



# Student Teachers' Attitudes towards the Teaching Profession: A Case Study of the University of Cape Coast, Ghana

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## Authors' contributions

*This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.*

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## ABSTRACT

The purpose of this work was to find out student teachers' attitudes towards the teaching profession using data from the University of Cape Coast. The major conclusion is that student teachers in the eight selected education programmes in the Faculty of Education at the University of Cape Coast have a negative attitude towards the teaching profession, notwithstanding the significant differences observed between the programmes. It has also been established that students feel that salaries paid to teachers are not commensurate with their workload and that they are more likely to leave than to remain in the teaching profession. However, trainee teachers ironically believe that they have prospects and given the chance to undertake further studies, trainee teachers will not hesitate to study education.

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## 1. INTRODUCTION

Education is the key to development in any country. Improving the quality of education has been a major concern for educational planners as well as policymakers in all countries. In Ghana, as in most developing countries, the achievement of quality education depends on several factors among which are the following:

- a. School Environment – a good and attractive environment including provision of quality classrooms, equipment and adequate furniture.
- b. Good curriculum – fully designed, relevant and intended to offer pupils basic information about the world in which they live.
- c. Resources – adequate supply of textbooks, stationary, and other instructional materials
- d. Supervision – improved supervision and administration and its results on teaching and learning activities.
- e. Class size and Teacher workload – well-balanced pupil-teacher ratio and its results on teacher performance.

A study conducted by Rudd and Wiseman (1962), attested to this fact. They noted that a good school environment, good curriculum and adequate resources, school plants, good supervision and administration are a means or vehicle to achieving quality education. Many factors can account for quality of education but the single most instrumental factor is the teacher. In the educational industry, teachers form the most vital group whose efforts should not be underrated. In other words, the role of teachers in the building and sustenance of an effective educational system to spearhead national development cannot be overemphasized. As the most active and valuable resource in the educational system, teachers serve as the principal instrument for imparting knowledge and relevant skills to students, thereby, laying the foundation for them to embark upon productive work after the completion of their courses of study. In so doing, students are prepared not only to be useful to themselves and their immediate family but also to the entire society through the quantum of wealth they help generate which is used to meet the daily needs of the people.

The fact that the quality of a teacher is an indispensable factor for improving the quality of

education was rightly stressed by the Principal of Holy Child College, Takoradi when she said: "The success of any educational programme depends on teachers who would be required to implement the paper decisions to the final stage." Peoples Daily Graphic, Monday, April 24, 1989 (P. 1).

Scholars like Richmond [1], have stated that the most important practical problem in education is teacher supply. The teacher is a critical resource in the teaching-learning process. That is why educationists agree that even though nowadays machines are used in the instructional process in some countries, the role of the teacher in ensuring meaningful teaching and learning is still significant.

As Richey [2] has pointed out "the future strength of any educational/school system depends upon the extent to which good teachers are recruited for and remain in the profession" (P.413). Antwi [3], seems to hold the same view by saying, "It could be suggested that the solution to the problem of quality in secondary school education lies in educating and retaining qualified dedicated teachers." (P.119).

Every society aims to educate its young people to equip them with the necessary skills and experiences to enable them to fit into society as pointed out by Busia (1970). Busia thinks that "every generation whether lettered or unlettered is faced with the problem of how to bring up its young people, how to pass unto them the accumulated experience...the continuation of the society" P(32). Busia's view is shared by Rebore [4], who states that "every school aims to educate children, students, pupils or young adults in the country to help them meet the challenges that tomorrow will bring," (P.166). To achieve the above-stated aim of society, teachers and educational workers in every country who possess the necessary knowledge and skills are charged with the responsibility of meeting the educational needs of young people.

According to an International Labour Organization (ILO) report on the status of the teacher [5], whereas surplus numbers of teachers may offer the school system a chance to make qualitative improvements, teacher shortage never does. The report continues that shortfalls of well-trained teachers are known

around the world in all income levels but they are known to be a “chronic handicap to educational efforts in many developing countries” [5].

In an attempt to solve the problem of shortage of teachers in Ghana, the government established the University of Cape Coast to train graduates and other teachers for the second-cycle institutions in Ghana. As a consequence, the Faculty of Education was established in the 1964/65 academic year. The major goal of the Faculty of Education is to provide high-quality professional education for both undergraduate and graduate levels. To accomplish this mission, excellence in research with excellence in teaching and theory with practice in programmes designed to develop creative teachers and leaders with broad educational, socio-economic and political perspectives, who are capable of dealing with change in a dynamic global environment. The spirit of innovation and excellence that characterizes the Faculty is reflected in its dynamic curricula and the design of new programmes to meet the challenges posed by the changing trends in the educational area [6].

In addition, to ensure that teachers are recruited for and retained in the classroom, the Ghana Education Service (GES) has worked out conditions of service for teaching personnel. The GES has worked out conditions of service for teaching personnel. The GES has salary scales for all grades each year. Upon successful services, each employee is entitled to a salary increment at the beginning of the next year, on 1<sup>st</sup> September. On successful completion of an approved course of not less than one academic year, an employee of the service is promoted to the next grade. In a situation where the employee is not qualified for promotion, he/she is granted two incremental credits over and above his/her salary point. Besides the salary, the GES has in principle, a lot of fringe benefits for its employees. These include vehicle maintenance and mileage allowances, night allowance, medical care, permission to go on leave of absence, emergency leave, maternity leave, study leaves with pay as well as leave to join other organizations on secondment.

Despite the government's attempts to train teachers and the salaries and fringe benefits supposed to be enjoyed by teachers, most schools in Ghana lack capable and qualified teachers.

## **1.1 Statement of the Problem**

Despite the important role of teachers, it is worth pointing out that relative to the huge numbers of pupils and students from primary through junior and senior secondary schools to the tertiary level, the number of teachers is inadequate. It is, therefore, important to find out why people who have been trained as teachers prefer other occupations to teach.

An answer to this question or problem will dwell on many variables including the attitudes of student teachers at the time that they entered the teacher training colleges. We consider this variable as most critical because most people's actions are influenced by their attitudes. For this reason, the present study is aimed essentially at finding out the attitudes of trainee teachers towards the teaching profession.

## **1.2 Purpose of the Study**

The purpose of the study is, therefore, to find out the trainee teachers' perceptions of teaching and their attitudes towards the teaching profession. In line with the purpose of the study, the following research question has been formulated to guide the study:

1. What does teaching mean to the teacher trainees?
2. Why does the trainee teacher choose the teaching profession as a course of study?
3. How do they feel about the profession?
4. What problem in their view, constitute obstacles in taking teaching as a lifelong career?
5. What are the attitudes of teacher trainees as measured by their views concerning taking teaching as a long life career; the acceptance of responsibility for bringing up young people; willingness to sacrifice for the sake of promoting the community or national interest
6. What are the views of trainee teachers concerning further professional training and development?
7. If they had the chance to undertake further education what would they study?
8. What post would they wish to attain as a teacher?
9. What importance do they attach to the Profession?

## **1.3 Significance of the Study**

The study is expected to provide baseline information on the attitudes of student teachers

towards the teaching profession. In addition, the investigation would be conducted in such a way that it will provide baseline information for planning and designing programmes for teacher preparation to ensure effective recruitment and retention of trained teachers in the classroom. In other words, the findings of the study will be of great benefit to policy planners, the Ministry of Education (GES), and the Faculty of Education at the University of Cape Coast. Specifically, the findings of the study will enable the key actors to find solutions to the problems under consideration.

## **2. LITERATURE REVIEW**

The researcher explores relevant and related literature in support of the goals of the study. The review is broken down into the following sub-headings:

1. Recruitment and Retention of Student Teachers;
2. Utilization of Teachers and Teacher Shortage;
3. Job Satisfaction of Teachers;
4. Opportunities for Promotion at Work Place;
5. Salaries and rewards of Labour;
6. Status and Status Perception of Teachers.

### **2.1 Recruitment and Retention of Student Teachers**

At the initial stages of educational development, teaching in the schools in Ghana, as in other parts of West Africa, was modelled on well-known monitorial systems of Joseph Lancaster and Andrew Bell (Hilliard, 1957)...However, despite its popularity, the monitorial system had to be abandoned in England because, among other things, it encouraged much mechanical learning and the monitors were also immature for teaching which demanded not only the teaching of reading, writing and arithmetic but also the exercise of moral influence on pupils, thus, the problem of shortage of teachers was tackled by training professional teachers [7].

Similarly, in Ghana, efforts were made to train professionally qualified teachers. The Basel Mission established a teacher Catechist Theological Seminary at Akropong in 1863 and the second one at Abetifi. These and the Roman Catholic Teachers College at Bla were the only institutions for teacher training education in Ghana until 1909.

Antwi [3], thinks that many teachers do not stay in the profession and the schools due to changes

in public attitudes towards the profession. He notes that in the colonial days when teachers were held in high esteem by Ghanaians, teaching attracted the best brains like Aggrey, Nkrumah, and Busia. When the public view about teachers changed after independence, teachers' attitudes towards their work also changed and some teachers left the teaching field for more lucrative appointments in the civil service and corporations, while others went into politics to become parliamentarians and cabinet ministers.

Antwi notes that financial and job prospects affect the retention of teachers. The improved financial and job prospects of the graduate teacher which resulted from the implementation of the Mills Odoi Commission report in 1969 accounted partly for the sudden jump which occurred in the number of Ghanaian graduates entering or being retained in the profession.

Antwi observes that the job market for Ghanaian graduates in civil service and parastatal organizations affects the retention of teachers in the country. The opening into civil and parastatal organizations has been declining and a growing number of graduates have been seeking careers as teachers.

According to Antwi, the estimates of the planning unit of the Ministry of Education submitted to the Universities Visitation Committee showed an attrition rate of 15 per cent between 1966/67 and 1967/69. The sudden growth in the number of Ghanaian graduate secondary school teachers the following year indicated not only that many new graduates or former civil servants entered teaching but also that there was also less attrition among the graduate teachers in the teaching field.

The author, therefore, notes that the major cause for the surge in the number of Ghanaian graduate teachers appeared to have been the convergence of a declining job market elsewhere and the considerable improvement in the salary and prospects of such teachers. The major cause of the exodus of teachers in Ghana is attributed to the frustration encountered by teachers in the economic, academic, and social spheres.

Low morale among teachers has been identified as a factor, which contributes to the low retention among teachers in the classroom. In Ghana, the report of the Mills-Odoi Commission in 1967 observes a sharp difference between the extent

of attrition among primary school teachers and graduate teachers and emphasized that even among the primary school teachers' morale was low. The report noted:

*We have been left with no doubt that morale is not high in the teaching service and that there is widespread dissatisfaction at the alleged disparity between their conditions of service and those of other civil servants. We have made some comparisons and are satisfied that there is some disparity not so much at the entry levels as in the prospects for advancement. [7].*

Rebore [4], observes that reward is the rationale behind every labour activity. For some time now, people have thought that high pay will retain highly qualified teachers in the classroom. The Carnegie Forum on Education and Economy (1989) recommended that 'lead' teachers be paid as much as \$72,000 per year, in the belief that "higher pay is an absolute pre-requisite to attracting-and keeping- the people we want in teaching" (P.24). Champam and Hutcheson (1982), contend that the individual's decision to remain in the profession is influenced to a greater extent by material rewards. Casey (1979), similarly believes that teachers are no different from workers in other occupations where money is effectively used as an incentive.

Goodlad (1983), points out that money may not be the primary reason teachers give for entering teaching but it does rank second as a reason for leaving. He speculates that teachers begin their careers with a willingness to forgo high salaries, anticipating rewards intrinsic to their work; but if these expectations are frustrated, salaries become a source of considerable job dissatisfaction, which often manifests through high rates of turnover. Thus, while intrinsic rewards are central to teacher market decisions, they are not sufficient to retain teachers if salaries are perceived as inadequate.

The potential effectiveness of salary improvements as a mechanism for increasing teacher retention receives theoretical support from both the two-factor and equity theories. Herberg, Mausner, and Synderman (1959), contend that rewards extrinsic to the content of work, such as salary, operate to improve the environment of employees. According to them, hygiene factors do not lure job dissatisfaction but help to prevent it. Increased salaries will make the work environment of teachers less unpleasant, which will reduce their job dissatisfaction and thereby improve retention.

Herberg, et al (1959) contend that the equity theory adds that employees are more satisfied with their compensation when they believe that "what is" is "what should be", that is when their earnings compare favourably with those of comparable workers at other sites. When applied to teaching, equity suggests that teachers in a district are more satisfied with their salaries when their salaries equal or exceed salaries paid to teachers with equivalent experience in other districts.

Jacobson [8], thinks that by combining the two approaches, it can be seen that retention is related to satisfaction with an intrinsic reward received and that reward satisfaction is a function of comparison between actual earnings and estimates of alternative earning potential. As a result, the effects of salary increases on teacher retention need to be examined in relative rather than absolute terms since theoretically, salary increases will not improve reward satisfaction if the increases do not improve comparison between actual and alternative earnings.

## **2.2 Utilization of Teachers and Teacher Shortage**

Harris and Liba (1960), identified teaching load to include all the time and energy a teacher must expend in fulfilling duties and responsibilities relating to the task of teaching. Teaching load according to them had usually been measured in terms of one or more of the following:

- i. Average class size;
- ii. Student-teacher ratio;
- iii. Number of classes per day;
- iv. Total enrollment in classes taught;
- v. The number of different subjects taught.

Considering the Douglas formula cited by Good (1959), to measure teaching load, it was important to consider the time spent on preparation for classes and the amount of time spent on co-curricular activities in guidance and on other activities.

Edem (1987), argued that a teacher's morale was likely to be affected by his teaching load. He would be demoralized if he found his class too large or if he had too many lessons to teach daily which required a great deal of preparation. Edem suggested six points that must be taken into account in assigning responsibility to the teacher. These were:

- I. His teaching qualifications, experience and previous training;
- II. The number of pupils and lessons to be taught daily or weekly;
- III. The amount of preparation required;
- IV. The nature of the subject taught with the amount of time required for grading pupils' work;
- V. The characteristics of the pupils, and
- VI. The length of class periods.

Edem stated that if a teacher's responsibilities were of intolerable complexity and magnitude so that he or she exceeded the average of twenty-five to thirty periods a week, his or her morale was likely to be affected.

On the teacher shortage, Harbison [9] identified teachers as one of the several categories of manpower in short supply in 'modernizing countries.' He pointed out that the turnover of teachers was high because they tended to leave the teaching profession if and when more attractive jobs became available in government, politics, or private enterprises. Security was generally acute in the fields of science and mathematics. The shortage of competent teachers was a 'master bottleneck,' which retarded the entire process of human resources development.

Bame [7], stated that in Ghana many trained teachers have been leaving teaching to seek employment in jobs elsewhere which they thought held the promise of better pay and prestige for them. According to him the result of an inadequate supply of trained teachers coupled with constant dropout of those in the profession was that Ghana had to rely upon large numbers of 'pupil' or unqualified teachers.

The Kwapong Educational Review Committee of 1967 noticed the shortage of teachers. The member of the committee saw some problems in the educational system. However, of these problems, the most serious was the shortage of teachers. They advised that means should be devised to produce and preserve a large cadre of teachers and tutors in the secondary, technical, and teacher training institutions, whose status, conditions of service and prospects of promotion should be improved.

In a way to alleviate the shortage of teachers in secondary schools, technical institutes and teacher training colleges, the committees recommended that all first-degree graduates of

the University of Ghana and the University of Science and Technology (Kumasi) not marked for further studies in medicine or other essential services of a technical nature should do two years teaching as a form of national service before taking any other appointment. These two years of National Service should be done in a secondary school in the public system or a teacher training college. The committee insisted that graduates of the University College of Cape Coast (now the University of Cape Coast) should spend five years in teaching before being permitted to take up other appointments.

The Ghana Ministry of Education Report (1968-1971) stated that although the overall production of Ghanaian graduate teachers was encouraging enough to ensure a steady replacement of unqualified Ghanaian non-graduate teachers. The University of Cape Coast and for that matter the Faculty of Education has been producing large numbers of Ghanaian graduate teachers over the years. For instance, the Faculty of Education for a record time admitted seven hundred and forty-six (746) undergraduate students for the 1996/97 academic years [10]. The report further stated that the faculty was able to admit twenty-eight (28) candidates for the Master's programme. Despite all these efforts, there are inadequate teachers in our classrooms today.

### **2.3 Job Satisfaction of Teachers**

In light of research experience and accumulated empirical findings, scholars now generally agree that job satisfaction is a multidimensional phenomenon. It comprises a whole array of factors, which operate together to determine a worker's attitude towards his job and consequently, some aspect of his general work behaviour.

In Wyllies' (1964), study of a group of Ghanaian teachers who were receiving further education at the University of Cape Coast, he found out that even teachers who chose teaching as a long-term career expressed a high level of dissatisfaction with it. The variables which emerged in the study as determinants of dissatisfaction in teaching among the group were remuneration, social prestige, opportunities for promotion or advancement, and incentives offered by a career in teaching.

Vroom [11], reviewed ten studies related satisfaction to absenteeism of the teacher. He

found that four of the studies tended to support the motion of a negative relationship between the amount of job satisfaction and the degree of absenteeism. Three of the studies did not support this premise and three others indicated that the magnitude of absenteeism-satisfaction correlation can be demonstrated to be a function of such other variables as the type of absenteeism measure used and the sex of the teacher.

Brayfield and Crockett [12] and Vroom [11], suggest that there is no simple relationship between job satisfaction and job performance. The lack of a simple relationship between job satisfaction and job performance is a rather, critical finding for those who support the general human relations notion that a satisfied worker is a more productive worker (Blum and Naylor, 1968).

Bame [7], observes that job satisfaction studies seem to pay much attention to those factors acting on him to leave the job. According to him, high job satisfaction, scores show that the individual worker like his work and to some extent may have achieved the goal he set himself for the job, which in turn may indicate that he is prepared, other things being equal, to remain in the job.

Conversely, a low job satisfaction score may mean that the worker is not satisfied with his situation and he may be prepared to leave it if he perceives other positions available to him.

Bidwell (1955), researched the job satisfaction of teachers. He found out that teachers who perceived the behaviour of a school administrator as being consistent with their expectations would tend to be satisfied with the teaching situation. He concluded that the level of satisfaction in teaching would depend upon expectations and whether or not they were fulfilled. It did not depend on the nature of expectations.

Rudd and Wiseman (1962), studied the job satisfaction of some 432 teachers who had graduated from a college of the University Of Manchester School of Education (England). The study revealed that the sources of dissatisfaction for men and women were:

1. Inadequacy of school building and equipment;
2. Teaching load training for the job;

According to the study, the male teachers placed salary first in ranking their sources of

dissatisfaction, while the female teachers placed salary number thirteenth in their list of dissatisfaction. Other factors which the study found to give rise to dissatisfaction were poor human relations among the staff.

Rudd and Wiseman's findings paralleled those of a study conducted by Akenhead (1960). He interviewed 148 Canadian teachers who had just completed their first year of teaching. They expressed dissatisfaction with the school plants, their training supervision and administration, in-service training and professional organizations.

## **2.4 Opportunities for Promotion at the Workplace**

Very often, workers consider the availability of opportunities a job can offer before seeking it. The more opportunities the more attractive the job might be. Among the many opportunities a job might offer, the opportunity for gaining promotion from one grade to the other is crucial to workers [13]. The writers posited that promotion itself was desirable because workers needed it to raise their social status and also play higher or additional roles on the job.

Appointments and promotions of teachers in Ghana Education Service (GES) are expected to follow a prescribed routine spelt out in the conditions and schemes of service for teachers [14]. The conditions state, among other things, that all personnel of the teaching profession shall be entitled to promotion provided they satisfied the basic requirements. Whether all teachers have the same opportunities for promotion in the service, the conditions and schemes of service provide a positive response. What is not clear is whether what is stated on paper is also practised accordingly. The teaching profession as a job, therefore, might be motivating or unmotivating with the presence of opportunities for promotion or lack of it. In this regard, Laird and Laird [15], emphasized that promoting a worker was a significant factor in upgrading a job and making it more desirable in terms of social approval for the beneficiary. A look at the organizational structure of the GES indicates that it is vertical and pyramidal. Majority of teachers who hold that post-secondary or post-primary certificate 'A' form the base of the pyramid. Most of this category of teachers are either graded or ungraded. The commonest grade is the Assistant Superintendent (Ghana Ministry of Education, 1987). According to the scheme, any teacher who holds the teachers' diploma certificate

enters the service at the grade of a superintendent. The entry point of a newly trained graduate teacher is also the superintendent. Differences, however, exist between the two categories of trained teachers. The degree holder is designated graduate superintendent whereas his counterpart is called non-graduate superintendent. The difference in designation also reflects a disparity in salary.

The service condition stipulates that promotion to the rank of Senior Superintendent is by application, recommendation, and three years of successful service on the last grade. It is clearly stated that promotion at this level is not automatic. Beyond the rank of senior superintendent, promotion is earned through interview and inspection of one's teaching or job efficiency. The ranks of principal superintendent, assistant director and director are senior administrative positions in the GES. As a result, promotions to these positions are strictly controlled by the Ministry of Education. It appears that vacancies in the positions of assistant director and director must exist before people can be promoted to fill them. This may suggest why many teachers in the senior ranks stay in the same rank for more than the legitimate number of years. The aspirations of the affected teachers to gain regular promotion and thereby, benefit from increased salary and the associated social status are dashed. Nothing convinces these teachers that opportunities for promotion exist.

The Ghana National Association of Teachers (GNAT) has a responsibility to ensure that its members have access to quick promotion. The Association does this by bringing vital information about opportunities for promotion to the doorsteps of members [16].

Smith, et al. [17], viewed the individuals' perception of the modalities and policies that regulated the exercise of getting workers promoted. A regular promotion based on the principle of fairness and equity elicits workers' commitment to their jobs. As long as a worker knows that he or she is not discriminated against or that the organization will reward his effort/input, he or she will feel satisfied with this aspect of his or her job conditions.

## 2.5 Salaries as a Reward for Labour

Bame [7], observes that teachers' salary and other conditions of service influence to a large

extent their attitude to their work and their career plans. He posited that how teachers' salaries and other conditions of service operated to influence their attitude to their work and their career plans during the early period of educational development in Ghana can be gleaned from some of the reports of the Directors of education of the period. One Director of Education, Mr George MacDonald, commenting on the effects of poor salaries for teachers in his 1893/94 report to the governor wrote:

*Salaries, I regret to say are extremely low, and in consequence, the ranks of those engaged in teaching are constantly and regularly being thinned by the desertion of many who have commenced work as teachers, into other branches of employment which offer more adequate payment for the labour performed. [7].*

The economic contract between the employer and employees is the payment for services rendered to the organization. The payment of money for labour is a common practice in most organizations. According to Costley and Todd [13], the satisfaction of physiological needs is facilitated by the availability of money. For that matter, working and getting paid a good salary or wage is the paramount expectation of most workers. This may explain why some people get attracted to well-paid jobs when their qualifications permit them to seek these jobs.

Chellandurai (1985), contended that in an organizational context when an employee is provided with sufficient financial rewards in the form of salary and bonus, this assures that his or her physiological needs are satisfied. This largely also motivates him or her on the job.

People use money to satisfy their ever-changing needs but its supply is limited. The amount of money a worker receives at the end of the month depends on several factors including the worker's qualification, skill level and type of job.

In the case of a teacher, his salary scale is determined by his professional rank across the board. Adams and Jacobson [8], observed that differences in remuneration might exist within a job because of differences in grades of workers. These differences were viewed by the same writers as potential agents of motivation as people aspire for higher salary brackets. They also viewed the situation as un motivating where low-paid workers are often edged by management to work harder while those who



receive more pay look for leisure. It was further noted that salary per se was not a motivator but a satisfier. In this regard, salary could temporarily change a person's behaviour or attitude towards his or her job. This situation is not sustained for a long time because there are aspects of the individual's needs that money cannot buy. However, the importance of getting a salary or wage as a reason for working should not be completely dismissed. This is because an individual's attitude towards work is a function of his Perception of the job, his cultural background and his socio-economic status.

The concept that money can buy everything is gaining currency in Ghana. The pay packet of the individual sometimes serves as concrete evidence of how successful he or she is. In this regard, very few people can and will work for nothing. Unless people have a charitable reason and other financial support from benefactors, they will usually work for a salary or wage.

It may also be difficult to appreciate the fact that the salaries of teachers are based on professional ranks in Ghana [14]. This makes workers (teachers) with the same qualification and rank but different skill levels earn the same salary. In this situation, teachers with better or higher skill levels could be cheated on the job by management. This could make them get less enthusiastic about their jobs.

## **2.6 Status and Status Perception of Teachers**

Most people want to have a high level of esteem. They want to achieve the confidence and desire in themselves and want others to accord them recognition. Esteem needs must be satisfied by acquiring knowledge, and high skill levels and by accomplishing difficult tasks. The individual's self-perception and recognition of others affect his status [18]. On-the-job esteem needs are expressed in the desire for prestige and social recognition. Failure to satisfy these could lead a person to feel inferior, helpless, passive, and apathetic. Davis and Newstrom [19], posit that many jobs offer little opportunities for the satisfaction of esteem needs.

A good number of workers value their social status highly and would work hard to earn, protect, and improve upon it throughout their working life. The ability of the worker, his job skills and the types of jobs all appear to be major

sources of his social status. Many psychologists have proposed that people need to feel worthwhile, competent, and positive about themselves [18,20,21]. Research has shown that most people would go to great lengths to maintain a favourable view of themselves. There appear to be situations in which society accords high social status to some categories of jobs. This makes the employees of such jobs feel important and indispensable. For instance, medical doctors, lawyers, political leaders, religious heads, and successful businessmen and women seem to enjoy a high social status in our society. On the contrary, professionals like farmers, tailors, carpenters, masons, and teachers fail to get social recognition from the Ghanaian public. Social status appears to be greatly influenced by the individual's economic power today rather than academic degrees and the value of services provided.

According to Costlet and Todd (1987), people hate to be deprived of their asocial status. When it happens such people tend to exhibit negative behaviour patterns like feeling inferior and unimportant before others. The writers emphasize further that any category of workers who are labelled inferior experience problems of anxiety, lack of confidence and interest in their jobs and thus, work less.

Houston, et al. [22], argued that workers with high social status feel secure, confident and more committed to their jobs. This category of workers develops a strong bond between them and their jobs. This view may not always be true because it is known that many well-placed workers tend to seek more leisure than work (Porter and Lawler, 1988).

Status deprivation of many teachers appears to be a universal issue. There are, however, variations in the level in the level of deprivation because of differences in the state of enlightenment of citizens of various communities about the importance of teachers. Costley and Todd (1987), view motivation as an important factor in determining what a worker can do to improve his or her social status. Status-motivated behaviour should clearly be distinguished from other forms of motivation. For instance, Costly and Todd argued that if a rising executive chooses to eat his lunch in an expensive restaurant and not in the staff canteen, his or her behaviour might be motivated by status needs than by biological needs (i.e. hunger).

### 3. METHDOLOGY

This research is an exploratory study and therefore, a descriptive survey method was used. In survey research, data is collected from members of a population to determine the status of that population for one or more variables. The descriptive survey method was chosen because the research is intended to determine and describe the current status of the population of faculty of Education students of the University of Cape Coast for their attitudes towards the teaching profession.

#### 3.1 Population of the Study

The population of Education students in the various levels that were used for the study are presented in Table 1.

#### 3.2 Sample and Sampling Procedure

In an attempt to arrive at a sizeable and manageable proportion of respondents, the researcher agreed that a total sample of 400 consisting of 23% of the total population should

be selected from levels 200 and 400 respectively, was made up of 50 trainee teachers from each of the eight (8) programmes. This consisted of twenty-five trainee teachers from each level in Social Sciences, Social Studies, Science and Maths, Arts, Psychology, Foundations, Primary and Population and Family Life Education. In an attempt to obtain a representative sample for the study and to ensure valid generalization, the sample was stratified into programmes, levels, males and females.

The faculty of Education runs 10 programmes. Eight out of these programmes have been purposively selected for the study. From the eight selected programmes, males and females have been sampled with the proportional allocation as represented in Table 2.

The sampling with proportional allocation had been chosen to give both male and female trainee teachers a fair representation in the sample.

**Table 1. Total population of students by level enrolled in eight selected programmes in the University of Cape Coast for the 1999/2000 academic year**

Programme	Level 200		Level 400		Total
	M	F	M	F	
B.Ed. (SOCIAL STUDIES)	47	2	80	11	140
B. Ed (SCIENCE AND MATHS EDUCATION)	51	4	53	4	122
B.Ed. (SOCIAL SCIENCE)	168	38	130	40	406
B.Ed. (ARTS)	53	25	50	20	148
B.Ed. (PRIMARY EDUCATION)	109	37	18	8	172
B.Ed. (PSYCHOLOGY)	150	29	125	42	349
B.Ed. (FOUNDATIONS)	139	20	116	44	319
B.Ed. (POPULATION AND FAMILY LIFE)	50	19	16	12	97
<b>Total</b>	<b>767</b>	<b>174</b>	<b>628</b>	<b>181</b>	<b>1750</b>

Source: Department of Arts and Social Sciences, Foundations and Science and Math Education

**Table 2. Proportional Allocation of males and females by level selected from the eight programmes at the University of Cape Coast**

Programme	Level 200		Level 400		Total
	M	F	M	F	
B. Ed. (Social studies)	24	1	22	3	50
B. Ed. (Social Science and Math Education)	23	2	24	1	50
B. Ed. (Social Science)	20	5	20	5	50
B. Ed. (Arts)	17	8	18	7	50
B. Ed. (Primary Education)	19	6	17	8	50
B. Ed. (Psychology)	21	4	19	6	50
B. Ed. (Foundations)	22	3	18	7	50
B. Ed. (Population and Family Life)	18	7	14	11	50
<b>Total</b>	<b>164</b>	<b>36</b>	<b>152</b>	<b>48</b>	<b>400</b>

Source: Department of Arts and Social Sciences, Foundations and Science and Math Education

Having finished with the sample with proportional allocation, a purposive sample procedure was used to select the units of each stratum about the strata allocations in Table 2.

Ideally, the researchers should have used all trainee teachers at the Faculty of Education. This would have enhanced the outcome of the research. However, as stated by Best and Kahn [23].

The primary purpose of research is to discover principles that have universal applications but to study a whole population to arrive at a generalization would be impracticable, if not impossible (p. 10).

It is because of the above reasons, that, the researchers sampled from the stratified population. Again, levels 100 and 300 of the various programmes have been left out of the study. This is because the researchers have agreed to use this category of student teachers who constitute a sample similar to the study sample concerning their careers for the pilot study.

### **3.3 Research Instrument**

The questionnaire was the main instrument used. Only teacher trainees were served with the questionnaire. This instrument was found appropriate because all the teacher trainees are literate and can fill out the questionnaire by themselves. The instrument was administered and retrieved by the researchers. It was believed that this would guarantee a high rate of return. The questionnaire had 34 items in all. Section A had items 1 to 8 which elicit single responses while items 9 to 34 are in section B and are structured on a five-point Likert scale pattern, viz, strongly agree (5), Agree (4), Undecided (3), Disagree (2) and Strongly Disagree (1). The information would be sought on such major aspects as reasons for not taking the teaching profession as a long-term career, the importance they attach to the profession, the desire to leave or remain in the teaching profession and many others.

### **3.4 Trial-Testing of Instrument**

The researchers did not come across any relevant instrument that had been used for a similar study. Thus, the researchers did not find instruments that had been developed to test the attitudes of trainee teachers towards the teaching

profession and therefore, had to develop their instruments. Precisely, a pilot study was conducted to select items for the final instruments, refine and reform some of the items in the questionnaire, and determine the appropriate time needed by the respondents to complete the final questionnaire. The instrument was tested in two of the programmes outside the sample; viz, levels 100 and 300 students of B. Ed (Home Economics) and B. Ed (Physical Education) respectively in the University of Cape Coast. The sample of the pilot study was made up of 12 male and 8 female teacher trainees who were randomly selected from levels 100 and 300 students of Physical Education and Home Economics. This group of trainee teachers constitute a sample similar to the study sample concerning their careers. The questions were accompanied by a letter explaining the purpose of the study and also assuring the participants of anonymity. At the start of the exercise, the time was recorded. On submission of the completed questionnaire, the time was again recorded to determine the time for the completion of the questionnaire by each of the participants. The result was expected to show whether the questions were clear to the teacher trainees and that they did not find any of them ambiguous.

### **3.5 Validity of Instrument**

To validate the instruments, the researchers gave the questionnaires to the supervisor and other experts to examine and ascertain whether they would measure the intended content area (face validity) and whether they would cover the total content area (sample validity). After ascertaining what the objectives of the test are, the supervisor and the experts examined the items on the instrument and gave suggestions. Care was taken not to include too many questions in order not to make the questionnaires too long.

### **3.6 Data Collection Technique**

The administration of the questionnaire was made by the researchers themselves during and after normal lecture hours to ensure more cooperation from the respondents. A total of 400 copies of the questionnaire were distributed, 50 copies each day, and retrieved on the same day after completion. This continued until the 400 questionnaires were exhausted. A maximum of 8 days would be used to administer all 400 questionnaires.

### 3.7 Scoring and Analysis of Data

As has been mentioned, the instrument that was used for the aptitude test will be a 5-point Likert type of rating scale. Both descriptive and inferential statistics were used to analyze the data. Also, percentage, mean and standard deviation values were calculated to determine the degree of variability of views. The method of scoring was based upon first, establishing which of the statements represent favourable or positive attitudes and which represented unfavourable or negative attitudes.

Each statement has been scored based on 5 - points for full agreement with a favourable or positive attitude, 4 - points for one step removed from the full agreement, 3 - points for two steps removed, 2 - points for three steps removed and one point for four points removed (complete lack of agreement). For statements representing unfavourable or negative attitudes, the scores are 5 points for four steps removed (complete agreement), 4 - points for three steps removed, 3 - points for two steps removed, 2 - points for one step removed and one point for full agreement as shown below:

**Table 3. Full agreement table**

Positive	Score	Negative
Strongly agree	5	Strongly
Agree	4	Disagree
Undecided	3	Disagree
Disagree	2	Undecided
Strongly Disagree	1	Agree
		Strongly Agree

The highest possible score in the 26-item attitude test would be 130 (26x5) which is the score a respondent would obtain if she or he scored five on all of the items. The score that he or she would obtain if he scored four, three, two and one on all items would be 104 (26 x 4), 78 (26 x3), 52 (26 x2) and 26 (26 x 1) respectively. Figures 130, 104, 78, 52 and 26 would serve as the cut-off points to decide whether the scores expressed a positive or negative attitude towards the teaching profession and whether the attitudes are strong or only moderate.

Scores of 130 or above will mean that on average, the respondent agreed with the statement representing a favourable attitude and in disagreement with statements representing an unfavourable attitude. Scores between 130 and 104, therefore, would be taken as indicating a

strong positive attitude. If a respondent scored between 104 and 78, it will mean that on average, he or she agreed with the favourable attitude statements and disagree with the unfavourable attitude statements but not wholly or emphatically so. Scores between 104 and 78 would therefore be taken as indicating a moderately positive attitude. Using the same grading, scores below 52 would be taken as indicating a strongly negative attitude and those between 52 and 78 as indicating a moderately negative attitude.

However, to determine the level of variation of views/attitudes of trainee teachers at the University of Cape Coast, the mean scores and standard deviations for the various items would be calculated. The norm for interpreting the attitude score will be.

**Table 4. Attitude score with Interpretation of scores**

Attitude Score	Interpretation of scores
26 - 52	Strongly Negative
52 -78	Moderately Negative
78 - 104	Moderately Positive
104 – 130	Strongly Positive

The norm has been established to reflect the scale used for scoring the questionnaire. This means that a score of 104 and above will be regarded as a strongly positive or highly favourable attitude and requiring no remedial action. A score of 78 or more will be regarded as moderately positive but needs improvement while a score of 78 and below will be seen as giving serious concern where remedial action is necessary. Scores of 52 and below are problematic and need to be given serious consideration.

Analysis of data would be made by considering one research question at a time and analyzing the data relevant to that particular question to arrive at some findings to help answer the question. The attitude score that would be obtained for individual respondents would be grouped into strongly positive, moderately positive, moderately negative and strongly negative as described above.

### 3.8 Data Analysis

The analyses in this study have been focused mainly on the attitudes and perceptions of trainee

teachers towards the teaching profession. The results of the study have been obtained by taking one research question or hypothesis at a time and analyzing the data relevant to it. The research questions to be answered and the hypotheses to be tested have been re-stated below. The questions are in the order in which they have been tackled.

1. What is the attitude of trainee teachers at the University of Cape Coast towards the teaching profession?
2. Is there any difference between male and female trainee teachers in terms of their attitudes towards the teaching profession?
3. Is there any difference between and among trainee teachers studying different programmes in terms of their attitudes towards the teaching profession?
4. Is there any difference between trainee teachers who entered the University with a professional teacher's certificate and those without in terms of their attitudes towards the teaching profession?

To answer research questions two, three and four, the following null hypotheses were tested respectively:

**H2:** There is no difference between male and female trainee teachers in terms of their attitudes towards the teaching profession.

**H3:** There is no difference between and among trainee teachers studying different programmes in terms of their attitudes towards the teaching profession.

**H4:** There is no difference between trainee teachers who entered the University with a professional teacher's certificate and those without in terms of their attitudes towards the teaching profession.

Preceding the above, however, was the presentation of results on the background characteristics of the respondents for the study. These were based on gender, age, professional qualifications, teaching experience and year levels of respondents.

### 3.9 Background Characteristics of Respondents

It is very important to consider the background information about the respondents in a study like this. Among other things, such information helps

in determining the extent to which the data they provide could be depended on (Amofa-Kra, 1988). Such information would assist in knowing the type of trainee teachers who were involved in the academic programmes of the Faculty of Education at the University of Cape Coast.

Through the approach adopted in administering the questionnaires, the researchers were able to collect 392 out of the 400 copies of the questionnaire distributed to the trainee teachers, which gave a return rate of 98%. The remaining 8(2%) respondents who failed to respond to the questionnaire distributed to them were all females.

### 3.10 Gender of Respondents

The total number of students by level enrolled in the eight selected programmes at the University of Cape Coast was 1750. This consists of 355 (20.3%) females and 1395 (79.7%) males. Four hundred (23%) out of the total of 1750 trainee teachers were selected for the study. This also consisted of 84 (21%) females and 316 (79%) males. Therefore, the respondents in the study were predominantly male, forming 80.6% of the total respondents 392. The female respondents formed only 19.4% of the sample. This difference has arisen as a result of the eight females who failed to respond to the questionnaire. The details are shown in Table 5.

**Table 5. Frequency and percentage of gender of respondents**

Gender	Frequency (F)	Percentage (%)
Male	316	80.6
Female	76	19.4
<b>Total</b>	<b>392</b>	<b>100</b>

These results show that more males than females were involved in this study. The findings also confirmed that fewer females than males were trained as professional teachers.

### 3.11 Age Groups Respondents

The age ranges of respondents presented in Table 6 indicate that 378 or 96.5% of the trainee teachers were below the age of 40 years. Only 14 or 3.5% of the respondents were 45 years and above. This is shown in Table 6.

These results show that the majority of the respondents were young and in the active

working class. A small percentage (i.e. 14 or 3.5%) of respondents at 45 years or above could be considered old trainee teachers. It is heartening to note that only 3.5 % of the respondents are older people which means that more young persons are being trained as teachers.

**Table 6. Frequency and percentage of age groups of respondents**

Age Groups (in yrs)	Frequency (F)	Percentage (%)
20 - 24	72	18.4
25 - 29	143	36.5
30 - 34	136	34.7
35 - 39	27	6.9
40 - 44	0	0
45 +	14	3.5
<b>Total</b>	<b>392</b>	<b>100</b>

Source: Fieldwork Year: 2000

### 3.12 Entry Qualification of Respondents

The largest category of professionals involved in this study, as revealed in Table 7, was the teacher's professional Certificate 'A' Post Sec (3 years). This was followed by others (i.e., Advanced Level and Senior Secondary School Certificate holders). The least category was diploma holders. The details are shown in Table 7.

**Table 7. Frequency and percentage of entry qualification of respondents**

Entry Qualification of Respondents	Frequency (F)	Percentage (%)
Certificate 'A' Post Sec. (3 yr)	237	60.5
Diploma	15	3.8
Others (ie A level & SSS etc)	140	35.7
<b>Total</b>	<b>392</b>	<b>100</b>

Source: Fieldwork Year: 2000

It is clear from Table 7 that 252 or 64.3% of the respondents entered the university after being trained in teacher training colleges and invariably had some level of teaching experience.

### 3.13 Teaching Experience of Respondents

The teaching experience of the respondents falls into three categories. One hundred and eighty-six or 81% of the respondents had 2-5 years of teaching experience; while 30 or 13% had done 6 - 10 years of teaching and 14 or 6% had over

11 years of teaching experience. Table 8 shows these details.

**Table 8. Frequency and percentage of teaching experience of respondents**

Teaching Experience (yrs)	Frequency (F)	Percentage (%)
2-5	186	81
6- 10	30	13
11+	14	6
<b>Total</b>	<b>230</b>	<b>100</b>

Source: Fieldwork Year: 2000

It is important to note that, 22 or 8.7% of the respondents who entered the University with professional teacher's certificates have had no teaching experience. Thus, this category of trainee teachers did not teach after their courses of study at the various Teacher Training Colleges before entering to pursue degree programmes in the University. This category may be termed as those who wanted to use the professional teacher's Certificate as a stepping stone (springboard) to acquire higher qualifications and leave the profession.

### 3.14 Distribution of Respondents by Year Levels

The study reveals that 193 or 49.2% of the total sample studied were in level 200; whilst level 400 constituted 199 or 50.8% of the population. Table 9 shows the details:

**Table 9. Frequency and Percentage Distribution of Respondents by year levels**

Levels of Respondents	Frequency (F)	Percentage (%)
200	193	49.2
400	199	50.8
<b>Total</b>	<b>392</b>	<b>100</b>

Source: Fieldwork Year: 2000

These results show that the proportion of trainee teachers by level in the study was about the same.

### 3.15 Research Question One

Research question one was "What is the attitude of trainee teachers at the University of Cape Coast towards the teaching profession?"

### 3.16 Analysis of Data on Research Question One

To answer question one, the raw data on attitude scores shown in Appendix B were analyzed. The data was obtained from responses to the attitude questionnaire (Appendix A). It had 26 items. The methods of constructing and scoring the scale have been described. The results obtained in this section are based on scores shown in Appendix B. They are summarized in Table 10.

Out of 392 respondents, 8 or 2.0% obtained scores below 52. 340 or 86% of respondents also obtained scores below 78 and 44 or 11.2% of respondents scored above 78. Therefore, according to the attitude test used, 348 or 88.7% of the respondents showed a negative attitude towards the teaching profession. Only 44 or 11.2% of the respondents showed a moderately positive attitude towards the teaching profession. None of the respondents indicated a strongly positive attitude towards the teaching profession. The scores of the respondents on the attitude test ranged between 48 and 90 with a mean score of 63.5 and a mode of 58. Considering that the highest possible attitude score was 90, the range, mean and mode of the attitude scores indicated that the attitude of the trainee teachers of the University of Cape Coast towards the teaching profession, on the whole, was moderately negative.

### 3.17 Research Question Two

Research question two was "Is there any difference between male and female trainee

teachers in terms of their attitudes towards the teaching profession?"

The statistical hypothesis corresponding to research question two (1-12) was stated as: "There is no difference between male and female trainee teachers in terms of their attitude towards the teaching profession.

### 3.18 Analysis of Data Relevant to Research Question Two

To answer research question two, the mean scores for males and females on the attitude test were calculated from the raw data in Appendix B. The mean score for males was 63.2 and the mean score for females was 65.1(See Table 11).

Thus, according to the attitude test, both male and female respondents had a moderately negative attitude towards the teaching profession, since both means were below the mid-point value of 78. The mean score for females was a little higher than that for males. When the t-test was used to test this difference, it was found to be not significant at the 5% level of confidence.

$Df = 390, t = -1.960, p < 0.05$  (see Appendix C)

The finding in this sub-section can be summarized as follows: There is no significant difference between male and female trainee teachers at the University of Cape Coast in terms of their attitude towards the teaching profession. Both sexes have a negative perception.

**Table 10. Summary of attitude scores**

Scores	Interpretation of scores	Frequency (F)	Percentage (%)
26 - 52	Strongly Negative	8	2.0
53 - 78	Moderately Negative	340	86.7
79 - 104	Moderately Positive	44	11.2
105-130	Strongly Positive	0	0
Total		392	100

Source: Fieldwork Year: 2000

**Table 11. Mean Attitude Scores for Males and Females**

Gender	Total Attitude Scores	No. of Respondents	Mean Attitude Scores
Male	19,966	316	63.2
Female	4,944	76	65.1
Total		392	128.3

Source: Fieldwork Year: 2000

### 3.19 Research Question Three

Research question three was: "Is there any difference between and among trainee teachers studying different programmes in terms of their attitude towards the teaching profession?"

The statistical hypothesis (H3) corresponding to this research question was stated as: "There is no difference between and among trainee teachers studying different programmes". The different Programmes were: Social Studies, Social Sciences, Science and Maths Education, Arts, Primary Education, Psychology, Foundations and Population and Family Life Education.

### 3.20 Analysis of Data Relevant to Research Question Three

To test the hypothesis (H3) the mean attitude scores for trainee teachers in different programmes were calculated. These are shown in Table 12.

The mean attitude score for all the programmes was below the mid-point value of 78 indicating that the attitude towards the teaching profession was moderately negative among all the eight programmes. As shown in Table 12, the B.Ed. (Foundations) programme scored highest on the attitude test followed by the B.Ed. (Primary Education) the programme, the B.Ed. (Social Studies) the programme, the B.Ed. (Social Sciences) the programme, the B.Ed. (Arts) The programme, the B.Ed. (Psychology) programme.

The one-way analysis of variance (ANOVA) method was used to test the differences in the mean scores for the different programs. This method was used because the study involved eight independent comparing programmes as indicated in Table 12.

A summary of the computed statistics used for the analysis of the variance (ANOVA) test is presented in Table 13.

When the differences between the mean scores for the different programmes were tested using Analysis of Variance (ANOVA), they were found to be significant at the 5% level.

### 3.21 Research Question Four

Research question four was "Is there any difference between trainee teachers who entered the university with professional teacher's

certificate and those without in terms of their attitude towards the teaching profession?" The statistical hypothesis corresponding to research question four (H.4) was stated as: "There is no difference between trainee teachers who entered the university with professional teacher's certificate and those without in terms of their attitude towards the teaching profession."

### 3.22 Analysis of Data Relevant to Research Question Four

To answer research question four, the mean scores for trainee teachers with and without professional teachers' certificates on the attitude test were calculated from the raw data in Appendix B.

It is evident from the Table 15 that both trainee teachers with and without a professional teacher's certificate had a moderately negative attitude towards the teaching profession since both means were below the mid-point value of 78. The mean score for trainee teachers with professional teachers' certificates was higher than that for those without professional teachers' certificates. When the t-test was used to test this difference, it was found to be significant at the 5% level of confidence.  $df = 390$ ,  $t = 1.960$ ,  $P < 0.05$  (see Appendix E).

The finding in this sub-section can be summarized as follows: There is a significant difference between trainee teachers who entered the university with a professional teacher's certificate and those without in terms of their attitude towards the teaching profession.

### 3.23 Summary of Trainee Teachers' Responses

Table 16 shows the details of the trainee teachers' responses to items 9 to 34.

Concerning the unfavourable or negative statements, a large majority of the respondents agreed to items 15, 16, 18 and 20. (See Appendix A). Concerning item 15, a majority of 89.8% (322 strongly agree and 30 agree) respondents agreed that "The salaries paid to teachers are not commensurate with their workload". Again a majority of 90.3% (225 strongly agree and 129 agree) agreed that "Provision of fringe benefits in the teaching



**Table 12. Mean Attitude Scores for Different Programmes**

Programmes	Total Score for Programme	No. in Program	Mean Attitude Scores	Standard Deviation
B.Ed. (Social Studies)	3137	50	62.74	5.29
B.Ed. (Social Sciences)	3070	50	61.40	4.54
B.Ed. (Science & Maths)	2914	49	59.47	8.02
B.Ed. (Arts)	2934	50	58.68	3.86
B.Ed. (Psychology)	2903	50	58.06	6.45
B.Ed. (Foundations)	3544	50	70.88	14.76
B.Ed. (Primary Educ.)	3297	50	65.94	11.01
B.Ed. (POPFLE)	3111	43	72.35	10.99
<b>Total</b>	<b>24,910</b>	<b>392</b>		

Source: Fieldwork Year: 2000

**Table 13. Computed Values for ANOVA Test (Programme Based)**

Programs	Subscript Notation of Program	Simple Size (nk)	Total Score (TK)	Mean Score (N)	Squares of Total Score	(TK) <sup>2</sup> nk	The sum of Squares of individual scores
B.Ed. Social Studies	1	50	3,137	62.74	9,840,769	196,815.38	198,215
B.Ed. Social Sciences	2	50	3070	61.40	9,424,900	188,498	189,530
B.Ed. Science & Maths	3	49	2914	59.47	8,491,396	173,293.80	176,444
B.Ed. Arts	4	50	2934	58.68	8,608,356	172,167.12	173,196
B.Ed. Psychology	5	50	2903	58.06	8,427,409	168,548.18	170,627
B.Ed. Foundations	6	50	3544	70.88	12,559,936	251,198.72	260,360
B.Ed. Primary Education	7	50	3297	65.94	10,870,209	217,404.18	222,811
B.Ed. Pop & Family Life	8	43	3111	72.35	9,678,321	225,077.23	230,267
Total	K=8	N = 392	T=24,910	.....	1,593,002.61	1,621,450	
							TXT=620,508,100

**Table 14. Summary of analysis of variance attitude scores**

<b>Source of variance</b>	<b>Sum of squares</b>	<b>DF</b>	<b>Mean squares (MS)</b>	<b>F ratio</b>
Between Programmes (SSB)	10073.8	7	1439.1	19.43
Within Programmes (SSW)	28447.4	384	74.08	
<b>Total (SST)</b>	<b>38521.2</b>	<b>391</b>	<b>1513.2</b>	

*Source: Fieldwork Year: 2000*

*The F ratio for the attitude scores = 19.43*

*The critical value for F (7, OC) at 95% is 2.69*

*(See Appendix D for details leading to the values in the summary table)*

**Table 15. Mean attitude scores for trainee teachers with and without professional teacher's certificate**

<b>Respondents with and without professional teachers' certificate</b>	<b>Total Attitude Scores</b>	<b>Frequency</b>	<b>Mean Attitude Score</b>
With professional certificate	16,396	252	65.1
Without a professional teacher's certificate	8,514	140	60.8
<b>Total</b>	<b>24,910</b>	<b>392</b>	<b>125.9</b>

*Source: Fieldwork Year: 2000*

**Table 16. Summary of trainee teachers' responses concerning items 9 to 34**

Item	Strongly Agree	%	Agree	%	Undecided	%	Disagree	%	Strongly Disagree	%
9	63	16.1	109	27.2	8	2.0	122	31.1	90	23
10	39	9.9	149	38	45	11.5	89	22.7	70	17.9
11	65	16.6	78	19.9	11	2.8	160	40.8	78	19.9
12	60	15.3	20	5.1	6	1.5	173	44.1	133	33.9
13	124	31.6	90	23	33	8.4	111	28.3	34	8.7
14	87	22.2	59	15.1	35	8.9	162	43.3	41	10.5
15	322	82.1	30	7.7	12	3.1	0	0	28	7.1
16	213	54.3	138	35.2	8	2.0	17	4.3	16	4.1
17	98	25	86	21.9	64	16.3	102	26	42	10.7
18	192	49	134	34.2	13	3.3	46	11.7	7	1.8
19	23	5.8	45	11.5	17	4.3	226	57.7	81	20.7
20	225	57.4	129	32.9	18	4.6	9	2.3	11	2.8
21	24	6.1	118	30.1	70	17.9	134	34.2	46	11.7
22	133	33.9	166	42.3	59	15.1	8	2.0	26	6.6
23	36	9.2	86	21.9	90	23	133	33.9	47	12
24	8	2.0	0	0	8	2.0	54	13.8	322	82.1
25	16	4.1	0	0	26	6.6	134	34.2	216	55.1
26	28	7.1	29	7.4	14	3.6	139	35.5	182	46.4
27	34	8.7	49	12.5	57	14.5	130	33.2	122	31.1
28	20	5.1	88	22.4	42	10.7	134	34.2	108	27.6
29	0	0	9	2.3	0	0	237	60.5	146	37.2
30	76	19.4	133	33.9	49	12.5	134	34.2	0	0
31	0	0	20	5.1	27	6.9	222	56.6	123	31.4
32	0	0	0	0	9	2.3	110	28.1	273	69.6
33	18	4.6	62	15.8	29	7.4	186	47.4	97	24.7
34	8	2.0	21	5.4	41	10.5	120	30.6	202	51.5

profession will not entice teacher trainees to remain in the classroom after their course of study". Also, a significant majority of 89.5% (213 strongly agree and 138 agree) agreed that "Teachers in the teaching profession with similar qualifications as their counterparts in other Organizations do not enjoy the same prestige in society". Furthermore, a majority of 83.2% (192 strongly agree and 134 agree) respondents agreed that "most trainee teachers are more likely to leave than to remain in the teaching profession". Table 16 illustrates these. The findings in this sub-section is that: The respondents have agreed to negative statements indicating unfavourable attitude towards the teaching profession. However, respondents generally disagreed with the rest of the negative statements indicating some degree of positive attitude towards the profession. Table 16 once again illustrates these.

What is also striking from Table 16 is that, quite apart from items 22 and 30 (see Appendix A), the majority of the respondents disagreed with all the positive or favourable items/ statements. A large majority of 76.2% (133 strongly agree and 166 agree) respondents agreed that "Trainee teachers have prospects". Again a majority of 53.3% (76 strongly agree and 133 agree) agreed that "Given the chance to undertake further studies, trainee teachers will not hesitate to study education". Table 16 illustrates this. The findings in this sub-section are that: The respondents have agreed to positive or favourable statements indicating a positive or favourable attitude towards the profession. However, as mentioned earlier, the other positive or favourable items were disagreed with by the respondents indicating some appreciative degree of unfavourable or negative attitude towards the profession. Table 16 once more illustrates these.

#### 4. DISCUSSION

The research aimed to find out "student teachers' attitudes towards the teaching profession" regarding the Faculty of Education students at the University of Cape Coast. The study has revealed many findings regarding the attitudes and perceptions of trainee teachers at the University of Cape Coast towards the teaching profession. The findings of the study are as follows:

The findings, which came out after analyzing research question one, suggested that:

1. The attitudes of the trainee teachers of the University of Cape Coast towards the

teaching profession, on the whole, were moderately negative. To buttress this point, 89% of the respondents showed a negative attitude towards the teaching profession.

2. The finding from the data on research question two was that: There is no significant difference between male and female trainee teachers at the University of Cape Coast in terms of their attitude towards the teaching profession. Both sexes have a negative perception.
3. The finding from the data on research question three was that:

The differences between the attitude scores of the different programmes were significant.

4. The finding from the data on research question four was that:

There is a significant difference between trainee teachers who entered the university with a professional teacher's certificate and those without in terms of their attitudes towards the teaching profession.

5. It was found that trainee teachers feel that salaries paid to teachers are not commensurate with their workload.
6. It was revealed that the provision of fringe benefits in the teaching profession will not entice teacher trainees to remain in the classroom after their courses of study.
7. Trainee teachers perceive that teachers in the teaching profession with similar qualifications as their counterparts in other organizations do not enjoy the same prestige in society.
8. It was also found that most trainee teachers are more likely to leave than remain in the teaching profession.
9. The study, however, revealed that trainee teachers believe that they have prospects.
10. It was again found that, given the chance to undertake further studies, trainee teachers would not hesitate to study education.

##### 4.1 Discussion of Findings on Research Question One

Attitude is an inferred entity and it is something, which is not measured directly, but deduced [19]. It is therefore difficult to measure [23]. However, it is believed that "in many instances, the description and measurement of opinion may be closely related to people's real feelings or attitude" [23] and that the attitude scores

obtained are an indication of the feelings of the respondents. Since attitude implies some tendency to act towards the object for which they are held [19], the negative attitude towards the teaching profession implies that the respondents tend to act or behave in such a way to bring about bad teaching practices. However, whether or not the negative feeling or tendency would be translated into negative behaviour would be an interesting study, although it is beyond the scope of this research.

The negative attitude towards the teaching profession can be attributed to several reasons. These include:

1. The fact that most of the respondents (i.e., 352 or 89.8%) agreed that the salaries paid to teachers are not commensurate with their workload.
2. The fact that most of the respondents (i.e., 351 or 89.5%) agreed that teachers in the teaching profession with similar qualifications as their counterparts in other organizations do not enjoy the same prestige in society.
3. The fact that most of the respondents (i.e., 354 or 90.3%) agreed that provision of fringe benefits in the teaching profession will not entice teacher trainees to remain in the classroom after their course of study.
4. The fact that most respondents (i.e., 326 or 83.2%) agreed that trainee teachers are more likely to leave than to remain in the teaching profession (see Table 16). These reasons have been discussed one at a time in the following paragraphs:

In the first quarter of the year 1999, there were a series of strike actions by teachers in demand for higher salaries. Examples of these are found in an article titled "Halt strike action - GNAT" published in series in the Thursday, May 13, 1999 Issues of the Daily Graphic and Ghanaian Times (p. 1).

It is likely that the students have seen or heard some of these strike actions and dissatisfaction of teachers on television or radio or have read some articles in the newspapers which have negatively affected their feelings towards the teaching profession.

Another possible reason for the respondents' negative attitude towards the teaching profession is the influence of the societal perception of teachers. Antwi [3] seems to agree with this

when he said that many teachers do not stay in the teaching profession and the schools due to changes in public attitude towards the profession. He noted that in the colonial days when teachers were held in high esteem by Ghanaians, teaching attracted the best brains like Busia, Nkrumah and Aggrey. An example of this is seen in an article titled "More Teachers to Leave" published in the June 28, 1999 issue of the Daily Graphic (p. 9).

The article argued that, in our society, the teacher is looked down upon just because he or she is poor. What is surprising is that most intellectuals do not even know that their intellect owes its roots to the teacher. The teacher to them is doing non-productive work, though he produces the producers.

Another reason for the negative attitude towards the teaching profession might be the fact that the traditional belief that the teacher's reward is in heaven is no longer so; teachers perhaps want to receive their rewards on earth here like their counterparts-doctors, lawyers and accountants.

To explain further, teachers want to see if any, fringe benefits comparable to what their counterparts in the other organizations receive. This finding that, the provision of fringe benefits will not entice trainee teachers to remain in the classroom is however not in agreement with a study by Champam and Hutcheson (1982) in which individuals' decision to remain in the profession is influenced by material rewards.

Another possible reason for the respondents' negative attitude towards the teaching profession is influenced by the problem of newly-trained teachers leaving the classroom to chase their pay which is not even adequate.

Bame [7], noted that dissatisfied teachers are not only potential dropouts; as compared with satisfied teachers, more of them are likely to be transmitters of negative values and attitudes about teaching to the pupils they teach. If we consider the fact that their pupils' who are potential future teachers might be thus turned away from teaching or even if they become teachers, the negative values about teaching which they thus internalized might alternate their commitment to the profession and also that they, in turn, might pass on the negative values and attitudes to their pupils, the chain reaction nature of this minor but noteworthy dysfunction of dissatisfied teachers to teaching service becomes evident [7].

Brayfield and Crockett (1995), gave the following psychologically-based rationale for the relationship between dissatisfaction and absence and drop-out. They postulate that in general organisms tend to be attracted to situations that are rewarding to them. In so far as dissatisfied workers can be regarded as being in a situation which is punishing to them, we should expect dissatisfied workers to try to avoid the punishing situation — their work situation by being absent from work more often than satisfied workers.

Also, Casey (1979) believes that teachers are no different from workers in other occupations where money is effectively used as an incentive. Again, in Wyllie's (1964) study of a group of Ghanaian teachers who were receiving further education at the University of Cape Coast, he found out that even teachers who chose teaching as a long-term career expressed a high level of dissatisfaction with it. The variables, which emerged in the study as determinants of dissatisfaction in teaching among the group, were remuneration, social prestige, opportunities for promotion or advancement and incentives offered by a career in teaching.

From the findings in the literature and from the significant relationship, which has emerged in this analysis, we have substantial empirical evidence to conclude that dissatisfied trainee teachers are likely to have negative perceptions or attitudes which can result in bad practices in teaching such as absenteeism or drop out more often than satisfied teachers.

#### **4.2 Discussion of Findings on Research Question Two**

Research question two was: "Is there any difference between male and female trainee teachers in terms of their attitudes towards the teaching profession?".

The finding from the data on research question two was that:

There is no difference between male and female trainee teachers in terms of their attitudes towards the teaching profession.

This finding seems to imply that whatever accounted for the negative attitude in respondents as put forward in the discussion in 5.2 had the same effect on the attitude of female respondents as it did on the attitude of male respondents.

#### **4.3 Discussion of Findings on Research Question Three**

Research question three was: "Is there any difference between and among trainee teachers studying different programmes in terms of their attitudes towards the teaching profession?" The finding from the data on research question three was that: the differences between the attitude scores of the different programmes were significant.

Based on this finding on research question three stated above, it can be argued that whatever factors and variables contributed to the acquisition of a certain attitude by the respondents may have affected trainee teachers in different programmes differently. For instance, trainee teachers studying accounting and management in the social sciences programme believe that they have other job opportunities other than teaching, which might have contributed to their negative feelings about the teaching profession. Also, the mass media, societal perception of teachers, and coming face to face with the problem of teaching have influenced the attitude of trainee teachers in different programmes to different extents. This may be true, especially in the case of the influence of the school curriculum. Since different groups study different subjects in the Faculty, some of which have a greater bearing on teaching than others, it is reasonable to expect differences in the way the school curriculum affects their attitude towards the teaching profession. For example, most students in Foundations and Primary Education Programmes are already teachers who have been in the service for many years, which will not give them the chance to leave for other jobs with similar positions as in the GES. Besides, their programmes would have given them a better understanding of many of the concepts underlying some of the items. For example, they are likely to understand the concepts underlying topics like teaching as a profession better than their counterparts studying Arts, Social Sciences and the like. It may be worthwhile for further research to be done to find out if indeed the discrepancies in the attitude scores of trainee teachers in different programmes can partly be attributed to the different syllabuses they are exposed to so that the more effective ones can be identified and promoted. As has been stated by Evans [24], "It is generally accepted that attitudes are learned although many attitudes are acquired during childhood as a result of home

influences, these are not necessarily immutable" [24-26]. Siding with Evans, the researchers believed that through an effective curriculum, the attitude of students towards the teaching profession can be modified for the better.

#### **4.4 Discussion of Findings on Research Question Four**

Research question four was: "Is there any difference between trainee teachers who entered the University with a professional teacher's certificate and those without in terms of their attitude towards the teaching profession?"

The findings from the data on research question four was that: the differences in the attitude scores of trainee teachers who entered the university with professional teacher's certificate and those without were significant.

Based on the finding of research question four stated above, it can be argued that whatever factors and variables contributed to the acquisition of a certain attitude by the respondents may have affected the different categories differently.

Thus, the acquisition of knowledge in the training colleges as a professional teacher and the coming face-to-face with the qualified teaching experience has influenced the attitude of the two categories of trainee teachers to different extents.

This may be true, especially in the case of the influence of the professional training acquired in the training colleges coupled with practical teaching experience. Since the two groups have different backgrounds in training, some of which have a greater bearing on teaching than others, it is reasonable to expect differences in the way these background characteristics affect their attitude towards the teaching profession [27-30]. For example, trainee teachers who entered the university with a professional teacher's certificate would have the advantage of their training giving them a better understanding of many of the concepts underlying some of the items. For example, they are likely to understand the concepts underlying topics like the teaching profession as a career, better than their counterparts who entered the university with certificates other than professional teachers' certificates. It may be worthwhile for further studies or research to be done to find out if indeed the discrepancies in the attitude scores of

the two categories can partly be attributed to the different training they are exposed to so that more effective ones can be identified and promoted.

Siding with Evans, as stated earlier, the researchers believe that through effective initial training, the attitude of trainee teachers at the University of Cape Coast towards the teaching profession can be modified for the better.

Ironically, despite the negative attitudes and perceptions revealed in the study, a larger majority of the respondents (i.e. 299 or 76.2%) agreed that trainee teachers have prospects and that given the chance to undertake further studies, trainee teachers will not hesitate to study education. It can be inferred from this perception that most of the students wanted to use education as a springboard to acquire higher education or prospects in other fields. In support of this, Antwi [3] noted that some teachers left the teaching field for more lucrative appointments in the civil service and corporations, while others went into politics to become parliamentarians and Cabinet ministers after Ghana's independence.

#### **5. CONCLUSION**

In light of the findings of the study, the following conclusion could be drawn:

First, the study has revealed that trainee teachers in the University of Cape Coast, on the whole, had a negative attitude and perception towards the teaching profession.

Second, it came up in the study that there is no difference between male and female trainee teachers at the University of Cape Coast in terms of their attitudes and perceptions towards the teaching profession. Both sexes had a negative perception towards the teaching profession.

Third, one finding of this study was that there are differences within and among trainee teachers studying different programmes at the University of Cape Coast towards the teaching profession.

Fourth, the study has again revealed that there are differences between trainee teachers who entered the university with a professional teacher's certificate and those without in terms of their attitudes towards the teaching profession.

Fifth, it has been established in this study that trainee teachers in the University of Cape Coast perceived or felt that salaries paid to teachers are not commensurate with their workload and again trainee teachers are more likely to leave than to remain in the teaching profession. Finally, it came up ironically in the study that trainee teachers believe they have prospects and given the chance to undertake further studies, trainee teachers will not hesitate to study education.

## **6. RECOMMENDATIONS**

In light of the findings and the conclusions outlined above, the following recommendations are made:

1. The Faculty of Education of the University of Cape Coast should take the pains to look at the background of applicants who are selected to undertake degree programmes in education. We believe that this would enhance the selection of committed students who would take the teaching profession as a lifelong career.
2. Instead of giving a television as an award to a teacher, we think that prospects of promotion and career progression should be evident to those who seek more responsibilities. This can be achieved when hard-working teachers in the profession are given the chance to rise when necessary, through the ranks with less bureaucratic processes to serve as a motivating factor to help other teachers to work harder.
3. Teachers' salaries should:
  - a. Compare favourably with salaries paid in other occupations requiring similar or equivalent qualifications;
  - b. be commensurate with their workload
4. Where it is financially impossible to give teachers substantial rises in salary, every effort should be made to structure terms and conditions of service to provide strong financial and other incentives for professional self-improvement. Such as free education for their wards/children in schools.
5. It is encouraging that the government is recognizing the importance of teachers by giving them yearly awards and others in the Regions and Districts including the currently instituted Asantehene best teacher awards in Ashanti Region. However, the restoration of teachers' morale can be helped by teachers being given proper public appreciation and recognition, particularly by political leaders, the press and the community. Another

means to achieve this, is for the other Regions to emulate what Asantehene is trying to do now. The best teacher in each Region, for instance, must be given a house and a car to serve as a motivation for other teachers to work harder.

It is our fervent hope that when the above recommendations are met, then the negative attitudes and perceptions of trainee teachers would be translated into positive behaviour and bring about sound practices in teaching for the development of Ghana.

## **7. RECOMMENDATIONS FOR FURTHER STUDIES**

Since this survey was an attempt to obtain baseline information, further study could be supplementary or complementary. Further research that might be useful has been suggested in the following points:

1. One finding of this study was that the trainee teachers at the University of Cape Coast had a negative attitude towards the teaching profession. A study to find out whether the negative attitude of the trainee teachers at the Faculty of Education in the University of Cape Coast would be translated into negative behaviour or would be worthwhile.
2. The study was restricted to the University of Cape Coast in the Central Region of Ghana. To generalize the findings to all teacher training institutions in Ghana, there is a need to study the attitudes of trainee teachers towards the teaching profession in other institutions.

## **8. SUMMARY**

This study has attempted to explore the relevant and related literature that would inform the study. The review shows that little research has been done in Ghana so far as the attitudes of student-teachers towards the teaching profession are concerned.

The evidence has revealed that research findings on teachers' attitudes are not conclusive and are subject to further verifications. This study has been designed to contribute to this effort at compiling conclusive evidence on teachers' attitudes towards the teaching profession.

Most of the studies that form the basis for these conclusions were conducted in places and



environments of the world outside Ghana as well as on teachers who had different characteristics and different cultural influences when compared to student teachers at the University of Cape Coast. The study is, therefore, designed to find out what prevails in Ghana, the University of Cape Coast in particular, to help improve educational practice in the country.

## CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

## COMPETING INTERESTS

Authors have declared that no competing interests exist.

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## APPENDIXES

### APPENDIX A:

#### 1. QUESTIONNAIRE

##### 1.1 Department of Arts and Social Science Education

**University of Cape Coast:** This questionnaire forms part of a study aimed at finding out the attitudes of student-teachers towards the teaching profession. Please answer all questions as frankly as possible. Your responses will not be disclosed to anyone not connected with this study.

Please respond by ticking in a box or a space provided for each item. Where you need to write down answers please be as specific and accurate as you can.

#### SECTION A

##### 1. Background of Respondents

Except otherwise directed, make a tick in the boxes or spaces provided.

1.	Gender	Male	{ }	Female	{ }
2.	Age				
a.	Between	20-24	{ }		
b.					
c.	-	25-29	{ }		
d.					
e.	-	30-34	{ }		
f.					
g.	-	35-39	{ }		
h.					
i.	-	40-44	{ }		
j.					
k.	-	45+	{ }		
3.	What type of teacher's certificate do you have?				
	Certificate 'A'	post 'B'			
	Certificate 'A'	4 — year			
	Certificate 'A'	post sec (2 years)			
	Certificate 'A'	post sec (3 years)			
	Diploma				
	Other (Please specify).....				
4.	Did you teach after training?	Yes	{ }	No	{ }
	a. For how long did you teach before you entered the University?.....				
5.	Are you on study leave with pay?	Yes	{ }	No	{ }

6. What degree programme are you pursuing?

- a. B.Ed. (Social Studies)
- b. B.Ed. (Social Science)
- c. B.Ed. (Alts)
- d. B.Ed. (Primary Education)
- e. B.Ed. (Foundations)
- f. B.Ed. (Psychology)
- g. B.Ed. (Population and Family life)
- h. B.Ed. (Science and Maths)


7. Which level are you at? Level 200 {    } Level 400 {    }

**SECTION B**

**1. Teacher's Attitudes**

Please read each item carefully and select the response which best expresses your feelings, belief or view about each statement by a tick in the spaces provided.

Statements	S.A	A	U	D	SD
9. It is not worth taking the teaching profession as a long-term career.					
10. It was not because of interest that you chose education as a programme of study					
11. It is generally believed that all teacher trainees do not have positive feelings about the teaching profession					
12. You will not opt for jobs other than teaching if such jobs were available.					
13. Our universities as well as the teacher training institutions are turning our teachers who do not attach importance to the teaching profession.					
14. Teacher trainees do not enjoy teaching					
15. The salaries paid to teachers are not commensurate with their workload					
16. Teachers in the teaching profession with similar qualifications as their counterparts in other organizations do not enjoy the same prestige in society.					
17. Teacher trainees are not willing to sacrifice for the sake of promoting the community or national interest by taking teaching as a long-term career.					
18. Most trainee teachers are more likely to leave than to remain in the teaching profession.					
19. Presently, there are no jobs outside the teaching profession which are open to teacher trainees considering their qualifications and experience.					
20. It is believed that the provision of fringe benefits in the teaching profession will not entice teacher trainees to remain in the classroom after their course of study.					
21. The existence of a congenial school environment in Ghana will not be a prerequisite for trainee teachers to make the teaching profession their long-term career.					

22. Trainee teachers have prospects					
23. Trainee teachers have good impressions of the teaching profession.					
24. Teachers are given salaries equal to their workload.					
25. Teachers are satisfied with the existing opportunities in the teaching profession.					

## APPENDIX B

Statements	S.A	A	U	D	SD
26. Teachers are perceived as having high socio-economic standing in society.					
27. Qualified and competent teachers with equal opportunity elsewhere will accept postings to the classroom.					
28. Teachers are more likely to remain in the teaching profession until retirement.					
29. Teacher trainees do not think of leaving the teaching profession for some other job.					
30. Given the chance to undertake further studies, teacher trainees will not hesitate to study education.					
31. Trainee teachers find particularly nothing wrong with the teaching profession as we know it today.					
32. Teachers are given enough incentives as compared to their counterparts in other organizations with similar qualifications.					
33. Teachers in the teaching profession with equivalent qualifications as their counterparts in other organizations have equal life opportunities in society.					
34. Teacher trainees who undertake training in the training colleges should not be allowed to take any other course or programme of study other than education at the University or higher level.					

## 1. FIELD DATA OF RESPONDENTS (INCLUDING RAW SCORES ON ATTITUDE TEST

S/N0	Sex	Level	A. Scores	S/N0	Sex	Level	A.Scores
1	F	200	67	25	F	200	55
2	F	200	66	26	F	200	55
3	F	200	66	27	F	200	60
4	F	200	63	28	F	200	60
5	F	200	63	29	F	200	60
6	F	200	63	30	M	200	67
7	F	200	63	31	M	200	67
8	F	200	63	32	M	200	67
9	F	200	57	33	M	200	67
10	F	200	57	34	M	200	67
11	F	200	57	35	M	200	67
12	F	200	57	36	M	200	67
13	F	200	57	37	M	200	67
14	F	200	57	38	M	200	67
15	F	200	57	39	M	200	67
16	F	200	57	40	M	200	67
17	F	200	58	41	M	200	67
18	F	200	58	42	M	200	69

S/NO	Sex	Level	A. Scores	S/NO	Sex	Level	A.Scores
19	F	200	58	43	M	200	69
20	F	200	58	44	M	200	69
21	F	200	58	45	M	200	69
22	F	200	58	46	M	200	69
23	F	200	55	47	M	200	69
24	F	200	55	48	M	200	69

S/No	Sex	Level	A. Scores	S/NO	Sex	Level	A.Scores
49	M	200	69	73	M	200	59
50	M	200	69	74	M	200	59
51	M	200	69	75	M	200	59
52	M	200	69	76	M	200	59
53	M	200	69	77	M	200	56
54	M	200	58	78	M	200	56
55	M	200	58	79	M	200	56
56	M	200	58	80	M	200	56
57	M	200	58	81	M	200	56
58	M	200	58	82	M	200	56
59	M	200	58	83	M	200	56
60	M	200	58	84	M	200	56
61	M	200	48	85	M	200	56
62	M	200	48	86	M	200	56
63	M	200	48	87	M	200	56
64	M	200	48	88	M	200	56
65	M	200	48	89	M	200	56
66	M	200	48	90	M	200	56
67	M	200	48	91	M	200	56
68	M	200	48	92	M	200	56
69	M	200	59	93	M	200	56
70	M	200	59	94	M	200	56
71	M	200	59	95	M	200	56
72	M	200	59	96	M	200	56

S/No	Sex	Level	A.Scores	S/NO	Sex	Level	A.Scores
97	M	200	64	121	M	200	55
98	M	200	64	122	M	200	55
99	M	200	64	123	M	200	63
100	M	200	64	124	M	200	63
101	M	200	64	125	M	200	63
102	M	200	64	126	M	200	63
103	M	200	64	127	M	200	63
104	M	200	64	128	M	200	63
105	M	200	64	129	M	200	63
106	M	200	64	130	M	200	63
107	M	200	64	131	M	200	63
108	M	200	64	132	M	200	63
109	M	200	64	133	M	200	54
110	M	200	64	134	M	200	54
111	M	200	64	135	M	200	54
112	M	200	64	136	M	200	54
113	M	200	64	137	M	200	54
114	M	200	55	138	M	200	54
115	M	200	55	139	M	200	54
116	M	200	55	140	M	200	54
117	M	200	55		M	200	54
118	M	200	55	142	M	200	54

S/No	Sex	Level	A.Scores	S/NO	Sex	Level	A.Scores
119	M	200	55	143	M	200	54
120	M	200	55	144	M	200	69

S/No	Sex	Level	A.Scores	S/NO	Sex	Level	A.Scores
145	M	200	69	169	M	200	73
146	M	200	69	170	M	200	56
147	M	200	69	171	M	200	56
148	M	200	69	172	M	200	56
149	M	200	69	173	M	200	56
150	M	200	69	174	M	200	56
151	M	200	69	175	M	200	56
152	M	200	69	176	M	200	73
153	M	200	69	177	M	200	73
154	M	200	74	178	M	200	73
155	M	200	74	179	M	200	73
156	M	200	74	180	M	200	73
157	M	200	74	181	M	200	73
158	M	200	74	182	M	200	73
159	M	200	74	183	M	200	73
160	M	200	74	84	M	200	73
161	M	200	74	185	M	200	73
162	M	200	73	186	M	200	73
163	M	200	73	187	M	200	73
164	M	200	73	188	M	200	73
165	M	200	73	189	M	200	73
166	M	200	73	190	M	200	73
167	M	200	73	191	M	200	73
168	M	200	73	192	M	200	73

S/NO	Sex	Level	A.Scores	S/NO	Sex	Level	A.Scores
193	M	200	73	217	F	400	64
194	F	400	56	218	F	400	64
195	F	400	56	219	F	400	64
196	F	400	56	220	F	400	64
197	F	400	63	221	F	400	64
198	F	400	63	222	F	400	64
199	F	400	63	223	F	400	82
200	F	400	63	224	F	400	82
201	F	400	63	225	F	400	82
202	F	400	52	226	F	400	82
203	F	400	52	227	F	400	82
204	F	400	52	228	F	400	82
205	F	400	52	229	F	400	82
206	F	400	52	230	F	400	87
207	F	400	52	231	F	400	87
208	F	400	52	232	F	400	87
209	F	400	58	233	F	400	87
210	F	400	58	234	F	400	87
211	F	400	58	235	F	400	87
212	F	400	58	236	F	400	87
213	F	400	58	237	F	400	87
214	F	400	58	238	F	400	87
215	F	400	58	239	F	400	87
216	F	400	58	240	F	400	87

S/NO	Sex	Level	A. Scores	S/NO	Sex	Level	A.Scores
241	M	400	58	265	M	400	75
242	M	400	58	266	M	400	75
243	M	400	58	267	M	400	75
244	M	400	58	268	M	400	75
245	M	400	58	269	M	400	75
246	M	400	58	270	M	400	75
247	M	400	58	271	M	400	58
248	M	400	58	272	M	400	58
249	M	400	58	273	M	400	58
250	M	400	58	274	M	400	58
251	M	400	58	275	M	400	58
252	M	400	58	276	M	400	58
253	M	400	58	277	M	400	58
254	M	400	58	278	M	400	58
255	M	400	58	279	M	400	57
256	M	400	58	280	M	400	57
257	M	400	57	281	M	400	57
258	M	400	57	282	M	400	57
259	M	400	57	283	M	400	57
260	M	400	57	284	M	400	57
261	M	400	57	285	M	400	57
262	M	400	57	286	M	400	57
263	M	400	75	287	M	400	66
264	M	400	75	288	M	400	66

S/NO	Sex	Level	A.Scores	S/NO	Sex	Level	A.Scores
289	M	400	66	313	M	400	60
290	M	400	66	314	M	400	60
291	M	400	66	315	M	400	60
292	M	400	66	316	M	400	54
293	M	400	66	317	M	400	54
294	M	400	66	318	M	400	54
295	M	400	66	319	M	400	54
296	M	400	66	320	M	400	54
297	M	400	66	321	M	400	54
298	M	400	66	322	M	400	54
299	M	400	66	323	M	400	54
300	M	400	66	324	M	400	54
301	M	400	66	325	M	400	80
302	M	400	66	326	M	400	80
303	M	400	66	327	M	400	80
304	M	400	66	328	M	400	80
305	M	400	66	329	M	400	80
306	M	400	66	330	M	400	80
307	M	400	60	331	M	400	80
308	M	400	60	332	M	400	80
309	M	400	60	333	M	400	80
310	M	400	60	334	M	400	80
311	M	400	60	335	M	400	80
312	M	400	60	336	M	400	80

S/No	Sex	Level	A.Scores	S/NO	Sex	Level	A.Scores
337	M	400	80	361	M	400	52
338	M	400	80	362	M	400	52
339	M	400	80	363	M	400	52
340	M	400	80	364	M	400	52



S/No	Sex	Level	A.Scores	S/NO	Sex	Level	A.Scores
341	M	400	80	365	M	400	52
342	M	400	52	366	M	400	52
343	M	400	52	367	M	400	52
344	M	400	52	368	M	400	52
345	M	400	52	369	M	400	52
346	M	400	52	370	M	400	90
347	M	400	52	371	M	400	90
348	M	400	52	372	M	400	90
349	M	400	52	373	M	400	90
350	M	400	52	374	M	400	90
351	M	400	52	375	M	400	90
352	M	400	55	376	M	400	90
353	M	400	55	377	M	400	90
354	M	400	55	378	M	400	90
355	M	400	55	379	M	400	53
356	M	400	55	380	M	400	53
357	M	400	55	381	M	400	53
358	M	400	55	382	M	400	53
359	M	400	55	383	M	400	53
360	M	400	55	384	M	400	53
385	M	400	55	393	M	400	53
386	M	400	55	394	M	400	67
387	M	400	55	395	M	400	67
388	M	400	55	396	M	400	67
389	M	400	55	397	M	400	67
390	M	400	55	398	M	400	67
391	M	400	55	399	M	400	67
392	M	400	55	400	M	400	67

### APPENDIX C

Z — test to test hypothesis two which states "There is no difference between male and female trainee teachers in terms of their attitude towards the teaching profession".

Since the samples are large, the central limit theorem applies, Hence the test statistic is:

$$Z = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{\partial_1^2}{n_1} + \frac{\partial_2^2}{n_2}}}$$

Where:

Z = Ratio between experimental variance and error variance

X = Mean attitude score for females (65.1)

Y = Mean attitude score for males (63.2)

$\partial_1$  = Standard deviation of attitude score for females (11.75)

$\partial_2$  = Standard deviation of attitude score for males (9.38)

$n_1$  = Number of females (76)

$n_2$  = Number of males (316)

Substituting these in the equation,

$$Z = \frac{65.1 - 63.2}{\sqrt{\frac{11.75^2}{76} + \frac{9.38^2}{316}}}$$

$$\begin{aligned}
 Z &= \frac{1.9}{\sqrt{\frac{138.13105}{76} + \frac{88.004557}{316}}} \\
 &= \frac{1.9}{\sqrt{1.817513816 + 0.278495433}} \\
 &= \frac{1.9}{1.539018383} \\
 &= 1.23
 \end{aligned}$$

A two-tailed test at a 5% level was considered. The sample is large, therefore the critical region is  $|Z| > 1.960$ , using the normal approximation.

Since the z value (1.23) is less than 1.960, the null hypothesis (H2) is not rejected. It is concluded that the mean score value at the 5% level for the two sexes is the same or not appreciably different from each other.

### APPENDIX D

The summary table of formulae for the ANOVA test is given in Table 17 below

**Table 17. Formulae Table for ANOVA Test**

Source of Variance	Sum of Squares	df	Mean Square	F - Ratio
Between Progs (SSB)	$\frac{\sum(TK)^2}{nk} - \frac{T^2}{N}$	$K - 1$	$SSB / K - 1$	$MSB / MSW$
Within Progs. (SSW)	$\sum \sum x_{ik}^2 - \frac{\sum TK^2}{nk}$	$N - K$	$SSW / N - K$	
TOTAL (SST)	$\sum \sum x_{ik}^2 - \frac{T^2}{N}$	$N - 1$		

Where:

- K = Number of comparing programmes
- n = Number of scores in each programme (sample size)
- l = Individual scores within the programmes
- N = Total number of scores involved in the test (total sample size) The total of scores
- T = for a programme (TK) or all programmes together (T)
- df = The degree of freedom required
- SSB = The sum of squares between the programmes
- SSW = The sum of squares within the programmes
- MSB = The mean of squares between the programmes
- MSW = Mean of squares within the programmes

**Step One:** Computation of the sum of the squares between programmes

$$\begin{aligned}
 \text{Formula: SSB} &= \frac{\sum(TK)^2}{nk} - \frac{T^2}{N} \\
 &= 1593002.61 - 1582928.827 \\
 &= 10073.78347 \\
 &= 10073.8
 \end{aligned}$$

**Step Two:** Computation of the Sum of Squares Total (SST)

Formula:

$$\begin{aligned}
 SST &= \sum \sum x_{ik}^2 - \frac{T^2}{N} \\
 &= 1621450 - 1582928.827 \\
 &= 38521.173 \\
 &\approx 38521.2
 \end{aligned}$$

**Step Three:** Computation of Sum of Squares Within Programmes (SSW)

Formula:

$$\begin{aligned} \text{SSW} &= \text{SST} - \text{SSB} \\ &= 38521.2 - 10073.8 \\ &= 28447.373 \\ &\approx 28447.4 \end{aligned}$$

**Step Four:** Establishing the degrees of freedom (d.f) and confidence limits:

Formula:

$$\begin{aligned} \text{a. df (Between programmes)} &= K-1 \\ &= 8 - 1 \\ &= 7 \\ \text{b. df (Within Programme)} &= N-K \\ &= 392 - 8 \\ &= 384 \end{aligned}$$

At a 95% confidence level, the critical value is  $F_{0.05}(7,384)$ , which is obtained from the relevant tables as

$$F_{0.05}(7, \infty) = 2.69$$

**Step Five:** Computing the mean of squares between programmes (MSB)

$$\begin{aligned} \text{Formula: MSB} &= \frac{\text{SSB}}{K-1} \\ &= \frac{10073.8}{7} \\ &= 1439.1 \end{aligned}$$

**Step Six:** Computing the mean of squares within programmes (MSW)

$$\begin{aligned} \text{Formula: MSW} &= \frac{\text{SSW}}{N-K} \\ &= \frac{28447.4}{384} \\ &= 74.08 \end{aligned}$$

**Step Seven:** Computing the critical ratio F

$$\begin{aligned} \text{Formula: F ratio} &= \frac{\text{MSB}}{\text{MSW}} \\ &= \frac{1439.1}{74.08} \\ &= 19.43 \end{aligned}$$

**Table 18. Summary of analysis of variance: Attitude scores**

Source of Variance	Sum of Squares	df	Mean Squares (MS)	F - Ratio
Between Programmes (SSB)	10073.8	7	1439.1	19.43
Within Programmes (SSW)	28447.4	384	74.08	
Total (SST)	38521.2	391	1513.2	

The F Ratio for the attitude scores = 19.43

The Critical Value for  $F(7, \infty)$  at = 2.69

Since the computed critical ratio of 19.43 is greater than the critical value of 2.69, there is a significant difference between trainee teachers studying different programmes in terms of their attitude towards the teaching profession. Therefore, the hypothesis which was stated as "There is no difference between and among the trainee teachers studying different programmes in terms of their attitude towards the teaching profession", was rejected. It can therefore be deduced that the differences in the mean attitude scores of the different programmes did not arise out of chance. The finding in this subsection was that: There are significant differences between and among the mean attitude scores of the different programmes.

## APPENDIX E

Z — test to test hypothesis four which states "There is no difference between trainee teachers who entered with professional teacher's certificate and those without in terms of their attitude towards the teaching profession"

Since the samples are large, the central limit theorem applies. Hence, the test statistic is:

$$Z = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma_2^2}{n_2}}}$$

Where:

Z = Ratio between experimental variance and error variance

X = Mean attitude score for respondents with professional teachers certificate = (65.1)

Y = Mean attitude score for respondents without professional teachers certificate (60.8)

$\sigma_1$  = Standard deviation of attitude score for respondents with professional teachers certificate= 10.85

$\sigma_2$  = Standard deviation of attitude score for respondents without professional teachers' certificate = 7.47

$n_1$  = Number of respondents with professional teachers certificate = 252

$n_2$  = Number of respondents without professional teachers certificate =140

Substituting in the equation:

$$\begin{aligned} Z &= \frac{65.1 - 60.8}{\sqrt{\frac{10.85^2}{252} + \frac{7.47^2}{140}}} \\ &= \frac{4.3}{\sqrt{0.4671527 + 0.3985778}} \\ &= \frac{4.3}{0.9304464} \\ &= 4.62 \end{aligned}$$

A two-tailed test at a 5% level was considered. The sample is large, therefore the critical region is  $|Z| > 1.960$  using the normal approximation.

Since the Z value (4.62) is greater than 1.960, the null hypothesis ( $H_0$ ) is rejected. It is concluded that the mean score value at the 5% level for the two categories of trainee teachers is not the same or is appreciably different from each other.

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