



Attitude of Prospective Teachers Towards Teaching Profession: A Systematic Review

¹Prasonjoy Halam, ²Bheem Pad Mahato

¹ M.Ed. Student, ²Assistant Professor

Faculty of Education, ICFAI University, Tripura, India

Abstract

The teaching profession plays a pivotal role in shaping the intellectual, social, and emotional development of future generations. The attitudes of prospective teachers toward this profession significantly influence their effectiveness, job satisfaction, and commitment. This systematic review aims to synthesize existing research on the attitudes of prospective teachers toward the teaching profession from different states of India during the last 10 years. Through a comprehensive analysis of existing literature, the study has been contributed preferable perception of the various factors influencing attitude of prospective teachers towards teaching profession.

Keywords: Prospective Teachers, Teaching Profession, attitudes, Job Satisfaction.

1. Introduction

Education has always provided us with comfortable and vast opportunities in our lives. Education can be termed as one process to reveal the hidden talent that a child has within himself/herself. It has been universally acknowledged as one of the most powerful tools for any individual personal growth, social development, and progress globally. Education not only equips individuals with the knowledge and skills that are necessary for personal success but also fosters critical thinking, creativity, and the ability to contribute meaningfully to real life and as well to society. Education is the process of enabling individuals to discover their talents, nurture creativity, and engage meaningfully with the world (Robinson and Aronica, 2015). On a broader scale, education is a powerful tool for social mobility, breaking the cycle of poverty and reducing inequalities. It cultivates the values of democracy, tolerance, and cultural understanding, paving the way for harmonious societies. Education drives innovation, fuels economic growth, and contributes to sustainable

development by preparing individuals to address global challenges. Essentially, education is not merely a pathway to academic or professional success; it is the foundation of an enlightened, equitable, and prosperous society.

The attitude toward teaching refers to the mindset, outlook, and approach that a teacher has within them while performing their role in the classroom. A teacher's attitude significantly impacts the learning environment, student engagement, and the overall effectiveness of instruction. Prospective teachers' attitudes toward the teaching profession have played a crucial role in shaping the future of education and its systems. Some of the fundamental keys to effective teaching are a positive attitude toward and commitment to nurturing students' intellectual and emotional development. Conversely, negative attitudes may lead to pedagogical challenges and student engagement.

This study mainly focuses on pre-service teachers. Pre-service teachers or individuals undergoing training before entering the teaching profession always play a pivotal role in shaping the future of education. Their preparation, mindset, and skills are fundamental for ensuring effective teaching and fostering meaningful learning experiences. The significance of pre-service teachers lies in their potential to become competent educators who can meet the diverse and evolving needs of learners today.

2. Statement of the Problem

The present study entitled "A Study on the Attitude of Prospective Teachers Towards Teaching Profession"

Keywords: Attitude, Prospective teachers, Teaching Profession.

Definition of the Keywords

Attitude: "Attitude is a relatively enduring evaluation of a person, object, or idea that can be positive or negative"(Baron and Byrne (2003).

Prospective Teacher: The term prospective teacher refers to any individual who is in the process of being trained or educated to become a teacher but has not yet entered the profession as a fully qualified educator.

Teaching Profession: The teaching profession refers to the job of guiding and helping students learn new information, skills, and values. Teachers provide instruction, support, and encouragement to help learners grow academically and personally. It involves not only teaching subjects but also shaping students' behavior, critical thinking, and character development.

3. Significance of the Study

The study provides deep insights into the motivations and attitudes of prospective teachers, which are crucial in shaping their commitment to the profession. Positive attitudes towards teaching are often associated with higher levels of job satisfaction and professional success. By analyzing prospective teachers' attitudes, this study highlights areas where teacher education programs may need to be revised or improved. It helps identify any gaps in the curriculum or teaching methodologies, ensuring that future educators are better prepared for the challenges of the profession.

4. Review of Related Literature

Dhaka, S (2023), studied the “Prospective teachers’ attitude towards teaching profession” to study the attitude of undergraduate and postgraduate prospective teachers towards the teaching profession. This study used a descriptive survey. A sample of 100 prospective teachers was selected using the Teaching Attitude Inventory scale prepared and standardized by Dr. S. P. Ahluwalia(2009). The researcher found no significant difference in the attitudes of undergraduate and postgraduate prospective teachers towards teaching.

Balaramulu, D and Nalini, N (2022), conducted a study on the “ Attitude of prospective teachers towards teaching profession” The main objective of the study is to find out the attitude of prospective teachers and to classify them. The researcher used a normative survey method for the research and data was collected from 600 B.Ed prospective teachers with the help of the Teacher Attitude Inventory scale developed by S.P Ahluwalia (2009). The researcher found that the entire sample of prospective teachers had above-average attitudes towards the teaching profession.

Kithan, T. and Koza, T. (2022), conducted “ A study on the attitude of prospective teachers towards teaching profession”. A descriptive survey was used to conduct this study. Data were collected from 200 B.Ed trainees for the study with the help of the Teacher Attitude Inventory Scale developed by Dr. S.P. Ahluwalia (2006). The researcher found that the majority of prospective teachers had an average level of attitude toward the teaching profession and its dimensions.

Mangai, K (2020), has studied “Attitude towards Teaching Profession among Prospective Teachers of Chennai District” and the researcher designed it as a descriptive study. Data were randomly collected from 300 student teachers in the Chennai district with the help of (Teacher Attitude Inventory) developed by Suganthi and Kumaranto. Data sheets were prepared by the investigator and supervisor. The researcher analyzed the findings in two ways: There was no significant difference in the Teaching Attitude of Prospective Teachers concerning the differences in Gender, and there was a significant difference in the Teaching Attitude of Prospective Teachers favoring second-year student teachers in the Year of Study.

Senthilkumaran, M and Muthaiah, N (2017), studied “Prospective teacher attitude towards teaching profession”. The researcher adopted a survey method for the study and a random sampling technique was used for the selection of the population. The investigator analyses that the attitude towards the teaching profession among prospective teachers has an equal attitude.

Rani, R (2016), studied the “ Attitude towards teaching profession of prospective teachers in relation to certain demographic variables”. The researcher used a descriptive method for the study. Data was collected from 100 prospective teachers with the help of the Teacher Attitude Inventory developed by Dr. S.P. Ahluwalia (2002). The researcher found that there was no significant difference between the attitudes towards the teaching profession of prospective teachers.

Kaur, J (2015), Studied “ Attitude of prospective teacher towards teaching”. The researcher used a descriptive survey method for the collection of data from 200 B.Ed students who were selected randomly with the help of the Teacher Attitude Inventory scale developed by Dr. S.P. Ahluwalia (1974). The researcher found that there is no significant difference in the attitude of prospective teachers towards the teaching profession.

Maiti, C (2015), studied “ Prospective teachers’ and In-service teachers’ attitude towards teaching profession: A Comparative Study”. The researcher adopted a descriptive survey method for the collection of data from 100 prospective and in-service teachers with the help of a standardized tool (ASTTP) developed by Dr. Umme Kulsum. The researcher found that there is no significant difference between prospective teachers' and in-service teachers' attitudes towards the teaching profession.

Rathi, R. and Kumar, A. (2015), Studied “ A study of the attitude of prospective teachers towards teaching in relation to their gender, subject stream, locality and self-esteem”. The researcher used a descriptive research method and a sample of 200 prospective teachers was selected to collect data with the help of the Teacher attitude inventory developed by S.P. Ahluwalia and Rosenberg’s self-esteem scale. The researcher analyses that male and female prospective teachers do not differ significantly in their attitudes toward teaching.

Bhargava, A. and Pathy, M (2014), studied the “Attitude of student teachers towards teaching profession” The researcher used the Teachers' attitude inventory scale developed by Dr. S.P. Ahluwalia as a tool to collect 96 student teachers. The researcher revealed that this study has a high attitude towards the teaching profession and other than this it has also been found that female teachers possess a higher degree of attitude than male teachers and among non-tribal students, teachers of science as well as social science stream do not show significant difference towards teaching profession.

5. Conclusion

This systematic review attempted to shed light on the attitude of prospective teachers towards teaching profession from different states of India. The review highlights the attitudes of prospective teachers toward the teaching profession in shaping their commitment, effectiveness, and satisfaction as educators, and also fostering the professional identity, enhancing support systems, and promoting the societal value of teaching. The findings of different investigation suggest that while many student-teachers exhibits positive attitude towards teaching profession. By cultivating positive attitudes, the sustainability and quality of the teaching profession can be significantly improved, ultimately benefiting education systems and student outcomes. Future research should focus on emerging influences like technology and cross-cultural perspectives to further enrich understanding in this field.

6. References

- Balaramuru, D., & Nalini, N. (2022). Attitude of prospective teacher towards teaching profession. *International Journal of Multidisciplinary Educational Research*, 11(12), 131–137. [http://s3-ap-southeast-1.amazonaws.com/ijmer/pdf/volume11/volume11-issue12\(5\)/18.pdf](http://s3-ap-southeast-1.amazonaws.com/ijmer/pdf/volume11/volume11-issue12(5)/18.pdf)
- Baron, R. A., & Byrne, D. (2003). *Social psychology* (10th, Ed.). Allyn & Bacon.
- Bhargava, A., & Pathy, M.(2014). Attitude of student teacher towards teaching profession. *Turkish Online Journal of Distance Education*, 15(3), 27–36. <https://doi.org/>.
- Dhaka, S. (2023). Prospective teachers' attitude towards teaching profession. *Journal of Emerging Technologies and Innovative Research* , 10(9), 55–61. <https://www.jetir.org/papers/JETIR2309108.pdf>.
- Kaur, J. (2015). Attitude of prospective teachers towards teaching. *International Multidisciplinary e –Journal*. Author, 4(6), 247–255. <http://www.shreeprakashan.com/Documents/20151225142925018.32.JUN,2015.Dr.%20Jagminder%20Kaur.pdf>.
- Kithan, T., & Koza, T. (2022). A Study on Attitude of Prospective Teachers towards Teaching Profession. *International Research Journal of Educational Psychology*, 6(2), 30–35. <https://drive.google.com/file/d/1rsDyddPLYMMSK5a8CnpQrU0WCqyS5mZD/view>.
- Maiti, C. (2015). Prospective teachers' and in-service teachers' attitude towards teaching profession: A comparative study. *A National Peer Reviewed Refereed Research Journal*, 5(2), 1–74. https://www.shodhasamiksha.com/assets/journals/articles/Shodha%20Samiksha_July_December_2015.pdf.

Mangai, K. (2020). Attitude towards teaching profession among prospective teachers of Chennai district. *Bodhi International Journal of Research in Humanities, Arts and Science*, 4(2), 18–22. https://www.bodhijournals.com/pdf/V4N2/Bodhi_V4N2_007.pdf.

Rathi, R., & Kumar, A. (2015). A study of attitude of prospective teachers towards teaching in relation to their gender, subject stream, locality and self-esteem. *Upstream Research International Journal (URIJ) A Peer Reviewed Refereed Indexed Journal*, 3(4), 14–29. https://eupstream.com/images/journal/october2015/Ravinder_Rathi.pdf.

Rani, R. (2016). Attitude towards teaching profession of prospective teachers in relation to certain demographic variables. *BHARTIYAM INTERNATIONAL JOURNAL OF EDUCATION & RESEARCH*, 6(1), 7–16. <https://doi.org/>.

Robinson, K., & Aronica, L. (2015). *Creative schools: The grassroots revolution that's transforming education*. Viking.

Senthilkumaran, M., & Muthaiah, N. (2017). Prospective teacher attitude towards teaching profession. *Indian Journal of Applied Research*, 7(4), 588–589. https://www.researchgate.net/publication/339874343_PROSPECTIVE_TEACHERS_ATTITUDE_TOWARDS_TEACHING_PROFESSION_KEYWORDS.

Yendluri, C. S., & Arundhati Bai, C. (2023). Scientific Attitude of Secondary School Students in India: A Systematic Review. 40(28), 115–120.