



Endangered Species in Teaching Profession: Perceptions of Male and Female Prospective Teachers about Teaching Career

Asif Iqbal, Assistant Professor of Education, University of Education Lahore, Faisalabad Campus, asif.iqbal@ue.edu.pk

Dr Shehzad Ahmed, Assistant Professor University of Okara, shazy91@yahoo.com

Dr Muhammad Tahir Khan Farooqi, Associate Professor University of Okara, drtahir Khanfarooqi@gmail.com

Abstract- Teaching profession is considered as low paid profession and less privileged by society. The societal and economic norms ensure unbalance gender participation in teaching. The present study was designed to find out the factors responsible for endangered species in teaching profession and female choice of teaching profession. The population was all prospective teachers enrolled in education discipline in university level. Using random sampling method, 190 trainee teachers were approached from four universities. The self-developed instrument, Gender Disparity Survey [GDS] was used. The result showed that the topmost indicator responsible to choose teaching profession as career was personal views of trainee teachers. It was concluded that male trainee teachers had personally and academically more restrictions and barriers in joining teaching as career than females. They have restrictions from families and society to choose teaching than females. The rural as well as urban areas prospective teachers had same personal choice and academic support for teaching career. The rural areas prospective teachers had better support from families to select teaching as career. It is suggested that media, parents, and society should play their roles to give due privilege to teachers in teaching profession.

Key Words: Endangered species, Teaching profession, Career incentives, Prospective teachers

I. INTRODUCTION

Teaching profession is low paying job with minor admiration from society. The societal and economic position of teachers is not worth living to ensure proper gender participation in the profession for balance career adjustment in society. In past, low ratio of females to attend university than males. Now the gender gap has been reversed (Frenette&Zeman, 2007). Majority of girls join university than boys. In Pakistan, especially in discipline of Education, drastic changes have been observed as female participation leads the male students at university level. Gender is concerned with the concept of being female or male. Gender role is an individual's self-awareness and self-perception of being males or females. The role of gender is confined to culture, society and religion. They are the psychological and social perception of the gender difference (Akhtar, 2012). Males and females have different traits by birth. The social norms have sometimes different tags with unique behaviors. Society did not accept if the persons go the way is known as gender biasness. According to Wietny and Lloyed (2004), gender bias occurs if women exhibit masculine features or vice versa. Gender difference is reported by many scholars with respect to educational tasks. The research has explored that females scored higher than males on verbal abilities (Hyde, 1981; Maceoby&Jacklin, 1974). In view point of Halpern (2000), males score higher in problem-solving abilities in secondary class mathematics courses. The gender difference is seen in spatial capabilities. The unique traits of females and males urge them to choose various professions. In the past, medical education was chosen by females and engineering profession was labelled for males. Thomas (2002) showed that teacher education is gendered profession especially tagged with females. The reason was justified as females have more passion for kids and have soft corner and motherly attitude, encouragement, tolerance toward learning and motivation with students. The study of Kamran and Shahbaz (2018) revealed that intrinsic and altruistic factors were the major reasons for career choice with main theme that was prominent in teaching profession was feminism. Majority of females choose teaching as really suitable to them due to Pakistani socio economic status and culture and they feel more secure and safe in teaching profession than that of other professions. This tendency prevailed in world that women are the best choice for teaching at primary school level. In many Pakistani private and public sector registered institutions have female teachers as their top priority. According to a report from federal Directorate of Education (2011), the schools have growing deficiency of male teachers. Females selected the teaching career and males prefer to join other fields. The teacher gender factor is effecting students' learning. From many years of secondary and intermediate boards' examinations were being

secured by females and males remain under performers. In US, sixty-five percent males and seventy-two percent females completed their high secondary education. This situation is even more worse in UAE as males complete only twenty-seven percent secondary education when compared with seventy-three percent female pupils. According to Gazette (2011) in Pakistan Rawalpindi board result, fifty-three percent males and sixty-five percent females completed their secondary school education. The same poor performance was seen when admissions started in BS programs at university level. The dominant disciplines like sciences and management were chosen by high performers and Arts and social science were selected by low performer students. According to all public sector and private universities admission data (2019). The science, mathematics and business disciplines were selected by high achiever students and the remaining and low achiever students choose social sciences and arts subjects. Among social sciences and especially education, majority of female students choose the discipline and a few males select the education subject. As teachers' competence is linked with students' satisfaction and achievement (Iqbal, Hussain, Parveen, & Javaid, 2019). The merit of education discipline somewhat the lowest in the merit lists. The next highest unfortunate prevails when the students who did not get admission in any science or management science disciplines get enrolled in education and this disaster happened in admission of those candidates who have not the education as choice of career but only to kill some years at university level of education with broken heart and aimless choice of profession. What will be destination of our young generation if they are taught by such teachers who did not intention to join the teaching profession as their ultimate career and get frustrated throughout their career and continue to think about to quit the profession even they get the lower rang job in any other profession. What will be the fate of the nation?

II. LITERATURE REVIEW

The students who choose the education discipline when categorize gender wise. It come to know that only few males select to get admission in the subject of education and majority of females get enrolled in the field of education. This situation created the deficiency of male teachers in the profession. The situation of govt. recruitment policy on education that female teachers can also appoint in male institutions on the basis of merit (Teachers' Recruitment Policy, 2017-2018). The last hope of selection teaching as profession by male teachers also got demolished. With respect to teachers' gender and scholars' achievement, the males' achievement is poor than females. According to US Dept. of Education (2006), the gender of teachers affects the pupils' attainment. Female teachers raise the performance of female pupils by four percent and decrease the boys' achievement by eight percent. In view point of Reynolds (2010), female arts teachers increase female pupils' performance by nine percent and female science teachers decrease the males' performance by five percent. Irrespective of academic discipline of teachers when the female teachers teach the class, males are as twice as females are seen disruptive, inattentive, and suspect to complete their schoolwork. The US Education Department (2006) reported that seventy-six percent males were deferred from schools among them ninety percent were due to learning disabilities. According to Anselm (2009), only twenty-seven percent females attend high school as compared with seventy percent females. The reasons behind as males and females have different teaching skills and needs. The feministic modes of co-operation did not support the males learning needs are incompatible with female teaching approaches. The studies of Akhtar (2009) highlighted that female pupils prefer to collaborative and participative learning styles while males prefer to avoidant and competitive learning styles. According to Sax (2005), no variance boys and girls learning, but the best way to teach them. Female teachers best teach female students and male teachers best teach to female students. Shepherd (2010) recognized various abilities and needs of females and males' pupils. The logic behind this notion is the poor performance of male students in traditional exams' system. According to Peterek (2007), the poor achievement shown by male students is the co-education mode where they do not learn independently and resulted in lower educational performance, so the solution is to change the schools in single sex. The same finding was highlighted by Coates and Draves (2006) who opined why boys have low achievement in schools. The low performance is often seen among kids of low income and religious families. It impacts a negative impact on society. Boys under depress and perceive they are able to continue their further education. According to a report from education department Australia (2000), that females dominate in higher education institutions. This problem is common in all the world and not confined to Australian only that leads to feminization in teaching profession.

Gender and Teacher Education

In Pakistan, the prospective teachers are prepared in institutions of education and research or education departments at university level. Higher Education Commission has launched various programs like B. Ed. (Hons) 4 years, M. Ed. 1-year, MA (Education) 2 years, B. Ed (after graduation) 1-year, MPhil (Education)

2 years and PhD (Education) 3-7 years. The said programs are planned to cater the needs of teachers at various levels. Many scholarships are offered to prospective teachers to engage them in teaching process (Kim, 2001). Different professions have certain values and candidates join under their abilities and interests. Teaching is most valuable profession joined by many candidates due to certain factors and interests. Bastick (2000) classified teaching profession in extrinsic, intrinsic, and altruistic motives. Chan (2006), Some researchers have categorized teaching in extrinsic and intrinsic factors. The intrinsic reasons are concerned with serving others, motivation to work with kids, serving to nation, and benefit to humanity. Extrinsic factors are linked with salary, promotion, and vacations including social and economic benefits. The incentives to join teaching profession were compared gender wise and results revealed that in Canada, US, Australia, and England ninety percent teachers were females at primary level (Reynolds, 2010). The same situation prevails in Ireland where about eighty-three percent teachers were females as compared with seventeen percent male teachers (Carr, 2004). The same situation exists in Pakistan where seventy-eight percent teachers were females and only twenty-two percent were male teachers. According to World Bank there were sixty-eight percent trained female teachers were reported in 2018. The data were collected from developmental indicators compiled by official resources (World Bank, 2020). According to Fact and Figures (2004), seventy-eight percent female teachers were working at primary level and only twenty-two percent male teachers. The teachers' training institutions data in Pakistan revealed that there were ten to twenty percent males and eighty to ninety percent females' prospective teachers' enrolment. The situation of gender participation in teachers training institutions is very alarming. The male teachers' posts are lying vacant or even with fewer enrolment. This alarming situation will be in endangered species in the education department. The participation of female teachers at primary level in Pakistan from the year 2010-2017 was about fifty-five percent of total primary teachers (SRD, 2020) and fifty-four percent in 2018 (UIS, 2018). The students like to achieve higher education to get greater job opportunities. Many professions as business, medicine, engineering, and pharmacy have gained excellent attention by students in getting high market approach, better financial incentives and higher status quo linked with those professions. Those disciplines arose the curiosity of students and provide opportunities that help in career choice (Abbasi&Sarwat, 2014).

Teaching as a Profession

The importance and worth of teaching profession cannot be repudiated as nations' progress with strong learning and teaching process (Kamran, Abasimi&Congman, 2015). The education quality undoubtedly depends on quality education (Chakraborty&Mondal, 2015). The quality of teaching quality is the result of teachers' perceptions and beliefs linked with teaching profession. The quality of teaching may only be achieved if teachers possess devotion, motivation and attitudes towards the profession of teaching (Kamran et al. 2015). Almost all the societies have strong and positive teaching profession (Mehmood, Akhter, Ch, &Azam, 2013) some may not have so (Maliki, 2013). The teachers are said to sole distributors of future generations the system of education may not survive the nations without committed and devoted teachers. It is our social, moral and national responsibility to restore the lost rank of teachers as prophetic profession to make the society academically strong and practically skillful (Yong, 1994). The due respect toward the teaching profession was not given as it is perceived that teacher education programs are academically pathetic (Kerr, 1983). In Asian countries, teaching profession did not invite personnel with high caliber and potential (Wong, 1976). It is the perception of parents not to make their kids as teachers being low paid profession (Boyer, 1983; Gallup, 1984). The teachers all over the world are living both ends meet and often criticized as dull, irresponsible with less academic skills and low job satisfaction (Farooqi, Iqbal, & Islam, 2016; Farooqi, Iqbal, &Tahir, 2015; Iqbal, 2011; Iqbal&Akhtar, 2012; Iqbal, Ali, Akhtar, & Ahmed, 2013; Iqbal, Aziz, Farooqi, & Ali, 2016). On the said justification, the teachers are rapidly quitting the teaching profession even they are appointed at a lower level job (Louis Harris & Associates, 1988; Smithers, 1990). The profession of teaching has become more demanding with the advent of digital technologies (Comber & Whitefield, 1979; Gallup, 1983) but still due to these pressures why many more future teachers enter into teaching? This question should be addressed by the researchers. Many prospective teachers have average academic capability because academically talented pupils did not choose the teaching profession (Yong, 1994). Peers and classmates had an impact on career choice (Esters & Bowen, 2005; Lent & Brown, 1996; Fouad et al., 2008;).

The community has negative perception towards teaching profession and teachers (NEA, 1982). Many studies supported that teachers' low salaries and weal socio economic status and morale are the main reasons of teaching attrition toward the profession (Hansford, 1992; Mazur & Lynch, 1989; Serow, Eaker&Ciechalski, 1992; Straker, 1988). It is fact that majority of teachers join the profession of teaching as their last attempt (Iqbal, 2011, Mehrotra, 2005). In the view point of Grissmer and Kirby (1987), low promotional avenues in teaching profession refrain teachers in joining the noble and pious profession. Low social status is another barrier to join teaching profession (Billingsley & Cross (1991; Darling-

Hammond, 1984). Gender has an impact on choice of profession. Females have social inspiration when compared to male fellows in career choice (Abbasi&Sarwat, 2014). Many growing professions have better job opportunities, attractive salary, and career facilities urge the employees to join such professions (Paolillo& Estes, 1992; Felton, et al., 1994). Various factors like salary, parental support, work autonomy, academic achievements, status quo, prestige, intellectual energies, and job security help them in career choice. The influencing factors in choice of profession are extrinsic, intrinsic and interpersonal (Beyon, Kelleen, &Kishor, 1998). Many researchers have found the link of parents' occupation with kids' career preference (Stone & Wang, 1990) as well as parental education in selection of profession (Jones &Larke, 2001). The parents' qualification had an impact to motivate the children in helping them selection of career (Monica & Kate, 2005). Parents and guardians also have an impact on career selection of children (Dick & Rallis, 1991; Fisher & Griggs, 1995). Ferreira et al. (2006) concluded parental impact as main factor in influencing professional attitude of teenagers. According to Mutekwe et al. (2011), career choice and aspiration are strongly inclined by parents' expectations. In view point of Kim and Cha (2000), employees' satisfaction is subjected to incentives and rewards which leads to selection of career. According to Manuel and Hughes (2006), intrnal fulfillment, working colleagues, conditions, and professional status leads to career selection. The study of Boz and Boz (2008) revealed that social status, intrinsic values, salary, and work with kids inspire students to join teaching profession.

Study Objectives

1. Find out the factors responsible for endangered species in higher educational institutions.
2. Identify the current enrollment of students in teacher training department.
3. Investigate the difference in perceptions of gender regarding profession choice.

Research Questions

Research questions to achieve objectives.

RQ 1: What are the factors responsible for endangered species in prospective teacher training institutions?

RQ 2: What is the current enrollment of trainee teachers in the discipline of education in different universities?

RQ 3: What is the difference in perceptions of gender of prospective teachers wrt profession choice under the support of different indicators?

RQ 4: What is the variance in the perceptions of urban and rural prospective teachers wrt profession choice under the support of different indicators?

RQ 5: What is the impact of different programs on the indicators of profession choice by prospective teachers?

Design Of The Study

This study was descriptive and survey method was applied for data collection from the respondents.

Population and Sample

All (812 F, 136 M) trainee teachers enrolled in department of Education at GCUF, UOS, UOE (FSD campus), Uo OKARA. Random Sampling technique was used. There were total 290 trainee teachers in the sample. Among them, 90 male prospective teachers participated in the study and 200 female prospective teachers voluntarily filled up the questionnaires.

Instrumentation

A self-developed instrument named, Gender Disparity Survey [GDS] was used. The instrument had four indicators as family, personal, academic and society. The reliability of tool was 0.962 that was good for purpose of research. The validity was confirmed by three educational experts. They verified the instrument as valid. The reliability was confirmed using pilot study on 30 students. They were not concluded in the final data analysis.

Data Analysis

The data were collected with instrument using survey technique. The questionnaires were collected and entered in SPSS. The statistical techniques were applied like mean, sd, t-test and ANOVA. The results were tabulated and interpreted as per APA style.

III. RESULTS

RQ 1: What are the factors responsible for endangered species in prospective teacher training institutions?

Table 1. Mean and Standard Deviation of Career Choice Indicators

Descriptive	Personal	Academic	Family	Social
Mean	3.98	3.96	3.79	3.68
SD	.98	.89	.82	.77

The table 1 presented that most important and topmost indicator responsible to choose teaching profession as career was personal beliefs of prospective teachers. The second highest indicator for selection of teaching profession was the academic performance of prospective teachers. The third highest indicator responsible for teaching profession choice was family backgrounds and restrictions and the last indicator responsible for choosing teaching profession was social barriers that teachers experience in joining teaching profession. The pictorial and graphical representation of factors in different universities were as under.

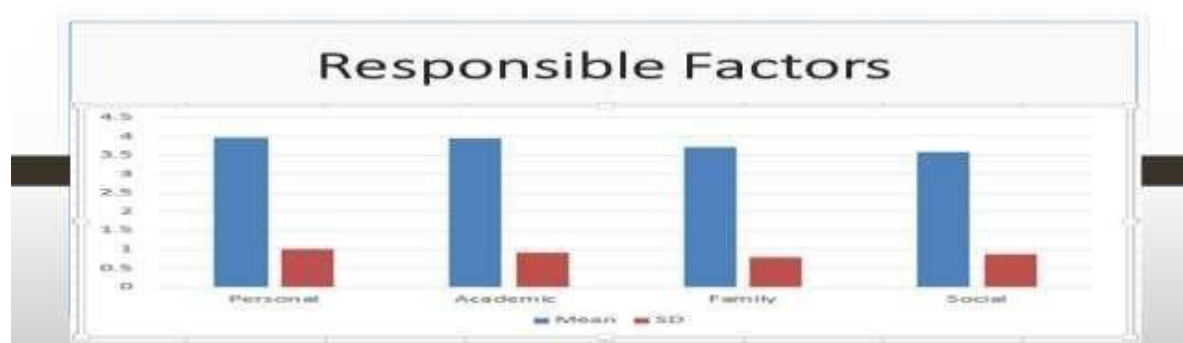


Figure 1. Responsible factors for teaching as career choice

RQ 2: What is the current enrollment of prospective teachers in the discipline of education in different universities?

Table 2. Representation of Prospective Teachers Gender Wise

Name of University	Male Prospective Teachers	Female Prospective Teachers
GCUF	57	255
UoS	46	240
UoE	17	175
UoOK	16	142
Total	136	812

In table 2, the frequency of male and female trainee teachers was presented as collected from different universities. It was found that GCUF had 57 male trainee teachers and 255 female trainee teachers. University of Sargodha had 46 males and 240 female prospective teachers. University of education had seventeen males and one hundred and seventy-five female prospective teachers.

Okarrauniversity had seventeen males and one hundred and forty-two female prospective teachers. There were one hundred and thirty-six males and eight hundred and twelve female prospective teachers enrolled in these universities. The figures below show the overall as well as university wise data of prospective teachers.

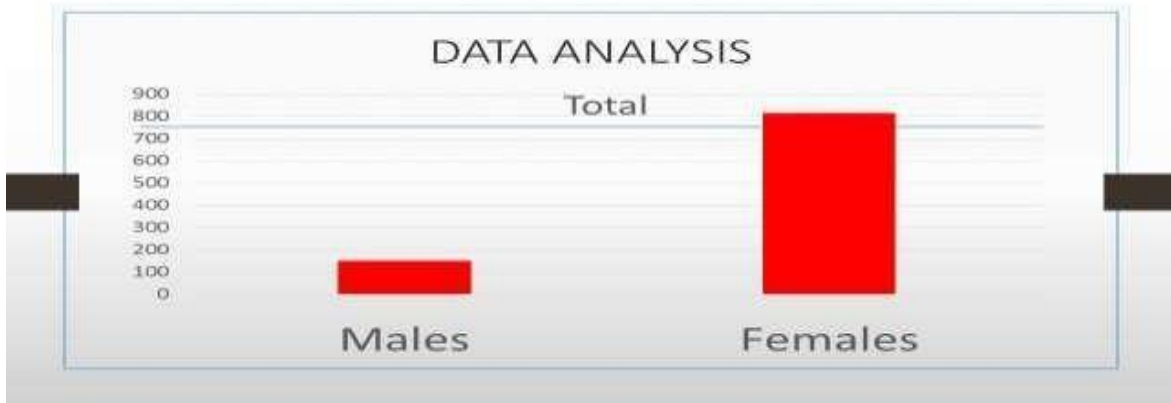


Figure 2. Participation of male and female trainee teachers in universities

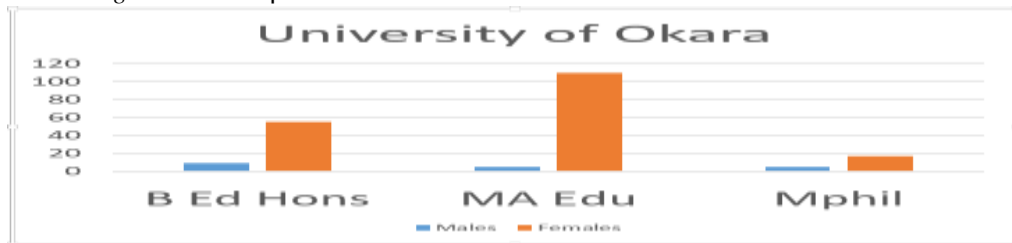


Figure 3. Representation of male and female trainee teachers in University of Okara in different education programs

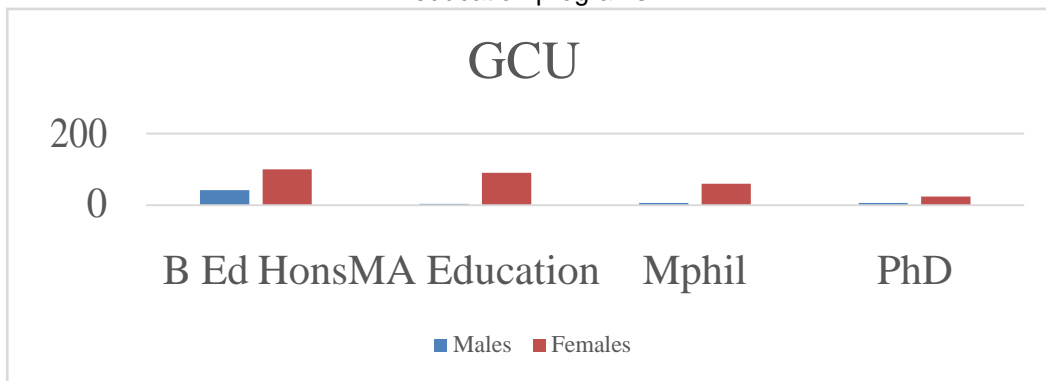


Figure 4. Representation of male and female trainee teachers in GC University Faisalabad in different education programs

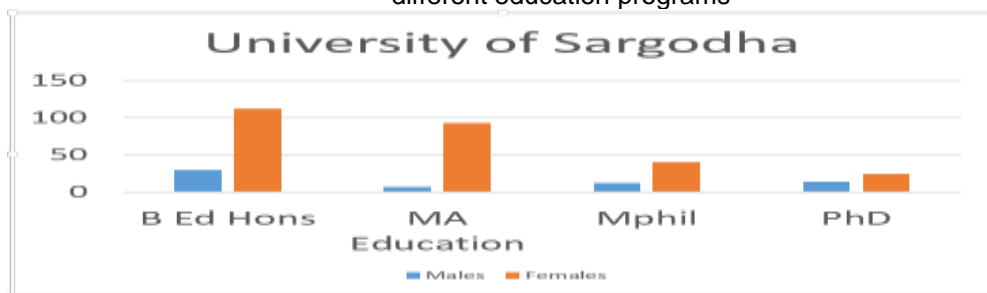


Figure 5. Representation of male and female trainee teachers in University of Sargodha in different education programs

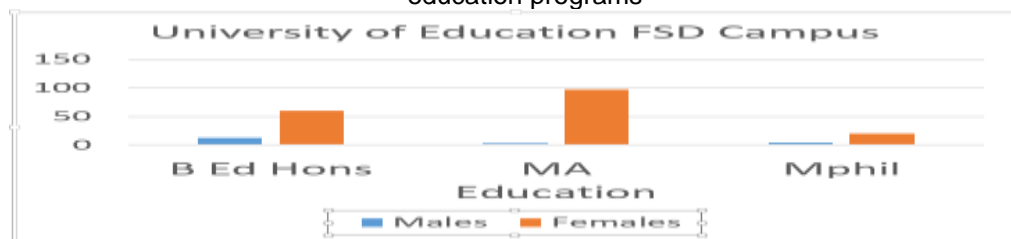


Figure 6. Representation of male and female trainee teachers in University of Education Fsd Campus in different education programs



Figure 7. Overall representation of male and female prospective teachers in different universities
 RQ 3: What is the difference in the perceptions of male and female prospective teachers wrt profession choice under the support of different indicators?

Table 3. Gender wise Preference for the Choice of Profession under Personal and Academic Indicators

Indicators	Gender	n	M	sd	t	p
Personal	Male	90	3.99	.78	2.769	.007**
	Female	200	3.51	1.21		
Academic	Male	90	3.99	.58	2.491	.014*
	Female	200	3.60	1.19		

The t-test was run to examine the perceptions of male and female trainee teachers wrt profession choice under different indicators. The result revealed that male trainee teachers ($m=3.99$, $sd=.78$) and that of female trainee teachers ($m=3.51$, $sd= 1.21$) $t(288)= 2.769$ as $p<0.01$ on the indicator of personal choice of career. The male prospective teachers had more personal restrictions in joining teaching as profession than females. As concerned with academic indicator, male prospective teachers ($m=3.99$, $sd= .58$) had better social adjustment in teaching profession than that of urban areas' prospective teachers ($m=3.60$, $sd= 1.19$) $t(188)= 2.491$ as $p<0.05$. The male prospective teachers had more academic barriers in joining teaching as profession than females. The research question about the difference between the perceptions of male and female trainee teachers wrt profession choice under the support of personal and academic indicators answered in positive. It was concluded that male trainee teachers had personally and academically more restrictions and barriers in joining teaching as profession than females.

Table 4. Gender wise Preference for the Choice of Profession under Family and Social Indicators

Indicators	Gender	n	M	sd	t	P
Family	Male	90	3.72	.59	1.984	.049*
	Female	200	3.45	.96		
Social	Male	90	3.65	.65	2.318	.022*
	Female	200	3.32	.96		

* $p<0.05$

The t-test was run to examine the perceptions of male and female trainee teachers wrt profession choice under different indicators. The result revealed that male trainee teachers ($m=3.72$, $sd=.59$) and that of female trainee teachers ($m=3.45$, $sd= .96$) $t(288)= 1.984$ as $p<0.05$ on the indicator of family. The male prospective teachers had more restrictions from families in joining teaching as profession than females. As concerned with social indicator, male prospective teachers ($m=3.65$, $sd= .65$) had better social adjustment in teaching profession than that of urban areas' prospective teachers ($m=3.32$, $sd= .96$) $t(188)= 2.318$ as $p<0.05$. The male trainee teachers had more social restrictions in joining teaching as profession than females. The research question about the difference between the perceptions of male and female trainee teachers wrt profession choice under the support of family and social indicators answered in positive. Results show that male prospective teachers had more restrictions and less support from families and societies in joining teaching as profession than females.

RQ 4: What is the difference between the perceptions of urban and rural prospective teachers wrt profession choice under the support of different indicators?

Table 5. Location wise Preference for the Choice of Profession under Personal and Academic Indicators

Indicators	Area	n	M	sd	t	P
Personal	Rural	193	3.76	.81	.879	3.81

	Urban	97	3.59	1.31		
Academic	Rural	193	3.91	.86	1.862	.065
	Urban	97	3.58	1.16		

The t-test find out the opinions of urban and rural areas' prospective teachers wrt profession choice under the personal and academic indicators. The results show that rural areas' prospective teachers (m=3.76, sd=.81) and that of urban areas prospective teachers (m=3.59, sd= 1.31) t(288)= .879 as p>0.05 on the personal choice indicator. The rural as well as urban areas prospective teachers had same personal choice in joining teaching as profession. As concerned with academic indicator, rural areas' prospective teachers (m=3.91, sd= .86) and that of urban areas' prospective teachers (m=3.58, sd= 1.16) t(188)= 1.862 as p>0.05. The research question about the difference between the perceptions of urban and rural prospective teachers wrt profession choice under the support of personal and academic indicators answered in negative. It was concluded that rural areas prospective teachers had same personal and academic support and perceptions in joining teaching as profession.

Table 6. *Location wise Preference for the Choice of Profession under Family and Social Indicators*

Indicators	Area	n	M	sd	t	P
Family	Rural	193	3.91	.61	5.054	.000**
	Urban	97	3.23	.93		
Social	Rural	193	3.71	.78	3.447	.001**
	Urban	97	3.20	.91		

The table of t-test explored the perceptions of urban and rural areas' prospective teachers wrt profession choice under different indicators. The results show that rural areas' prospective teachers (m=3.91, sd=.61) and that of urban areas prospective teachers (m=3.23, sd= .93) t(288)= 5.054 as p<0.01 on the indicator of family. The rural areas prospective teachers had better support from families in joining teaching as profession. As concerned with social indicator, rural areas' prospective teachers (m=3.71, sd=

.78) had better social adjustment in teaching profession than that of urban areas' prospective teachers (m=3.20, sd= .91) t(188)= 3.447 as p<0.01. The research question about the difference between the perceptions of urban and rural prospective teachers wrt profession choice under the support of different indicators answered in positive. It was concluded that rural areas prospective teachers had better support and social adjustment from families in joining teaching as profession.

RQ 5: What is the impact of different programs on the indicators of profession choice by prospective teachers?

Table 7. *Impact of Different Programs on The Indicators of Profession Choice*

Indicators		SS	df	MS	F	Sig.
Personal	Between Groups	32.797	3	10.932	12.427	.000**
	Within Groups	251.590	286	.880		
	Total	284.386	289			
Academic	Between Groups	20.431	3	6.810	8.882	.000**
	Within Groups	220.782	286	.772		
	Total	241.212	289			
Family	Between Groups	13.809	3	4.603	8.090	.000**
	Within Groups	162.721	286	.569		
	Total	176.530	289			
Social	Between Groups	16.874	3	5.625	7.654	.000**
	Within Groups	210.176	286	.735		
	Total	227.050	289			

**p<0.01

In table 4, ANOVA performed to find the impact of different indicators on the choice teaching profession as career by prospective teachers in different programs of teacher training. It was found that all the programs of education had an impact on all the indicators of personal, academic, family, and social. The

programs are categorized in B. Ed. (Hons), MA Education, and MPhil. The question about the impact of different programs on the indicators of profession choice by prospective teachers answered in positive.

IV. CONCLUSION AND DISCUSSION

The topmost indicator responsible to choose teaching profession as career was personal beliefs of prospective teachers. The next indicator was the academic performance of prospective teachers. The third indicator was family backgrounds and restrictions and the last indicator was social barriers that teachers experience in joining teaching profession. There were one hundred and thirty-six males and eight hundred and twelve female prospective teachers enrolled in these universities. Male prospective teachers had personally and academically more restrictions and barriers in joining teaching as profession than females. The male prospective teachers had more restrictions from families in joining teaching as profession than females. The male prospective teachers had more social restrictions in joining teaching as profession than females. The rural as well as urban areas prospective teachers had same personal choice in joining teaching as profession. It was concluded that rural areas prospective teachers had same personal and academic support and perceptions in joining teaching as profession.

The rural areas prospective teachers had better support from families in joining teaching as profession. It was concluded that rural areas prospective teachers had better support and social adjustment from families in joining teaching as profession. The programs are categorized in B. Ed. (Hons), MA Education, and MPhil. The question about the impact of different programs on the indicators of profession choice by prospective teachers answered in positive.

V. RECOMMENDATIONS FOR FURTHER RESEARCH

1. There should be employment incentive for males to enter in teaching cadre.
2. Only male teachers should be appointed in boys' schools.
3. There must be an appropriate external examination system that should be free of gender biasness.
4. Curriculum must be revised keeping in view the learning interest of male students.
5. The teachers should motivate and encourage the male students to choose the teaching profession.
6. There must be a balance in the admission policy to fulfill the academic requirements of the institutions.
7. It is a common perception of society that admission in teacher training institute is the last resort of the students. Therefore, the parents, media and society must play its role to highlight the blessings and incentives of choosing teaching profession.

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