

Student-Teachers Attitude in Atebubu College of Education Towards the Teaching Profession at the Primary School Level in Ghana

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Abstract

The teacher plays a very crucial part in shaping and molding the life of students of every nation; therefore, an investigation of attitude possessed by teachers in teaching students is essential and a call in the right direction. The study's primary purpose was to investigate student-teachers' attitudes in Atebubu College of Education towards the teaching profession at the basic school level in Ghana. Specifically, the study sought to investigate student-teachers' attitude in the Atebubu College of Education towards the teaching profession. The study also examined the factors that influence student-teachers' attitudes in the Atebubu College of Education towards teaching the teaching profession and determine whether there is a significant difference between genders of student-teachers Atebubu College of Education towards the teaching of the teaching profession in Ghana. The researcher adopted a descriptive survey design for the study. The proportionate sampling technique was used to sample 250 student-teachers. The researcher adopted a standardized questionnaire for the survey. Descriptive and inferential statistics were used to analyze the data that was obtained from the questionnaire. The study revealed that the student-teacher in Atebubu College of Education (ATECOE) have a positive attitude towards the teaching profession. The paper further established that many factors influence student-teachers' attitude in Atebubu College of Education. These factors include greater attention paid to teacher education by the government; teachers are well motivated like other professionals, student-teachers' working conditions are right and high prestige for teachers in society. The study also found a statistically significant difference in male and female student-teachers' attitude towards the teaching profession in Ghana. The study concluded that student-teachers' positive attitude is likely to cause desirable positive teaching habits, such as developing a sense of duty, professional competence, and insights into student problems and needs. There would continue to be teacher attrition due to a lack of teacher motivation and low societal recognition for Ghana's teaching profession. The study further concluded that both male and female student-teachers do not attach the same level of seriousness in their teaching career.

Keywords

Attitude, Student-teacher, Teaching Profession, College of Education

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1. Introduction

Education is perceived as an influential agency contributing to desirable changes in social and cultural life. Developing countries such as Ghana faces a barrage of significant

problems such as abject poverty, ignorance, etc. Every educational initiative's essential purpose is to equip its students with attitude, knowledge, skills, and competencies to handle social issues. In line with (Tannebaum, 2015), education is one of the powerful tools used in emerging

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desirable attitudes, lifestyles, and individuals' skills for adequate modification in society. The obligation of raising informed and patriotic citizens is one that falls upon all educationalists. Okemakinde (2013) elucidated that Education aids mitigate the masses from the shackles of unawareness and equip them with intellectual skills and boost the literacy effect.

The teacher plays a very crucial part in shaping and molding the education system of every nation. Thus, the teacher has the responsibility of translating educational policies into practices and programs into action. The teacher is the support of the foundation of every academic development. Every country's priorities provide quality education to its teachers since the teacher determines the quality of education offered to its citizenry. Based on this proposition, teachers' readiness, inspiration, and attitude are the central focus of this paper. "Attitude towards one's profession has an impact on his/her performance" (Maheshwari, 2016). The identical is valid for the teachers at the primary school level in Ghana. Attitude is seen as one of a substantial display of triumph in the teaching profession. The magnitude at which a teacher adorns his career determine whether he becomes productive in teaching or not (Ibidapo-Obe, 2007).

Attitude is defined as the emotional state that can be positive or negative, favorable, or unfavorable, absorbed by some specific object (Trivedi, 2007). The Theory of Reasoned Action (TRA), as cited by Haase (2009), established "an individual attitude towards any object as a function of an individual's belief about the object and the implicit evaluative responses associated with those beliefs."... "TRA theory further argues that a person who believes that performing a given behavior will lead to positive outcomes will hold a favorable attitude towards performing the behavior" (Ajzen & Fishbein, 1975). However, a person who believes that carrying out the behavior with adverse results will hold an unfavorable assertiveness. Student-teachers are students in the College of Education trained as primary schools (Conchran-Smith & Zeichner, 2009). Hence, student-teachers who maintain a positive attitude towards the profession will hold a favorable attitude toward teaching and learning and stand in a better position to facilitate effective teaching and learning in the classroom.

1.1. Statement of the Problem

Research continues to show the student-teachers have varied attitudes concerning the teaching career. For instance, in Turkey, a study conducted by Oruc (2011) revealed that most student-teachers held a positive attitude in becoming a classroom teacher. A survey by Egwu (2015) revealed contrasting results that student-teachers have a terrible attitude towards the teaching profession in that teaching of it is a

challenging task. Also, teachers are not compensated enough as compared to other career professions. In Ghana, a study conducted by Appau, Yeboah, and Ogah (2014) revealed that student-teachers positively affect the teaching profession.

Evidence from past literature (Egwu, 2015; Khurshid, Gardezi & Noureen, 2014) unveiled that student-teachers' attitudes and perceptions and attitudes on the subject of their future careers significantly affect how they perform on the job. A positive attitude constructs pursuing behavior, unreceptive, negative attitude produces avoidance, while a neutral perspective displays unresponsiveness towards the teaching profession. A noble teacher with the appropriate personality qualities can instigate, motivate, and make students love to learn the subject being taught by him. A forthcoming teacher with a positive attitude towards teaching is considered better and becomes a popular figure among students. Therefore, it is imperative to investigate the student-teachers' attitudes towards teaching as their future profession choice. As far as the student-teaching profession is concerned, it appears that little empirical studies have been conducted to investigate their attitude towards the teaching profession (Xu & Brown, 2016). It seems not much research has been undertaken regarding the study of accounting student-teachers' perspectives regarding teaching as their future profession; therefore, this study is an attempt to fill the research gap identified.

1.2. Significance of the Study

The study would contribute to the existing knowledge of the attitude of student-teachers towards the teaching profession. Thus, they enable Ghana Education Service to formulate policies to sustain student-teachers' interest in obtaining a teaching career. Again, the study's findings would allow policymakers and curriculum planners to make the necessary modifications to the existing policies to attract student-teachers into the teaching career. The study's findings on whether student-teachers' gender affects their attitude towards the teaching profession would provide relevant data to the teacher training institutions to formulate gender-oriented policies to maintain male and female interest professions.

1.3. Research Questions

The ensuing research questions and hypothesis steered the study;

What is the attitude of student-teachers in the Atebubu College of Education towards teaching the teaching profession?

What factors influence student-teachers' attitudes in the Atebubu College of Education towards teaching the teaching profession?

1.4. Research Hypothesis

H_0 : There is no significant difference between student-teachers' genders in the Atebubu College of Education regarding the profession's teaching.

H_1 : There is a significant difference between genders of student-teachers in Atebubu College of Education towards the teaching of the teaching profession

1.5. Limitations of the Study

The study's main limitation was the inability to generalize the study's findings to a larger population. Therefore the results of this study were generalized to only the student-teachers in Atebubu College of Education. Johnson & Christensen (2012) assert, "Research-based on questionnaires does not provide in-depth information." Therefore, the inherent limitation of a questionnaire also affected the findings of the study. However, due diligence and checks were made to ensure that the limits were reduced to a minimum by providing the instrument's reliability and validity before collecting the study data. Furthermore, the questionnaire composed close-ended statements. Respondents were not given room to add their own opinions to the statements on the questionnaire. This could lead to the loss of some vital evidence that the research may not have covered. However, the questionnaire was broad enough to ensure that all the research's crucial variables were considered.

2. Literature Review

2.1. Attitude of Student-teachers Towards Teaching

Attitude is defined as individual mental processes that determine both the potential and actual responses of each person's social world (Moskowitz, 2012). The attitude of an individual concerning their profession affects how they perform on the job. This is the same for teachers because their mood and thoughts affect professional achievement and competence in teaching. One of the essential requirements of the teaching profession is the teachers' attitude towards the career. Researchers such as Wood (2000) believe that teachers' attitudes are designed and displayed at the level of three fundamental dimensions; *cognitive (mental)*, *affective*, and *behavioral*. The mental size of teachers' attitude looks at the beliefs, perceptions, and traditions of the teaching profession's events and facts. The affective section also describes teachers' passionate replies and experience to numerous events and facts in the teaching profession. Andronache, Bocos, Bocos & Macri (2014) assert that teachers' behavioral dimension shows intents and forecasts of how a teacher can act concerning a piece of information or event based on beliefs.

It is essential to note that attitude, especially to the teaching profession, is a central variable because it can completely sway the practical expression of knowledge and skills a teacher needs. Every teacher must possess a positive attitude with the right competence to impart knowledge, skills, attitude, and practices to students (Dooley et al., 2004; Bocoú, 2008; Potolea & Toma, 2010). Teacher competence considers knowledge and skills and integrates attitudes designated, networked, and used correctly, thereby allowing the accomplishment of responsibilities in specialized and societal settings (Andronache, 2013).

In Turkey, Oruc (2011) studied the perception of teaching as a profession by Turkish trainee teachers: attitudes towards being a teacher. The study found that student-teachers in Dokuz Eylul University, Buca Faculty of Education, English Language Teaching Department possessed positive teaching attitudes. In Nigeria, Egwu (2015) conducted a study on students' attitude towards the teaching profession: education development implications. The results of the study displayed that student-teachers possess a negative attitude toward the teaching profession. The study revealed that teaching is a challenging job, and such, teachers are not well remunerated compared to other occupations. Moreover, Maheshwari (2016) conducted a study on the attitude towards prospective teachers' teaching profession. The study findings revealed that future teachers of self-financing colleges, i.e., female, science, middle economic status, high financial status, or total, showed a favorable attitude towards the teaching profession.

2.2. Factors Responsible for the Attitude of Student-teachers Towards the Teaching Profession

An effort has been made to make the teacher's role pictured concerning the credit, respect, and responsibility attached to this profession. The idea that the concepts, inspirations, and views regarding career highly determine teachers' actions (Ahsan, & Anjum, 2012). Yadetia (2013) conducted a study that assessed teacher trainees' attitudes towards the teaching profession. The results of ANOVA multiple comparisons showed that student-teachers hold a positive attitude towards the teaching profession. Similarly, a study conducted on pre-service teachers (Parvez & Shakir, 2013) found that gender, religion, and discipline did not determine pre-service teachers' attitudes. In contrast, the sector of university worked having a varied attitude of student-teachers towards teaching.

Ustuner, Demirtas, & Comert (2009) conducted a study on teachers' behavior regarding the teaching profession. The study found gender, department, SES, and motivational level all lead to changes in teachers' attitudes towards teaching. Rao (2012) determined the contribution of age, gender, marital status, and teachers' SES concerning different perspectives where he gave

importance to determining teachers' role regarding their inspiration in the teaching profession. Bhargava & Pathy (2014) undertook a study that explored the attitude of prospective teachers influenced by gender, age, and experience. Only the education level of teachers was found influential towards having a positive attitude in the teaching profession when (Chakraborty & Mondal 2014) investigated the difference in attitude towards teaching based on gender, area, and religious affiliation. The assumption behind measuring student-teachers' attitudes remained the high expectation of performance to positively affect teaching any subject in class (Chakraborty, & Mondal, 2014).

Bademcioglu, Karatas, & Alci (2014) conducted a descriptive survey to measure prospective teachers' attitudes about gender, experience, and program variables. The more time teachers spend in teaching, the more positive attitude likely they have towards education. A study conducted by Egwu (2015) also revealed that a significant number of factors have contributed to either the positive or negative attitude of student-teachers towards the teaching. This includes the meager nature of salary, irregular payment of wages and fringe benefit, lack of promotion, excess workload, low environment, negative parental influence, and inadequate education financing.

2.3. Difference Between Genders of Student-teachers and Attitude Towards Teaching

Babu and Raju (2013) found that gender and subjects determine teachers with varied behavior towards the teaching profession. Findings suggested on the aspects of attitude that can improve the interest and philosophy of prospective teachers. Khurshid, Gardezi, and Noureen (2014) also found a difference between teachers' gender and their attitude towards teaching. The study found that female teachers possessed a positive attitude toward teaching and learning than male teachers. This means that female teachers are more likely to

resort to teaching as a profession as compared to their male counterparts. Similarly, Musa and Bichi (2015) found significant gender differences in soon-to-be teachers' attitudes towards teaching. The majority of the female teachers had a positive attitude toward teaching than their male colleagues.

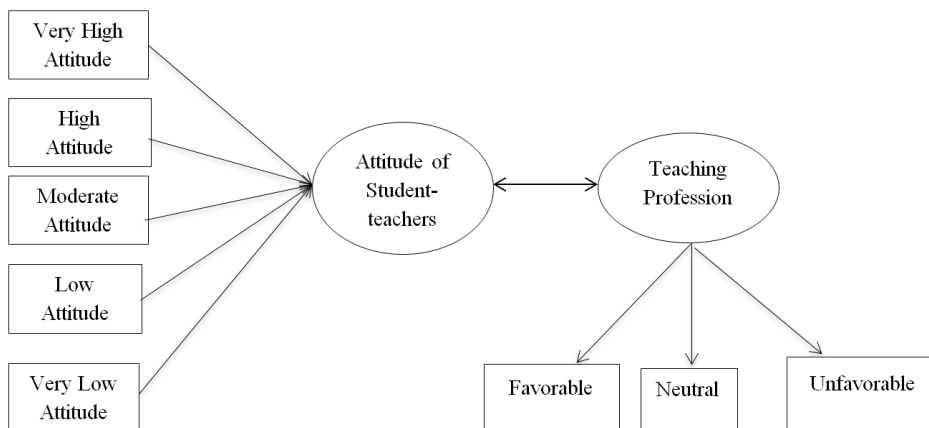
On the contrary, Chakraborty and Mondal (2014) studied prospective teachers' attitudes to teaching in India. The results of the study revealed there was no difference between the genders of student-teachers. Shaheen, Kashif, Daud, and Tariq (2017) explored prospective teachers' attitudes towards the teaching profession. The findings indicated no significant difference in the attitude based on the gender of the student-teachers. There appears between contentions in the literature regarding whether the gender of student-teachers affects the attitude towards teaching.

2.4. Attitude Scale of Student-teachers

An individual's attitude is assessed through a method of seeking opinions and observing the behavior of teachers. The researcher will adopt the standardized questionnaire, Attitude Scale Towards Teaching Profession (ASTTP), in measuring student-teachers' attitude towards the teaching of the teaching profession. This questionnaire is designed to estimate the direction and intensity of student-teacher in the teaching profession. Scores will be allocated for student-teacher responses. Using a Likert scale of 4, 3, 2, 1 and 0 for positive statements, and 0, 1, 2, 3 and 4 for negative statements items, scores will be given for each student-teacher attitude towards the teaching profession at the primary school level. The response of each respondent will be summed together to produce a score on the attitude scale.

2.5. Conceptual Framework

The conceptual framework will look at how student-teacher attitudes affect their attitude in the teaching profession. This has been illustrated in figure 1.



Source: Oruc (2011).

Figure 1. The attitude of student-teachers concerning the teaching profession.

3. Material and Methods

3.1. Research Design

The descriptive survey research design was adopted to gather information on student-teachers attitude towards the teaching profession at the primary school level. This research design was suitable for the study because it permits the researcher to rapidly and economically collect adequate information from many people.

3.2. Sampling and Sampling Procedure

The accessible population of the study was level 200 teacher trainee students in Atebubu College of Education. According to the Students Records and Management Information System (SRMIS) Unit (2019), the total number of students was 400. Out of the population of 400, the study involved 250 student-teachers; this was influenced by Barlett, Kotrlik, and Haggins (2001) that a population of 400, the minimum sample size is 250. The researcher adopted purposive sampling in selecting the 250 level 200 students for the study. The proportionate sampling technique was used to determine 250 male and female students for the paper. The study involved only level 200 students as they are the students preparing to go for off-campus teaching practice, and level 300 students are out of the campus. And level 100 students were new to the system to know much about the teaching profession.

3.3. Data Collection Instrument

The instrument that was engaged in gathering information from the respondents was a standardized questionnaire. According to Creswell (2002), a questionnaire is a tool used in survey design to elicit responses from participants in a study. The standardized Attitude Scale Towards Teaching Profession (ASTTP) questionnaire was used in collecting data from respondents. The questionnaire was made up of only closed-ended test items for student-teachers. The items on the questionnaire were organized on a five-point Likert-type scale that ranged from "Strongly agree (SA) =4, "Agree" (A) =3, "Uncertain" (U) =2, "Disagree" (D) =1 to "Strongly Disagree" (SD) =0. The decision to use the five-point Likert-scales on the questionnaire was informed by McKelvie's suggestion (as cited in Owusu, 2014) that the five-category scale is more reliable than the other scales.

3.4. Data Processing and Analysis

The information gotten from respondents was sifted to get rid of all immaterial replies before they were coded. After, they were analyzed using the Statistical Package for Service Solution (SPSS 24.0). Results will be analyzed using descriptive (frequencies and percentages, means, and standard

deviations) and cross-tabulation for research question One and Two and inferential statistics (independent T-test).

3.5. Reliability and Validity of the Instrument

In checking the reliability of the instrument, the study measured the internal consistency using the test-retest method. The results showed satisfactory reliability of $r = 0.88$. Thus, proving that the instrument was adequate to be used for the study. Also, Criterion-related validity was used for checking the validity of the instrument of the standardized questionnaire. The results of the concurrent validity ($r = 0.85$) using Pearson product-moment correlation was acceptable.

3.6. Norms and Interpretation of Score on Attitude Scale

The researcher scored the 250 student-teacher attitude in the Atebubu College of Education, Ghana. The study converted the raw scores into the Stanine scale by organizing into frequency distribution and then giving a percentage to each stanine score points according to the standard distribution curve. This has been illustrated in Table 1.

Table 1. Range of Scores, Assigned Grade and Interpretation of Scores Attitude Scale Towards Teaching Profession.

Performance Range	Assigned Grades	Interpretation of Scores
Below 55	1	Very Low Attitude
55-58	2	Low Attitude
59-61	3	
62-65	4	Moderate Attitude
66-69	5	
70-73	6	
74-76	7	High Attitude
77-80	8	
Above 80	9	Very High Attitude

Source: Adapted from Renthler & Malsawmi (2015).

4. Results and Discussions

4.1. Background Information of Respondents

The demographic characteristics of the student-teacher considered for this study included; gender and age. These demographic characteristics were deemed necessary in this study as it aided the analysis of the research question three formulated. Again, these demographic characteristics were considered essential since it would enrich the readers' understanding of respondents involved in the study. The results are presented in Table 2. Regarding the gender of the respondents engaged in the research, the results showed from the findings that (130) 52% of the student-teachers involved in the study were male students while (120) 48% were female

student-teachers. Table 2 shows the age categories of student-teachers who participated in the study. Table 2 shows that the majority (67.2%) of the respondents were between 21-26 years, 18.4% were 20 years and below, while a few (14.4%) were either 27 years or above.

Table 2. Background Information of Respondents.

Variable	Sub-scale	Student
Gender	Male	130 (52)
	Female	120 (48)
Age	20 and Below	46 (18.4)
	21-26	168 (67.2)
	27 and Above	36 (14.4)

Source: Field data (2019).

Table 3. Cross Tabulation of Attitude Performance of Student-Teachers.

Gender	Performance Range									Total
	Above 80 -100	77-80	74-76	70-73	66-69	62-65	59-61	55-58	54-0	
Male	9	8	2	17	23	24	22	14	11	130
Female	7	6	4	16	19	21	20	18	9	120
Total	16	14	6	33	42	45	42	32	20	250

Source: Field data (2019).

The responses obtained from student-teachers were categorized into five groups following the norms of the scale. For straightforward interpretation, they are combined and arranged into three groups. Table 4 shows the frequency and percentage and interpretation of respondents' attitudes towards teaching the teaching profession.

Table 4 shows that 20 (8%) student-teachers have a very low attitude towards teaching the teaching profession. 74 (29.6%) possessed a low attitude in the teaching profession, 120 (48%) have a moderate attitude, 20 (8%) have a high attitude towards the teaching of the teaching profession, and lastly, 16 (6.4%) has a very high attitude towards the teaching profession. Regarding the interpretation of the student-teachers performance, the percentages of two high are added together, and the percentages of the two low groups are added together. The study revealed that most student-teachers have a neutral attitude (48%) towards teaching the teaching profession. Many student-teachers have a unfavorable attitude (37.60%) towards teaching than those with an favorable attitude (14.40%).

Everyone expects that teachers possess a positive attitude towards teaching students in their subject matter specialty. The findings of this study disclosed that apart from teachers having a neutral perspective, there appears to be a significant number of student-teachers possessing unfavorable attitudes towards the teaching profession as compared to student-teachers with favorable attitudes; however, this difference is not that massive. This might be that many student-teachers do not think of teaching as a great profession since most of

4.2. Main Results and Discussions

This section discusses the field data to address the research questions and hypotheses formulated to guide the study.

Research Question One seeks to identify the attitude of student-teachers in the Atebubu College of Education towards the teaching of the teaching profession

Student-teachers' attitude scale at the Atebubu College of Education (ATECOE) toward the teaching profession administered to 250 student-teachers in ATECOE was scored and tabulated. The cross-tabulation was used to analyze student-teachers' attitudes based on gender using the scores gotten from their response on the attitude scale.

them did not find any difficulty in entering into the various teaching Colleges. It appears that most of them consider teaching as a last resort for a career.

By implication, most student-teachers have held a positive attitude to teach the teaching profession one day. The study's findings are in line with the results of (Oruc 2011; Maheshwari, 2016) that student-teachers possess a positive favorable attitude towards the teaching profession. However, the finding contradicts that of Egwu (2015) that student-teachers have a negative attitude towards teaching the teaching profession, that teaching is a difficult task.

Table 4. Attitude of Student-teachers towards Teaching Profession.

Number of Student-teachers (Percentage)	Group of Attitude of Respondents	Interpretation of Attitude
16 (6.4%)	Very high attitude	14.40% (Favorable)
20 (8%)	High attitude	
120 (48%)	Moderate	48% (Neutral)
74 (29.6%)	Low attitude	37.60% (Unfavorable)
20 (8%)	Very Low attitude	

Source: Field data (2019).

Research Question Two seeks to find out the factors that influence the attitude of student-teachers in the Atebubu College of Education towards the teaching profession

The second research question intended to unearth the factors influencing student-teachers' attitudes in the teaching profession. The views of student-teacher in response to this research question are provided in Table 5.

Table 5 presented the student-teacher views in response to

the factors influencing their attitude towards the teaching profession. It is evident from the Table that many factors influence student-teachers' attitudes towards the teaching profession. For instance, the respondents disagreed (Mean = 1.6, SD = .53) that the Ghana Education Service (GES) has improved teachers' condition. Again, the student-teachers disagreed that (Mean = 2.1, SD = 1.1) greater attention is being paid to teacher education by the government. The aforementioned indicates that the Ministry of Education and its allied agencies are not doing enough to ensure that teachers are well trained for the profession; neither do they ensure that teachers' service conditions improved to

commensurate with their work output. This study's findings are directly in line with that of Egwu (2015), who found that inadequate financing of education is a factor influencing most trainee teachers to develop a negative attitude towards the teaching profession. Yadetia (2013) indicated that everybody in the teacher education looks forward to leaving it for a more rewarding professional career due to their poor condition. As evident from the Table, the student-teachers furthered disagreed (Mean = 1.9, SD = .56) that teachers' working condition is good and that teachers are well remunerated (Mean = 1.9, SD = .59).

Table 5. Factors that Influence the Attitude of Student towards the Teaching Profession.

Statement	Mean	SD	Rank
The GES has done much to improve the conditions of teachers in recent years	1.6	.53	9
Greater attention is being paid to teacher education by the government	2.1	1.1	2
Government adjustment in teachers' salaries has motivated me to go into teaching	1.8	.51	8
The working conditions of teachers are good	1.9	.56	4
Teaching is given much prestige in society	2.1	.68	1
Teaching is a job for the middle class	1.9	.50	5
Teachers are well remunerated	1.9	.59	7
Teachers enjoy better and regular promotions	1.9	.59	6
Teachers are well motivated like other professionals	2.0	.68	3
Mean of Means/Average Standard Deviation	2.0	.64	

Source: Field data (2019).

It also appears that the recognition that the society does not accord the necessary respect to the teaching profession. Although the respondents disagreed (Mean = 1.9, SD = .50) that teaching is a job for the middle class, they alluded to the fact that teaching is given much prestige in the society (Mean = 2.1, SD = .68). Although teaching remains a high profile profession, society's respect and reputation accord, it is shallow. Yadetia (2013) established from his research that both teacher trainees and the teacher trainers indicated that the teaching profession's low social status might account for why most teacher trainees do not foresee a career in the teaching profession.

The overall mean of 2.0 indicates that although the student-teacher has a positive attitude towards the teaching profession, they are likely not to enter the teaching professions until the factors influencing their attitude are addressed. The government has adjusted teachers' salaries; the student-teachers do not feel motivated enough by the salary adjustment to enter the teaching profession (Mean = 1.8, SD = .51).

Research hypothesis one seeks to determine whether there is a significant difference between the genders of student-teachers in the Atebubu College of Education towards the teaching profession

The first research hypothesis sought to establish whether there is a significant difference between the gender of the

student-teachers and their attitude towards the teaching profession. To address this research question, the researcher computed an independent sample t-test. The results of the independent sample t-test are presented in Table 6.

From Table 6, it can be observed that there is a difference between male and female student-teachers in the teaching profession. This is evident from the mean values recorded, mean of males (M = 3.65, SD = .82) and mean of females (M = 3.26, SD = .45). This implies that the male student-teachers seem to have a more favorable attitude towards the teaching profession than their counterparts.

Table 6. Difference between Male and Female Student-teachers attitude towards the Teaching Profession.

Gender	M	SD	t	Df	P	Remarks
Male	3.65	.82	4.3	215.6	.001	Significant
Female	3.26	.45				

$p > 0.05$ two-tailed, Source: Field data (2019).

The results of the t-test, however, show that there is a significant difference in the attitude of Males (M = 3.65, SD = .82 and females (M = 3.26, SD = .45); $t(215.6) = 4.3$, $p = 0.01$ (two-tailed). This means that both the males and the female student-teachers have a different attitude towards the teaching profession. By implication, both the males and the females may not attach the same attitudes and seriousness to the teaching profession should they find themselves in the classroom. The study's findings contradict that of Shaheen,

Kashif, Daud, and Tariq (2016), who found no significant difference in the attitude based on the gender of the student-teachers. Similarly, Sharma (2016) found no significant difference in male and female pupil-teachers' attitude towards the teaching profession. However, it confirmed Musa and Bichi (2015) findings, who found statistically significant gender differences in prospective teachers' attitude towards the teaching profession.

5. Conclusion

The student-teachers' positive attitude implies that teachers turn out in the classroom will be very high shortly, especially in the area of teaching profession education. This positive attitude also means that the student-teachers are more than likely to bring the sector's desired quality by developing a sense of duty, professional competence, and insight into their needs and problems. However, the findings on the factors influencing the students' attitude towards the teaching profession indicate that until stakeholders attach great importance to the teaching profession, there would continue to be teacher attrition resulting from lack of teacher motivation and low societal recognition for the teaching profession. The gender disparity in the attitude towards the teaching profession indicates that both the male and the female student-teachers may not attach the same level of seriousness demanded by the teaching profession.

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