

Attitudes of Prospective Teachers toward the Teaching Profession in Public Universities

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Abstract

The study aims to examine the attitude of prospective teachers towards teaching profession in district Lahore. It was circumscribed to the teachers' personal opinion, teachers' professional development, teaching as profession, teachers' social cultural development and professional capabilities. The students of two public sector universities of Lahore were the population of the study. A sample of 500 students was selected randomly from the two sampled universities of district Lahore. Data was collected through a self-developed instrument which contained 41 items, each at five-point scale to seek respondents' perceptions about teaching profession. The reliability of the

instrument was established at .898. The data was analyzed by using descriptive statistics (percentage, frequency, mean, standard deviation) and inferential statistics (Pearson correlation coefficient). Results showed that teachers' personal opinion have strong relationship with teachers professional Development (.569), teachers' social cultural development has moderate relationship with professional competencies (.445) and teaching as profession has the lowest correlation in comparison to other indicators (.235). On the basis of data analysis, it was found that teaching profession have significant impact on selected personality traits of the university students.

Key words: Teaching Profession, Attitude, Prospective Teacher, Perception

Introduction

Various studies show that teachers' attitudes towards their jobs influence students' educational outcomes. Teachers in working settings are supposed to gain increasing knowledge, skills, and a positive attitude towards the teaching profession. Teachers should have knowledge and skills to execute their duties. In other words, knowledge and abilities are the most effective indicators of teachers' behaviour. Competency is a must for a successful teaching career.

Competency comes from the word "competence," which indicates a person has the aptitude or talent necessary to succeed in any career. The ability to communicate effectively with students both within and outside of the classroom is a key component of effective teaching expertise. This includes everything from organizing the classroom to managing it. As a result, we may say that the efficacy and correctness of the same profession are in doubt if professional attitudes are not taken into consideration. Teachers' professional conduct can be predicted by how they feel about what they do for a living. Teachers' views are influenced by their vocational notion of what it means to be a teacher (Dabat, 2010). Because of this, it is assumed that a teacher with a supportive and upbeat attitude toward his or her job will produce the right kind of students, while a teacher with a negative outlook, regardless of his or her level of subject expertise and professional training, may have a negative impact on a student's performance (Shaheen, 2015). It is crucial to have a positive outlook on life. It's a mental condition that can be both pleasant and harmful.

It is a feeling that an individual holds towards any object, person and idea. It is also defined as complex state of mind involving different feelings and beliefs (Maheshwari, 2006). It is a psychological and impartial state of mind, which is organized through experiences, exerting a dictate and active influence upon the individual's response to different situations with which it is related (Allport, 1954). Attitude towards any profession is more important both by professionals proud as well as for making commitment towards the profession. A person's attitude has a great impact on his performance.

A teacher's attitude has a great effect not only on his/ her personality but to also on students. A positive attitude has a positive effect and has a favorable and enriching atmosphere for both the teacher and students. A negative attitude has a negative, unpleasant and unfavorable effect and renders the task of teacher and creates an unpleasant atmosphere in the classroom (Bandura, 1997). Attitude is made up of three components affective, behavioral and cognitive it is a measure of individual behavior (Febelman, 2002). The quality of teaching is totally depending upon the teacher attitudes and his sincerity with the profession. It requires various measuring tools to be used for teaching profession. It enables the teacher to make his effort more comprehensive and deliberately successful (Dylan, 2010; Gunes, 2007; Kilmen & Demirtasli, 2009).

Teachers training provide great help in monitoring the student levels of development and a teacher can make his effort more strong to assess educational problems. Teacher chooses his profession according to his mind, choice and interest and make his profession more successful and fruitful for others to avail the opportunity. Teacher should have the ability to measure and evaluate students' needs in order to be more successful (Gencel&Ozbasi, 2013).

A teacher should have a definite and positive attitude if she/he wants to be a good teacher. There has not been a single scale that only used for measuring the attitude of the teacher towards teaching profession. It is hoped that some changes can be developed in the teaching profession of teachers. The researchers have constructed the attitude scale to study the attitude of university students related to teaching towards teaching profession. This study can never be run without logic, given that many of our university students considered teaching as their career.

A great number of students select teaching profession as it was the family profession, financial gain in the form of tuition, a number student teachers select this profession just for the time pass and some of them were interested in teaching as their profession. Teachers' attitude has a great impact on students learning and their future. A teacher has to be very competent and responsible for their student's future and honest to their profession. It also helps in determining their job satisfaction. A nation large success part is depending upon the teacher and their profession and they will have to be more competent towards their profession of teaching. Whether it is so important to measure teacher's attitude towards teaching profession that they are doing this job for the sake of their success or any other thing or to promote learning and give a large success to the society and the nation.

Objectives of the Study

The objectives of the present study were to:

1. Construct a Likert type attitude scale for measuring attitudes of student teachers towards teaching profession.
2. Find out the personal opinion of student teachers at university level that why they selected this profession.
3. Investigate the views of the student teachers about professional development of teachers that either their decision about teaching profession is independent or not.
4. Explore the views of student teachers about socio-cultural development and professional competencies of teachers in different programs of Education.
5. Explore the relationship between teachers' attitudes toward teaching profession and their perceptions of professional well-being in different programs of Education.

Methodology& Procedure

The research method and procedures used to measure teachers' attitude towards teaching profession from two Government Universities (University of the Punjab New Campus Lahore) and (University of Education) district Lahore. Following Table elaborates the sample of the study.

Table:Sample of the study

| <i>University of the Punjab</i> | <i>Programs</i> | <i>Sample</i> |
|---------------------------------|-----------------------|---------------|
| | M.A Secondary | 65 |
| | M.A Elementary | 55 |
| | M.A Islamic Education | 34 |
| | M.A ELTL | 41 |
| | MTE | 27 |
| | MERA | 28 |
| | Science Education | 25 |
| | MBE | 45 |
| University of Education | Programs | Sample |
| | MED | 45 |
| | M.A Education | 35 |
| | M.A (ELM) | 68 |
| | B.ED(Hons) | 32 |
| Total | 12 Programs | 500 |

The sample size was restricted to 500 Masters Level students. Data were collected from two universities, Two Government Universities (University of the Punjab New Campus Lahore) and (University of Education Lower Mall Lahore) about 500 Masters Level students Major in Education, all enrolled in these universities in Education Departments. Male and female students both were the participants for the respective time. Data of 300 students were collected from Government University. The students of M.A Secondary, M.A Elementary, M.A Islamic Education, M.A ELTL, MTE, MERA, Science Education, MBE of department of Education and Research from University of the Punjab New Campus are included in this study. The data of 200 students were collected from University of Education. The students of MEd, MA Education, MA Education Leadership and Management, B.Ed. (Hons) program of Education department from University of Education Lower Mall Lahore are also included in this study.

The study was descriptive (survey type) in nature. A questionnaire was developed that was used for collecting data. It included five key indicators which were identified through literature review. These include: (1) Teachers' personal opinion (2) Teachers' professional development (3) Teachers' social culture development (4) Teaching as profession (5) Professional competencies.

Data from the conducted study was entered into a statistical program designed to tabulate and analyze data (SPSS). Results were summarized and find reliability of the scale, frequency, cumulative percent, mean, and standard deviation of the following categories from the survey instrument: (1) measuring teaching attitude towards teaching profession; (2) Prospective teachers' program and teaching profession; (3) personal opinion towards teaching profession; (4) professional development; (5) teaching as competencies.

Table 1: Frequency distribution of all programs of Education

| <i>Programs</i> | <i>Frequency</i> | | <i>Percent</i> | <i>Cumulative Percent</i> |
|-----------------|-------------------|-----|----------------|---------------------------|
| | <i>ncy</i> | | | |
| Education | M.A Sec | 84 | 4.2 | 4.6 |
| | M.A Elementary | 35 | 6.4 | 11.6 |
| | M.A Islamic | 57 | 4.9 | 17.0 |
| | M.A ELTL | 50 | 5.5 | 23.0 |
| | MTE | 34 | 6.2 | 29.8 |
| | MERA | 50 | 9.1 | 39.8 |
| | Science Education | 50 | 9.1 | 49.8 |
| | MBE | 150 | 45.9 | 100.0 |
| | Total | 500 | 91.4 | |

Table 1 shows that MA Secondary respond having the percentage 4.2% with the frequency 23% and cumulative percent 4.6. MA Elementary responding having the percentage 6.4 % with the frequency 35 and cumulative percent 11.6. M.A Islamic respond having the percentage 4.9% with the frequency 27 and cumulative percent 17.0. M.A ELTL responding having the percentage 5.5% with the frequency 30 and cumulative percent 23.0. MTE respond having the percentage 6.2 with the frequency 34 and cumulative percent 29.8. MERA respond having the percentage 9.1% with the frequency 50 and cumulative percent 49.8. Science Education responds having the percentage 45.9 with the frequency 50 and cumulative percent 49.8. MBE respond having the percentage 45.9% with the frequency 251 and cumulative percent 100. All programs respond having the percentage 91.4% with the frequency 100.

Table 2: Prospective teachers' opinion towards teaching profession (N=500)

| <i>Personal Opinion</i> | <i>Mean</i> | <i>Std.</i> |
|---|-------------|-------------|
| Teaching profession will provide me with opportunities to be productive. | 4.35 | .729 |
| Teaching makes me confident in communication in the community. | 4.30 | .789 |
| I am pleased with choosing this profession. | 4.14 | .819 |
| This profession makes me comfortable. | 4.10 | .857 |
| I like to talk about teaching profession with different people. | 4.01 | .889 |
| My desire is to be a competent teacher. | 4.11 | .969 |
| Teaching encourages me to feel proud and satisfied in my life. | 4.15 | .843 |
| I always try to promote problem solving and analytical abilities in my studies. | 4.17 | .828 |

Table 2 shows the prospective teachers' opinion in terms of mean scores and standard deviation. The mean value of item 1 (4.35) shows that it is the highest mean of the indicator (Personal Opinion). The mean value of item 2 (4.30) shows that it is second highest mean of the indicator (Personal Opinion). The mean value of item 3 (4.14) shows that it is the weak mean of the indicator (Personal Opinion). The mean value of item 4 (4.10) shows that it is also weak mean of the indicator (Personal Opinion). The mean value of item 5 (4.01) shows that it is the lowest mean of the indicator (Personal Opinion). The mean value of item 6 (4.11) shows that it is the weak mean of the indicator (Personal Opinion). The mean value of item 7 (4.15) shows that it is the moderate mean of the indicator (Personal Opinion). The mean value of item 1 (4.17) shows that it is the moderate mean of the indicator (Personal Opinion). Item 1 with Standard Deviation (.729) shows that most of the student teacher had same point of view regarding this statement as it is the lowest value of Standard Deviation. Item 6 with Standard Deviation (.969) shows that most of the student teachers had different point of view regarding this item and it was the highest value of Standard Deviation of this indicator. Item 3, 4, 5, 7 and 8 with Standard Deviation (.819), (.857), (.889), (.843) and (.828) shows that these are the moderate values respectively.

Table 3: Descriptive Statistics of Prospective Teachers' towards teaching as profession.
(N=500)

| <i>Teaching as Profession</i> | <i>Mean</i> | <i>Std.</i> |
|--|-------------|-------------|
| I choose teaching profession just for the sake of my family background. | 3.33 | 1.39 |
| Teaching is a profession of my exceptional interest. | 3.53 | 1.30 |
| I would like to join teaching profession as having no other choice. | 3.32 | 1.37 |
| I like to join teaching as profession on my desire. | 3.32 | 1.38 |
| I like to join teaching because of my parents' desire. | 3.48 | 1.23 |
| Teaching profession boost up my motivation to do something for the nation. | 3.98 | 1.04 |
| Teaching profession is a secured profession. | 4.12 | 0.89 |
| Teaching helps me how to deal with difficult situations. | 4.10 | 0.89 |
| I am very determined with teaching profession. | 4.14 | 0.85 |
| valid (list wise) | | |

Table 3 shows the prospective teachers' opinion in terms of mean scores and standard deviation. The mean value of item 9 (4.14) shows that it is the highest mean of the indicator (Teaching as Profession). The mean value of item 7 (4.12) shows that it is second highest mean of the indicator (Teaching as Profession). The mean value of item 1 (3.33) shows that it is the weak mean of the indicator (Teaching as Profession). The mean value of item 2 (3.53) shows that it is the moderate mean of the indicator (Teaching as Profession). The mean value of item 3 (3.32) shows that it is the lowest mean of the indicator (Teaching as Profession). The mean value of item 4 (3.32) shows that it is also the weak mean of the indicator (Teaching as Profession). The mean value of item 5 (3.48) shows that it is the moderate mean of the indicator (Teaching as Profession). The mean value of item 6 (3.98) shows that it is the moderate mean of the indicator (Teaching as Profession). Item9 with Standard Deviation (0.85) shows that most of the student teachers had same point of view regarding this statement as it is the lowest value of Standard Deviation. Item1 with Standard Deviation (1.39) shows that most of the student teachers had different point of view regarding this item and it was the highest value of Standard Deviation of this indicator. Items 2, 3, 4 and 5 with Standard Deviation (1.30), (1.37), (1.38) and (1.23) show that these are the moderate values respectively. Items 6, 7 and 8 having Standard Deviation (1.04), (0.89) and (0.89) show that the values are weak.

Table 4: Descriptive Statistics of Prospective Teachers 'views towards teaching as socio- cultural development and professional competencies (N=500)

| <i>Socio-cultural development and professional competencies</i> | <i>Mean</i> | <i>SD</i> |
|---|-------------|-----------|
| Teaching is the best profession to serve the nation. | 4.30 | .826 |
| My attitude towards teaching has a direct effect on schools' standards. | 4.11 | .734 |
| Teaching profession is well organized in society. | 4.13 | .862 |
| Teaching gives me respect and honor in society. | 4.11 | .965 |
| I feel shy to give introduction to the society. | 3.55 | 1.27 |
| Teaching profession faces many challenges in the society. | 3.95 | .994 |
| I can develop a developed society with this profession. | 3.93 | 1.01 |
| I am trying to become a good teacher just of find a better job. | 3.67 | 1.27 |
| I am satisfied with this profession. | 4.13 | .899 |
| I prefer teachers' training is important for teaching ideally. | 4.23 | .786 |
| I believe I will be a professional teacher. | 4.16 | .849 |
| I considered teaching as an honorable profession. | 4.26 | .826 |
| Iam in the favor of using all teaching strategies. | 4.19 | .866 |
| I am interested in this profession just of nourish my personality. | 4.02 | .965 |
| I think my success in the success of my students. | 4.21 | .840 |
| I am working hard to become a good teacher. | 4.22 | .946 |

Table 4 shows the prospective teachers' opinion in terms of mean scores and standard deviation. The mean value of item 1 (4.30) shows that it is the highest mean of the indicator (Socio-Cultural Development and Professional Competencies). Items 10 and 12 (4.23, 4.26) show that it is the nearest highest means of the indicator (Socio-Cultural Development and Professional Competencies). Item15 and16 (4.21, 4.22) show that these are also the nearest means of the indicator (Socio-Cultural Development and Professional Competencies). Item11, 13 (4.16,4.19) show that these are the nearest highest means of the indicator (Socio-Cultural Development and Professional Competencies). Item2. 3, 4, 9 and 14 (4.11, 4.13, 4.11, 4.13 and 4.02) showthese are also the nearest

to the highest means of the indicator (Socio-Cultural Development and Professional Competencies). Item 5, 6, 7 and 8 (3.55, 3.95, 3.93 and 3.67) show that these are the moderate means of the indicator (Socio-Cultural Development and Professional Competencies).

Item2 with Standard Deviation (0.73) shows that most of the student teachers had same point of view regarding this statement as it is the lowest value of Standard Deviation. Item5, 8 and 7 with Standard Deviation (1.27, 1.27and 1.01) show that most of the student teachers had different point of view regarding this item and it was the highest value of Standard Deviation of this indicator. Items 1, 3, 4, 6, 9, 11, 12,13,14,15 and 16 with Standard Deviation (.826), (.862), (.965), (.994), (.899), (.849), (.826), (.866), (.965), (.840) and (.946) show that these are the moderate values respectively. Item 10with Standard Deviation (.786) shows that these are the weak values respectively.

Table 5: Correlation between teaching attitudes towards teaching and their perception about teaching as well-being (N=500)

| | | <i>Teachers Personal Qualities</i> | <i>Teachers Professional Development</i> | <i>Teachers Social- Cultural Development</i> | <i>Teaching as Professi on</i> | <i>Profession al Competen cies</i> |
|---|----------------------------|--|--|--|--|--|
| Teachers Personal Qualities | Pearson Correlatio n | 1 | .569(**) | .463(**) | .235(**) | .458(**) |
| | Sig. (2- tailed) | | .000 | .000 | .000 | .000 |
| Teachers ;2Professional Development | Pearson Correlatio n | .569(**) | 1 | .395(**) | .269(**) | .469(**) |
| | Sig. (2- tailed) | .000 | | .000 | .000 | .000 |
| Teachers Social- Cultural Development | Pearson Correlatio n | .463(**) | .395(**) | 1 | .542(**) | .445(**) |
| | Sig. (2- tailed) | .000 | .000 | | .000 | .000 |
| Teaching ns Profession | Pearson Correlatio n | .235(**) | .269(**) | .542(**) | 1 | .447(**) |
| | Sig. (2- tailed) | .000 | .000 | .000 | | .000 |
| Professional Competencies | Pearson Correlatio n | .458(**) | .469(**) | .445(**) | .447(**) | 1 |
| | Sig. (2- tailed) | .000 | .000 | .000 | .000 | |

** Correlation is significant at the 0.01 level (2-tailed).

All of the aspects of a teacher's attitude are linked in a positive way. In order for one aspect to rise, the other must rise as well. The Pearson Correlation Coefficient was used to examine the connection between instructors' subjective views and their professional growth. When teachers' personal perspectives were correlated with their professional development levels, the $r=.569$, $n=500$, $p=.000$ results showed a substantial, positive relationship. The Pearson Correlation Coefficient was used to examine the connection between teachers' personal characteristics and their growth as members of their respective socio-cultural contexts in this study. High levels of instructors' personal perspectives and socio-cultural development were related with a medium, positive correlation between two variables $r=.463$, $n=500$, $p=.000$. The Pearson Correlation Coefficient was used to examine the connection between instructors' personal views and teaching as a profession.

High levels of instructors' personal perspectives were linked to high levels of teaching as a profession in a $r=.235$, $n=500$, $p=.000$ -strong positive relationship. The Pearson Correlation Coefficient was used to examine the link between instructors' subjective perceptions of their own abilities as educators and their actual professional abilities. A moderately positive correlation ($r=.458$, $n=500$, $p=.000$) was found between the two variables, with a high level of teachers' personal opinions associated with a high level of professional competencies.

The Pearson Correlation Coefficient was used to examine the connection between teachers' professional development and their social and cultural development. In general, higher levels of professional development for teachers were linked to higher levels of social and cultural development, as evidenced by the moderately positive correlation of two variables ($r=.395$, $n=500$, $p=.000$). Professional development and teaching as a career were studied using Pearson Correlation Coefficient. High levels of teacher professional development were shown to be connected with high levels of teaching as a profession ($r=.269$, $n=500$, $p=.000$), as was a modest but positive association between the two variables. The Pearson Correlation Coefficient was used to examine the connection between teachers' professional development and their professional abilities. An $r=.469$, $n=500$, $p=.000$ somewhat positive association was found between the characteristics of teachers' professional development and their professional abilities.

Pearson Correlation Coefficient was used to study the relationship between teachers' social and cultural growth and teaching as a profession. In this study, a high level of teachers' social and cultural development was found to be positively correlated with a high level of teaching achievement ($r=.542$, $n=500$, $p=.000$). Pearson Correlation Coefficient was used to evaluate the association between teachers' social cultural growth and professional abilities. High levels of teachers' social and cultural development were connected with high levels of professional competence, with a modest correlation between the two variables $r=.445$, $n=500$, $p=.000$.

Conclusion & Recommendations

On the basis of data analysis, it is concluded that the first research objective was about perception of prospective students regarding Teaching Profession. This is concluded that mostly students' think that their Teaching Profession have good with regards to Teachers' Personal Opinion, Teachers' Professional Development, Teachers' Social Cultural Development, Teaching as Profession and Teaching Competencies. Another objective was to find is there any relationship among these factors. Finally, we can say that prospective teachers have a positive outlook on the teaching field. According to the data, most aspiring teachers have a positive attitude toward teaching

and are committed to it. It is hoped that the findings of this study would be put to good use in assessing the attitudes of aspiring teachers and taking appropriate action where necessary.

On the basis of findings and conclusion, following recommendations are given.

1. Organizing training for prospective teachers periodically. It will provide great help to train prospective teachers for teaching.
2. Inviting experts to speak on topics relating to teaching skills and ethics. This will possibly be helpful for the prospective teachers to get aware of teaching manners and ethics.
3. Building healthy competition among prospective teachers by organizing award functions. It will encourage prospective teachers to give best performance in this profession.
4. Providing better environment at workplace. Provide peaceful and calm environment to the prospective teachers it will help them to work efficiently.
5. Provide school environment to get them aware of school rules and regulations.
6. Provide different opportunities to prospective teachers to make teaching practice in different schools.
7. Arrange different workshops related to teaching profession for prospective teachers so they will be able to do work as a competent teacher.

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