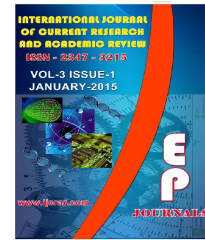




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Development of Attitude towards Teaching among Prospective Teachers of Punjab, Pakistan

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Professional attitude,
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A B S T R A C T

The present study was aimed at exploring the effect of teacher training on the attitude of prospective teachers towards teaching. Population of the study was students of B Ed in Government College for Elementary Teachers (GCETs) of the Punjab province in session 2005-06. A sample of 800 students was selected. An attitude scale was administered twice, once in the beginning of training class and then again at the end of session to the same students. Effect of gender, locality and type of college was also explored on the attitude towards teaching. Data were analyzed through SPSS by applying t-test and ANOVA. Findings of the study revealed that there is a significant difference in attitude towards teaching before and after the B Ed but gender and locality has no effect on the prospective teachers' attitude towards teaching while students of different colleges did differ on the attitudes towards teaching. It reveals that training did affect the attitudes of perspective teachers towards teaching.

Introduction

Education has initially been the responsibility of the family and ultimately the society. Society entrusted this responsibility to school and to run schools the teachers are the indispensable need of it. To equip the school with the trained teachers in accordance with the needs; teacher education institutions discharge this responsibility. Teacher Education Institutions (TTIs) have two wider dimensions i.e. the in-service and pre-service. In Pakistan, pre-service education is

the foremost responsibility of the TTIs. In Punjab, these institutions offer B Ed degree programs for the elementary and secondary level prospective teachers.

The most common element in the TTIs is to develop the competence in the pedagogy. It is beyond any doubt that the teacher is required to motivate the students to interact with the students effectively. The force that works behind the teacher is her/his attitude and commitment towards the profession.

Social psychologists worked on the concept of attitude and its development. Different researchers have defined attitude as the mental tendencies or predispositions to respond toward certain thing, such as persons, events or objects, positively or negatively, and it is beliefs and feelings related complex mental state (McMillan, 2000; Duatepe and Akku-Cikla, 2004; Ustuner *et al.*, 2006; Borhner and Machaila (2002).

The people having skills and qualifications required to perform the task efficiently and effectively are called professionals and the success of the professionals depends on their attitude towards the profession. It is assumed that specific attitudes are based on the beliefs, values and experiences of professional about their profession. A professional may express his liking or disliking and may behave in a specific way at the work place. Little (1993) has greatly emphasized work related attitude due its importance regarding the functioning of incumbents. The attitude of a person towards his work or is termed as professional attitude. It also has the three attitudinal components i.e. evaluative, cognitive and behavior. It means a person may have some beliefs about his profession.

Richardson (2003) stated that attention to attitudes has become a growing concern in teacher education. Several studies have been carried out concerning the attitudes of teachers (Azeem *et al.*, 2009; Cakir, 2005; Duatepe and Akku -Cikla, 2004; Oral, 2004; Senel *et al.*, 2004; Unal *et al.*, 2010; Ustuner *et al.*, 2009), however, the review of the literature reveals that very little research has been conducted with regard to the effect of training on pre-service teachers' attitudes toward teaching. Since it becomes essential to explore the real state of affairs so there is a need to study the attitude developed among the student-teachers toward teaching

through the training they could get during their course of study. This would provide us with the footing that change of attitude brought about the courses and prior to that may be explored and compared. Hence it is imperative to study the development of attitude of future teachers towards teaching. Keeping in view this need following null hypotheses which were framed for the research:

- H_{o1}. There is no significant difference in the attitude of prospective teachers before and after B.Ed. towards teaching.
- H_{o2}. There is no significant difference of attitude towards teaching in the male and female prospective teachers.
- H_{o3}. There is no significant difference of attitude among the prospective teachers studying at different colleges of education affiliated with the University of Education.
- H_{o4}. There is no significant difference of attitude between rural and urban prospective teachers towards teaching.

Materials and Methods

Population and Sampling

The study was aimed to investigate the effect of B Ed program on the attitude of prospective teachers studying in Government College for Elementary Teachers (GCETs) in Punjab province and to suggest improvements in this program for development of favorable attitude towards teaching. The study was delimited to all male and female prospective teachers of B Ed Program enrolled in morning class of session 2005-06 in all GCETs in Punjab province. The total enrolment in B Ed program of all the GCETs in Punjab session 2005-06 was 4126. A systematic sample of 800 (20%) students in equal

number of male and female was selected for the study.

Instrumentation

The data were collected through an Attitude Scale from the students of B.Ed. The attitude scale for prospective teachers was adapted from Miller's attitude scale towards teaching. The original Miller's attitude scale was a dichotomous (yes/no) two point scale. It was converted to Five-point Likert type scale having options strongly disagree, disagree, undecided, agree, and strongly agree. The questions of Miller's attitude scale were also increased by adding new 10 statements and simplifying the language of items according to local and socioeconomic culture. The finalized attitude scale consisted of 55 items. The items were related to the financial, social, intellectual and personality aspects of attitude towards teaching. There were 19 negative and 36 positive statements in the scale.

The scale was pilot tested for its language and understanding on 40 (5%) prospective teachers of two GCETs. These prospective teachers were similar to those of the actual sample and these were not included in the main study. The inter-item correlation method (alpha) was used to ensure the reliability of the scale and it was 0.83, which is acceptable for large scale data collection (Gay, 2000).

Data Collection and Data Analysis

The attitude scale for prospective teachers was administered twice, once at the beginning of the session in October 2005 and second at the end of the session in June 2006.

Collected data were analyzed, mean scores for attitude on first administration of attitude

scale and second administration of attitude scale were computed. Paired samples t-test of significance was applied to test the hypothesis of no difference between the pretest and post test mean scores on attitude towards teaching among prospective teachers. To test the hypothesis related to gender differences and rural and urban differences independent samples t-test was computed and the null hypotheses regarding these differences were tested at 0.05, level of significance. One way ANOVA was computed to test the null hypothesis regarding difference on the basis of colleges since the null hypothesis was rejected the post Hoc test was run to identify the colleges where the difference was found.

Results and Discussion

Findings of the study revealed that

There is a significant difference between the first administration and second administration of attitude scale mean scores of the prospective B. Ed teachers at 0.05 Level of significance as can be seen in Table 1. Therefore, the null hypothesis that there is no significant difference in the attitude of prospective teachers before and after B.Ed course towards teaching is rejected at 0.05 level of significance.

The mean scores on first administration (210.27) and second administration (201.70) reveal that the whole attitude of prospective teachers towards teaching is positive but less favourable during the period between pre and post test. Findings also revealed that the item wise means on pre and post test were studied to find out the aspects of attitude towards teaching where the post-test means were significantly decreased as compared to the pre-test means.

Table.1 Difference between the First Administration and Second Administration Means of Prospective Teachers

	No	Mean	Mean difference	d.f	t-value
Administration.					
First	759	210.27	9.57	15	419.68
Second	756	201.70		13	

Table.2 Gender-wise difference in prospective teacher before B.Ed course

Gender	N	Mean	d.f	Mean difference	t. value
Male	381	206.71	757	-7.122	-5.61
Female	378	213.84			

Table.3 Gender-wise difference in prospective teachers after B.Ed course

Gender	N	Mean	d.f	Mean difference	t. value
Male	379	195.26	753	.065	.06
female	376	195.20			

Table.4 Difference among prospective teachers' attitude of different Colleges

Source of Variance	Sum of Squarres	df	Mean Square	F
Between Groups	16834.81	32	526.10	2.119*
Within Groups	179241.46	722	248.26	
Total	196076.27	754		

Table.5 Difference in rural and urban prospective teachers' attitude

Locality	N	Mean	d.f	t. value
Rural	295	194.74	534	0.89
Urban	241	195.89		

It was further revealed that most of the items where the respondents exhibited negative attitude or they were undecided were negative statements. There may be three reasons for this; first, due to unemployment,

low salary of teachers that remained constant whereas cost of living has raised due to continuously increase of prices. Second, due to their exposure, during the session, with their trainers/subject specialists

and overall college environment they received strong message that teaching as a profession is not reasonable and third, during their teaching practice they observed closely the primary school teacher, their problems and attitude, they may have received negative image of the profession.

Findings of the study also revealed that the female prospective teachers have higher mean scores (213.84) as compared to male prospective teachers (206.71) at the beginning of B.Ed course. Independent sample t-test was applied to test the gender difference on first administration of the attitude scale. The calculated t. value (5.61) is greater than the table value. It is, therefore, the null hypothesis that, “there is no difference between the male and female prospective teachers towards teaching” is rejected. It means that the female prospective teachers have more positive attitude towards teaching as compared to male prospective teachers before the B.Ed course. The gender wise difference in prospective teachers can be seen in Table 2.

With regard to the gender difference in prospective teachers after the completion of B. Ed course, it was revealed that there is no significant difference between the male and female prospective teachers’ attitude mean scores after the completion of B.Ed course. An independent sample t-test was computed to investigate the gender differences, as shown in Table 3. The t-value (0.06) reveals that the null hypothesis that there is no significant difference between male and female students is accepted at 0.05 level of significance. It is, therefore, concluded that there is no significant difference between the attitudes mean scores after B.Ed among male and female prospective teachers.

With regard to the difference among prospective teachers’ attitude of different

colleges, it is indicated that there was a significant difference among prospective teachers studying at different GCETs affiliated with University of Education, as can be seen in Table 4.

One-way ANOVA was applied to test the null hypothesis that there is no significant difference of attitude towards teaching among prospective teachers studying at different GCETs affiliated with University of Education. F-value (2.12) indicates that the null hypothesis is rejected at 0.05 level of significance so there is a significant difference among prospective teachers studying at different GCETs of University of Education.

Post Hoc Test was applied to investigate the differences among prospective teachers studying at various GCETs and it was found that there is a significant difference of mean scores of GCET Nawan Shehar Multan with that of all the other GCETs. It further shows that there is significant differences of attitude mean scores of the prospective teachers of GCET Rawalpindi, GCET Narowal, GCET for Men Kamalia, GCET for Men and GCET for Women Dera Ghazi Khan. The difference of GCET Nawan Shehar Multan may be due to very small number of respondents included in the sample.

Findings of the study also revealed that there is no significant difference between rural and urban prospective teachers’ attitude towards teaching. This difference can be seen in Table 5.

To find out the rural and urban difference, an independent samples t-test was applied. The t-value (0.89) indicates that there is no significant difference between rural and urban prospective teachers’ attitude towards teaching. Therefore, the null hypothesis that

there is no significant difference between rural and urban prospective teachers towards teaching was accepted at 0.05 level of significance.

Discussion of Results

The main purpose of this was to assess the attitudes of prospective teachers towards teaching before and after professional training. Findings of the present study revealed that there is a significant difference in attitudes of students-teachers before and after the training towards teaching. This finding is in accordance with the previous studies as Shah (2002) found a significant difference in attitude development at different colleges. Hussain (2004) has also explored the effectiveness of teacher training in developing 'professional attitude' of prospective teachers.

Findings of the present study reveal that there is no significant difference between the attitudes of male and female prospective teachers which is also in accordance with the previous research as Arshad (1982) found a significant difference between the attitudes of male and female prospective teachers. Study also shows a significant difference in attitudes of the students studying at different colleges; this result is also in accordance to the literature reviewed e.g. Sarwar (2004).

Success in the teaching profession is derived from three main aspects; knowledge, competencies and attitudes. Most educationists, however, pay excessive attention to the knowledge component while neglecting the development of the other two (Scocco, 2006). As a result, as soon as student teachers enter the real classroom setting, a gap between theoretical knowledge and practical knowledge becomes clear (Hascher *et al.*, 2004). Student teachers feel

there is a lack of connection between the theoretical knowledge they learn in teacher education programs and the school-based teaching experiences (Hobson and Britain, 2006). Most prospective teachers may also experience a conflict between expectations of the role they are prepared to play and the reality of the actual work setting. This could adversely affect their attitudes towards the teaching profession.

It is the aim of any teacher education program to produce pre-service teachers who can start their career with sufficient competencies and positive attitudes towards the teaching profession. In reality this may not happen. Most novice teachers encounter shock when they have to combat the challenges of everyday teaching and managing in school. Although pre-service teachers take theoretical courses about teaching and learning in their teacher education programs, many may be overwhelmed by the realities and complexities of the teaching task (Ylmaz and Iava, 2008). They may begin to view the teaching profession less favorably and develop negative attitudes towards it.

Recommendations

- During the B.Ed programme prospective teachers lose their interest in teaching and their attitude, particularly in case of male students, is less favourable. It may be a global trend but there is a need of further investigation to suggest viable recommendations to improve training programme for teachers which not only equip them with appropriate knowledge and skills but also create positive attitude in them towards teaching.
- Several programs, seminars and conferences should be conducted to improve for betterment and uplifting of teacher education programs to develop favourable attitude towards teaching.

- There should be competitions on different activities to create more interest among prospective teachers of different colleges to develop attitude favourable attitude towards teaching among students.
- There should be a better salary package for teachers to enhance socio-economic status of the prospective teachers.
- There should be frequent use of information technology to create more interest and make more viable teacher education programs.
- B.Ed program should be a total residential program for prospective teachers and teacher educators to utilize maximum time, facilities and inputs to work in close collaborations to enhance favorable attitude towards teaching.
- Environment of the colleges should be made more attractive and enriched with regard to facilities inputs and activities, helpful to develop favorable attitude towards teaching.

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