



Attitude of Student Teachers towards Teaching Profession

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<p>Received 18/06/2025</p> <p>Accepted 19/06/2025</p> <p>Published 09/07/2025</p>	<p>Abstract</p> <p><i>This study examines the attitudes of B.Ed. student teachers toward the teaching profession, classroom teaching, and child-centred practices, with particular attention to gender and residential background (urban/rural). Recognizing that teacher attitude plays a critical role in the effectiveness of educational systems, the research aims to identify whether significant differences exist in student teachers' professional outlook based on these demographic variables. A descriptive survey design under the quantitative research approach was employed, involving 160 student teachers from four teacher training colleges of North 24 Parganas district. Data were collected using the Teacher Attitude Inventory (TAI) developed by Dr. Shashi Prabha Ahluwalia and analyzed using the t-test for statistical significance. The findings indicate no significant gender-based differences in attitudes toward the teaching profession. However, urban student teachers demonstrated significantly more favourable attitudes toward the teaching profession and child-centred practices compared to rural student teachers. Additionally, male student teachers showed a more positive attitude toward child-centred practices than female student teachers. These results highlight the influence of contextual and demographic factors on teacher attitudes and underscore the need for targeted improvements in teacher training programs, particularly for rural and female student teachers. The study contributes to the enhancement of teacher education by providing evidence-based insights for fostering positive professional dispositions among pre-service teachers.</i></p> <p>Keywords: <i>Child-Centred Practices, Classroom Teaching, Student Teachers, Teacher Attitude, Teaching Profession</i></p>
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Introduction

Education is the cornerstone of societal transformation. It plays a vital role in bringing qualitative changes in human life. At the heart of any effective education system lies the teacher, who is responsible for shaping learners' knowledge, skills, values, and attitudes (Mirunalini & Anandan, 2012). The quality of a nation's education depends greatly on the quality of its teachers, and that quality is largely shaped by teacher training. As emphasized by the Secondary Education Commission (1952–1953), the most important factor in the reconstruction of education is the teacher- his personal qualities, educational qualifications, professional training, and place in society." Similarly, the National Policy on Education (1986) rightly stated, "no people can rise above the level of its teachers." These perspectives underline the need for well-prepared, dedicated, and professionally motivated teachers. The teaching profession is more than a job; it is often described as a calling. It requires dedication, empathy, and a commitment to lifelong learning (Mohiyuddin, 1943; NEP 2020). A good teacher can bring out the best even in a weak educational system (Parvez, 2010). Thus, developing the right professional attitude in student teachers is crucial for the success of any education system. Attitude, defined as a "psychological tendency expressed in a favourable or unfavourable evaluation of a particular entity" (Eagly & Chaiken, 1993), significantly impacts how teachers interact with students, manage classrooms, and approach their profession. According to NCERT (2009), teacher education should foster care, empathy, and equity to address the diverse needs of learners. Likewise, the NEP 2020 stresses the importance of value-based teacher preparation and continuous professional development.

Pre-service teachers exhibit diverse attitudes towards the profession depending on their backgrounds, experiences, and the nature of their training (Panda, 2025). If student teachers are trained with a positive and professional attitude, they are more likely to become effective educators. Without this, even the most advanced pedagogical methods may fail. Increasing complexity of modern society and the evolving role of education, it becomes essential to understand the attitudes of student teachers. This study aims to explore how factors such as gender, child-centred practices, classroom engagement, and perceptions of mentorship influence these attitudes. It also seeks to identify ways to nurture desirable professional dispositions in future educators. The findings of this study are expected to provide valuable insights into the preparation of quality teachers and contribute to improving the effectiveness of teacher education programs.

The teaching profession is widely regarded as one of the most critical pillars of societal development, as it shapes future generations through education. Student teachers, who are in training to become professional educators, develop their attitudes towards the profession during their time in teacher education programs. These attitudes are influenced by several factors such as societal perception, job satisfaction, workload, salary expectations, and intrinsic motivation. Recent studies and observations indicate a growing concern over the declining interest and motivation among student teachers to pursue teaching as a lifelong career. In some contexts, teaching is seen as a fall-back option rather than a preferred profession. Such perceptions may negatively affect their future performance, commitment, and overall quality of education. Understanding the attitudes of student teachers towards the teaching profession is essential to improve teacher training programs and ensure a motivated, dedicated teaching workforce. Therefore, this study is titled "Attitude of Student Teachers towards Teaching Profession.

Review of Literature

Several Indian studies have explored pre-service teachers' attitudes towards the teaching profession. Parvez and Shakir (2013) identified significant differences based on institutional type but found no difference by gender, religion, or subject. Bhargava and Pathy (2014) reported significant gender-based differences only in tribal science students. Prabha and Vasanthpriyadharshan (2020) noted no significant attitude differences based on age or education, though teaching interest varied across age groups. Naik (2022) found no significant gender or subject-based differences in student teachers' attitudes. Singh et al. (2024), through a mixed-methods study, found more positive attitudes among female and urban student-teachers, with no notable differences by subject specialization. Panda (2025) conducted a study titled Attitude towards Teaching Profession of Pre-Service Student Teachers, which examined variations in attitudes among student teachers across different teacher training colleges. The study found that institutional environment, teaching-learning culture, and mentorship significantly influenced attitudes. Gender and subject specialization also showed minor variations, with female student teachers expressing slightly more favourable views. Western research also presents diverse perspectives. Tezci and Terzi (2010) in Turkey found positive attitudes, especially among females and students in longer teacher education programs. Alkhateeb (2013) observed strong positive attitudes among senior Qatari student teachers. Htang (2017) found no significant differences by year or subject stream in Myanmar. Ihuoma (2018) in Nigeria reported no demographic differences, though a negative correlation was found between attitude and motivation. Gülbahar et al. (2023) observed weak but significant relationships between attitudes, emotional states, and future teacher self-concepts.

This review shows that Indian studies emphasize demographic and institutional factors (Parvez & Shakir, 2013; Panda, 2025), while Western studies highlight emotional, psychological, and motivational aspects (Gulbahar et al., 2023; Tezci & Terzi, 2010). Together, they offer a multidimensional understanding of the demographic, educational, psychological, and emotional influences on student teachers' professional attitudes.

Objectives of the Study

1. To compare the attitude of student teachers towards teaching profession with respect to gender.
2. To compare the attitude of student teachers towards teaching profession with respect to residence.
3. To compare the attitude of student teachers towards classroom teaching with respect to gender.
4. To compare the attitude of student teachers towards classroom teaching with respect to residence.
5. To compare the attitude of student teachers towards child-centred practice with respect to gender.
6. To compare the attitude of student teachers towards child-centred practice with respect to residence.

Hypotheses

- H₀₁:** There is no significant difference in the attitude of student teachers towards teaching profession with respect to gender.
- H₀₂:** There is no significant difference in the attitude of student teachers towards teaching profession with respect to residence.
- H₀₃:** There is no significant difference in the attitude of student teachers towards classroom teaching with respect to gender.
- H₀₄:** There is no significant difference in the attitude of student teachers towards classroom teaching with respect to residence.
- H₀₅:** There is no significant difference in the attitude of student teachers towards child centred practice with respect to gender.
- H₀₆:** There is no significant difference in the attitude of student teachers towards child centred practice with respect to residence.

Methodology of the Study

The present study employed a descriptive survey design under the quantitative research approach to investigate the attitudes of pre-service student teachers towards the teaching profession. The study focused on B.Ed. student teachers from four colleges affiliated with Baba Saheb Ambedkar Education University (BSAEU), located in the North 24 Parganas district. A total of 160 student teachers were selected using the simple random sampling method. The Teacher Attitude Inventory (TAI) developed by Dr. Shashi Prabha Ahluwalia (2006/2014) served as the primary tool for data collection. The researcher personally visited the selected colleges, obtained necessary permissions, and administered the questionnaire. Data were collected on variables such as gender, classroom teaching, residence, and child-centered practices. Statistical analysis was conducted using the **t-test** to test the hypotheses and determine significant differences in attitudes. The research aimed to identify and interpret patterns in pre-service teachers' professional attitudes.

Result and Discussion

H₀₁: *There is no significant difference in the attitude of student teacher towards teaching profession with respect to gender*

Group/ Variable	N	Mean	SD	Mean Difference	T- value	Critical value (one- tail)	Critical value (two- tail)	P-value (two-tail)	Remarks
Male	82	244.59	36.80	8.49	1.626	1.655	1.976	0.105	NS
Female	78	236.10	28.36						

The above table shows that the mean score for attitude toward the teaching profession of male and female student teachers were compared. Male students had a mean score of 244.59 (SD = 36.80), while female students had a mean of 236.10 (SD = 28.36), showing a mean difference of 8.49. The obtained t-value was 1.626, which is lower than the critical values for both one-tailed

(1.655) and two-tailed (1.976) tests. The p-value was 0.105, which is greater than the 0.05 level of significance. Since the result is not statistically significant, the null hypothesis is accepted. Therefore, it is concluded that there is no significant difference in the attitude of student teachers toward the teaching profession with respect to gender.

Ho2: There is no significant difference in the attitude of student teacher towards teaching profession with respect to residence

Group/ Variable	N	Mean	SD	Mean Difference	T-value	Critical value (one & two tail)	P-value (two-tail)	Remarks
Rural	80	233.22	27.09	14.7	2.563	1.664/1.990	0.012	Significant
Urban	80	247.92	36.84					

The above table shows that the mean score for attitude toward the teaching profession of rural and urban student teachers were compared. Rural student teachers had a mean score of 233.22 (SD = 27.09), while urban student teachers had a higher mean of 247.92 (SD = 36.84), resulting in a mean difference of 14.7. The p-value was 0.012, which is less than the 0.05 level of significance. Since the result is statistically significant, the null hypothesis is rejected. Therefore, it is concluded that there is a significant difference in the attitude of student teachers toward the teaching profession with respect to their place of residence, with urban students showing more positive attitudes.

Ho3: There is no significant difference in the attitude of student teacher towards classroom teaching with respect to gender

Group/ Variable	N	Mean	SD	Mean Difference	T-value	Critical value (one-tail)	Critical value (two-tail)	P-value (two-tail)	Remarks
Male	82	38.95	6.03	0.07	-0.085	1.654	1.975	0.931	NS
Female	78	39.02	4.88						

The above table shows that the mean attitude score toward classroom teaching for male student teachers is 38.95 (SD = 6.03), while for female student teachers it is 39.02 (SD = 4.88), with a very small mean difference of 0.07. The calculated t-value is -0.085, which is much lower than the critical t-values for both one-tailed (1.654) and two-tailed (1.975) tests. The p-value is 0.931, which is greater than the 0.05 level of significance. Since the result is not statistically significant, the null hypothesis is accepted. Therefore, it is concluded that there is no significant

difference in the attitude of student teachers toward classroom teaching with respect to gender.

H₀4: *There is no significant difference in the attitude of student teacher towards classroom teaching with respect to residence*

Group/ Variable	N	Mean	SD	Mean Difference	T- value	Critical value (one- tail)	Critical value (two- tail)	P- value (two- tail)	Remarks
Rural	80	38.93	4.57	0.04	0.039	1.664	1.990	0.968	NS
Urban	80	38.97	6.24						

The above table shows that the mean score for attitude toward classroom teaching among rural student teachers is 38.93 (SD = 4.57), while among urban student teachers it is 38.97 (SD = 6.24), resulting in a mean difference of only 0.04. The calculated t-value is 0.039, which is less than both the critical t-value for the one-tailed test (1.664) and the two-tailed test (1.990). The p-value is 0.968, which is greater than the 0.05 level of significance. Since the result is not statistically significant, the null hypothesis is not rejected. Therefore, it is concluded that there is no significant difference in the attitude of student teachers toward classroom teaching with respect to residence.

H₀5: *There is no significant difference in the attitude of student teachers towards child centered practice with respect to gender*

Group/ Variable	N	Mean	SD	Mean Difference	T- value	Critical value (one- tail)	Critical value (two- tail)	P- value (two- tail)	Remarks
Male	82	41.74	6.04	2.76	3.226	1.655	1.976	0.001	Significant
Female	78	38.98	4.66						

The above table shows that the mean score for attitude toward child-centered practices among male student teachers is 41.74 (SD = 6.04), while among female student teachers it is 38.98 (SD = 4.66), resulting in a mean difference of 2.76. The calculated t-value is 3.226, which is greater than both the critical t-value for the one-tailed test (1.655) and the two-tailed test (1.976). The p-value is 0.001, which is less than the 0.05 level of significance. Since the result is statistically significant, the null hypothesis is rejected. Therefore, it is concluded that there is a significant

difference in the attitude of student teachers toward child-centered practices with respect to gender, with male student teachers showing a more positive attitude.

Ho6: There is no significant difference in the attitude of student teacher towards child centered practice with respect to residence

Group/ Variable	N	Mean	SD	Mean Difference	T- value	Critical value (one- tail)	Critical value (two- tail)	P-value (two- tail)	Remarks
Rural	80	38.74	4.39	3.36	3.803	1.664	1.990	0.000282	Significant
Urban	80	42.10	6.07						

The above table shows that the mean attitude score toward child-centered practices for rural student teachers is 38.74 (SD = 4.39), while for urban student teachers it is 42.10 (SD = 6.07), resulting in a mean difference of 3.36. The calculated t-value is 3.803, which is greater than both the critical t-value for the one-tailed test (1.664) and the two-tailed test (1.990). The p-value is 0.000282, which is well below the 0.05 level of significance. Since the result is statistically significant, the null hypothesis is rejected. Therefore, it is concluded that there is a significant difference in the attitude of student teachers toward child-centered practices with respect to residence, with urban student teachers showing a more positive attitude than their rural peers.

Conclusion

The present study investigated the attitudes of student teachers towards the teaching profession, classroom teaching, and child-centred practices, with respect to gender and place of residence. The results revealed no significant gender-based differences in attitudes toward the teaching profession and classroom teaching, indicating a generally uniform perception among male and female student teachers. However, urban student teachers showed significantly more positive attitudes toward the teaching profession compared to their rural peers. Regarding child-centred practices, significant differences were found based on both gender and residence- with male and urban student teachers demonstrating more favourable attitudes. These findings suggest that while gender may not largely influence professional or classroom-related attitudes, residence has a notable impact, particularly on perceptions of child-centred learning and the teaching profession itself. The results underscore the importance of enhancing rural teacher education programs and providing equitable access to modern pedagogical practices and mentorship. Teacher education institutions and policymakers should focus on bridging these attitudinal gaps through targeted interventions, exposure to best practices, and continuous professional development, ultimately ensuring the preparation of well-rounded, motivated, and competent future educators.

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