

## ATTITUDE TOWARDS TEACHING PROFESSION: A CASE OF COLLEGE TEACHERS

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### Abstract

*The present study examined the attitude of the government and private sector college teachers towards the teaching profession. The current analysis was quantitative and descriptive. The population of the study consisted of all regular faculty members working in government and private sector colleges of Lahore. The sample comprised of 250 college teachers, which were selected through a simple random sampling technique. The variable "teachers' attitude" was tested through "National Professional Standards for Teachers in Pakistan" on five points Likert scale. Both descriptive statistics (mean and standard deviation) and inferential statistics (t-test) were used to analyze the data. The findings revealed that both sector teachers have positive attitude towards teaching profession and no significant difference exists between their attitude. Moreover, their cognitive component of attitude was significantly more positive than affective and behavioural components. The results suggested that teachers may have a positive attitude towards their profession which motivate their students in becoming a good teacher.*

**Keywords:** Attitude; College teachers; Teaching Profession

### Introduction

The advancement of a nation relies on the nature of its educators. They are called country constructors. A great principal, radiant structure, sound foundation, and excellent educational plan are only possible if the educators in any organization have an inspirational demeanor towards teaching. Teaching is an entirely respectable profession, yet still, at the end of the day, not all educators who are in this devout profession like it. Teachers bring change in the personality of their students because they are role models for students (Parvez & Shakir, 2013). According to Panday (1998), the teacher is crucial to the teaching-learning process and is the key factor in determining the standard of education. If a teacher performs his/her duties well, then it is the good fate of the nation and the institute. Moreover, Obayi (2009) cited in Odiye (2013) that a professional teacher has received professional training and is fit for imparting information, attitude, and skills to the students.

Teaching professions vary from different professions. The teaching profession can be characterized as an occupation dependent on particular scholarly examination and training, the motivation behind which is to provide expert help and to exhort others for a distinct expense or pay (Renthlei & Malsawmi, 2015). A teacher bears many duties as a creator of a country, yet sadly, the quality of his or her employment remains pitiful. Guardians and, indeed, the general public should be instructed to comprehend the fundamental factors of teachers and the teaching profession (Egwu, 2015). So a teacher must be a companion, thinker, and guide, as the general public places high expectations on an instructor. The instructors are thinking, and their work contentment and job expectations influence their work. All the long stretches of schooling are

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vital for the pupils. We realize that the students' fate is in the educators' hands. So, it is essential to study teachers' attitude towards their profession.

Further research led to the attitude of educators towards the teaching profession (Egwu, 2015; Sarkar & Behera, 2016; Soibamcha & Pandey, 2016). Attitude implies the passionate propensity of a person for or contrary to any conditions, occasions, items, or thoughts (Temizkan, 2008). Furthermore, Morris and Maestro (2005) stated that attitude is the people's predominant propensity to react well or horribly to an item, individual or group, organization, or occasion. Insights with actual substance, beliefs, prejudices, predispositions, inclinations, appreciations, and states of readiness to act or respond are all included in one's attitude. The people's viewpoints on many topics, such as politicians, government officials, religions, games, etc., vary greatly. The person's mindset has an impact on their abilities. The purpose of contact in the classroom is to develop healthy mentalities in students (Mudasir, Ganai, & Ramana Rao, 2016). Three types of attitude are; (1) the cognitive type deals with thoughts or opinions, (2) the affective part includes the emotional state, and (3) the psychomotor domain comprises performance or skill (Kreiter & Kinicki, 2007). These three types of attitude directly affect a teacher's classroom interaction. Positive or negative attitude can evolve from our environment and the events of everyday life. Any instructor or teacher who has a negative attitude will not succeed in their line of work. The instructor's scholarly perspectives, enthusiastic responses, different behaviours, and combined characteristics influence the pupils regarding educational achievement, character, attention, and personality (Brooks & Sikes, 1997).

Teaching is a highly noble and sincere profession. Any educational system's central figure is the teacher, and the entire education process revolves around it. Numerous research on teachers' attitude regarding the teaching profession have been conducted, but many of them studied the attitude of prospective teachers. Studying in-service teachers' attitude is necessary because, with the introduction of technology into the classroom, the demands of the day have changed. The "cognitive, affective, and behavioural" attitude were considered while examining the 10 national professional standards for teachers' professional attitude. The purpose of this study was to explore the professional attitude of college teachers about the teaching profession in Punjab while keeping in mind the importance of the teaching profession. Additionally, the attitude of college teachers in the public and private sectors were compared.

### **Objectives of the Study**

Objectives of the current study were to:

- a) explore college teachers' attitude towards teaching profession.
- b) compare the sector-wise college teachers' attitude towards the teaching profession.
- c) compare male and female college teachers' attitude towards the teaching profession.
- d) measure the effect of teachers' gender and institutional nature on their attitude towards teaching profession.

### **Research Questions**

The following were the questions addressed in this study.

- a) What is the prevailing dimension (positive, negative, neutral) of college teachers towards teaching profession?
- b) What is the prevailing dimension (positive, negative, neutral) of college teachers' cognitive attitude towards teaching profession?
- c) What is the prevailing dimension (positive, negative, neutral) of college teachers' affective attitude towards teaching profession?
- d) What is the prevailing dimension (positive, negative, neutral) of college teachers' behavioral attitude towards teaching profession?
- e) Do they mean score of public college teachers' attitude towards teaching profession significantly differ from the mean score of teachers working in private sector colleges?
- f) Whether male college teachers have different attitude towards the teaching profession from female colleagues?
- g) Do the college teachers' gender and their sector-wise affiliation with college affect their cognitive component of teaching attitude?
- h) Do the college teachers' gender and their sector-wise affiliation with college affect their affective component of teaching attitude?
- i) Do the college teachers' gender and their sector-wise affiliation with college affect their behavioral component of teaching attitude?

### **Related Literature**

Education is an endless procedure of progress. The ideal attitude of educators is of pivotal significance in transferring information, abilities, and quality instruction to pupils. Teaching is a highly honourable and sincere profession. It is straightforwardly associated with the eventual fate of the pupils, and the present pupils are the capable resident of tomorrow.

The quality of the instructor affects the educational system. Ajayi (2004) stated that a teacher is a person who makes learning happen, a person who conveys facts, skills, and ethics to a class of students. A teacher can be considered a skilled person, who provides the necessary skills, guides, and facilitates learning which is why learning is not possible without a skilled specialist who is a teacher. Teaching is a process that involves the initial activities, guiding, simplifying, and realizing the process of learning from people according to a specific purpose. A teacher is an essential part of the educational system. It is difficult to achieve the outcomes from education that you want unless teachers conduct it for those reasons and understanding. This is true regardless of how effectively the educational or pedagogical objectives are set up and how well the substance of the topic is picked and organized (Sunbul, 2001).

Teachers' professional capabilities, individual features, and attitude concerning their profession are essential to their achievement (Soibamcha, 2016). A teacher has many features

that affect their learning; among them, the top feature is attitude. In addition, the attitude towards teaching and teachers towards students and school profoundly affects students' learning outcomes and personalities (Kucukahmet, 2003). Teacher's incompetency, inadequate knowledge of the subject, boss rather than guide, less trend-setter, confusion between his attitude and instructional approach, and less conceptual know-how of his subject may result in a negative effect on students' learning cycle (Azeem, Mahmood, Khalil- ur- Rehman, Afzal, Muhammad, & Idrees, 2009).

Ten professional standards from the 2009 publication "National Professional Standards for Teachers in Pakistan" were taken into account. The first standard outlines the subject-matter knowledge and teaching skills required for education to accomplish its objectives and to identify the creative and scientific facets of the teaching profession. This involves the conviction that every kid and young person is capable of learning at a higher level and succeeding. "Human growth and development" is the second standard. Teachers offer opportunities to assist the mental, social, physical, and emotional growth of students by understanding how children and adolescents develop and learn in many settings, including families, schools, and public places. According to this standard, teachers involve pupils in creative thinking, decision-making, and problem-solving activities. The third standard is "knowledge of Islamic ethical values/social life skills". This criterion pertains to teachers' knowledge of Islamic moral principles and practises in the context of the Quran, the Sunnah, and other religious principles, as well as the contributions that these principles make to fostering social order, peace, and unity on a national and worldwide level. The fourth standard is "Instructional Planning and Strategies". In this standard, teachers comprehend the short-term and long-term instructional plans based on the curriculum's content and goals. Teachers adopt different strategies to enhance the creative thinking skills of all pupils. The following standard is assessment. The teacher evaluates/assesses using various assessment methods for promotion purposes and modifies instruction according to the assessment results. The sixth standard is the learning environment. A teacher builds a positive learning environment in which students are also given respect and motivated to learn. The following standard is "effective communication and proficient use of information communication technologies". Teachers know the efficient use of all sources of communication (spoken, non-verbal, and written), and they are capable enough to use ICT (information communication technologies) to enhance the program of study, instruction, and evaluation. The eighth standard is "collaboration and partnerships". Teachers form good relations with guardians, parents, and society to assist student learning. The second last standard is "continuous professional development and code of conduct". Teachers are active members of the trained community and grow professionally to shape the teaching and learning process. Teachers have professional guidelines for professional grooming. The last standard is "teaching English as a second/foreign language". Teachers can well communicate their views in English and know the importance of it as the English language is an international language(Policy and Planning Wing, Ministry of Education, Government of Pakistan, Islamabad, 2009; p. 9).

Teachers' attitude towards the teaching profession affects pupils' personality and achievement. The teacher is a change agent who has an essential role in implementing up-to-date

ideas and modern techniques in teaching (Reinke & Moseby, 2002). Maio and Olson (1998) state that attitude may be positive or negative. A teacher is an individual who affects positively or negatively the personality development and performance of his/ her students (Ulug, Ozden, & Eryilmaz, 2011). The teacher should assume the position of a scientist while working as an artist in order to design a learning environment with the traits of a scientist and should bring beauty, understanding, patience, and warmth to the setting using the artist's materials (Bilen, 1999). According to Celikoz and Cetin (2004), ambitious teachers who adopt a positive attitude toward their work will be better able to think creatively, inspire their pupils, and modify their verbal and nonverbal cues to suit their audience. As a result, it is essential to arrange how future teachers' attitude are formed in teacher education programs to foster a favourable interpretation of the teaching profession. Teachers are in charge of developing their professional knowledge and abilities and making decisions. As a result, teaching is a profession in which fundamental principles of knowledge and the teaching of learning can be directly applied, and where problems are constantly raised and examined (Loughran, 2006).

Attitude are difficult to understand, and when we ask a teacher about his/her attitude toward the teaching profession, their response might be simple, but the formation of their response is complicated. According to Oppenheim (1992), attitude refers to a person's propensity to react favourably or unfavourably to any activity. Demirel and Ün (1987) described the attitude as a collection of modified emotions that encourage a person to behave appropriately when encountering certain people, stories, or other situations. Attitude has three aspects; good, neutral, and bad (Weiner, 2003). Attitude can be of three major types; cognitive, affective, and behavioural. The cognitive component of attitude is concerned with a person's mental and emotional processes. With understanding, knowledge, ideas, and ideas are discussed. This component is the ability to react to a particular circumstance, person, or object that results in a subsequent formal experience (Robbins, Judge, & Vohra, 2011). Cognition is the primary source through which attitude are formed about anything.

The next component of attitude is affective, which is the feeling or emotional part of attitude (Robbins et al., 2011). Liking and disliking an object depends on the feelings associated with that object. If a person associates positive emotions with an object, it means he/she likes that object and vice versa (Trivedi, 2007). A person's psychological assessment is also based on the emotion and emotions aroused by the state of mind. Emotions sometimes become a better prediction of attitude than comprehension (Esses, Haddock, & Zanna, 1993). It is clear that cognition and emotions are often the same because these processes are interdependent, beliefs can guide emotions, and emotions can produce facts.

The last component of attitude is behavioural, which reflects the intentions and predictions of how one might act about a fact or event based on one's thoughts and beliefs (Wood, 2000). This part of attitude depends on earlier actions towards something or somebody. Andronache et al. (2014) revealed from their study that most teachers have a positive attitude toward the teaching profession. Another study's findings suggested that most participants had favourable attitude toward Korean English, particularly about the "cognitive" component of attitude, but that



they had conflicting and unclear attitude about the "behavioural" component (Ahn, 2014). Regarding "attitude towards Statistics", Martin et al. (2011) led a study and found the highest mean score of cognitive attitude towards teaching Statistics.

Trivedi (2012) discovered differences in working teachers' attitude according to grade level. In a study, prospective teachers were compared between public and private institutions based on their attitude toward teaching. Findings showed no substantial difference between potential teachers enrolling in public and private colleges regarding their level of professionalism.

Regarding Turkish university teachers' attitude, Yeül (2010) discovered that female teachers were found more positive than male teachers in their attitude. Regarding the professional attitude of in-service teachers, the perception of teachers and students was positive, and parent's perception of the teaching profession was negative (Dwivedi, 2016; Lawal, 2012). Guillén-Gámez and Mayorga-Fernández (2020) investigated teachers' attitude in Spain and concluded that teachers have the highest level of attitude regarding the cognitive domain, higher related to affective attitude, and high regarding the behavioural domain. In India, Sivakumar (2018) researched to examine teachers' attitude with a sample of 200 instructors. He found no significant connection between teachers' attitude and their self-concept. The results also showed insignificant difference between male and female teachers' attitude. Sector wise results were also the same as no significant difference was found between teachers' attitude working in public and private universities. There is no significant difference between male and female teachers' attitude towards teaching in the Indian setting, according to a research titled "attitude of teachers towards teaching profession - with special reference to caste and sex in Odisha State" (Khamari & Tiwari, 2015). A study on teachers' attitude by Mudasir et al. (2016) revealed that male teachers have a more positivity in their attitude than female teachers.

Moreover, it is also found that teachers living in rural areas have less positive attitude than teachers in urban areas. In (2016) Soibamcha and Pandey led a study of in-service teachers' attitude and results showed that as qualification increases, teachers' attitude become more positive. They also discovered that younger teachers have a more positive attitude than older ones. A research on the "attitude of the male and female elementary school teachers towards the teaching profession" was conducted in Pakistan by Farrukh and Shakoor (2018). In their research, they discovered that "most teachers working in the elementary schools and the prospective ones had less or not favourable attitude towards the teaching profession" (p. 227).

### **Statement of the Problem**

This paper intends to explore the professional attitude of teachers towards the teaching profession. The researcher has shifted jobs from private to public sector colleges and felt a change in the attitude of government and private sector teachers towards their profession. According to my observation, I intended to study the attitude of teachers towards the teaching profession. Moreover, it is also the purpose of the study to find the difference in the attitude of the government and private sector teachers. During the review of the research, the researcher

found that no study on the attitude of Pakistani college teachers has been conducted. So, I found the difference in teachers' attitude in both sectors (government and private).

### Delimitations and assumptions

This research was delimited to college teachers' attitude, and attitude was measured by three components, i.e. "cognitive, affective, and behavioral". The researcher assumed that college teachers are being judged by their attitude regarding these domains. Moreover, it is also assumed that respondents are aware of the "cognitive, affective, and behavioural" components of attitude.

### Methodology

This quantitative study was descriptive. The current phenomenon was explored without manipulating variable. The positivism philosophical paradigm was applied to conduct the study. The study population consisted of all regular faculty members working in public and private sector colleges of Lahore governed by the higher education department. There were 13 colleges in Lahore, seven public and six were private. Among these colleges, twenty faculty members from each college were selected through a simple random sampling technique. The total number of selected teachers was 250.

### Instrument

Ishaque (2018) developed an attitude scale for teachers with 33 items to explore their professional attitude. The scale has three portions aligned with three components of attitude, i.e., cognitive, affective, and behavioural. The scale was based on the national professional standards for teachers in Pakistan (NPSTP). Attitude towards these professional standards was considered as attitude towards the teaching profession because these standards cover the teaching profession. A detail of items against each component of attitude and NPSTP is presented in table 1.

Table 1.

#### *Detail of instrument*

National Professional Standards for Teachers in Pakistan	Components of Attitude			Total items
	Cognitive	Affective	Behavioural	
Subject matter knowledge	01	01	01	03
Human growth and development	01	01	01	03
Knowledge of Islamic ethical values/social life skills	01	01	01	03
Instructional planning and strategies	01	01	01	03
Assessment	01	01	01	03
Learning environment	01	01	01	03

Effective communication and proficient use of information communication technologies	01	01	01	03
Collaboration and partnerships	01	01	01	03
Continuous professional development and code of conduct	02	02	02	06
Teaching English as a second/foreign language (ESL/EFL)	01	01	01	03
Total scale	11	11	11	33

The validity of the scale was ensured through expert opinion. Necessary changes were made in light of the opinion given by the experts. The content validity index of the scale was calculated as 0.83 using Lawshe's (1985) formula. Moreover, Cronbach alpha was calculated and found to be 0.86. The detailed criteria of reliability was provided by Ishaque (2022).

### Data Collection

The researcher visited the colleges for the data collection procedure. Following the ethical considerations, the researcher distributed the questionnaires to collect the data. The response rate on the questionnaire by the college teachers was 89%.

After the collection of data, it was entered into SPSS for data analysis. Data were coded, and then data screening was made to point out the outlier. Using preliminary tests, the normality of data was ensured. Both types of statistics, descriptive as well as inferential, were used to analyze the data. There are three dimensions of attitude; positive, negative, and neutral (Maio, et al., 2000). Teachers' attitude was explored on these dimensions using mean score. Moreover, two way analysis of variance (ANOVA) was used to compare the mean scores of college teachers' attitude towards teaching profession on their different demographic variables i.e. gender and affiliation of college sector.

Research question-wise analysis of data is displayed in the following tables.

### College Teachers' Attitude towards Teaching Profession

The dimension of college teachers' attitude towards teaching profession was explored through the mean score. Teachers' attitude was explored on five points Likert scale, and three dimensions of teachers' attitude were determined through cut points of the mean score, whether positive, neutral, or negative. A detail of the cut points of the mean score is presented in table 2.

Table 2

*Cut points of Mean score*

Sr. No.	Range of Mean Score	Dimension of Attitude
1	1.00 to 1.66	Negative



2	1.67 to 3.33	Neutral
3	3.34 to 5.00	Positive

The instrument of the study is based on national professional standards for teachers in Pakistan (NPSTP). Teachers' attitude towards NPSTP was considered as attitude towards the teaching profession. Results of data analysis across NPSTP are presented in table 3.

Table 3

*Dimension of College Teachers' Attitude towards' Teaching Profession*

Sr. No.	National Professional Standards for Teachers in Pakistan	Mean	S.D.	Dimension of Attitude
1	Subject matter knowledge	3.97	0.67	Positive
2	Human growth and development	3.98	0.55	Positive
3	Knowledge of Islamic ethical values/social life skills	3.74	0.70	Positive
4	Instructional planning and strategies	4.01	0.68	Positive
5	Assessment	2.80	0.71	Neutral
6	Learning environment	3.90	0.55	Positive
7	Effective communication and proficient use of information communication technologies	3.84	0.67	Positive
8	Collaboration and partnerships	3.90	.62	Positive
9	Continuous professional development and code of conduct	4.03	.54	Positive
10	The teaching of English as a second/foreign language (ESL/EFL)	1.97	0.34	Neutral
11	Total scale	3.83	0.28	Positive

The table displayed the dimension of college teachers' attitude towards national professional standards for teachers in Pakistan. Results showed that college teachers have a positive attitude towards 'subject matter knowledge (M= 3.97, S.D. 0.67); 'human growth and development (M= 3.89, S.D. 0.55); 'knowledge of Islamic ethical values/social life skills' (M= 3.74, S.D. 0.70); 'instructional planning and strategies' (M= 4.01, S.D. 0.68); 'learning environment' (M= 3.90, S.D. 0.55); 'effective communication and proficient use of information communication technologies (M= 3.84, S.D. 0.67); 'collaboration and partnerships' (M= 3.90, S.D. 0.62). Moreover, college teachers showed a neutral attitude towards 'assessment (M= 2.80, S.D. 0.71) and 'teaching English as a second/foreign language (ESL/EFL) (M= 1.97, S.D. 0.34). Furthermore, teachers' overall attitude towards teaching was positive (M= 3.83, S.D. 0.28).

### Component-wise Analysis of College Teachers' Attitude towards teaching profession:

The current study focused on college teachers' attitude towards the teaching profession. Attitude has three components; cognitive, affective, and behavioral. The following table represents the component-wise analysis of teachers' attitude towards the teaching profession.

Table 4

*Component-wise Analysis of Teachers' Attitude*

Sr. No.	Component of Attitude	No. of Participants	Mean	Standard Deviation	Dimension of Attitude
1	Cognitive	223	4.07	0.40	Positive
2	Affective	223	3.70	0.36	Positive
3	Behavioural	223	3.71	0.44	Positive

Table 4 describes that college teachers have a positive attitude towards the teaching profession across all three components of attitude. Therefore, teachers' cognitive component of attitude was found comparatively highly positive (M= 4.07, S.D. 0.40) while affective (M= 3.70, S.D. 0.36) and behavioral component (M= 3.71, S.D. 0.44) were almost at the exact dimension of their attitude as positive.

### Sector-wise Comparison between College Teachers' Attitudes towards Teaching Profession

The following research question was about the difference between public and private college teachers' attitude towards the teaching profession. Study results are displayed in the following table.

Table 5

*Sector-wise Comparison between College Teachers' Attitudes towards Teaching Profession*

Component of Attitude	Sector	N	Mean	S.D.	Mean Difference	t-value	df	Sig. (2-tailed)
Cognitive	Public	137	4.11	0.37	0.09	1.73	221	0.08
	Private	86	4.01	0.43				
Affective	Public	137	3.73	0.31	0.07	1.40	221	0.16
	Private	86	3.66	0.43				
Behavioural	Public	137	3.70	0.38	-0.04	-0.72	221	0.47
	Private	86	3.74	0.53				
Total Scale	Public	137	3.85	0.25	0.05	1.02	221	0.31
	Private	86	3.80	0.32				

An independent sample t-test was applied to compare the mean scores of public and private college teachers' attitude towards the teaching profession. Analysis of data revealed that there is an insignificant difference between the mean score of public teachers' attitude ( $M = 3.85$ ,  $S.D. = 0.25$ ) and private teachers' attitude ( $M = 3.80$ ,  $S.D. = 0.32$ ;  $t(221) = 1.02$ ,  $p = .31 > \alpha = .10$ ). Both sector teachers have the same attitude towards teaching profession and differ insignificantly. Moreover, component-wise analysis of teachers' attitude revealed that public teachers ( $M = 4.11$ ,  $S.D. = 0.37$ ) differed significantly in their attitude from private sector teachers ( $M = 4.01$ ,  $S.D. = 0.43$ ;  $t(221) = 1.73$ ,  $p = 0.08 < \alpha = .10$ ) regarding cognitive component. Contrarily to these findings, public teachers have the same attitude ( $M = 3.73$ ,  $S.D. = 0.43$ ) as private teachers ( $M = 3.66$ ,  $S.D. = 0.43$ ;  $t(221) = 1.40$ ,  $p = 0.16 > \alpha = .10$ ) regarding affective component. It showed insignificant difference between public and private teachers' attitude towards the teaching profession regarding their affective component. Similarly, results showed that public teachers also have similar attitude ( $M = 3.70$ ,  $S.D. = 0.38$ ) like private sector college teachers ( $M = 3.74$ ,  $S.D. = 0.53$ ;  $t(221) = -0.04$ ,  $p = 0.31 > \alpha = .10$ ) regarding behavioural component. Both public and private sector college teachers have a similar attitude towards the teaching profession regarding behavioural components.

### Gender-wise Difference between College Teachers' attitude towards the Teaching Profession

The difference between male and female college teachers' attitude towards the teaching profession was also investigated through the study. The results of the analysis are presented in the following table.

Table 6

*Gender-wise Comparison between College Teachers' Attitude towards Teaching Profession*

Component of Attitude	Gender	N	Mean	S.D.	Mean Difference	t-value	df	Sig.(2-tailed)
Cognitive	Male	83	4.14	0.35	0.11	2.09	221	0.04
	Female	140	4.03	0.42				
Affective	Male	83	3.80	0.36	0.16	3.37	221	0.00
	Female	140	3.64	0.35				
Behavioural	Male	83	3.64	0.43	-0.12	-1.90	221	0.06
	Female	140	3.76	0.45				
Total Scale	Male	83	3.86	0.27	0.04	1.39	221	0.04
	Female	140	3.81	0.28				

Gender-wise comparison of college teachers' attitude towards the teaching profession was made. Table 6 shows the results of the independent sample t-test for the comparison of attitude of male

and female college teachers. Results showed that male college teachers differ significantly in their attitude towards the teaching profession ( $M = 3.86$ ,  $S.D. = 0.27$ ) from female teachers ( $M = 3.81$ ,  $S.D. = 0.28$ ;  $t(221) = 1.39$ ,  $p = 0.04 < \alpha = .05$ ). It revealed that male and female college teachers have different attitude towards teaching profession. Moreover, the component-wise difference between the attitude of male and female college teachers was also investigated. Results showed that male teachers have statistically different attitude towards the teaching profession ( $M = 4.14$ ,  $S.D. = 0.35$ ) from female teachers ( $M = 4.03$ ,  $S.D. = 0.42$ ;  $t(221) = 2.09$ ,  $p = 0.04 < \alpha = .05$ ) regarding cognitive component. Furthermore, male teachers also differed significantly in their attitude ( $M = 3.80$ ,  $S.D. = 0.36$ ) as compared to female teachers ( $M = 3.64$ ,  $S.D. = 0.43$ ;  $t(221) = 3.37$ ,  $p = 0.00 < \alpha = .05$ ) regarding affective component. Contrarily to these findings, male teachers ( $M = 3.64$ ,  $S.D. = 0.43$ ) differed insignificantly from female teachers ( $M = 3.76$ ,  $S.D. = 0.45$ ;  $t(221) = -1.90$ ,  $p = 0.06 > \alpha = .05$ ) regarding their behavioural component of attitude towards teaching profession.

#### **Gender and sector-wise comparison of college teachers' attitude:**

The effect of college teachers' gender and their sector-wise association on their teaching attitude was investigated through the study. The results of the analysis are presented in this section.

*Do the college teachers' gender and their sector-wise affiliation with college affect their cognitive component of teaching attitude?*

A two-way between groups analysis of variance was employed to determine the effect of college teachers' gender and their sector-wise affiliation on cognitive component of college teachers' attitude towards teaching profession.

Table 7

*Gender and Sector-wise Comparison between Cognitive Components of College Teachers' Attitudes towards Teaching Profession:*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1.673 <sup>a</sup>	3	.558	3.648	.013	.048
Intercept	3310.21	1	3310.214	21649.82	.000	.990
Gender	1.01	1	1.008	6.590	.011	.029
Sector	0.41	1	.409	2.672	.104	.012
Gender * Sector	0.37	1	.374	2.445	.119	.011
Error	33.49	219	.153			
Total	3736.01	223				
Corrected Total	35.158	222				

a. R Squared = .048 (Adjusted R Squared = .035)

Result reported in table 7 revealed that interaction effect between teacher gender and sector-wise affiliation is not statistically significant,  $F(1, 219) = 2.445$ ,  $p=0.119$ . There is statistically significant main effect for gender,  $F(1, 219) = 6.590$ ,  $p=0.011$ . However the strength of difference is found small as (partial eta squared=0.029). The main effect for teacher sector-wise affiliation,  $F(1, 219) = 2.672$ ,  $p=0.119$  did not reach statistical significance.

*Do the college teachers' gender and their sector-wise affiliation with college affect their affective component of teaching attitude?*

A two-way between groups analysis of variance was employed to determine the effect of college teachers' gender and their sector-wise affiliation on affective component of college teachers' attitude towards teaching profession.

Table 8

*Gender and Sector-wise Comparison between Affective Components of College Teachers' Attitudes towards Teaching Profession:*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3.271 <sup>a</sup>	3	1.090	9.23	0.000	.112
Intercept	2745.28	1	2745.28	23226.05	0.000	.991
Gender	2.10	1	2.10	17.80	0.000	.075
Sector	0.15	1	0.15	1.23	0.269	.006
Gender * Sector	1.43	1	1.43	12.08	0.001	.052
Error	25.89	219	0.12			
Total	3089.36	223				
Corrected Total	29.16	222				

a. R Squared = .112 (Adjusted R Squared = .100)

Result reported in table 8 revealed that interaction effect between teacher gender and sector-wise affiliation is statistically significant,  $F(1, 219) = 12.08$ ,  $p=0.001$ . The strength of difference is found small (partial eta squared=0.052). Also there is statistically significant main effect for gender,  $F(1, 219) = 17.80$ ,  $p=0.000$  on affective component of teachers' attitude towards teaching profession. However the strength of difference is found small as (partial eta

squared=0.075). The main effect for teacher sector-wise affiliation,  $F(1, 219) = 1.23$ ,  $p=0.269$  did not reach statistical significance.



*Do the college teachers' gender and their sector-wise affiliation with college affect their behavioral component of teaching attitude?*

A two-way between groups analysis of variance was employed to determine the effect of college teachers' gender and their sector-wise affiliation on behavioural component of college teachers' attitude towards teaching profession.

Table 9

*Gender and Sector-wise Comparison between Behavioural Components of College Teachers' Attitudes towards Teaching Profession:*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2.087 <sup>a</sup>	3	.696	3.642	.014	.048
Intercept	2733.188	1	2733.188	14308.785	.000	.985
Gender	.457	1	.457	2.395	.123	.011
Sector	.410	1	.410	2.147	.144	.010
Gender * Sector	1.205	1	1.205	6.311	.013	.028
Error	41.832	219	.191			
Total	3125.041	223				
Corrected Total	43.919	222				

a. R Squared = .048 (Adjusted R Squared = .034)

Result reported in table 8 revealed that interaction effect between teacher gender and sector-wise affiliation is statistically significant,  $F(1, 219) = 6.311$ ,  $p=0.013$ . The strength of difference is found small (partial eta squared=0.028). However main effect for gender,  $F(1, 219) = 2.395$ ,  $p=0.123$  on behavioural component of teachers' attitude towards teaching profession. Also main effect for teacher sector-wise affiliation,  $F(1, 219) = 2.147$ ,  $p=0.144$  did not reach statistical significance.

## Discussion

This section shows the outcomes of collected data from college teachers to determine their attitude towards the teaching profession. The first research question was to find out the attitude of teachers, and results have shown that teachers' overall attitude towards the teaching profession was positive. These outcomes are consistent with Ishaque (2018) and Andronache et al. (2014), which revealed that teachers have a positive attitude towards the teaching profession. According to the National Standards of teaching, this research revealed that teachers have an optimistic outlook on all the standards except "Assessment and Teaching of English as a second/foreign language (ESL/EFL). These two components/standards were neutral, which may be the

difference in the teaching environment in the public and private sectors. The second research question was related to the component-wise dimension of teachers' attitude towards the teaching profession. The results have shown that teachers' cognitive component of attitude was found to be highly positive, which is aligned with (Ahn, 2014; Andronache et al., 2014; Guillén-Gámez & Mayorga-Fernández, 2020; Martin et al., 2011). The emphasis remains on the student's cognitive development in our local context. Hence, the same is evaluated, ignoring affective and behavioural domains. This might be the reason behind comparatively less positivity of affective and behavioural components of teachers' attitude towards the teaching profession.

Regarding the third research question, the result revealed that both sector teachers have the same attitude towards the teaching profession and differ insignificantly. The results align with the prior studies (Sivakumar, 2018; Trivedi, 2012), which have shown that the average public teachers' attitude score shows a minor difference. The last research question was about gender-wise differences in teachers' attitude. It was revealed that the views of male and female college teachers regarding the teaching profession differ. The results have shown that male has more positive attitude as compared to female but the difference is minor. A similar pattern of results was obtained by Mudasir et al., 2016. In some studies, results revealed that no significant difference exists between teachers' attitude regarding gender (Khamari & Tiwari, 2015; Sivakumar, 2018).

### **Conclusions and Recommendations**

For the effectiveness of teachers and the success of their students, instructors' attitude regarding their job are crucial. The data analysis showed that the majority of college teachers have a positive attitude about their profession. Colleges play an important role as they prepare students for higher studies. So, the teachers' attitude is also important at this level. The responsible authorities should take action to foster college professors' favorable attitude toward their work. A positive attitude towards the teaching profession can support the desired standard in the education industry by encouraging a feeling of responsibility, professional competence, and awareness of the needs and concerns of students. The researchers can go deeper into this topic.

Education environments should be redesigned in accordance with the findings of future research on attitude toward the teaching profession. The future teachers and instructors who are the in-service teachers should build a positive and fruitful communication approach. The profession has to be improved in terms of theoretical, social, and cultural aspects for more interest in the area and a better attitude.

The suggestions provided include the following: teachers should be proud of their profession, prepare their lessons meticulously to demonstrate knowledge of their subject matter, and have positive attitude towards their profession to inspire students to be interested in becoming teachers. A thorough qualitative investigation should be done to find out what factors affect college teachers' attitude. The conditions of teaching in regards to administrative, social, and economic factors may be altered in order to make teaching a prestigious and enticing profession that will eventually create in teachers a feeling of responsibility and a positive

attitude. Future research can examine how in-service teachers' attitude are influenced by a variety of variables and techniques.

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