



## **Attitude towards Teaching Profession: A Comparative Study among Public and Private Schools Teachers Teaching at Elementary Level**

**<sup>1</sup>Dr. Mobeen-ul-Islam, <sup>2</sup>Dr Nazish Andleeb, <sup>3</sup>Ismat Batool**

<sup>1</sup>Assistant Professor, Department of Education, University of Gujrat, Gujrat

E-mail: [drmobeen.islam@uog.edu.pk](mailto:drmobeen.islam@uog.edu.pk)

<sup>2</sup>Lecturer, Department of Education, University of Gujrat, Gujrat

E-mail: [nazish.adleeb@uog.edu.pk](mailto:nazish.adleeb@uog.edu.pk)

<sup>3</sup>MPhil Scholar, Department of Education, University of Gujrat, Gujrat

ARTICLE INFO	ABSTRACT
<p><b>Keywords:</b> Attitude, Teaching Profession, Elementary Level, Public Schools, Private Schools</p> <p><b>Corresponding Author:</b> <b>Dr. Mobeen-ul-Islam,</b> Assistant Professor, Department of Education, University of Gujrat, Gujrat E-mail: <a href="mailto:drmobeen.islam@uog.edu.pk">drmobeen.islam@uog.edu.pk</a></p>	<p><b>ABSTRACT</b></p> <p>Quality education has always been a core focus in society because it contributes to a country's development. Several factors can influence the quality of education; however, classroom environment, teachers' competence, and their attitude toward teaching are major factors. The current study was conducted to explore teachers' attitudes toward the teaching profession at the elementary level in public and private schools in Gujrat, Punjab, Pakistan. The target population included all teachers at the elementary level working in public and private institutions in District Gujrat, while teachers in elementary schools of Tehsil Gujrat made up the accessible population. A two-stage random sampling method was used to select forty elementary schools—twenty public and twenty private. A researcher-developed questionnaire, Teachers' Attitude toward Teaching Profession (TATTP), based on a five-point Likert scale, was used to assess teachers' attitudes. The instrument was piloted and demonstrated to be reliable and valid. Data were collected through personal visits to the selected schools, where questionnaires were distributed to teachers. The data were analyzed using means, standard deviations, and independent sample t-tests with SPSS 21 software. Significant differences were found between public and private school teachers in preparation, commitment, volunteerism, and enthusiasm, while no significant difference was observed in the professional association dimension. The results showed that private school teachers had more positive attitudes toward the teaching profession compared to their public school counterparts.</p>

## **1- Introduction**

The teaching profession plays a crucial role in shaping learners' intellectual, social, and emotional growth, especially at the elementary level when the educational foundation is established. Teachers' attitudes toward their profession significantly impact their teaching methods, dedication, job satisfaction, and ultimately, students' academic achievement (Richardson & Watt, 2018). A positive attitude toward teaching is often linked to high motivation, commitment, and a sense of professional duty, whereas a negative or indifferent attitude can lead to burnout, absenteeism, and decreased teaching effectiveness (Han & Yin, 2016).

Teachers' attitudes toward the teaching profession include their affection for the profession, social awareness, recognition of the job's importance, and their sense of sincerity. They also believe they are continuously concerned with the development and growth of humans (Demirel, 2010). The importance of a positive attitude is clear and significant from these studies; a positive attitude among teachers leads to higher achievement levels and improved performance among students (Ulug, Ozden & Eryilmaz, 2011).

Public and private elementary schools often differ in working conditions, administrative support, workload, autonomy, and professional development opportunities—factors that can influence teachers' attitudes toward their profession (Bashir & Gani, 2020). While public school teachers may benefit from job security and structured systems, private school teachers might have more flexibility but face issues like lower salaries and limited resources. These institutional differences lead to varying levels of professional commitment and perceptions of the teaching role. Therefore, comparative studies between public and private school teachers are essential for identifying factors that either promote or hinder teachers' professional attitudes.

## **2- REVIEW OF RELATED LITERATURE**

This section provides a brief overview of literature related to the variables of the study, research methodology, and findings of previous studies conducted on teacher interaction and their attitudes toward the teaching profession by different researchers.

### **2.1- Concept of Attitude**

Attitude has been taken from a Latin terms i.e. *aptus*. It means “readiness and convenience for activity”. Oppenheim (2002) characterized attitudes as tendencies to assess someones positively or negatively. Attitude is a summed-up assessment of an idea or thing. Remmers, Gage, and Rummel (2000) explained that attitude is an individual's mental stance toward something. Britt (1958) defined attitude as an intellectual agreement to respond to a thought, object, or circumstance. Fishbein (1967) states attitude is a propensity to think in a definite way or to know-how definite feelings in numerous situations. Attitude is a predisposition to perceive objects as auspicious or hostile (Bem, 2000).

### **2.2- Types of Attitude**

Baron et al (2009) categorizes attitudes into two types, i.e., explicit and implicit. Baron et al. (2009) stated that explicit attitudes are generally not in individuals' control. Moreover, Wilson et al. (2000) claim that unambiguous attitudes can be measured, and once they are formed, they are very resistant to change. Therefore, it is concluded that these are consciously directed. We can assess these attitudes by gathering information about the surroundings of the concerned individuals. Implicit attitudes are typically measured through indirect methods (Baron et al., 2009b). Implicit attitudes are involuntary and are not intentionally directed. This type of attitude is not valid. Embedded attitude measurement helps reveal what a person does not want to display otherwise.

### **2.3- Dimensions of Attitude**

Maio and Olson (1998a) described three dimensions of attitude. These are positive, negative and neutral attitude. These dimensions of attitude are described below.

### **2.3.1- Positive Attitude**

The three-component model indicates that an affirmative attitude involves having positive thoughts and feelings toward an attitude object. The research by Ulug et al. (2011) states that teachers with a positive attitude are compassionate, perceptive, and supportive.

### **2.3.2- Negative Attitude**

People who have beliefs, behaviors, and feelings of disgust towards something, such as bits and pieces, states, or groups, are individuals with an undesirable attitude. A study (Ulug et al., 2011) found that respondents described teachers' negative attitudes as including restrictions, favoritism, and more.

### **2.3.3- Neutral Attitude**

A neutral attitude is neither affirmative nor destructive toward something, such as a person, object, or situation. Therefore, if someone has no clear feelings, beliefs, or actions toward an object, it is called having a neutral attitude toward that object.

### **2.4- Significance of Attitude towards Teaching Profession**

As a teacher is the foundation of the teaching-learning process, their attitude towards the profession is also incredibly important. Teachers' attitude has a significant effect on students, which can be either positive or negative depending on the teacher (Gokce, 2005). Numerous studies on teachers' attitudes show that their attitude influences students by shaping their own attitudes (Duman, 2002; Güçlü, 2000; Ramzan et al, 2014). Students' performance and personality development are positively impacted by teachers' positive attitudes (Ulug, et al, 2011). Teachers' attitude is a dynamic factor that plays a crucial role in implementing modern ideas and new methodologies in classroom instruction. It is a teacher's attitude that motivates them to teach students with interest, determination, and enthusiasm.

A teacher's positive attitude also positively affects students' personality development (Ulug et al., 2011). According to Kucukahmet (2003), a teacher possesses many attributes that influence students, but the most important trait is attitude. Attitude has several attributes, one of which is subjectivity. The subjectivity of attitude refers to the difference between the actual existence of the object and how a person perceives it. As a result, attitude is defined as a stream of beliefs, mental states, and activities that guide a person to live accordingly (Weiner, 2003).

## **3. Statement of the Problem**

Teachers are considered an important element for improving the quality of education. The trend of obtaining education from private schools has become common among people in our society, despite the fact that the private sector is much more expensive compared to the public sector. Now, there is confusion among educationists about why private sector schooling is becoming more important to people. Additionally, many factors such as teachers' classroom interaction, teachers' attitude toward the teaching profession, physical facilities, and the administrative environment may contribute to this situation. Among these, teachers' attitude might be more significant, which is why the researchers decided to conduct a study comparing teachers' attitudes toward the teaching profession in public and private schools.

## **4. Objectives of the study**

Following are the objectives of the study:

1. To find out teachers' attitude towards teaching profession teaching at elementary level.
2. To compare teachers' attitude towards teaching profession teaching at elementary level working in public and private sector schools.

## **5. Research Questions**

Following are the research questions of the study:

1. What is the mean perceived level of teachers' attitude towards teaching profession teaching at elementary level in public sector schools?
2. What is the mean perceived level of teachers' attitude towards teaching profession teaching at elementary level in private sector schools?
3. Does the mean perceived level of teachers' attitude towards teaching profession teaching at elementary level differ significantly serving in public and private sector schools?

## **6. Research Methodology**

This section outlines the research methodology and procedures used in the study. It offers a detailed explanation and justification of the research methods employed to collect data on teachers' attitudes toward their profession at the elementary level, working in both public and private schools. The section includes information about the research design, population, sampling, instruments, validation, pilot testing with reliability statistics, data collection, and analysis. The study was descriptive in nature, aiming to compare elementary school teachers' attitudes toward the teaching profession across public and private institutions. A survey method was used to gather data. The target population consisted of all elementary school teachers working in publicly and privately operated schools in District Gujrat, while the accessible population was limited to teachers in public and private schools within Tehsil Gujrat, Punjab, Pakistan. A two-stage random sampling technique was employed. In the first stage, twenty public and twenty private schools were randomly selected, and in the second stage, two teachers from each school were chosen, resulting in a sample size suitable for descriptive research.

The data collection tool was a self-developed questionnaire titled Teachers' Attitude towards the Teaching Profession (TATTP). It included 33 items covering five factors: professional association for teaching, preparation for teaching, commitment to teaching, volunteerism in teaching, and enthusiasm while teaching. Responses were recorded on a five-point Likert scale ranging from "strongly agree" to "strongly disagree." The questionnaire was validated by seven experts, with a content validity index of 0.930. A pilot test involving 30 elementary teachers was conducted, and reliability coefficients for all factors were acceptable (above 0.50), confirming the instrument's reliability.

Data collection was carried out through the researcher's personal visits to the selected schools. Questionnaires were given to teachers, and clear instructions were provided to ensure accurate and understandable responses. The collected data were coded and analyzed using SPSS. Descriptive statistics such as mean and standard deviation were used to assess teachers' attitudes toward the teaching profession, while an independent samples t-test was employed to compare attitudes between elementary school teachers in the public and private sectors.

## **7. Data Analysis and Interpretation**

The data analysis and interpretation section presents the statistical findings from teachers' responses at the elementary level to assess their attitudes toward the teaching profession in public and private schools. It examines key areas such as professional association for teaching, preparation for teaching, commitment to teaching, volunteerism related to teaching, and enthusiasm while teaching, using mean scores and t-test comparisons. This section aims to provide a clear understanding of patterns and differences between the two sectors, offering insights into teachers' professional perspectives.

**Research Question 1:** What is the mean perceived level of teachers' attitude towards teaching profession teaching at elementary level in public sector schools?

**TABLE 1: Descriptive Statistics about teachers' attitude towards teaching profession working in public sector schools**

Factors	Mean	S.D.
Professional association for teaching	4.83	0.42
Preparation for teaching	4.09	0.53
Commitment towards teaching	4.22	0.44
Volunteerism towards teaching	4.05	0.47
Enthusiasm while teaching	3.96	0.43
Attitude towards teaching Profession	4.23	0.36

The attitude of teachers working in public sector schools toward the teaching profession is reported in Table 1. It shows that teachers in public sector schools have a higher level of positive attitude toward the teaching profession (Mean=4.23, SD=0.36), with general consensus among their responses with minor variations. When examining public school teachers' attitudes across sub-factors, the highest level is observed for profession association for teaching (Mean=4.83, SD=0.42). The lowest level of attitude is seen in Enthusiasm during teaching (Mean=3.96, SD=0.43).

**Research Question 2:** What is the mean perceived level of teachers' attitude towards teaching profession teaching at elementary level in private sector schools?

**TABLE 2: Descriptive Statistics about teachers' attitude towards teaching profession working in private sector schools**

Factors	Mean	S.D
Professional association for teaching	4.76	0.28
Preparation for teaching	4.70	0.26
Commitment towards teaching	4.74	0.16
Volunteerism towards teaching	4.69	0.31
Enthusiasm while teaching	4.78	0.26
Attitude towards teaching Profession	4.73	0.18

Table 2 shows the attitude towards the teaching profession among teachers working in private sector schools. It reveals that teachers in private schools have a more positive attitude towards their profession (Mean=4.73, SD=0.18), with strong agreement in their responses. When looking at their attitudes across different sub-factors, the highest score is in their enthusiasm for teaching (Mean=4.78, SD=0.26). The lowest score among private school teachers is in their preparation for teaching (Mean=4.70, SD=0.26).

**Research Question 3:** Does the mean perceived level of teachers' attitude towards teaching profession teaching at elementary level differ significantly serving in public and private sector schools?

**Table 3: Comparison between public and private school teachers on their attitude towards teaching profession**

Attitude towards teaching Profession	Mean	S.D	Mean Difference	t-value	Sig. (2-tailed)
--------------------------------------	------	-----	-----------------	---------	-----------------

	Public school teachers	Private school teachers	Public school teachers	Private school teachers			
Professional association for teaching	4.83	4.76	0.42	0.28	0.067	0.836	0.405
Preparation for teaching	4.09	4.70	0.53	0.26	0.604	6.457	0.000**
Commitment towards teaching	4.22	4.74	0.44	0.16	0.525	7.087	0.000**
Volunteerism towards teaching	4.05	4.69	0.47	0.31	0.646	7.304	0.000**
Enthusiasm while teaching	3.96	4.78	0.43	0.26	0.813	10.291	0.000**
Attitude towards teaching Profession	4.23	4.73	0.36	0.18	0.504	7.980	0.000**

Comparison of teachers' attitude towards teaching profession between public school teachers and private school teachers has been reported in Table 3. For this purpose independent sample t-test was applied. It is found that statistically significant result was found as  $p < 0.05$  for attitude towards teaching profession between public and private school teachers. Mean score reveals that teachers working in private sector schools possess higher level of attitude with strong consensus (Mean=4.73, SD=0.18) as compared to the attitude of the teachers serving in public sector school with general consensus having minor differences (Mean=4.23, SD=0.36).

When evaluating across sub-factors of attitude towards teaching profession, it is found that except one component viz. professional association for teaching both public (Mean= 4.83, SD= 0.42) as well as private sector teachers (Mean= 4.76, SD=0.28) reflect same but higher level of association for teaching. Across other factors of attitude towards teaching profession, school teachers at elementary level reflect better attitude as compared to school teachers working at elementary level in public sector schools. Highest difference was found for Enthusiasm while teaching and least difference was found for Preparation for teaching.

## 8. Research Findings

The study aimed to compare the attitudes of public and private elementary school teachers toward the teaching profession across key dimensions: professional association, preparation, commitment, volunteerism, and enthusiasm. The findings derived from the statistical analysis are summarized below:

The results indicated that public elementary school teachers showed a generally positive attitude toward the teaching profession. High mean scores were observed in professional association for teaching ( $M = 4.83$ ) and commitment towards teaching ( $M = 4.22$ ), indicating a strong sense of belonging and readiness for their professional role. Moderate levels were noted in enthusiasm

while teaching ( $M = 3.96$ ) reflecting reasonable dedication despite possible institutional challenges.

Private school teachers demonstrated even higher positive attitudes toward the teaching profession across most dimensions. They scored notably higher in enthusiasm while teaching ( $M = 4.78$ ) and professional association for teaching ( $M = 4.76$ ), suggesting strong institutional alignment and readiness. Also commitment to teaching ( $M = 4.74$ ) and preparation for teaching ( $M = 4.70$ ) were comparatively high, teachers displayed exceptionally high volunteerism towards teaching ( $M = 4.69$ ), indicating strong passion and emotional engagement with teaching responsibilities.

The independent sample t-test revealed no significant difference between public and private teachers regarding professional association for teaching ( $t\text{-value}=0.836$ ,  $p = .405 > 0.05$ ). Both groups showed equally strong professional affiliation and identification with the teaching community.

A significant difference was found between public and private school teachers in terms of preparation ( $t\text{-value}=6.457$ ,  $p = .000 < 0.05$ ). Private school teachers ( $M = 4.70$ ) were significantly better prepared than public school teachers ( $M = 4.09$ ). This may reflect greater accountability and performance expectations in private institutions.

The findings showed a significant difference in commitment levels ( $t\text{-value}=7.087$ ,  $p = .000 < 0.05$ ), with private teachers ( $M = 4.74$ ) reporting higher commitment than public teachers ( $M = 4.22$ ). This suggests stronger dedication and professional responsibility among private sector teachers.

A significant difference was also noted in the volunteerism towards teaching dimension ( $p = .000 < 0.05$ ). Private teachers ( $M = 4.69$ ) demonstrated a higher willingness to engage in voluntary and extra-role responsibilities compared to public teachers ( $M = 4.05$ ).

The most notable difference appeared in the enthusiasm dimension ( $t\text{-value}=10.291$ ,  $p = .000 < 0.05$ ). Private teachers showed substantially higher enthusiasm ( $M = 4.78$ ) than public teachers ( $M = 3.96$ ), reflecting greater passion and motivational engagement toward their profession.

## **9. Conclusions**

The comparative analysis of elementary school teachers' attitudes toward the teaching profession reveals important insights into educators' professional mindsets in both public and private sectors. The study confirms that teachers from both sectors have a strong sense of professional identity, indicating mutual respect for their role within the teaching community. However, clear differences appear in other aspects of their attitudes. Private school teachers exhibit significantly higher levels of preparation, commitment, volunteerism, and enthusiasm, reflecting greater personal motivation, institutional expectations, and engagement with professional responsibilities. Public school teachers, while generally positive, show comparatively lower levels of active involvement and passion, possibly due to systemic challenges such as limited resources, workload pressures, or reduced accountability frameworks. These findings suggest that private institutions may offer more supportive environments that foster commitment and enthusiasm, while public institutions might need to adopt motivational strategies, professional development programs, and performance incentives to boost teacher morale. Ultimately, improving teacher attitudes, especially in public schools, is crucial for enhancing the overall quality of education and developing a more dedicated and inspired teaching workforce.

## **References**

Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology* (Vol. 12<sup>th</sup>). New Dehli India: Pearson Education, Inc.

- Bem, D. J. (2000). *Beliefs, attitudes, and human affairs*. Belmont, CA: Brooks/Cole.
- Britt, S. H. (1958). *Social Psychology of Modern Life*. New York: Rinehart and Co. Inc.
- Demirel, Ö. & Ün, K. (2010). *Eğitimterimleri*, Ankara: Şafak Matbaası.
- Duman, T. (2002). Öğretmenlikmesleği. *BilimveAklın Aydınlığında Eğitim Dergisi*, 3(3). 86-97.
- Fishbein, M. (1967). *Readings in Attitude: Theory and Measurement*. John Wiley & Sons, New York.
- Gökçe, E. (1995). The role of the teacher in development of educational programs. *World Conference on Teacher Education*. zmir: 9 Eylül Üniversitesi Yayınlar.
- Güçlü, N. (2000). Öğretmendavranışları. *MilliEğitim Dergisi*, 147. 21-22.
- Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent education*, 3(1), 1217819.
- Küçükahmet, L. (2003). Öğretmenyetistirenkurum Öğretmenlerinin Tutumları. Ankara Üniversitesi Eğitim Fakültesi Yayınları, 55, 12-14.
- Maio, G. R., & Olson, J. M. (1998). Values as truisms: Evidence and implications. *Journal of Personality and Social Psychology*, 74, 294–311.
- Oppenheim, A.N. (2002) *Questionnaire design, interviewing and attitude measurement*. London: Pinter
- Ramzan, M., Saleem, K., Islam, M. U. & Afzal, M. (2014). Development and Validation of Prospective Teachers' Teaching Attitude Scale (PTTAS). *J. Asian Dev. Stud*, 3(4), 6-14.
- Remmers, H. H., Gage, N. L. & Rummel, J. F. (2000). *A Practical Introduction to Measurement& Evaluation*. Harper and Brothers, New York.
- Richardson, P. W., & Watt, H. M. (2018). Teacher professional identity and career motivation: A lifespan perspective. In *Research on teacher identity: Mapping challenges and innovations* (pp. 37-48). Cham: Springer International Publishing.
- Ulug, M., Ozden, M. S., & Eryilmaz, A. (2011). The effects of teachers' attitudes on students' personality and. *Procedia Social and Behavioral Sciences*, 738 – 742.
- Ulug, M., Ozden, M. S., & Eryilmaz, A. (2011). The effects of teachers' attitudes on students' personality and performance. *Procedia-Social and Behavioral Sciences*, 30, 738-742.
- Weiner, I. B. (2003). *Handbook of psychology*. New Jersey: John Wiley & Sons, Inc
- Wilson, T. D., Lindsey, S., & Schooler, T. Y. (2000). A model of dual attitudes. *Psychological Review*, 107, 101–126.