

ENGLISH PROSPECTIVE TEACHERS' ATTITUDES TOWARDS THE PROFESSION OF TEACHING: AN EXPLORATIVE STUDY IN YEMEN

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ABSTRACT: *This study attempts to obtain empirical evidence on pre-service student-teachers' attitudes towards the teaching profession in the faculties of Education at Hodeidah University, Yemen. Also, it investigates the effect of the participants' gender, place of study and their selection of English as a major on their attitudes. 300 fourth-year student-teachers, undergoing B.Ed. courses in the English Departments of the different Faculties of Education affiliated to Hodeidah University, are surveyed. The Attitude Scale Towards Teaching Profession is used to identify the participants' attitudes. To analyze data, mean, standard deviation, t-test and Pearson correlation are calculated. The results indicate that the participants tend to hold fairly positive attitudes towards the teaching profession, their attitudes are affected by their gender and place of study while there is no correlation found between the students' attitudes and their selection of English as a major. Some recommendations are made in order to enhance these attitudes .*

KEYWORDS: Attitudes, Prospective, Profession, Student-Teachers, Faculties of Education.

INTRODUCTION

What Does the term "attitude" Mean?

The term attitude has been defined in many different ways. Likert (1932) defines the term attitude as "an inference which is made on the basis of a complex of beliefs about the attitude object", as cited in Gardner (1980 : 267). Gardner (1980) elaborates on Likert's definition by defining attitude as "the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats and convictions about any specified topic", as cited in (Al-tamimi & Shuib, 2009 : 33)

Most definitions consider attitude as an individual predisposition to evaluate a social element (fact, event, person) considering it favorable or unfavorable, and therefore showing a certain behavior to it (Kartz 1960, Eagly & Chaiken, 1993, Doron & Parot, 1999). Attitude is a degree of positive or negative affect associated with some psychological object (Allen, 1957).

An attitude is a hypothetical or latent variable rather than an immediately observable variable (Green, 1959).

McGuire (1989) and Wood (2000) believe that attitudes are formed and manifested at the level of three fundamental dimensions: cognitive, affective and behavioral. The cognitive component of attitudes includes perceptions, beliefs and assumptions of the individual facts and events. The affective component describes emotional experiences and emotional responses to various facts and events. Regarding the behavioral component, it shows intentions and predictions of the way a person can act in relation to a fact or event based on his assumptions and beliefs.

Here, the concern is the concept of attitude that is one of the important indicators of affective characteristics.

According to Papanastasiou (2002 : 72) attitude is defined as " the emotional tendency of an individual to ideas, objects, people and places". Another definition of attitude is "a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavor", Eagly & Chaiken (1993 : 1).

Anderson (1980) points out that attitudes are formed after receiving various information about facts, events or people. Thus, the nature of the attitudes that an individual forms is determined by how information is received and combined, in the sense that to certain details of the information may be granted more attention than to others. Therefore the importance given to different pieces of information, the order in which they were perceived and the values assigned, will contribute to shaping attitudes.

In the case of classroom learning, attitudes refer to the way of feeling, thinking and behaving of the learners, ATCHAD (2002: p.46)

Influence of Attitudes on Language Learning.

Without positive attitudes and perceptions, students have little chance of learning. Either positive or negative attitudes have influence on the learners' motivation and hence on their achievement. Some researchers believe that attitudes and motivation are closely related.

Studies conducted by Gardner and his colleagues in Canada (1972) and later by Burstall (1975) focus on the role played by attitudes in language learning. They reveal that there is a causal relationship between attitudes and learning outcomes. Gardner and his colleagues see in attitudes and motivation a principal cause for less or more successful learning. As for Burstall, successful early learning experience does not only promote successful later learning but also promotes more positive attitudes.

There is a kind of general acceptance which comes out from different studies of the role of attitudes in the language learning. Learners who have positive attitudes learn more, and also learners who learn well acquire positive attitudes. Those with positive attitudes desirably devote much time to learn a language, always do their homework and make a good use of the time allocated to learn the language if it is insufficient i.e. there is a casual relationship between attitudes and learning outcomes.

Furthermore, many studies have found that there is a positive correlation between learners' attitudes and language proficiency. For example, Van ELs et. Al. (1984) state that most of the Canadian studies demonstrated that "a positive attitude towards the target language was related to the second language acquisition in the Canadian bilingual settings" as in ATCHAD (2002 : 48)

Also, Ellis (1994) expresses the same view as Gardner, Lalonde and McPherson (1985) who found that learners of L₂ French with favorable attitudes showed little decline and those with less favorable ones showed loss in self-rated proficiency six months after an intensive course", as in ATCHAD (2002)

Importance of Teaching as a Profession

In all societies, the role of teachers is both significant and valuable. Teachers are the most important component for implementing the educational process. They execute the plans of different educational programs, without them there would be no schools. Thus, understanding teachers' roles is a key to understanding the educational system (Ballantine & Spade, 2007).

We have to be aware, however, that the teacher is not only teaching but also personally influencing the students that is why besides professional education, a teacher's human qualities are also important.

Students in schools often see teachers as important models on par with parents. According to Carr (2000) teachers, regardless of subject area, have a moral role to play in education. A teacher has a far-reaching influence on the society s/he lives in, and no other personality can have an influence more profound than that of a teacher (Shiben Raina , 2007).

Smith (1986: 39) points out that [teaching] is a profession that profoundly affects the lives of every individual, and ultimately the strength and well-being of the nation.

It is worthy to mention the research conducted by iResearch agency (2009) on the perceptions of parents and teachers of the teaching profession in UK and Ireland. Respondents were 1,000 : 45% of them were parents while 13% were teachers or had been teachers. It has revealed that teaching perceived as a profession with a medium to high level of complexity of the teachers' role, compared with other occupations and professions, the level of complexity required ranked above average. Similarly, it is perceived as a profession with a medium to high level of skill required, compared with other professions, the level of skill required ranked above average.

Teaching is a profession accompanied with a set of challenges such as discipline, class size and insufficient resources. They are perceived today as the most pressing issues associated with the teaching role (iResearch , 2009)

Background

Status of the Profession of Teaching in Yemen

Like many developing countries, Yemen has an education system with a set of challenges and problems. It spends 14% to 21% of its national budget on education (WB , 2009). This high rate of expenditure is more indicative of how costly the education system has become to the country, as in (Al-Abadi : 5)

In 1991-1992, there were 1,800 teaching staff at tertiary level, of which (12 %) were female, and a teacher to pupil ratio of 1 to 29.5. In 1996, Yemen had 85,688 teachers across all levels, of which 79,044 were Yemeni nationals and 6,644 were expatriate. In 1996-1997, there were 90,478 teachers at primary level, of which (17 %) were female, and a teacher to pupil ratio of 1 to 29.9. For secondary level education, there were 13,787 teachers, of which (23 %) were female, and a teacher to pupil ratio of 1 to 25.7. The target is to have 183,000 teachers by 2015 (Ministry of Education, 2003).

However, the teaching profession in Yemen has changed a lot in the past two decades. Only recently has the profession been fully Yemeni ; “Yemenization” of the teaching corps began in the 1990s completed in early the 2000s, Abdulmalik and Chapman (1994) Chapman (1994), as cited in (Alabadi : 5)

According to educational survey conducted by the Ministry of Education in 2006, statistics indicate that the total number of the teachers in the Yemeni schools is 189,792 : (96%) of these teachers is working in government schools while (4%) working in the private schools. 61118 of the teachers (32 %) are working in urban areas while 128627 of them (68%) working in rural areas and (92%) of the teachers are recruited permanently. 68872 teachers (37%) are with university degrees: 29736 of them (43%) are working in urban areas while 39136 teachers (57%) working in rural areas.

In 2008, there is approximately 1 teacher for every 30 children; however, that figure makes the large shortage of teachers in rural areas, particularly that of female teachers (Ministry of Education, 2008).

Lately, the student-to-teacher ratio is estimated at 30 (UNESCO, 2011). The profession is largely male; only 28% of teachers are female in government basic and secondary schools (WB, 2013). Secondary education by itself has traditionally been adequate to teach at preprimary and primary levels, although this is changing and a diploma or even a university degree is becoming standard for any teaching position.

However, the minimum qualification to teach was a two-year diploma from a teacher training institute. Unfortunately, approximately (42%) of Yemeni teachers have a secondary education or less (UNESCO, 2011). Most of the teachers who lack qualifications teach in rural schools (66%) and (91%) teach in basic education (UNESCO, 2011) as in (Alabadi: 9-10)

Like most forms of the public services, teaching, pays very poorly. Also, teachers' salaries have usually been paid late. As an indication, teachers earn around US \$100 to \$150 per month. Unfortunately, salaries are considered mediocre; teachers make approximately 30,000 Yemeni Riyal a month or about \$1,700 a year (Ministry of Education, 2003). This is less than the annual GDP per capita and Yemeni teachers view their salaries as similar to that of taxi drivers (Chapman & Miric 2009) Poor management of the budget and financial resources, affecting the timely payment of teachers' salaries (WB, 2006), as in (Alabadi :14). Also, the wage bill for education spending is about 86%; leaving little for operations and maintenance (Guarcello et al. , 2006). Furthermore, teachers have no incentives for their personal efforts leads to innovations in the field of teaching.

However, In recent years, the Ministry of Education has attempted to improve the standard of education so there has been an increase in teacher training, over the summer school holidays, as well as an increase in the teachers' salaries. This has met with some, albeit limited, success in improving the quality of education and the pay of teachers, but there remain considerable problems in education. Undoubtedly, all this will have negative influence on how teaching is perceived as a profession.

Importance of Prospective Teachers' attitudes towards Teaching

Teaching is a challenging profession and requires cognitive, affective and psychomotor qualifications. The levels of these qualifications affect teachers' success in

the profession. If teachers have positive attitudes towards the teaching profession, this will lead to professional satisfaction and success. However, teachers' attitudes could actually have some lasting negative effects on students' learning.

Fishbein and Ajzen (1975) present a model that explains the complex relation between attitude and behavior or performance called "the Reasoned Action Model". This model supposes that the persons' beliefs about a certain object affect their own attitude towards that object. Moreover, the attitudes affect behavioral intention, which affects the person's actual behavior towards the object. In the teaching matter, As Smith (1993) avers that teachers' attitudes towards the profession have an effect on their teaching practice.

Hence, the prospective teachers must significantly get the highest priority. If prospective teachers have positive attitudes towards teaching profession in teacher-training programs, they will enjoy the profession and dedicate themselves to it. Consequently, this will affect the way their students learn and influence their motivation and achievement. Prospective teachers' attitudes and perceptions towards teaching help them construct their own philosophies of teaching. Attitudes toward teaching and teacher's professional performance are two important issues tackled theoretically. For instance, Duatepe and Oylum (2004) prove that teachers' attitudes towards their profession have an effect on their performance, as in Al Harthy et al. (2013 : 888).

The relationship between teachers' attitudes towards teaching and their performance in teaching as a profession has already been studied by different scholars, such as Tyler & Stokes (2002), Duatepe & Oylum (2004) , Akkus (2010), Erawan (2010) and Nadeem, Shaheen et. al. (2011).

Problem of the Study

If class-teachers have negative attitudes towards teaching, this will negatively affect their performance in teaching, success and their students as well.

Many educationists always argue that school students' failure in language learning can be due to their teachers' negative attitudes towards the profession of teaching. So studying the attitudes of in-service class-teachers is one of the areas of focus in research.

In teacher -training, investigation of the attitudes of pre-service student-teachers towards the teaching profession is as important as studying the attitudes of those in-service class-teachers. Prospective teachers' attitudes towards the profession is important not only for themselves, but also for their attitudes' influence on students in future. If they don't appreciate and value the teaching profession and have negative attitudes towards it, this may affect negatively on their professional achievements and satisfaction. It is not a desirable situation both for themselves and their students. Teachers with negative attitudes towards teaching can expose their students to specific damaging attitudes towards learning, in general.

If we know student-teachers' attitude directions before they become in-service class-teachers and embark on teaching students in schools, we can help them to develop positive attitudes rather than negative. Accordingly, this will be reflected positively on their affective qualifications and on the educational environments where they will teach.

Thus, Yemeni prospective teachers' attitudes towards the profession of teaching is an important issue that indeed needs to be investigated so reached findings may provide data that can be valuable for student-teachers themselves, for trainers and for educationists.

Purpose of the Study

This study aims to identify the attitudes towards the teaching profession of the fourth-year student-teachers undergoing B.Ed. course, in the English Departments of the different Faculties of Education (viz. in Hodeidah, Zabid, Bajel and Raimah) affiliated to Hodeidah University. Also, it finds out the effect of the student-teachers' gender, place of study and their selection of English as a major on their attitudes towards teaching. Moreover, it attempts to investigate these prospective teachers' perceptions of teaching as a profession and their perceptions of English as a major.

Questions of the Study

This study seeks answers to the following questions:

1. Collectively, what are the attitudes of all the fourth-year students, joining the English Departments of the different Faculties of Education (viz. in Hodeidah, Zabid, Bajel and Raimah) affiliated to Hodeidah University, towards the profession of teaching?
2. Do the attitudes of these students towards teaching differentiate in terms of the place where they were studying B.Ed course either inside the city of Hodeidah (i.e. urban area) or outside the city (i.e. rural areas, namely, the Faculties of Education in Zabid, Bajel and Raimah)?
3. Do the attitudes of the fourth-year students towards teaching profession differentiate in terms of their gender? In other words, who have more (un)favorable attitudes towards teaching: males or females?
4. Is there any correlation between the students' selection of the teaching profession and their overall grade at the Secondary School? In other words, did they study in the faculties of education because their overall grades of the secondary school were low and didn't enable them to get admission in the other various faculties such as Medicine and Engineering?
5. Is there any correlation between the students' selection of teaching English and their perception about English as the best alternative of the other majors at the faculties in which they weren't admitted?

Limitation of the Study

This study was carried out only on the fourth-year student-teachers of the English Departments that belong to the Faculties of Education at the University of Hodeidah , and in the semester it was done. Therefore, the results can be generalized to similar universities in the country.

RELATED LITERATURE REVIEW

There are many studies conducted on the teachers' attitudes towards the teaching profession such as Hussain (2004), Üstüner, Demirtaş, Cömert (2009), Oruç (2011), Tok (2012) and Bademcioglu et al. (2014). However, research on the attitudes of the student-teachers, enrolled in Education courses in the faculties of education, towards the teaching profession is limited.

Abu Dagga (2005) investigated the attitudes towards the teaching profession of student-teachers enrolled in the teacher diploma program at the Islamic University of Gaza. She studied the differences in students' attitudes with regard to gender, academic specialization and GPA. The sample of the study consisted of (143) students. Results showed that there are no significant differences in the general attitude score in term of gender, specialization and GPA.

Dabat (2010) carried out a study to determine (class teachers) students' teaching competency related to their attitudes towards the teaching profession. Here, the sample was taken from the trainee students at the Al Zaytoonah University, Amman - Jordan. 50% of the students were chosen over two semesters and the study was carried out in both public and private schools in the year 2009 and 2010. Participants were 122 out of 244 students both male and female, ages between 20 - 33, and have been chosen at random during morning and afternoon courses. The researcher used Al- Zaytoonah category scale to examining students' skills and competency in teaching. The results showed students' positive attitudes towards teaching profession with regards to the total and not vary in terms of the variables, gender and age, due to the fact that the 'statistics significance were higher than 0.05. This study also revealed that the impact of (class teacher) students' attitudes towards teaching competency was positive and vary regarding to the variables.

Yeşil (2011) analyzed the attitudes of the students, who are studying in Turkish Language Teaching Departments of the Universities in Turkish Republic of Northern Cyprus in 2009-2010, towards teaching profession in terms of socio-demographic features. This study found that attitudes of the students of Turkish Language Teaching Departments towards teaching profession are positive in general. And students' attitudes differentiate significantly in terms of gender, situation of being satisfied in their department, their parents' attitudes towards them, desire to become a teacher while they do not differentiate significantly in terms of grade, mother's attitude towards them and income variables.

BABU & RAJU (2013) conducted a study on a sample of 437 student teachers studying in 7 colleges of education in Vizianagaram district (India) among them 239 were male and 198 females belong to different departments of Mathematics, Physical Sciences, Biological Sciences and Social Studies. They developed self-constructed tool (Teachers Attitude), consists of 60 items center around seven areas: professional problems, teachers' pay scales, vacancies and other privileges, nature of work and workload, teachers interest towards pupils, teachers attitude towards management and professional status of teachers. Significant differences were found between male and female in the total attitude and Professional problems, Pay scales, Vacations, Pupils interest, management and status dimensions.

Alkhateeb (2013) carried out a study to obtain empirical evidence on education students' attitudes towards the teaching profession in Qatar. He used the Attitude Scale Towards Teaching Profession. 334 students with an average age of 21, majoring in education were surveyed. The results indicated that the participants tended to hold a fairly positive attitude towards teaching as a profession. It was also suggested that education students' attitudes towards the teaching profession affected their undergraduate academic achievement.

Alshraideh (2015) had a study aimed at examining pre-service teachers' reasons and beliefs about teaching as a profession in Umm-Alqura University. The participants were 321 male and female students enrolled in the fall semester of the academic year 2013 in Umm-Alqura University, in both the education and scientific colleges. About 187 participants were from the college of education and 134 participants were from the college of science. Three questionnaires were used; one for demographic characteristics, another one for the students' reasons behind choosing teaching as a career and a third one was for the students' beliefs about choosing teaching as a career. Results showed significant differences between gender, major, and the interaction between them regarding their reasons and beliefs about teaching as a career.

Rasheed (2016) conducted a study that addressed the attitudes of fourth year student-teachers towards teaching profession. The participants were of Mathematics and Special Education Specializations at Jubail College of Education. Also, this study aimed to find out whether there is a relationship between students' attitudes and their achievement (degree) in the specialized mathematical courses of educational preparation. The sample was randomly selected and consisted of (28) female students of the Mathematics Department and (45) female students specialized in Special Education. "32-item" Attitude towards Teaching Scale" was used. This study concluded that there is a weak attitudinal correlative relationship, towards teaching with the degrees of students from the Mathematics and Special Education Departments. The weakness of such correlation is ascribed to the weakness of some students' attitudes as shown from their response to the questionnaire.

In the Yemeni context, Alzeidy, R. (2007) had a research aimed to identify the attitudes towards the teaching profession of students in the governmental universities of Sana'a, Aden and Taiz. She investigated whether the variable of gender has any impact on students' attitudes and whether their attitudes correlated with their attainment of the teaching methodology concepts and with their teaching performance. The subjects of this study selected randomly and included (620) both male and female students, studying different courses (i.e. of humanities and science courses) in the Faculties of Education at Sana'a, Aden and Taiz Universities. The researcher used the attitudes' scale, an attainment test and some observation notes. She reached the results that students' attitudes towards teaching profession are positive in general and their attitudes don't differentiate significantly in terms of gender. Also, she found out that there is a weak attitudinal correlative relationship towards teaching with their attainment of the concepts of teaching methodology and with their teaching performance.

Al-Hassan A. (2014) conducted a study on the fourth-year student-teachers in the Departments of English and Mathematics in the Faculty of Education at Taiz University, to investigate the student-teachers' attitudes towards the profession of teaching. He also investigated whether the students' attitudes differentiate in terms of their specialization and the program they were joining. The subjects were (129) : 70 students were specialized in

Mathematics and 59 specialized in English or 60 were student-teachers joining a program meant for primary education and 69 for secondary education. An Attitude Likert 31-item scale, was used to identify the student-teachers' attitudes. This study found out that the participants have generally positive attitudes towards the profession of teaching, however, their attitudes were not strongly positive as they didn't reach the educational standard percentage (i.e. 80%). Also, the results showed that there was no statistically significant correlation between the student-teachers' attitudes and their specializations (Mathematics and English) and their program of education they were joining (i.e. Primary or Secondary).

Research Design

Participants

This study was conducted on a sample of 300 fourth-year student-teachers of the English Departments, in four Faculties of Education (viz. in Hodeidah , Zabid , Bajel and Raimah) affiliated to Hodeidah University in the city of Hodeidah. 84 of the participants were male and 216 female. They were asked about their attitudes towards teaching as a profession and about their implicitly held perceptions about the teaching profession and English as a Major.

Table no. (1) gender-wise Statistics of the Participants in the Study.

Faculties of Education	number of male students	number of female students	Total number of the participants in each Faculty
Faculty of Education in the city of Hodeidah	21	84	105
Faculty of Education in Zabid	33	42	75
Faculty of Education in Bajel	25	80	105
Faculty of Education in Raimah	5	10	15
Total	84	216	300

Instruments

A 34-item Likert type scale was used in this study to identify the student-teachers' attitudes towards teaching profession. Originally, it was used in Abu dagga's study (2005), but adapted and then developed to collect data.

The scale is of five points (agree, strongly agree, neutral, disagree, strongly disagree). It is preceded by an introductory demographical details about the participants (viz. gender, age, place of residence and the percentage of the overall grade gained at the last year of the Secondary School) which serve the purpose of this study .

The participants were provided with clear, explicit and unambiguous instructions in Arabic. Although they were English students, the questionnaire given in Arabic (i.e. the

student-teachers' mother tongue) because the researcher wants it to be as faithful as possible and to get reliable results.

Abu dagga's questionnaire consist of 24 statements but it was developed to include 10 more statements added at the end of it to serve the purpose of this study.

Statements included in the questionnaire are as follows:

Statements nos. (1-8) are about the personal acceptance of the teaching profession.

Statements nos. (9- 16) are about the actual practice of teaching

Statements nos. (17-24) are about economical side of the teaching profession.

The ten statements added to the scale are following the scale's same way of response and they are as follows;

Statements nos. (25, 26) are about the importance of teaching profession for the female students in the Yemeni society

Statements nos. (27) is about the difficulty of getting a job of teaching in the governmental schools in Yemen.

Statements nos. (28 - 30) are about the selection of English major as the best alternative for the other majors in which students were not admitted in and **Statements nos. (31- 34)** are about students' attitudes towards the teaching of English language (i.e. the beneficial uses of teaching English).

The scale was subject to critical scrutiny in the pilot phase of the study and has tried by a group of 20 university student-teachers of English (e.g. 20 fourth-year students). The twenty days test-retest assessment helped in modifying the scale to make it clearer for the participants. It demonstrated satisfactory reliability coefficients as Cronbach's alpha reliability coefficient of the entire scale was calculated (0.83), indicating adequate internal consistency reliability.

Data Collection

The questionnaires were administered to 300 fourth-year student-teachers of the English Departments in four different Faculties of Education affiliated to the University of Hodeidah. Some instructions on how to fill the questionnaires were giving to the student-teachers by the researcher herself. She got the participants' responses to the questionnaires' items at the time of their classes with the help of their original teachers. The filled questionnaires were collected by the researcher and her colleagues afterwards. Responding to the questionnaires lasted about 5-10 minutes of the classes' time.

Data Analysis

Statistical treatment was concerned with calculating the means, standard deviation and t-test, which was used in this study to compare between different data of gender-wise groups of the fourth-year students belong to the different English departments. Also, Pearson correlation was used to find out whether there is any correlation between the students' attitudes towards teaching profession and their overall grades of the Secondary School and their selection of English as a major.

RESULTS

1. Collectively, what are the attitudes of all the fourth-year students, joining the English Departments of the different Faculties of Education (viz. in Hodeidah, Zabid, Bajel and Raimah) affiliated to Hodeidah University, towards the profession of teaching ?

To identify all the participants' attitudes towards the profession of teaching, mean, standard deviation and one-tailed t-test, that meant for one sample that is of (300) students, were used.

Table (2) One-Sample Statistics

N	Mean	SD	Std error Deviation
300	93.22	12.013	.694

Table (3) One-tailed T-test

Mean	Median	T-test	difference	Sig. (one-tailed)
93.22	75	33.478	299	.000

The tables above present statistics about the attitudes towards the teaching profession of the English fourth-year student-teachers of the Faculties of Education at Hodeidah University. Table (2) describes students' attitudes mean score (93.22) with (12.01) standard deviation. Table (3) supports the statistics in the previous one, as the score of the t-test is (33.47) with a significance of (.000) < (0.005). This indicates that students' attitudes towards the teaching profession are *positive in general* with the mean score (93.22) > (75) the median score.

2. Do the attitudes of these student-teachers towards teaching differentiate in terms of the place where they were studying B.Ed course, either inside the city of Hodeidah (i.e. urban area) or outside the city (i.e. rural areas, namely, the Faculties of Education in Zabid, Bajel and Raimah) ?

In order to find out whether the attitudes of student-teachers differentiate in terms of the place where they were studying B.Ed course either in the urban area or in the rural areas, the researcher used two-tailed t-test for two paired independent groups.

Tables nos. (4 & 5) Paired Sample Statistics

Place of study	N	Mean	SD	Std error Deviation
Urban	105	86.84	11.462	1.119
Rural	195	96.9238	10.72712	1.04686

Urban Rural	Paired difference					
	Mean	SD	Std error deviation	T-test	df	Sig
	10.085	14.506	1.415	7.124	104	0.00

It is found that student-teachers who were studying in the rural areas have more positive attitudes toward the profession of teaching than those who were studying in the city of Hodeidah as the mean of those students' attitudes (who were studying in rural areas) is (96.92) while the mean of those who studying in the city is (86.84). The score of t.test is 7.12 with (0.00) significance and (104) difference serving those with the highest mean score (i.e. student-teachers studying in Zabid, Bajel and Raimah).

3. Do the attitudes of the fourth-year student-teachers towards teaching profession differentiate in terms of their gender? In other words, who have more un(favorable) attitudes towards teaching: males or females?

To answer this question, t-test of two independent groups was used, to find out the impact of the gender (as a variable) on the students' attitudes.

Table no. (6) Gender-wise Statistics

Gender	N	Mean	SD	Std error deviation
M	84	95.60	13.034	1.642
F	216	97.16	9.679	.842

Statistics in the table above illustrates that both female and male student-teachers have positive attitudes towards the teaching profession, however, female attitudes are more positive, as their mean score is (97.16) much more than those of the males whose mean score is (95.60).

Table no. (7) T. test for Equality of Means

M &F	T. test for Equality of Means				
	t-test	difference	Significance (2-tailed)	Mean Difference	SD Difference
	.444	298	.657	.687	1.547

Statistics in table no.(7) supports what is listed in the previous table as the score of t-test is (.44) with (.657) significance and (298) difference. Thus, it is clear that there is a little difference in the attitudes of male and female student-teachers towards the profession of teaching.

4. Is there any correlation between the students' selection of the teaching profession and their overall grade at the Secondary School? In other words, did they study in the faculties of education because their overall grades of the secondary school were low and didn't enable them to get admission in the other various faculties such as Medicine and Engineering?

Table no. (8) correlation between student-teachers' attitudes towards teaching and their overall grades at the Secondary School.

Pearson Correlation	-.047
Significance	.416
N	300

The statistics in the table above clarify that no correlation is found between student-teachers' selection of this profession and their overall grades at the Secondary School as the score of Pearson correlation is (-.41) which doesn't indicate any correlation.

5. Is there any correlation between the students' selection of teaching English and their perception about English as the best alternative of the other majors at the faculties in which they weren't admitted?

Table no. (9) the students' selection, English as a major in the Faculty of Education and their perception about English

Pearson Correlation	-.015
Significance	.795
N	300

Statistics in table no.(9) presents the score of Pearson Correlation that is (-.015) which indicates that there is no correlation found between student-teachers' selection of teaching English and their perception about English as the best alternative of the other majors at the faculties in which they weren't admitted.

DISCUSSION

Consistent with the findings of previous research, i.e. Dabat (2010), Yeşil (2011), Alkhateeb (2013) and Alhassan (2014), this study indicates that the attitudes towards the teaching profession of English student-teachers, undergoing B.Ed four-year courses in the Faculties of Education at Hodeidah University, are positive in general as the mean of their attitudes is 93.22. However, the attitudes of the participants of this study are strongly positive, unlike the findings of Alhassan's study (2014) which was conducted in Taiz University, which concluded that the participants have positive attitudes but they are not strongly positive.

Unlike some research such as Babu & Raju (2013) and Alshridah (2015), it is found that the attitudes of the student-teachers don't vary so much in terms of gender. Both female and male student-teachers have strongly positive attitudes towards the teaching profession though the females' attitudes have not significant difference from males' as the mean score of females' is (97.16) while the mean score of the males is (95.60). This finding is congruent with the findings of some research e.g. Abu Dagga (2005) and Yeşil (2011).

The present study exclusively shows that there is a significant difference between the attitudes of student-teachers, who studied in the Faculty of Education in the city of Hodeidah and of those who studied in the rural areas, outside the city. Student-teachers who studied in the rural areas have more strongly positive attitudes than those who studied in the urban area as the mean score of the former is (86.84) while the mean score of the latter is (96.92).

Here, it is also revealed that there is no correlation between student-teachers' attitudes and their overall grades at the Secondary School as the score of Pearson correlation is (-.41) which doesn't indicate any correlation. Also, no correlation is found between their attitudes towards the teaching profession and their perception about English as the best alternative of the other majors at the other faculties in which they weren't admitted.

CONCLUSION

Both female and male student-teachers, enrolled in the Faculties of Education at Hodeidah University, have positive attitudes towards the teaching profession so gender has no effect on the attitudes of the English student-teachers towards the teaching profession while the place where student-teachers were studying their B.Ed. courses has its effect on their attitudes.

Also, student-teachers' attitudes have null relationship with their overall grades at the Secondary School, as the score of Pearson correlation is (-.41), and with their perception about English as the best alternative of the other majors at the other faculties in which they weren't admitted.

RECOMMENDATIONS

In the light of the results of this study, it is recommended that

- The attitudes of student-teachers toward the teaching profession, in the Faculties of Education can be continuously evaluated and followed up with other universities and educational institutions.
- Trainers of the student-teachers should encourage them to improve their skills and abilities in teaching in order to reinforce their attitudes towards the teaching profession.
- Sessions of practicum should be prolonged, urge student-teachers to visit real schools twice a week, over two semesters to develop students' competency in the various aspects of teaching, teaching skills and to create mutual interaction between the pre-service teachers, class-teachers and students. This will help in motivating pre-service teachers and in fostering their attitudes.

FUTURE RESEARCH

Much research can be carried out on prospective teachers' attitudes towards the teaching profession taking other factors such as age, achievement and language proficiency into account and other instruments can be used such as in-depth interviews with the participants to get more valuable responses.

This study's findings may also provide a useful basis for further exploration of why students choose teaching as a career.

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