

A comparative analysis of attitudes towards the teaching profession among certificate, diploma and degree level student teachers in Tanzania

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This study was intended to analyse and compare the student teachers` attitude towards the teaching profession in Tanzania in relation to levels of study. Specifically, the study assessed the student teachers attitude towards the teaching profession in relation to their gender, level of study whether certificate, diploma or bachelor degree, and year of study. The study design was a descriptive survey study which analysed both quantitative and qualitative data. The study used attitude measure instrument borrowed from Schackow, (2005). This instrument Attitude towards the Teaching Profession Inventory was used independent sample t-test and one way ANOVA to assess the variation of attitude to assess the variation of attitude used to towards the Teaching Profession held by student teachers. This study further used towards the teaching profession among the different groups of student teachers. The towards the teaching profession among the different groups of student teachers. The study found that 52 per cent of the surveyed student teachers had positive attitude towards the teaching profession. Female student teachers, certificate student teachers and first year student teachers indicated a more positive attitude towards the teaching profession as compared to those in other groups. The results also showed that attitude towards the teaching profession differ significantly between the levels of study and year of study. However, no significant difference was found in relation to gender. This study recommended that the government, policy makers and various stakeholders and actors within the education sector improve the study and working environment of teachers. This aims at reducing the negative attitude of teachers towards the teaching career; the community is also advised to perceived a teacher as an instrument for change who should therefore be valued.