



ATTITUDE OF PROSPECTIVE TEACHERS TOWARDS PROFESSION- A MEASURE FOR INSTITUTIONAL DEVELOPMENT

Tahir Mehmood[†]

Assistant Professor, Institute of Education and Research, University of the Punjab, Lahore- Pakistan

Mumtaz Akhter

Director, Institute of Education and Research, University of the Punjab, Lahore- Pakistan

Abid Hussain Ch

*Chairman, Department of Secondary Education, Institute of Education and Research, University of the Punjab
Lahore- Pakistan*

Rabbia Azam

Research Scholar

ABSTRACT

The study made an attempt for exploring the attitude of prospective teachers towards profession. Institute of Education and Research, University of the Punjab Lahore and University of Education Lahore were taken as sample institutions. An attitude scale and personal information sheet were developed to collect the data. Findings reflected that students have positive attitude towards profession and joined profession devotedly and dedicatedly.

© 2013 AESS Publications. All Rights Reserved.

Keywords: Attitude, Prospective students, Teaching profession, Attitude scale

1. INTRODUCTION

Among the many professions the world over, the teaching profession is considered one of the noblest and straight forward. It is regarded as the most important component of educational system. It is a major tool to improve the efficiency and quality of education all over the world. Teachers are spiritual fathers in Islam. With the education of Islam, education become a religion obligation, as the Holy Prophet (PBUH) said, "Seeking of knowledge is a religion obligation for every Muslim."

Allport (1999) defined an attitude as: "A mental and neural stage of readiness, organized through experience, exerting a dynamic or directive influence upon the individual's response to all

[†] Corresponding author

ISSN(e): 2224-4441/ISSN(p): 2226-5139

© 2013 AESS Publications. All Rights Reserved.

subjects and situations with which it is related.” He also defined the attitude as “A specific and consistent way of reacting to certain people, things or concepts.”

From the above definitions it is concluded that the emotions are the responses, feelings and specific reactions towards anything, that can be any object, person or any idea etc. This reaction is may be due to the mentality of a person, heritage or may be the creation of the culture. When the attitude asked towards something, like towards a specific job, it means feelings or the particular reaction is determining about that job, whether that job is liking or disliking by persons. Attitude towards teaching profession means to find out their feelings and things about this profession.

“The teaching profession demands a clear set of goals, love for profession and obviously a more favorable attitude towards the professions. The nation needs well-trained and professionally sound teachers and a lot of responsibility falls on teacher training institutions.” (Hussain, 2004).

According to Chan (2005) “the superiority of the teaching profession is not only governed by the prerequisite information and proficiency competence of teachers but also their eagerness, dedication and commitment in teaching. As we know that education is dynamic force and one who control this force is actually a teacher. When a teacher is motivated and loves the teaching line of work the students not only learn the content in the short passage of time taught by the teacher but it also get save in the long-term memory.”

The teaching profession is dissected as:-

- 1) The facilitation of student learning
- 2) Imparting knowledge or skill
- 3) An activity
- 4) Intended behaviour to induce learning.

Teaching profession is defined by Wells (1998) as “cluster of activities that are noted about teachers such as explaining ,deducing, questioning ,motivating, taking attendance, keeping record of works, students’ progress and students’ background information.”

To summarize, teaching is a professional occupation devoted to planning, conducting and improving educational processes in schools and colleges. Teaching also means complex activity carried forward to select learning for and cause learning by students. Those who are master in teaching they take it

- a) As a professional pursuit
- b) As a process for facilitating learning

Teacher influences every field of life. Education is considered to be a liver for modernization in all developing countries. Sir Frodric says:

“To have good scholars, you must have good teachers, but to produce good teachers there must be good training institutes, the main hub of their entire education system from where any advance towards any educational system may start.” (Commission on National Education, 1959)

In Pakistan teacher education programs start on development of the teachers’ knowledge and skills. The teacher training institutions are playing important role to equip the prospective teachers not only with teaching skills, but with the positive professional attitude.

Arends (1994) say about the teacher training institutes: “The basic purpose of pre-service education is to prepare the prospective teachers to meet challenges that they have to face in future in the class room.” (Arends, 1994)

This study is to “Compare the attitude towards teaching profession of I.E.R and U.E master level students.”

2. STATEMENT OF THE PROBLEM

The problem of this study is “To compare the attitudes of Institute of Education and Research(I.E.R) and University of Education(U.E) Lahore master level students towards teaching profession by asking them the questions related to the job, teaching profession, social and economical status on the basis of male and female, guardians’ profession, teaching experience, age differences and the subjects studied in graduation.”

2.1. Objectives of the study

The study aims at to:

- Measure the professional attitude of the students of U.E towards teaching profession.
- Measure the professional attitude of the students of I.E.R. towards teaching profession.
- Compare the attitude towards teaching profession of the master level students of I.E.R and U.E made on the basis of gender, teaching experience, age groups, educational backgrounds and parents’ educational career.

2.2. Hypotheses

- 1) I.E.R and U.E students do not differ significantly in their professional attitude towards teaching profession.
- 2) Male and female students do not differ significantly in their professional attitude towards teaching profession.
- 3) Having different educational backgrounds of students there is no significant difference in their professional attitude towards teaching.
- 4) Having different guardian’s profession there is no significant difference in the students’ professional attitude towards teaching.
- 5) Having different age limits there is no significant difference in the students’ professional attitude towards teaching.

2.2.1. Population

This study was concern to measure the attitude of master level students of I.E.R and U.E towards teaching profession. All master level students of these two institutes were the population of the study.

2.2.2. Sample

The students registered in these two institutes are different in numbers. Therefore, ten students of each group were randomly selected from these institutes. While selecting a sample from the

institutions having co-education system, it was difficult to give equal representation to both male and female due to the lack of the enrollment of male students in classes.

2.2.3. Research Instrument

An attitude scale and personal information sheet were developed to collect the data from the master level students of I.E.R and U.E.

2.2.4. Construction of Attitude Scale

Attitude measurement is a complex process because it is related with the human behavior, which is difficult to observe and transform to qualitative terms. A Likert Scale was self constructed to collect the data for this research because Likert scales are very flexible and can be constructed more easily than any other type of attitude scale.

2.2.5. Item Writing

The researcher did intensive search of literature and already available scales to measure the attitude towards teaching profession were consulted. Based on this search of literature a pool of 30 statements was selected. Care was taken that the scale was containing all type of questions though which the researcher can measure the attitudes of students towards teaching profession. For example, questions related to job, teaching profession, social status, and economical status. Care was taken that questioner was equally contain positive as well as negative type of questions. The negative type of questions rated accordingly.

3. DATA ANALYSIS AND INTERPRETATION

Table- 4.1. Explaining the statement that I often read the journal/articles related to teaching.

Statements	Frequency	Percent
Strongly Disagree	7	4.7
Disagree	8	5.3
Neutral	5	3.3
Agree	54	36.0
Strongly Agree	76	50.7
Total	150	100.0

The above table indicates that 7% of the students were strongly disagree with this statement,8% were disagree,5% did not show any response, and 54% students were agree with it, whereas 76% students were strongly agree that often read the journal/articles related to teaching. Hence 86% students showed their agreement with this opinion.

Table- 4.2. Explaining the statement that my parents would like me to be a teacher.

Statements	Frequency	Percent
Strongly Disagree	10	6.7
Disagree	12	8.0
<i>Continue</i>		

Neutral	19	12.7
Agree	58	38.7
Strongly Agree	51	34.0
Total	150	100.0

The above table indicates that 6.7% of the students were strongly disagree with this statement, 8% were disagree, 12.7% did not show any response, and 38.7% students were agree that my parents would like me to be a teacher, whereas 34% students were strongly agree with it. The conclusion showed that 72.7% of students were in favoring with this opinion that my parents would like me to be a teacher.

Table- 4.3. Explaining the statement that these days teaching profession is less popular than other profession.

Statements	Frequency	Percent
Strongly Disagree	10	6.7
Disagree	18	12.0
Neutral	32	21.3
Agree	48	32.0
Strongly Agree	42	28.0
Total	150	100.0

The above table indicates that 6.7% of the students were strongly disagree with this statement, 12% were disagree, 21.3% did not show any response, and 32% students were agree that these days teaching profession is less popular than other profession.

Table- 4.4. Explaining the statement that status of teaching profession is good in Pakistan.

Statements	Frequency	Percent
Strongly Disagree	8	5.3
Disagree	17	11.3
Neutral	37	24.7
Agree	52	34.7
Strongly Agree	36	24.0
Total	150	100.0

The above table indicates that 5.3% of the students were strongly disagree with this statement, 11.3% were disagree, 24.7% did not show any response, and 34.7% students were agree that status of teaching profession is good in Pakistan. Education set up is very helpful in order to meet students' practical needs, whereas 24% students were strongly agree with that statement. The conclusion showed that 58% of the students were agreed that status of teaching profession is good in Pakistan.

Table- 4.5.Explaining the statement that teacher can take up leading role in community.

Statements	Frequency	Percent
Strongly Disagree	7	4.7
Disagree	8	5.3
Neutral	24	16.0
Agree	76	50.7
Strongly Agree	35	23.3
Total	150	100.0

The above table indicates that 4.7% of the students were strongly disagree with this statement,5.3% were disagree,16% did not show any response, and 50.7% students were agree that teacher can take up leading role in community. whereas 23.3% students were strongly agree with that statement. The conclusion showed that 73% of the students felt comfortable teacher can take up leading role in community

Table- 4.6.explaining the statement that a teacher has opportunity to serve his society as a teacher.

Statements	Frequency	Percent
Strongly Disagree	10	6.7
Disagree	26	17.3
Neutral	23	15.3
Agree	61	40.7
Strongly Agree	30	20.0
Total	150	100.0

The above table indicates that 6.7% of the students are strongly disagree with this statement,17.3% are disagree,15.3% do not show any response, and 40.7% students are agree that I a teacher has opportunity to serve his society as a teacher, whereas 20% students are strongly agree with that statement. The conclusion showed that 60.7% of the students agree that teacher has opportunity to serve his society as a teacher

Table- 4.7.Explaining the statement that it is interesting to work with children.

Statements	Frequency	Percent
Strongly Disagree	6	4.0
Disagree	17	11.3
Neutral	35	23.3
Agree	47	31.3
Strongly Agree	45	30.0
Total	150	100.0

The above table indicates that 4% of the students were strongly disagree with this statement,11.3% were disagree,23.3% did not show any response, and 31.3% students were agree that it is interesting to work with children., whereas 30% students are strongly agree with that statement. The conclusion showed that 61.3% of the students it is interesting to work with children.

Table- 4.8. Explaining the statement that teaching is my carrier choice.

Statements	Frequency	Percent
Strongly Disagree	36	24.0
Disagree	41	27.3
Neutral	26	17.3
Agree	29	19.3
Strongly Agree	18	12.0
Total	150	100.0

The above table indicates that 24% of the students were strongly disagree with this statement, 27.3% were disagree that, 17.3% did not show any response, and 19.3% students were agree with it, whereas 12% students were strongly agree with it. The conclusion showed that 51.3% of the students were agree that teaching is my carrier choice.

Table- 4.9. Explaining the statement that I think teaching will be satisfying job.

Statements	Frequency	Percent
Strongly Disagree	19	12.7
Disagree	52	34.7
Neutral	40	26.7
Agree	26	17.3
Strongly Agree	13	8.7
Total	150	100.0

The above table indicates that 12.7% of the students were strongly disagree with this statement, 34.7% were agree that I think teaching will be satisfying job , 26.7% did not show any response, and 17.3% students were agree with it, whereas 8.7% students were strongly agree with that statement. The conclusion showed that 47.4% of the students were agree I think teaching will be satisfying job

Table- 4.10. Explaining the statement that the job of teacher is very secure.

Statements	Frequency	Percent
Strongly Disagree	20	13.3
Disagree	38	25.3
Neutral	26	17.3
Agree	41	27.3
Strongly Agree	25	16.7
Total	150	100.0

The above table indicates that 13.3% of the students were strongly disagree with this statement, 25.3% were disagree, 17.3% did not show any response, and 27.3% students were agree that the job of teacher is very secure, whereas 16.7% students were strongly agree with that statement. The conclusion indicated that they 44% of the students the job of teacher is very secure

Table 4.11. Explaining that admission in teacher education is sought due to high merit in other discipline of education.

Statements	Frequency	Percent
Strongly Disagree	7	4.7
Disagree	21	14.0
Neutral	23	15.3
Agree	62	41.3
Strongly Agree	37	24.7
Total	150	100

The above table indicates that 4.7% of the students were strongly disagree with this statement, 14% were disagree that admission in teacher education is sought due to high merit in other discipline of education, 15.3% did not show any response, and 41.3% students were agree, whereas 24.7% students were strongly agree with that statement. The conclusion showed 66% admission in teacher education is sought due to high merit in other discipline of education.

Table 4.12. explaining the statement that I like teacher's daily academic work.

Statements	Frequency	Percent
Strongly Disagree	13	8.7
Disagree	32	21.3
Neutral	23	15.3
Agree	40	26.7
Strongly Agree	42	28.0
Total	150	100.0

The above table indicates that 8.7% of the students were strongly disagree with this statement, 21.3% were disagree that I like teacher's daily academic work, 15.3% did not show any response, and 26.7% students were agree with that statement, whereas 28% students were strongly agree that they like teacher's daily academic work.

Table-4.13. Explaining the statement that these days working condition in schools are not attracting a teacher.

Statements	Frequency	Percent
Strongly Disagree	17	11.3
Disagree	41	27.3
Neutral	25	16.7
Agree	49	32.7
Strongly Agree	18	12.0
Total	150	100.0

The above table indicates that 11.3% of the students were strongly disagree with this statement, 27.3% were agree these days working condition in schools are not attracting a teacher, 16.7% did not show any response, and 32.7% students were agree

Table- 4.14. Explaining the statement that I like the social environment in schools.

Statements	Frequency	Percent
Strongly Agree	6	4.0
Disagree	7	4.7
Neutral	25	16.7
Agree	60	40.0
Strongly Agree	52	34.7
Total	150	100.0

The above table indicates that 4% of the students were strongly disagree with this statement, 4.7% were disagree that I like the social environment in schools, 16.7% did not show any response, and 40% students were agree whereas 34.7% students were strongly agree with that statement. The conclusions showed that 74.7% like the social environment in schools.

Table- 4.15. Explaining the statement that teacher are less paid for the job.

Statements	Frequency	Percent
Strongly Disagree	12	8.0
Disagree	29	19.3
Neutral	33	22.0
Agree	45	30.0
Strongly Agree	31	20.7
Total	150	100.0

The above table indicates that 8% of the students were strongly disagree with this statement, 19.3% were agree that teacher are less paid for the job, 22% did not show any response, and 30% students were agree whereas 20.7% students were strongly agree with that statement. The conclusion showed that 50.7% of the students were agreeing that teacher are less paid for the job

Table 4.16. Explaining the statement that I don't like teaching due to anxiety.

Statements	Frequency	Percent
Strongly Disagree	17	11.3
Disagree	36	24.0
Neutral	31	20.7
Agree	46	30.7
Strongly Agree	20	13.3
Total	150	100.0

The above table indicates that 11.3% of the students were strongly disagree with this statement, 24% were disagree that I don't like teaching due to anxiety, 20.7% did not show any response, and 30.7% students were agree. The conclusion showed that 44% of the students can't express their points briefly.

Table- 4.17.explaining the statement that I hesitate to adopt teaching profession.

Statements	Frequency	Percent
Strongly Disagree	20	13.3
Disagree	17	11.3
Neutral	43	28.7
Agree	41	27.3
Strongly Agree	29	19.3
Total	150	100.0

The above table indicates that 13.3% of the students were strongly disagree with this statement, 11.3% were disagree, 28.3% did not show any response on hesitation to adopt teaching profession, and 27.3% students were agree with that statement, whereas 19.3% students are strongly with it. The conclusion showed that 28.7% of the students did not show share their opinion.

Table- 4.18.Explaining the statement that no mater student behavior i love to teach.

Statements	Frequency	Percent
Strongly Disagree	15	10.0
Disagree	24	16.0
Neutral	36	24.0
Agree	46	30.7
Strongly Agree	29	19.3
Total	150	100.0

The above table indicates that 10% of the students were strongly disagree with this statement, 16% were disagree that I no mater student behavior I love to teach , 24% did not show any response, and 30.7% students are agree that I no mater student behavior i love to teach.

Table- 4.19.Explaining the statement that a teacher gets bored as he has to teach almost same topics.

Statements	Frequency	Percent
Strongly Disagree	11	7.3
Disagree	27	18.0
Neutral	43	28.7
Agree	44	29.3
Strongly Agree	25	16.7
Total	150	100.0

The above table indicates that 7.3% of the students were strongly disagree with this statement, 18% were disagree that I feel anxiety in Co-education setup, 28.7% did not show any response, and 29.3% students were agree that whereas 16.7% students were strongly agree with that statement. The conclusion showed that 46% of the students were agreeing A teacher gets bored as he has to teach almost same topics.

Table- 4.20. explaining the statement that I love teaching profession.

Statements	Frequency	Percent
Strongly Disagree	15	10.0
Disagree	36	24.0
Neutral	35	23.3
Agree	44	29.3
Strongly Agree	20	13.3
Total	150	100.0

The above table indicates that 10% of the students were strongly disagree with this statement, 24% were disagree that I feel happy in education setup, 23.3% did not show any response, and 29.3% students were agree that whereas 13.3% students were strongly agree with that statement. The conclusion showed that 42.6% of the students were agreeing that they love teaching

4. CONCLUSION

Above data reflects that prospective teacher have very positive attitude towards teaching profession and majority is devoted and dedicated for this profession.

REFERENCES

- Anastasi, A., 1970. Psychological testing. New York: Macmillan Publishing Company.
- Allport, G., 1999. Pattern and growth in personality. New York: Holt.
- Arends, 1994. The basis of personality. Chicago: Rand McNally.
- Anderson, C.W., 1995. Evaluation of secondary teacher education. Montreal, Canada: Vom Hoffman Press.
- Coler, M.M., 1966. An appraisal of master of education degree at I.E.R, (Unpublished Thesis). Lahore: I.E.R, University of the Punjab.
- Chan, 2005. Personality. Annual Review of Psychology, 3: 12-16.
- Commission on National Education, 1959. Report, ministry of education.
- Combs, A.W., 1965. The professional education of teachers. Boston: Allyn and Bacon.
- En.wikipedia.org/wiki/teacher.
- Englund, C., 1993. Are professional teacher a good thing? Paper presented at the meeling of professional actions and cultures of teaching conference, London: Ontario, Canada.
- Gagne, E.D., 1985. The cognitive psychology of school learning. Boston: Little Brown.
- Gingberg, E.O., 1960. Occupational choice. New York: Columbia University Press.
- Gobel, A.J., 1998. Changing problem behavior. London: Jossey Bass Publishers.
- Hors, D.R. and J.D. craft, 1972. Teacher of young children. Boston: Houghton Mifflin Company.
- http://www.inprofiledaily.com/index.php?option=com_content&id=8935&Itemid=75.
- Hussain, 2004. Scouting a classic event. Retrieved May 11, 2003. Available from <http://www.moe.bsn.bn/Scouting/departments.html>.
- Javis, P., 2002. The theory and practice of teaching. Buckingham: Open University Press.
- Laurence, H.D., 1956. This is teaching, an introduction to education in America. America: Foresman and Company. pp: 185.

- Loran, 2005. Teaching evaluation. Gardner walls. Calvins and Thompson F. Richard, USA: Worth Publishers, INC.
- Louisa, L., 2008. The perfect teacher. New York: Continuum International Publishing Group.
- Marocos, F.E., 1999. Psychology of teachers. New York: McGraw Hill Companies INC.
- Saeller, T.D., 2005. Evaluationary theory as a guid to socio-scientific decision making. Journal of Biological Education, 39(2): 68-72.
- Stities, L.J., 1957. The teacher role in America society. New York: Harper & Brothers.
- Stuart, O., 1977. Attitude and opinions. New Jersey: Mifflin Company.
- www.bera.ac.uk/bera2012/pdf/BERA2012_017.pdf.
- www.collinsdictionary/dictionary/english/teaching-profession.
- www.heccgov.pk/insideHEC/division/earninginnovations/documents/learning%20portal/NAHE/1;teaching%20A%20profession.pdf.
- Wells, G., 1998. Definition of co-curricular program. Retrieved April 13, 2003. Available from <http://www.moe.edu.sg/schools/khs/ecas.html>.
- Yauch, W.A., 1955. The beginng teacher. New York: American Book-Stratford Press, Inc.

Views and opinions expressed in this article are the views and opinions of the authors, International Journal of Asian Social Science shall not be responsible or answerable for any loss, damage or liability etc. caused in relation to/arising out of the use of the content.