

ANALYSIS OF THE ATTITUDE OF TEACHERS TOWARDS THEIR PROFESSION AND ITS IMPACT ON STUDENTS' LEARNING

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Abstract

The main purpose of this study was to analyze the attitude of teachers towards their profession and its impact on students' learning. A questionnaire based on 5-points Likert Scale was developed to collect primary data from 1000 teachers, 500 each female and male from different male and female schools of District Sahiwal. Our findings show that professionalism was found more among female teachers than male at primary school level. It was also noted that negative attitude and punishment have affected the performance of students. Moreover, the teachers having high and professional relevant qualifications were found to be more dedicated to teaching as compared to those having low or non-professional qualifications. It is recommended that female teachers' pay scales may be raised on the basis of their performance and they may be posted at adjacent areas of their homes.

Keywords: Teacher attitude; professional skills; quality of teaching; students; performance.

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1. Introduction

1.1 Background of the study

Learning is an ongoing procedure that can be formal, informal or non-formal. Instructors have a key role to improve learning system of the nation. Whereas the accountability and involvement of teachers in the world has evolved over time, the importance and need for teachers have remained important in all ages. The role of a teachers in schooling program is to promote education and economic activity cannot be denied. It is a fact that the growth and development of countries are linked to their education systems. [Chakraborty and Mondal \(2015\)](#) argue that the standard of education strongly depends upon perceived value of the educators.

The success of education largely depends on the teachers' attitude towards their profession. It is identified that attitudes are usually influenced by perceptions. Consequently, this is essential for quality education which not only teachers as well as the wider community, to have such a good attitude towards this profession. So, it also is essential to make the attitudes of educators, learners, as well as the society positive to the teaching profession ([Maliki, 2013](#)). Attitude toward teaching as an occupation is potentially influenced by several factors. [Khurshid, Gardezi and Noureen \(2014\)](#) argued such contributing factors for teachers ' negative attitude toward teaching profession include lack of instructional funding, inadequate parental and societal participation in education, rigid surveillance system and inadequate wages of teachers

Attitude can be defined by [McMillan \(2000\)](#) as behavioral inclination which may be positive or negative. Consequently, some teachers possess good attitude towards job orientation and others do not have. For teacher development, and enhancement of learning system, the teacher professional attitudes are essential. The efficiency of a teacher varies depend on his / her mature attitude, so it is critical to evaluate teacher attitudes toward profession to evaluate if they have favorable or unfavorable attitude. Theory suggests that attitudes of teachers to their profession are changed over the year due to change in economic circumstances. This is the reason that the professional efficiency of teachers is influenced by the attitude changes. Although many studies have been conducted in different countries on different aspects of attitude of teachers towards their profession. But this research will specifically focus on one aspect, that is the attitudes of teachers towards teaching profession at high school level in the Punjab province's Sahiwal division. This also intended to evaluate the variations in the attitude of teachers with respect to gender, classes (science and arts), and years of teaching experience with regard to teaching profession.

It is impossible to overstate the importance of education and learning for the growth of countries and the entire planet. This is because many countries' inventions are linked to their educational standards. It is also undeniable fact that educational quality is also depend on teaching quality, which is dependent on instructor and curriculum ([Chakraborty & Mondal, 2015](#)). Teaching quality is influenced not only by the quality of the teacher, but also by how they think about and act in the classrooms. This was due to the fact that attitudes had previously been shown to influence behavior. To have great instructors and

teaching, it is necessary to have not just teachers, but also a populace with good attitudes toward the teaching profession. As a result, an evaluation of instructors', students', and the broader profession's attitudes about teaching is critical (Maliki, 2013). Mehmood, Akhter, Ch, and Azam, 2013) stated that teachers who have positive attitudes toward their jobs and believe in the importance of the educational process are more likely to participate in activities associated with increased teacher commitment, which has a positive impact on their students' psychological well-being and encourages their engagement in the classroom.

1.2 Statement of the problem

Professional attitude is a strong predictor of effective teaching methods. The goal of this research paper is to see whether there is a link between instructors' professional attitudes and students' performance. Teaching style as well as students' performance are two important factors which are needed to be examined closely to improve quality of education particularly in the countries like Pakistan. Low quality of teaching, inadequate curriculum and poor performance of the students are main problems of Pakistan.

1.3 Objectives of study

The objectives of this research study are stated as under:

- To study the impact of teachers' attitude on the learning of students.
- To examine the problems faced by students due to negative attitude of teachers.
- To compare the attitude of rural and urban area's teachers towards teaching profession.
- To compare attitude of science and general subjects' teachers towards

teaching profession.

- To compare the attitude of male and female teachers towards their profession and students well-being.

1.4 Scope of study.

In the teaching learning process, the most important thing is the teachers' attitude. There is no chance of effective teaching learning process without the positive attitude of teachers. It is the attitude of teacher that makes the students more punctual and confident. If a teacher shows soft and positive attitude towards teaching, then the students are happier, attentive and regular in his/her studies. The dropout ratio of students will be reduced. High ratio of students' dropout is the main challenge of Pakistan. It can be managed through teachers as most of the students leave their education due to harsh attitude of teachers. The main objective of this study is to determine the impact of positive and negative attitude of teachers on the academic performance of students. This is very important study and its results will be helpful for policy makers, academicians and administrators of educational institutions to devise the policies which ensure improvement in the attitude of teachers as well as quality of teaching and learning. Although the results of this study are restricted to District Sahiwal of Pakistan, yet they may be generalized to other developing countries because they are also facing the similar problems in education sector.

2.Literature Review

Good (1973) defines the team attitude as, "The tendency to show reaction towards specific object, situation or value with feeling and emotion". Thurstone (1976) defined attitude as," the degree of negative or positive effect which is associated with physiological. According to him, any phrase,

individual slogan, and symbol, idea institution which person can be different with respect to negative or positive effect”. Allport (1985) treated the attitude in the following words,” It the neural or mental state of reaction or readiness organized with the help of experience which is able to exert dynamic or directive upon the person response to all the situation an object with which these are being related”. In the same way attitudes responsible for the formation of behavior of a person. In short the attitude of a person is “pre-disposition” to show behavior in a specific way. Attitude is also defined as preference along a dimension of favorable or unfavorable to a specific institution, concept or object. Teacher’s attitude towards his/her profession affect his/her reading and learning outcomes. If a Teacher does not enjoy his/her profession, he will not be capable of doing best in that profession. If a teacher possesses proper attitude, personality traits and good behavior, he will be able to motivate the learners. The student will be inspired by him/her. If a teacher possesses a positive attitude he will be regarded as ideal teacher inside and outside the classroom. A positive attitude not only promote learning but it also creates an ideal environment for the student and the Teachers. So it is necessary for the Policy makers to create positive attitude in the prospective-teachers in order to make an ideal teacher profession. In this way the teacher will be able to bring a positive change and motivation in the students. There are large numbers of researches that have been conducted in order to know that what are effects of teacher’s attitudes on the students’ performance. What are the effects of positive attitude of the teachers towards the teaching profession, on the teacher’s performance and the positive changes inside and outside the classrooms? Education is a continuous process that can take the

shape of formal, informal, or non-formal learning. Teachers have a critical role in improving a country's educational system. Teachers' responsibilities and roles in the world have developed with time, but their value and necessity have stayed constant. It is impossible to deny that a teacher's value in the educational system is to enhance society and the globe as a whole. It's because a country's development and progress are inextricably linked to its educational quality. According to [Chakraborty and Mondal \(2015\)](#), the quality of education is directly proportional to the quality of the instructors. The attitude of instructors toward their profession has a significant impact on the quality of their instruction. It has been shown that attitudes have a significant impact on behavior. To have a favorable attitude regarding the profession among the general population. As a result, it's also crucial to investigate and assess educators', students', and society's attitudes about teaching (Maliki, 2013). Several things might impact one's attitude toward teaching as a profession. Teachers' bad attitudes toward teaching are due to a number of problems, according to [Khurshid, Gardezi, and Noureen \(2014\)](#), including a lack of educational funds, insufficient parental and social participation in education, a stringent monitoring system, and poor compensation. [McMillan \(2000\)](#) defines attitude as a mental propensity that can be good or negative. As a result, some instructors are enthusiastic about job orientation while others are not. Teachers' professional attitudes are crucial for their professional growth and the advancement of the educational process. Because a teacher's professional attitude affects his or her performance, it's critical to analyze teachers' attitudes about their profession to identify whether they have a good or negative attitude. Teachers' attitudes regarding their profession, according

to the researchers, might shift from year to year. As a result, changes in attitude have an impact on instructors' professional performance. While numerous studies have been done on the issue of teachers' attitudes about teaching profession in the previous two decades, this study may contribute to the examination of teachers' attitudes toward teaching profession at the secondary school level in the Punjab province's Sahiwal division. It also sought to investigate disparities in instructors' attitudes toward teaching in terms of gender, groupings (science and arts), and years of experience.

3. Research Methodology

3.1 Theoretical framework

Grant & Osanloo, (2014) argue that theoretical framework is based on an existing theory in an area of study that's connected to and/or reflects a research's hypothesis. It is a blueprint that the researcher frequently 'borrows' in order to construct his or her own dwelling or research inquiry. It acts as the foundation for constructing a research. The theoretical framework is compared to a map or a journey itinerary by Sinclair (2007), Fulton, and Krainovich-Miller (2010). As a result, when travelling to a specific spot, the map will direct you. Similarly, the theoretical framework directs the researcher to stay within the bounds of approved ideas in order to make his or her final contribution scientific and academic. According to Brondizio, Leemans, and Solecki (2014), a theoretical framework is a specific theory or theories concerning elements of human effort that can be beneficial in the analysis of occurrences. The theoretical framework is made up of a theory's theoretical principles, constructions, ideas, and tenants. Theoretical framework of this study is given in [Figure 1](#).

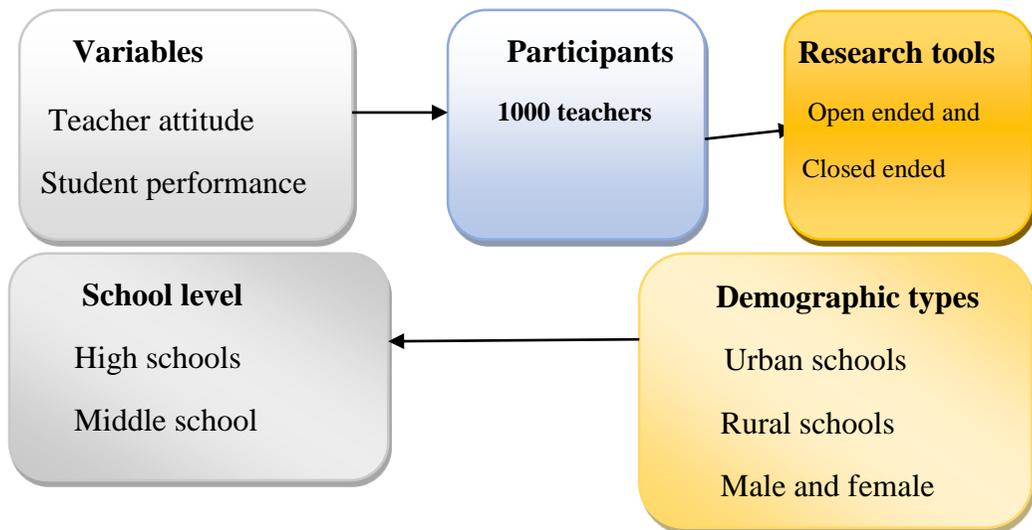


Figure 1: Theoretical framework of the study

3.2 Data and Methodology

3.3 Sample of Study

In order to collect data, the district *Sahiwal* was selected. There are two tehsils in this district. These tehsils are

- 1 Sahiwal
- 2 Chichawatni

Among these tehsils Chichawatni Tehsil was selected for this research study. Total number of teachers in this Tehsil are 10929 out of which 1000

teachers were selected. Among them 500 were male and 500 were female teachers. These teachers were selected through convenience sampling method.

3.4 Research Instruments

Both types of research instruments (questionnaires and structured interview schedules) were constructed, validated through Cronbach Alpha, and administered to get the essential information from the respective respondents, keeping in mind the study's objectives. This is because they were determined to be the most relevant and suited for answering the study questions. Pilot testing was conducted to achieve the required objectives of the study. The designed research instrument (questionnaires) passed through several stages of selection and rejection before going to make it final shape. The questionnaire contains two parts and each part consisted of various types of questions to be filled by the respondents. Special care was taken to place each item in its right location in order to obtain meaningful information from the respondents during data collection process. Panels of experts comprising of renowned academics from various universities working in the field of education were also contacted for the validation of all the questionnaires, and questionnaires were completed for further processing based on their input and expert opinion. A pilot study was undertaken in Sahiwal to test the instruments' reliability. The distribution of the respondents selected for pilot testing of each category was further tabulated below in [Table 1](#).

Table 1: Distribution of Respondent for pilot testing

S.No	Respondents	Sample distribution		
		Male	Female	Total

1.	Teachers	50	30	80
Total		50	30	80

3.5 Reliability of Questionnaires

Reliability of the research questionnaires was checked Cronbach Alpha and its results are shown in [Table 2](#).

Table 2: Reliability of Questionnaires

S.No	Category	No of Items	Cronbach's Alpha Reliability
2.	Teachers	30	0.800

According to [Field \(2009\)](#), if the value of reliability is more than 0.70%, the questionnaire is considered as the most reliable. Table 3.5.2 indicates that there was a high reliability in the research instruments and the questionnaires were valid and reliable for the study procedure. As a result of pilot testing, and after calculating reliability, only those statements were retained which were found statistically with high reliability. Then each question included in the questionnaires was again discussed with the supervisors of research study and further improvements were made under their guidance for developing comprehensive and reliable questionnaires for seeking relevant information from respondents. In the context of difficulties encountered and suggestions offered by the respondents, questionnaires were improved and finalized, fair

typed and photocopied for further administration to collect data from the respective respondents.

3.6 Data Collection Method

The study involved information to be collected from different categories of respondents serving in various teacher training and educational institutions located in District of Sahiwal. After seeking permission from concerned authorities, developed research instruments (questionnaires) were administered to the respondents personally with the request to fill in at prescribed place for them for data collection. The only problem faced was that some respondents were reluctant to fill in the research instruments. However, they were ensured that information provided by them would not be disclosed to anyone and will be used for the research purpose only. These research instruments were got filled and collected back personally and thus the response rate was hundred percent. However, the institutions which could not be personally visited were approached through postal services. Every effort was made by the researcher to collect valid and reliable data. The process for collecting data from the respective respondents of this study almost took about 6 months.

3.7 Analytical techniques

The data received from respondents via research instruments was appropriately collected, evaluated, and interpreted using relevant statistical methods such as frequency percentages and the means score method to calculate the overall average score of each item in light of the study's objectives. Each response was given a value based on a 5-point Liker Scale with the following 5-options:

- ✓ Strongly agree (SA)
- ✓ Agree (A)
- ✓ Neutral
- ✓ Disagree (DA)
- ✓ Strongly Dis agree (SDA)

4. DATA ANALYSIS

4.1 Analysis of statements

Analysis of different statements are illustrated in the following tables.

The results of students and students' achievements are shown in [Table 3](#)

Table 3: Teacher attitude and student achievement

1. Statement	Levels	Frequency	percentage	Mean score	SD
Teacher attitude has strong influence on the student achievement.	SA	780	78%	4.58	1.22
	S	120	12%		
	N	30	3%		
	DA	40	4%		
	SDA	30	3%		

Form the above table it is clear that majority (90%) of teachers teaching in public institutions are either strongly agree (SA) or agree (A) with the above statement. While 3% of the teachers are neutral (N) in this regard. On the other side 7% of the respondents are either disagree (DA) or strongly disagree (SDA) with this statement. The mean score of the statement i.e. "Teacher attitude has strong influence on the student achievement" is 4.58 which is higher than 3 and it indicates that a large number of the teachers working in

public schools are agree with this statement. The standard deviation of this statement is 1.22 which is small value and it indicates that there is very small deviation in the opinions of the teachers working in public schools in this regard.

The results of the impact of teachers on class environment is shown in [Table 4](#).

Table.4: Teacher attitude and class environment

2. Statement	Levels	Frequency	Percentage	Mean score	SD
Teacher attitude is responsible for an ideal class environment.	SA	450	45%	4.01	1.52
	S	350	35%		
	N	40	4%		
	DA	80	8%		
	SDA	80	8%		

Table 2 shows that majority (80%) of teachers teaching in public institutions are either strongly agree (SA) or agree (A) with the above statement. While 4% of the teachers are neutral (N) in this regard. On the other side 16% of the respondents are either disagree (DA) or strongly disagree

(SDA) on the questionnaire item. The mean score of the above mentioned statement i.e. Teacher attitude is responsible for an ideal class environment is 4.01 which is higher than 3 and it indicates that a large number of the teachers working in public schools are agree with this item. The standard deviation of this statement is 1.52 which is small value and it indicates the fact that there is very small deviation in the opinions of the teachers working in public schools in this regard.

The results of female teachers and attitude towards are shown in [Table 5](#)

Table 5: Female teachers and their attitude towards teaching profession

3. Statement	Levels	Frequency	Percentage	Mean score	SD
Female teachers can teach the students well as compared to male teachers at elementary level.	SA	260	26%	3.37	1.14
	S	340	34%		
	N	60	6%		
	DA	190	19%		
	SDA	150	15%		

Form the above table it is clear that majority (60%) of teachers teaching in public institutions are either strongly agree (SA) or agree (A) with the above statement. While 4% of the teachers are neutral (N) in this regard. On the other

side 36% of the respondents are either disagree (DA) or strongly disagree (SDA) on the questionnaire item. The mean score of the above mentioned statement i.e. “Female teachers can teach the students well as compared to male teachers at elementary level” is 3.37 which is higher than 3 and it indicates that a large number of the teacher are agree with this statement. The standard deviation of this statement is 1.14 which is small value and it indicates the fact that there is very small deviation in the opinions of the teachers working in public schools in this regard.

The results of dedication of female teachers to their professions are shown in [Table 6](#).

Table 6 Dedication of female teachers to their profession

4. Statement	Levels	Frequency	Percentage	Mean Score	SD
Female teachers can teach the kids at primary level with more care as compared to male teachers.	SA	350	35%	3.61	1.74
	S	400	40%		
	N	30	3%		
	DA	50	5%		
	SDA	70	7%		

Form the above table it is clear that majority (75%) of teachers teaching in public institutions are either strongly agree (SA) or agree (A) with the above statement. While 3% of the teachers are neutral (N) in this regard. On the other side 22% of the respondents are either disagree (DA) or strongly disagree

(SDA) on the questionnaire item. The mean score of the above mentioned statement i.e. Female teachers can teach the kids at primary level with more care as compared to male teachers is 3.61 which is higher than 3 and it indicates that a large number of the teachers working in public schools are agree with this statement. The standard deviation of this statement is 1.74 which is small value and it indicates the fact that there is very small deviation in the opinions of the teachers working in public schools in this regard.

The results of leniency of female teachers and its impact have shown in [Table 7](#).

Table.7: Leniency of female teachers

5.Statement	Levels	Frequency	Percentage	Mean Score	SD
Female teachers give less punishment as compared to male teachers.	SA	400	40%	3.72	1.85
	S	300	30%		
	N	60	6%		
	DA	100	10%		
	SDA	140	14%		

Form the above table it is clear that majority (70%) of teachers teaching in public institutions are either strongly agree (SA) or agree (A) with the above statement. While 6% of the teachers are neutral (N) in this regard. On the other

side 24% of the respondents are either disagree (DA) or strongly disagree (SDA) on the questionnaire item. The mean score of the above mentioned statement i.e. Female teachers give less punishment as compared to male teachers is 3.72 which is higher than 3 and it indicates that a large number of the teachers working in public schools are agree on the questionnaire item. The standard deviation of this statement is 1.85 which is small value and it indicates the fact that there is very small deviation in the opinions of the teachers working in public schools in this regard.

The results of the attitude of science teachers are given in [Table 8](#)

Table 8: Science subject's teachers and attitude

6. Statement	Levels	Frequency	Percentage	Mean score	SD
Science teachers have more positive attitude as compared to other teachers.	SA	300	30%	3.48	1.42
	S	350	35%		
	N	50	5%		
	DA	130	13%		
	SDA	170	17%		

Form the above table it is clear that majority (65%) of teachers teaching in public institutions are either strongly agree (SA) or agree (A) with the above statement. While 5% of the teachers are neutral (N) in this regard. On the other

side 30% of the respondents are either disagree (DA) or strongly disagree (SDA) on the questionnaire item. The mean score of the above mentioned statement i.e. "Science subject teachers should be more in positive attitude as compared to other teachers" is 3.48 which is higher than 3 and it indicates that a large number of the teachers working in public schools are agree with this item. The standard deviation of this statement is 1.42 which is small value and it indicates the fact that there is very small deviation in the opinions of the teachers working in public schools in this regard.

4.2 Summary of results

There is no doubt that teaching profession is of great honor but all the teachers don't like this profession. It is clear from many evidences that people don't select this profession as a choice. Instead, they select it by chance or not availability of other options and they are forced to adopt this profession. Due to this reason, they hardly show positive and soft attitude towards this pious profession. The main objectives of this research study was to investigate the factors that affect the attitude of the teachers towards the teaching profession and to determine its impact on the learning of students. This research study was also conducted to probe the problems faced by students due to negative attitude of the teachers towards. 1000 out of total 10929 teachers in District Sahiwal were selected as a sample of study and. questionnaire was used as a research instrument. The findings of this research study shows that male teachers show less interest towards teaching profession. However, female teachers show soft attitude towards and leniency and its positive impact was noted. It was also found that science subject's teachers are more profession-

oriented and pay more focus on teaching as compared to general subject's teachers.

5. Findings of study

Key findings of the study are given below:

According to the above discussed results. Teachers' attitude has strong influence on the students' character, knowledge level and academic achievements. Similarly, teachers' positive attitude also creates conducive learning environment in the classrooms. It was also found that female and science subject teachers are more goal-oriented and professional in their attitude and teachers-students' interaction as compared to male and general subjects' students. Female teachers take more care of the small children as compared to male teachers. This is the reason that the students are more attached with female teachers than those of male teachers. It was also found that general subjects' teachers have relatively negative attitude towards students and concentrate less on teaching as compared to science subjects' teachers.

6. Conclusions

The professional attitude of teachers is one of the most important aspects of teaching profession. Teachers are divided into two groups based on their gender, each with a different level of professional attitude. Males showed a more positive attitude toward their jobs than females. This implies that male teachers have negative professional attitude than female teachers. For a good educational system, teachers must have a positive attitude toward their profession. If teachers lose faith in their profession and its contribution to the creation of knowledge the advancement of society is stopped. The lack of

interest of teachers in their profession do not only damage learning environment but also spoil academic performance of the students. Most of the students leave their education incomplete and learning in higher education is scale down. It is necessary that motivational techniques must be used to make the attitude of teachers positive and for this purpose training session and seminars may be arranged highlighting the role of teachers' attitude in students' academic performance. There are many reasons for lack of interest of teachers in their profession. One of them is economic pressure and low wages which force the teachers to carry out part-time jobs to earn extra income to meet their growing expenses. As inflation is rising rapidly in Pakistan, teachers' wages must be indexed with inflation rate so that they may be able to take proper interest in their profession. Another reason of their lack of interest is their posting in remote areas which takes a lot of time in traveling. Teachers particularly female teachers are exhausted and face difficulties in daily two-way travelling.

7. Policy Recommendations

On the basis of findings following policy recommendations are given below.

- More female teachers should be appointed in primary schools as they show more positive attitude towards teaching profession and leniency towards students.
- Salaries of the teachers should be increased and they must be indexed to inflation rate.

- Qualification allowance should be increased for highly qualified teachers up to Rs.10000 per month for M.Phil. and Rs.20000 for PhD teachers.
- M.Phil. and PhD teachers should be given scale 17 and 18 respectively at school level as are being given at College level in Pakistan.
- Tuition centers should be closed so that teachers may teach the students exclusively in their respective schools with full devotion and dedication.
- Punishment should be banned totally in the schools and teachers should be warned strictly to penalize or punish the students publicly.
- The registration of school should be cancelled in case of punishment in private schools.
- Teachers par should be appointed near to their homes.
- Female teachers should be transfer at least after the year period and their frequent transfer demotivate them. Similarly, transfer policy should be made flexible.
- Teachers should be trained through regular interval and for this purpose training sessions must be organized.

8. Contribution of the study

This study is restricted to District Sahiwal of Pakistan and 600 teachers have been included into it as a sample of study. The new researchers select any other district of Pakistan and can also expand number of teachers in order to broaden the results. This study contributes in the literature on the attitude of teachers towards their profession and its impact on students' performance. This study has proved that teachers' attitude is a significant factor in motivating the students towards learning. Similarly, teachers' attitude also

very much helpful in creating conducive learning environment. This study also highlights the importance of female teachers in motivation of small children to take interest in their studies. So this study suggest that more educated female may be involved in teaching profession as it is also safe and secure for female. This study also highlights the fact that negative attitude of teaches is one of the main cause of high dropout ratio of students in Pakistan. Thus, training on attitude must be organized at school level in order to generate awareness among teachers about its importance and its vital role in academic performance of students.

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