
Impact of Teacher Training Programs on Prospective Teachers' Professional Attitude

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Abstract

The study investigated the professional attitude of prospective teachers. Then, to examine the impact of teacher training programs on the development of prospective teachers' professional attitude is of next interest. Design of this study is cross sectional in nature. Quantitative perspective was used in this study. Questionnaire survey method was used to measure the professional attitude of prospective teachers. This study was conducted at Yangon University of Education (YUOE) and Sagaing University of Education (SUOE), Myanmar. Simple random sampling technique was used in this study. A total of 639 prospective teachers attending at the first year to final year classes of Bachelor of Education (B.Ed) program participated in this study. Attitude Scale towards Teaching Profession (ASTTP) developed by Hussain (2004) was used as the research instrument. Alpha reliability for ASTTP revealed at .827. In this study, 49.3% of participant prospective teachers were found to have positive professional attitude. Gender related difference was not found to be on the prospective teachers' professional attitude. It was found that there was significant difference among professional attitude of prospective teachers across level of education as well as satisfaction to training program and practice teaching experiences.

Keywords:

Professional attitude, gender, level of education.

Authors' Notes

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Introduction

Importance of the Study

Attitude which is developed towards a profession is the most important indicator of success in that

profession. If an individual does not like his or her profession, he or she may not practice it successfully (Terzi & Tezci, 2007). Today, the requirements of teaching profession have been increasingly changing. Unlike other professions, teachers are generally loaded with many expectations from society (Punch

& Tuetteman, 1996). In order to meet the challenging demands of the profession, teachers are expected to perform their responsibilities with great effort and positive attitude towards their profession.

Currently, in Myanmar, everyone who passes with high score in their matriculation examination can join the Universities of Education. Thus, prospective teachers are selected in accordance with their academic qualifications and without considering much about their attitudes towards the teaching profession. Since attitudes are overlooked while choosing students for the Universities of Education in Myanmar, the professional attitude of prospective teachers towards the teaching profession in their teacher training program is needed to be explored. In addition, although a number of studies focused on the attitude of prospective teacher towards profession, very few studies placed emphasis on the importance of teacher training program in the attitude development of prospective teachers. This study is a humble attempt to fill research gap in this specific area.

Literature Review

General Concept of Attitude

Kağıtçıbaşı(1999) asserted that attitude is a tendency attributed to the individual, which forms his thoughts, feelings, and behaviors about a psychological object. Psychologists generally agree that attitudes are not innate; rather they are learnt and are enduring like all other learning (Hussain, 2004). In other words, attitudes can develop through learning. The term “learning,” in fact, is as inclusive of formation, change, modification, and development of attitude (Woolfolk, 1998).

Professional Attitudes in Teaching

Attitude can be learnt in a society through schooling or from training and through varied forms of interactions with others. Perhaps, the biggest difference of teaching profession from other professions is that the affective dimension directly and significantly affects success (Eraslan & Cakici, 2011).Teaching is a profession that requires cognitive qualifications such as knowledge and skills as well as affective qualifications like attitudes and

behavior. According to Chan (2005), the superiority of the teaching profession is not only governed by the prerequisite information and proficiency competence of teachers but also their eagerness, dedication and commitment in teaching. Besides being furnished with professional knowledge, teachers are also expected to have positive attitudes towards their profession for professional success and satisfaction.

Basically, teacher’s attitudes towards their profession have an effect on their performance, as well as on commitment to their roles and responsibilities. If the teacher has a positive attitude, they will not dishonor the name of their profession and will be proud of serving as a teacher. Moreover, they enjoy and dedicate themselves to this profession. And, they are aware that it is socially necessary and important (Temizkan, 2008). That is to say, teachers’ positive attitudes towards their profession have a great importance in fulfilling the requirements of the profession and bringing along professional contentment (Terzi & Tezci, 2007).

Prospective Teachers’ Professional Attitude

Maheshwari (2014) defined that prospective teachers are those who are undergoing training or studying to become teachers. After accomplishing their training programs, prospective teachers have to take the responsibilities and professional functions as teachers and they may encounter many challenges in their workplace. Teaching profession, in its nature, is very demanding. In order to be successful in teaching profession, it is crucial for the prospective teachers to accept this profession unconditionally and work lovingly and willingly, that is, prospective teachers should have positive attitudes towards their profession.

Role of Teacher Training in Attitude Change

Thus, teacher training programs are crucial in shaping the professional attitude of prospective teachers. The process of education involves the change in attitudes. It means that attitude change is constantly occurring as a result of the learning of the individual and situational influences.

Bloom (1971) described that to teach any concept, principle or theory is not only for its comprehension, but also for an attitude change. To achieve some deliberate changes in attitudes, it appears

possible to communicate directly with individuals by talk, in classes, and workshops by manipulating the situation through the social groups, group norms, and structures. The important way of alternating attitudes is to alter the individual's concept of object. In the teacher education setting, training received during prospective teachers' undergraduate studies is of particularly great importance since teachers obtain most of their qualifications regarding their profession in this period.

Since our society needs well-trained and professionally sound teachers, a lot of responsibility falls on teacher training institutions (Hussain, 2004). The teacher training institution should make painstaking efforts to equip the prospective teachers not only with teaching skills, but with the positive professional attitude.

Teacher training is of great significance in the formation and development of prospective teachers' professional attitude as their professional attitude can be learned like all other attitudes (Can, 1987). In their undergraduate studies, prospective teachers develop values and attitudes related to the profession along with training programs (Lašek & Wiesenbergovala, 2007). So, teacher training programs should give priority to the development of professional attitudes and skills.

Oral (2004) indicated some significant differences among the attitudes of the students who enrolled in the Faculty of Education while considering the profession of teaching according to gender, the order of the program they attended in the preference list, and the reason for choosing the profession of teaching.

Üstüner, Demirtaş, and Cömert (2009) investigated the attitudes of 593 prospective teachers towards teaching profession according to variables including their gender, the type of the department/program they study, the order of the program in the UEE (University Entrance Examination) preference list, the socio-economic status (SES) of the neighborhood and family they live in, the grade they attend, type of schooling, and the reasons for choosing teaching profession. They found females' attitudes towards the profession more positive than males. In addition, significant differences were observed according to the type of the department/program they study, the

order of the program in the UEE (University Entrance Examination) preference list, and the socio-economic status (SES) of the neighborhood, the reasons for choosing teaching profession, and family they live in.

Contradictorily, Erdem and Anılan (2000) determined that although statistically significant difference was found in those who had preferred the teaching profession in the top five, no statistically significant difference was found in terms of gender and year of study. Capa and Cil (2000) also revealed that gender was not related to the pre-service teacher's attitude towards teaching profession.

Saran (1975) found in his study that the attitude of prospective teachers towards the teaching profession was positive and the level of education was positively related to the degree of attitude towards the teaching profession. Hosgorur, Kilic and Dundar (2002) found a positive relation between class levels and attitude, in that, when class levels increased, pre-service teacher's attitude towards the teaching profession also increased.

From findings of these previous researches, it can be concluded that class level and training period may have an impact on the professional attitude of prospective teachers. Therefore, these factors became the research interest in this study. Moreover, these aforementioned studies revealed that some other variables in teacher training programs such as training period, satisfaction to program, practice teaching, etc. had an impact on the attitude of prospective teachers. Although there were a number of studies related to prospective teachers in Myanmar, most of them fail to explore the factors in teacher training programs that have effect on attitude development of prospective teachers. Thus, research interest increased to study whether teacher training program has a significant role in developing positive attitude towards teaching profession.

Purpose of the Study

The main objective of the research is to investigate the impact of teacher training program on the development of the professional attitude of prospective teachers.

For the purposes of empirical exploration, the research questions motivating this study are expressed as follows:

Research Questions

1. What are the differences in prospective teachers' professional attitude between two institutions?
2. Is there any difference in prospective teachers' professional attitude by gender?
3. What are the differences in prospective teachers' professional attitude according to level of education?
4. Is there any difference in prospective teachers' professional attitude according to satisfaction to the program?
5. Is there any difference in prospective teachers' professional attitude by practice teaching experiences?

Methodology

The study is cross sectional in nature. Quantitative perspective was used in this study. Questionnaire survey method was used to measure prospective teachers' professional attitude.

Sample of the Study

Simple random sampling technique was used in this study. Two Universities of Education: Yangon University of Education (YUOE) and Sagaing University of Education (SUOE) were purposefully selected for this study. A total of 639 prospective teachers attending at the first year to final year classes of B.Ed program participated in this study. Among the sample, 324 (50.7%) were female and 315 (49.3%) were male. From the point of class level, 20.3% of participants were chosen from first year, 21.1% from second year, 18.9% from third year, 18.9% again from fourth year and the rest 20.7%, final year.

Instrument

The attitude Scale towards Teaching Profession (ASTTP) developed by Hussain (2004) was used in this study. This questionnaire consists of 66 items related to four subscales, namely, ideology, personal traits, commitment and perception. Each sub-scale was coded by using a five-point likert scale, with 1 = "strongly disagree" to 5 = "strongly agree". ASTTP questionnaire developed in English was translated into Myanmar version. In order to investigate the impact of teacher training program, relevant information was gathered from literature review and a 20-item checklist was prepared under the guidance of the supervisor.

After preparing the instrument, expert review was conducted for face validity and content validity by 12 experts who have sound knowledge in the field of Educational Psychology. The instrument was reviewed by ten experts from Educational Psychology Department, one retired expert from Educational Psychology Department of Yangon University of Education and one retired expert from Educational Psychology Department of Sagaing University of Education. Next, revisions in item length, and the wordings of items were made according to supervision and editorial review of these experts.

Pilot study was done with a sample of 52 prospective teachers (male 25, female 27) from Yangon University of Education to test whether the wording of test items had clarity or not and items were appropriate, comprehensive and relevant to the prospective teachers. Internal consistency reliability of the whole scale of ASTTP revealed as .827. This Cronbach's alpha value indicated that Attitude Scale towards Teaching Profession (ASTTP) has high reliability to measure the prospective teachers' professional attitudes. Then, the questionnaire items were revised according to pilot testing results.

Attitude towards teaching profession of prospective teachers was identified as three types such as positive attitude, ambivalent attitude and negative attitude. Participants who scored less than 25th percentiles were identified as having negative attitude towards the profession, the ones whose scores lied between 25th and 50th percentile were classified as attitudinal ambivalent group and those whose scores were higher than 50th percentile were referred as having positive attitude towards teaching profession.

Table 1. Standard Z scores for Attitude Scale towards Teaching Profession

<i>Attributes</i>	<i>No. of Items</i>	<i>Z scores</i>
Ideology	16 items	-1.1E-07
Personal Trait	16 items	-3.9E-06
Commitment	18 items	4.1E-07
Perception	16 items	1.6E-15

Table 2. Comparison of the Prospective Teachers' Professional Attitude between Two Universities

Attribute	YUOE	SUOE	t	p
	(SD)	(SD)		
ASTTP	249.11 (18.74)	248.61 (19.25)	-0.21	0.99

Note: The standard deviations (SD) are enclosed in parenthesis.

Results and Discussion

By applying Attitude Scale towards Teaching Profession (ASTTP), differences in professional attitude of prospective teachers were examined at two Universities of Education. In addition, differences between Universities and gender related difference were investigated. In order to explore the impact of teacher training programs, the other influencing factors such as level of education, satisfaction to the program, practice teaching experiences on attitude development of prospective teachers were further examined.

Professional Attitude of Prospective Teachers

Among the four sub-scales, the standard score of participant students was highest on commitment sub-scale (see Table 1). It can be interpreted that most of the participants had a desire to devote themselves to the profession. In other words, most prospective teachers in this study valued their profession and can be expected to dedicate themselves in this profession for long time after they have accomplished the training program.

Ideology sub-scale ranks second among the four sub-scales of professional attitude. It can be

interpreted that most of the participants had favorable attitude towards the profession, based on the theoretical understanding of the professional ethics and responsibilities that they have to perform as a teacher. This inference may be due to the fact that the prospective teachers in this study were provided with the opportunities to study the philosophical and theoretical concepts in their educational courses that can lead them to constructing and developing their ideological aspects of attitude.

Then, the standard score of prospective teachers was found to be lowest on personal trait sub-scale. It can be due to the fact that most participant students possessed personal traits that need to be modified in order to be able to perform personal duties and responsibilities of a teacher with more favorable attitude. Thus, it can reasonably be said that more learning opportunities should be provided to the prospective teachers so as to understand the personal duties, responsibilities, and personal traits of a class teacher.

On the institution level, the mean scores of participants from YUOE were found to be nearly identical to those of SUOE (see Table 2). The mean score of participant prospective teachers from YUOE

Table 3. Gender Related Difference on Attitude Scale towards Teaching Profession (Male=315, Female=324)

<i>Attribute</i>	\bar{X}_M (<i>SD_M</i>)	\bar{X}_F (<i>SD_F</i>)	<i>t</i>	<i>p</i>
ASTTP Total (66 items)	249.02 (20.38)	249.19 (17.55)	-0.12	0.91
Ideology (16 items)	62.55 (6.83)	62.98 (5.64)	0.86	0.39
Personal Trait (16 items)	60.78 (4.67)	60.32 (4.29)	1.28	0.20
Commitment (18 items)	66.85 (7.03)	67.20 (5.57)	-0.69	0.49
Perception (16 items)	58.83 (5.76)	58.69 (5.16)	0.33	0.75

Note: The standard deviations (SD) are enclosed in parenthesis.

Table 4. ANOVA Results of Prospective Teachers' Attitude by Level of Education

<i>Attributes</i>	<i>Education Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>p</i>
ASTTP Total (66 items)	First Year	130	230.27	12.305	131.747**	0.000
	Second Year	135	242.16	13.713		
	Third Year	121	248.25	13.370		
	Fourth Year	121	259.04	14.887		
	Final Year	132	266.44	15.808		

****significant @ $p < .01$**

was slightly higher than that of participants from SUOE. However, the results of *t*-test confirmed that significant differences were not found to be present on four sub-scales as well as on the overall scale of professional attitude.

It can be interpreted that both universities can be said to be equally effective in providing learning opportunities for the prospective teachers in order to form favorable attitude towards the teaching profession. This result may be due to the fact that teacher training programs from both Universities have positive impact on the development of prospective teachers' professional attitude.

The mean scores of both male and female participants were found to be nearly identical across three sub-scales such as ideology, personal trait, and perception as well as the overall attitude scale (see Table 3). It can be concluded that gender related difference was not found on the prospective teachers' professional attitude. This may be due to the fact that both male and female participant students in this study were trained to be able to develop favorable attitude towards teaching profession. Concerning the commitment sub-scale, the mean score of female participants was higher than that of male participants. It can be reasonably interpreted that female prospective teachers in this study showed more commitment to their

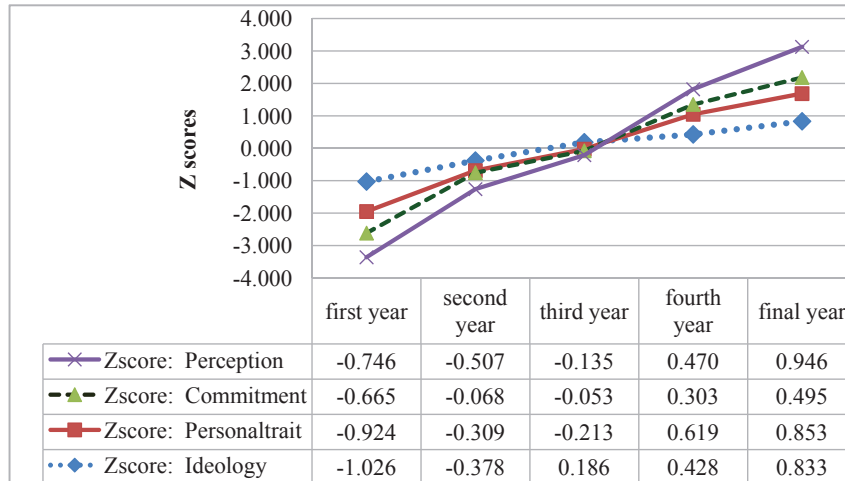


Figure 1. Standard Z scores of Prospective Teachers' Attitude towards Teaching Profession by level of Education

Table 5. Type of Attitude by Level of Education

Type of Attitude	1 st Year	2 nd Year	3 rd Year	4 th Year	Final Year	Total
Negative	82 (63.1%)	33 (24.4%)	21 (17.4%)	12 (9.9%)	10 (7.6%)	158
Ambivalent	42 (32.3%)	63 (46.7%)	35 (28.9%)	17 (14%)	9 (6.8%)	166
Positive	6 (4.6%)	39 (28.9%)	65 (53.7%)	92 (76.1%)	113 (85.6%)	315
Total	130	135	121	121	132	639

profession than the male. Generally, gender related difference was not found on the prospective teachers' professional attitude. Although a slight variation of mean scores exists, no significant difference was found on the overall scale score as well as on the four sub-scales scores of Attitude Scale towards Teaching Profession while considering the gender variable.

Looking across the different levels of education, the overall mean score of participants from final year in this study was higher than that of other education levels (see Table 4). The overall mean score of the first year participants was the lowest among different levels of education. The result revealed that the higher the level of education, the greater the mean scores of participant students on overall scale of ASTTP.

Accordingly, Figure 1 depicts the standard scores of final year participants found to be highest on four sub-scales of ASTTP. In addition, the standard

scores of fourth year students were second rank while the standard scores of first year students were found to be the lowest among the different education levels. Moreover, the result revealed that the higher the level of education, the greater the standard scores of participant students on each sub-scale of ASTTP. Thus, it can be reasonably interpreted that learning opportunities and training provided to the prospective teachers may have an impact on the development of professional attitude.

Concerning the type of attitude, the percentage of participant students with positive professional attitude from final year was larger than any other level of education (see Table 5). On the other hand, percentage of participants who had negative attitude towards teaching profession was found to be smallest in final year cluster. Thus, it can be reasonably concluded that professional attitude of prospective teachers in this study were found to become more positive in

Table 6. ANOVA Results of Prospective Teachers' Professional Attitude by Satisfaction to the Program

<i>Attribute</i>	<i>Low Group</i>	<i>Moderate Group</i>	<i>High Group</i>	<i>F</i>	<i>p</i>
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	<i>Mean (SD)</i>		
ASTTP Total	231.7 (18.46)	252.03 (17.88)	252.56 (16.3)	56.51**	0.000
Ideology	57.47 (6.65)	63.55 (5.81)	64.00 (5.43)	47.32**	0.000
Personal Trait	58.13 (4.72)	61.21 (4.28)	60.58 (4.3)	18.79**	0.000
Commitment	60.52 (7.77)	67.96 (5.47)	68.61 (4.8)	75.40**	0.000
Perception	55.58 (4.83)	59.31 (5.58)	59.37 (4.91)	20.68**	0.000

**significant @ $p < .01$

The standard deviations (SD) are enclosed in parenthesis.

Table 7. Type of Attitude by Satisfaction to the Program

<i>Type of Attitude</i>	<i>Low</i>	<i>Moderate</i>	<i>High</i>	<i>Total</i>
Negative	63 (64.96%)	63 (18.2%)	32 (16.33%)	152
Ambivalent	17 (17.52%)	98 (28.32%)	51 (26.02%)	166
Positive	17 (17.52%)	185 (54.47%)	113 (57.65%)	315
Total	97	346	196	639

accordance with their level of education. It is no doubt that teacher training program prominently enhance the professional attitude of prospective teachers.

Comparison of Prospective Teachers' Professional Attitude by Satisfaction to the Program

Looking across the four sub-scales, the mean scores of participant students with high satisfaction were found to be nearly identical to that of participants with moderate satisfaction towards the program (see Tables 6 & 7). Concerning the commitment sub-scale, the mean score of prospective teachers with low satisfaction to the program was found to be lowest. This result can be reasonably interpreted that prospective teachers who are not satisfied with the

training program do not have much desire to devote themselves to the teaching profession.

The majority of the participant students with high level of satisfaction with the program in this study possessed positive attitude towards the teaching profession. This result may be due to the fact that the participant prospective teachers who were satisfied with the learning opportunities and facilities provided by the training program tried harder to understand and fulfill the professional demands of the profession with more favorable attitude than those having less satisfaction.

Table 8. ANOVA Results of Prospective Teachers' Professional Attitude by Practice Teaching Experiences

Attributes	Practice Teaching Experiences	N	Mean	SD	F	p
ASTTP Total	less experienced Prospective Teachers	185	233.89	14.12	148.22**	0.000
	experienced Prospective Teachers	341	252.19	16.45		
	more experienced Prospective Teachers	113	264.64	15.83		

**significant @ $p < .01$

Table 9. Relationships between Level of Education, Practice Teaching Experience, Satisfaction to the Program and Attitude Scale towards Teaching Profession

Variables	α	EL	PTE	STP
ASTTP	0.872	.671**	.625**	.432**

**significant @ $p < .01$

Note: ASTTP = Attitude Scale towards Teaching Profession, EL = Education Level, PTE = Practice Teaching Experience, STP = Satisfaction to the Program

Table 10. Summary of Regression Analysis for Prediction of Prospective Teachers' Attitude towards Teaching Profession

Variables	B	β	t	R	Adj	F
Significant predictors of						
ASTTP	180.156			0.850	0.723	551.5**
1. EL	8.839	0.666	18.36**			
2. STP	6.210	0.515	24.04**			
3. PTE	0.842	0.086	2.396**			

**significant @ $p < .01$

Note: ASTTP = Attitude Scale towards Teaching Profession, EL = Education Level, PTE = Practice Teaching Experience, STP = Satisfaction to the Program

Comparison of Prospective Teachers' Professional Attitude by Practice Teaching Experiences

Looking across the practice-teaching experiences of prospective teachers on their professional attitude, it was observed that the mean scores of more experienced participants were found to be highest on the whole attitude scale towards the teaching profession (see Table 8). This result may be due to the fact that more experienced participants have better opportunities to connect their theoretical understanding of educational content to real setting of

teaching. It can be reasonably concluded that practice teaching experience could enhance the professional attitude of prospective teachers.

Table 9 shows the significant relationships between the level of education, practice teaching experience, and satisfaction to the program and attitude towards teaching profession. This result may be due to the fact that if they are trained for more years and they had longer duration for practice teaching they would develop more favorable attitude towards teaching profession positively.

In addition, predictors of prospective teachers' professional attitude were confirmed by applying stepwise selection multiple regression analysis (see Table 10). Regression analysis revealed that the level of education, satisfaction to training program, and practice teaching experiences were the strong predictors for prospective teachers' professional attitude. Among them, the level of education was the strongest predictors for prospective teachers' professional attitude followed by satisfaction to the training program and practice teaching experiences. By applying multiple regression analysis presented above, the resultant model for attitude towards the teaching profession can be defined in the following equation:

$$ASTTP = 180.16 + 8.839 + 0.842 + 6.21$$

Where, *ASTTP* = Attitude Scale towards Teaching Profession, *EL* = Education Level, *PTE* = Practice Teaching Experience, *STP* = Satisfaction to the Program

Conclusion and Recommendation

History has established beyond doubt the crucial role played by the human resources in the development of nations. The development of human resources is the main function of education. Through development of knowledge, skills, attitudes, values, and capabilities, education needs to provide strength and enable persons to respond to the changing situation and to contribute to social development. As the world today is rapidly changing and so in Myanmar, new goals are being set up in education. However, Sünbül (2001) argued that no matter how well educational or instructional objectives are established, no matter how functional the content of the subject is selected and organized, it is impossible to achieve the desired results from education unless they are performed by teachers with those objectives and insights. Thus, teachers occupy a place of paramount importance in any system of education.

Today, the requirements of the teaching profession have been increasingly changing. Unlike other professions, teachers are generally loaded with many expectations from the society (Punch & Tuetteman, 1996). In order to educate individuals appropriately, the teachers must firstly have the

following features and abilities; critical thinking and independence, self-confident, problem-solving, self-control, free will, high sense of responsibility, good mental health, productive and innovative ability, and then, positive attitude towards their profession (Açıkgöz, 2003). Teachers are considered as being responsible not only for contributing knowledge and skills but also for cultivating educational, social, and cultural attitudes, values, and beliefs of their students. Thus, only those teachers who are well trained can efficiently and effectively perform such demanding responsibilities of the profession.

In the fast changing world of the 21st century, a lot of responsibilities fall on teacher training institutions as our society needs well-trained and professionally sound teachers (Hussain, 2004). To be precise, getting high scores on academic subjects in their training period is not enough for prospective teachers to meet the expectations of schools and society. Prospective teachers need to have an ability to express ideas in a clear and considerable way, to generate effective learning atmospheres for diverse student needs, and to create dynamic teacher-student relationship. Moreover, prospective teachers should be excited and innovative, and work well with colleagues and parents (OECD, 2005). For that reason, teacher education programs should try to accommodate the demands of society.

In addition, teaching as a profession requires cognitive qualifications such as knowledge and skills as well as affective qualifications such as attitudes and behavior. According to Chan (2005), the superiority of the teaching profession is not only governed by the prerequisite information and proficiency competence of teachers but also their eagerness, dedication, and commitment in teaching. Tezci (2007) also stated that attitudes and perceptions to a profession affect perceptions of professional competence and professional success. Therefore, in teacher training programs, the attitudinal aspects of prospective teachers should be emphasized as well.

In this study, participants' professional attitude was explored across level of education, satisfaction to training program and practice teaching experiences. Regarding the level of education, significant differences were found to be on overall scores as well as sub-scale scores. These differences were, again, confirmed by post-Hoc analysis. Results revealed that

mean scores of final year participant-students were significantly higher than that of fourth year, third year, second year, and first year participants. Concerning satisfaction to training program, 15.18% of participant prospective teachers had low satisfaction to the training program while 54.15% were moderately satisfied and the rest, 30.67% was found to be highly satisfied with the training programs. The mean scores of the participant students with low satisfaction to the program were found to be significantly lower than the others on each sub-scale score as well as on the overall score of ASTTP. Looking across the practice teaching experiences of prospective teachers on their professional attitude, the more experienced group was significantly more positive in their professional attitude than the others. Specifically, the mean scores of the more experienced participants were found to be highest on each subscale as well as on the whole attitude scale towards teaching profession.

Moreover, participant-students' professional attitude could be classified into three types, i.e., positive, ambivalent, and negative. Concerning the type of attitude, 315 out of 639 (49.3%) of participant prospective teachers were found to have positive professional attitude. In addition, 166 out of 639 (26%) of participants showed ambivalent attitude towards teaching profession. However, 24.7% (158 out of 639) of participants showed negative professional attitude. In other words, only one-fourth of the participant students possessed negative attitude. These results evidently showed that teacher training program has strong positive impact on the development prospective teacher's professional attitude.

In the light of the comparison undertaken, it was found that teacher training programs in Myanmar were, to some extent, successful in developing the professional attitude of prospective teachers. For better results, it can be suggested that teacher training need re-evaluation and reconsideration to remove the drawbacks in constructing professional attitude of prospective teachers.

Teachers have to play a vital role in every education system. Since teaching is a challenging profession, those teachers who are adequately prepared and have sound professional attitudes can shoulder the heavy responsibilities from teaching up to the significant part of nation building. The preparation of such important functionary must conceivably get the

highest priority (Hussain, 2004). So, every nation including Myanmar tries to bring reforms to enhance the quality of teaching and teacher training programs. The teacher training programs are continuously upgraded and fully equipped with modern facilities to enhance the quality of teachers up to satisfactory level. Moreover, teacher training institutions should make painstaking efforts to equip the prospective teachers not only with teaching skills, but with the positive professional attitude.

Tok (2012) also argued that to be able to carry out their profession lovingly and willingly, the selection of prospective teachers, the education received by teacher candidates, and the life that they lead during this process are of great significance. If students with positive attitudes towards the teaching profession are accepted to faculties of education and these attitudes are supported and developed throughout their educational life, these students should be more successful in their profession (Pehlivan, 2009). However, in our country, the students in teacher training institutions are selected on the basis of their academic achievement in matriculation examination. This traditional selection criterion for admission in teacher training should be changed. Attitude and aptitude tests should be conducted for admission in order to identify and select those students who are actually inclined towards the teaching profession.

Brown and Brown (1990) described that practice teaching and practicum experiences provide prospective teachers an opportunity to gain confidence, chance to put theories into practice and an opportunity to learn the skills and attitudes of a competent and affective teacher. According to Dreeben (1970), this phase of training contributes not only to the development of occupational norms but also to increase the prospective teachers' love of profession. Thus, prospective teachers should be provided with better opportunities to do practice teaching in Basic Education schools. In addition, teacher training programs should equip the prospective teachers with the latest teaching methods, techniques and strategies and positive professional attitude as well so as to be ready to face any challenges in the real setting of teaching.

According to Hussain (2004), the real success of qualitative improvement in teacher training depends upon the sense of purpose, devotion, and

commitment of prospective teachers being proud of their profession. In this study, prospective teachers' attitude on commitment was found to be higher than other professional attitudinal aspects. Although most prospective teachers in this study have already shown commitment to their profession, more favorable working conditions and satisfactory facilities would be expected to provide teachers so that they can be dedicated to the profession without considering much about their family income and socio-economic status.

In addition, results revealed that prospective teachers who were satisfied with this training program showed more favorable attitude towards their profession. In order to make prospective teachers satisfied with each and every training period, it would be recommended that teacher educators should adopt modern and better teaching methods such as demonstration, discovery and active learning, etc., instead of using lecture method for the whole period of instruction. The objective of teacher training program should be aimed at the enhancement and development of professional competence of prospective teachers and not simply offering degree. After training, prospective teachers should possess readiness to teaching, awareness about instructional technology, ability to shift theories to practice, and positive professional attitude towards their profession.

Suggestion for Future Research

Longitudinal design is necessary to classify the impact of teacher training program on the development of prospective teachers' professional attitude. Thus, it is suggested that longitudinal studies may be undertaken to confirm and validate the findings of this study. Researches for the cross-sectional validation of the attitude towards teaching profession of prospective teachers in all teacher training institutions may be helpful to understand the overall situation and effectiveness of teacher education in Myanmar. Studies for determining the causes of deterioration in the attitude of prospective teachers are also needed so that teacher training programs make necessary changes in order to be more fully functional in developing prospective teachers' professional attitude.

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