

TEACHING AS FUTURE PROFESSION - EXPLORING BUSINESS STUDENTS ATTITUDES TOWARD TEACHING PROFESSION

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Abstract

Amongst all professions, teaching profession has always been a most challenging profession due to the fact that it has the power and capacity to seed any nation with educated citizens. The attitude of these young students towards selection of teaching as a career is very important for the researchers and the future policy makers of any society. On this background this study was initiated to assess the dynamics of business student's attitudes towards the selection of teaching as their future career. Simple random sampling technique was used while selecting the sample of 300 students. A self constructed questionnaire was administered to the sample students. The research finding revealed that majority of the business students (64%) exhibited unfavorable attitude towards teaching as their future career. Female students demonstrated more positive attitude than male students similarly the students of public sector institution showed a favorable attitude than students of private institutions.

Keywords: Teaching, Profession, Attitude, Business, Students.

1 INTRODUCTION

Amongst all professions, teaching profession has always a most challenging profession due to the fact that it has the power and capacity to seed any nation with educated citizens. The future of any society depends on its young generation going through teaching-learning phenomenon in the in the educational institutions. One of the most critical factors of this teaching-learning phenomenon is the teacher. He or she is the life blood and a dynamic energy behind every good institution. Even a best education system collapsed if it is without competent and dedicated force of teachers. A good teacher can solely make a difference and can surely present excellent results even in the worst education system (Parvez, 2010).

In an education system, the function and role of a teacher remains very decisive and challenging. A teacher not only transmit the knowledge but also consider as a prime agent of change, a good teacher always a symbol of guidance and inspiration for its students to achieve the esteemed goals in their future lives. The bright future of any society is always linked with its education system and well trained and motivated teaching force. According to Oruc, (2011) the impact a teacher have on the nation building and future of the society is unquestionable. The philosopher Henry Adams stated that a good teacher affects eternity, his influence never stop anywhere. Smith (1986) consider teaching a profession which that extremely have impacts on every individuals' live and ultimately strengthen and contributed towards welfare of the nation, Parkay and Hardcastle (1991) believe that individuals who are dedicated and have love for teaching are normally fascinated by the process and the impulsive facets of teaching. They seize complete benefit of every moment of instructional pedagogy and contribute the most of it. Ballantine and Spade (2007) opined that more or less in all civilization, good teachers are always deemed as the center of fulcrum and backbone of a educational system and without their presence not to think of any school.

While studying, every student has certain dreams and choices about his futures career. One of the critical and vital factors for a student to be successful in any profession is their attitude towards the profession. The response of any individual towards certain event, situation or any object is considered to be the attitude. The response may be a positive, negative or even a neutral one. The direct experience of an individual about some phenomenon and implicit learning of the individual for the attitude of the individual, and the reflection of

which could be seen in his personality (Zimbardo & Lippé, 1991) Wood (2000) conceptualized the attitude in three distinct but interrelated components; the cognitive component- the attitude based on some idea or construct or any assumption behind the attitude of any individual; Affective Component, the attitudes based on the individual feeling about something; Behavioral Component, individual inclination towards something in relation to his personal beliefs or assumptions (Wood, 2000).

Individual's attitude towards a profession represents the individual's awareness about the usefulness and its social worth in the society. It also shows individuals willingness to join the particular profession, his commitment and dedication to the intending profession. According to Good (1973) attitude is the inclination or tendency or predisposition of certain reaction of the individual towards something. This attitude of the individual is normally contained the human emotions and feelings (Good, 1973). Thurstone (1946) considered the attitude the extent of negative or positive outcomes connected with any psychological thing or object. The object or thing may be a situation, person, idea, symbol, institution, phenomenon towards the individuals has some positive or negative feelings and which would differ on individual to individual basis. According to Allport (1935) attitude is an individuals' neural and mental condition of inclination which is structured by individual past experiences that apply direct or active effect to the responses of the individual towards all things for which it is concerned. Katz and Scotland (1959) described the attitude as an individuals' disposition or inclination to assess a certain thing, phenomenon, object or something related to anything in a particular way. So, for the understanding of the behavior of any human being, the concept of attitude has a focal point of importance. As behavior is composed of many attributes and one of these important attributes is attitude. One's behavior to a great extent depends upon one's attitude towards the things, idea, person, object in his/her environment (Mangal, 2009). In this way attitudes are to a great extent responsible for a particular behavior of a person. In simple words, attitudes are "pre-dispositions" to behave in a certain way. Attitude is defined as preference along a dimension of favorableness and unfavorableness to a particular group, institution, concept, or object. A person with a favorable attitude toward something is likely rate favorable and an unfavorable attitude presumes a tendency to reject something (Sax, 1974).

Evidences from the past literature exhibited that student's perceptions and attitudes regarding their future career have a significant effect on their career performance. A positive attitude construct seeking behavior, a negative or unfavorable attitude fabricate reaction of avoidance, while a neutral one show a state of indifference towards a profession. The attitude of any individual about the selection of any profession can affect the future performance of the individual in that particular profession. There is no doubt that any individual who is not satisfied with his profession or who does not feel enjoyment in his profession could not perform well succeed in his profession. A good teacher with proper attitude, behavior and personality traits can motivate, inspire and make students lost in his/her teaching. A prospective business teacher with a positive attitude towards teaching is considered better and becomes popular figure among students. Therefore, it is very important to study the attitudes of the business students towards the teaching as their future choice of profession. Positive attitudes not only promote learning but also create the climate which stimulates effective learning. Therefore, business students who want to join the teaching profession as their future career should have favorable positive attitudes towards this noble profession so that they can bring about a positive change in the life of their students. A review of the past literature on the attitudes of business students regarding teaching profession showed a dearth of knowledge about this research area. The most of the studies relating to the attitudes of the individuals towards their future professions were carried out in the context of prospective teacher education students or teacher studying in the subject of teacher education despite the fact the teacher and teaching is an important area for all the social and natural science disciplines. Researcher did not find any study regarding the study of business students attitude towards teaching as their future profession, so this study would be served as pioneer in this area especially in the context of Pakistan and which is a also a first attempt to fill the research gap in the business students area.

2 OBJECTIVES

The current study attempted to achieve the following research objectives:

1. To judge the attitudes of business students towards teaching as their future profession.
2. To find any difference between the public and private institutions' business students attitude towards the profession of teaching.
3. To find any difference between the attitudes of female and male business students towards teaching as their future profession.
4. To find any difference between the attitudes of rural and urban business students towards teaching

as their future profession.

5. To find any difference among the attitudes of business students studying at different study levels towards teaching as their future profession.

3 RESEARCH HYPOTHESIS

Following null hypothesis were advanced for the current Study:

Hypothesis 1. No significant difference exists between the attitudes of business students of public and private educational institution.

Hypothesis 2. No significant difference exists between the attitudes of female and male business students towards teaching as their future profession.

Hypothesis 3. No significant difference exists between the attitudes of rural and urban business students towards teaching as their future profession.

Hypothesis 4. No significant difference exists among the attitudes of business students studying at different grade levels towards teaching as their future profession.

4 METHODOLOGY

Descriptive research methodology was used in the present study. To achieve the outcomes of the research a survey techniques was used to get the responses of the respondents of the study.

4.1 Population

For the current study, all the undergraduate and graduate business subject students of the public and private education institutions located in the city of Lahore, Pakistan, formed the population.

4.2 Sample

Study sample comprised of 300 students belonging to different public and private institution of the Lahore city. Among the total sample, half of the students were selected from public institutions and remaining half were selected from private institutions. While selecting the sample from the population, a convenient and purposive sampling method was applied in this study.

4.3 Research Instrument

The researcher developed and constructed a questionnaire which named as "Business Students Attitudes towards Teaching as Their Future Profession" which was administered among the sample of this study. This scale contained the 44 survey questions covering the cognitive, behavioral and affective components of the attitude. A Likert Scale was applied to get and weight the responses of the students which carried 5 types of responses Strongly Agree on one side of the rating continuum to Strongly Disagree on the opposite side. To address the reliability issues of the self constructed research instrument, a pilot study of 25 students selected randomly from public and private institutions was carried out by the researcher. The pilot testing provided the reliability co-efficient of .82 which is deemed to be sufficient for such type of research. The researcher also sent the self-constructed questionnaire to the two research expert of the Punjab University Lahore. Both the expert validated the instrument as regard to its face and content validity.

4.4 Data Collection and Statistical Techniques

The data for this study was collected by administering the research questionnaire among the sample of the study. The descriptive statistical methods were applied while evaluating and analyzing the data collected through the questionnaire. The respective statistical Mean, median and standard deviation were computed to obtain the descriptive results. An independent t-test was also applied to explore the desire outcomes of the study.

5 RESULTS

The results emanating through from the current study are given hereunder according to the sequences of the objectives of this research.

5.1. Research Objective 1 To assess the attitudes of business students towards teaching as their future profession?

Table 1 Responses of the Business Students about their Attitude towards teaching Profession

Component of Attitude	Positive Attitude	% age of Responses	Negative Attitude	% age of Responses
Cognitive	123	41	177	59
Effective	111	37	189	63
Behavioral	87	29	213	71
Total		35.66		64.33

The results in the table 1 represents that business minority of the students shows a positive attitude (35.66%) towards teaching as their future profession whereas, a large number of business students shows a negative attitude (64.33%) towards teaching as their future professions.

5.2. Hypothesis 1

6. Table 2: Comparison of Public and Private Institution Students' Attitude

Sector difference	N	Mean score	Standard deviation	Value of 't'
Public sector	178	198.24	30.4	5.21
Private sector	122	212.46	34.05	

*P< .05, df =298, critical t = 1.96

The results in the table 2 represented that the while making comparison between the business students of public and private institutions, the 't' value calculated is 5.21 which is higher than the critical value of 1.96 at the significance level of .05 and with the degree of freedom of 298. This statistical measurement leads the researcher to conclude that the null hypothesis 1 which states that no significant difference exists between the attitudes of the business students of public and private sector institutions towards teaching as their future profession is rejected. By rejecting the null hypothesis the researcher concluded that a significant difference exists between the attitudes of public and private institutions business students towards the teaching as their future profession.

5.3. Hypothesis 2

6. Table 3: Business Students' Attitudes – Gender Comparison

Gender difference	N	Mean score	Standard deviation	Value of 't'
Male	120	201.36	36.78	5.02
Female	180	237	34.3	

*P< .05, df =298, critical t = 1.96

The results in the table 3 represented that the while making comparison between the business students of public and private institutions, the 't' value calculated is 5.02 which is higher than the critical value of 1.96 at

the significance level of .05 and with the degree of freedom of 298. This statistical measurement leads the researcher to conclude that the null hypothesis 2 which states that no significant difference exists between the male and female business students in relation to their attitudes towards teaching as their future profession is rejected. By rejecting the null hypothesis the researcher concluded that a significant difference exists between the attitudes of male and female business students towards the teaching as their future profession.

5.4. Hypothesis 3

Table 4: Demographic Area wise Comparison of Business Students' Attitude

Demographic Difference	N	Mean Score	Standard Deviation	Value of 't'
Urban	195	245	24.42	4.85
Rural	105	212	28.65	

* $P < .05$, $df = 298$, critical $t = 1.96$

The results in the table 4 represented that the while making comparison between the business students of urban and rural areas, the 't' value calculated is 4.85 which is higher than the critical value of 1.96 at the significance level of .05 and with the degree of freedom of 298. This statistical measurement leads the researcher to conclude that the null hypothesis 3 which states that no significant difference exists in the attitudes of business students, belonging to urban and rural areas, towards teaching as their future profession is rejected. By rejecting the null hypothesis the researcher concluded that a significant difference exists between the attitudes of urban and rural business students towards teaching as their future profession.

5.5 Hypothesis 4

Table 5: Study Grade-Wise Means, Standard Deviation of Business student's attitudes towards teaching as their future profession

Study Grade	N	Mean Score	Standard Deviation
11 th grade	71	44.64	13.21
12 th grade	79	41.35	13.56
13 th grade	83	47.15	14.76
14 th grade	67	43.65	14.02
Total	300	44.20	13.89

Table 6: Study Grade Wise One way ANOVA of Business Students attitudes towards Teaching Profession

Variance	Sum of Square	DF	Mean Square	F
Between groups	321.9	3	106.97	.69
Within groups	30898.19	296	159.11	
Total	31321	299		

The result in Table 5 and Table 6 demonstrates that there is very marginal difference existed among the

business students of different study grades. The 11th grade students showed mean score of 44.64, Standard deviation 13.21; 12th grade students recorded mean score 41.35, standard deviation 13.56; 12th grade students had mean score 47.14, standard deviation 14.02; and 14th grade students had mean score of 43.65, standard deviation 14.02. The calculation F ratio of .69 is lower than the critical F ratio of 2.65 at .05 levels of significance and 3/296 degrees of freedom. This implies that different grade level of the study does not have important effect on the business student's attitudes towards teaching as their future profession, this leads to the researcher to accept the Null hypothesis which states that different grade levels do not have significant effect on the attitudes of business students towards teaching as their future profession.

5 DISCUSSION

The prime focus of the current study was to judge the attitudes of the business students towards teaching as their future profession. The evaluation and analysis of the pattern of responses as shown in the above table 1 present that a majority of the business students (64.33) exhibited a negative or unfavorable attitude towards their likelihood of joining teaching as their future profession. The minority of the business students (35.66) show their willingness to join the teaching occupation as their future profession. The present state of the attitudes of the business students is not only discouraging but also alarming for the educators and policy makers which established that majority of the students do not think teaching as a charming and attractive profession. This state of affairs about the students' attitudes requires the immediate intervention of the higher authorities due to the fact that teaching is a very noble and challenging profession which demands the committed, dedicated and intellectual human resource of the society. If the majority of the business students do not have positive attitude towards this profession then, how a society could be progress in science, technology and business horizon. There is a great need of educators and faculty member who have the capacity and motivation to encourage and shape the students attitude from the negative to positive perspective.

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