

ATTITUDES TOWARDS TEACHING AND WORK VALUES OF PRE-SERVICE TEACHER EDUCATION STUDENTS

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ABSTRACT

The study determined the relationship between attitudes towards teaching and work values of two hundred fifty-two students senior pre-service education students of the College of Education, University of Eastern Philippines, Catarman, Northern Samar, Philippines. A twenty item questionnaire on attitudes towards teaching and a twenty-item questionnaire for work values were used as research instruments. Data were statistically treated using frequency counts, percentages, mean, ranking, Pearson coefficient of correlation and analysis of variance. A very big number of students had favorable to extremely favorable attitude towards teaching. Majority have high to very high work values. Achievement was regarded by the respondents as the most dominant value while Comfort as the least dominant. There is no significant relationship between attitude towards teaching and work values of the respondents. Likewise, there is no significant difference in the attitude towards teaching and work values of the respondents among courses.

Keywords: attitudes towards teaching, work values, pre-service, student teachers

1. INTRODUCTION

Teaching is said to be a demanding profession. Aside from the tedious classroom preparations and the task of dealing individually with many kinds of learners, teachers are also expected to be involved in different kinds of community activities and other out-of-school assignments. Hence, these various roles which teachers face seem to be exhausting and stressful. Meador (2013) described teaching as a difficult profession. However, Guneyli & Aslan (2009) stated that prospective teachers posited to be happy to teach even under difficult conditions. To other teachers, such additional work assignments could also be a source of joy and self- fulfillment. While other teachers grumble, complain and avoid the job, others regard teaching as a rewarding profession and would even commit their lifetime in the teaching profession. To them, their love and passion for teaching prevails than their personal concerns. How a teacher face the tough job of being a teacher depends on attitudes and work values. Thus, variation in the attitude and work values of teachers may be expected.

Attitude is an acquired internal state that affects individuals' personal activity preferences towards a group of things, individuals, events and various situations (Senemoglu, 2009) while work values are seen as the hierarchical organization of relatively stable needs, desires, and goals as applied to the world of work (Super, 1995). Attitude is essential to enhance the quality of the teaching profession (Koksal, 2014), an important factor that affects teacher's success (Abu Sharbain & Tan, 2012) and efficiency (Guneyli & Aslan, 2009; Abu Sharbain & Tan, 2012) and an important variable in classroom application of new ideas and novel approaches to instruction (Reinke & Moseley, 2002). If prospective teachers develop a positive attitude towards their profession, they will develop creative thinking, motivate their students more easily, and adapt their verbal and non-verbal messages to their students (Celikoz and Cetin, 2004).

Attitude towards teaching was found to be related to gender (Akkaya, 2009), class levels (Kilic and Dundar, 2002), teacher's competence (Marchant, 1992; Abu Sharbain & Tan, 2012; Koksal, 2014), and pupil control ideology of teacher candidates (Oguz & Kalkan, 2011).

Jolideh and Yeshodhara (2009) stated that work values are generalized beliefs about the desirability of certain attributes of work and work-related outcomes. Like general values, work values act as the criteria that an individual uses in selecting appropriate work-related behaviors and goals. Work values are influenced by age or generations (Johnson, 2002; Lorence & Mortimer, 1985) and have also been related to organizational commitment (Elizur and Koslowsky, 2001), vocational choice (Super, 1970), ethical decision making (Shafer et al, 2001) and cross cultural management (Mellahi, 2001).

Research on work values have indicated that generation Y's or those who were born from 1980 onwards (Lyons, 2004) are more individualistic and peer intrinsic work values such as work autonomy, work identity, challenging jobs, and self-expression (Johnson, 2002; Jurkiweicz & Brown, 1998; Yankelovich, 1994; Zuboff & Maxmin, 2002). They also value altruism and flexible working hours (Freeman & Rogers, 1999). In addition, the younger generations tend to blend their work and play and look for intrinsic gains in the work process itself (Florida, 2004; Pink, 2001).

The innate values and dispositions teachers possess are of utmost importance in creating

winning interactions among students and associates (Salandanan, 2012). As future teachers, pre-service education students should have proper orientation on the kind of work they will be doing. They must know the world of work they going to engage for the rest of their professional lives. As to how they embrace their future career depends so much on their attitude towards teaching and their set of work values. Attitudes towards teaching and work values are deemed important to determine the kind of teachers that teacher education institutions like the University of Eastern Philippines – College of Education will be producing. Hence, Maliki (2013) recognized the need for teacher training institutions to make painstaking efforts to equip the prospective teachers not only with teaching skills, but with the positive professional attitude. This study is anchored to Ewing and Brentano's Fitting Attitude Theories of Value (Rasmussen, 2011) which proposes that to be valuable is to be the fitting object of some evaluative attitude. Hence, to maintain the dignity of teaching profession, its teachers must possess the right values and attitudes.

The study determined the attitudes towards teaching and work values of the senior pre-service education students. The study also determined the most and least dominant work values of the respondents. The attitudes towards teaching of the respondents were ascertained if they have relationship with their level of work values. Differences in attitudes towards teaching and work values were also determined among courses.

2. METHODOLOGY

Descriptive correlational research design was employed. A twenty item questionnaire on attitudes towards teaching was used. This is a 5-item Likert type scale where the indicators were rated with Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. The attitudes towards the profession was categorized into Extremely Favorable, Favorable, Moderately Favorable, Less Favorable, and Least Unfavorable. A twenty item questionnaire on work values was also used. The respondents answered each item with Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. The highest mean represented the most dominant work value of the respondent while the lowest mean represented the least dominant work value. Two hundred fifty two (252) senior pre-service teacher education students enrolled in the Bachelor of Secondary Education, Bachelor of Elementary Education, Bachelor of Elementary Education – Home Economics and Bachelor of Science in Home Economics programs of the University of Eastern Philippines – College of Education were the respondents. Frequency counts, percentages, means, ranking, Pearson-r and analysis of variance were used as statistical tools.

3. RESULTS AND DISCUSSION

3.1 Respondents' attitudes towards teaching

A big number of respondents had Favorable to Extremely Favorable attitude towards teaching. It means that the pre-service students already have the positive attitude towards the profession which they are going to have in the future, thus, are expected to be more dedicated and committed when they become teachers. It runs parallel with the findings of Bello (2009) Abu Sharbin and Kok-Eng Tan (2012), Necla Koksals (2014), Bhalla, et.al (2012) and Guneyli & Aslan (2009) that teachers have positive attitude towards teaching. Contrarily, Maliki (2013) found out a

higher percentage of respondents having negative attitudes towards the profession.

Insert Table 1 here

3.2 Respondents' level of work values

It could be gleaned from Table 2 that majority of the respondents had High to Very High level of work values. It means that the pre-service education students have already the right perspectives for teaching and think of it as a noble profession. It supports Handley and Shill's study (2013) that vocational teachers were most highly motivated in their job. Trivedi (2012) likewise found a high attitude towards teaching profession among teachers teaching in various levels of education.

Insert Table 2 here

3.3 Dominant/least dominant values of the respondents

Achievement was regarded as the most dominant value for all courses. It means that the pre-service students gave more importance on using their abilities and feel a sense of accomplishment than expect convenience in teaching. This is parallel to Pink (2001) who posited that younger generations, the group where the respondents belong, perceived their careers as an extension of the self, and workplace is a vehicle for self-actualization. Lee, et al. (2012) found out that preferred work values of generation Y pre-service teachers are extrinsic, including supervisory work values, achievement work values. On the other hand, comfort, was the least dominant work value. This indicates that the respondents recognize the difficulty that the teaching profession entails. They perceive that the teaching profession will test one's ability to adjust and break into one's comfort zone.

Insert Table 3 here

3.4 Relationship between attitudes towards teaching and work values

Pearson-r value of .047 reveals no significant relationship between attitude towards teaching and work values as the significance value of .461 is greater than the constant significance value of .05. Therefore, attitude towards teaching is not associated with their work values. It negates the study of Bektas & Nalcaci (2012) that the personal values of the teacher candidates were found to predict their attitudes towards teaching profession.

Insert Table 4 here

3.5 Difference in attitudes among courses

Analysis of variance reveals a no significant difference on the attitude towards teaching among students of the four courses, namely BSEd, BEEd, BEEd-HE and BSHE as shown in the significance value of 0.31 which is greater than the constant significance value of 0.05. Hence, the attitude towards teaching of the respondents do not vary. It confirms the study of Bhalla (2012) that

there was not much difference in attitude of teachers in different groups. It may mean that all teachers share the same positive outlook towards their profession, regardless of their field of specialization. Trivedi (2012) found no difference in the attitudes of teachers teaching in various levels of education. However, the finding was in contrast to Babu & Raju (2013) who found out that student teachers belonging to different specializations differed in their attitudes towards teaching.

Insert Table 5 here

3.6 Difference in work values among courses

Analysis of variance reveals a no significant difference on the work values of the senior pre-service education students as shown in the significance of 0.20 which is greater than the constant significance value of .05. The four courses, therefore do not differ in their work values. The study of Lee, et.al (2012) revealed that there was no significant difference between work values chosen by male and female generation young pre-service teachers.

Insert Table 6 here

4. CONCLUSIONS

The future teachers have desirable attitudes and positive outlook of the teaching profession which will serve as a good starter when they become real mentors. The pre-service teachers regard teaching as an important profession, hence, would regard their career with dignity. The pre-service students gave great importance on being productive in their work where their abilities are used to enhance their sense of accomplishment whenever a certain task is done. The respondents do not expect good working condition and convenience in the profession. It is because they know that teaching is a demanding job. Attitude towards teaching and their work values are independent of each other. Whatever the pre-service teacher education course one may take, their attitudes towards teaching and their work values may remain the same.

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Table 1

Attitude towards Teaching of Senior Pre-service Education Students

	BSEd		BEEd		BEEd-HE		BSHE	
	f	%	F	%	f	%	f	%
Attitude								
Extremely Favorable	32	47.06	76	66.66	23	48.94	5	21.74
Favorable	33	48.53	37	32.46	22	46.81	17	73.91
Moderately Favorable	3	4.41	1	0.88	2	4.25	1	4.35
Total	68	100.00	114	100.00	47	100.00	23	100.00

Table 2

Level of Work Values

Level of Work Values	BSEd		BEEd		BEEd-HE		BSHE	
	f	%	f	%	f	%	f	%
Very High	26	38.24	39	34.21	17	36.17	9	39.13
High	39	57.35	64	56.14	24	51.06	13	56.52
Moderate	3	4.41	11	9.65	6	12.77	1	4.35
Total	68	100.00	114	100.00	47	100.00	23	100.00

Table 3

Most/Least Dominant Work Values

Value	BSEd	Rank	BEEd	Rank	BEEd HE	Rank	BSHE	Rank
Achievement	4.89	1	4.59	1	4.70	1	4.78	1
Comfort	3.91	6	3.68	6	3.74	6	3.78	6
Status	4.35	2.5	4.08	4	4.17	5	4.26	3
Altruism	4.06	5	4.17	3	4.28	3	3.87	5
Safety	4.35	2.5	4.32	2	4.38	2	4.30	2
Autonomy	4.13	4	3.97	5	4.21	4	4.22	4

Table 4

Correlation between Attitude in Teaching and Work Values

Variables		Attitude	Work Values
Attitude	Pearson Correlation	1.000	0.047
	Sig. (2-tailed)		0.461
	N	252	252
Work Values	Pearson Correlation	0.047	1.000
	Sig. (2-tailed)	0.461	
	N	252	252

Table 5

Difference in Attitude towards Teaching among courses

	Sum of		Mean			Interpretation
	Squares	df	Square	F	Sig	
Between Groups	22.600	3	7.533	1.203	0.309	Not Significant
Within Groups	1553.122	250	6.263			
Total	1575.722	252				

Table 6

Difference in Work Values among Student Groups

	Sum of		Mean			Interpretation
	Squares	df	Square	F	Sig	
Between Groups	0.905	3	0.302	1.566	0.198	Not Significant
Within Groups	47.593	250	0.193			
Total	48.499	252				