

A STUDY OF THE ATTITUDE OF PRE-SERVICE TEACHERS IN EDUCATION COLLEGES TOWARDS THEIR TEACHING PROFESSION

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Abstract

The purpose of this research was to investigate the attitude of pre-service teachers in Education Colleges towards their teaching profession. A sample was comprised of 1000 pre-service teachers from selected Education Colleges. A descriptive survey method was used in this study. To get the data for the attitude towards teaching profession, the questionnaire having the demographic data, (40) five-point Likert items, was developed. Pre-service teachers' attitude towards their teaching profession was examined by five dimensions: attitude towards choosing teaching career, attitude towards professional development during training period, attitude towards professional commitment, attitude toward professional status/pride and attitude towards professional expectation. The data were analyzed using descriptive statistics and independent samples *t* test. The findings showed that most of pre-service teachers chose teaching as career accordance with their own desire. They got fond of teaching during their training period due to their teachers' guidance and practical teaching. They have a strong commitment as well as a high willingness towards teaching profession. They also believe teaching profession as a noble job and that it will bring a venerable position in society. According to gender, female pre-service teachers have more positive attitude than males. On comparing teaching programs, the pre-service teachers who attend pre-service primary teachers training program have more positive attitude than those who attend diploma in teacher education program. However, pre-service teachers who are specialized in both of arts and sciences subject combination have the same attitude towards teaching profession. Therefore, it can be concluded that all of pre-service teachers have positive attitude towards teaching profession although there was difference in the attitude in terms of gender and teaching program.

Keywords: attitude, teaching profession, pre-service teacher

Introduction

Education is the background of any progressing nation and also the teachers are the pivot in any system of education as she has a key role to perform in the whole progress. Teachers are pillars of society. Moreover, they play a major role in serving society via manpower training, providing peace of mind and social peace in society, culture, and values of society to be transferred to young generations. If a teacher is committed and has a positive attitude, then it is sure that his/her performance will be better her environment (Jain, 2012). Attitudes towards profession are typically connected with enjoying the profession, complete dedication to their profession, and being aware that profession is socially helpful and believing that they have to enhance the profession (Shakir & Parvez, 2013). As well, teachers' attitudes towards teaching play a significant role in shaping the attitudes of students towards learning (Bichi & Musa, 2015). As Myanmar raises the quality of the education system, it needs teachers with the right values, skills, and knowledge to be effective practitioners. That is to say, teachers' positive attitudes towards their profession have great importance in fulfilling the requirements of the profession and bringing along professional contentment. Therefore, Myanmar needs a strong system of teacher education, with programs that provide the theoretical foundations to produce graduates

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with the kinds of professional knowledge, understanding, and skills associated with the role of the teacher and the process of teaching (Aye Aye Myint & Myo Win, 2016).

Statements of the Problem

In Myanmar, the entrance system of university and college is only based on the students' matriculation examination marks from high school. The entrance system is encouraging merely getting high marks and overlooking the attitudes towards their teaching profession. There is a challenge to consider changes in the entrance system of the universities because most of the students wanted to join popular university and joined the institutions to study particular subjects with the force of parents and societies without being much interested in those fields. As the result, human resources are not in the right place (Mya Oo, 2013).

In Education College, there are two different types of pre-service teacher training programs. The first one is a Diploma in Teacher Education (DTEd) program for those who passed the matriculation examination with high marks. This program is accepted the candidates not only with high marks in their matriculation examination but also the entrance selection board for teacher training at Teacher Education Institution (MOE, 2017). The next program is Pre-service Primary Teacher Training (PPTT) for those who are the first-degree holder and passed the written entrance test. Accordingly, prospective teachers are selected in accordance with their academic qualifications and without considering much about their attitudes toward the teaching profession. This means that most of the admission system in a teacher training program focused on students' academic qualification and placed very little emphasis on the importance of the attitude development of pre-service teachers.

However, most of the developed European countries, prospective teachers are selected in accordance with the criteria for selection. The main choice criteria area unit are those the performance in higher educational activity, satisfactory performance in an examination specifically for admission to teacher training, and interviews during which candidates are asked regarding their reasons for embarking on coaching and desire to become teachers (Delhaxhe, Forsthuber, García & Decoster, 2002). In Myanmar, however, the pre-service teachers' attitudes and wishes are ignored while choosing prospective teachers in Education Colleges.

Investigation of the pre-service teachers' attitudes towards their teaching profession is so important because student teachers in education colleges are trained to potentially take teaching responsibilities after completion of their course. Therefore, the present study aimed at investigation the attitudes of the pre-service teachers towards teaching profession who are studying in Education Colleges.

Purposes of the Study

The main purpose of the research is to investigate the attitude of pre-service teachers in Education Colleges towards their teaching profession. The specific objectives of the research are as follows:

1. To find out the attitude of pre-service teachers towards their teaching profession
2. To explore the attitude of pre-service teachers toward their teaching profession in terms of gender
3. To investigate the attitude of pre-service teachers towards their teaching profession in terms of subject combination

4. To examine the attitude of pre-service teachers toward their teaching profession in terms of teaching program
5. To give suggestions and recommendations on the attitudes of pre-service teachers towards teaching profession based on the results of the study

Research Questions

1. What are the attitudes of pre-service teachers toward their teaching profession?
2. Is there any significant difference in the attitude of pre-service teachers toward their teaching profession in terms of gender?
3. Is there any significant difference in the attitude of pre-service teachers towards their teaching profession in terms of subject combination?
4. Is there any significant difference in the attitude of pre-service teachers towards their teaching profession in terms of teaching program?

Definition of Key Terms

Attitude

Attitude is a mental and neural state of readiness, organized through experience, exerting a directive influence upon the individual's response to all objects and situations with it is related (Allport, 1935). Attitude for this study is defined as the inclinations and feelings of the pre-service teachers towards their teaching profession.

Teaching Profession

Teaching profession is an occupation which requires specialized intellectual study and training, the purpose of which is to supply skilled service or advice to others for a definite fee or salary (Manjula & Manichander, 2001).

Pre-service Teacher

The pre-service teachers are those who are getting in a training course to become teachers and they have not undertaken any teaching.

Review of Related Literature

The Importance of Attitude towards Teaching Profession

Attitude is that the broad coverage of virtually all the educational, social science and psychological fields. The importance of perspective within the lifetime of a teacher is universally well recognized. Teacher success within the teaching profession and in any work of life depends on two things-his aptitudes and perspective without a positive perspective, he tends to stay an inactive, dormant and sluggish state, despite all his capacities he achieves very little. The positive perspective might evoke sensible and effective results whereas negative might convey the diametrically opposite (Arjunan, 2014). Attitude towards teaching is a permanent sensory activity organization of the teacher's belief and learned tendency to react favorably or unfavorably in several degrees that determines his response towards teaching.

The teachers play a very vital role in a society or community, because of their role in social and individual upliftment that the teachers are referred to a professional and teaching as a profession. Teachers are considered as professional because they have been trained to teach and

have acquired teaching skills (Manjula & Manichander, 2001). Attitude towards profession means a person's feelings, behaviors, and commitment to the profession or job. Thus, the attitudes of teacher are important to determine the level of commitment towards the profession. It is a pivotal quality that determines a teacher's willingness to develop and grow as a professional. The performances as well as commitment to their role and responsibilities are depended on the attitude of teacher's towards their profession. The attitude towards teaching profession was explored by the following five dimensions.

Teaching Career

Teaching career is an opportunity for teachers to study a far better understanding of students and their environments as a teaching profession is incredibly complex, and demanding. Pre-service teachers' attitudes towards choosing teaching career relate to their orderly and consistent manner of thinking, feeling, hoping and reacting with relation to their future profession. Moreover, some folks or family have a bit influence on the schooling and career choices of their children (Low, Hui & Cai, 2017). Gao (2008) expressed that parents play a vital role in shaping students' perspective toward schooling generally and better education in specific. Students with folks who had school experiences and powerfully encourage the student to attend school are additional seemingly to be progressing to attend college. Of course, parental knowledge and expectations will be effective provided that the student will profit of this. Before coming into education colleges, most of pre-service academics would have already got positive attitudes towards teaching career which would be created by direct expertise or by implicitly experience. Several researchers have investigated the attitudes of pre-service teachers towards choosing teaching career with the understanding that their attitudes towards the teaching career have a control on their subsequent professional development, commitment and quality of their work when they become teachers. The research studied by Took (2012); Kaur & Gill (2017) and Phargava & Pathy (2014) claim that having positive attitudes towards choosing teaching profession is as necessary as developing knowledge, skills and value required in teaching.

Professional Development

Professional development is that the enrichment training provided to teachers over a period of time to promote their development altogether subjects of content and pedagogy. It is not merely a time-bound activity or series of events, however a continual process. Professional development includes formal experiences (such as attending workshops and professional conferences, mentoring, etc.) and informal experiences (such as reading professional publications, observation television documentaries associated with an educational discipline, etc.). It may have a positive impact on teachers' pedagogic content knowledge as many teachers feel challenged with the teaching of curricular subjects because of the dearth of interest to amass the resources required to make applicable learning environments and lack of confidence (Manjula & Manichander, 2001). It is a medium for teachers to develop their knowledge and skills in teaching. It additionally suggests that to a process wherever teachers review, renew, and extend their commitment as modification agents to the ethical functions of teaching, yet as acquire and develop the information, skills, plan, and observe with kids, children, and colleagues through every part of their teaching lives with ideas of learning, engagement, and improved apply (Day, 1999; Bredeson, 2002, as cited in Adnyani, 2015).

Teacher professional development ought to aim at enhancing the knowledge and skills of teachers by suggests that of orientation, training, and support that contribute to the advance of the

standard of the educational and teaching method and that specialize in teacher core competencies like improving teacher proficiency, understanding the scholars, managing observe of teaching skills, comprehending the opposite branches of knowledge as well as knowing and appreciating the teaching profession.

Professional Commitment

Professional commitment is defined as the degree of positive, effective bond between the teacher and the institution. Professional commitment is the feeling of dedication among the individuals of a group towards their profession. This commitment area involves two essential components: namely, pride in one's being in the teaching profession; and a strong desire for professional development (Shashi, 2014). Professional commitment also indicates (1) the belief and acceptance of goals and values of the profession, (2) the willingness to exert considerable effort on behalf of the profession and (3) a definite desire to maintain membership in the profession (Kaur & Gill, 2017). It is the feeling of dedication among the individuals of a group towards their profession.

The Status of Teaching Profession

Teaching is actually one of the oldest professions. A profession is a high status and high prestige occupation. Hoyle (2001) has proposed that the generic term 'status', as applied here, is made up of three components - occupational prestige, occupational status, and occupational esteem. Prestige relates to the public perception of the standing an occupation has in comparison to others; status refers to how knowledgeable groups refer to an occupation (e.g. as a profession); and esteem refers to the regard in which an occupation is held by the public due to the attributes that members of that group are perceived to bring to the job. Guerriero (2017) stated that the status or social standing of the teaching profession is difficult to define could be due to teaching being placed more along the lines of a semi-profession than a profession. However, in Myanmar society, teachers have traditionally been regarded as one of the "five gems" and considered on the same plane as the Buddha (who himself was a teacher), the scriptures, monks and parents (Han Tin, 2010). He also pointed out that the teaching profession has inadequate remuneration and that leads many teachers in Myanmar to operate outside the formal public education system. The status of teaching and the teaching profession is linked to the respect accord to the teachers and the value ascribe to the teaching profession. If a society does not respect or value teachers, it will not be able to attract and retain their best talents within the teaching profession, and teachers will not be able to do their job in the classrooms. In many Asian societies, teachers are held in high regards and have often been equated to the status of a "guru", a "child's first guide" or even a father (Low et al., 2017).

Professional Expectation

All pre-service teachers are expected to demonstrate progressive development within the domains of professional knowledge, practice and commitment. Because pre-service teachers are expected to exhibit on going professional growth as they progress through their training programs. They are expected to observe and involved in the whole activities when undertaking professional experience. They also trust that they will enjoy and satisfy from teaching despite a low paid job. They also believed that teaching profession has job security that can guarantee their future life and it will bring a chance to supply the wellbeing of society.

Research Method

In this study, descriptive research design was used. Data were collected through questionnaires.

Subjects

This study was concerned to investigate the professional attitude of pre-service teachers who are trained in Pakokku Education College, Monywa Education College, Sagaing Education College, Mandalay Education College, and Meiktila Education College. The subjects were confined to Diploma in Teacher Education (DTEd) second year and Pre-service Primary Teacher Training (PPTT) trainees in 2018-2019 Academic Year. A sample of 1000 pre-service teachers was selected for this study. Table 1 shows the sample size of the study.

Table 1 The Sample Size of the Study

No.	Colleges	PPTT		DTEd		Total
		Male	Female	Male	Female	
1.	C1	50	50	50	50	200
2.	C2	50	50	50	50	200
3.	C3	50	50	50	50	200
4.	C4	50	50	50	50	200
5.	C5	50	50	50	50	200
	Total	250	250	250	250	1000

Note: PPTT = Pre-service Primary Teacher Training, DTEd = Diploma in Teacher Education

Instrument

The Attitude Scale towards Teaching Profession (ASTP) developed by Malsawmi & Renthlei (2015) and Tezci & Terzi (2010) was used in this study. The instrument used for the data collection contained two sections: section A and B. Section A was used to obtain the demographic information of pre-service teachers: gender, program, subject stream and college. Section B contained (40) items related to five subscales, namely, choosing teaching career, professional development, professional commitment, professional pride/status and professional expectation. There are 8 items of each subscale. Each subscale was coded by using a five-point Likert scale, with 1 = "strongly disagree" to 5 = "strongly agree". The scoring was reversed for negatively stated items. ASTP questionnaire developed in English was translated into Myanmar version.

Procedure

First of all, the literature review was explored in this study. Secondly, in order to get the required data, the researcher constructed an instrument under the guidance of the supervisor. For the validation of the instruments, the questionnaires were distributed to three experienced teacher educators. The instrument was modified before the pilot survey according to the advice and guidance of three experienced teacher educators. After that, the pilot survey was conducted on the 25th of October, 2018. The pilot test was held with (100) pre-service teachers from Pakokku Education College. Internal consistency reliability of the whole scale of ASTP revealed as .855. This Cronbach's alpha value indicated that the attitude scale towards teaching profession has high reliability to measure pre-service teachers' attitude towards teaching profession.

After administering the pilot, the instrument was revised according to the results of the pilot. And then, the major survey was conducted on 5th December 2018. It was held with (1000)

subjects. The attitude questionnaires and demographic data were distributed to the pre-service teachers with a request to complete and return as soon as possible. The respondents were asked to decide about their agreement with the statements and mark the relevant response category honestly. The questionnaire was returned (100%) from the pre-service teachers in five Education Colleges under the research work. Then, the obtained data were analyzed.

Analysis of the Data

After data collection, the data were analyzed by using descriptive statistics (means and standard deviations) and independent samples *t* test. A mean score of 3 and above was regarded as agreement with the item statement while 2.99 and below was regarded as disagreement. For example, for the case of analysis the research questions 1, a mean of 3 and above was regarded as a positive attitude while 2.99 and below was regarded as a negative attitude. Independent samples *t* test was used to compare the pre-service teachers' attitude towards teaching profession in terms of gender, subject combination, teaching program and college.

Findings

The findings was based on the data resulted from the research study. The demographic information of the participants is presented in Table 2. It comprises of 500 (50%) males and 500 (50%) female pre-service teachers. 500 (50%) PPTT pre-service teachers who had held a first degree from universities and the rest 500 (50%) DTED second-year pre-service teachers those are direct intake program and they had passed matriculation examination with high marks. The participants of the subject combination included 500 (50%) Arts and 500 (50%) Sciences pre-service teachers. It comprises of 200 (25%) pre-service teachers from each college.

Table 2 Demographic Information of Participants

Gender	Male	500 (50%)
	Female	500 (50%)
	Total	1000 (100%)
TeachingProgram	DTED	500 (50%)
	PPTT	500 (50%)
	Total	1000 (100%)
SubjectCombination	Arts	500 (50%)
	Sciences	500 (50%)
	Total	1000 (100%)
Colleges	College 1	200 (25%)
	College 2	200 (25%)
	College 3	200 (25%)
	College 4	200 (25%)
	College 5	200 (25%)
	Total	1000 (100%)

As shown in Table 3, the values of all items other than that of item 7 are positive. Most of pre-service teachers have entered into teaching profession not because they have little options to choose other professions but because they love children and teaching. Furthermore, they chose

the teaching profession not because it was easily available and low marks in matriculation examination. Similarly, the mean of the attitude towards choosing teaching career is 3.75 and the standard deviation is 0.571. Therefore, it can be interpreted that the attitude of pre-service teachers towards teaching profession is moderately positive.

Table 3 Attitude towards Choosing Teaching Career

No	Item	Mean	SD
1	I chose teaching profession owing to the compulsion of my relatives or persuasion of my friends.	3.53	1.272
2	I chose teaching profession because I love children and teaching them makes me feel pleased.	4.19	.753
3	I made a firm decision to be a teacher since my childhood.	3.48	1.255
4	*I chose to teach as my career because it is easily available.	3.68	1.167
5	I chose teaching profession because teaching is a respected profession like Medicine and Engineer.	4.03	.922
6	*I had to choose teaching as my career because I had low marks in matriculation examination.	4.12	.974
7	*I chose teaching career as my last resort.	2.96	1.320
8	I voluntarily choose teaching program I am currently attending.	3.89	1.069
Attitude towards Choosing Teaching Career		3.75	.571

Note:Negative items are marked with (*)

According to Table 4, the value of all items ranges from 4.12 to 4.41 which indicates that pre-service teachers' attitude towards professional development is strongly positive. Most pre-service teachers are interested in and enjoy their training courses. Moreover, they believe that knowledge and skills which they learned from the training will help them to become effective teachers. As well, teacher educators' supervision and practical teaching make them be a more positive attitude towards teaching profession.

Table 4 Attitude towards Professional Development during training period

No.	Item	Mean	SD
9	When I become a teacher, I will apply professional teaching knowledge and skill gained through the teacher training courses.	4.41	.595
10	It makes me happy to think that I will become a school teacher.	4.34	.678
11	I became fond of teaching profession after micro-teaching or practicum.	4.38	.673
12	When I become a teacher, I will equip myself with the latest technology of teaching.	4.12	.653
13	I got fond of teaching because of teacher educators' guidance and instruction.	4.25	.696
14	*I don't think I will be able to apply pedagogic and academic knowledge I gained from teacher training courses.	4.17	.821
15	I believe I will be a professional teacher.	4.18	.640
16	*I neither like nor interested in the teacher training courses offered.	4.23	.738
Attitude towards professional development		4.26	.445

Note:Negative items are marked with (*)

Pre-service teachers' attitude towards professional commitments is shown in Table 5. The value of all items is positive. Most of pre-service teachers' attitude is favorable regarding professional obligation. Moreover, most of pre-service teachers' attitude is positive and they want

to work as a teacher anywhere, anyplace and any situation. According to the mean of professional commitment, pre-service teachers dedicated themselves to become a good and qualified teacher. Therefore, it can be said that pre-service teachers in education colleges had strong commitment towards teaching profession.

Table 5 Pre-service Teachers' Attitude towards Professional Commitment

No.	Item	Mean	SD
17	I will try to be an honest and outstanding teacher when I become a teacher.	4.48	.549
18	When I become a teacher, I'll try not only to improve my students' academic achievement but also to enhance their lives.	4.49	.550
19	I would like to keep working as a teacher even under any difficult conditions.	4.20	.689
20	I will try to improve the education of underdeveloped areas especially bordered and remote areas when I become a teacher.	4.13	.699
21	*I will look for a highly remunerative job if teaching career does not satisfy me.	4.05	.868
22	I would like to work in any place when I become a teacher.	4.17	.739
23	I believe I will be a learned and qualified teacher.	4.43	.539
24	I find it honorable to guide people's lives by working as a teacher.	4.58	.575
Attitude towards professional commitment		4.31	.431

Note:Negative items are marked with (*)

Table 6 showed that the value of all items is positive. Most pre-service teachers feel proud to be a teacher and they also accepted that teaching as a noble and prestige profession. Moreover, they do not regret entering into the teaching profession and they recommend that teaching is a suitable job to choose as a profession.

Table 6 Attitude towards Professional Status/pride

No.	Item	Mean	SD
25	Teaching is one of the most social prestigious profession	4.58	.573
26	*The teaching profession is a boring job.	4.27	.800
27	*I feel shy to identify myself as a teacher among my friends and colleagues.	4.52	.746
28	Teaching is a noble job.	4.69	.520
29	*I regret having chosen the teaching profession.	4.44	.757
30	I am proud of my future job as a teacher.	4.37	.609
31	I think teaching is a suitable profession for me.	4.17	.731
32	I would recommend teaching to those who are to choose a profession	3.91	.853
Attitude towards professional status/pride		4.37	.421

Note:Negative items are marked with (*)

According to table 7, pre-service teachers' attitudes towards professional expectation, the statement in all items except that of item 38 are positive. Most pre-service teachers believe that they will be treated respectfully by society. They also trust that they will enjoy and satisfy from teaching despite a low paid job. They also believed that teaching profession has job security that can guarantee their future life and it will bring a chance to supply the wellbeing of society.

Besides, they hope that their personality and character will be developed through teaching. Moreover, the descriptive analysis showed that the mean score of professional

expectation is 4.06. Thus, it can be concluded that the attitude of the pre-service teachers' towards teaching profession is favorable.

Table 7 Pre-service Teachers' Attitude towards Professional Expectation

No.	Item	Mean	SD
33	I believe teaching profession will bring me a prestigious status in society.	4.32	.599
34	I believe that working as a teacher can guarantee my future life.	4.24	.730
35	*I don't think I will derive satisfaction from teaching.	3.98	1.03
36	Teaching profession will develop my personality and character.	4.41	.553
37	I believe that the teaching profession will bring me a venerable position in society	4.26	.582
38	*Low rates of remuneration for teachers will make me remain financially depressed	3.00	1.23
39	I think teaching will provide me with opportunities to be productive and creative	4.20	.604
40	I believe I will be sufficiently esteemed by society when I become a teacher.	4.07	.736
Attitude towards professional expectation		4.06	.424

Note: Negative items are marked with (*)

As shown in figure, the mean score of 3.75 for "Choosing Teaching Career", 4.26 for "Professional Development", 4.31 for "Professional Commitment", 4.37 for "Professional Status/Pride" and 4.06 for "Professional Expectation" indicated that pre-service teachers' attitude was positive in all subscales. While comparing all subscales, the mean score for "Professional Status/Pride" was found to be the highest and "Choosing Teaching Career" was the lowest.

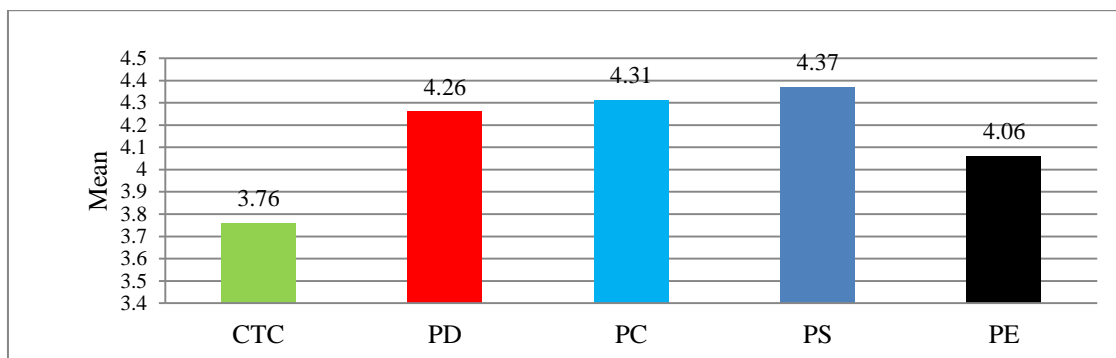


Figure 1 Mean scores of pre-service teachers' attitude towards teaching profession

Note: CTC = Choosing Teaching Career PS = Professional Status/Pride
 PD = Professional Development, PE = Professional Expectation
 PC = Professional Commitment

Table 8 reveals the mean scores for attitude of pre-service teachers towards the teaching profession to be 4.14 out of a total score of 5 subscales. The minimum mean score rated by the pre-service teachers is 3 and the maximum is 5. Based on the descriptive analysis, it can be concluded that the pre-service teachers' attitude towards teaching profession is positive.

Table 8 Overall Pre-service Teachers' Attitude towards Teaching Profession

Variables	N	Mean	SD	Minimum	Maximum
Attitude	1000	4.14	.363	3	5

Table 9 shows that the mean of female pre-service teachers are greater than that of male pre-service teachers in their attitude towards teaching profession. According to the findings, there was a significant difference in the attitude of male and female. It can be said that the female pre-service teachers have a more positive attitude than male pre-service teachers towards teaching profession.

Table 9 Pre-service Teachers’ Attitude towards Teaching Profession by Gender

Dimension	Mean		SD		t	df	p
	Male	Female	Male	Female			
CTC	3.669	3.801	.5950	.5383	-3.692	998	.000***
PD	4.175	4.341	.4743	.3972	-6.027	998	.000***
PC	4.262	4.365	.4470	.4083	-3.814	998	.000***
PS	4.290	4.445	.4416	.4037	-5.793	998	.000***
PE	3.988	4.132	.4232	.4133	-5.476	998	.000***

Note: *** $p < .001$

Table 10 shows that there was a statistically significant difference in the attitude of pre-service teachers towards choosing teaching career subscale. However, there was no significant difference in the attitude of pre-service teachers towards teaching profession between the arts and sciences on the other four subscales of professional development, professional commitment, professional status/pride and professional expectation.

In overall, the finding shows that there was no significant difference in the attitude of pre-service teachers’ towards their teaching profession in terms of their subject combination.

Table 10 Pre-service Teachers’ Attitude towards Teaching Profession by Subject Combination

Dimension	Mean		SD		t	df	p
	Arts	Sciences	Arts	Sciences			
CTC	3.789	3.680	.5636	.5737	3.031	998	.003**
PD	4.273	4.243	.4400	.4501	1.092	998	.275 (ns)
PC	4.322	4.305	.4227	.4393	.633	998	.527(ns)
PS	4.380	4.356	.4353	.4246	.883	998	.378(ns)
PE	4.065	4.055	.4255	.4235	.396	998	.692(ns)
Overall	4.17	4.13	.372	.361	1.654	998	.098(ns)

Note: ** $p < .01$, ns = not significant

According to Table 11, the findings indicate that there was a statistically significant difference between the attitude of the DTED and that of PPTT pre-service teachers in terms of teaching program. It can be interpreted that the PPTT pre-service teachers have a more positive attitude than DTED pre-service teachers towards teaching profession. On the other hand, it can be said that the pre-service teachers of PPTT chose the teaching profession, not because of the force of their parents and relatives but because they chose according to their own desire and wish.

Table 11 Pre-service Teachers' Attitude towards Teaching Profession by Teaching Program

Dimension	Mean		SD		t	df	p
	DTEd	PPTT	DTEd	PPTT			
CTC	3.582	3.887	.6199	.4710	-8.761	998	.000***
PD	4.185	4.331	.4671	.4098	-5.245	998	.000***
PC	4.266	4.361	.4474	.4087	-3.533	998	.000***
PS	4.309	4.427	.4617	.3873	-4.360	998	.000***
PE	4.017	4.106	.4351	.4084	-3.453	998	.001**

Note: ** $p < .01$, *** $p < .001$

Discussion

In general, pre-service teachers in education colleges have a moderate positive attitude towards their teaching profession. Regarding choosing teaching career, most pre-service teachers chose teaching profession not only they love children and teaching but also they believed that teaching is a respected profession. They chose teaching profession not because it was easily available and low marks in matriculation. On the other hand, most of pre-service teachers supposed their courses were interesting and enjoyable during their training period. They also believed that the pedagogic and academic knowledge they received from the training course will become beneficial to their teaching profession.

Moreover, most of pre-service teachers' attitude was favorable regarding professional commitment. They have a strong commitment on teaching profession. As the results, most pre-service teachers want to work as a teacher anywhere, anyplace and any situation. The finding supports U Han Tin's interpretation that although pre-service teachers have to work under very difficult circumstances with little remuneration or reward, most teachers do good work (Han Tin, 2010). They felt proud to be a teacher as a teaching profession was considered to be a noble job and social prestigious profession.

In this studied, female pre-service teachers have significantly higher attitude than male pre-service teachers towards teaching profession. This result might be consistent with that women are seen as being responsible for home care and when a profession is taken into consideration, teaching profession is seen as suitable since it involves taking care of young children (Bademcioglu, Karatas & Alci, 2014; Shaheen et al., 2016; Ali & Ahmad, 2016). Min ZawSoe et al. (2017) have also pointed out that, in teaching profession, because of disincentives such as lower salaries, and insufficient accommodation and facilities, most male pre-service teachers do not prefer teaching as their profession. It is not a surprising result since the teaching profession is known as a more female dominant occupation as well as society orients females to choose occupations that can help itself like the teaching profession (Lall et al., 2013). Therefore, most of the researches show that the teaching profession is dominated by females.

The second component of this study was the attitudes of pre-service teachers towards teaching profession in terms of subject combination. Pre-service teachers of arts subject combination have significantly higher attitude than those of science subject combination in choosing teaching career. It may be possible that pre-service teachers of science subject combination might have more expectation on options to choose other professions like Medicine, Technology, Computer sciences etc. than those of arts subject combination according to University Entry Guidebook which was consistent with Han Tin (2010)'s results. However, there

was no statistically significant difference in the other subscales such as professional development, professional commitment, professional status/pride and professional expectation. Therefore, in general, there was no significant difference in the attitude of pre-service teachers towards teaching profession in terms of their subject combination.

In third component of the attitude of pre-service teachers towards teaching profession in terms of teaching program, PPTT pre-service teachers have a more positive attitude than DTED pre-service teachers towards teaching profession. PPTT pre-service teachers had more experiences than DTED pre-service teachers in other universities about four years. These experiences may lead to developing a positive attitude towards teaching profession.

Suggestions

Positive attitudes not only promote learning but also create the climate which stimulates effective learning. Therefore, the following points would be suggested with respect to this study.

- Selection of pre-service teacher candidates should be based on the consideration of not only high marks in the matriculation exam but also interview process. The personal interview can support the admission system to select the candidates who possess a positive attitude towards teaching profession. This process can reduce the shortage of teacher at primary level as well as for retention pre-service teachers from dropout during their training period.
- The government needs to improve the salaries of teachers to the level where they will be in harmony with the current economic trends in order to reduce the wastage of primary teachers. This is because salary leads to a high level of job satisfaction and influences on teachers' attitude towards their teaching profession.
- Teacher educators should observe practical teaching and give student teachers feedback from their weak point and good point on the practical teaching and the student teachers can correct their weakness. It can help the pre-service teachers' professional development effectively and to support effective teachers for their teaching profession.

Recommendations for further Studies

Following are some of the recommendations for further research studies in the area of professional attitude.

1. A longitudinal study that would measure the attitudes of pre-service teachers towards teaching profession at the entry purpose and at the time when these students reach their final year of study would be acceptable. This study would investigate whether or not pre-service initiate teachers' attitude towards teaching changes as they undergo the teacher education course.
2. A comparative study should be concluded with both pre-service teachers and in-service teachers' attitudes towards teaching profession whether or not they could be differences in attitudes towards teaching between those preparing to join the teaching profession and those already in the teaching profession.
3. The study may be replicated using other standards instruments and other variables like socio-economic status, residence, and level of satisfaction for choosing teaching profession as a career.

Conclusion

The quality of education depends on the quality and effectiveness of its teachers. Teachers' proficiency depends on the attitude they possess for his or her profession. The positive attitude helps the teacher to develop a conducive learner-friendly atmosphere in the classroom (Bhargava & Pathy, 2014). Today, the requirements of the teaching profession are progressively changing. In contrast to different professions, teachers are generally loaded with many expectations from society. Moreover, teachers are assigned as one of the "five gems" in Myanmar society (Han Tin, 2010). The world is rapidly changing and information and communication are developing splendidly. However, no machine or mechanism will replace the role of teachers as a result of their own temperament is an academic model for students. In order to achieve success within the teaching profession, one needs to love the profession and perform it volitionally or enthusiastically.

For that reason, the teachers' attitudes that are formed within the teacher training programs towards the teaching profession should be organized in order to get a positive attitude towards the teaching profession. This research may support the admission system of teacher education program as well as education colleges to developing a positive professional attitude of pre-service teachers. It may be helpful for policymakers, administrators and teacher educators to enhance teacher training programs.

To conclude, the findings and results of this study indicate that the attitude of pre-service teachers in education colleges towards teaching profession is moderately positive, however, there is a pressing problem need to review the status of teachers in terms of remuneration like salaries and fringe benefits, and also the admission system that can keep retention of pre-service teachers throughout their training course.

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