RECIPE FOR TIRED TEACHERS

Tengku Intan Suzila Tengku Sharif, Mohd Yusri Mohamad Noor and Azlini Razali
Universiti Teknologi MARA Pahang
intansuzila@pahang.uitm.edu.my

ABSTRACT

Over the past conferences held by UiTM, the purposes and aims is nothing more than just to create an opening ground for new breed of researchers in academic excellence. They have preached and argued over the ultimate essence of research production. Quantity of research production is at stake, however, many fusses as quality is uphold or merely unmotivated by the constant urge for number but not pure excellence. This conceptual paper addresses the issue and seeks solution and motivation to the frustration over satisfaction in the true scholarship of the teaching profession itself.

Keywords: scholarship of teaching, teachers, motivation.

INTRODUCTION

Background

Teachers have been looked at as people who are responsible to educate the young on the essentials of life. In the old days, teaching students how to read, write and do simple arithmetic can already be said to have fulfilled the specification of a teacher. However, the scenario has changed and teachers now have more responsibilities than they ever thought would be given to them. In institutions of higher learning, the teaching profession has been graded to a level where an academic should be able to teach and also contribute to the society as well, in whatever way that is possible to the academic.

Are we victims of change?

Over the years, any organization is set to make changes for the betterment of its productivity and with that, changes may cover from the top management to the quality of production. As employees of universities, specifically lecturers, we too fall in the same pit and we too are to change.

The teaching profession has gone beyond the essence of educating another human being to excellence and undergoing the best teaching material seeking and approaches to education but to a higher level of knowledge advancement at large. New knowledge is sought after, as opposed to the ideology of knowledge expansion that bloomed in the past millennium.

Doring (2002) mentioned, "We are supposed to be agents of change for students and outside organization through our academic activities. Instead, we are victims of change and find it harder and harder to perform our role either to our satisfaction or others." For academics like myself, who slacks in research and writings, this statement is unfortunately not proactive to be used as our defensive mechanism. Doring (2002) was merely frustrated over the reduction in time for research, large number of students in a class and greater need for income-producing activities. Thus, whether we like it or not, whether we find self-satisfaction only in the education of the future leaders and not in others; research and writings requirement is here to stay as a fulfillment of the profession.

Wilson (2001) stated, "...provost has come up with a set of proposals to change staff absence. The recommendations...are aimed at making sure faculty members don't ignore students or slack off their teaching and research... First....professors should be in their campus offices at least fours days a week- a requirement that's unheard- of at research universities. Second, professors who do less research and writing than their colleagues, should do more teaching and service. Ultimately, if professors can't prove they're doing their fair share, they should be reduced to part-time status. In a letter he sent to professors accompanying the report, he asked: "Can tenure still be justified in an era when colleges and universities have taken on so many characteristics of business enterprise?""

Altbach (2000:9) commented to the results of a global survey of academics: "Many within the profession feel these changes (where academic career is still considered meaningful) constitute a clear deterioration in

terms and condition of academic employment. Others see them as necessary reforms to meet the needs of a new century and changing conditions. Academics are affected by the major trends evident in universities worldwide- accountability, massification, managerial controls, deteriorating financial support and others. These factors have, not surprisingly, negatively affected the working conditions of the academic profession."

In a speech by David Meyer, a senior political studies lecturer, in Aulich (1990) stated, "Teaching is currently given a very low priority in higher education. Rewards, in terms of career advancement, go to those who published and, increasingly, to those who engage in entrepreneurial activities". Despite the regime of pursuing quantity of production and constant pressure of research, we must pause and reflect (Murphy, 1995) how we are managed, our practices (research, teaching or community services) reflects our academic values (Coaldrake & Stedman, 1999:3) and the values we inculcate in our future generation.

Individualism, though is no more a trend, dictate different human possess different variety of self-actualization mode and motivation. Thus, how are academics motivated to change and improve scholarly ideas and practices, especially, when not all academics agree that a research is justified when one is merely reporting what exists, used, acquired or only re-highlighting old problems rather than proving that a recommendation is a solution. There is a bigger picture that need to be analyzed thus many feel that a half-hearted research is without merit and worth. Merit is what insiders (students, people directly related to the issue) perceive whilst worth is what outsiders (graduates, colleagues, etc) perceived (Murphy, 2002).

"Quality in educational research resides in its ability to explore, resonate with, explicate and improve practice (Somekh 1993:30)." However, any remark regarding quality is like shaming the power of authority as O'Dwyer (2002) remarked, "The corporatization of universities is trying to silence academics...Making universities more like businesses changes the value of universities, and people are no longer free to argue an inquire where they want."

Despite disputes and dissatisfaction, the discussion boils down to one main concern, how are academics motivated to change and improve scholarly ideas and practices?

THE STUDY

Purpose

The purpose of the paper is to be tactful towards self-encouragement towards research and writings production that are due upon all academics. Indirect task is put into account on motivation and acceleration of quality and productivity of others.

Scope and Limitation

This reading is limited to academics and professional under education involvement. It is only relevant for this situational climate, where teaching workload is burdening, time constraint, and bureaucracy is challenging but not to other given environment or circumstances.

UNDERSTANDING SCHOLARSHIP OF TEACHING

What is the scholarship of teaching?

A survey done in US reported in Boyer (1990) has stated that Western universities have moved from solely educating the young to community service requirement and soon research as first duty of a lecturer. However, the old paradigm of teaching versus research is proposed of its abandonment and new ethics is suggested – the building of new knowledge. This shows that we do not need to follow each process that the western has gone through and realize that it is not as excellent as it thought it would be. With the focus on new knowledge building, Shulman (1993:6-7) suggested some elements for scholarship of teaching:
- Successful communication, and
- A product able to be shared, discussed, critiqued, exchanged, or built on.

Murphy (2002) supported them with:
- Creating new knowledge or making use of accepted knowledge
- Sharing knowledge and understanding or organizing forums for this
- Offering evidence or documentation of accomplishment by product able to be shared and discussed, critiqued and altered.

Thus, in Murphy (2002:18) "understanding scholarship means moving away from thinking of our work primarily in term of research," but to relate our behavior to 'what' and 'how' of academic life. It combines cognitive, behavioral and existential. So, the way a scholar thinks, acts and is will be different from a mere researcher (Murphy, 2002).

Scholarship of teaching, in this view, is more than simply research and publication. Teaching is a fundamental asset to scholarship (Boyer, 1990) thus; institutions should review their values and position regarding rewards for teaching by:
1. Formulating job descriptions that balance scholarship's four faces
2. Making clear all academic activities (research, teaching, and community service) have equal weight
3. Not labeling someone who has a preferred interest in teaching than publishing
4. Valuing academics by their function, performance, impact and value
5. Offering alternative performance and promotion avenues by meeting public and established criteria
Source: Murphy (2002)

Suggested self-reviving methods towards academic production

Self reflection & self critical

Institutional benefits from the usage of academics' knowledge and skills and, these too bring us to personal satisfaction. A question for us to answer is, "Should we make research our prime focus, put more effort into teaching, give the community some service, or develop something new (Murphy, 2002)?" Which appeals to you? Who are you, a teacher-scholar, a research-scholar, a teacher-research scholar or a practitioner scholar? Analyze their criteria.

Table 1 : Self-reflection & self-critical avenue

Teacher-scholar	Research-scholar	Teacher-research scholar	Practitioner scholar
1. Make significant contribution to teaching effort 2. Responsible for the development of teaching material and curricula events 3. Engage in practically oriented research (minimum quantity) 4. Fulfill community and professional service	1. Make significant contribution to research effort 2. Responsible for performance & creative duties & research 3. Engage in teaching/ supervision of post graduate (minimum quantity) 4. Fulfill community and professional service 5. Provide leadership for large research team	---The combination of both teacher scholar & research scholar qualities----	1. A high standing within their profession 2. Convey experience to students 3. Involve in practical research 4. Strengthen ties between university and industry.

Source: Edith Cowan University (2002) in Murphy (2002)

In every aspect, research and written production is a criterion to be fulfilled by all scholars, namely educators. A practical oriented research can be defined as knowledge that is surfaced and can be used practically towards the betterment of others for current usage and it is not necessarily done with huge grants, perhaps indirectly during the engagement of teaching process or even community services. Whilst, others may be rather theoretical and thus need to be refined and reviewed for later purposes. Theories rather than solution are among the outcome.

Academic Motivation

Motivated academics are effective academics, but can we be motivated? What motivates academics? Murphy (2002) noted that our motivation derives from:
1. External (reward and sanctions)
2. Internal (the satisfaction we get from colleagues, work and students)
3. Socially derived satisfaction which rooted from our work
4. Expectancy related to personal affairs (our judgment)
5. The context we are in.

Among other important matters that will motivate academics is: How do the heads/managers get us going? Equality and logic appraisal, equivalent standard of excellence among other co-workers, and the list goes on are among simple matters with huge impact that keep academics going. However, compare these two management theories set forward by Londsdale (1990:99)

Table 2 : Management Theory

Theory X	Theory Y
...assumed that the workers needed to be directed, motivated, controlled, punished, and that they were by nature, resistant to change.	...saw that people are inherently self-motivated, and that the managers role was to create the conditions under which people could realized their goals..
...the managers' role were to provide this direction....	....systems of appraisal being introduce into some... ...about creating conditions for professionals to release energy and satisfy our personal goals as
...about controlling or managing choices and behavior.....	scholars....

Londsdale (1990) went on commenting that most higher education institution are of theory X, who made choices on academics behalf, "procedures are standardized and goals are imposed through standard lists of functions which performance is formally rated...assumptions based and inconsistent with the factors influencing the motivation of academic staff." Which ever our managers are, the desired outcome should be getting professionals engaged in scholarship (Murphy, 2002).

Team Building

Our managers have also taken steps into motivating lecturers to act as not only educators but also researchers. The promoted concept of team building has produced evidence through the increment of publication in Gading, our local journal.

Table 3 : Collaboration in academic publication of Gading.

Gading (Academic Journal of UiTM)	Collaborative work	Non Collaborative Work
Jilid 3 bil 1	25%	75%
Jilid 3 bil 2	0%	100%
Jilid 4 bil 1	0%	100%
Jilid 5 bil 2	57%	42.5%
Jilid 5 bil 3	71%	28.5%
Jilid 5 bil 4	50%	50%
Jilid 6 bil 1&2	75%	75%
Jilid 7 bil 1&2	44.4%	55.5%

Team building allows us to improve use of time, gain better job satisfaction, and build self-esteem and well being through jobs well done. It gives everyone in the team equal opportunities for development and reward. Everyone however must be accountable, responsible, committed, and responsive.

Chivers (1995) suggested the characteristics of effective team building, they are:
1. Clear outcomes or objectives, which are positive and specific.
2. Honest communication between all team members.
3. Awareness of strengths, weaknesses, opportunities and threats.
4. Systems for monitoring and problem solving.
5. Motivation of all team members.
6. Opportunities for risk taking and creativity.

Table 4 presents the dos and don'ts in a team.

Table 4 : Dos and Don'ts in Team Building

Do	Don't
1. Undivided commitment 2. Full sense of responsibility towards the successfulness of the team 3. Adoption of systems to improve management 4. Agreed priorities, values, vision, objectives 5 Analyze differences, preferences and overcome them	1. Misunderstanding due to bad communication between team members. 2. Inefficient / irresponsible towards job complication upon dateline 3. Criticizing not solution seeking 4. Bad management 5. Fail to motivate

Adapted from Chivers (1995).

Peer support

When academics are in a realm of uncertainty, peer support plays a great role. Peers plays an important role in maintaining motivation and guide peers to look at changes from different angle or from the point of view of the change setter.
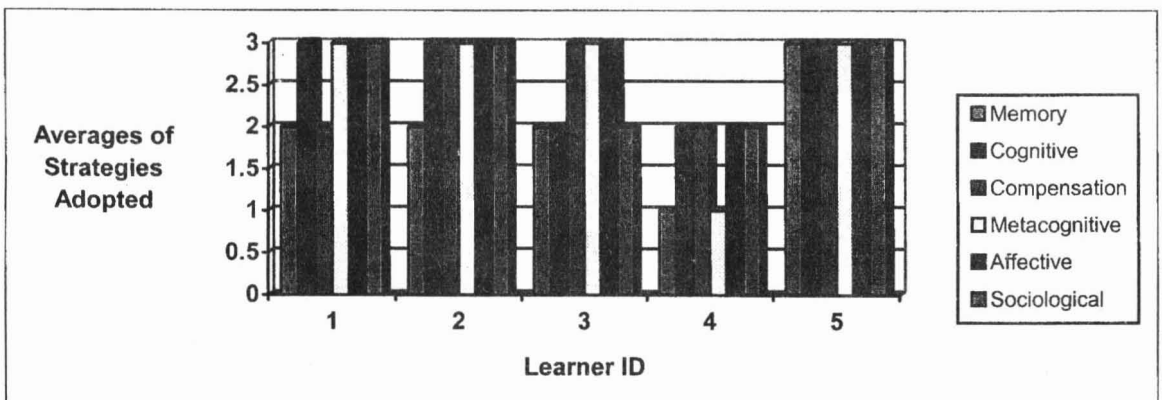
FINDINGS

Case Study

Aged 32 to 44 years old, 5 school teachers teaching mathematics and science who are now challenged to quit their more than 10 years of practice, teaching in Bahasa Melayu, to teach mathematics and science in English Language. They are the subjects of this case study and they were given SILL (Oxford, 1989), an inventory that denotes their learning strategies in undergoing a short 13 weeks language proficiency course at UiTM Pahang.

Figure 1 below shows, 60% of the correspondence rated "high" on their dependence on sociological aspect and 40% of them rated "medium" and 0% reported "low". This shows in their learning quest as required by change, they depended on sociological aspects, which among others include peer support.

Figure 1 : Learning Strategies Adopted by Adult Learners

Good peer support allows motivation to grow to the appropriate direction. Effective peer support offers care and judgment. Caring without judgment can be ineffectual or even destructive, and judgment without caring can be impersonal and unappreciated (Duke, 1990).

Looking for new interest

What happens when our reason of choosing a career path does not agree with the changes in vision and mission of our organization? Analyzing the table below, it is clear that what motivate workers does not correlate with managers' perception of workers' motivator. The only agreement is on "helping with personal problems." Managers thought we are into good wages but what matter most is the interest in work.

Table 5 : Perceptions of Motivators.

Worker ranking	Motivator	Manager ranking
1	Interest in work	5
2	Appreciation of work done	8
3	Feeling of being on things	10
4	Job security	2
5	Good wages	1
6	Advancement	3
7	Good working condition	4
8	Loyalty to employees	7
9	Help with personal problems	9
10	Tactful discipline	6

Source: Kovach (1980:56-57).

Choices are endless. There are more roads to venture. Look at your interest, avenue, and reasons. Think deeply and wisely; manager changes, situations changes. Be patient and equip yourself with personal growth. There are several verses in the Holy Quran which mentioned the value of applying the tools of patience and perseverance in order to attain success in this world and in the hereafter (Ali, 1937). For example:

" O ye who believe! Seek help with patient perseverance & prayer: for Allah is with those who patiently persevere!" (Suratul Baqarah, 153)

"Seek Allah's help with patient perseverance and prayer." (Suratul Baqarah, 45)

"O ye who believe! Persevere in patience & constancy: vie in such perseverance: strengthen each other; and fear Allah that ye may prosper." (Suratul Al Imran, 200)

"…and be steadfast in patience;" (Suratul Huud, 115)

"Said Moses to his people: " Pray for help from Allah and (wait) in patience and constancy." (Suratul Al A'raaf, 128)

Allah (SWT) encourages us to continue persevering. Persevering oneself means to strive in the face of obstacles. It means that one should not give up. It means that failure should not be regarded as the end of the world – failure is simply a stepping-stone to success and a vital ingredient for success. No matter how insurmountable the obstacle and no matter how huge the problem, one should never give up hope and trust in Allah (SWT). It is this hope, combined with steadfastness and patient perseverance, that is the recipe for success and for dealing with life's problems.

CONCLUSION

Being a teacher requires a lot of patience and love for the profession. It is an achievement when a teacher retires from the official school role of a teacher. The process of training a teacher only contributes so much to that person's career in teaching. What needs more concern is the post-training journey and discovery of the teaching profession itself. This will determine which path a teacher is heading to and how well the person will perform.

Mapping university teachers' development

The growth of Western universities has proven that without proper management, diverted vision and mission; extreme concentration on other agenda than engaging in the scholarship of teaching; shall result mere failure.

With demanded changes come responsibilities. What and how managers impose and demand change should be recognized. Different sets of motivation ought to be considered. Changes will be accepted if avenues, resources, and consideration are applied. Universities can only benefit from efficient academics. Efficient academics are motivated and satisfied academics.

The suggested self-reviving methods are among the ways on how we can succeed in each required changes.

RECOMMENDATION

Value academic work not only in terms of research and publications but also in the good values and knowledge advancement that they inculcate to the future generation, future leaders. What matter most is what new knowledge we seed in, how future generation grow into human with not only knowledge but also filled with compassion and humanistic values.

According to Murphy (2002), teaching and the scholarship of teaching means recognizing changes to the work we do (from teaching to research), developing resources to ensure we understand how to adapt to the changes and offering rewards for all scholarly function (administrative work, teaching and research) Challenges come with solutions. Allah has mentioned

"On no soul doth Allah Place a burden greater than it can bear"   (Suratul Baqarah: 286)

What we need to do is, grow with the changes as, if you can't beat them, then join them.

REFERENCES

Ali, A. Y. (1937). *The English Translation Of The Holy Qur'an* http://web.umr.edu/~msaumr/Quran/

Altbach,P. (2000). *The Changing Academic Workplace: Comparative Perspective.* Boston. Boston College.

Aulich, T (1990). *Priorities for Reform in Higher Education.* Canberra. Australian Government Printer.

Boyer, E. (1990). *Scholarship Reconsidered: Priorities of the Professoriate.* Princeton, N.J.. The Carnegie Foundation for the Advancement of Teaching.

Coaldrake, P. & Stedman, L. (1999). *Academic Work in the Twenty-first Century: Changing Roles and Policies.* http:www.detya.gov.au/archive/highered.occpaper/99H/academic.pdf.

Chivers, J. (1995). *Teambuilding with Teachers.* London. Kogan Page.

Doring, A. (2002). *Challenges to the Academic Role of Change Agent.* Journal of Further and Higher Education, 26:2, pp139-148.

Duke, D.L (1990). *Teaching: an Introduction.* New York. McGraw-Hill Publishing Co..

Kovach, K.A. (1980). *Why Motivational Theories Don't Work.* Advanced Management Journal #45 (Spring), pg 56-57.

Londsdale, A. (1990). Ingrid Moses (ed). *Achieving Institutional Excellence Through Empowering Staff: an Approach to Performance Management in Higher Education.* Higher Education in the Late Twentieth Century – a Festschrift for Ernest Roe. Sydney:HERDSA, pp91-106

Murphy, J. (2002). *Is People Developer a Dud?* Paper presented at the Biennial Higher Education Conference, Singapore. National University of Singapore (September).

O'Dwyer, E. (2002). *University Staff Urged to Fight Business Deals.* http :www.couriermail.news.com.au.

Oxford, R. (1989). *Language Learning Strategies: What Every Teacher Should Know.* New York: Newbury House Publishers

Somekh, B. (1993). Quality in Educational Research – the Contribution of Classroom Teachers. In Edge, J. & Richards, K. (eds) *Teachers Develop, Teachers Research: Papers on Classroom Research and Teacher Development.* Oxford: Heinemann International. Pp26-38

Shulman, L.S. (1993). Teaching as a Community Property. *Change.* (Nov-Dec), pp6-7

Wilson, R. (2001). It's 10am. Do you know where your professors are? *The Chronicle of Higher Education.* A10. (February 2)