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Research Article

**MEDICAL INSTITUTE IN PAKISTAN AND AN EVALUATION
OF TEACHERS' ATTITUDES TOWARDS THEIR PROFESSION
AT WAH MEDICAL COLLEGE AND NATIONAL DEFENSE
UNIVERSITY**

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Abstract:

Objective: To assess teacher's attitude towards teaching by comparing the reported attitudes on basis of questionnaires.

Study design: cross sectional study design.

Place and duration: The research was conducted at WAH medical college and national defense university and the duration of study was 6 months. *Methodology:* Research was conducted on teachers. Closed ended questionnaires were used to assess teacher's attitude. Data collected was analyzed on SPSS version 19. Proportions were calculated and data then presented in table, pic and bar charts.

Results: 48% of participants were made and 51.5% were assistant or associate professors and 35.2% were professors. 64.8% of self-assessment and 62.7% of peers said that they adopted teaching as their first choice for career. A chi-square was applied for the analysis, and significant difference was found in teacher's attitude assessed by themselves and their peers.

Keywords: Evaluation, Teachers, Attitudes, Profession, WAH medical college, national defense university.

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INTRODUCTION:

Society traditionally views teaching as an extremely honorable profession and regards teachers as advocates of positive societal change, which especially includes rehabilitating and refurbishing the education system. (1,2) Employees of the teaching profession endeavor to attune themselves to the learning environment that most suits their students, but every teacher also, be it purposefully or reflexively, diversifies the educational curriculum by integrating their own opinions and experiences into the syllabi via their specific teaching methodology. (3) Therefore, it is important to assess and evaluate teachers' own attitudes towards their profession. In order to comprehend the importance of this study, one should be able to establish the true meaning of, "attitude." A plethora of various reputable researchers have defined this term according to their respective opinions and experiences in connection with its origins. For example, Krech, Crutchfield, and Ballachey thoroughly described it as, "an enduring system of positive or negative evaluations, emotional feelings, and pro or con action tendencies with respect to a social object." (2) Richardson combines "attitudes" with "beliefs," and he states that both "are a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person's actions." (4) .

Different attitudes of persons employed to teach have an impact on their overall performance (5), which determines the type of guidance they give to and degree of dedication they show towards their students in order to help them function adequately in an educational environment. (6) Two significant elements that determine teachers' attitudes towards teaching are job satisfaction and collegial and professional communication. Researchers Mitchell and Lasan, famous for publishing their works on organizational behavior, affirm that job satisfaction is an indication of fondness for and devotion to one's job. An increased level of job satisfaction is essential for boosting the confidence of a teacher. This is recognized by students as beneficial to their learning process and crucial for sculpting their own perspectives towards the importance of education. Likewise, communication is indicative of the exchange of ideas and knowledge in an education system, which influences how teachers interact with their own colleagues and students. Adequate informational interchange also allows education to be administered more efficaciously. This enables

students to develop their abilities for achieving scholastic milestones. (5)

The importance of this study is highlighted by the aforementioned examples, which serve to provide evidence of its plausibility. In addition to the elements already mentioned, this study allows teachers to prepare themselves for their professional obligations. They can assess various aspects that influence teaching and determine obstacles possibly impeding efforts to develop the intelligence of those who are the recipients of education. Also, they can enhance approaches which can aid them in improving their performance in the workplace and classroom. (5)

Another aspect of this study will explore how younger generations of professionals are being lured towards non-teaching assignments through better service structure and added social status. This can make it harder to fulfill the teaching requirements of colleges, universities, etc. Only those with appropriate aptitude, commitment to teaching, and self-sacrificing attitude towards the profession are willing to engage in this very demanding occupation. Teachers who show positive attitudes towards their professions also express dedication towards their nation, which emphasizes their strength of responsibility. (6) A detailed assessment of teachers' attitudes towards teaching is essential for monitoring the progress and efficacy of classroom management in creating a setting conducive to the learning process of the students and professional reward of the teachers. Once these essential refinements have been made, an education system is able to flourish. (7)

There are few records, if any, of this study being performed anywhere in Pakistan. Therefore, it is of the utmost importance for us to conduct this assessment of teachers' attitudes towards teaching for feedback and possible improvement of teaching in Pakistan. For this purpose, two institutions have been selected: Wah Medical College, Wah Cantt, and National Defense University, Islamabad. Both are highly organized institutions affiliated with the armed services, and award advanced educational degrees in medicine and social sciences, respectively. By examining the attitudes of teachers towards their profession in these two institutions, we will be able to assess how teachers acknowledge students' learning needs, as well as make effective use of their own professional sensibilities. This study will allow us to determine the responses of teachers to different teaching and learning environments. We will be able to create a profile of how teachers develop their attitudes towards their

profession as well as their students, which opens up the possibilities of improving the delivery of education to students and enhancing the professional skills of teachers in both Wah Medical College and National Defense University. These improvements can, in turn, be promoted and implemented in the education system of Pakistan to provide teachers and students with the best possible professional and educational environment.

Literature Reviews

Several studies have been done to assess and highlight how teachers view their professions and draw attention to the elements which motivate them to or hinder them from performing their daily tasks in the classroom and workplace. These studies seek to determine the level of awareness teachers possess regarding professional ethics and establish a means by which facilitative measures can be taken to help teachers educate their students effectively and comfortably, while minimizing any obstacles or setbacks they may face in an educational or professional setting. A review of the following studies contains information relevant to teachers' attitudes and the major findings that serve as a basis for future research on this important topic. An assessment of teachers' attitudes towards teaching was conducted in Ahmedabad, India (1). A total of 22 institutes were selected (five primary schools, six secondary schools, six higher secondary schools, and five colleges) by the lottery method. Then, cluster sampling was used to select 117 teachers of the schools and colleges, of which 29 primary school teachers, 33 secondary school teachers, 28 higher secondary school teachers, and 27 college teachers were chosen as stratified random samples. The results of this assessment indicate that primary, secondary, highersecondary, and college teachers all had a positive attitude towards their profession. In addition, the attitudes of secondary school teachers were seen as being more stable and reliable as compared to teachers of other levels of teaching, and primary school teachers were determined as having more positive attitudes than those of secondary school teachers. Both primary and secondary school teachers had a more significant effect on attitudes towards teaching than college teachers.

Another study done in India, this time Hyderabad City (5), also used cluster sampling to select 180 faculties from five universities and degree-awarding institutions. A questionnaire with a five-point rating scale was personally administered by the researchers to the sample faculties. Analysis of the results showed that the majority of teachers who were surveyed felt proud of their status as teachers.

They strived to improve their knowledge of respective subjects and teaching skills by participating in professional developmental activities and preparing their lectures daily. Results of the assessment also indicated that the majority of faculty members considered "punctuality," "honesty," and "hardworking" to be the three most important qualities of a teacher's behavior. According to the responses, most teachers felt they listened to students with patience and tolerance and guided them in their spare time, while making sure to award marks in exams without discrimination. A third study performed in Tamil Nadu, India (6), utilized two sets of questionnaires: one for assessing high school teachers' attitudes towards their professions and one for assessing high school teachers' attitudes towards their respective administrations. The teachers belonged to self-financing and governmentaided high schools in both rural and urban areas. The results obtained showed that both male and female high school teachers had positive attitudes towards both their profession and administrations, especially those who are above 30 years of age.

MATERIALS AND METHODS:

Study Design:

Cross sectional study

Study Setting:

- Wah Medical College (WMC)
- National Defense University (NDU)

Duration of Study:

6 Months

Sample Size:

80% of the total target population

Sampling Technique:

Convenient sampling

Sampling Tool:

Closed-ended questionnaire

Data Collection Procedure:

Data will be collected from the teachers of WMC and NDU by administering the questionnaires to the respective faculties twice. Teachers from each faculty will fill in one questionnaire for themselves and one for their peers. The questions will be asked in English.

Data Analysis Procedure:

Data will be entered into SPSS Version 19. Mean, median, and mode will be calculated for all the variables in the questionnaire. The mean attitude score of each teacher will also be calculated, and they will be categorized into five categories, as stated in the Operational Definition. Proportions will be

calculated, and the data will be presented in tables, pie charts, and bar charts.

Test of significance: a Chi-square test will be applied to test the difference/association between:

- Self and peer-reported responses on questions asked
 - Attitude score and gender
 - Attitude score and designation
 - Attitude score and teaching experience
 - Attitude score and teaching institute
- The level of significance (α) will be taken at 0.05.

Operational Definition:

Teachers' attitude will be assessed on the basis of scores they achieve on the questionnaire. The maximum score which can be achieved is 128. Teachers' attitude will be classified according to the following criteria:

⊂ ≤70	Poor
⊂ 71-80	Not Acceptable
⊂ 81-90	Acceptable
⊂ 91-100	Good
⊂ >100	Excellent

RESULTS:

This study was done to study the self- and peer-reported attitude of teachers teaching in a professional college or university towards teaching. A new questionnaire was designed by 4th year students, which included questions on demographic variables along with their designation, teaching experience, and whether or not teaching was their first career choice. Attitude was assessed on the basis of 32 Likert scale questions, which were constructed in the light of the literature review and input from the supervisor.

Ninety-one teachers returned the questionnaire on self assessment of their attitudes. The same questionnaire was distributed again for a peer assessment in the same departments, out of which 59 were returned, as shown in Table 1.

Fifty-eight percent of participants were from Wah Medical College, and the remaining 41.8% were from National Defense University, as shown in Table 2.

Forty eight percent of participants involved in this research were males, and 51.6% were females, as shown in Table 3.

Forty one percent participants had 0-5 years of teaching experience; 30% had between 6 to 10 years of teaching experience; and the remaining 32% had

more than 10 years of teaching experience. The details regarding these results are given in Table 4.

Teachers who had a postgraduate degree comprised 65.9% of the sample, and the remaining 34.1% were graduates, as shown in Table 5.

In this study, 46.2% of the participants were either lecturers or senior lecturers; 15.4% were either assistant professors or associate professors; and 35.2% were professors. The details are shown in Table 6.

When teachers were asked whether or not teaching was their first choice to adopt as a career, 64.8% said "yes" on self assessment, and an almost equal percentage (62.7%) of peers also said "yes." Results are displayed in Table 7.

A majority of teachers (88% on self and 85% on peer assessment) either agreed or strongly agreed that teaching is an ennobling profession, whereas 9.9% and 13.6% remained neutral on self and peer assessment, respectively. The rest disagreed with the statement, as presented in Figure 1.

While self-reporting on whether or not teachers adopted this profession to enhance their earning capabilities, 45% either strongly agreed or agreed; 26% remained neutral; and 27.5% disagreed or strongly disagreed with this statement. Their peers reported that 37% adopted teaching for increased earning, while 44% remained neutral, and 18.7% disagreed/strongly disagreed with this statement, as shown in Figure 2.

Teachers who liked to participate in co-curricular activities represented 64.9% of the sample; 23.9% had a neutral opinion; and the rest (12.9%) were against this notion.

Self- and peer-reported responses are presented in Figure 3.

The majority of participants (96.1%) and their peers (93.2%) were of the opinion that it is important for them to prepare their lectures daily before going to class; the rest were either neutral or disagreed with this notion. Results are displayed in Figure 4.

In this study, 78% of the participants strongly agreed or agreed that they feel comfortable delivering lectures on multimedia; 14.3% were neutral; and only 6.6% felt uncomfortable with this activity. Peers had almost similar opinions about their colleagues, as shown in Figure 5.

In both institutes, 91.2% of participants agreed that they maintain a friendly relationship with their students; 3% were neutral; and 5% disagreed. Among their peers, 78% agreed/strongly agreed; 16.9% remained neutral; and 5.1% disagreed/strongly disagreed, as shown in Figure 6.

Eighty-five percent of all the participants and 84.8% of their peers made effective eye contact with their students; 7.7% were unable to make effective eye contact with students; and 6.6% were neutral, as shown in Figure 7.

According to the results, 85.5% of the teachers and 67.8% of their peers agreed that they enjoy participating in different educational activities offered by educational organizations. Eleven percent remained neutral about themselves, whereas 18.6% of peers remained neutral about their colleagues. Only a few (3.3%) said they do not enjoy such activities, whereas their colleagues reported a frequency of 13.6%, as shown in Figure 8.

Eighty-six percent of the participants and 85% of their colleagues indicated that they were devoted towards students, while the rest were either neutral (11% in self assessment and 11.9% in peer assessment) or against this claim (2.2% in self assessment and 1.7% in peer assessment), as shown in Figure 9.

Self-reported regularity and punctuality was 85%, but peers testified to only 79.6% being regular and punctual, while 5.5% teachers admitted that they were not very regular and punctual. A little more than 15% of colleagues remained neutral about their co-workers. Detailed results are displayed in Figure 10.

Analysis shows that 69.3% of participants were in favor of a formative assessment; 26.4% had a neutral opinion; and only 4.4% opposed this, as shown in Figure 11.

A significant number of participants (82.5%) agreed to positively accepting difference of opinion of their students, while the peer assessment expressed this quality in 79.7% of teachers. Almost 11% were neutral about themselves, and 15.3% of peers were neutral about their colleagues. Only a few (6.6%) admitted to not accepting their students' difference of opinion, as shown in Figure 12.

A notable percentage (88.1%) of the participants and their peers affirmed that they consider it to be their duty to listen and guide their students in their free time, while 10% and 2% harbored neutral and contrary opinions, respectively. Results are displayed in Figure 13.

About 37% of teachers (in both self and peer assessments), either agreed or strongly agreed that students show little respect for their teachers nowadays, while 22% and 13.6% stayed neutral, and 11% and 49.2% were against this notion in self and peer assessments, respectively, as shown in Figure 14.

A major proportion of the participants (89%) agreed that interactive learning is beneficial for students, while 5.5% of teachers disagreed with the statement, as shown in Figure 15.

A greater portion of the participants (86.9%) admitted to feeling responsible for grooming a student's personality as a whole in addition to imparting knowledge, whereas their peers implied this as being true for 79.7% of their co-workers. Three percent opposed this notion, while 9.9% and 16.9% remained impartial for themselves and their peers, as shown in Figure 16.

Fifty-six percent of teachers agreed with the statement that intelligent students should be isolated and taught separately, whereas 22% disagreed, and 21.4% were impartial, as shown in Figure 17.

A notable percentage (92%) agreed that all staff members should work together to make strategies beneficial for students' learning, while the remaining 8% had other opinions, as shown in Figure 18.

Thirty-eight percent and 34% were in agreement and disagreement, respectively, that negative incentives have positive effects on students' academic performance; 28% did not favor either extreme, as shown in Figure 19.

Participants whose performance was affected by financial incentives (23% and 21%) were neutral or disagreed with the statement, respectively, as shown in Figure 20.

Almost an equal number of the participants (41% and 40%) agreed and disagreed, respectively, that their health problems do not affect their teaching

abilities, while 19% showed a neutral response, as shown in Figure 21.

Most of the participants (64%) admitted that they do not let their personal problems diminish their professional performance; 26% were neutral; and a relatively small percentage (9%) disagreed with this idea, as shown in Figure 22.

A noteworthy 91% of the participants suggested that a friendly departmental environment encourages them to provide effective educational output as teacher, and the 9% had other perspectives, as shown in Figure 23.

The participants who admitted authoritative leadership is a hindrance in delivering maximum educational output were surveyed to be 73%; 22% were neutral; and just 5% said otherwise, as shown in Figure 24.

A significant percentage (74%) of participants agreed that non-availability of basic necessities negatively influences their attitude as a teacher, while 15% opposed this statement, and 11% remained neutral, as shown in Figure 25.

More than half (66.7%) of the participants either agreed or strongly agreed that hostile administrative behavior creates personal distress, which results in an abysmal attitude towards students. Fourteen percent did not agree with the statement, and the remaining 19.3% were neutral, as shown in Figure 26.

Fifty-eight percent of the participants in the study agreed that a poor performance/feedback by students decreased their motivational approach towards teaching; 25% shared neutral thoughts; and the rest (18%) were in disagreement with this statement, as shown in Figure 27.

A considerable percentage (86%) liked teaching and was happy when with students; just 2.7% were of the opposite opinion; and 11.3% chose to remain neutral, as shown in Figure 28.

In both institutes, 43.6% of participants were satisfied with the administration of their institution, while 26.8% remained neutral, and 29.5% implied that they were not satisfied with their administrations, as shown in Figure 29.

An appreciable percent (82%) of the participants indicated that they are keen to consult books or internet sources related to their subject; 10% were neutral; and 8% indicated that they do not perform the aforementioned activity, as shown in Figure 30.

Almost 81% agreed that they feel a sense of achievement towards their profession; 15% were neutral; and just 4% disagreed with this statement, as shown in Figure 31.

In the analysis, 54% either agreed or strongly agreed that they are satisfied with the basic facilities provided by their institution, as shown in Figure 32.

The Chi-square test was applied to find out the association of teachers' attitude score with their designation; teaching experience; teaching as their first choice; gender; and the teaching institute they belonged to. Self-reported attitude scores were better for WMC employees and female teachers. All other associations were negative. The results are shown in Table 8. However, a significant difference was found in teachers' attitudes assessed by themselves and by their peers, with $\chi^2 = 15.073$, $df = 3$ and $p = 0.002$. These results are displayed in Table 8, as well.

Table 1: Frequency of Participants who Provided Self or Peer Assessment

Type of Assessment	Frequency	Percent
Self only	91	60.7
Self & Peer	59	39.3
Total	150	100.0

Table 2: Frequency Distribution Table showing Institutions of the Study Participants

Institute	Frequency	Relative frequency
Wah Medical College	53	58.2
National Defense University	38	41.8
Total	91	100

Table 3: Gender-wise Frequency of Participants who Provided either Self or Both Assessments

Gender	Frequency (%) providing Self assessment	Frequency (%) providing Self & peer assessments
Male	44 (48.4)	24 (40.7)
Female	47 (51.6)	35 (59.3)
Total	91 (100)	59 (100)

Table 4: Frequency Distribution Table showing Teaching Experience of the Study Participants

Experience	Frequency	Percent
0-5 years	36	39.6
6-10 years	27	29.7
11-15 years	20	22.0
16-20 years	2	2.2
>20 years	6	6.5
Total	91	100

Table 5: Frequency Distribution Table showing Qualification of the Study Participants

Qualification	Frequency	Percent
Graduate	31	34.1
Post graduate	60	65.9
Total	91	100

Table 6: Frequency Distribution Table showing Designations of the Study Participants

Designation	Frequency	Percent
Lecturer	38	41.8
Senior lecturer	4	4.4
Assistant professor	14	15.4
Associate professor	3	3.3
Professor	32	35.2
Total	91	100

Table 7: Participants' Response for "Was teaching your first career choice?"

Choice	Response on Self assessment f(%)	Response on peer assessment f(%)
Yes	59 (64)	37 (62.7)
No	32 (35.1)	22 (37.2)
Total	91	59

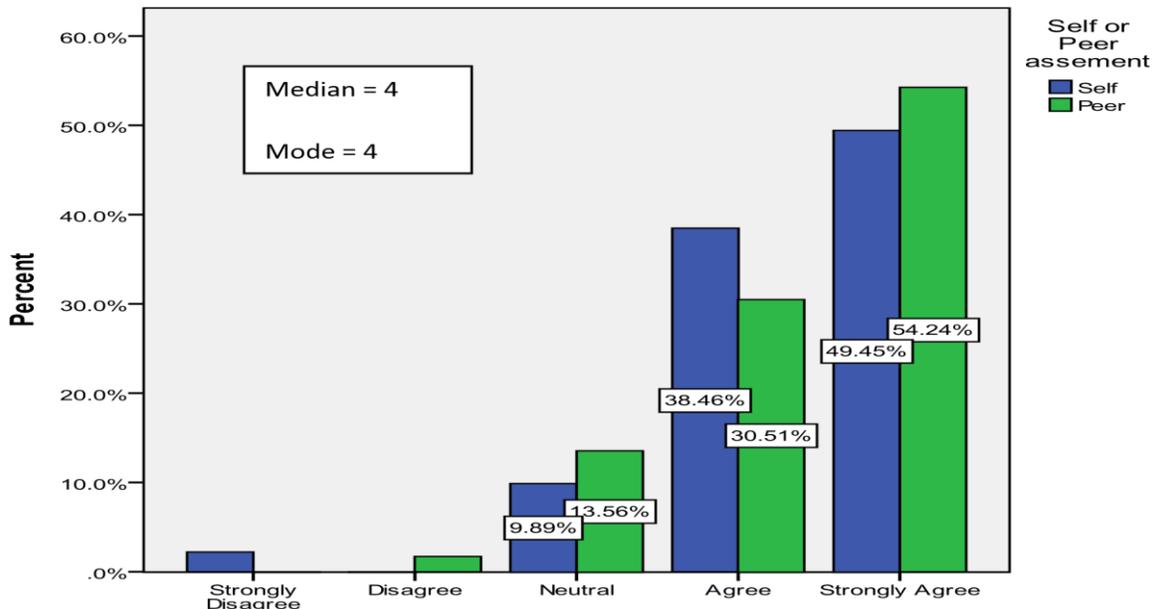


Figure 1: Self- and Peer-Reported Response on Whether or Not Teaching is an Ennobling Profession

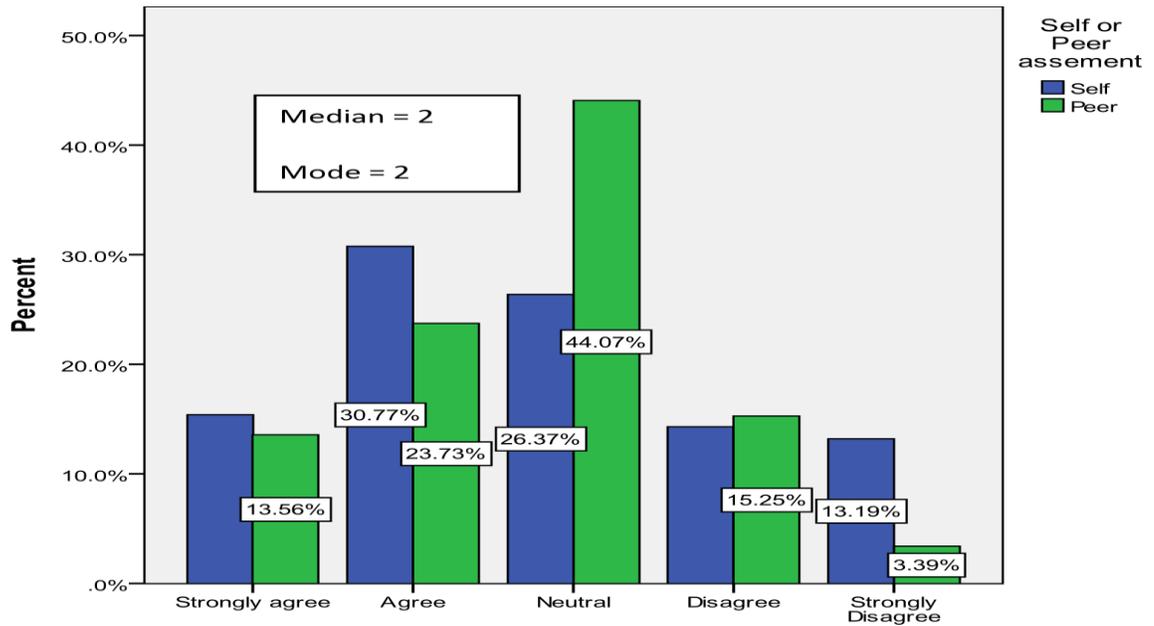


Figure 2: Self- and Peer-Reported Response on Whether or Not Teaching Profession was Chosen to Enhance Earning Capabilities

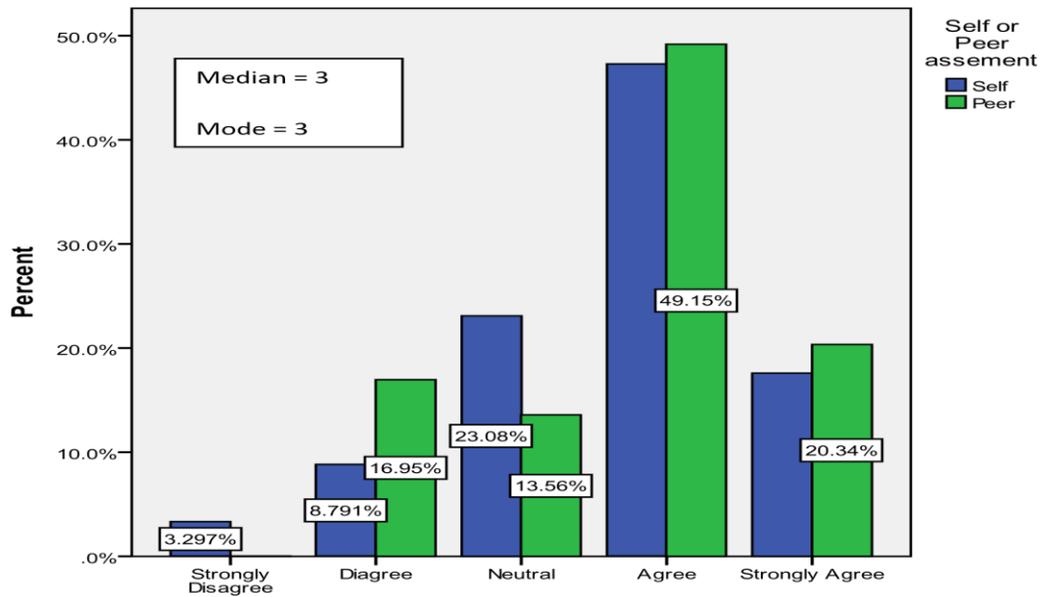


Figure 3: Self- and Peer-Reported Response on Whether or Not Participation in Cocurricular Activities is Preferred

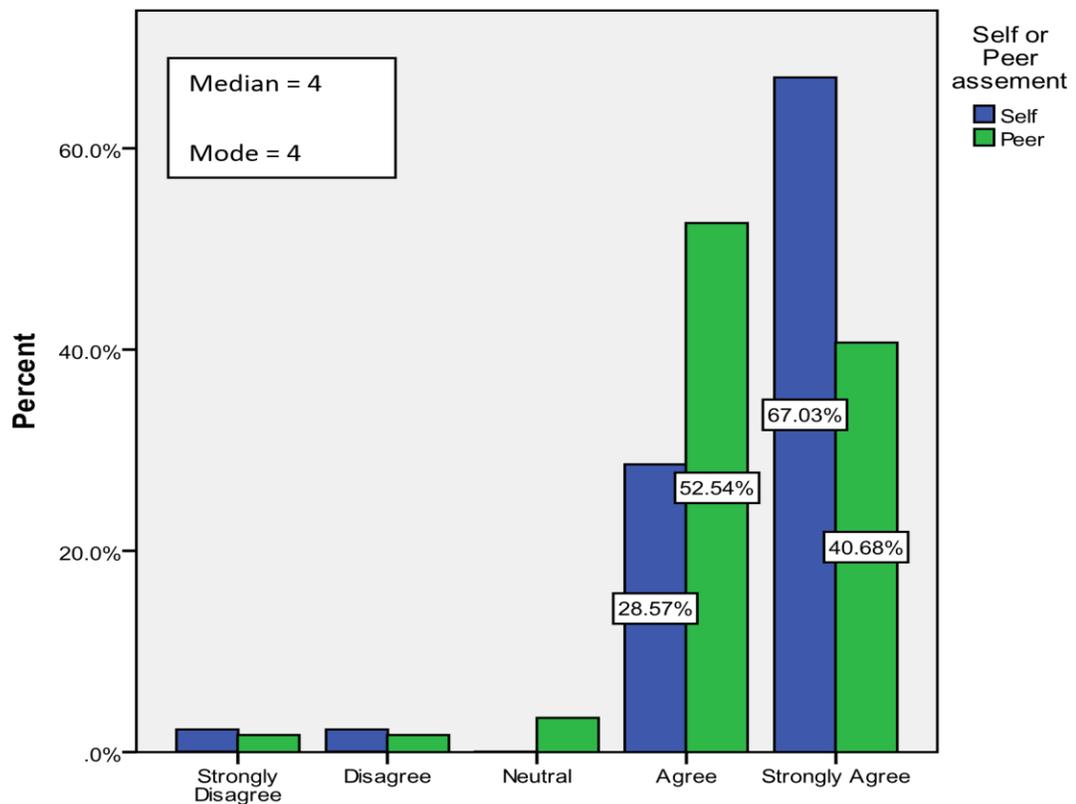


Figure 4: Self- and Peer-Reported Response on Whether or Not Lectures are Prepared Daily

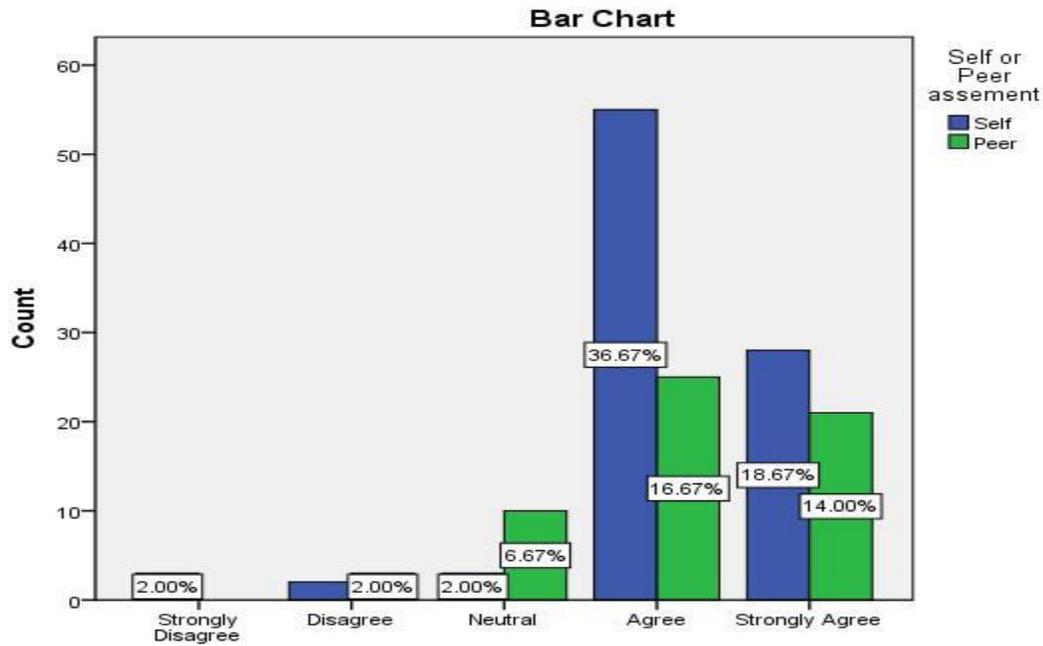


Figure 5: Self- and Peer-Reported Response on Whether or Not Comfortable with Delivering Lectures on Multimedia

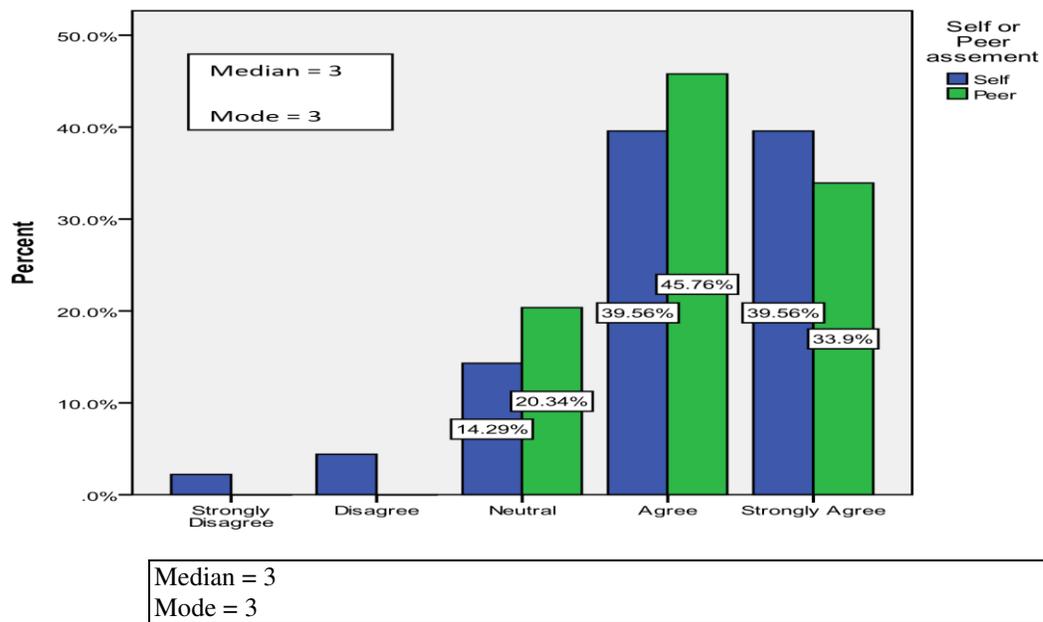


Figure 6: Self- and Peer-Reported Response on Whether or Not a Friendly Relationship is maintained with Students

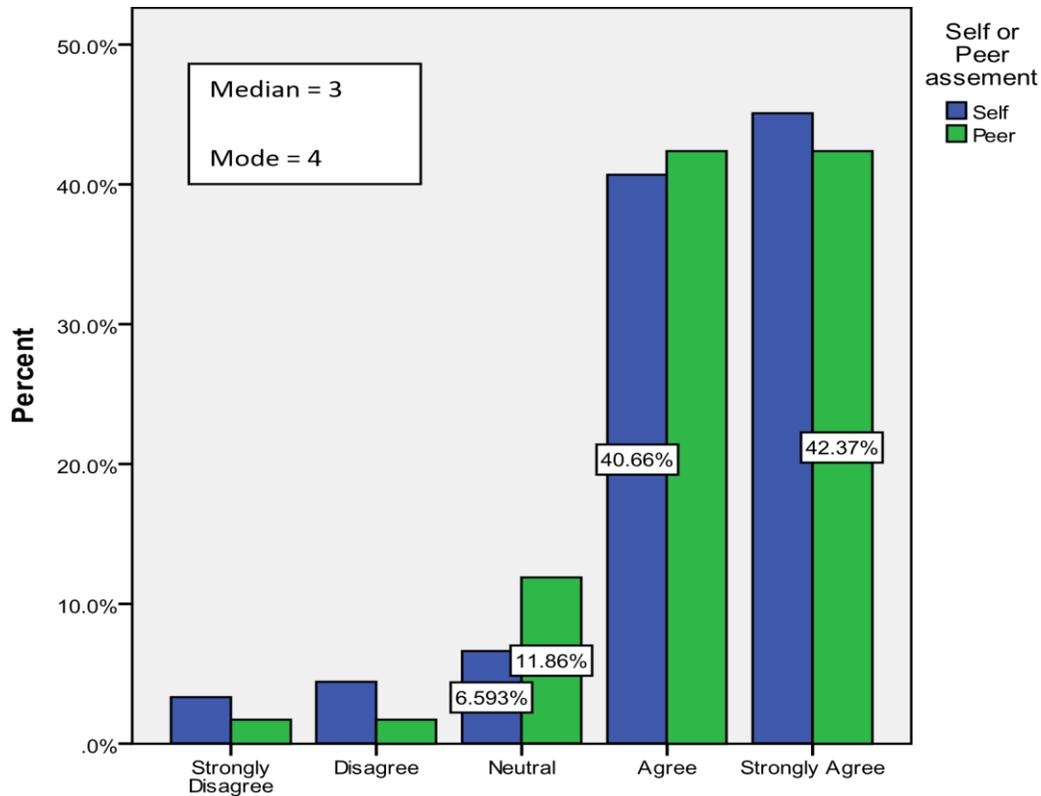


Figure 7: Self- and Peer-Reported Response on Whether or Not Effective Eye Contact with Students is Made

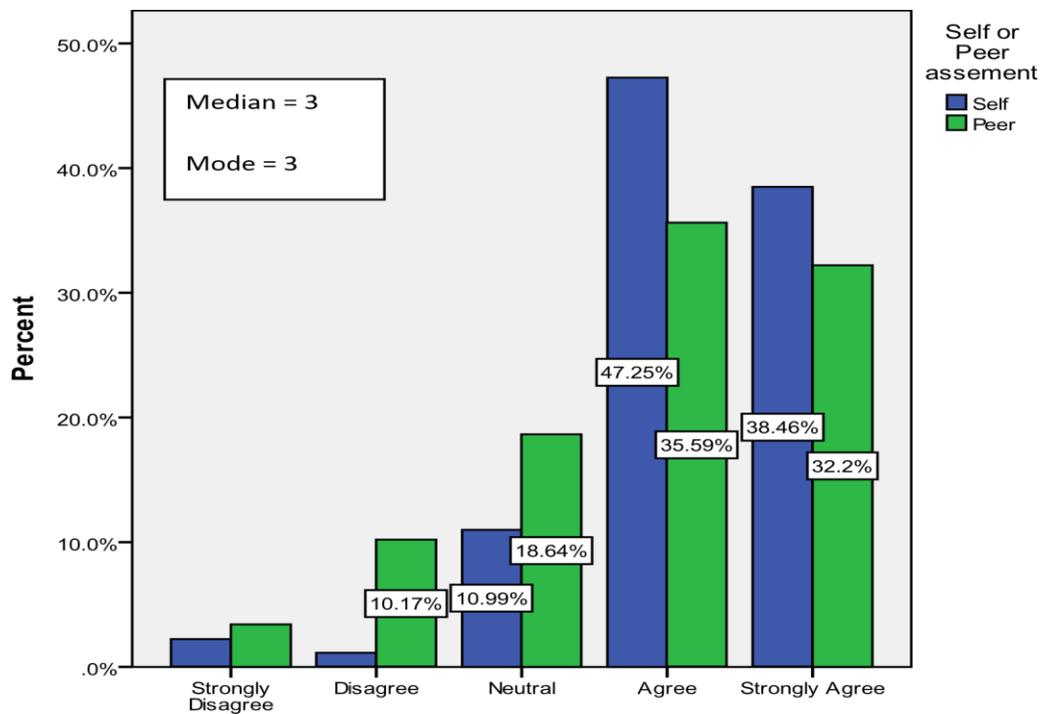


Figure 8: Self- and Peer-Reported Response on Whether Participation in Various Educational Activities is Preferred

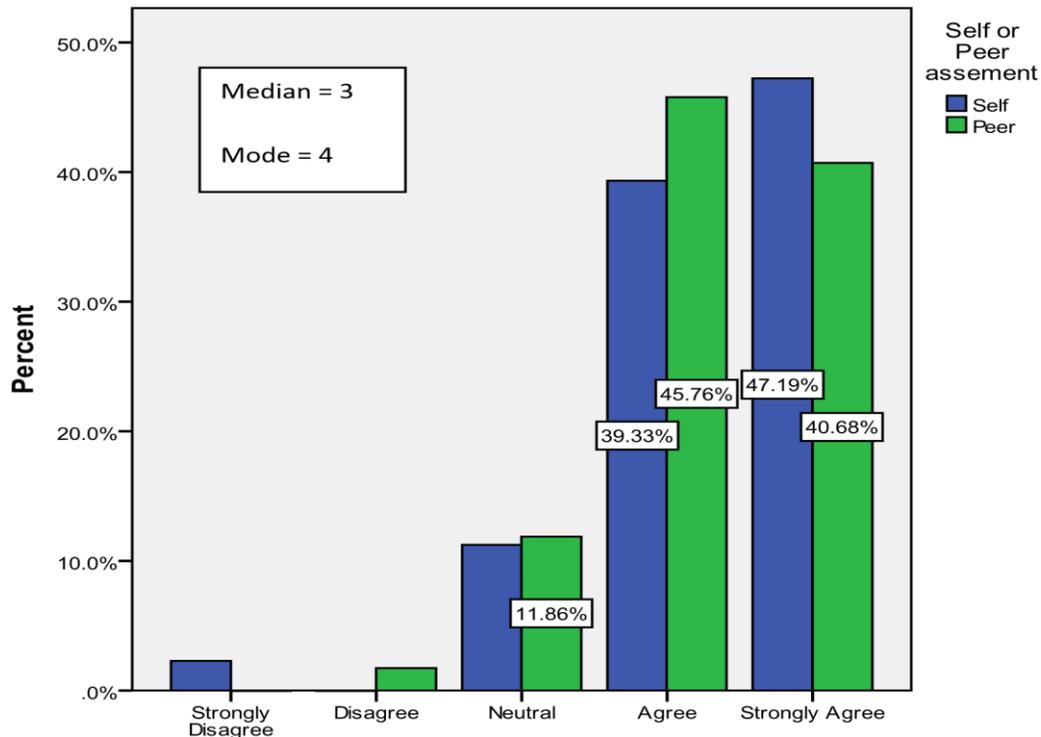


Figure 9: Self- and Peer-Reported Response on Whether or Not Devoted towards Students

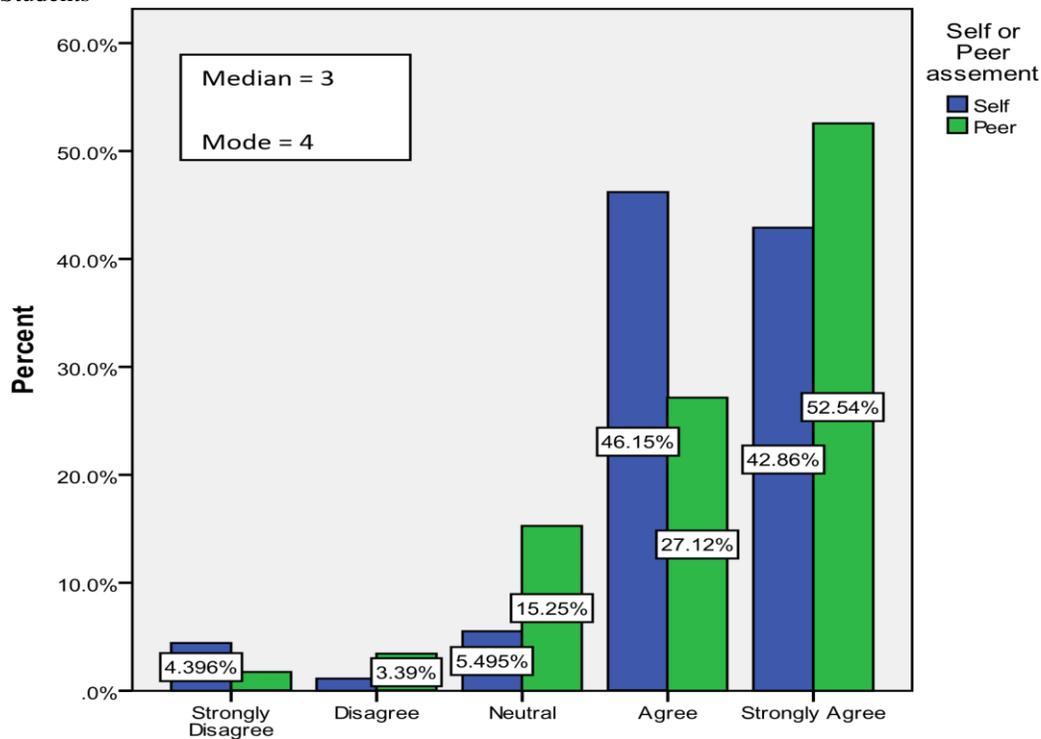


Figure 10: Self- and Peer-Reported Response on Whether or Not Regular and Punctual

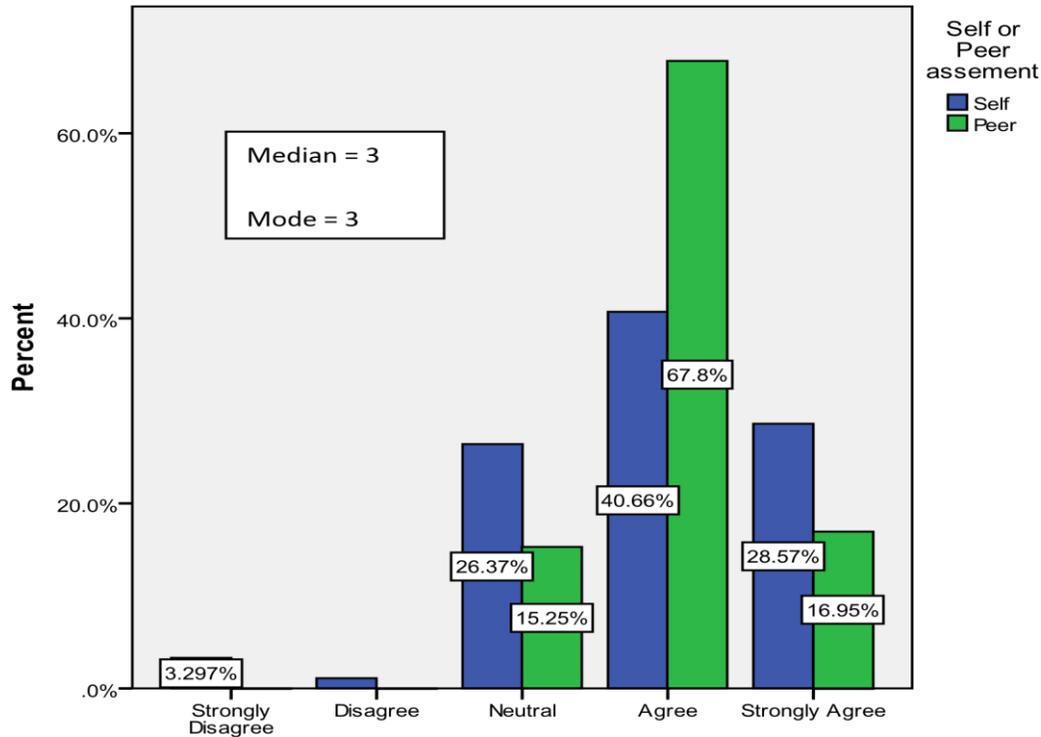


Figure 11: Self- and Peer-Reported Response on Whether or Not in Favor of Formative Assessment

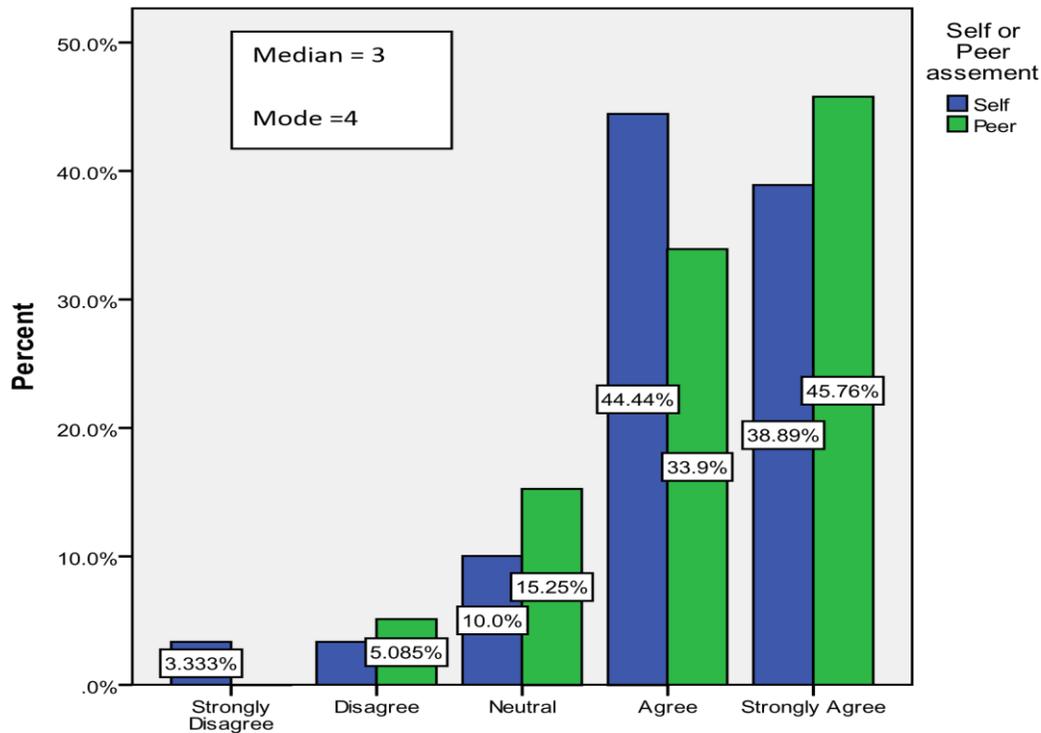


Figure 12: Self- and Peer-Reported Response on Whether or Not Accepting of Difference of Opinion of Students

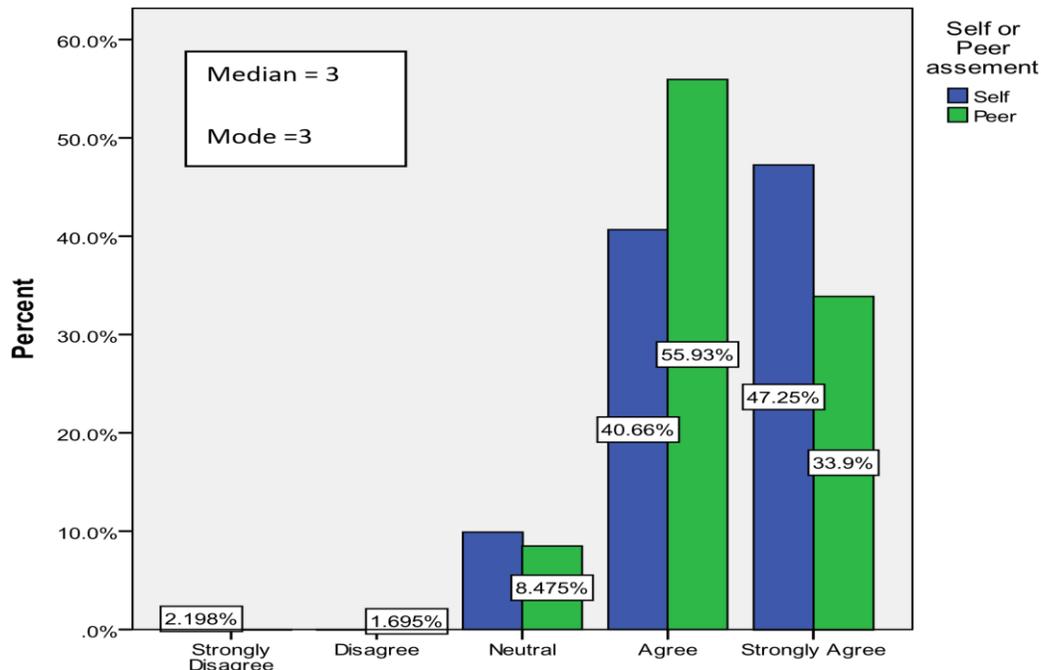


Figure 13: Self- and Peer-Reported Response on Whether or Not Listening to and Guiding Students is Routinely Practiced

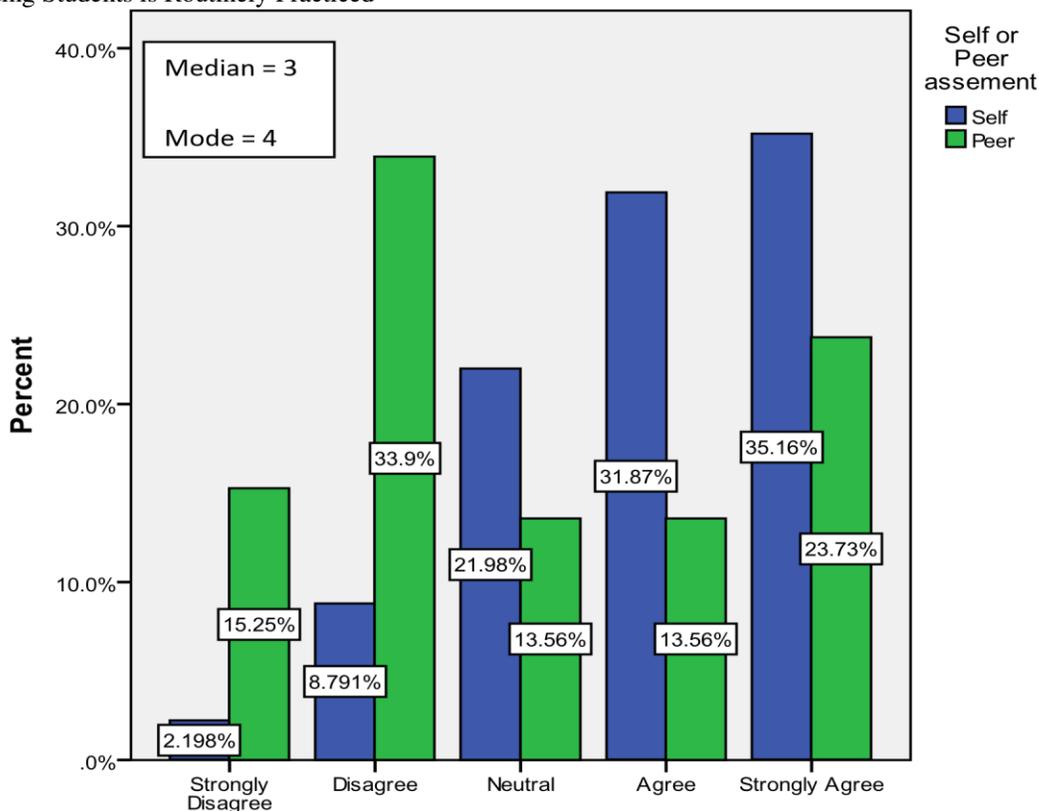


Figure 14: Self- and Peer-Reported Response on Whether or Not Students Show Little Respect for their Teachers Nowadays

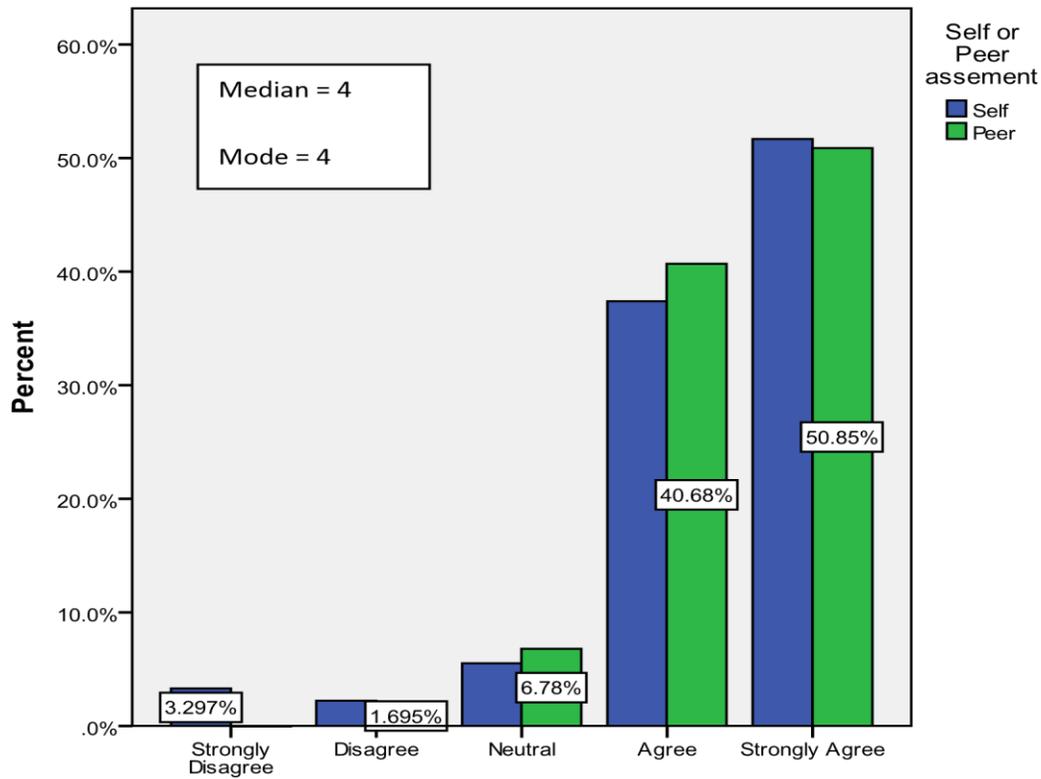


Figure 15: Self- and Peer-Reported Response on Whether or Not Interactive Learning is Beneficial for Students

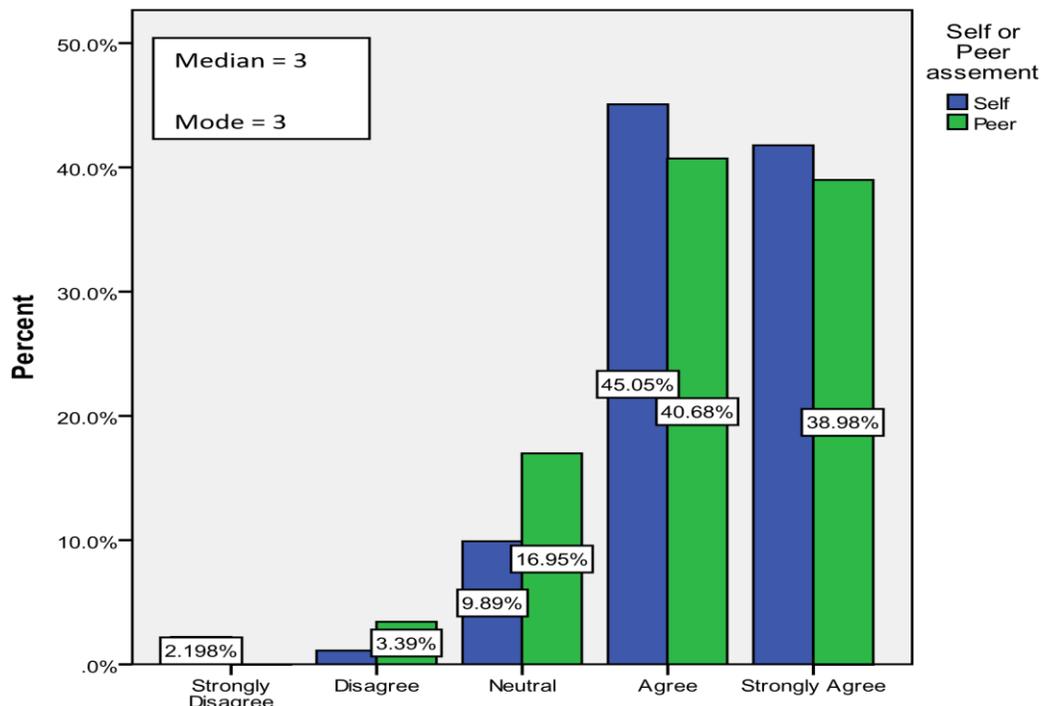


Figure 16: Self- and Peer-Reported Response on Whether or Not Responsible for Grooming a Student's Personality

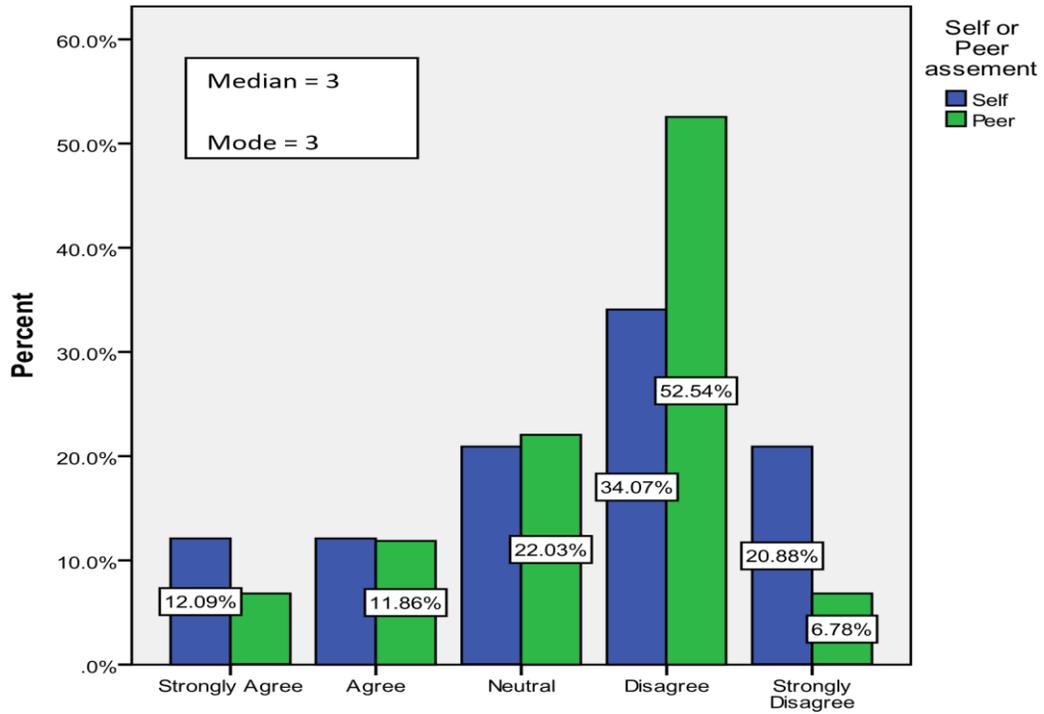


Figure 17: Self- and Peer-Reported Response on Whether or Not Intelligent Students should be Isolated and Taught Separately

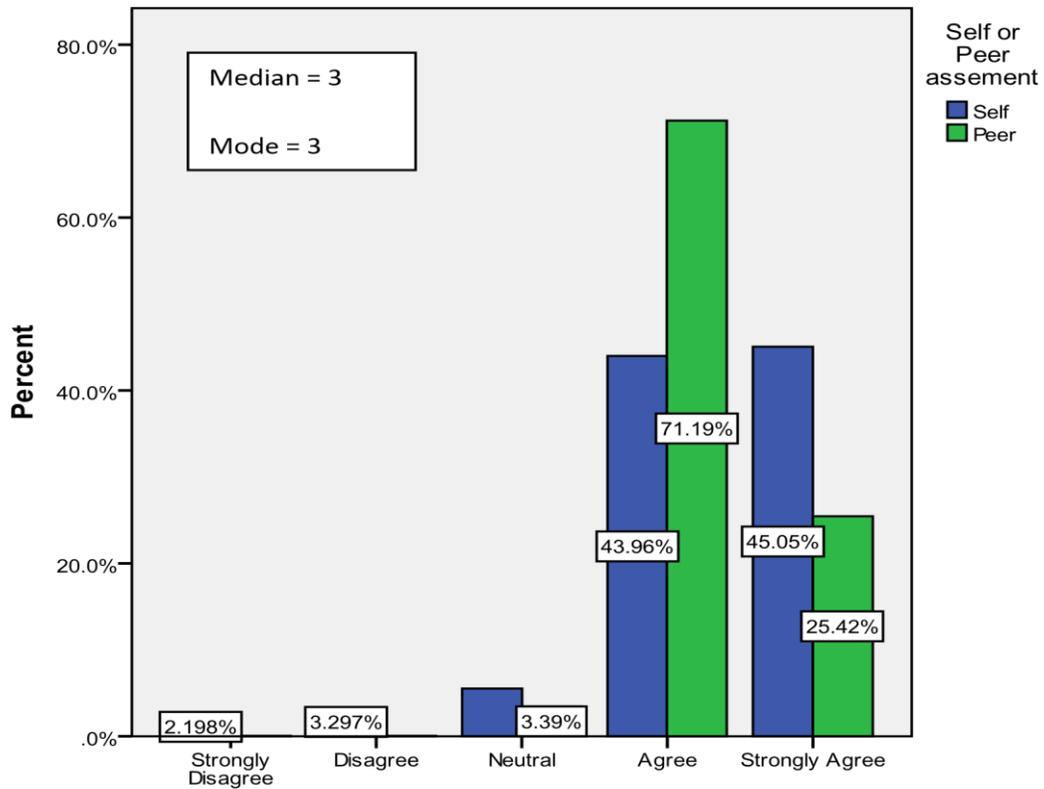


Figure 18: Self- and Peer-Reported Response on Whether or Not All Staff Members should Work Together to make Strategies Beneficial for Students' Learning

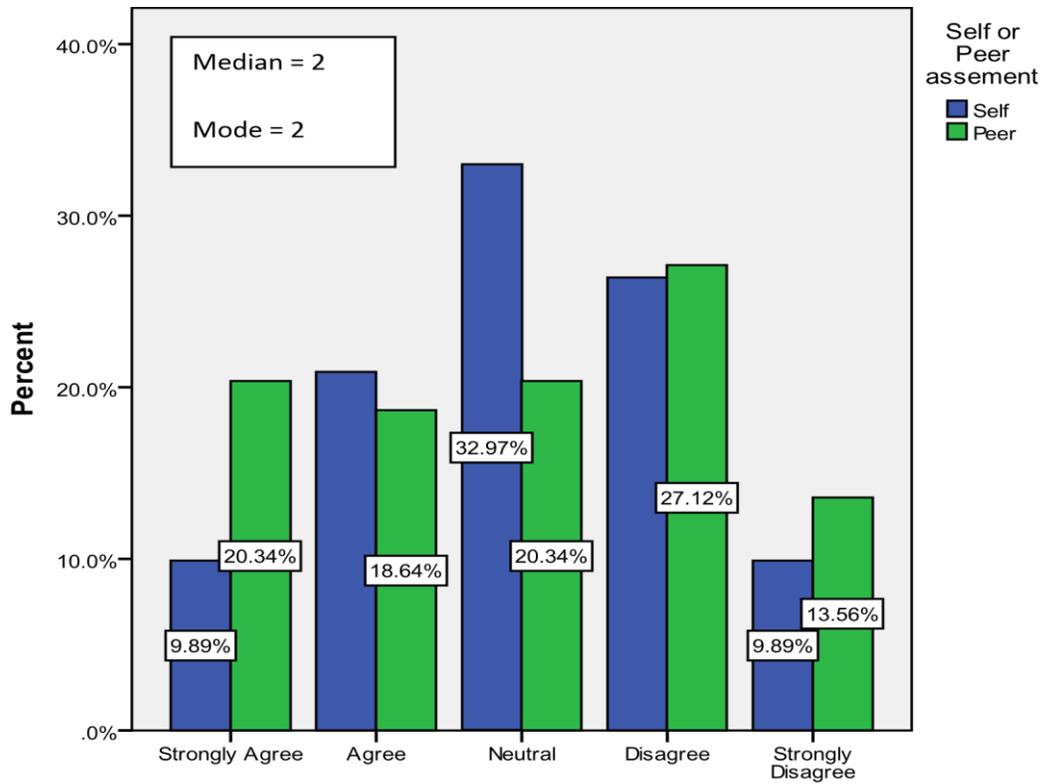


Figure 19: Self- and Peer-Reported Response on Whether or Not Negative Incentives have a Positive Impact on Students' Academic Performance

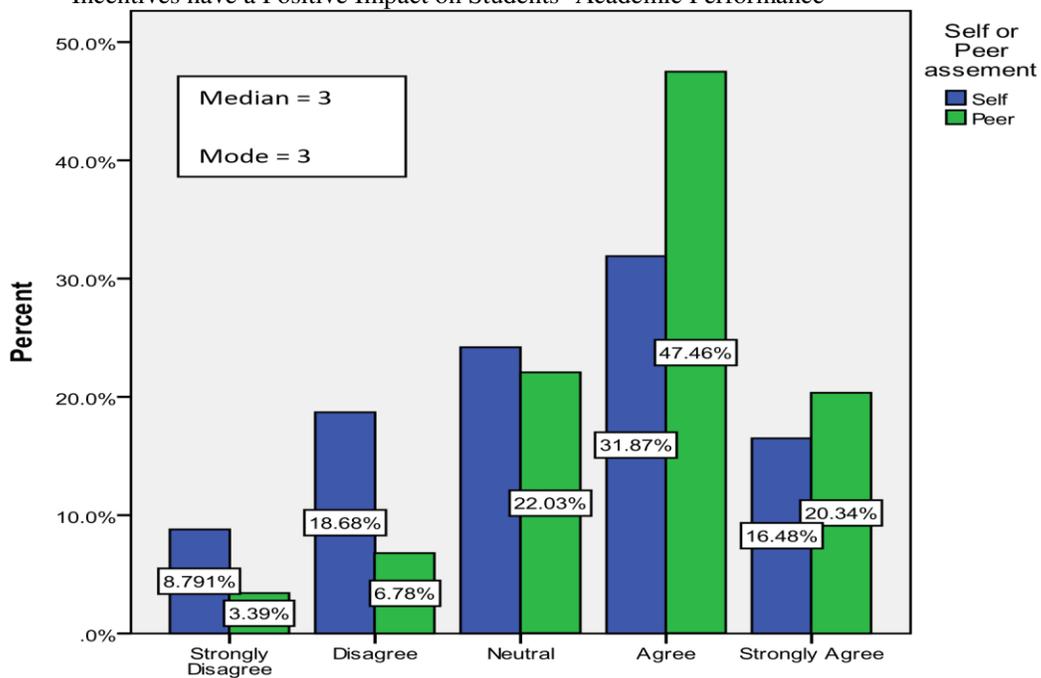


Figure 20: Self- and Peer-Reported Response on Whether or Not Financial Incentives Affect Own Performance

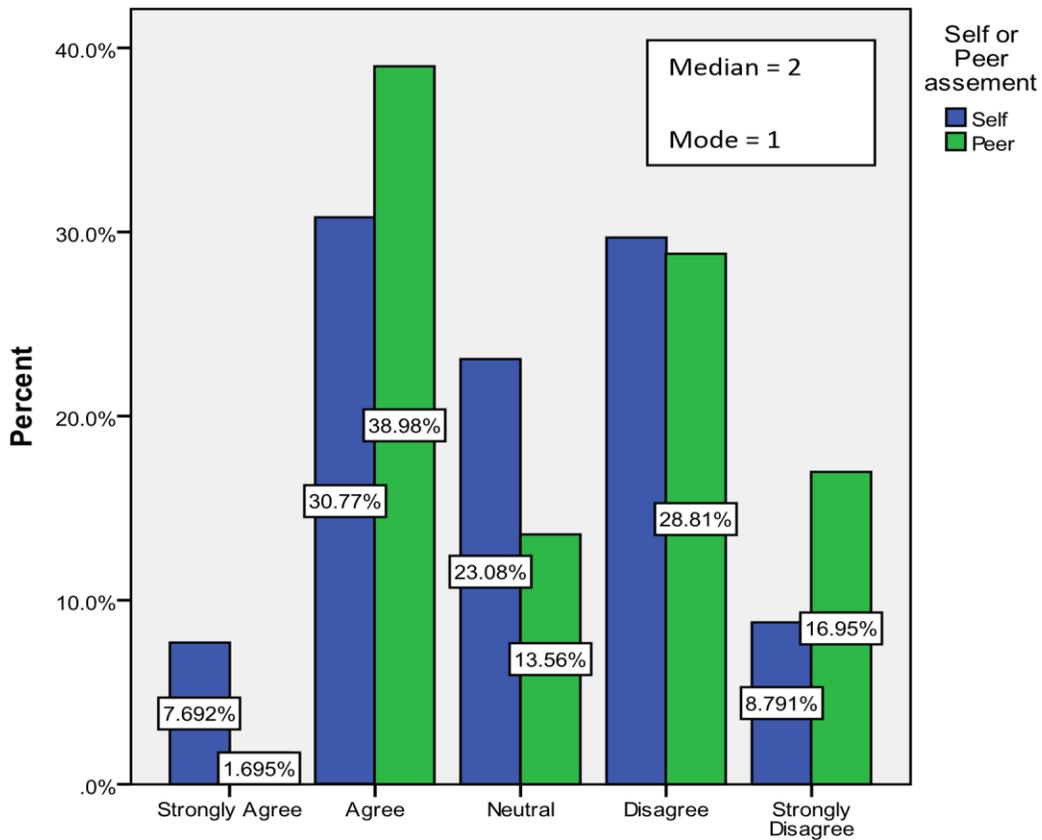


Figure 21: Self- and Peer-Reported Response on Whether or Not Health Problems Affect Own Teaching Abilities

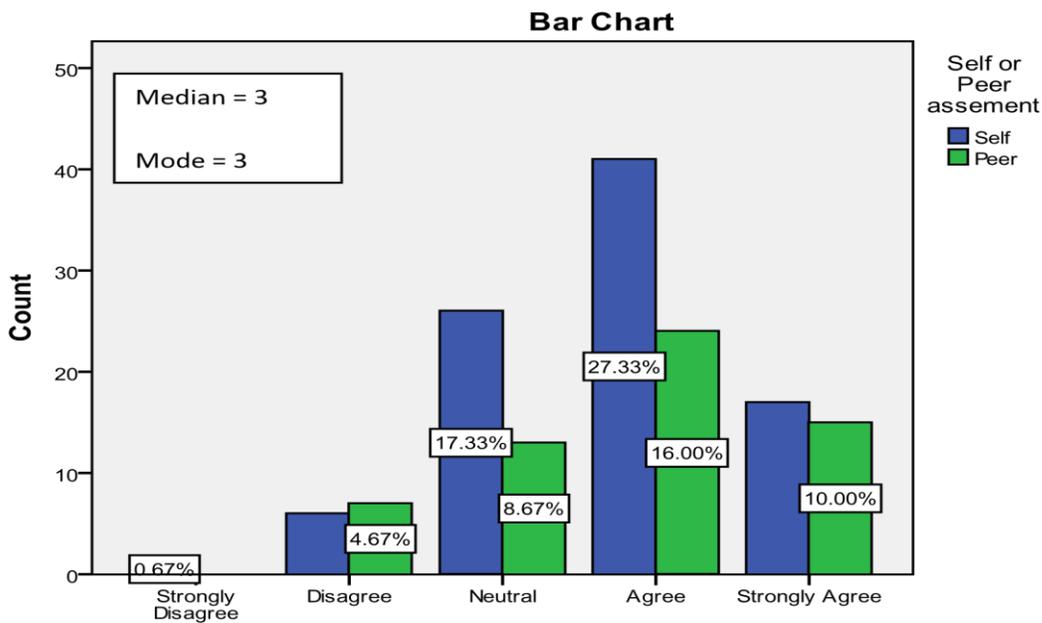


Figure 22: Self- and Peer-Reported Response on Whether or Not Personal Problems Affect Own Professional Performance

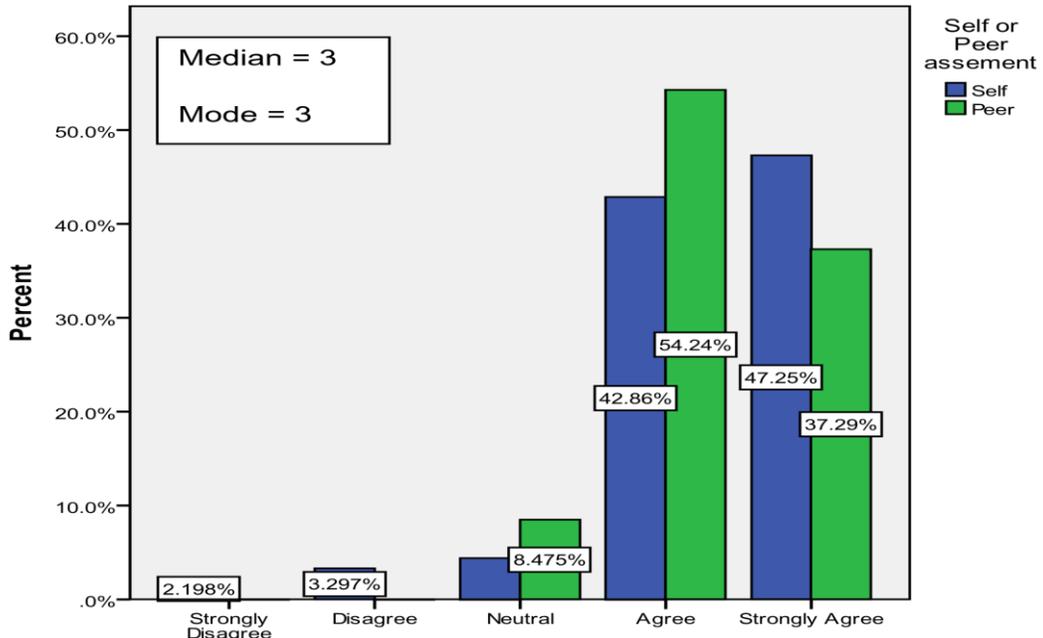


Figure 23: Self- and Peer-Reported Response on Whether or Not a Friendly Departmental Environment Encourages Provision of Effective Educational Output as a Teacher

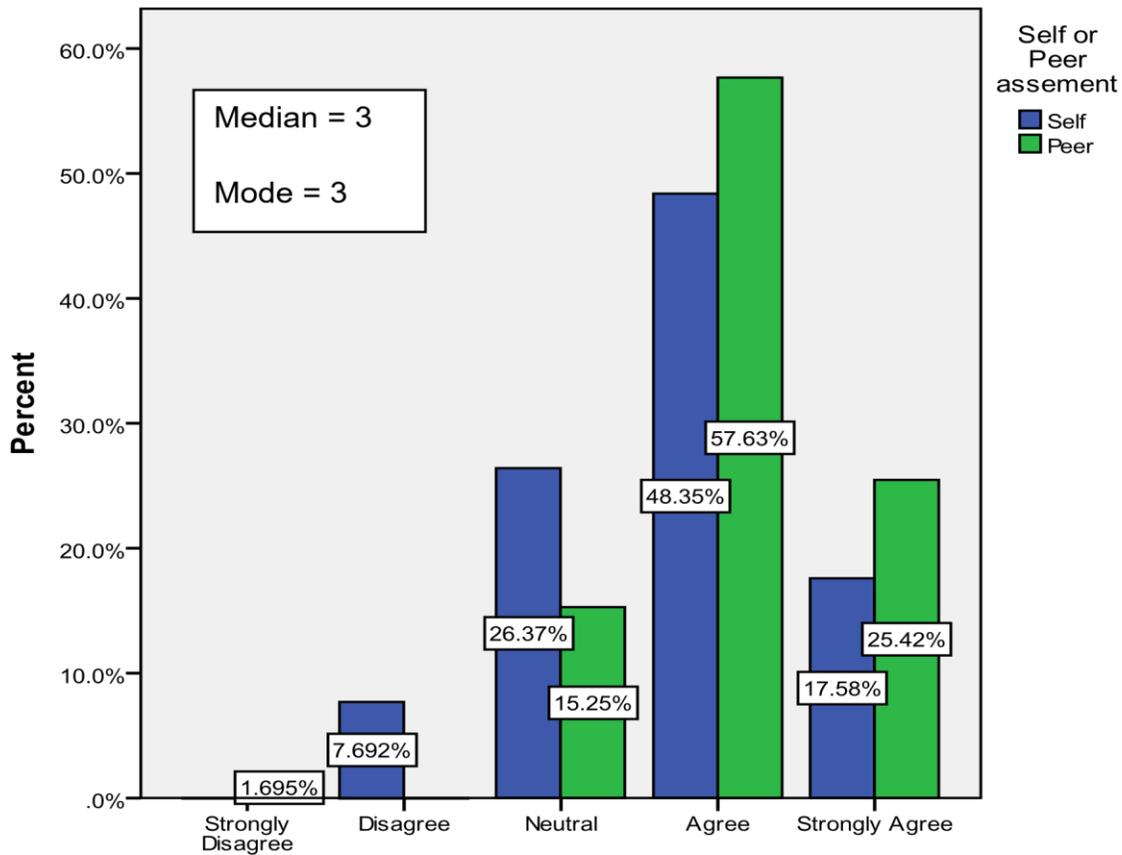


Figure 24: Self- and Peer-Reported Response on Whether or Not Authoritative Leadership is a Hindrance in Delivering Maximum Output as a Teacher

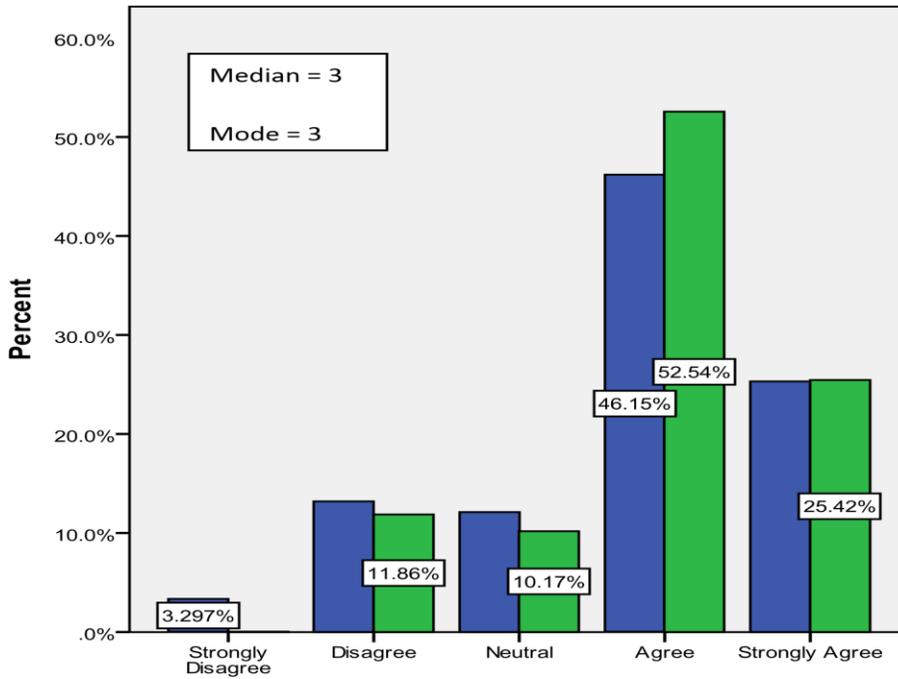


Figure 25: Self- and Peer-Reported Response on Whether or Not Non-Availability of Basic Necessities Negatively Influences Attitude as a Teacher

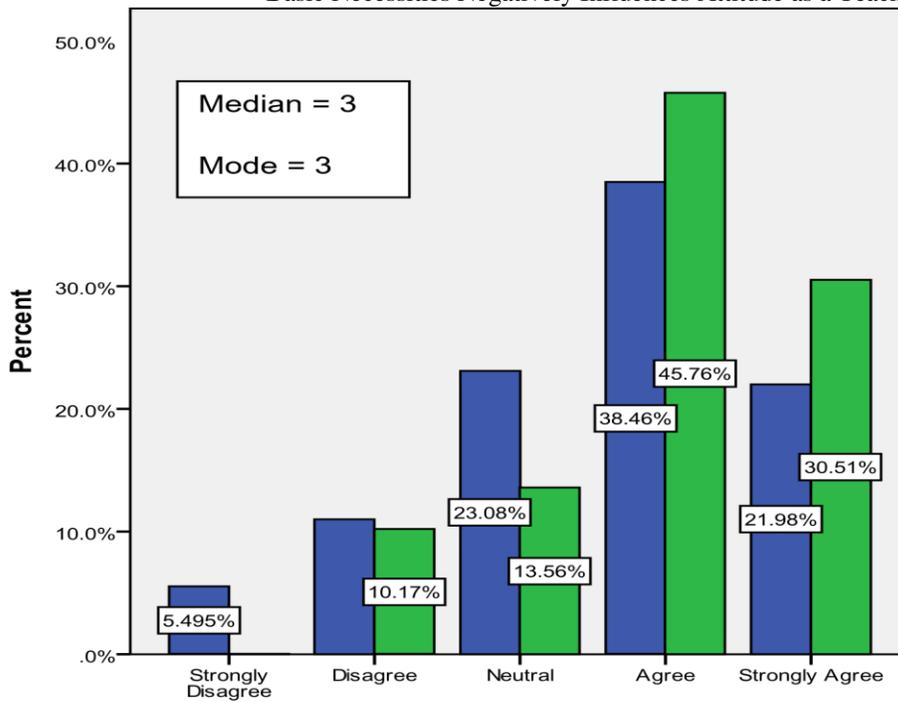


Figure 26: Self- and Peer-Reported Response on Whether or Not Hostile Administrative Behavior Creates Personal Distress

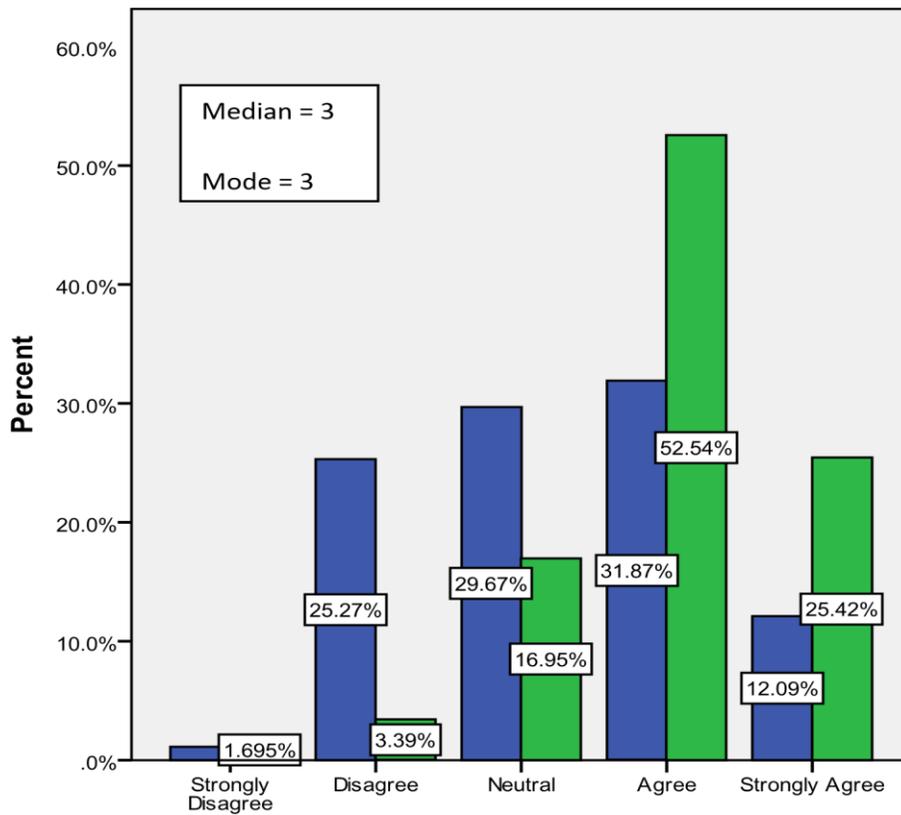


Figure 27: Self- and Peer-Reported Response on Whether or Not Poor Performance by Students Decreases Motivational Approach towards Teaching

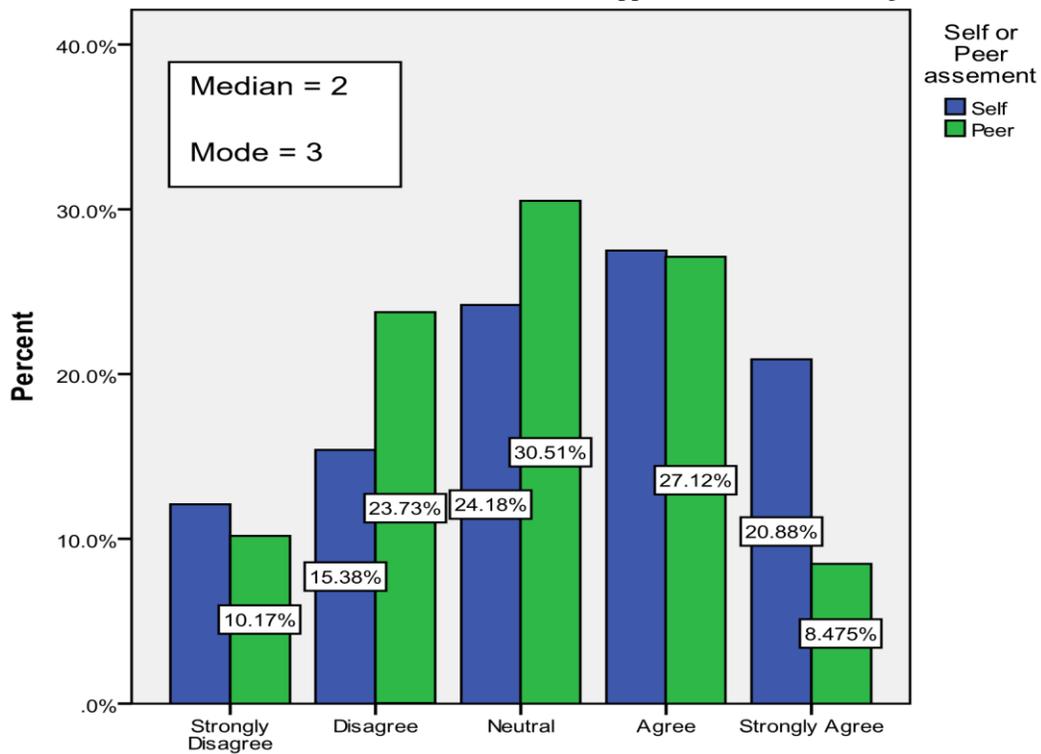


Figure 28: Self- and Peer-Reported Response on Whether or Not Satisfied with Profession

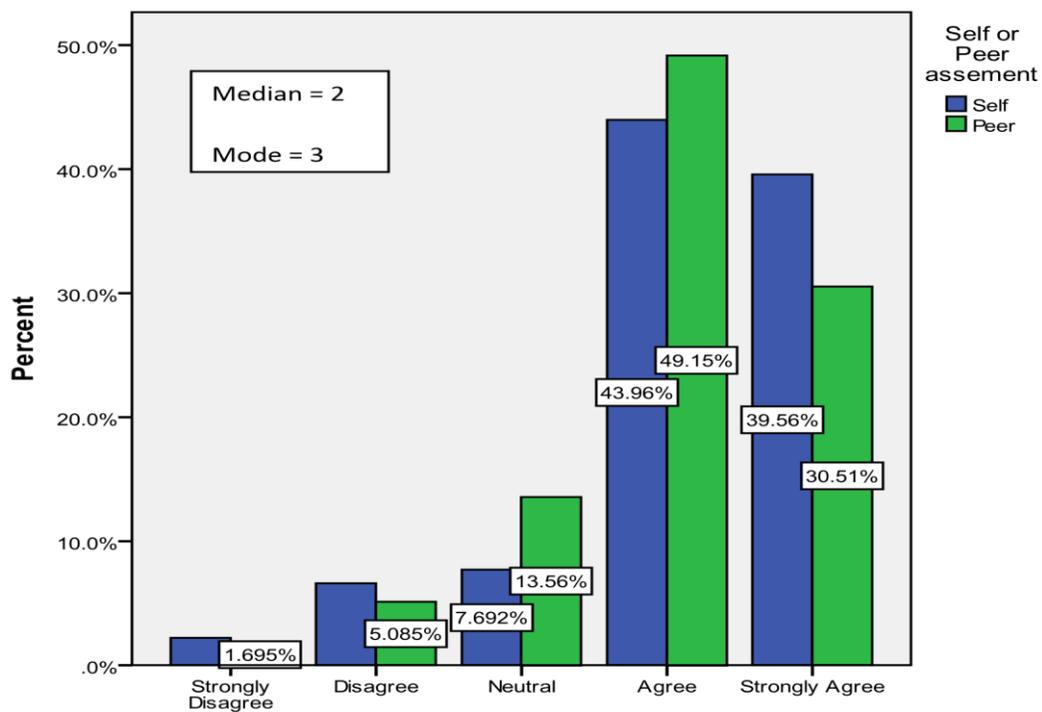


Figure 29: Self- and Peer-Reported Response on Whether or Not Satisfied with Administration

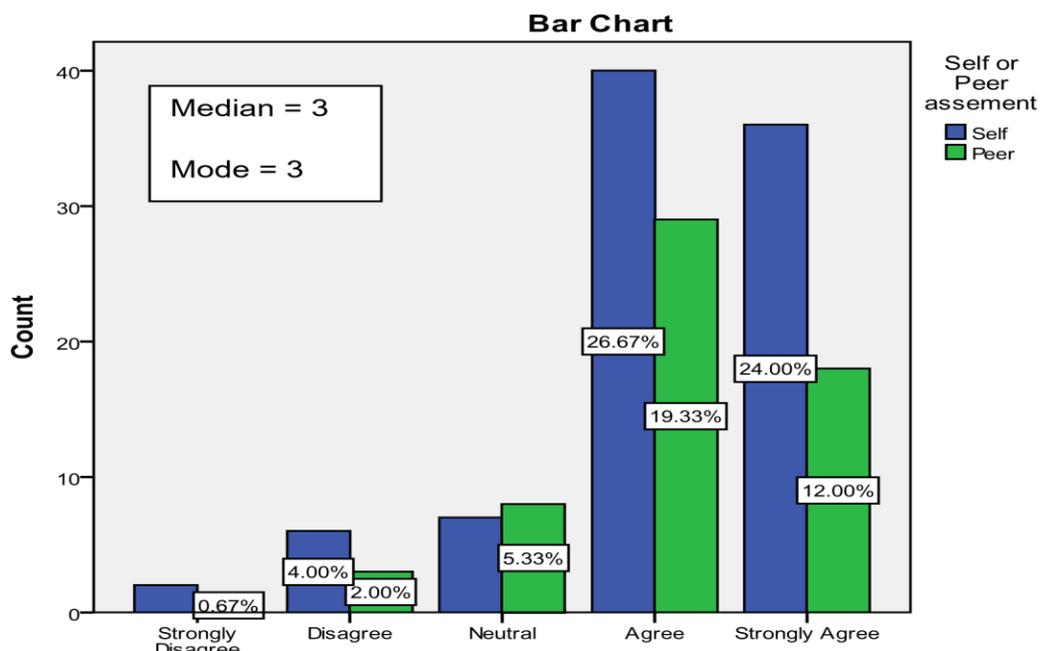


Figure 30: Self- and Peer-Reported Response on Whether or Not Keen on Consulting Books and Internet Sourced Related to Subject

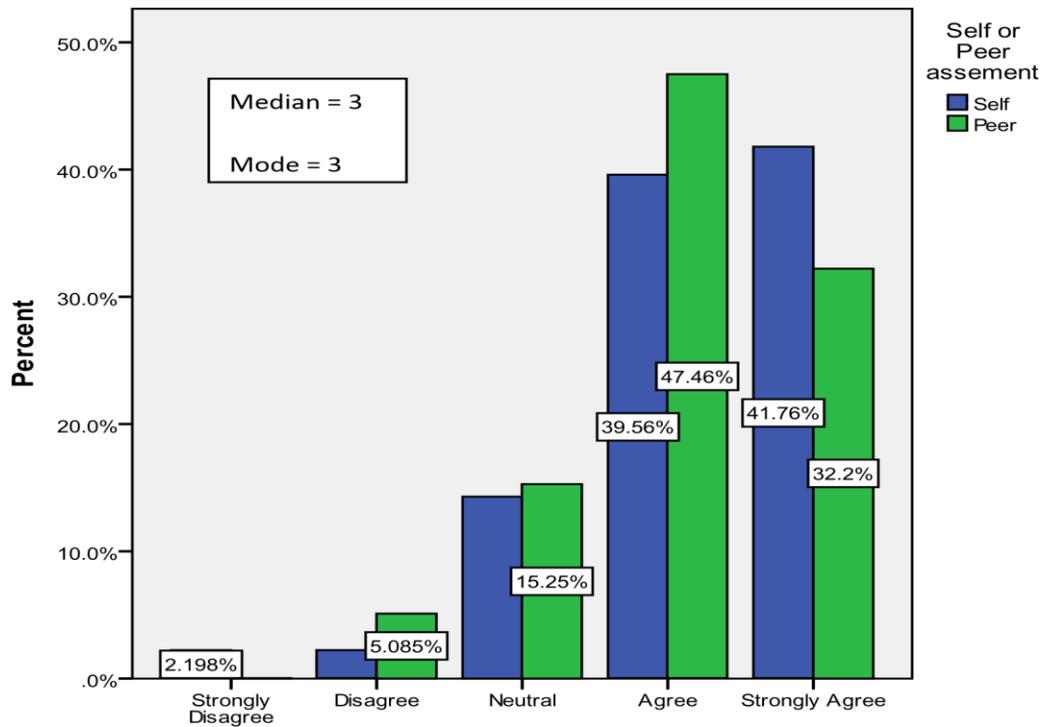


Figure 31: Self- and Peer-Reported Response on Whether or Not Sense of Achievement towards Profession is Felt

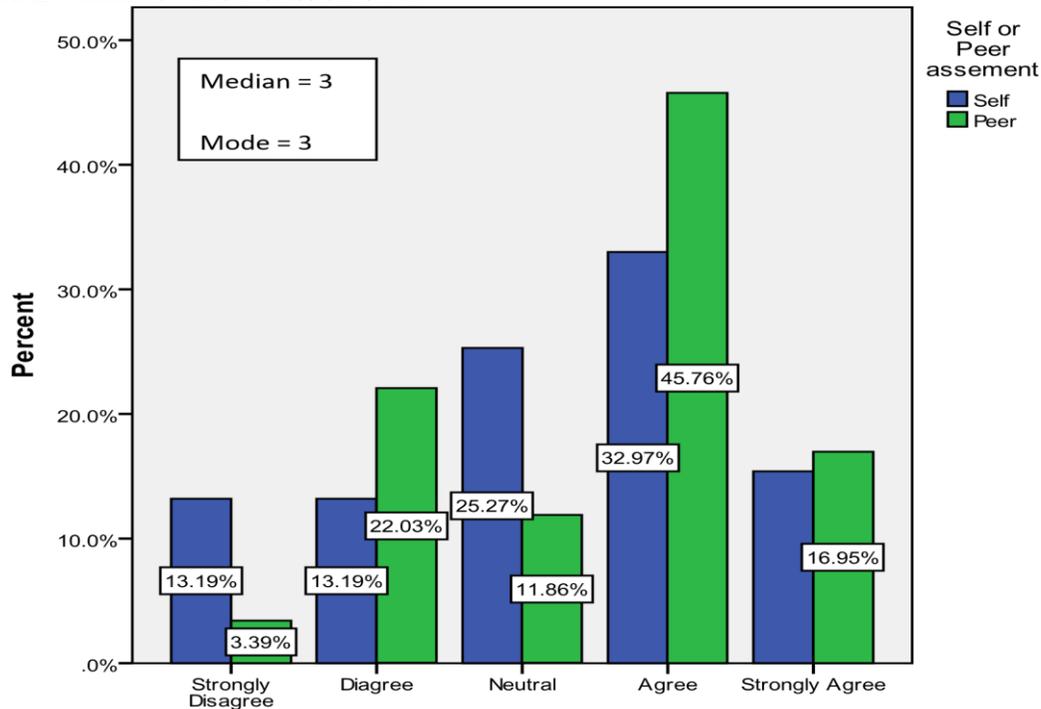


Figure 32: Self- and Peer-Reported Response on Whether or Not Satisfied with Basic Facilities of Own Institution

Table 8: Chi-Square Test Results: differences in the self- and peer-reported teachers' attitudes score and their designations; teaching experience; teaching as the first choice of profession; gender; and teaching institute.

Variable	Self assessment		Peer assessment	
	Chi-square value	P value	Chi-square value	P value
Gender	8.09	0.04	4.09	0.11
Designation	24.3	0.01	20.8	0.05
Teaching Experience	10.51	0.13	5.67	0.43
Teaching Institute	14.6	0.002	3.37	0.33
Teaching as first choice	3.81	0.23	8.64	0.02

Grouping variable	Self reported score	Peer reported score
Institute		
WMC	95	89
NDU	86	94
Gender		
Male	88	94
Female	94	90
Designation		
Lecturer/sr. lecturer	92	91
AP & above	90	92
Experience		
<15 years	91	92
>15 years	101	87
Teaching first choice		
Yes	90	94
No	94	87

Table 9: Difference between Self and Peer assessment: chi-square test

	Self or Peer assessments		Total
	Self	Peer	
Total score 70-85	13	12	25
86-100	64	34	98
101-115	14	13	27
Total	91	59	150

Chi-Square Tests

	Value	df	Asymp. Sig. (2sided)
Pearson Chi-Square	2.550 ^a	2	.279
Likelihood Ratio	2.530	150	.282
N of Valid Cases			

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.83.

Table 10: Mean and median attitude score of teachers on self and peer assessment.

Type of assessment	Self	Peer
No of respondents	91	59
Mean attitude score	91.6	94.00
Median attitude score	92.06	90.00

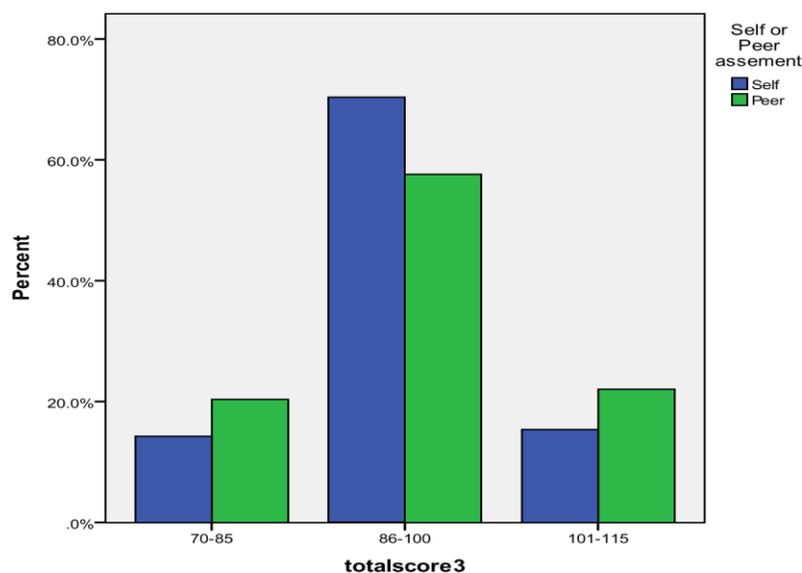


Fig 33: Self & peer reported attitude scores distributed in categories.

DISCUSSION:

This research has been conducted to assess the attitude of teachers towards teaching profession. The purpose of the study was to assess the difference of attitude when the given questionnaires were filled by the teachers themselves (self) and also for other teachers (peer). For this study, the questionnaires were filled by the teachers of WMC and NDU. This research was conducted at WMC from January 1st to 30th August. This research was supervised by Dr. Musarrat Ramzan and assisted by Dr. Ambreen.

Our results are similar to the results of the reference researches including Ahmadabad India (1), Hyderabad city (5), Tamil Nadu India (6), Aligarh India (7), St. Xavier's college in Ranchi Jharkhand India (8), Dokuz Eylul university Turkey (3), Inonu university (10), Bucharest center of educational resources Romania (11), University of Chicago press (4). According to these results, teachers exhibit positive attitude toward their profession and feel proud about their profession. Punctuality, honesty and hardworking are the most important qualities of a teacher's behavior. Teachers felt that their choice is best and displayed high levels of professional enthusiasm towards their profession. A positive correlation was observed between the cognitive and affective components. Teachers were able to maintain positive class room environment and discipline.

Our research results were different from some reference researches such as West Bengal India (9) research in which 8.5% show positive attitude where as 25% show negative attitude and Sultan Qaboos

University Oman (2) which show some sort of negative attitude.

Questionnaires were distributed for self and peer assessment. Both of the questionnaires have the similar response between the peer and self and there was no significant difference. Few questions show dissimilarity and a significant difference between self and peer assessment like, preparing the lectures daily before going to class, friendly relationship with students, enjoy participating in different educational activities, favour of formative assessment, little respect shown by the students for their teachers, participation of staff members beneficial for students learning, authoritative leadership causing hindrance in delivering the maximum output, poor performance/feedback by students and satisfaction achieved by basic facilities provided by the institution. Therefore, positive efforts should be done in the above fields to improve the teacher's performance.

Limitations

1. The questionnaire was invalid as it was made by the students themselves and was not tested professionally.
2. The questionnaire of self and peer assessment was not given altogether, so there was loss of data.
3. The time frame given for the study was short.
4. This was student's first experience.
5. This was conducted at college level without appropriate facilities.

6. The outline of the questionnaire was not liked by some teachers because it seemed lengthy to them and it was inappropriate for them to be asked about personal questions.

7. The teachers were not educated properly before giving questionnaires.

Recommendations

The questionnaire should be tested professionally. The questionnaire of self and peer assessment should be given together to avoid any loss of data. The time frame given for the study should be adequate. The teachers should be educated properly before handling them the questionnaires. This research should be conducted at national level and government should encourage and facilitate such researches.

CONCLUSION:

When questions were asked about whether the teaching was their first choice to adopt as carrier or not? 64.8% said yes on self assessment, and 62.7% were neutral, 11% and 49.2% were against this statement in self and peer assessment. Respectively, 89% approved that interactive learning is beneficial for the students while 5.5% disagree about this. 86.9% were confirmation of the fact that they feel responsible for grooming the students personality as a whole while peer claims to be true for 79.7% of their coworker. 56% and 22% agreed and disagreed to isolate the intelligent students. 92% agreed to work together to device the policies beneficial for students and 38% were agreed that negative reinforcement is good for students. 91% claim that there should be friendly learning environment. Chi-square was applied and found that self reported is better. Self and peer assessments of teachers' attitude towards the teaching profession were found to be meaningful. On the basis of questionnaire responses, both selfassessments and peer-assessments reported that the attitude of teachers towards teaching is significantly positive. There is no discrimination on the basis of gender, designation, or teaching experience.

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