



RESEARCH PAPER

Attitude towards Teaching Profession in Pakistan: A Case of Public Sector Secondary School Teachers

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ABSTRACT

The study aimed to explore the teachers' attitude toward teaching profession at secondary school level. The sample comprised of 736 (428 male and 308 female) Secondary School Teachers (SSTs) selected from administrative division of Sahiwal, Pakistan. Attitude Scale towards Teaching Profession (ASTTP) developed by Dr. Malswami (2015) was adapted from the kind permission of author. ASTTP was comprised of 36 closed-ended statements. Means and standard deviations were computed to explore the attitude toward teaching profession. T-test and one-way ANOVA were applied to calculate the difference in attitude of teachers on the basis of gender, groups (science & arts), and their teaching experience. Results showed that the attitude of secondary school teachers was positive toward teaching profession. While, male SSTs showed a better attitude than female. It was found that in terms of group, arts teachers showed higher positive attitude toward the teaching profession in comparison to science teachers. Furthermore, it was concluded that SSTs having teaching experience of 0-5 years and 16 years have more favorable positive attitude toward teaching profession than other groups

Introduction

Education is an ongoing process that can be formal, informal or non-formal. Teachers have a vital role to enhance education system of a country. While the responsibility and role of teachers in the world has evolved over time, the importance and need for teachers have remained the same. The value of a teacher in education system is to improve the society and the world as a whole that cannot be denied. It is due to the fact that the development and growth of nations are connected to their educational quality. Chakraborty and Mondal (2015) argue that the quality of education depends directly upon the quality of the teachers.

The excellence of teaching depends greatly on the attitude of teachers towards their profession. It is observed that behaviors are usually influenced by attitudes.

Therefore, it is important for quality education that not only teachers but also the general public, to have a positive attitude towards the profession. So, it is also significant to find and judge the attitudes of educators, learners, and the society regarding the teaching occupation (Maliki, 2013). Attitude toward teaching as an occupation is potentially influenced by several factors. Khurshid, Gardezi and Noureen (2014) argued these factors responsible for teachers' negative attitude toward teaching profession i.e., scarcity of educational fund, insufficient parental and societal involvement in education, strict monitoring system and unsatisfactory salaries.

Attitude is defined by McMillan (2000) as mental tendency which may be positive or negative. Therefore, some teachers have positive attitude towards job orientation while others do not. For professional development of teachers, and improvement of educational process, the teachers' professional attitudes are important. The performance of a teacher depends on his/her professional attitude, so it is important to assess teachers' attitude toward profession to determine whether they have positive or negative attitude.

Researchers hypothesized that teachers' attitudes toward teaching profession can change year by year. Therefore, teachers' professional performance is affected by the changes in attitude. While many studies have been done on the topic of attitude toward teaching profession in the last two decades, Hence, this study may contribute to the exploration of teachers' attitudes toward teaching profession at secondary school level in Sahiwal division of Punjab province. It also aimed at examining the differences of teachers' attitude in terms of gender, groups (science and arts), and years of teaching experience toward teaching profession.

Research Question and Hypotheses

1. What is the level of secondary school teachers' attitude toward teaching profession?

H01: There is no significant difference in the attitude of male and female secondary school teachers toward teaching profession.

H02: There is no significant difference in the attitude of secondary school teachers toward teaching profession with respect to groups (science and arts).

H03: There is no significant difference among the attitude of secondary school teachers toward teaching profession with respect to their years of experience?

Literature Review

A teacher in formal classroom settings performs the vital task of advancing a community and providing learners new and relevant knowledge. The teacher through his/her professional dedication to work, personality and character decides the direction of the nation. Therefore, teachers' attitude toward profession is, logically, as important as the profession itself because a favorable classroom attitude can not only

promote learning, but also create an atmosphere conducive to better and successful learning.

Attitude

Attitude is, in particular, the conduct of a person towards other individuals, things, incidents or activities. Attitude is thought and feelings that people can experience something because of admiration and imagination in a changing environment. A favorable classroom attitude can not only promote learning, but also create an atmosphere conducive to better and successful learning. Behavioral attitudes provide motivation and influence all higher-level psychological processes such as reasoning, way of thinking, logic, judgment and creativity. The dictionary meaning of attitude is "representative of the developed behavior." It may also be defined as "the state of mind of a person toward an object". The term belief represents and symbolizes an attitude. In effect, it can be seen as an expression of attitude. Nonetheless, the main facet of attitude lies in the fact that it influences emotional state, experiences, and behavioral responses.

Attitude of Teacher

Understanding attitude is important for understanding human behavior. In an educational setting, comprehending teachers' attitudes that influence their behavior in classroom is crucial. It is teachers that, according to Marzano (2003), determine the output of the educational system of a nation. The role of a teacher is extremely vital for improvement to a society because only teachers they transacting latest information, in order to the students in a formal classroom setting. Thus, the output of a country's instructional system will be determined by his personality, character and commitment to the profession of teachers.

No doubt that in the development of the country teaching is a profession that plays an important role. Teaching profession includes information transmission of information and skills to the next. The teacher is the best role model of their students. So it is the great responsibility of a teacher to give direct expansion and advancement into students when they became valuable people and good human being of the country. Dufour (2000) stated that only the person who called teachers that affects the economy of any country and future of their students. They build on students' prior knowledge and information, life experiences, educational willingness for accomplishes educational objectives. Teachers energetically engage their students within and athwart subject matter parts in problem solving and critical thinking. The duty of a teacher to help and guide students to get better understanding about discipline and to signify ethics with our collective goals and educational heritage.

Attitude toward Teaching Profession

Professionally attitude is defined by Benjamin et al. (2011) as being ready, mentally and emotionally, to react to learning situation in a way that takes into

account the interests of the community and other stakeholders. It also implies a display of desire to solve problems. Different teachers may have different attitude toward teaching. These attitudes are affected by factors like school location, the colleagues, the children, the value system, and the cultural norms. Teachers' favorable or unfavorable attitude is closely linked with their attitude towards the students, the profession, classroom activities and the administration" (Passos, 2009, p. 87).

An individual's success in a particular field is determined by his attitude toward it. This is the reason that researchers give importance to the study of pre-service and in-service teachers' attitude. It has been found through research that factors like gender, grade level, and educational background impact attitudes of teachers regarding their occupation (Harper & Quaye, 2009).

Studies Related to Teachers' Attitude toward Teaching Profession

Several researches have been conducted to study teachers' attitude. In 2013, Maliki investigated the attitudes of teachers in the state of Nigeria. He studied teachers' attitude on 150 teachers. The research revealed that most teachers showed unfavorable attitudes toward the teaching profession. However, based on gender, a significant difference existed. Male educators displayed a less positive attitude than the females. Bartan, Oksal and Sevi (2013) reached a similar conclusion.

Basikin (2007) described with the high level of teacher involvement in the classroom. Identified as engagement and enthusiasm is crucial for high school success and contributes to academic achievement. Kirpatrick (2007) defined work engagement as the interest of an employee in passion for, and investment in the work place. Further they described commitments as energy, engagement, and effectiveness. However, this definition differs from that of Schaufeil et al. (2002), who defined engagement in the classroom as a positive, work-related state of mind defined by vigor, dedication and absorption. In their school methods, teachers are more worried that learners are engaged in teaching and worried about the quality of education they provide. Marzano (2003) described that teachers engaged are looking for fresh concepts, implementing best teaching methods, modifying learners taking responsibility for student learning, monitoring student progress commonly and providing feedback to learners.

Teachers who have favorable attitudes towards their job and think in the significance of the educational process are more likely to participate in activities connected with greater teacher commitment, thus having a beneficial effect on the psychological conditions of their learners and encouraging student engagement in the school setting.

Material and Methods

Quantitative approach was used for this study and data were collected through a survey method. Two-stage sampling procedure was used to draw a sample from the population. At the first stage, proportionate stratified random sampling was used to

select 40% secondary schools from each district of administrative division Sahiwal. At the next stage, 4 teachers (2 from science group and 2 from arts group) were chosen from the selected schools through simple random sampling. Hence, the sample consisted of 736 secondary schools teachers. Out of these, 428 were male, and 308 were female. Attitude Scale towards Teaching Profession (ASTTP), developed by Dr. H. Malsawmi Associate Professor, Department of Education, Mizoram University in 2015, was adapted to gather data. This instrument contained of 36 items with five point Likert type responses categories. The ASTTP has strong reliability (Cronbach's alpha = 0.922). The highest score possible on the scale was ($36 \times 5 = 180$) and the lowest was ($36 \times 1 = 36$). A higher score indicates a more positive attitude and vice-versa. Descriptive and inferential statistics were used to analyze data. To determine the attitude of SSTs, the researchers calculated the mean score on ASTTP. To find disparity in the attitudes with respect to gender and subject groups; t-test was applied. Furthermore, the researchers applied ANOVA to ascertain the difference among SSTs' attitude on the basis of teaching experience.

Results and Discussions

According to the results, there were total 736 respondents in which 428 (58%) male teachers and 308 (41.8%) female teachers. On the basis of educational stream (science and arts), the total sample 736 was consisted of 368 (50%) science and 368 (50%) arts teachers at secondary school level.

Table 1
Summary Statistics of SSTs' Attitude

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>SD</i>
Attitude towards Teaching Profession	736	55.00	168.00	132.29	13.18

The results given in table 1 show the mean scores of SSTs' attitude toward teaching profession (Mean=132.29, SD=13.18). It reflects that teachers have favorable positive attitude towards teaching profession.

Table 2
Comparison of SSTs' attitude based on gender and subject groups

		<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Attitude towards Teaching Profession	Male	428	135.42	14.41	0.322	728.885	0.044
	Female	308	132.12	11.27			
	Science	368	132.00	10.41	0.595	634.008	0.001
	Arts	368	134.58	15.47			

An independent sample t test was implemented to determine the differences in the attitude of male and female teachers towards secondary school level. Table shows that there was a significant mean difference in male and female teachers' attitude

towards teaching profession. The mean scores of male teachers ($M=135.42$, $SD=14.41$) and female teachers ($M=132.12$, $SD=11.27$) showed teachers have positive attitude towards teaching profession. The significant value was ($p=0.044$) which was less than the required (0.05) value shows significant differences in male and female teachers' attitude towards teaching profession. This overall analysis shows that male teachers have more positive attitude towards teaching profession than female teachers. Therefore, the null hypothesis that "there is no significant difference in the attitude of male and female teachers at secondary school level" was rejected.

The mean scores of science ($M=132.00$, $SD=10.41$) and arts group respondents ($M=134.58$, $SD=15.47$) were different significantly. It was assumed that difference existed between the science and arts teachers' attitude towards teaching profession. The significant value is ($p= .001$) that was less from $.05$ value. Therefore, it is concluded that there was significant mean difference existed between science and arts group secondary school teachers' attitude towards teaching profession. Thus the null hypothesis that "there is no significant difference in the attitude of secondary school teachers toward teaching profession with respect to groups" was rejected.

Table 3
ANOVA Summary: Comparison of SSTs in terms of their Experience

Years of experience	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
0-05	133.73	12.74		
06-10	128.91	16.87		
11-15	131.52	12.10	4.813	0.003
16-and above	133.24	10.92		
Total	132.29	13.18		

$p \leq 0.05$

One-way ANOVA was applied to find out the significant differences between secondary school teachers' attitude towards teaching profession in terms of their years of teaching experience. Members were divided into four groups regarding to their years of experience (Group1: 0-05years; Group2: 06-10years; Group3: 11-15years; Group4: 16-and above years). There were statistically significant differences existed at the $p \leq 0.05$ level in attitude scores of four teaching experience groups: ($F=4.813$, $p=.003$). So, it is determined that significant difference existed among secondary school teachers' attitude towards teaching profession on basis of years of teaching experience. Therefore, the null hypothesis that "there is no significant difference among the attitude of teachers toward teaching profession with respect to their years of experience" was rejected.

Conclusions and Discussion

This results showed overall positive attitude towards teaching profession among respondents these results were similar to the finding of Renthlei in 2015. It was discovered that most secondary schools teachers display a moderately positive attitude (Mean= 132.29 , $SD=13.18$) toward the teaching profession. The goal of the study was to explore the attitude of SSTs regarding their profession. Teachers may have different

attitudes toward teaching which interlinks with their attitudes toward their pupils, their line of work, classroom proceedings and the management.

Teachers' attitude was examined by Maliki in 2013. It was found that they had a negative attitude in general toward the teaching profession. However, gender-wise comparison showed that male teachers had a less favorable attitude than the females these results are aligned with the study findings. Moreover, in this study, it is concluded that male teachers showed a less positive outlook in comparison to the female teachers. Ghosh and Bairagya (2010) reached the same conclusion in their study. Banerjee and Behera (2014), and Chakraborty and Mondal (2014) independently established that teachers' attitude was not affected by subject groups (science and arts). However, the present study concludes that a statistically significant difference exists on the basis group i.e., science and arts.

Recommendations

The researchers recommend that attention should be given to programs offered to teachers for training. These programs are vital in developing teachers' attitude towards teaching profession. Teacher education institutions and school education department should consider the findings of this study while planning courses for prospective and in-service teachers training to improve positive attitude of teachers towards teaching profession. The curriculum developers may also considered the findings of this study in framing suitable curricula for teacher training programs. The teacher training institutes should focus on the noble purposes of teaching profession during in-service and pre-service training programs which can improve the positive attitude towards this profession.

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