

## **A Comparative Study of the Attitude of the Male and Female Elementary School Teachers towards Teaching Profession**

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### **Abstract**

*The process of education is shaped and made by the teachers who play a pivotal role in web of educational system. Teaching characteristically is a moral enterprise and its function is aimed at guiding and working desirable growth in others. The need to know more about teacher and teaching stems not only from the commonness of the phenomenon, but also from the realization that our notion of teacher and teaching guides our future endeavors. There is a dearth of empirical evidence about the attitude of teachers towards their profession. Quantitative research methodology was deployed using descriptive design. The study included 160 pre and in-service elementary school teachers for which equal representative was given to pre and in-service teachers and both genders. The participants included 80 male and 80 female teachers. A three point validated and reliable attitude scale was used to gather the data which comprised 30 statements. The results of the present study revealed that the majority of teachers working in the elementary school and also the prospective one's had less or not favorable attitude towards the teaching profession. The reasons for such attitude seemed to be justifiable, because of the working conditions and academic environment in schools as mentioned by the teachers were sufficient enough to be the great source of influence, development and reinforcement of a particular type of attitude. The study recommends the induction of teachers with the positive and more favorable attitude towards teaching profession.*

**Keywords:** comparative, attitude, elementary school, teachers, teaching profession

## **Introduction**

Education is a common phenomenon in all societies of the world; so common that almost everyone beyond the age of four or five has been involved in it. It is only education, which is instrumental in bringing about the desired and required changes in the social and cultural setup of any society necessary for its maintenance. The process of education is shaped and made by the teachers who play a pivotal role in web of educational system. Teaching characteristically is a moral enterprise and its function is aimed at guiding and working desirable growth in others. The need to know more about the teacher and teaching stems not only from the commonness of the phenomenon, but also from the realization that our notion of teacher and teaching guides our future endeavors.

Psychologists and educationists emphasize that positive or favorable attitude towards any profession facilitates and improves the performance, while negative attitude produces hindrance. Positive attitude means, that the individual is willing and has readiness to perform certain work. Readiness develops to develop interest, and motivates the individuals to make efforts for proper and successful performance of a particular work (Osunde, & Izevbigie, 2006). Considerable opinion is expressed and many studies have been under taken to explore a better understanding of teachers' attitude towards their profession; what they think and feel of their profession and what teaching means to them. This could include an opportunity to meet socio economic needs, a job they are drifted into, a profession freely chosen, or a committed way of life with the hope for the future generation. The response to such questions, positive or negative is of great significance. It is the moral and social significance of teaching profession that complete education its and researchers focus chiefly on the teachers and teaching. Educators share that it is vital for consider the traits, behaviors, attitudes, values, abilities, sex, weight, voice, quality and many other characteristics of the teachers. Teachers' attitudes, their nature and genesis, their cultivation and identification and their evaluation constitute the core concern for any society. Not only for the teacher training institutions and schools, but also for the society at large and it depends on teachers to a very great extent for the propagation of accumulated knowledge and cultural values.

It is generally believed and expressed by government agencies, mass-media and even by teachers themselves that the graph of the standard of education is moving downwards. A common complaint against the teachers is that they do not

take their profession seriously and have little or no interest in teaching (Elliot, & Rizvi, 2005). The teaching profession has been continuously the object of criticism; rather than dissatisfaction. The results of National Education Assessment System NEAS assessments and Board of Intermediate and Secondary Education BISEs' examinations are reflective of our teachers' performance. There is a consensus among all stakeholders that the main reason for this is the poor quality and attitude of teachers towards the profession. The burden of downfall of standards of education, therefore, falls on the teachers. It is unfortunate that very little attention has been paid by the research institutions and concerned authorities to explore the real situation in this regard. Teachers are trained and recruited without having any information about their attitude towards the profession they are going to join. It was therefore considered imperative to conduct a study to know the attitude of teachers towards teaching profession. A research study was taken to study of the attitude of the male and female Elementary B.Ed. and M.Ed. school teachers towards their teaching profession.

For the present study following hypotheses were formulated:

1. There is no significant difference of mean on the attitude of pre and in-service teachers towards teaching profession.
2. There is no significant difference of mean on the attitude of male and female teachers teaching profession.
3. There is no significant difference of mean on the attitude of in-service male and female teachers teaching profession.
4. There is no significant difference of mean on the attitude of pre-service male and female teachers teaching profession.
5. There is no significant difference of mean on the attitude of pre and in-Service male teachers teaching profession.
6. There is no significant difference of mean on the attitude of pre and in-service female teachers teaching profession.

### **Literature Review**

There is growing evidence that the quality of teachers is the most important educational resource in our schools, therefore greater attention must be given to

the factors that shape the quality. Teachers have engaged themselves on a major role than ever. Teacher quality translates directly into students' learning. A well-prepared teacher impacts student assessments more than any other background aspects of students like minority status, language and poverty (Darling-Hammond, 2000; Srivastava, 1989). Teacher Education providers should have the capacity and ability to first attract students with high academic potential and then work with them to meet the ever-evolving demands of learning and teaching in the 21st century (Rehmani, 2006).. Achieving such capacity in TE providers is a collective responsibility of the nation, universities and the profession.

Another factor which casts influence on the attitude is the experience and this holds true for teaching profession also. Teaching experience contributes significantly in forming their attitude (Suja, 2007). The teacher's attitude towards the subject and student is significant in creating a desire to learn in the students. Gender and type of training are the paramount factors influencing the attitude of the teachers (Oral, 2004; Bozdogan, Aydin & Yildirim, Kirsehir, 2007). It is found that female teachers have positive attitude towards teaching profession (Capa & Cil, 2007). Inadequate financial remuneration and delay in payment of salaries are the causes of teacher's having low attitude towards the teaching profession (Osunde & Izevbigie, 2006). These negative factors when minimized can encourage teachers to be more conscious and responsible towards their duties. Therefore, initial teacher training helps in shaping the attitude of student teachers towards teaching profession.

Development of positive attitude towards profession helps in developing creative thinking and motivating students (Celikoz & Cetin; 2004). The different learning environment, instructional materials and strategies adopted in initial teacher training programme are also responsible for difference in attitude of student teachers towards teaching profession (Mckeachie, 1994; Mordi; 1991). The type of attitude possessed by the teacher influence the quality of the work accomplished and teaching. Attitude of the teacher has the imprint of competencies that she possesses. It was found that teacher candidates' attitude scores towards teaching profession were higher and female teacher candidates' attitudes were more positive. Similar researches were conducted by Schibeci and Riley 1986 who did a comparative study of Secondary and Senior Secondary School Teachers towards Teaching Profession. No significant difference was found in the attitude score of male teachers teaching in secondary and senior secondary schools towards teaching profession. The results

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were same for female teachers (Ranjha, Tayyab & Alam, 2013).

Devi (2005) found that success in teaching field depends upon two prime factors attitude towards profession and job satisfaction. Suja (2007) also confirmed similar findings. According to him, attitude towards profession, interest in profession and teaching experience influence job commitment of the teacher. Mathai (1992) in his study emphasised that attitude towards profession and success in teaching are correlated to each other. In another study, Cornelius (2000) revealed that intelligence, attitude towards teaching and academic achievement of teacher trainee cast impression on their competence. Gynanduru and Kumar (2007) established that over achievers and average achievers possess more favourable attitude towards teaching in comparison to under achievers. Pushpam (2003) confirmed positive relationship between women teachers' attitude towards teaching and job environment. Studies on attitude reveal that teacher's efficiency and classroom performance are based on her attitude towards profession up to a large extent (Celikoz, & Cetin, 2004). Most of the studies have highlighted the gender of teacher, academic achievement and job satisfaction as the factors influencing attitude towards profession (Naik, & Pathy, 1997).. The present study is an effort to find out the bearing of factors like gender (Male/Female), Category (Tribal/Non-tribal) and stream of education (Science/Social science) on the attitude of student teachers of Jharkhand.

### **Methodology**

This was a descriptive research, which focuses on providing an accurate description of the attitude of teachers towards teaching profession. This particular approach was chosen as the study primarily sought to describe and understand the pre and in service teachers' attitude towards their profession. Additionally, to collect empirical evidence in the subject area, a descriptive research design was considered most appropriate to gather accurate information about the phenomenon; therefore, a survey type study was preferred.

The population of the study consisted in service and pre service teachers enrolled in the public and private elementary schools of Lahore district and all the pre service teachers enrolled in the two male and female GCETs of Lahore.

## **Sample**

The sample of the study comprised 160 pre and in service elementary school teachers. Equal representation was given to each gender in pre and in-service groups. Pre-service teachers were randomly selected from one male and one female GCET of Lahore district. Eighty in-service B.Ed. and M.Ed. male and female elementary school teachers were randomly selected from twelve private and public schools of Lahore district. Only those in service teachers were included in the sample who had at least 3 years of teaching experience in any school. The study required data on the attitude of the respondents towards teaching profession; therefore a three point Likert attitude scale was developed comprising of 30 items. It was validated by the expert opinion of senior teacher educators and psychologists. The reliability of the tool was ensured through test re-test method as 0.783.

Two research teams (male and female) were constituted headed by both researchers. The teams visited elementary colleges and concerned schools and administered the self-developed attitude scale with the prior permission of the college principals and DEO Lahore. The team facilitated the respondents in better understanding the instrument and succeeded in collecting 100% responses. The responded attitude scales were marked to convert the responses into quantitative form for statistical analysis. The data were organized and analyzed. Simple percentage and t test were used as a standard statistical measure. The findings of the study are presented in the forthcoming tables.

## **Analysis and Interpretation of Data**

The basic purpose of the present research was to study and compare the attitude of pre and in-service Elementary school teachers towards teaching profession. The other purpose was to compare the attitude of male and female teachers towards their profession and to trace the reasons for a particular type of attitude.

The study included pre and in-service secondary school teachers which included 50% female representation in each group. A three point attitude scale was used to gather the data. The scale had 30 statements, and was already developed and validated by the Research Wing of the government college of Education for Science Township Lahore.

For the present study 6 null hypotheses were formulated which were tested through t-test. The level of significance was set at .05 level. Simple percentage was also used to determine favorable, less favorable and not favorable attitude of teachers towards the profession. In the forthcoming table, favorable implies the score of more than 40, less favorable includes the score between 2-39 and less favorable includes a score of 2 or negative attitude on scale, whereas attitude implies, attitude towards teaching profession.

Table 1

*Number and Percentage of In-Service Teachers with Different Attitudes Towards Teaching Profession*

Type of Attitudes	Pre-service Teachers				In-service Teachers			
	Male		Female		Male		Female	
	No.	%	No.	%	No.	%	No.	%
Favorable	4	10	5	12.5	-	-	3	7.5
Less Favorable	34	85	35	87.5	40	100	36	90
Not Favorable	2	5	-	-	-	-	1	2.5
Total	40	100	40	100	40	100	40	100

Table 1 shows that out of 40 pre-service male teachers, about 10% teachers had favorable attitude, 85 with less favorable and about .5% with not favorable attitude towards their profession. The percentage for pre-service female group was 13, 87 and 0 respectively.

The table also indicates that all 40 in-service male teachers had less-favorable attitude towards their profession. No one had favorable attitude, whereas among female in service teachers, 90 percent were with less favorable and 10% with favorable attitude. There was no female teacher with not favorable attitude.

The analysis also reflected that the majority of pre and in-service male and female teachers had less favorable attitude towards their own profession. About 12% female had favorable attitude, whereas male percentage in this respect was negligible. About 5% male teachers had no favorable attitude towards profession, whereas female percentage in this respect was almost zero.

Table 2 summarizes the significance of difference between mean scores of pre and in-service elementary school teachers of attitude scale.

Table 2

*Significance of Difference between Mean Scores of Pre and In-Service Elementary School Teachers*

Pre-service		In-service		Difference	SE <sub>DM</sub>	df	T	p
M <sub>1</sub>	EX <sup>2</sup>	M <sub>2</sub>	EX <sup>2</sup>	M <sub>1</sub> - M <sub>2</sub>				
26.725	36797	17.475	1862.7	9.25	5.95	158	1.554	N.S

The difference of mean between pre and in-service groups of secondary school teachers on attitude scale ( $t=1.554$  was not significant .05). It was therefore concluded that there was comparatively no difference between the attitude of both groups towards teaching profession. In the light of the above analysis, hypothesis number one was accepted.

Table 3 summarizes the significance of difference between mean scores of male and female elementary school teachers on attitudes scale.

Table 3

*Significance of Difference between Mean Scores of Male And Female Elementary School Teachers*

Female		Male		Difference	SE <sub>DM</sub>	df	t	p
M <sub>1</sub>	EX <sup>2</sup>	M <sub>2</sub>	EX <sup>2</sup>	M <sub>1</sub> - M <sub>2</sub>				
28.3	38542	15.9	16792	12.4	5.95	158	2.084	.05

The difference of mean between male and female groups of secondary schools teachers on the attitude scale ( $t=2.08$ ) was not significant at .05 level. It 'was concluded that there was comparatively significant difference between the attitude of both male and female groups towards the teaching profession. In the light of the analysis, hypothesis 2 was rejected.

Table 4 summaries the significance of difference between mean score of in male and female elementary school teachers on attitude scale.

Table 4

*Significance of Difference between Mean Score of in Male and Female Elementary School Teachers*

Female		Male		Difference	SE <sub>DM</sub>	df	t	p
M <sub>1</sub>	EX <sup>2</sup>	M <sub>2</sub>	EX <sup>2</sup>	M <sub>1</sub> - M <sub>2</sub>				
24.5	15734	10.45	2893	14.05	7.01	78	2.006	.05



The difference of mean between In-service male and female groups of teachers on the attitude scale ( $t = 2.006$ ) was significant at .05 level. It was therefore established that there was comparatively significant difference between the attitude of both groups toward teaching profession. In the light of the analysis, hypothesis 3 was rejected.

Table 5 summarizes the significance of difference between mean score of pre service, male and. female elementary school teachers on attitude scale.

Table 5

*Significance of Difference Between Mean Score of Pre Service, Male and Female Elementary School Teachers*

Female		Male		Difference	SE <sub>DM</sub>	df	t	p
M <sub>1</sub>	EX <sup>2</sup>	M <sub>2</sub>	EX <sup>2</sup>	M <sub>1</sub> - M <sub>2</sub>				
32.1	22808	21.35	13899	10.75	9.828	78	1.093	N.S.

The difference of mean between pre-service male and fatale groups of teachers on the attitude scale ( $t = 1.093$ ) was not significant at .05 level. It was therefore concluded that there was comparatively no significant difference between the attitude of both groups towards their profession. In the light of the analysis the hypothesis 4 was accepted.

Table 6 summarizes the significance of difference between mean scores of pre and in elementary school finale teachers on attitude scale.

Table 6

*Significance of Difference between Mean Scores of Pre and In-Service Male Teachers*

Pre-Service		In-service		Difference	SE <sub>DM</sub>	df	t	p
M <sub>1</sub>	EX <sup>2</sup>	M <sub>2</sub>	EX <sup>2</sup>	M <sub>1</sub> - M <sub>2</sub>				
21.35	13899	10.45	2893	10.09	6.647	78	1.639	N.S

The difference of mean between pre and in-service male secondary school teachers on attitude scale ( $t = 1.639$ ) was not significant at .05 level. It was established that there was comparatively no significant difference between the attitude of male teachers of Pre and in-service groups. Therefore the hypothesis 5 was accepted.

Table 7 summarizes the significance of difference between the mean scores of pre and in-service female elementary school teachers on attitude scale.

Table 7

*Significance of Difference between the Mean Scores of Pre and In-Service Female Elementary School Teachers*

Pre-Service		In-service		Difference	SE <sub>DM</sub>	df	t	p
M <sub>1</sub>	EX <sup>2</sup>	M <sub>2</sub>	EX <sup>2</sup>	M <sub>1</sub> - M <sub>2</sub>				
32.1	22808	24.5	15734	7.6	10.071	78	.754	N.S

The difference of mean between pre and in-service female secondary school teachers on attitude scale (t = .754) was not significant at .05 level. It was concluded that there was no significant difference between the attitude of female teachers of pre and in-service groups. Therefore the hypothesis 6 was accepted.

### Discussion

This study attempted to know and compare the attitude of pre and in-service male and female elementary school teachers towards teaching profession. The study also attempted to trace the reasons of less favorable and unfavorable attitudes among these teachers.

The analysis of data presented in the previous pages revealed that there were only about 10 % male and 12.5 % female teachers with favorable attitude towards their profession. The remaining 90 % male and 87.5 % female elementary school teachers had less favorable or unfavorable attitude towards teaching profession. It also indicated that there were 100% male and 93% female in-serving teachers with less or not favorable attitude.

The results of this study were similar to the study conducted by Abdul Rashid Arshed on a similar topic, for his Ph.D. degree. He concluded in his study that the attitude of the majority of the secondary school teachers was less or not favorable toward teaching profession. The result were surprisingly similar to the previous study by the author on the attitude of secondary school teachers. Both these studies indicated that generally male secondary and elementary teachers had less or not favorable attitude towards the profession. The majority of female teachers had also the same tendency but their percentage was lower than male teachers.

Moreover, there were only a few teachers with favorable attitude. The present study also revealed that majority of teachers working in the elementary schools and the prospective one's had less or not favorable attitude towards the teaching profession. The reason for such attitude was justified, because the conditions mentioned by the teachers were sufficient enough to be a great source of influence, development and reinforcement of a particular type of attitude. They can be justified from the psychological point of view also, which advocates that professional, peer, social, educational influences help to change and develop a particular type of attitude. If we look back to our situation the conclusions of the study are not very much surprising.

### **Conclusion and Recommendations**

It emerged from this study that there were a negligible number of male and female elementary school teachers, particularly the in-service who had favorable attitude towards teaching profession and a majority of the prospective and in-service male and female teachers had less favorable attitude towards their profession. It can be concluded that the reasons for this unfavorable attitude towards the teaching profession was due to multiple factors such as; low social status of teachers, low salaries, no incentives and rewards and negative attitude of the DEO's and Directors.

In pursuance of the study, the following recommendations are made:

1. Teachers with positive and more favorable attitude should be recruited to the teaching profession.
2. The duration of professional education of the teachers should be lengthened to produce a change in their attitude towards favorable direction.
3. More incentives, better facilities and higher salaries should be given to the teachers.
4. Educational administration should play a supervisory role for the guidance of teachers.
5. The services of eminent teachers should be given recognition at national level.

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