dialect of English for the Basotho students who are the target population, the questionnaire was piloted with some Basotho students studying at the University of Cape Town. The pilot study follows.

4.5 Piloting

A pilot version of the questionnaire comprising the above items and a fill in section (items 35 to 38) where the respondents rank ordered their responses to the above items and could give qualitative responses were given to four Masters of Education students and one Doctoral student in education from Lesotho studying at the University of Cape Town. The five subjects were specifically asked to rephrase the items into a Lesotho dialect of English, to time themselves as they completed the questionnaire and to suggest further items that might have not been included in the questionnaire. For instance they seemed to agree that “I just happened to be a teacher,” item 22, would be understood better in Lesotho than if it were to read, “I become a teacher by chance.” It was also administered to other five international students in education to complete as well as assess its clarity and relevance to the research question. Two new items were added as a result namely, items 31(f) and 34 (see Appendix A). The latter was the most important item initially left out as it relates to the possible role that role models can play in influencing the choice of teaching as a career. Most importantly, all the 10 respondents indicated that, on average, the questionnaire would take 25 minutes to complete. The results from the pilot are shown below.

4.5.1 Findings from the Pilot

The means of scores of the responses from the pilot were collated and rank ordered as shown in table 4.5.1.

Table 4.5.1 Rank Ordering of Findings from the Pilot Study

Variable	Mean scores per item from the pilot (Means written in descending order)				
	Valid N	Mean	Minimum	Maximum	Std.Dev.
10. employment	10	4.700	4.000	5.000	0.483
25. responsibility	10	4.400	4.000	5.000	0.516
9. free time	10	4.300	1.000	5.000	1.252
10. holidays	10	4.300	1.000	5.000	1.252
4. children	10	4.200	2.000	5.000	1.033
29. adulthood	10	4.200	3.000	5.000	0.632
11. negotiate	10	4.100	1.000	5.000	1.449
33. nation buildin	10	4.100	3.000	5.000	0.738
27. trans skills	10	4.000	3.000	5.000	0.943
26. use. subjects	10	3.800	3.000	5.000	0.632
18. option	10	3.700	2.000	5.000	1.059
5. challenging	10	3.600	1.000	5.000	1.265
31(a) parent	10	3.600	1.000	5.000	1.506
2. secure	10	3.500	1.000	5.000	1.080
3. respected	10	3.400	1.000	5.000	1.350
32(c) helping	10	3.300	1.000	5.000	1.252
6. t. family	10	3.100	1.000	5.000	1.912
8. enjoyable	10	3.100	1.000	5.000	1.663
20. combination	10	3.000	1.000	5.000	1.414
14. aspirations	10	2.900	1.000	5.000	1.595
19. bursary	10	2.900	1.000	5.000	1.595
21. knew only	10	2.700	1.000	5.000	1.636
28. workload	10	2.700	1.000	5.000	1.160
24. environment	10	2.500	1.000	4.000	1.179
32(a) teaching	10	2.500	1.000	4.000	1.269
benefits	10	2.300	1.000	4.000	0.823
22. happened	10	2.300	1.000	5.000	1.567
12. talent	10	2.200	1.000	4.000	1.135
7. prestige	10	1.700	1.000	4.000	0.949
16. entry req	10	1.700	1.000	4.000	0.949
17. transfer	10	1.600	1.000	4.000	1.075
31(d) adviser	10	1.600	1.000	5.000	1.350
30. promotion	10	1.500	1.000	3.000	0.707
31(b) friends	10	1.500	1.000	4.000	1.080
32(b) mentoring	10	1.400	1.000	3.000	0.699
23. pple value	10	1.300	1.000	2.000	0.483
31(c) relatives	10	1.300	1.000	3.000	0.675
(1) salary	10	1.200	1.000	2.000	0.422

From the table, second column indicates the total number (10) of respondents. The five-factor Likert scale used in the questionnaire was converted into numerals for easy of statistical use. The scales strongly disagree (SD), disagree (D), undecided (U), agree (A) and strongly agree (SA) were converted into 1, 2, 3, 4, and 5 in that order.

Columns four and five entitled minimum and maximum respectively on the table indicate the range of responses on the Likert scale for each variable. The rest of the columns are self-explanatory; in the first column are variables, in the third are averages while the last one is standard deviation.

Employment has the highest mean of 4.7 and the responses range from 4 (agree) to 5 (strongly agree). The most important factor for the choice of teaching as a career then seems to be “employment.” The majority of teachers agreed that they have chosen teaching because of a prospect of finding employment. No teacher, as shown from the table, was uncertain of the choice of employment as the most influential factor for them to have chosen teaching. None also disagreed that employment was an influential factor. The second most important factor is that teaching is a job that would give them responsibility. Most interesting responses are “free time” and “long holidays” to which all the respondents have reacted the same. The least influential factor is salary with responses ranging from 1 (strongly disagree) to 2 (disagree). There was no respondent uncertain on this choice and none agreed.

In brief, these results from the pilot give an inkling that the anticipated benefits in teaching are the most influential factors for the choice of teaching as a career. They, however, also appear to be the least important especially salary to which all the respondents disagreed that it influenced their choices without hesitation. A trend typical of the developing world as a place where there, evidently, are fewer career options is visible. As was indicated in the empirical studies looked at in Chapter Three, career choice is influenced mainly by possible material benefits in poor countries while in developed economies it is largely chosen based on internal motives. In other words choice is determined by the prevailing economic environment in this regard and this observation resonates with the stipulations of both the Economic Theory and Krumboltz’s Social Learning theory also looked at in Chapter Three. The important issue though is the items were intelligible and answerable.

After relentless consultations with supervisor, other UCT staff members and persistent discussions with the pilot respondents, the researcher set out to the field to utilize the research instrument with a larger population. Procedures followed during research are shown below.

4.6 Field Procedures

Data was collected early January (Thursday, 6th) at the beginning of the second semester of the academic year 2004/2005 at the National University of Lesotho. That was a suitable time because preparations that often precede instruction such as time-tabling for instructors and registration and accommodation issues for learners had been completed in the first semester. The head of the Education Foundations Department issued the questionnaire at the beginning 30 minutes of his lecture period and was collected immediately after completion. A total number of 350 questionnaires were administered and out of them, 54 were spoiled.

At the College, data was collected on the 25 of January 2005 – a week after the arrival of first-years. The first week could not have been suitable for data collection because by then both lecturers and learners were still busy involved in activities such as time-tabling and registration respectively. The administration of the questionnaire was inserted on the orientation programme for the first-years. They were allowed to complete it for an hour although the questionnaire could be completed in a maximum time of 30 minutes. The researcher had been instructed to print 421 copies of the questionnaire but only 270 students were present. The explanation given for the decreased roll was that 150 students had confirmed to have been admitted in other institutions. There was no explanation given in relation to the rest of the absentees. Of the 270 questionnaires, only 220 were appropriately completed.

So as to clarify some of the responses from the completed questionnaires, telephone interviews were later conducted with some students at both the Lesotho College of Education and National University of Lesotho. The respondents whose contact details were known were contacted between 5:00pm and 10:00pm either to set an appointment or interview them if deemed suitable. Similar problems pertained at both institutions. Many of the respondents were not available, others could not remember why they responded the way they did and there were those who kept postponing the interview depending on the urgency of their individual activities. The researcher therefore spent a lot of money that he had not budgeted for. More time was also needed as going through a total number of 516 completed questionnaires took

approximately three weeks. Apart from these problems, there were more rather general ones observable and those are looked at below.

4.7 Limitations

It is clear that equally appropriate sample to this research question could have been the one that included people who have not as yet made a career choice. It could have also been equally appropriate if people in other occupations apart from teaching were interviewed. However, because of both financial and time constraints, the researcher had to confine the study to only first year students at these two institutions.

Also, some of the rephrased items from the questionnaire with the intention of making them read relevant to students at each institution presented rather inconsequential equivocal interpretations to some from the respondents.

Apparently the two institutions are over-researched as they are the only teacher training institutes in Lesotho. This was witnessed by the difficulty with which administrators allowed the researcher to pursue his work. No response was obtained from the dean of faculty of Education at the University. The researcher ended up making new arrangements with the head of the Education Foundations Department. Similarly at the Lesotho College of Education, the director for academic affairs could not be found although he had initially showed interest in this study. There too, new arrangements were made with the deputy registrar to contact the survey.

Lastly, the research participants too were problematic. There are those who hid their identity by giving wrong personal details such that when the researcher made a call to the given phone numbers, the receiver could not at all remember completing any questionnaire like the one the researcher would be talking about. Some gave fake contact details and could not be contacted therefore even when there seemed to be a need to.

Overall, however, the sample reached all possible first year students at the two institutions thus giving the possibility of reliable and valid data. The data are presented in the next chapter.

Chapter Five

5. Data Presentation and Analysis

5.1 Introduction

This chapter presents the results of the questionnaire survey in relation to the hypotheses of choice explained in Chapter Three and does this in the context of Lesotho. The chapter consists of two main parts. These are sample, and data presentation and analysis. Data presentation and analysis part comprises three sections as well which in a way resemble the structure of the research instrument used in this study. In the first part of this section on presentation and analysis, findings on reasons given for choosing teaching as a career are presented and discussed in relation to studies and theories of occupational choice. The second part discusses students' own reasons and how they relate to the given ones. The third part presents more findings on the alternative occupations the respondents would choose apart from teaching as well as reasons for such choices. As it will be seen, the latter section reinforces some of the interpretations of findings from the other two sections. Lastly, a tentative conclusion is drawn giving an overall view of this chapter and commenting on the revealed trends and tendencies during the treatment of data.

5.2 Sample

As was shown in Chapter Four, a total number of 620 questionnaires were administered to first year students at the National University of Lesotho (NUL) and Lesotho College of Education (LCE). Five hundred and sixteen completed questionnaires were received while the remaining 104 were spoiled. Two hundred and ninety-six and 220 completed questionnaires were received from NUL and LCE respectively. Ninety-three first-year male students completed the questionnaire from NUL while it was completed by 74 from LCE. Two hundred first-year female students completed the questionnaire from NUL whereas at LCE there were 144 responses. There were also some second-year students in the research population who completed the questionnaire. These second-year students often are those who are

repeating some courses that they had been unsuccessful with in the previous academic year. Table 4.1.1 in the previous chapter details the demographics.

5.3 Results of Reasons given for Choosing Teaching as a Career

5.3.1 Comparison of the Results based on the Six Main Categories of Reasons known To Influence the Choice of Teaching as a Career

Forty-one possible reasons for choosing teaching as a career were presented to the 516 students. The five-factor Likert scale was used allowing the respondents to indicate whether they strongly disagreed or disagreed or were undecided or agreed or strongly agreed that the given reasons influenced them in choosing teaching as a career. The five-factor scale was then compressed into a three-point form by adding together the negative scales (strongly disagree + disagree) on the one hand and affirmative scales (agree + strongly agree) on the other. The condensed overall results into disagree, undecided and agree are shown in Table 5.3.1.7. Below, the results are separated according to the six main categories of reasons influential in choosing teaching as a career developed in Chapter Three. These are reasons based on academic ability, environmental influence, internal motives, interpersonal influence, status of the teaching career and variety of benefits in teaching. In all these categories the responses are rank ordered in order to determine which reasons appear to be the most influential in choosing teaching as a career.

5.3.1.1 Category 1: Academic Ability

It is sometimes assumed the entry to teaching is by default, that is, that because of their school results, students have little choice of what they wish to study further, except for education. However, the results have shown that each of the choices was not an issue. For example, the respondents strongly disagreed with the statements “entry requirements” (65.3%), “no other option” (68.4%) and “obliged to transfer” (75.9%). Similarly there was a relatively weak agreement with the items “combination of subjects” (62.7%) and that they were “awarded a bursary” (54.6%). (These are weak relative to other reasons).

Table 5.3.1.1 Rank Ordering of Results of Category 1: Academic Ability

Academic Ability				
Q.		Disagree	Undecided	Agree
20	Combination of subjects	29.5	7.8	62.7
19	Awarded a bursary	35.7	9.7	54.6
30	Obvious promotion prospects	31.7	28.3	40.0
16	Entry requirements	65.3	7.0	27.7
18	No other option	68.4	5.4	26.2
17	Obligated to transfer	75.9	12.6	11.5

Although none of factors related to academic performance of the students were a direct influence in choosing teaching as a career, their potential influence bears a broad theoretical bases. In Chapter Three, Holland (1973) is quoted showing that as a person grows up, there is a corresponding increase in differentiation of preferred activities, interests, competences and values that create a personality type that is predisposed to exhibit characteristic behaviour. Among these are achievements and performance. On the same argument, Mitchell and Krumboltz (1990) suggest that a person's genetic endowments and special abilities influence his or her occupational choice. They described these endowments and abilities as inherited qualities that may set limits on educational and occupational preferences. These arguments may directly explain why "combination of subjects" is the most influential factor in choosing teaching in this category.

5.3.1.2 Category 2: Environmental Factors

Environmental factors – by which is meant levels of exposure to teaching or teaching-like activities – also played a role in influencing the choice of teaching as a career by the Basotho students. Two important issues stand out – "helping of other learners" (79.3%) and "use of their subjects" (71.9%). Following these are 54.7% who were influenced by a role model. They, however, said they did not choose teaching by chance (59.5%). They were neither influenced by being born in teaching families (69.8%) nor did they become teachers because there were no other occupations they knew about (79.5%). Regarding the latter – that they knew of teaching career only – a larger proportion (49.8%) strongly disagreed as is shown in Table 7, Appendix B.

Similarly, as in the first category, the students are saying the listed environmental factors did not deter them from becoming teachers. With the exclusion of the first three factors in Table 5.3.1.2 the students are positive about, they on the other hand are saying that something else apart from environmental factors influenced their choice of teaching as a career.

Table 5.3.1.2 Rank Ordering of Results of Category 2: Environmental Factors

Environmental Factors				
Q.		Disagree	Undecided	Agree
32(c)	Experience of helping	7.6	13.2	79.3
26	Use my subjects	11.8	16.3	71.9
34	Influenced by teacher I loved	36.2	9.1	54.7
32(a)	Experience of teaching	43.6	28.9	27.5
22	Just happened to (chance)	59.5	14.0	26.6
6	Born in a teaching family	69.8	7.2	23.1
2i	Knew of teaching only	79.5	6.4	14.1
32(b)	Experience of mentoring	32.5	55.4	12.1

Mitchell and Krumboltz (1990) from their social learning theory of occupational choice outlined what they term two learning experiences in choosing a career. These are instrumental learning and associative learning experiences from which in the former an individual acts on an environment in order to produce certain consequences. It has also been elaborately shown in Holland's theory that environmental models produce unique personality types. It as well has been indicated in the trait and factor theory that people possess unique patterns of capabilities and potentialities, which it is logical to argue can only be recognised through practical engagement in similar activities to those of the anticipated career. In support of this assertion, the theorists offering sociological perspective have shown that engagement in certain activities provide an individual with a study period within which occupational choice develop sub-consciously. In other words, activities like helping other students or use of subjects can indeed spark a certain occupational choice in an individual. However, and surprisingly, as was shown, direct personal influences were limited and this is confirmed by the results in section 5.3.1.4, interpersonal influences.

5.3.1.3 Category 3: Internal Motives

Internal motives, that is, what appears to be personal reasoning or choice of the students, strongly influenced most to choose teaching as a career. All reasons under this category, as shown in table 5.3.1.3, are agreed with as having influenced the students to choose teaching as a career. Topmost is a belief that teaching gives responsibility (92.1%) with 57.6% of this proportion strongly agreeing (see Table 7, Appendix B). This is followed by the fact that students intend to contribute to nation building through education (91.9%). A higher percentage (69.6%) of the 91.9% (nation-building) than the 92.1% (responsibility), strongly agreed that this factor influenced their choice. However, when the five-point scale was collapsed into a three-point scale, a larger proportion becomes that of teaching as giving responsibility. This transposition of responses it should be noted that reflects the reliability of the students' responses; collective responsibility is tantamount to nation-building. Looking at these two factors combined then, the students are saying they intend to be responsible citizens by joining the teaching force. Lastly, the third ranking factor is that they perceive teaching to be enjoyable (82.3%). In summary, it appears the students had very strong personal reasons for deciding to become teachers.

Table 5.3.1.3 Rank Ordering of Results of Category 3: Internal Motives

Internal Motives				
Q.		Disagree	Undecided	Agree
25	Give me responsibility	4.1	3.9	92.1
33	Contribute to nation-building	2.9	5.2	91.9
8	Will find it enjoyable	8.0	9.7	82.3
5	Challenging job	12.2	8.1	79.7
4	Like interacting with children	9.9	12.6	77.5
12	Have in-born talent	17.4	19.0	63.6
14	Satisfy childhood aspirations	15.9	23.8	60.3

As clearly stated in Chapter Three, the trait and factor theorists speak about individual differences against job requirements. The sociologists talk about a person's circumstances in relation to his or her environment. The developmental psychologists

deliberate on possibilities and preferences, self-concept versus environment and expectancy aligned with valence. The behavioural psychologists discuss instrumental learning experiences alongside associative learning experiences. Lastly, personality studies debate personality types in conjunction with environmental models. All these theories point out to an individual as a key decision maker who weighs possibilities against his or her capabilities. They all allude to private drives, capabilities and interests as responsible for career choice decisions that individuals take. Unsurprisingly therefore this category comprises factors most influential in choosing a career compared to the rest.

5.3.1.4 Category 4: Interpersonal influences

Generally, interpersonal factors least influenced the Basotho students in choosing teaching as a career as the table demonstrates. These findings are ascribable to many factors. They as well could respond to the implicit negative hypothesis in this study that teaching might no longer be an attractive career option. If 65% of the students were not compelled by entry requirements to join teaching; if teaching was not the only option they could qualify for (68.4%); if they were not obliged by failure to join teaching (75.6%) and that they rarely get encouragement from other people to become teachers, then it could either be that they live in communities indifferent about teaching or are encouraged to join other professions apart from teaching. Category Three – internal motives – supports the possibility that career choice among the Basotho remains largely an individual affair than a decision reached through shared opinion. Factors grouped under this category rank high in the overall rankings of the results. On the other hand, that 79.5% (with 49.8% of this proportion strongly disagreeing) denied that they knew only of teaching before, might mean that they were indeed encouraged to join other professions apart from teaching. (See the table below).

Table 5.3.1.4 Rank Ordering of Results of Category 4: Interpersonal influences

Interpersonal Influences				
Q.	Reasons	Disagree	Undecided	Agree
31(f)	Encouraged by teacher	25.6	22.3	52.1
31(a)	Encouraged by parent	33.7	15.9	50.4
31(d)	Encouraged by adviser	32.6	32.4	35.1
31(c)	Encouraged by relatives	40.4	32.0	27.6
31(b)	Encouraged by friends	49.6	30.2	20.2
31(e)	Encouraged by psychologist	47.5	41.7	10.9

The limited influence that factors in this category have on students' choice of teaching as a career raises lots of implications in relation to the role played by career guidance and counseling in Lesotho. It becomes difficult to determine whether people know about the importance of teachings as a core profession or are left to decide on their own. These implications relate directly to Anna Roe's (1953) work that occupational choices are processes of self-categorization. Rarely do people choose what they are not familiar with and this risk aversion has been implicitly referred to in economic theory that people choose occupational goals which will maximize their gains and minimize their loss. On the other hand, however, Holland (1973) in this regard put his argument clearly that environmental models reproduce themselves the fact that may be one reason why "encouragement by a teacher" rank highest in this category.

5.3.1.5 Category 5: Status of Teaching as a Career

Status of the teaching career also influenced the Basotho students to choose teaching as a career. Almost 77% agreed that they chose teaching as a career because it easily combines with adulthood; 65.3% agreed that it is respected while the least agreed with reason was that people in other occupations value teaching (38.2%). In this category as well, factors based on internal individual calculation have been main attractions of the students to join teaching. On the other hand, extrinsic factors, that is, those independent of the decision-maker in this case, have had a little influence.

Table 5.3.1.5 Rank Ordering of Results of Category 5: Status of Teaching as a Career

Status of the Teaching Career				
Q.		Disagree	Undecided	Agree
29	Easily combined with adulthood	8.9	14.3	76.7
3	It is respected	20.3	14.3	65.3
7	For prestige	22.3	30.2	47.5
23	People value teaching	32.4	29.5	38.2

This is somewhat consistent with Field, Kehas and Tiedeman's (1963) theory that job choice depends on self-concept. In that students perceive the job as being respected and adult they are drawn to it. However, as said, they also believe that it is little valued and of relatively low prestige. This suggests that the other factors, especially internal motives, are more explanatory.

5.3.1.6 Category 6: Variety of Benefits

Lastly, the foreseeable benefits in teaching influenced the Basotho in choosing teaching as a career. Almost 90% of the 516 students believe that they will easily find employment with 59.9% of this proportion strongly agreeing. As high a percentage as 87.4% agreed that in teaching they would gain skills that can be used in other occupations. The third ranking reason in this category is that there are long holidays in teaching. The least agreed with factor is that teachers earn a good salary. As high a percentage as 73.4% of the respondents disagreed that they joined teaching because of a good salary. Salary under this category is the only factor that is a deterrent for students in choosing teaching as a career. Unlike external factors related to the status of teaching, in this category extrinsic factors characteristic of teaching service itself appear to have been highly influential for the students to become teachers.

Table 5.3.1.6 Rank Ordering of Results of Category 6: Variety of Benefits

Variety of Benefits				
Q.		Disagree	Undecided	Agree
15	Will find employment	5.2	5.2	89.5
27	Gain transferable skills	5.2	7.4	87.4
10	Long holidays	16.9	7.8	75.3
2	It is secure	14.0	13.2	72.9
28	Reasonable workload	21.5	15.5	63.0
24	Pleasant environment	26.7	16.5	56.8
13	There are fringe benefits	28.7	17.4	53.9
11	Can negotiate working hours	27.6	19.2	53.2
9	A lot of free time	39.5	10.3	50.2
1	Earn a pleasing salary	73.4	12.6	14.0

The economic theory postulates that people look for maximum gains when they choose a career. It has also been shown in Tiedeman's theory (1963) that prevailing or foreseeable circumstances can prompt a particular career choice in an individual. Krumboltz's (1990) social learning theory of occupational choice as well put forth an assertion that, among other things, economic forces could determine occupational choice. In Lesotho, although state employment was only 353,199, about 13.1% of total employment in 1997 (51.3% in subsistence farming, LFS 1997), jobs in government are the most secure and desirable forms of white collar employment. Almost 1/3 of government employment is in education (see Table 2.3.2).

5.3.1.7 Summary and Conclusion

To a considerable extent, stipulations from the occupational choice theories discussed in Chapter Three are confirmed by these findings. Under each category, strong arguments from at least one theory on occupational choice reviewed are corroborated. The results also show that a combination of specific factors have been influential to Basotho to varying degrees. This variation of influences is elaborately looked at in the following sections.

These results from the six categories are rank ordered in Table 5.3.1.7 in order to give a general representation of factors that influenced the Basotho Students in choosing

teaching as a career in 2005. They are rank ordered through affirmative responses (agree) whereby high ranking responses (above 50%) point to specific motives whereas high ranking negative responses (disagree) only negate that the given factors influenced their choice without identifying the exact influences. For instance, 92.1% of the respondents said they chose teaching because they would feel responsible people while 79.5% denied that they choose teacher because they knew of no other occupation. (The table is shown below).

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Table 5.3.1.7 Overall Rank Ordering of Results on a Three-Point Scale

Q.	Reasons	Disagree	Undecided	Agree
25.	Responsibility	4.1	3.9	92.1
33.	Nation-building	2.9	5.2	91.9
15.	Employment	5.2	5.2	89.5
27.	Gain skills	5.2	7.4	87.4
8.	Enjoyable	7.8	9.9	82.3
5.	Challenging	12.2	8.1	79.7
32 (c)	Helping	7.6	13.2	79.3
4.	Children	9.9	12.6	77.5
29.	Adulthood	8.9	14.3	76.7
10.	Holidays	16.7	7.8	75.5
2.	Secure	14.0	13.2	72.9
26.	Use subjects	11.8	16.3	71.9
3.	Respected	20.2	14.5	65.3
12.	Talent	17.4	19.2	63.4
28.	Workload	21.5	15.5	63.0
20.	Combination	29.5	7.8	62.7
14.	Aspirations	16.1	23.8	60.1
24.	Environment	26.6	16.7	56.8
19.	Bursary	35.5	9.7	54.8
34.	Influenced by teacher	36.2	9.1	54.7
13.	Benefits	28.5	17.4	54.1
11.	Negotiate	27.4	19.4	53.2
31 (f)	Teacher	25.6	22.3	52.1
31 (a)	Parent	33.7	15.9	50.4
9.	Free time	39.5	10.5	50.0
7.	Prestige	22.1	30.2	47.7
30.	Promotion	31.7	28.3	40.0
23.	People value it	32.4	29.5	38.2
31 (d)	Adviser	32.6	32.4	35.1
16.	Entry requirements	65.1	7.0	27.9
31 (c)	Relatives	40.4	32.0	27.6
32 (a)	Teaching experience	43.6	28.9	27.5
22.	Happened (chance)	59.7	13.8	26.6
18.	Option	68.4	5.4	26.2
6.	Teaching family	69.8	7.2	23.1
31 (b)	Friends	49.6	30.2	20.2
21.	Knew only of teaching	79.5	6.4	14.1
1.	Salary	73.4	12.6	14.0
32 (b)	Mentoring	32.5	55.4	12.1
17.	Transfer	76.1	12.6	11.3
31 (e)	Psychologist	47.5	41.7	10.9

All in all, combinations of factors from the six aforementioned main categories seem responsible for the choice of teaching as a career among the Basotho Students. Mainly

intrinsic motives followed by the foreseeable variety of benefits in teaching have been the most influential factors for the Basotho Students in choosing teaching as a career as can be seen from Table 5.3.1.7. The highest proportion of the students wants to be responsible citizens by contributing to their nation's development through education or teaching. Alongside this, they envisage assured material benefit with a possibility of self-development in teaching. It, however, is worth noting that the only benefit of exceptionally minute influence to the student is salary. Factors relating to environmental influences, their academic ability and the status of teaching, each have varying degrees of less influence on the students. Lastly, to a very limited extent the Basotho Students seem to have been influenced by interpersonal factors. As was shown previously, the students' motives to enter teaching are mainly those based on their individual calculation followed by extrinsic influences characteristic of the profession itself. These results can now be compared with the results from the other countries which were detailed in the case studies in Chapter Three.

5.3.2 Comparison of Findings from Lesotho with Other Case Studies

An elaborate comparison of these findings from Lesotho with those of case studies reviewed in Chapter Three was looked at. One motive behind these comparisons is to put career choice behaviour in Lesotho in a global perspective, that is, to determine extremes of differences and similarities of factors that influence the choice of teaching as a career at different places around the world. Contracted comparisons to the five most and five least influential factors in choosing teaching picked out from each study are shown in Table 5.3.2

Marked similarities are revealed amongst the categories in all the studies. From helping other learners, 19% (second ranking factor) of 133 students in Georgia ended up choosing teaching as a career. It was as well mentioned by 73% of PGCE students at Warwick that they developed love of teaching from helping other learners. The highest ranking motive in Georgia was a desire to help society (20%). In Lesotho, 91.9% of the 516 students said they intend to contribute to their nation building through teaching. Cyprus University students like the Basotho (59.9%) strongly agreed that they chose teaching because of a clear prospect of finding employment (1.3) and gaining transferable skills (1.6). Seventy-Two percent of undergraduates at

York University said could choose teaching because of long holidays while 44% agreed that teaching offers skills that can be used in other occupations.

Table 5.3.2 Comparison of Factors Influential in Choosing Teaching across Different Settings

Key:								
- *1 = Strongly Agree ⇔ 5 = Strongly Disagree				- Psycho. = Psychologist				
- Achieve = Achievement				- Respons. = Responsibility				
- Aggrandiz. = Aggrandizement				- Req. = Requirements				
- Sth = Something								
	Yorkshire (Kyrabcou & Coulthard, 2000)	Warwick (Hammond, 2002)	London (Carrington & Richard, 2000)	Georgia (Schutz et al, 2001)	Pennsylvania and Cyprus* (Papanastasiou & Papanastasiou, 1997)		Brunei (Seng Yong, 1995)	Lesotho (Ralenkoane, 2005)
Most Influential Factors					Penn.	Cyprus		
1	Long holidays 72%	Mentoring 73%	Sense of achieve. 27.7%	Help society 20%	Children 1.1*	Secure a job 1.3*	No option 13.9%	Respons. 92.1%
2	Share knowledge 65%	Teaching 73%	Children (people) 18.5%	Baby-sitting 19%	Love it 1.3	Secure job 1.5	Influence of others 11.8%	Nation building 91.9%
3	No Fees for PGCE 49%	Formal training 73%	Secure a job 14.8%	Helping 19%	Love learning process 1.4	Skills 1.6	Aspiration 11.4%	Secure a job 89.5%
4	Skills 44%	Helping 73%	Role model 11.1%	Role model 18%	Talent 1.9	Long holidays 1.8	Aggrandiz. 10.5%	Skills 87.4%
5	Talent 40%	Voluntary work 73%	Put sth back 9.2%	Enjoyable 13%	Secure job 2.7	Children 1.9	Children 10.3%	Enjoyable 82.3%
Least Influential Factors								
1	Deal with pupils 8%	Aspirations 20%	-	Children 7%	Secure a job 4.4	Entry req. 4.6	Impart knowledge 4.9%	Knew teaching only 14.1%
2	Teachers' media image 3%	Induction event 20%	-	Peers 6%	Entry req. 4.2	Promotion 3.7	Secure job 3.6%	Salary 14%
3	Respons. 3%	Civil service 13%	-	Aggrandiz. 6%	Promotion 3.9	Relative 3.5	Respected 2.6%	Mentoring 12.1%
4	Undergoing inspection 2%	Put sth back 13%	-	Love subject 4%	Salary 3.9	Valued by others 2.9	Shortage of teachers 1.2%	Transfer 11.3%
5	Bursary 2%	Help own children 6.6%	-	Experience as parent 3%	Valued by others 3.6	Talent 2.6	Rule pupils 0.3%	Psycho. 10.9%

(Adapted from case studies reviewed in Chapter Three)

These results refute conclusions drawn from Chapter Three. It was hypothesised that occupational choice in least developed countries seems to be based on involuntary motives while in developed nations is more of a voluntary act. Similarities have been pointed out from USA (Papanastasiou & Papanastasiou, 1997; Schutz et al, 2001), England (Kyranou & Coulthard, 2000; Hammond, 2002; Carrington & Richard, 2000), Cyprus (Papanastasiou & Papanastasiou, 1997), Brunei (Seng Yong, 1995) and Lesotho making it difficult to rely on such conclusions. Easily recognisable variation is with the strength of responses where in Lesotho it is very high to some factors while it is not equally high to those factors in other countries. This, however, may only be a result of different sample sizes and research instruments used rather than a true reflection of career choice behaviour in any one of the listed studies.

In the above section this data has been analysed at an aggregate level. It is expected that disaggregating it by gender and institution would produce variations. This is explored below.

5.3.3 Results by Gender

The results were also compared by gender in order to determine whether the students' responses reflect any gender stereotypes. That certain careers are suitable for men and others for women is a concern the whole gender equality philosophy seeks to disapprove. Similarly, a concern that occupational choice may be based on gendered incitements came up in Chapter Three. Weinrach and Srebus (1990) highlighted the fact that Holland's critics are adamant that his model bares sexist tendencies. If these criticisms are accurate therefore, one would expect that the results of this study would indicate gender-based influences on the Basotho students in choosing teaching as a career. Table 5.3.3 below shows the findings by gender.

Both male and female students seem to have been influenced by the same reasons to an equal extent to have chosen teaching as a career. From table 5.3.3, it can be seen that stimulations under interpersonal influence and status of teaching career categories follow the same pattern. Minor variation of responses could be seen with the other three categories. There are, however, career choice differences when viewed across the range of influences. For example, more females (28.1%) than males (22.2%)

chose teaching because they had no other option. This perception is reinforced by the fact that fewer females (74.2%) than males (91.0%) see teaching as challenging. In this sense, then it is not surprising that the benefit of long holidays was seen as more important by females (79.6%) than males (66.5%). Finally, it is also of note that more females (26.9%) are following family traditions than males (15.0%). All of these point to females perceiving teaching differently than males because of gender career opportunities. This result is confirmed by the fact that the “mothering” role of teachers (interaction with children) is equally shared by males (75.4%) and females (78.5%). (The table is shown below).

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Table 5.3.3 Rankings and Comparisons of the Results by Gender (%)

Males			Females		
Rankings	Reasons	Agree	Agree	Reasons	Rankings
(A) Academic ability					
1	Subjects combination	65.3	61.5	Subjects combination	1
2	Awarded a bursary	61.1	51.4	Awarded a bursary	2
3	Promotion	41.3	39.4	Promotion	3
4	Entry requirements	28.1	28.1	Entry requirements	4
5	No other option	22.2	27.5	No other option	5
6	Obligated to transfer	12.0	11.2	Obligated to transfer	6
(B) Environmental influence					
1	Helping	86.2	75.9	Helping	1
2	Use my subjects	75.4	70.2	Use my subjects	2
3	Influenced by teacher	55.7	54.2	Influenced by teacher	3
4	Teaching experience	32.3	27.5	Teaching experience)	4
5	Happened to (chance)	24.6	26.9	Happened to (chance	5
6	Knew of t. only	16.8	25.2	Knew of t. only	6
7	Teaching family	15.0	12.9	Teaching family	7
8	Mentoring	14.5	10.9	Mentoring	8
(C) Internal motives					
1	Nation-building	93.4	92.0	Nation-building	1
2	Responsibility	92.2	91.1	Responsibility	2
3	Challenging job	91.0	80.8	Challenging job	3
4	Is enjoyable	85.5	78.5	Is enjoyable	4
5	Children	75.4	74.2	Children	5
6	In-born talent	67.7	61.6	In-born talent	6
7	Aspirations	66.5	57.3	Aspirations	7
(D) Interpersonal influence					
1	Teacher	52.7	51.9	Teacher	1
2	Parent	47.9	51.6	Parent	2
3	Adviser	34.7	35.2	Adviser	3
4	Relatives	28.9	26.9	Relatives	4
5	Friends	24.6	18.1	Friends	5
6	Psychologist	9.0	11.7	Psychologist	6
(E) Status of teaching					
1	Adulthood	73.7	78.2	Adulthood	1
2	Respected	64.1	65.9	Respected	2
3	For prestige	44.9	48.7	For prestige	3
4	People value teaching	38.9	37.8	People value teaching	4
(F) Variety of benefits					
1	Find employment	88.0	90.3	Find employment	1
2	Gain skills	85.6	88.3	Gain skills	2
3	Secure	73.1	79.6	Secure	3
4	Long holidays	66.5	72.8	Long holidays	4
5	Workload	63.5	62.8	Workload	5
6	Environment	58.7	55.9	Environment	6
7	Fringe benefits	51.5	55.0	Fringe benefits	7
8	Can negotiate	51.2	54.2	Can negotiate	8
9	A lot free time	44.8	52.7	A lot free time	9
10	Salary	19.2	11.5	Salary	10

Still these results show little variations. More variations may come up if the results are further presented and analysed by institution. The following section shows the results by institution.

5.3.4 Results by Institution

The results were also compared by institution so as to find out if there are any recognisable trends of difference or similarity between factors that underpin university students' and college students' choice of teaching as a career. Although admission requirements for the two institutions are slightly different (credit in 4 subjects for both with an additional compulsory English Language subject credit for the university), there is a general perception that university students are better in academic performance than college students. In Chapter Three too, are shown Osipow's (1983) and Furnham's (2001) discontent that the occupational choice theory does not account for aspiration level of an individual nor is there a theory that exists to support the notion that level hierarchy is a function of the sum of an individual's intelligence and self-evaluation. In this case therefore one would expect that there would be no or fewer university students who were pushed into teaching by academic ability related factors than do college students. Table 5.3.4 over shows the results by institution.

Table 5.3.4 Rankings and Comparisons of the Results by Institution

NUL			LCE		
Ranking	Reasons	Agree	Agree	Reasons	Ranking
(A) Academic ability					
1	Entry requirements	23.0	34.1	Entry requirements	1
2	Obligated to transfer	12.2	10.5	Obligated to transfer	2
3	No other option	16.6	39.1	No other option	3
4	Awarded a bursary	50.5	60.0	Awarded a bursary	4
5	Subjects combination	67.9	55.7	Subjects combination	5
6	Promotion	32.9	49.5	Promotion	6
(B) Environmental influence					
1	Teaching experience	24.7	31.4	Teaching experience	1
2	Mentoring	10.9	13.6	Mentoring	2
3	Helping	77.0	82.3	Helping	3
4	Use my subjects	73.6	69.5	Use my subjects	4
5	Influenced by teacher	59.8	47.7	Influenced by teacher	5
6	Teaching family	23.6	22.3	Teaching family	6
7	Happened to (chance)	17.2	39.1	Happened to (chance)	7
8	Knew of t. only	9.5	20.5	Knew of t. only	8
(C) Internal motives					
1	Children	78.7	75.9	Children	1
2	Challenging job	87.5	69.1	Challenging job	2
3	Nation-building	95.6	86.8	Nation-building	3
4	Responsibility	92.6	91.4	Responsibility	4
5	Is enjoyable	81.4	83.6	Is enjoyable	5
6	In-born talent	67.2	58.6	In-born talent	6
7	Aspirations	63.9	55.5	Aspirations	7
(D) Interpersonal influence					
1	Parent	50.0	50.9	Parent	1
2	Friends	21.6	18.2	Friends	2
3	Relatives	25.1	30.9	Relatives	3
4	Adviser	31.8	39.5	Adviser	4
5	Psychologist	6.8	16.4	Psychologist	5
6	Teacher	55.1	48.2	Teacher	6
(E) Status of teaching					
1	Adulthood	76.0	77.7	Adulthood	1
2	Respected	58.8	74.1	Respected	2
3	For prestige	50.3	43.6	For prestige	3
4	People value teaching	32.8	45.5	People value teaching	4
(F) Variety of benefits					
1	Salary	9.5	20.0	Salary	1
2	Secure	76.0	68.6	Secure	2
3	A lot free time	51.2	48.9	A lot free time	3
4	Long holidays	77.3	72.7	Long holidays	4
5	Can negotiate	50.0	57.5	Can negotiate	5
6	Gain skills	85.8	89.5	Gain skills	6
7	Workload	59.8	67.3	Workload	7
8	Fringe benefits	45.3	65.5	Fringe benefits	8
9	Find employment	91.2	87.3	Find employment	9
10	Environment	53.4	61.4	Environment	10

From Table 5.3.4, dissimilar patterns of response can be seen under academic ability category. In this category, more college students (34.1%) than university students (23%) agreed that they chose teaching because of entry requirements. Although the requirements are almost the same for entering both institutions, applying for other fields of study apart from humanities and/or education requires an extra mathematics subject credit in Lesotho. In cases where quotas are met in other departments or institutions, the excess applicants often would be driven into other fields of study including education. Thus, 39.1% of college students had no other option but teaching while only 16.6% of the university students were forced into teaching. Looking at the rest of the responses as well on Table 5.3.4 it can be seen that no single conclusion as to whether university students' or college students' responses indicate choice made based on pull or push factors can be made. Both seem to have been simultaneously attracted and forced into teaching by these factors to a similar extent.

Nonetheless, that 39.1% of college students had had no other option while less than half that proportion of university students (16.6%) said the same which has implications for the students' aspiration levels. In this regard, 87.5% of university students compared with 69.1% of college students perceived the job as challenging which would indicate that university students have higher aspiration levels than do the college students. According to Holland (1973), as shown in Chapter Three, aspiration level depends on a person's possession of organizational clarity, stability, and integration of goals, tasks and rewards available in his or her environment. It therefore would be safe to argue that a multiplicative relationship exists between students' intelligence and their aspiration levels. This could be confirmed by noting that college students see the job as carrying more respect than do university students (74.12% to 58.8%) and by being more satisfied with salary benefits (20.0% to 9.5%). In other words, despite seeing teaching as less respected and benefits low, university students still want to do teaching which indicates high aspiration levels.

To a considerable extent, these results in Table 5.3.4 confirm findings for the given reasons in choosing teaching in section 5.3.1 above. The pattern of response remains the same in both cases. Uppermost, students have been influenced by their internal motives followed by variety of benefits in teaching in choosing teaching. The least

influential factors in both cases have been those under the interpersonal influence category.

So as to give students opportunity to reveal other reasons for choosing teaching apart from the 41 given ones, they were asked to give the three most and three least important reasons for choosing teaching themselves. The students' responses to this open-ended section are discussed elaborately below.

5.4 Students' Most and Least Important Reasons for Choosing Teaching

5.4.1 Results by Category

The students were also instructed to list three most and three least important reasons for them to have chosen teaching as a career. One purpose of instructing them thus was to allow for open response. On the other hand, this section serves to confirm findings from the previous sections. Apart from reiterating some of the given reasons in section B of the questionnaire (see Appendix A), the students listed many other reasons which were not included in the questionnaire. This therefore shows that they possess a clear and, presumably, stable picture of their goals, interests and talents which Holland (1984) insists is integral during occupational choice. The students' responses were then grouped into the six main categories of reasons why people choose teaching as a career developed in Chapter Three. Table 5.4.1 below shows the findings.

Table 5.4.1 Results by Category

CATEGORIES	N.	%
1. Academic ability	58	4.2
2. Environmental influence	50	3.6
3. Internal motives	761	54.6
<i>Safety</i>	56	7.4
<i>Comfort</i>	64	8.4
<i>Aggrandizement</i>	105	13.8
<i>Altruism</i>	393	51.7
<i>Achievement</i>	136	17.9
<i>Autonomy</i>	2	0.3
<i>Other</i>	5	0.5
<i>Sub-total</i>	761	100
4. Interpersonal influence	9	0.6
5. Status of the profession	63	4.5
6. Variety of benefits	452	32.5
Total	1393	100

Of the most important reasons listed, 4.2% are related to the students' academic ability; 3.6% to environmental influence; 54.6% to internal motives; 0.6% to interpersonal influence; 4.5% to the status of teaching profession and 32.5% to variety of benefits in teaching. The Minnesota Importance Questionnaire (MIQ)¹ inventory was used to refine findings under the internal motives as over half of all responses were classified under this category. The refined data show that the Basotho students were most influenced in choosing teaching as a career because of a willingness to help other people not necessarily for gaining profit (altruism) (51.7%). Secondly, they chose teaching in order to accomplish their subjective goals (personal achievement) (17.9%), and thirdly, because of a possibility of self-enhancement (aggrandizement) (13.8%).

A similar conclusion to the one in section 5.3.1 can be made. Patterns of response remain the same; students have mostly been influenced to join teaching by their internal motives followed by variety of benefits in teaching (32.5%) and the least influential factors have been the interpersonal ones. Furthermore, more similarities

¹ The Minnesota Importance Questionnaire, according to Lofquist and Davis (1978) is an inventory of value dimensions derived from the Minnesota Satisfaction Questionnaire developed in the trait and factor theory discussed in Chapter Three. "Value" is used in the sense that Locke (1976) used it; that values are subjective and acquired drives.

with findings of studies reviewed in Chapter Three are revealed. For instance, at York University, as stated in Chapter Three, 65% of students chose teaching purely for altruistic reasons. Thirty-six percent agreed, 54% were uncertain while 10% disagreed that aggrandizement fuelled their choice at this university. Also, 11% of them agreed that autonomy was behind their choice. In Brunei, however, only 4.9% (tenth ranking) of 154 students stated altruistic motives. On the contrary though, Brunei students (10.5% of them) seem to have chosen teaching for aggrandizement which may reflect the labour market there. Only 6% of students in Georgia said they chose teaching anticipating self-development. Variation among these studies, as earlier shown, lies with the strengths of response.

5.4.2 Results by Gender

As in the previous sections, data in the above immediate section is based on aggregated data. It is believed that if it is refined into more specific units like gender and institution, variations would arise. Therefore Table 5.4.2 below show comparisons of the results by gender.

Table 5.4.2 Comparisons of the Results by Category by Gender (%)

CATEGORIES	Males	Females
1. Academic ability	4.5	4.0
2. Environmental influence	3.6	3.6
3. Internal motives	50.8	56.3
<i>Safety</i>	8.8	6.7
<i>Comfort</i>	9.3	8.1
<i>Aggrandizement</i>	14.5	13.5
<i>Altruism</i>	45.8	54.3
<i>Achievement</i>	20.7	16.7
<i>Autonomy</i>	0.0	0.4
<i>Other</i>	0.9	0.4
<i>Sub-Total</i>	100	100
4. Interpersonal influence	1.6	0.2
5. Status of the profession	5.4	4.1
6. Variety of benefits	34.0	31.9
Total	100	100

In relation to the broader categories, as expected, the internal motives category accounted for over half of the responses. It is followed by the variety of benefits in teaching category, and thirdly, are reasons classified under the status of the teaching profession. Just like in other findings, fewer reasons related to interpersonal influence are listed. Mixed findings obtain from table 5.4.2. Female students seem to be more altruistic than males as they listed more reasons than males under that sub-category (54.3% to 45.8% of males). The Social Personality type (see Holland, 1973) comprises people of traits like femininity and kindness – the fact that might account for this slight difference. Other noteworthy results are that male students did not list reasons relating to autonomy while insignificant 0.4% of females listed reasons that define teaching career as offering relative freedom.

These results in Table 5.4.2 further validates the cross cultural applicability of Holland's (1973 and 1983) theory of occupational choice – although this was not the main purpose of this study. In his theory, Holland stated that the Social Personality type comprises people of character traits like, among others, kindness and helpfulness. The two are synonymous with altruism by which more females (54.3%) than males (45.8%) were influenced in choosing teaching as a career. Furthermore the occupational choice theory generally portrays occupational choice as driven by prevailing environmental forces. Lesotho is an extremely religious country – with patriarchy deeply ingrained – in which 99% of all secondary schools are owned by churches (see Chapter Two, p. 6). This observation therefore may explain why more females appear to have chosen teaching on the basis of altruistic reasons than males. The students acknowledge and surrender to the dominion of the patriarchal belief system they observe in their society although the “mothering” role of teachers (interaction with children, see section 5.3.3 above) shows a little difference between females and males.

5.4.3 Results from Students' Free Responses by Institution

The results were also compared by institution in table 5.4.3 below. From the table, patterns of responses are the same for both the university and college students. Most important reasons they listed relate, topmost, to their internal motives (over 50.0%) wherein altruism, achievement and aggrandizement in that order underpinned their

choices most. After that, reasons they listed were classified under variety of benefits, and thirdly were those relating to the status of the teaching profession.

Table 5.4.3 Comparisons of the Results by Institution (%)

CATEGORIES	NUL	LCE
1. Academic ability	4.3	4.0
2. Environmental influence	3.2	4.2
3. Internal motives	55.7	53.0
<i>Safety</i>	7.0	7.9
<i>Comfort</i>	6.8	10.9
<i>Aggrandizement</i>	14.2	13.2
<i>Altruism</i>	53.2	49.7
<i>Achievement</i>	18.2	17.4
<i>Autonomy</i>	0.2	0.3
<i>Other</i>	0.4	0.7
<i>Sub-Total</i>	100	100
4. Interpersonal influence	0.7	0.5
5. Status of the profession	4.5	4.5
6. Variety of benefits	31.6	33.9
Total	100	100

5.4.4 Summary and Conclusion

To summarise, in general these results confirm the broad findings that personal internal motives and variety of benefits are the most important factors in career choice. It is important, however, to identify what alternative career choices students would make. By using Holland's construct of environmental identity (see Chapter Three, p 45), it was found to be important to reveal the underlying footing of factors responsible for the students' career choice. A pool of available career options in Lesotho was found to be one of the most likely determining rudiments. It therefore became integral to know the extent to which the students' choices are restricted by the limited career options in Lesotho. This concern is dealt with elaborately in the following section.

5.5 Results for the Alternative Occupations the Students Would Choose

The occupational choice literature as referred to in detail in Chapter Three can be summarised as a theory equating career choice with trade-offs between a person's personality and his or her environment in an individual's quest for comfort. Environment in this sense is used to refer to either socio-economic, political, religious, cultural or any other setting that may (or may not) trigger a certain occupational choice in an individual. It therefore was found important to know the range of job possibilities available in the Basotho students' setting which would reveal confinements of their career choice behaviour. This section gives a detailed discussion in this respect.

5.5.1 Alternative Occupations Students would Choose

The students were instructed to state alternative occupations they would choose apart from teaching. Ninety-eight alternative occupations were listed by them. These were then divided into eight categories; the first six categories are the types of occupations as coined by Holland (1973). These are Realistic, Investigative, Artistic, Social, Enterprising and Conventional occupation types. Teaching was looked at separately as the seventh category although is a social type according to Holland (1973). The reason for including this separately is that the students had to state the alternative careers to it but there were those who insisted on teaching as their only choice. The eighth category is of those who said they would go for any occupation apart from teaching. Table 5.5.1 shows the results.

5.5.1 Alternative Occupations Students would Choose

OCCUPATION	No.	%
Realistic (technical)	29	6.0
Investigative (science)	64	13.3
Artistic (arts)	26	5.4
Social (social service)	194	40.2
<i>Nursing</i>	80	41.2
<i>Counselling</i>	30	15.5
<i>Social work</i>	42	21.6
<i>Other educators</i>	26	13.4
<i>Public administration</i>	10	5.2
<i>Tourism</i>	6	3.1
<i>Sub-total</i>	194	100
Enterprising (Business contacts)	113	23.4
<i>Radio announcer</i>	13	11.5
<i>Management</i>	9	8.0
<i>Law</i>	87	77.0
<i>Banker</i>	2	1.8
<i>Crop officer</i>	2	1.8
<i>Sub-total</i>	113	100
Conventional (Business operations)	44	9.1
Teaching	10	2.1
Other (e.g. anything)	2	0.4
Total	482	100

Most of the occupations the students would choose are of a Social type. Of the 482 responses given, 40.2% show that the students would prefer these occupations. Following this are Enterprising careers (23.4%) and third ranking are Investigative occupations (13.3%). Because of crudity, findings for the Social and Investigative career types were further refined. The *italicised* section in Table 5.5.1 shows the refined results. For the Social careers, 41.2% of the 194 students would prefer nursing; 21.6% would go for social work, and thirdly, 15.5% would opt for counselling. Of the Enterprising careers, a larger percentage (77%) would alternatively choose law; 11.5% would want to become radio announcers while 8% of them listed management related careers.

As per expectation and also based on shrewd arguments from Holland's theory of occupational choice, these results put on the map the fact that there are very limited career options in Lesotho. The Labour Force Survey of 1997 revealed that paid

employment accounted for 37.4% of working population in that year. Of this, 13% are public servants while 35.6% work in the private sector (p.9). The survey shows further that only 1% of Bachelor Degree holders were working in 1997 (p.10). Generally, therefore, there is a scarcity of jobs in Lesotho especially for graduates forcing jobseekers to grab any job opportunity available. This result confirms the finding that 89.5% chose teaching because they will be employed.

As is the case in the previous sections, further disaggregating of these findings by gender and institution may reveal variations. Therefore comparison of these results is given below.

5.5.2 Comparison of the Results on Alternative Occupations by Gender

The results for the alternative occupations students would choose were also compared by gender. According to the Circumflex Hypothesis (see Bounds et al, 1992), adjacent environmental models in Holland's Hexagonal Model have a lot in common. On the other hand, Holland argues that Realistic Environmental Model comprise character traits like masculinity while the Social Model consists of traits like femininity. Since the career types used in this study were adopted from Holland's work, it was found to be of great importance to find out if the results would reflect any gendered occupational choice behaviour among the Basotho students. Table 5.5.2 shows the comparisons of the results by gender.

From the table, 13.2% of males would choose Realistic occupations while only 4.1% of females could. With regard to the Social careers, 28.5% of males would choose these careers whereas 54.5% of females would. Other worth noting results are that no males stated that they would stick to teaching while a negligible 3.7% of females would.

Table 5.5.2 Comparisons of Results by Gender (%)

OCCUPATION	Males (167)	Females (349)
Realistic (technical)	13.2	4.1
Investigative (science)	14.7	14.4
Artistic (arts)	6.2	5.7
Social (social service)	28.5	54.5
<i>Other educators</i>	29.5	9.3
<i>Social work</i>	20.5	22.0
<i>Nursing</i>	18.2	48.0
<i>Counselling</i>	13.6	15.3
<i>Public administration</i>	11.4	3.3
<i>Tourism</i>	6.8	2.0
<i>Sub-total</i>	100	100
Enterprising (Business contacts)	28.1	6.0
<i>Law</i>	82.7	62.5
<i>Management</i>	4.9	12.5
<i>Radio announcer</i>	12.3	9.4
<i>Crop officer</i>	0.0	6.3
<i>Banker</i>	0.0	6.3
<i>Administrator</i>	0.0	3.1
<i>Sub-total</i>	100	100
Conventional (Business operations)	8.2	11.6
Teaching	0.0	3.7
Other (e.g. anything)	1.1	0.0
Total	100	100

Gender stereotype tendencies are revealed by these findings. Occupations like nursing and teaching itself often are associated with females. This preconception has been proved substantial by Holland (1973) that Social Environmental Models bear qualities traditionally associated with women. It therefore would be expected that more females than males (48% to 18.2%) would opt nursing and that there are no males who were insistent on their choice of teaching. For the Basotho students are born in a social system that bifurcates behaviour along gender lines, likelihood would be that everyone would consciously or subconsciously seek to identify with behavioural practices that closely resemble their self-image. The whole developmental psychology literature on occupational choice describes how aspects of self and situation combine to influence an individual's behaviour (refer to Chapter Three). It should be noted that the fact that more males than females (28.1% to 6%) would alternatively choose to be "other educators" does not refute this explanation. Occupations classified under this

“other educators” sub-category are leadership careers such as inspectorate, ministerial and even priesthood mainly occupied by males in Lesotho. The word “principal” is almost synonymous with a male head-teacher in this country yet there are far too many female teachers in schools. All these root from the dominion of the currently still abundant patriarchal practices in Lesotho.

Further refinement of these results by institution is given below to further reveal possible variations.

5.5.3 Comparison of the Results on Alternative Occupations by Institution

The expectation here was that a university environment supposedly exposes students to a greater variety of career options or at least to thinking about career choices as represented by university departments and faculties. At the college there are no competing career choice alternatives. Hence university students may be more exposed to the pool of careers available in their country than do college students around whom dialogue is about teaching. It thereby becomes important to know levels of exposure and types of careers students from each of the institutions know about. Table 5.5.3 shows the comparison of the results by institution.

Table 5.5.3 Comparisons of Results by Institution (%)

OCCUPATION	University (296)	College (220)
Realistic (technical)	1.8	12.2
Investigative (science)	15.4	10.2
Artistic (arts)	7.4	2.5
Social (social service)	36.8	45.2
<i>Tourism</i>	3.8	2.2
<i>Nursing</i>	28.6	56.2
<i>Social work</i>	27.6	14.6
<i>Counselling</i>	18.1	12.4
<i>Other educators</i>	11.4	13.5
<i>Public administration</i>	10.5	1.1
<i>Sub-total</i>	100	100
Enterprising (Business contacts)	28.4	16.2
Conventional (Business operations)	8.8	9.6
Teaching	0.7	4.1
Other (e.g. anything)	0.7	0.0
Total	100	100

Significant variations of response can be seen with regard to the Realistic careers. A higher percentage of college students (12.2%) than university students (1.8%) would choose the Realistic careers. This may reflect the fact that more college students entered the profession because of lack of choice. There is also a larger proportion of college students (45.2%) who would choose Social careers than the university students (36.8%). Findings under the Social careers type were refined and the *italicised* section shows the refined data. Over 50% of the 45.2% of college students said they would choose nursing. An equally large percentage of university students (28.6%) would as well choose nursing apart from teaching. This further shows that more college students may have entered the profession because of lack of choice as there are fewer females at the college (66.4%) compared with the university (68.4%).

5.6 Summary

This study has revealed that generally internal motives of the Basotho students have been the most influential for them in choosing teaching as a career. Following those are factors related to the variety of benefits in teaching with the exception of “salary”. It appears that remuneration in teaching is the major deterrent for people to join the profession in Lesotho. The least influential factors appear to be those that are interpersonal. Mixed findings obtain with the rest of the categories; within them there are factors which seem to be highly accountable for the choice of teaching and at the same time there are those that seem to be least influential. Refinement of the data into units like gender and institution reveal variations too when viewed across the range of influences. More females than males chose teaching because they had no other option. This perception, as earlier shown, is reinforced by the fact that fewer females than males view teaching as challenging. It is furthermore supported by the fact that, apart from teaching, more females than males said they would choose occupations traditionally associated with women. The results also revealed that university students have higher aspiration levels than do college students. Although the university students perceive teaching as less respected and of low benefits compared to the college students, they still want to become teachers which suggests that despite this they regard the job as worthwhile.

Lastly, the results expose more strengths than weaknesses of the occupational choice theories reviewed in Chapter Three. As earlier indicated, “the occupation choice literature can be summarised as a theory equating career choice with trade-offs between a person’s personality and his or her environment in an individual’s quest for comfort. The trait and factor theorists speak about individual differences against job requirements. The sociologists talk about a person’s circumstances in relation to his or her environment. The developmental psychologists deliberate on possibilities and preferences, self-concept versus environment and expectancy aligned with valence. The behavioural psychologists discuss instrumental learning experiences alongside associative learning experiences. Lastly, personality studies debate personality types in conjunction with environmental models.” From the given reasons and students’ own reasons, the internal motives (their personal reasons) and variety of benefits in teaching (what the teaching environment can offer) stood out to be the most

influential factors on the students to have chosen teaching compared to the other categories of factors. The way forward for the Lesotho Educationists then would be to improve on the identified factors that encourage people to join teaching and work out strategies to deal accordingly with the identified deterrents for people to join this profession. Possible solutions are suggested in the chapter that follows.

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Chapter Six

6. Summary and Conclusion

Teacher shortage in Lesotho in particular and the world in general, necessitates an expeditious response. In many ways it threatens economic development in any country subjected to it. Teaching is a core profession out of which almost all other professions spring. A decline in schooled personnel therefore may mean an overall shortage of qualified up-to-date labor force in the long run. Short and intermediate term implications of this shortage may lead to a declining quality of public service. Important work positions would be staffed with personnel who do not possess relevant credentials. The eventuality would then be sluggish growth of a country in question. As indicated in Chapter Five, it is already an on-going practice in Lesotho schools that many teaching positions are occupied by people with neither teaching qualifications nor experience in this field. Shortage of mathematics and science subjects teachers has for some time been declared a problem in many countries in which case any job-seeker with mathematics or science qualifications without teacher training gets a job. For a long time teaching has become the only profession in which unqualified personnel occupy positions of the qualified with the same entitlements. Exacerbation of these damaging factors on account of delay or under-informed policy formulation would evidently lead to a worsened scenario.

This study then sought to identify factors that attract people into the teaching profession in Lesotho as an additional endeavor to attempts already underway the world over to address teacher shortage problems. The problem and its possible side-effects were identified in Chapter Two. It was revealed that there is more demand than supply of teachers in Lesotho Primary Schools and that there are damaging side-effects observed throughout the Lesotho Education System as a result. Most evident secondary effects are poor transition rates into the secondary level whereby secondary schools are coerced to admit every applicant with a pass irregardless of whether it is a good or poor pass. The secondary schools too fail to push students of good quality to the tertiary level compelling the tertiary institutions to lower entry requirements as

well. Eventually the teaching force would comprise poor quality personnel who have survived through this porous education system.

Having observed that lack of well-trained and qualified teachers may be a major contributing factor to overall ineffectiveness in the Lesotho Education System, this study attempted to identify factors that influence the Basotho in choosing teaching as a career. It was hypothesized that people may choose teaching as a career because of academic achievements. They as well may not know enough about other careers. They may also choose teaching because of their subjective reasoning which can be revealed through research. Moreover, they may choose teaching with an anticipation of acquiring an increased social status. Furthermore, other people may encourage them to choose teaching as a career especially groups of people like parents, friends, relatives and others. Lastly, it is believed that extrinsic pull factors such as benefits accruable in teaching may as well influence people to choose the profession.

Results of this study confirm these hypotheses to a considerable extent. They reveal that in Lesotho, the factors influential in choosing teaching can basically be classified into six main categories, namely, those related to learners' academic ability, environmental influences, the internal motives of learners, interpersonal influences and the variety of benefits in teaching. Specific factors in each category may be difficult to determine. This may be due to the fact that, apparently, a combination of specific factors from under each of these six categories is accountable for the students' choices. It may as well be as a result of overlap between the six categories based on context and perspective.

Nonetheless the study has revealed that generally internal motives related to teaching as a career that gives responsibility and nation building have been the most influential for the Basotho students in choosing teaching as a career. Following these are factors related to the variety of benefits in teaching with the exception of "salary". It appears that remuneration in teaching is the major deterrent for people to join the profession in Lesotho. Rather surprisingly the least influential factors appear to be those that are interpersonal. Mixed findings obtain with the rest of the categories; within them there are factors which highly seem to be accountable for the choice of teaching and at the same time there are those that seem to be least influential.

As stated earlier, teacher shortage is a matter of urgent concern in Lesotho in particular, and the world in general. The results reveal that there is a section of the Basotho who out of personal calculation can still become teachers. The number of this group can evidently be increased provided there are well-informed policy interventions set out to address this problem. One way of attracting more people into teaching could be through adoption of multi-sectoral development plans currently advocated by the World Bank and other supra-national institutions. Glorification of other disciplines as those “critical for achieving Lesotho’s national vision, reducing poverty, creating jobs and improving quality of life” (LENA, July 2003) rather encourages the opposite. It over that reveals short-sightedness of the Lesotho Think-Tanks who at the moment seem to be formulating policies based on “fantasy” rather than reality. It is an undeniable fact that if the teaching profession is reduced to “just another” profession by being sequestered from the country’s development plans, damaging connotation is added to the already declining status of the profession. It has been revealed in this study that a large proportion of the Basotho students do not regard teaching as a profession valued by other people.

This study also reveals a necessity to revise the country’s remuneration policy. Three quarters of the respondents were not influenced by salary to join teaching. In a country like Lesotho where government is still a major employer offering mainly social services, 16 payment scales cannot be satisfactorily justified. The often attached pretext that there are occupations of “rare skills” is as well not grounded for the main source of this rarity, evidently, has not been properly researched. In this regard, this study has revealed that poor foundation education leads to few students of good quality at the secondary and tertiary institutions in Lesotho. Correspondingly, few learners would be available to study towards the said-to-be of rare skills professions. This is the main reason why this study argues that improved teaching service would lead to the availability of well qualified labour force in every discipline.

The results further reveal a general public disregard of teaching as a profession. Interpersonal factors have been of the least influence to the Basotho Students in choosing teaching as a career. Teachers, parents, peers and career advisors seem to play a limited role in encouraging people to join teaching service in Lesotho. A lot of questions could be asked regarding the existence and role of career guidance in

Lesotho: is it available? Do counsellors stress the importance of teaching as a core profession or are potential teachers left to decide for themselves? If little is said about teaching in a form of career guidance and counselling, the already inflated negativity of the public about teaching may further prohibit a large number of people from choosing teaching as a career.

Lastly, the pitfall that Lesotho Educational Policy Designers should avoid is to assume that by lowering entry requirements into teacher training and through in-service programmes, they are addressing teacher shortage problems. These strategies have for a long time been statistically effective, but have never been successful in addressing the substantive matter – teacher shortage – if closely scrutinized. Rather the reality that is observable is glutting of the teaching service with residual labour force and poor performers who categorically are incapable of producing students of good quality for were never good themselves. The ever declining performance in schools can be blamed on the implementation of such poorly researched strategies. An alternative strategy recommendable in this case would be to offer teacher training free of charge but with entry requirements to teacher training kept at optimum levels. In this way, there would be an increased possibility of capturing a large number of good quality students into teaching. And to retain them would mean an adoption of effective policy regarding remuneration, working conditions and that which would resuscitate good reputation of the profession. Otherwise more money would forever be pumped into teaching but yield poor results.

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University of Cape Town

Appendix A

QUESTIONNAIRE FOR STUDENTS AT BOTH THE NATIONAL
UNIVERSITY OF LESOTHO AND THE LESOTHO COLLEGE OF
EDUCATION

University of Cape Town

QUESTIONNAIRE FOR STUDENTS

CONFIDENTIAL QUESTIONNAIRE

The purpose of this study is to gain some information on the different reasons why teachers choose teaching as a career.

All the information you provide below will be kept strictly confidential.

A. Personal Data

Please fill in information about yourself in the spaces provided below.

Name

Contacts: Cell phone number Or Home number Or Other

.....

Gender: Male Female

In which year of study are you?

B. Reasons for Choosing Teaching: Quantitative Section

Please place a tick in the boxes on the right for each one of items below.

Key: SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

As a students majoring in education, my reasons for choosing teaching as a career are:

	SD	D	U	A	SA
1. Teachers earn a pleasing salary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching is a secure job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It is a job that is respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I like interacting with children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teaching is a challenging job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	SD	D	U	A	SA
6. I was born in a “teaching family.”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. For prestige within my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Teaching is a job I will find enjoyable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. There are agreeable hours in teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. There are long holidays in teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I can negotiate working hours in teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I believe I have an in-born talent for teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. There are high fringe benefits over the length of teaching career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Teaching happens to satisfy my childhood aspirations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I am sure of finding employment after completing my studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I failed to meet entry requirements into another institution/ university faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I was obliged to transfer from another institution/ university faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Education is the only option I could qualify for.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I have been awarded a bursary (sponsorship) to study education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. My combination of subjects allows me to study education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I knew only of the teaching profession before I came to the college/university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I just happened to major in education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. People in other occupations value teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Teaching is a job carried out in a pleasant working environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Teaching is a job that will give me responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SD D U A SA

26. Teaching is a job in which I can use my college/university subjects.
27. Teaching is a job where I can gain transferable skills.
28. There is a reasonable workload in teaching.
29. Teaching is a job that can easily be combined with adulthood.
30. Because there are obvious promotion prospects in teaching.
31. I have been encouraged to become a teacher by my:
- (a) parent (s)/guardian
 - (b) friends
 - (c) relatives
 - (d) career adviser
 - (e) psychologist
 - (f) teacher
32. I love this career because of my earlier experience of
- (a) teaching
 - (b) mentoring
 - (c) helping other students with their school work
33. I want to contribute to nation-building by imparting Knowledge to learners.
34. I was influenced by the teacher I loved.

C. Reasons for Choosing Teaching: Qualitative Section

35. What are the three most important reasons for you to have chosen teaching as a career? (Please list them in order of importance beginning with the most important.)

Appendix B

Table 7 Overall Rank-Ordering of Results on a Five-Point Scale

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Appendix B

Table 7 Overall Rank-Ordering of Results on a Five-Point Scale

REASONS	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
33. Nation-building	1.6	1.4	5.2	24.2	67.6
15. Employment	1.9	3.3	5.2	29.7	59.9
25. Responsibility	1.7	2.3	3.9	34.5	57.6
27. Skills	1.0	4.3	7.4	43.4	44.0
32(c) Helping	3.9	3.7	13.2	37.0	42.2
4. Children	5.0	4.8	12.6	37.0	40.5
10. Holidays	6.8	10.1	7.8	35.3	40.0
8. Enjoyable	2.3	5.6	9.7	44.9	37.5
12. Talent	6.4	11.0	19.0	28.9	34.7
5. Challenging	5.0	7.2	8.1	45.3	34.3
29. Adulthood	2.3	6.6	14.3	45.5	31.2
34. Influenced	18.2	18.0	9.1	24.8	29.8
3. Respected	7.2	13.2	14.3	40.7	24.6
2. Secure	3.3	10.7	13.2	49.0	23.8
19. Bursary	19.0	16.7	9.7	31.8	22.7
31(f) Teacher	13.0	12.6	22.3	30.0	22.1
31(a) Parent	18.4	15.3	15.9	28.7	21.7
9. Free time	17.1	22.4	10.3	28.6	21.6
20. Combination	12.8	16.7	7.8	41.4	21.4
26. Use subjects	2.5	9.3	16.3	51.0	20.9
13. Benefits	14.0	14.7	17.4	33.7	20.2
14. Aspirations	4.7	11.2	23.8	40.7	19.6
28. Workload	6.0	15.5	15.5	45.3	17.6
24. Environment	9.1	17.6	16.5	40.5	16.3
32(a) Teaching	19.4	24.2	28.9	11.2	16.3
16. Entry req.	38.6	26.7	7.0	15.7	12.0
18. No option	37.8	30.6	5.4	14.1	12.0
11. Negotiate	8.5	19.0	19.2	42.5	10.7
31(d) Adviser	15.7	16.9	32.4	24.4	10.7
30. Promotion	8.7	22.9	28.3	29.9	10.1
7. Prestige	6.6	15.7	30.2	37.4	10.1
6. Teaching family	35.3	34.5	7.2	13.4	9.7
22. Happened	23.8	35.7	14.0	17.2	9.3
23. People value it	12.8	19.6	29.5	28.9	9.3
31(c) Relatives	21.2	19.2	32.0	21.0	6.6
17. Transfer	42.1	33.8	12.6	6.0	5.4
21. Knew it only	49.8	29.7	6.4	8.7	5.4
31(b) Friends	23.1	26.6	30.2	17.1	3.1
31(e) Psychologist	21.1	26.4	41.7	8.1	2.7
1. Salary	41.9	31.6	12.6	11.4	2.5
32(b) Mentoring	12.3	20.2	55.4	9.7	2.3