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Psychological Drivers for Teachers to Teach: Study of Career Drivers of Teachers in Business Management Schools

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The purpose of this research is to identify the relative importance of nine psychological drivers in the career of faculty members who are working as Assistant Professors in Business Management Schools in Pune, India. Career drivers are the factors that influence the choices of the professionals to choose a particular career. Teachers, counselors, recruiters, among others, could be helped if they know their important career drivers. Richmond survey instrument was used to identify the career drivers. Findings revealed: (1) Two career drivers that were found to be most important for teachers are 'Search for Meaning', and 'Expertise'. (2) Statistically, no significant difference was found how male and female faculty members perceive their career drivers. (3) There are statistically significant differences between means of career drivers. (4) 'Expertise' and 'Search for meaning' form a separate exclusive group of higher means among career drivers.

Keywords: Career Drivers, Expertise, Richmond Survey, Search for Meaning, Statistically Significant

Teachers are an important group of professionals who have the responsibility of teaching and imparting knowledge to the students. It is important to know the career drivers of the teachers who have chosen the career of teaching, especially from the perspectives of the recruiters, teachers, career counselors etc. In this study, the attempt has been made to find out the main career drivers of the teachers who are teaching in Business Management Schools as Assistant Professors.

Every individual gets driven by some or the other career drivers out of total nine career drivers (Francis, 1985) which guide him or her to take up a particular profession. If the profession chosen by the person is aligned to the major career drivers, the individual is likely to be happy and more productive in that job than the situation where there is a mismatch between what the career drivers indicate and what the individual has chosen as a job or career.

Career Drivers, Richmond Survey Instrument

Career drivers were developed by Dave Francis from the results of the Richmond Survey Instrument (RSI). The data was analyzed to arrive at nine groupings of variables which Francis termed as career drivers. The nine career drivers are: material rewards, power/ influence, search for meaning, expertise, creativity, affiliation, autonomy, security and status.

Method

RSI was administered on a volunteering group of 35 teachers who were working as assistant professors in three Business Management Schools in Pune, India. They were in the age group of 25 to 31 years. They had held their current positions in their institutes for more than two years full time, hence passing the scrutiny of the institute for expected and successful level of performance. Respondents (Assistant Professors) were invited to be present in one room for administration of the instrument on them. The questionnaire was collected immediately after they were filled-in by the respondents.

RSI measured the career drivers of the teachers and found out which career drivers

are more important, i.e., significantly different from others.

One sample t test was conducted on the data of nine career drivers of 35 faculty members to find whether there exist some career drivers which are significantly higher than statistically calculated average score of 12. The sample comprised of 12 female faculty and 23 male faculty members. Two career drivers 'Search for Meaning' and 'Expertise' were found to be statistically and significantly higher than the other career drivers. After this, independent samples of t test were conducted to find out whether there is any significant difference in career drivers between male and female teachers. No statistically significant difference was found between male and female teachers in their career drivers. ANOVA was conducted, and it was found that there are statistically significant differences between the arithmetic means of the various drivers of career. Post hoc Duncan test was conducted, and it was found that 'Expertise' and 'Search for meaning' form a separate exclusive group of higher means among career drivers. The SPSS software was used for analysis of results.

Results and Discussion

Based on the findings of the study, two career drivers were found to be important for these teachers: 'Search for Meaning' and 'Expertise' as indicated in Table-1. The average scores of both these career drivers are significantly higher from the test value of 12 as p-values are less than 0.05. The average scores of other career drivers are not significantly different from 12. These are further confirmed from the results in Table-3 (ANOVA) and Table-4 (Duncan's test) which highlight 'Expertise' and 'Search for meaning' which form a separate exclusive group of significant higher means among all career drivers. The observations are not significantly different between male and female teachers (Table-2).

Teaching is the job where the teacher is required to have expertise in his or her area and is expected to search for meaning in his or her work to make the job effective. Search for meaning relates to doing things that are perceived to be valuable. A person who has a high score in this career driver is motivated to be engaged in activities that make valuable and enriched contribution. For example, he or she will find in-depth meaning in the teaching related material that he or she deals with. 'Searching for meaning' leads to personal fulfillment of these individuals.

Expertise implies possession of specialized skills, knowledge, competencies and attitudes to perform specialized activities that a situation of difficulty may demand. A person with a high career driver may score in expertise and will be driven towards 'sharpening the saw' by gaining new knowledge. He/she has a preference to work within his/her area of specialization where he/she has proven expertise.

If some other career drivers like 'Power / Influence' were to be found as an important career driver for a teacher, this might not align well with the job requirement of a teacher. A

Table 1: One sample t-test to verify if the career drivers are significantly different from the average score of 12

Career Drivers	Test Value = 12					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Money	-.464	34	.645	-.229	-1.23	.77
Power	-1.163	34	.253	-.514	-1.41	.38
Meaning	2.588	34	.014	1.229	.26	2.19
Expertise	2.915	34	.006	1.200	.36	2.04
Innovation	-.813	34	.422	-.343	-1.20	.51
Social Affiliation	-1.367	34	.181	-.686	-1.71	.33
Autonomy	-1.765	34	.086	-.886	-1.91	.13
Security	-.921	34	.363	-.486	-1.56	.59
Status	1.991	34	.055	.714	-.01	1.44

Test value is taken as 12: Total Qs. 36 x 3 points = Total 108 points. Total Career Drivers = 9, so, 108/9 = 12 Points or score per Career Drivers as an average.

Table 2: t-test for testing gender differences between career drivers

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Money	Equal variances assumed	.077	.783	.885	33	.383	.920	1.040	-1.196	3.036
	Equal variances not assumed			.859	20.675	.400	.920	1.071	-1.310	3.151
Power	Equal variances assumed	.008	.928	-.426	33	.673	-.402	.943	-2.321	1.517
	Equal variances not assumed			-.430	23.000	.671	-.402	.934	-2.335	1.531
Meaning	Equal variances assumed	.424	.520	-.032	33	.975	-.033	1.015	-2.098	2.033
	Equal variances not assumed			-.036	30.043	.972	-.033	.907	-1.885	1.819
Expertise	Equal variances assumed	.016	.899	-.086	33	.932	-.076	.880	-1.867	1.714
	Equal variances not assumed			-.089	24.072	.930	-.076	.858	-1.846	1.694
Innovation	Equal variances assumed	2.806	.103	-.724	33	.474	-.649	.895	-2.470	1.173
	Equal variances not assumed			-.882	32.978	.384	-.649	.735	-2.144	.847
Social Affiliation	Equal variances assumed	2.639	.114	-.622	33	.538	-.663	1.067	-2.833	1.507
	Equal variances not assumed			-.747	32.966	.460	-.663	.888	-2.469	1.143
Autonomy	Equal variances assumed	.686	.414	.519	33	.607	.554	1.069	-1.620	2.728
	Equal variances not assumed			.557	27.161	.582	.554	.996	-1.488	2.597
Security	Equal variances assumed	.097	.757	.699	33	.489	.783	1.119	-1.494	3.059
	Equal variances not assumed			.717	23.982	.481	.783	1.092	-1.472	3.037
Status	Equal variances assumed	.005	.945	-.570	33	.573	-.435	.763	-1.988	1.118
	Equal variances not assumed			-.566	21.999	.577	-.435	.769	-2.029	1.159

teacher is expected to ensure that students feel free to approach him or her whenever they are in a dilemma and search for answers to academic questions. In a power dominated atmosphere created by the teacher, learning gets affected for the students. Power/Influence relates to the need for dominance and having others to behave in subordinate roles. In addition, a person with a high power/influence as a career driver wants to be in charge of matters affecting policies or resource allocation.

The main contribution of this research has been in identifying the career drivers of successful teaching professionals in higher education at an early phase of their careers. Recruiters may find Richmond survey instrument or other similar tools to be useful to select highly potential academicians having 'expertise' and 'meaning for life' as career drivers. Researches show that person-job fit is of utmost importance for job satisfaction and other work related positive outcomes. Academicians with the two identified characteristics are expected to be a good fit in the teaching profession.

This indicates that there is no significant difference between genders in their career drivers.

Table 3: ANOVA test to understand significant differences of means of the nine career drivers

	Sum of Squares	*df*	Mean Square	F	Sig.
Between Groups	188.457	8	23.557	3.154	.002
Within Groups	2285.543	306	7.469		
Total	2474.000	314			

Table-3 indicates existence of statistically significant difference between the means of the career drivers. To further confirm this, we conducted post hoc Duncan test. Results of the test are given in Table-4.

Table 4: Post Hoc Duncan assessed the career drivers which are significantly different from others

Career Driver	N	Subset for alpha = 0.05		
		1	2	3
Autonomy	35	11.11		
Social Affiliation	35	11.31	11.31	
Power	35	11.49	11.49	
Security	35	11.51	11.51	
Innovation	35	11.66	11.66	
Money	35	11.77	11.77	
Status	35		12.71	12.71
Expertise	35			13.20
Search for Meaning	35			13.23
Sig.		.390	.061	.463
Means for groups in homogeneous subsets are displayed.				
a. Uses Harmonic Mean Sample Size = 35.000.				

Table-4 clearly shows that 'Expertise' and 'Search for meaning' form a separate exclusive group of higher means among career drivers.

Limitations

A sample of only 35 teachers from three Business Management Schools were taken, who volunteered for the study in Pune, India. In contrast, a bigger sample can be taken in further studies. A longitudinal study can be undertaken to find out any significant difference in career drivers with the passage of time in different phases of work life of an individual.

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