



**Research Article**

**A COMPARATIVE STUDY OF GENDER ATTITUDE TOWARDS TEACHING PROFESSION**

**Muhammad Junaid<sup>1</sup>, Atif Saleem<sup>2</sup> and Congman Rao<sup>\*3</sup>**

<sup>1</sup>Faculty of Education, Northeast Normal University, 5268 min Street Changchun (China)

<sup>2</sup>Faculty of Education, Northeast Normal University

<sup>3</sup>Institute of International and Comparative Education, Faculty of Education, Northeast Normal University  
5268 min Street Changchun (China)

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**ABSTRACT**

**Purpose** – The purpose of this paper is to find out the attitudes in view of gender if there is any gap between male and female teachers about the teaching profession.

**Design/methodology/approach** – Qualitative in Nature, Interviews, 4 participants, A sample of 3 male participants and 1 Female Teacher,

**Findings** – The paper reveals that Pakistani males report very traditional attitudes towards working females. Moreover, the single, unemployed, young and educated Pakistanis female report less traditional attitudes towards working females compared with married, old, employed, and less educated ones. Age was found to be the most important predictor of the males' attitudes towards working females.

**Originality/value** – The paper contributes to the knowledge in the field of the teaching profession as differences in Gender. Second, it contributes to the knowledge of the topic of women's employment in Pakistan, which is understudied in academia.

**Background of the Study**

In the literature some factors have been found which affects the attitudes of students and teachers towards the teaching profession as shown by the following some studies.

- Bradley (1995, p. 14) states that:

1. Inadequate funding of schools,
2. Lack of support from parents and community,
3. Insufficient salaries

Are some important factors which affect the attitudes of students and teachers to not joining this profession (as cited in Khurshid, Gradezi and Noureen 2014).

- Khurshid, Gradezi and Noureen (2014) stated that the school teaching is:

1. Low paid
2. low standard of living
3. unsuitable profession for males
4. more suitable for females in our society

Osunde & Izevbogie (2006) revealed that there are critical factors responsible for teachers' low status.

1. teachers are not well financially remunerated
2. they are looked down upon
3. delay in payment of salaries and allowances.
4. Poor conditions of service,
5. wider negative influence
6. teacher's negative personal and professional behavior

This situation has resulted in the low esteem and status of the teachers and the teaching profession in the society.

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**INTRODUCTION**

Mehmood, Akhtar, Ch, and Azam (2013) stated that among the other professions, the teaching profession is considered as one of the most noble and pious profession in the world. It is considered the major component and backbone of the educational system. To improve the quality and efficiency of

the educational system this profession is preferred all over the world. Teachers are considered as spiritual fathers in Islam. Being a Muslim, education becomes the religious obligation of the Muslims as the HOLY PROPHET (S.A.W.S) said, "Seeking of knowledge is a religion obligation for every Muslim".

Attitude towards the teaching profession is considered to be an essential issue in understanding teacher behavior, and feelings about teaching, their students and the school environment. Basically, teacher's attitudes towards their profession have an effect on their performance, as well as on commitment to their roles and responsibilities. Teachers develop negative attitudes

**\*Corresponding author: Congman Rao**

Institute of International and Comparative Education, Faculty of Education, Northeast Normal University  
5268 min Street Changchun (China)

and/or leave the profession for different reasons. Basically, teachers' attitudes towards their profession have an effect on their performance, as well as on their commitment to their roles and responsibilities. In current movements of education reform and school outcomes being developed in Pakistan, it is generally agreed that the teacher is the key element in successful school reforms. Therefore, this study will discuss teachers' attitudes towards teaching, and how negative attitudes can have a unconstructive impact on one's teaching practices and involvement in developing the school system.

For example, in UK, teachers were leaving their job due to dissatisfaction with the profession. More than 40,000 teachers below the age of 40 and a further 26,000 aged between 40 and 50 quit the job from 1993 to 1999 (Dean, 2001). Several local authorities reported rising numbers of teachers leaving the authority (Mansell and Coulter 2000). Bournemouth LEA reported a 16 per cent rise in the number of teachers leaving the authority in the summer of 2000 alone, and in Wolverhampton there had also been a worrying increase in the numbers leaving the profession. What is even more disturbing is the evidence that the teachers who left the profession were unlikely to return (Gilford and Tenenbaum 1990).

#### ***Criteria that females have more positive attitudes as compared to males to teaching profession***

Kogce, Aydin and Yildiz (2010) concluded that significant differences among the mean attitude scores of pre-service teachers towards the teaching profession in terms of gender are present in favor of females. This result supports the common belief in our society as teaching profession is a feminine one. It's recommended with this study to further investigate why males show more negative attitudes towards the teaching profession than females and to take this fact into account in the education process of preservice teachers. This finding in favor of female pre-service teachers seems to be aligning with the results of various studies conducted on pre-service teachers by Çakır (2005), Çapa nd Çil (2000), Çapri and Çelikkaleli (2008), Çetinkaya (2009), Oral (2004) and aracaloğlu (1991), Tanrıoğen (1997).

However, it does not align with the results of the works by Çakır, Kan and Sünbül (2006), Erdem and Anılan (2000) and ürbüz and Kışoğlu (2007) on students of faculties of education or a master program (without thesis). This may be interpreted that females are more predisposed to teaching profession due to some social and psychological reasons.

Particularly when we consider the social structure of Turkish society, it's though that the attitudes of females are higher than males because girls are encouraged to teaching profession more frequently than boys. Several studies supported this interpretation. In their study on demonstrating the profiles of pre-service teacher in four different countries, Coultas and Lewin (2002) determined that the number of females preferring teaching profession in Malawi was 42%, in Trinidad and Tobago approximately 70%, and in Ghana it was found to increase 38%.

#### ***Profession***

Wikipedia (2008) explained that the term profession refers to an occupation, vocation or career which involves academic training, formal qualifications and membership of a professional body. For examples farmers, dentists, doctors, lawyers, nurses, engineers, teachers, professors, pilots,

librarians and some other are considered as professions (as cited in Khurshid, Gardezi & Noureen 2014).

#### ***Attitude***

1. Remmers, Gage and Rummel (1960) explained that when we ask someone about his attitude towards his job, we are primarily interested in finding out how he feels about his job and, in particular, whether he likes or dislikes his job. The simplest definition is that, it is a feeling for or against something (as cited in Trivedi).
2. McMillan says that attitudes are the mental tendencies which give positive or negative response towards persons or events (as cited in Sharbain & Tan, 2012).

#### ***Teaching a profession***

1. Werdlow (2008) explains that Teaching is now considered as a profession and teachers are terrific professionals because they must be familiar with such important things like child and adolescent development (as cited in Khurshid, Gardezi, and Noureen, 2014).
2. Chen (2006) quoted (OSER, etal.1992) says: "Teaching as a profession is and has always been at the center of all education and educational reform."

#### ***Research Gap***

Many studies have been done on the attitudes of male and females students towards the teaching profession and some studies show that females have more positive attitudes towards the teaching profession as compared to males but some studies show that gender has no significant effect for the teaching profession. Now a conflict arises here that whether gender has any significance for teaching profession or not.

So this study has been designed to resolve this conflict and will fill this gap.

#### ***Statement of the Problem***

Teaching is a dynamic profession for both males and females but some researches show that females have more positive attitudes as compared to males but some studies are opposite of this and furthermore some studies show that there is no significant difference between the attitudes of males and females towards the teaching profession. The concern of underlying study is to resolve this conflict by comparative analysis of the attitudes of both gender that who has more positive attitudes towards the teaching profession.

### **LITERATURE REVIEW**

#### ***Females' Positive Attitudes towards the teaching profession***

- Khurshid, Gardezi & Noureen (2014) find out that the school teaching is low paid, low standard of living and unsuitable profession for males but it is more suitable for females in our society.
- Belagali (2011) said in his study that the female teachers have higher attitude towards teaching profession as compared to male teachers of secondary schools.
- Bartan, Oksal and Sevi (2013) said that female prospective teachers have a more positive attitude than male ones, which coincide with the findings of Capa and Cil (2000), Celikoz and Cetin (2004), Ustun, Erkan and Akman (2004), Akpınar et al. (2006), Gurbuz and

Kısoglu (2007) Cicek and Saglam (2008), Dogan and Coban (2009) and Aksoy (2010).

- Findings of Akkaya (2009) and Bozagan, Aydin and Yildirim (2007) revealed that female prospective teachers are more successful than male prospective teachers with respect to their attitude towards the teaching profession.
- Banerjee and Behera (2014) found that the attitude of female teachers towards teaching profession is more favourable than that of male-teachers in secondary schools.
- Kogce, Aydin and Yildiz (2010) concluded that there's a statistically significant difference among the mean score of gender and this difference is more positive in favor of females. This finding obtained in favor of female pre-service teachers seems to be aligning with the results of various studies conducted on pre-service teachers by Çakır (2005), Çapa and Çil (2000), Çapri and Çelikkaleli (2008), Çetinkaya (2009), Oral (2004) and Saracaloğlu (1991), Tanrıoğen (1997). However, it does not align with the results of the works by Çakır, Kan and Sünbül (2006), Erdem and Anılan (2000) and Gürbüz and Kışoğlu (2007) on students of faculties of education or a masters program (without thesis).
- Maliki (2013) (Study from faculty of education) revealed that female students are more positive in their attitudes. This is supported by Oral (2004). Also the studies of Bozagan, Aydin and Yildirim (2009), Akkaya (2009) revealed that female pre-service teachers are more successful than male pre-service teachers with respect to their attitude towards the teaching profession.
- Maliki (2013) (from Inservice teachers) result also revealed that female teachers have more positive attitude towards teaching profession. This is supported by the study of Dodeen, Ibrahim and Emad (2003) that showed that female teachers have more positive attitude towards teaching profession as compared to male teachers. This is also supported by the study of Hussain, Ali, Khan, Ramzan and Qadeer (2011) that found out that female secondary school teacher have more positive attitude towards the teaching profession as compared to the male secondary school teachers.
- Sharbain and Tan May (2013) found out that female ELTs were found to have more positive attitudes towards the teaching profession than their male counterparts. Alghazo et al. (2003) also studied the differences in attitudes towards teaching due to gender and found significant differences in favor of female teacher candidates. Yeşil (2010) also found that female teacher candidates' attitudes toward teaching profession were better than those of male teacher candidates. Comparable findings were also reported by (Alghazo et al., 2003; Askar & Erden, 1986; Cakır, 2005; Çapri & Çelikkaleli, 2008; Duatepe & Akku -Cikla, 2004; Guneyli & Aslan, 2009; Oral, 2004b; Tanrıoğen, 1997; Üstün et al., 2004).
- Sumita Rao (2012) found that the mean of total teacher attitude score of female teacher was found to be greater than ( $X = 170.09$ ) male teachers ( $X = 163.96$ ) respectively.

### **Males Positive Attitudes**

1. Shah and Thoker (2013) find out that Male Secondary School Teachers have higher attitudes towards teaching profession than their female counterparts.
2. Shah and Thoker (2013) again found that Private female Secondary School Teachers possess higher teaching attitude towards teaching profession as compared to Private male secondary school teachers.
3. Khan, Nadeem and Basu (2013) revealed that male teachers possessed favourable Professional Attitude than the Female Teachers.
4. some other studies came to conclusions that male teachers have more positive attitudes (Çakır et al., 2006; Davran, 2006; Sürücü, 1997).

### **Gender has no difference**

1. Chakraborty and Mondal (2015) there is no significant difference between attitude of male and female prospective teachers towards teaching profession. Attitude towards teaching profession of male and female prospective teachers are equal. So no sex factor is found for prospective teacher's attitude towards teaching profession. The results corroborate with the findings of Capa and Cil (2000).
2. Koye Kassa (2014) find out that the male and female PGDT students did not significantly differ in their attitude with respect to gender.
3. Parvez and Shakir (2013) There is no significant difference in the attitudes of female and male prospective teachers towards teaching profession.
4. Shazad Awan also concluded that there is no significant difference between the attitudes mean scores after taking B.Ed courses among male and female prospective teachers.

### **Objectives of the Study**

- To find out the attitudes of males towards the teaching profession.
- To find out the attitudes of females towards the teaching profession.
- To compare the attitudes of males and females towards the teaching profession.

### **Research Questions**

- What are the attitudes of males towards the teaching profession?
- What are the attitudes of females towards the teaching profession?
- What are the comparative results between the male and female attitudes towards the teaching profession?

### **Significance of the Study**

- Through this study the teachers can develop positive attitudes towards the teaching profession and in this way they can reshape their students' attitudes positively.
- This study will be helpful for the teacher-educator colleges to make some improvements in their system.
- This study will be helpful for principals and supervisors of the students.
- This study will give the guidelines to training institutes of pre-service and in-service teachers.

### **Research Hypothesis**

There is no significant difference between attitudes of male and female students towards the teaching profession.

### **Research Methodology**

- Qualitative method like interview was used.

### **Research Instrument**

- Interview Guide

### **Population**

- All students of Northeast Normal University from PAKISTAN will be taken as population.

### **Sample and Sampling Technique**

- 4 participants from the English taught program from NENU only will be used for Interview as sample.

### **Data Collection and Analysis**

All the interviews were audio-taped, transcribed verbatim, and coded. For ethical reasons, the names of all the students mentioned in this report are pseudonyms.

### **Interviews**

1. Each province is different from the other in terms of teaching attitudes, culture and that's why each respondent introduced himself differently in terms of teaching attitude and culture because they were from different provinces. The five provinces of the Pakistan are Punjab, Khyber Pakhtunkhwa, Sindh, Balochistan and Gilgat Baltistan. The first respondent was from Punjab. He was 32 years old and was doing his research in Chemistry. The second student was PhD candidate from Punjab Province, 39 years old, male doing her research in Distance Learning in Pakistan. Third Participant was a 34 years old married male from Gilgat Baltistan province. He was Ph.D candidate majoring in Biology. The 4<sup>th</sup> participant was a female from Karachi Sindh. Currently doing in research in Life science Master candidate.
2. The second question was about the measurement of attitudes of Pakistani students towards the teaching attitude in Pakistan. As already mentioned that each student was from different culture that's why their responses were also different and these different responses showed their different teaching attitudes and culture. Each respondent showed their own thinking according to their language, education, society, family structure and environment. But the interesting thing was that the three persons showed their positive views towards the teaching profession as a male in Pakistan which were from Punjab, Khyber Pakhtunkwah and Gilgat Baltistan but only the 1 persons did not show their positive views towards the teaching attitude as she thinks that male teachers don't have positive attitude towards teaching in Pakistan. They were so pessimistic that they didn't want to invite others to come into their society. By themselves also they didn't want to mix themselves with the other ethnic groups in remote and near areas of Pakistan. For language they just rely on their own mother tongues and in some areas of these two respective provinces they don't want to speak the national language of Pakistan. Even in Balochistan and

Sindh some people are very educated but still they are stuck with their old traditions and cultures.

3. The third question was asked about; that whether it really needs or not need that we should possess the positive attitudes towards teaching as a profession in Pakistan. For this the respondents shared their responses according to their interests, thinking and views. Since the respondent from Punjab was from well educated province and his educational background was well constructed therefore he said that for the teaching we should possess positive attitudes in Pakistan because by showing positive attitudes to teaching diversity we can mix up with other people and we can increase our knowledge more than we have.

The second person who was from Khyber Pakhtunkhwa, also said that positive attitudes are necessary to acquire towards the teaching attitude because due to this we can learn more from each other. He said that we should explore other societies which can open ways for us to diverse into other new things about teaching and cultures. He considered language more important for the diversification of the teaching and said that through language we can take and give some characteristics to other societies which results on the teaching profession.

The third person was from Gilgat Baltistan and the people of this province come from the minority group but the findings of this interviewee were more interested in this study. He said that we should explore ourselves and should mix ourselves with all the ethnic groups of the people which are considered as the majority of the Pakistan. This interviewee gave this response due to the reason that he was from the minority group. Furthermore interestingly he said that due to mixing with the different major of Pakistan we can remove the differentiation of minority and majority problem in Pakistan even that was not my question

The 4<sup>th</sup> person was from the Sindh province. This interviewee showed pessimistic attitude towards the teaching profession and said no positive words for the male teachers teaching profession. She said that since we are from Sindh Province so we should bonded to Sindhi teaching style as compared to other province. Actually this respondent was looking like a fundamentalist.

4. According to the first respondent who was from Punjab, said that Punjab is the largest province according to population so it always welcomes other citizens from different provinces with open heart. No matter what the ethnic background a person has, he can easily adjust in this province. The respondent said that Education system in Punjab province is better than any other province. Therefore he said that education is the most influencing factor which plays an important role in the teaching diversification. The Education is badly manipulated by the political leaders therefore the role education has to play, it is not playing.

While the second respondent said that language is another reason, due to the fact that there are many languages and dialects being spoken in Pakistan and interestingly he said that this language factor can play a very good role in the teaching profession diversification. Due to this language factor we can

take and give words to each other in the same way as we can give teaching training to each other.

The third person who was from Gilgat Baltistan said that the curriculum is the most crucial factor which plays the most important role in the teaching profession diversification and interestingly he said that if the curriculum of the whole country would be same then we can grow in the same teaching style all over the Pakistan.

The fourth person was from Sindh. Actually he was pessimistic towards the teaching profession but still she said that medium of instruction in schools within the province can play very important role in bringing the diverse problems into unity.

5. All the respondents give different views about the education and said that education can play an important role in producing the students which had possessed more positive attitudes towards the attitudes towards teaching in Pakistan. The 1<sup>st</sup> person who was from Punjab said that education is the thing which accepts the challenges in every teaching profession in the way of mixing.

The second person who was from Khyber pakhtunkwah said that the education brings revolutionary positive changes in the students about the teaching profession diversity and make the students to get better place in the teaching.

The third person who was from Gilgat Baltistan said that the education through modify behaviours brings positive changes in the people towards the teaching profession.

He said that education first modify the behaviours of the people and through these modified behaviours the people fit well and get better place in the diverse culture and their teaching styles.

The fourth person was from Sindh province. Actually she was a pessimist about the teaching profession but still she said that university which is the important source of education. This source of education within the country brings positive changes in students towards the teaching profession in the Pakistan. The universities which are in one hand the sources of knowledge and in the other hand these are the places in which different people teach with different styles. So this source also plays a role to produce students who are positively diverse in teaching.

### **Findings**

- Akkaya (2009) and Bozagan, Aydin and Yildirim (2007) revealed that female prospective teachers are more successful than males.
- Banerjee and Behera (2014) found that the attitude of female teachers towards teaching profession is more favourable than that of male-teachers in secondary schools.
- Kogce, Aydin and Yildiz (2010) concluded that females have more positive attitudes. This finding supports the various studies conducted on pre-service teachers by Çakır, Çapa and Çil (2000), Çapri and Çelikkaleli (2008), Çetinkaya (2009), Oral (2004) and Saracaloğlu (1991), Tanrıöğen (1997).
- Maliki (2013) (Study from faculty of education) revealed that females are more positive in their attitudes

supported by Oral (2004) and Bozagan, Aydin and Yildirim (2009), Akkaya (2009) revealed that female pre-service teachers have more positive attitudes.

- Maliki (2013) (from Inservice teachers) revealed that female teachers have more positive attitude towards teaching profession. This is supported by the study of Dodeen, Ibrahim and Emad (2003)
- This is also supported by the study of Hussain, Ali, Khan, Ramzan and Qadeer (2011).
- Sharbain and Tan May (2013) found out that female ELTs were found to have more positive attitudes towards the teaching profession.
- Alghazo et al. (2003) also found significant differences in favor of female teacher candidates.
- Yeşil (2010) also found that female teacher candidates' attitudes toward teaching profession were better than those of male teacher candidates.

### **CONCLUSION AND RECOMMENDATIONS**

On the basis of the results of the present study, the following recommendations can be made:

1. Modifying the selection criteria of trainee teachers will ensure that only genuinely interested and suitable candidates are selected.
2. Conducting a professional ethics course for student teachers to help them to maintain high standards of performance and portray an exemplary image of the teaching profession in society.
3. Designing orientation programs for school graduates to inform them of the importance and advantages of being employed in the teaching profession.
4. Improving the quality of schools in rural localities to attract the most devoted professionals to teach there.
5. Providing sufficient services and facilities for teachers who are appointed far from their families and localities.
6. Offering greater incentives to male teachers to change their attitude towards the profession and to put more effort into their position of teacher and role model.
7. Ascertain that teachers, particularly teachers in rural areas, are satisfied with their conditions of services as to regular promotion opportunities and pleasant working environments, thus the teachers will be encouraged to have positive attitudes towards teaching, which in turn will improve their overall productivity.
8. Attention should be paid to encouraging more males to join the teaching profession through workshops and training program, and making sure they are satisfied with the conditions of the job.

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