

THE ATTITUDES OF STUDENTS OF FACULTY OF EDUCATION TOWARDS THE TEACHING PROFESSION

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Abstract: This paper aims to identify the attitudes of preschool and primary school programme students towards the teaching profession. In addition it determines whether students’ attitudes change depending on gender, studying programmes, years of study, living area, and if student lives in a family with a teacher. The descriptive research method has been used to elaborate this topic from quantitative approach. Following techniques have been used to gather sufficient data for topic elaboration: survey and questionnaire. The gathered data were transferred to Statistical Programme for Social Sciences (SPSS) v.25, for processing purposes. Population consist of students of preschool and primary school programme of Faculty of Education, University “Ukshin Hoti” in Prizren. The sample includes 528 students following the academic year 2020-2021. Findings indicates that students’ have a positive attitude towards the teaching profession. Moreover, students’ attitude do not change depending on gender, study programmes, years of study, living area or if they live in a family with a teacher.

Keywords: students, attitudes, teaching, profession

1. INTRODUCTION

The High School of Prishtina was the first institution of Higher Education in Kosovo and it was established by the decision of Kosovo Assembly on 21st November 1957. Some years later, on 15th February 1970, the Assembly of Kosovo through a special act established the University of Prishtina. At the beginning the University of Prishtina comprised of 4 faculties. During the years 1970-1990 the number of faculties increased in 13, besides 7 High Schools that joined to University as well (Pupovci, Halimi, Salihaj, & Shatri, 2001). In the year 2002 the Faculty of Education has been opened within the University of Prishtina. The Faculty of Education with its seat in Prishtina and its branches in Prizren, Gjakova and Gjiłani offered studying programmes for preschool, primary school and lower secondary school teachers. The year 2010 marks establishment of University of Prizren and of University of Gjakova, University of Mitrovica and University of Gjiłani in 2013, with their own Faculty of Education, independently from the Faculty of Education in Prishtina. These faculties begun to develop and implement teacher training programmes – preschool and primary school level. Students that graduated at Faculty of Education gained knowledge, skills and abilities, learnt rules of teaching and learning, and became familiar with the relationship between the teaching process on one hand and the individual and the society on the other hand. Furthermore, the graduated students benefit from the full range of specific professional competencies required to master their field of study and/or discipline, where they will work as professionals (teaching, consulting, etc.) (UUHP, 2021). Undoubtedly, teachers are one of the most important factors influencing the process of teaching and learning. The attitude of teachers towards the subject, school and teaching exercises an impact on students’ learning. Also, the advanced attitudes of students (teacher candidates) towards the teaching profession can be considered as an important indication for a successful career in their profession.

To develop competent teachers and to advance the achievement of the study programme there is a need to determine first the attitudes of students (teacher candidate) towards the teaching profession and to pay attention to convert the negative stances into positive ones (Semerci&Semerci, 2004). In this regard, in our country there is a lack of survey and research regarding the attitudes of students (teacher candidates) towards the teaching, but the research has been carried out in some other countries (Akaya, 2009; Can, 2010; Kartal&Afacan, 2021; Terzi&Tezci, 2007; Ozder, Konedrali&Zeki, 2010; Capa&Cil, 2000; Bedel, 2008; Oral, 2004; Karadag, 2012). Therefore, it seems that this paper may contribute to fill the emptiness in terms of presenting a comparative view on students who are following the preschool and primary school educational programmes, regarding the teaching profession in our country.

In this context, this paper aims to identify the attitudes of preschool and primary school programme students towards the teaching profession. In addition it determines whether students’ attitudes change depending on gender, studying programmes, years of study, living area, and if student lives in a family with a teacher.

Based on general frameworks of the research purpose, to compare the attitudes of students towards the teaching profession there is a need to provide answers to following questions:

1. What are the attitudes of students regarding the teaching profession?
2. Are there any differences between students' attitudes in regards to their gender?
3. Do students' attitudes change depending on studying programmes, years of study and living area?
4. Do students' attitudes change depending on the fact they live in a family with a teacher?

2. MATERIALET DHE METODAT

The descriptive research method has been used to elaborate this topic from quantitative approach. The descriptive method includes research conducted in large groups and intends to get opinions and viewpoints of individuals involved in any event or fact, as well as the way they describe these events. (Karakova, 2012). This method has been used to define the structures of objects, societies and organizations, as well as the mechanisms of events (Cohen, Manion & Morrison, 2007). Following techniques have been used to gather sufficient data for topic elaboration: survey and questionnaire. The questionnaire drafted by Ustuner (2006) has been translated and adapted into Albanian. It consists of two parts. In the first part the social-demographic data of respondents are required, whereas the second part intends to obtain answers on 34 expressions, which are mainly related to teaching profession. The questionnaire was of "Likert" type with five categories: "Do not fully agree", "Do not agree", "Undecided", "Agree", and "Fully agree". The reliability scale (Reliability Statistics) of questionnaire has been verified by Cronbach's Alpha analyse =.901.

The gathered data were transferred to Statistical Programme for Social Sciences (SPSS) v.25, for processing purposes. The Mann–Witney U. test was used to determine whether there were differences between students' attitudes towards teaching and gender, study programmes, living area and if they live in a family with a teacher, whereas the Kruskal Wallis test was used to determine the differences between the years of study and profession. The Mann-Witney and Kruskal Wallis tests were used since the data did not show a normal distribution.

Population consist of students of preschool and primary school programme of Faculty of Education, University "Ukshin Hoti" in Prizren. The sample includes 528 students following the academic year 2020-2021, which were selected occasionally.

3. DATA INTERPRETATION

Table 1. shows the average and standard deviation for each required statement regarding students' attitudes towards the teaching profession. It was ascertained that the lowest average ($X=3.69$) was related to working conditions (point 23) – "I am attracted by working conditions of teachers". The highest average ($X=4.66$) was related to (point 18) – "The thought that teaching something unknown to people, makes me happy". The average of student's attitudes towards teaching profession in 28 points of questionnaire reflected a high average ($4.20 < X \leq 5.00$), so they stand at the level of "Fully agree", while other 6 points reflected ($3.40 < X \leq 4.19$) - "Agree". The lowest score derived from the questionnaire may be 89, and 170 the highest. In general, the results indicated that the total score was 146.88. Based on these data we may conclude that the attitudes of Education Faculty students' towards the teaching profession were positive (at the level "Agree"). These results supports the findings in research conducted by Terzi and Tezci (2007) and Akaya (2009).

Table 1. Students' attitudes towards the teaching profession

		X	S. D.
1.	I am attracted by the thought of being a teacher.	4,32	0,85
2.	The education major seems inappropriate to me.*	4,47	0,63
3.	My future career will be in education major.	4,22	0,74
4.	If I were to choose my major I again that would be teaching.	4,30	0,87
5.	I think that teaching is not suitable for me.*	4,29	0,73
6.	I don't think that being a teacher is appropriate for my life-style.*	4,34	0,71
7.	I feel bad that I've chosen teaching as a major.*	4,35	0,71
8.	I believe I will be successful in teaching.*	4,45	0,66
9.	I am glad that I've chosen teaching as my future career path.	4,52	0,60
10.	I believe that I can overcome the difficulties encountered in the teaching profession.	4,52	0,71
11.	Even in difficult circumstances, I would like to be a teacher.	4,34	0,57
12.	I feel confident for all the requirements of the education major.	4,33	0,73
13.	I think I have a special talent to be a teacher.	4,46	0,57
14.	I don't think that teaching is a good major for me.	4,12	0,62
15.	I think that teaching will give me the opportunity to create something.*	4,26	0,77
16.	The idea of teaching people something that they're not aware of, makes me happy.	4,20	0,65
17.	I feel sympathy for teachers.	4,31	0,54
18.	I am happy that I will become a teacher.	4,66	0,58
19.	I wouldn't recommend teaching to anybody.	4,27	0,74
20.	I think that there's a lot to do after I become a teacher.	4,60	0,57
21.	I am attracted to the working conditions of teachers.*	3,88	1,00
22.	I attach importance to be successful in every teaching subject.	4,13	0,75
23.	I like to share ideas and experiences with teachers.	3,69	0,91
24.	With teachers I like to discuss things related to education, teaching and learning techniques.	4,46	0,56
25.	I think I would be knowledgeable and sufficient teacher.	4,48	0,60
26.	I believe that teaching will bring me dignity in my community.	4,37	0,62
27.	I have chosen (education major) voluntarily.	4,30	0,57
28.	I am concerned that teaching will bring me difficulties.	4,33	0,61
29.	I feel proud to be a teacher and guide people's career through education.	4,50	0,75
30.	I don't prefer to discuss topics such as teaching, education or the role of teachers.*	3,95	0,75
31.	Once I become a teacher, I believe I will be appreciated enough by the circle (family, friends etc.)	4,39	0,67
32.	The continuity of teaching major gives me confidence.*	4,44	0,63
33.	I am attracted by the thought of being a teacher.	4,09	0,85
34.	The education major seems inappropriate to me.	4,38	0,66

Expressions with * are grouped in reverse order

Table 2. Differences on attitudes based on gender

Gender	N	Mean	Mean Rank	U	p
Female	478	4,3382	251,63	11.707	.522
Male	52	4,3088	265,91		

The Mann–Witney U. test was used to determine whether there were differences in students' attitudes towards teaching and gender. The derived results ($U = 11.707$, $p = .522$) indicated no differences in attitudes towards teaching and gender. Based on results, the average of female students' (Mean = 4.33) regarding the teaching profession are almost equal with the attitudes of male students' (Mean 4.30).

Table 3. Differences on attitudes based on studying programme

Programme	N	Mean	Mean Rank	U	p
Preschool	205	4,3529	251,63	33.345	.889
Primary	323	4,3235	265,24		

The derived results ($U = 33.345$, $p = .889$) indicated no differences in students' attitudes towards teaching and studying programme. The average of attitudes of preschool programme students' (Mean = 4.35) towards the teaching profession are almost equal to the average of those from primary school programme (Mean 4.32).

Table 4. Differences based on students' family members

Family	N	Mean	Mean Rank	U	p
YES	362	4,2941	253,98	31.792	.283
NO	166	4,3529	269,32		

Table No. 4 shows results deriving from the Mann-Whitney U. test. The result ($U = 31.792$, $p = .283$) indicated no differences in attitudes towards the teaching profession and students' who live in a family with a teacher (Mean = 4.29) and those who don't have any teacher in their family (Mean = 4.35).

Table 5. Differences based on students' living area

Residence	N	Mean	Mean Rank	U	p
City	253	4,3529	260,22	33.610	.501
Countryside	275	4,3235	269,15		

The result ($U = 33.610$, $p = .501$) indicated no difference in attitudes toward the teaching profession between students' living in city and those in village. The average of students living in city was (Mean = 4.35) and of those in the village (Mean = 4.32)

Table 6. Differences based on years of study

Year of studies	N	Mean	Mean Rank	H	p
Second Year	132	4,2941	260,22	2,283	.319
Third Year	170	4,3088	269,15		
Fourth Year	226	4,3529	269,15		

The Kruskal Walis test was used to determine whether there were differences in students' attitudes towards teaching and years of study. The result ($H=2.238$, $p = .19$) indicated no differences between students' attitudes towards teaching and years of study. The average of attitudes between the students of the second year (Mean = 4.29), third year (Mean = 4.30) and fourth year (Mean = 4.35) regarding the teaching profession showed no significant differences between the years of study.

4. CONCLUSIONS

This paper aimed to identify the attitudes of preschool and primary school programme students towards the teaching profession. In addition it determined whether students' attitudes change depending on gender, studying programmes, years of study, living area, and if student lives in a family with a teacher. Following conclusions derived based on research results:

- Students studying at the Faculty of Education of the University "Ukshin Hoti" have showed positive attitudes towards the teaching profession and have a high level of attitudes. This was proved in 28 points of the questionnaire where they reflected a high average ($4.20 < X \leq 5.00$) so they stand at the level "Fully agree". The results that derived from researches conducted in other countries (Terzi & Tezci, 2008; Buluç, 2002; Özder, Konedrah, & Zeki, 2010; Akhateeb, 2013) also have indicated the positive attitudes of Faculty Education students.

- In question if there were differences in attitudes between students' towards teaching profession and gender, the derived results showed no significant differences in average between female and male students. The average of female students' was similar to that of male students. The obtained results showed similarities with findings in articles of (Kartal & Afacan 2012; Özder, Konedralı & Zeki 2010; Can 2010; Tok, 2012).
- The derived results proved no differences between the teaching profession and studying programme in students' attitudes. The average between preschool students' was similar to those attending the primary school programme.
- There is no difference in attitudes between students who have a teacher in their family and those who don't have. The derived results were similar to those of a conducted research (Can, 2010; Aslan & Akzol, 2006; Akkaya, 2009).
- There is no difference in attitudes between the students who live in cities and those in the village regarding the teaching profession. The average of attitudes for both sides were almost similar.
- No differences in attitudes were observed either between the teaching profession and years of study. The average of attitudes between the students of second, third and fourth year regarding the teaching profession were very similar

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