

**Teachers Perspective about their Attitude Towards their Profession
at Secondary Level in Karachi, Pakistan**

Altaf Hussain

Director Karachi Institute of
Management and sciences, Ph.D.
Scholar Department of Education
Iqra University
altafhaider@outlook.com

Shafiq Ur Rehman Solangi

PhD Scholar
Department of Education SMIU
gcsolangi@gmail.com

Dr. Rozina Sewani

Assistant Professor
Department of Education and Social
Sciences, Iqra University
Rozina.sewani@iqra.edu.pk

Abstract

Introduction:

This research aimed to explore the attitudes of secondary school teachers in District South Karachi towards the teaching profession. Adopting a simple descriptive survey design, the study targeted all secondary school teachers in District South, Karachi, Pakistan. The sample, randomly selected through a simple random sampling technique, comprised 150 secondary school teachers, including 70 males and 80 females from public sector secondary schools.

Problem Statement: *Despite the critical role of teacher attitudes in shaping the educational landscape, a nuanced understanding of public secondary school teachers' perspectives on the teaching profession in District South Karachi is lacking. This research seeks to address this gap by investigating the factors influencing teacher attitudes and their implications for the overall teaching and learning environment.*

Methodology: *Data collection involved the use of an attitude questionnaire, categorizing responses on scale of 1 to 5. A cut-off score of 3*

was established, with mean scores above 3 indicating a satisfactory attitude and scores below 3 reflecting an unsatisfactory attitude towards the teaching profession. Descriptive statistics, frequency, percentage, T-tests, and one-way ANOVA were employed to analyze the data.

Results

The study revealed no statistically significant variations in teacher attitudes based on qualifications or gender. However, a significant difference emerged concerning teachers' perceptions derived from their teaching experience. Teachers exhibited a notably positive attitude towards the teaching profession, particularly regarding motivation in their instructional practices.

Recommendations

This research suggests a need for heightened awareness and attention to teacher attitudes towards the teaching profession. The findings underscore the importance of fostering positive teacher- student and teacher-colleague relationships, emphasizing the role of motivation in teaching practices. Educational stakeholders are encouraged to implement initiatives that enhance teacher motivation, ultimately contributing to an enriched teaching and learning environment. Keywords: Teacher Attitude, Relationship with Students, Relationship with Colleagues, Teaching Profession,

Introduction

The primary aim of each professional education is to cultivate a strong commitment to the field at hand, positioning the learner as a proficient and impactful practitioner. Only the teaching profession exerts societal influence. Teachers have traditionally been considered among society's most discriminating members. He possessed an exceptionally high social status. In every society, spiritual and cultural authorities held educators in higher regard than they did God. Scholars are, in essence, the deciders of the fate of an entire nation. The educator is the most vital component in the educational reform movement. However, Ruskin observes, "Education may not appeal to all individuals." This occupation is arduous, persistent, and excruciating (Litt & Turk, 1985). The instructors' attitudes and the profession's characteristics substantially influence the quality of education. The attitude of a psychological object is characterized by the degree to which it produces favorable or unfavorable outcomes (Mensah, 2019).

Furthermore, a person's perception of and enjoyment from their employment and the way they demonstrate motivation at work all speak volumes about their views towards the teaching profession. Instructors that take a positive attitude to their work. This will show that the teacher is knowledgeable and capable of acting professionally. Will, of course, exhibit a positive attitude, a sense of professional fulfilment, and a strong work ethic. A teacher's attitude towards their work can be

positive or negative, depending on their concerns and the environment in which they operate (Ustuner, & Holt, 2007). According to Sisman, Yamagishi, King, and Li (2020), teachers are the most crucial element in implementing the educational process. They pointed out that teaching is a challenging profession with a significant impact on the nation's growth. The teaching profession requires educators to create an ideal environment in which natural growth occurs by setting the scene, offering opportunities and resources, and creating the conditions necessary for natural development to occur (Bhargava, & Pathy, 2014).

OBJECTIVES OF THE RESEARCH

- To examine the teachers Perception about their attitude towards teaching profession atSecondary Level in Karachi, Pakistan.
- To assess teachers' attitudes towards the secondary education profession in Karachi,Pakistan, based on their demographic perceptions.

Research Questions:

- What are the perceptions of secondary level teachers in Karachi, Pakistan on their attitudestowards the teaching profession?
- What are the perception of the teachers from their demographics perspective on theirattitude towards teaching profession at secondary level at Pakistan?

Literature Review

The teacher is the most crucial element in the reform of education. But as Ruskin notes, “Teaching is not everyone’s cup of tea. It is a painful, continual, and arduous profession to be in for the current study on secondary school teachers, variable. Given the significant changes and advancements being made to the educational system, it is necessary to analyze teachers’ attitudes on their careers. It is not sufficient for potential teachers to possess knowledge and abilities; they also need to have a positive attitude toward teaching, which in turn affects their ability to teach (Litt & Turk, 1985).

Teaching is a painful constant and arduous labor to be done by kindness, by watching, by warning, by refining, by praising but above all by exercise,” writes Ruskin If a teacher is dedicated and has a positive attitude, his performance will improve and his efforts will be successful. The skill and effectiveness of the teachers affect the quality of the education. Learning will be improved if the teachers are well-trained, motivated, and dedicated to their vocation. The profession and instructors’ attitudes have a significant impact on educational quality (Simsek, 2009). The teacher’s attitude toward their profession is their perception of the chosen vocation, which is accompanied by particular emotions and serves as their foundation for action. attitude toward his profession will lead him to believe that his work is simply a routine (Tezci, 2011). Additionally, one’s view of and pleasure with one’s job, as well as the manner in which one displays work motivation, all reflect one’s attitudes about the

profession of teaching. The obvious indicators of a teacher who can work professionally and has high professional competence are positive attitudes toward their work. These teachers also have good perceptions of their work, are satisfied with it, and have high levels of motivation. According to the teacher's concerns and the surrounding circumstances, their attitude toward their work may be favorable or negative (Ustuner, & Holt, 2007).

Success in the teaching profession, according to depends on attitude toward the job. Similar findings were corroborated by Suja (2007), he claims that a teacher's dedication to their job is influenced by their attitude toward their career, their enthusiasm in it, and their prior teaching experience. Gnanaguru and Kumar (2007) found that, compared to underachievers, overachievers and ordinary achievers have more positive attitudes toward instruction.

Relationship with Students

This main goal is to define these norms' content and explain how their validity is established. We specifically look at the experiences of Finnish student teachers concerning their access to the teacher education program to identify and investigate this process of building student-teacher identities. Based on the results of international standardized tests, Finland's educational system is among the best in the world. According to some writers (Sahlberg, 2011), this is especially intriguing because there are no external assessments of student achievement or normative criteria for teachers in the Finnish system. Finland is, therefore, a perfect setting for examining the standards governing student teachers. In addition to learning material knowledge, pedagogical techniques, and educational attitudes throughout formal teacher education, student teachers also develop a sense of who they are as instructors (Kelchtermans, 2015). Not only do they make sense of the "how," but also of the "who" of teaching. Although there is considerable freedom for student teachers to create their teacher selves, this freedom is also constrained by prevailing normative notions. As student teachers learn about their future careers, the term "teacher" is not left unfilled. On the other hand, it is already overrun with conflicting content, including different kinds of information, desires, joys, and worries.

These resources portray the "true" facts, the "right" self-concept, and the "suitable" accounts of the lives of teachers. They go beyond simple descriptive or neutral options that educators and students can select from at will. Rather, there is a strong normative and prescriptive drive behind all of them. Within the profession, only a few teacher-self constructions are recognized (Bloomfield & Cornu, 2010). Instead of being passive recipients of normative processes, student teachers in the teacher education program are active agents who analyze and draw lessons from their experiences (Kelchtermans, 2015).

According to Furlong (2013), student instructors interpret new theories and points of view through the lens of their already developed, well-established knowledge systems and beliefs about teaching and teaching. She also asserts that her students already have a toolbox full of tools that need to be critically unpacked instead of an empty one that needs to be filled with educational theories and practices. She views the process of training teachers as ongoing.

Relationship with Colleagues

A profession is “a position or occupation that requires knowledge from its participants.” In other words, anyone cannot practice a vocation. People who manage a profession need specialized knowledge and the capacity to acquire it through specialized training. A connection between a profession, professionalism, professionalization, and professionalism. A job or occupation that requires knowledge from its members is called a vocation. As a result, it cannot be completed by just anyone who is untrained or not adequately prepared for the task. According to the definition, a profession is a career for which preparation includes formal education and training. According to Zakiah (2019), teaching is a vocation that calls for specific teacher-specific skills. The educational midwife should be the only person doing this kind of work. Following Zahara and Tahlil (2022), a teacher (educator) is an adult tasked with giving feedback to students so that they can develop their maturity level (being able to stand alone) and fulfil their duties. The community also places a high value on teaching because it is a noble occupation linked to humanizing humanity. Teachers must consequently have several advantages or skills above other people.

They are required to meet the demands of the teaching profession, claims Chatib (2018). The need for future teachers to be aware of education allows them to consider and understand the teaching profession. It must be made clear to aspiring teachers that specific criteria must be met for teaching success, including open learning, knowledge of learning, and others. The academic standing of the teacher does not determine this success. A professional teacher must meet several minimum requirements, including having enough qualifications in their field, scientifically competent expertise, and good communication abilities. The role of a teacher is to be a communicator, a friend who provides inspiration and encouragement, a mentor in the development of attitudes, behaviour, and values, and someone well-versed in the subject matter being taught (Abadi, Rizal, & Yatminiwati, 2020).

The instructor is the main component, serving as an advisor during the entire educational process. Thus, educators' behaviour, whether they be teachers, parents, or community leaders, must be in line with the norms established by the community, the nation, and the state. The learner's perspective of the teacher. To maintain their existing knowledge and abilities up to date, teachers must continuously pick up new skills and expertise. Knowledge and skills are mastered for social and humanitarian

tasks in addition to knowledge pertinent to forming professional assignments and the role of educators as partisans in society (Chatib, 2018).

An instructor owes it to his friends who want to get better at anything to help them out. Direct assistance may be given during prearranged or unplanned interactions. The educator functions as a communicator for community development. A teacher is required to contribute to development across all fields. As a mentor, the teacher's function is just as significant as all the other duties stated above. This responsibility should take precedence because teachers' main purpose for being in the classroom is to help pupils develop into mature, responsible adults. As a supervisor, teachers should be able to support, improve, and assess the teaching process. This can be used to summarize the roles of teachers as communicators, friends who can offer advice, motivators who inspire and encourage, guides in developing attitudes, conduct, and values, those who master the material being taught, and others (Singh, 2019).

Teacher Attitude

A sense of perspective or a mental tendency are attitudes. An attitude is a propensity to respond to something, someone, or something indifferently. Therefore, that attitude could be interpreted as a student's predisposition to act a certain way. As a result, there are three ways that someone's tendency to react or attitude toward something, someone, or anything might be; the three options are: (accept or like), (reject or not happy), and (neutral attitude). Alzhrani, AlSufyani, Abdullah, & Almalki (2021), argues that attitude is a psychological orientation that develops via experiences and influences how a person perceives situations, things, and other people, as well as how to react favorably or unfavorably. In line with Owuonda, Odera, & Odhiambo (2020), who claimed that attitudes could be described as favorable or unfavorable mental states with an emotional component in the form of a propensity to respond to the object in a fairly definite manner, both favorably and unfavorably, attitudes can be either positive or negative. In conclusion, a person's attitude is an outward manifestation of their ideas, which are influenced by their psychological makeup. It can be described as an unintentional act or behaviour carried out by a person whose experience has an impact; It might be referred to as their learning experience in this article. Students get perspective on things through their learning experiences, which may affect their thinking and behaviour during learning. The three components of attitudes are cognitive, emotional, and conative.

Usha, Vijaya, & Rajeshkumar (2022) said that attitudes-related concepts, beliefs, and opinions are included in the cognition component. These include beliefs, responses, impressions, attributions, assessments of attitude objects, and knowledge that people already have regarding the subject of their attitude. The cognitive component is tied to things and manifests as information-based knowledge, ideas, or thoughts. The phrase "affective component" refers to the sentimental component of an

attitude connected to an object. In this case, the thing can be seen as pleasing or disagreeable. The element of conduct or conative entails a tendency to act according to the preceding statement, and three factors make up the components of the attitude of a person's emotional life: the cognitive, affective, and conative components, which are all connected to conceptions, beliefs, and ideas. A tendency to act is the conative component. They outlined how the affection and cognitive components most significantly influence the formation of attitudes. Experts frequently disagree over whether behaviour, a component of attitudes that can be witnessed, is consistent with individual attitudes compared to the parts of intellect and affection. According to Baron, Sklarwitz, Bang, & Shatara (2020), the two main causes of attitude formation are psychological and cultural factors. Cultural factors like social standing, upbringing, and education combine with psychological elements like drive, emotions, needs, and obedience, all of which contribute to developing or modifying attitudes. A person's attitude is not a characteristic but the outcome of interactions with others because interactions between people and particular items will always be where attitudes are formed. Three steps are involved in transforming attitudes. This Sadness happens when a person accepts influence from other people or organizations in the hopes of receiving favorable responses while avoiding actions that are regarded as bad and practicing positive behaviour like support, kindness, and the like. These behaviour adjustments typically only last as long as the other party is anticipated to be aware of the shift in attitude. Identification is the process that takes place when someone imitates the actions or attitudes of another person or group of people due to, among other things, what they perceive to be a favorable relationship with the other party. The identification process is a technique for individuals or groups to continue comprehending and maintaining the intended relationships with other individuals or groups (Lau, Hung, Go, Ferma, Choi, Dodd, & Wei, 2020).

Methodology

This section addresses research instrument processes, population sampling size, sample procedure, design, information collection methods, and data processing methodologies. This study employed a quantitative research methodology, gathering data using a survey that collected responses from public secondary school teachers in Karachi's South District. The survey questionnaires were self-developed. The researcher used survey sample based on descriptivemethod questions to get the answer regarding the subject under study. Through this researcher found the knowledge of the public secondary school teacher' opinion about their attitude towards teaching profession. Population of the study was all male and female government secondary school teachers at district South Karachi in Pakistan. A sample in of 150 male and female secondary school teachers from district South randomly selected. The primary tool in this study to examine teachers' attitudes towards the teaching

profession was a survey research questionnaire including eighteen research questions. All respondents received 200 questionnaires, with instructions to carefully read the statements provided and choose the proper response using a 5- point Likert scale, where one represents strongly disagree. 2 denotes disagreement, three is neutral, 4 is agreement, and 5 is emphatic agreement. There were two sections to the research questionnaire. Teachers' gender and other demographic data were to be gathered in the first portion, while their attitudes regarding the teaching profession were to be gathered in the second. 150 responses were received and other refused to participate in the study. Response rate was 75 percent. The scale was pilot tested before collecting data and found reliable at 0.720 Cronch's Bach Alpha. The overall reliability of the scale is given in table 1:

Table 1 Cronbach's Alpha:

Cronbach's Alpha	N of Items
0.772	18

Data Analysis Techniques

Collected data was entered in SPSS for screening purposes and for frequency and percentage distribution. Analyses of the data included descriptive statistics, frequency and percentage distributions, the T-test, and a one-way analysis of variance.

Data Analysis and Results Demographics

Table 2 provides demographic details of the participants in the study. The table indicates that 46.7 percent of males and 53.3 percent female teachers participated in this study and reasonable percentage of teachers (53.3%) were holding 1-10 years teaching experience where majority of them (50.7%) having the qualification of graduation.

Table 2 Demographic Information

Demographics		Frequency.	Percent.
Gender	Male	70	46.7%
	Female	80	53.3%
	Total	150	100%
Experience	1-10 yrs	80	53.3%
	11-20 yrs	51	34.0%
	More than 21 yrs	19	12.7%
	Total	150	100%
Academic Qualification	BA/BSc.	76	50.7%
	MA/MSc.	56	37.3%
	M Phil.	18	12.0%
	Total	150	100%

Table 3 Comparison of teacher's gender on their attitude towards teaching profession

Gender	N	Mean	S. D	df	t	P
Male	70	4.059	0.574	148	0.355	0.909
Female	80	4.070	0.627			

$p > 0.05$

A t-test with an independent sample was carried out in order to investigate whether or not there was a significant difference in the perspectives held by male and female educators regarding the teaching profession. The test was not significant, $t(148) = 0.355$, $p = 0.909$. Attitude of male teachers ($M=4.059$, $S.D=0.574$) as compared to the attitude of female teachers ($M=4.070$, $SD=0.627$). Results showed that there was no difference between the opinion of teachers on their attitude towards teaching profession from their perspective by gender.

Table 4: Comparison of teacher 's qualification on their attitude towards teaching profession.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.949	2	0.474	1.316	0.271
Within Groups	52.990	147	0.360		
Total	53.939	149			

$p > 0.05$

Table 4 described the results of teachers by their qualification of their attitude towards teaching profession. One-way ANOVA was carried out to examine the perceptions of teachers, based on their qualifications, on how they feel about the teaching profession in public secondary schools. The results of a variance analysis showed that there was no significant difference in the opinions of teachers with regard to their attitude towards the teaching profession, based on the qualifications they held. The test was not significant, $F(2, 147) = 1.316$, $p(0.271)$. According to the results of study no significant difference was found among perceptions of teachers by their qualification on their attitude towards profession of teaching.

Table 5 Comparison of teachers by experience on their attitude towards teaching

	Sum of Squares	Df	Mean Square	F	<i>profession</i> Sig.
Between Groups	2.805	2	1.402	4.032	0.020
Within Groups	51.134	147	0.348		
Total	53.939	149			

$p > 0.05$

A one-way analysis of variance (ANOVA) was carried out to compare the perceptions of teachers regarding the teaching profession of public secondary schools based on their years of experience in the classroom. An examination of the factors that influence teachers' perceptions of the teaching profession revealed considerable differences in opinion among

educators based on the number of years they had spent in the classroom. The test was significant, $F(2, 147) = 4.032$ $p(0.020)$. Findings of the study showed that perceptions of teachers by their teaching experience (1-10 years) were different from teachers having more experience of teaching towards their teaching profession at secondary level.

Table 6 Relationship with Students

S.No	Items	N	Scale Range	Mean	Std. Deviation
1.	RS1	150	Strongly Agree.	4.166	0.862
2.	RS2	150	Agree.	3.826	1.273
3.	RS3	150	Agree.	3.946	1.202
4.	RS4	150	Agree.	3.940	1.069
5.	RS5	150	Agree.	3.893	0.956
6.	RS6	150	Agree.	3.960	0.767
7.	RS7	150	Strongly Agree.	4.073	0.941
Relationship with students Overall		150	Agree	3.972	0.653

Table 6 indicates that relationship with students of teacher's factor of teacher's attitude towards teaching profession of public secondary, the item namely 'RS1 is placed at the highest level by the respondents with a mean 4.166 followed by RS7 (4.073), 'RS3 (3.946), RS4 (3.940), RS6 (3.960), RS5 (3.890) and 'RS2 (3.826) respectively. Overall mean score of the respondents on relationship with students was 3.972.

Table 7 Relationship with Colleagues

S.No	Items	N	Scale Ranges	Mean	Std. Deviation
1.	RC1	150	Agree	3.960	0.881
2.	RC2	150	Strongly Agree	4.093	0.929
3.	RC3	150	Strongly Agree	4.200	0.768
4.	RC4	150	Agree	3.873	1.044
5.	RC5	150	Agree	3.840	0.969
Overall Relationship with Colleagues		150	Agree	3.993	0.582

Table 7 indicates that teacher's relationship with colleague's factor of attitude of teachers towards teaching profession of public secondary school teachers, the item namely 'PSC5 is placed at the highest level by the respondents with the mean score 4.18 followed by RC3 (4.200), 'RC2 (4.093), RC1 (3.960), RC4 (3.873) and 'RC5 (3.840) respectively. Overall perceptions of the participants on relationship with colleagues of teachers with the mean of 3.993.

Table 8 Teacher Attitude

S,No	Items	N	Scale Range	Mean	Std. Deviation
1.	TA-1	150	Agree	3.846	1.185
2.	TA-2	150	Agree	3.906	1.057
3.	TA-3	150	Strongly Agree	4.126	0.985
4.	TA-4	150	Agree	3.853	1.051
5.	TA-5	150	Strongly Agree	4.446	0.773
6.	TA-6	150	Strongly Agree	4.213	0.952
	Teacher Attitude Overall	150	Strongly Agree	4.065	0.601

Table 8 indicates that teacher's attitude factor of teaching profession of public secondary school teachers, the item namely 'TA5 is placed at the highest level by the respondents with the mean score 4.446 followed by TA6 (4.213), TA3 (4.126), TA2 (3.906), TA4 (3.853), and 'TA1 (3.846) respectively. Overall participant's perceptions on their attitude towards teaching profession with the mean score of 4.065.

Table 9 Factor wise Towards Teaching Profession Attitude

S.No	Factors	N	Scale Ranges	Mean	Std. Deviation
1.	Relationship with students	150	Agree	3.972	0.653
2.	Relationship with Colleagues	150	Agree	3.993	0.582
3.	Teacher Attitude	150	Strongly Agree	4.065	0.601

Table 9 indicates factors of teacher's attitude towards teaching profession by public secondary school teachers, the factor namely teachers' attitude is placed at the highest level by the respondents with the mean score 4.065 followed by relationship with colleagues (3.993), and relationship with students (3.972) respectively.

Discussion

This survey research was more descriptive in nature. The demographics of interest consists of male and female secondary school teachers working in public sector schools in the District South in Karachi. A straightforward random sampling procedure was used to pick 150 secondary school teachers, including 70 male and 80 female instructors from public secondary schools. The teacher's attitude towards teaching scale for teachers was utilized to gather the necessary data. The percentages of instructors who agreed, disagreed, or severely disagreed with the statement were as follows: Strongly Agree =5, Agree =4, No opinion =3, Disagree =2, and Strongly Disagree =1. The cutoff for an acceptable level of teacher's attitude towards teaching profession was determined to be a mean score of three. The data were examined using descriptive statistics frequency, mean, and standard deviation. In order to do a comparison of the amount of attitude towards profession of teaching that instructors have in relation to the demographics of the respondents, we used the independent samples t-test as well as the one-way analysis of variance. There was shown to be no statistically significant difference between

the opinions of male and female teachers regarding the elements of their attitude towards teaching profession. In a similar way, there was not a significant difference among the school teachers concerning their qualification they held and significant difference among opinion of teachers was found from their experience they had in the classroom (Ahmad, Sewani, & Ali, 202; Ahmad, Bibi, & Imran, 2023). In this part, the findings of a study on the teacher's attitude in profession of teaching provided. The fact that the average score was 4.065 suggests that respondents are strongly agree that teachers have positive attitude and feelings about teaching profession. The fact that the respondents gave a mean score of 3.993 indicates that they are in agreement that respondents' relationship with colleagues are fairly good. According to the results of the survey, respondents have a moderate perception about relationship with students in the school with the mean score 3.972. It indicates that secondary school teachers with teaching experience ranging from one to ten years, eleven to twenty years, and more than twenty-one year have showed different opinion regarding their attitude towards teaching profession. The reason behind this the teachers having experience of 1-10 years are more motivated and energetic because they are young and proficient according current needs of use of ict in education. The teachers' attitude is directly tied to their level of performance, positive mind set towards teaching profession and raises the students' academic achievement (Alzhvani, AlSufyani, Abdullah, & Almalki, 2021; Ahmad, Rashid, & Ali, 2023; Ali, Ahmad, & Sewani, 2022). The initial goal of this study was to determine whether or not there was a significant difference between completed questionnaires (teacher's attitude towards teaching profession), the gender of teachers, their experience, and their qualification (Ahmad & Hamid, 2021; Mensah, 2020). And finally, determining which questionnaire (teacher's attitude scale) is superior in terms of its ability to predict academic success in the area of literature. A teacher's personal attitude towards teaching profession is one of the fundamental principal variables that distinguish them from other people. Additionally, it should be regarded as a fundamental issue that has the potential to influence the way an individual feel about their life and the society in which they live; additionally, in some instances, it alters the manner in which they behave and their relationships with students and their peers (Owuonda, Odera, & Odhiambo, 2020; Ali, et al., 2023). The study underscored the importance of teacher preparation programs in shaping student teachers' attitudes. These programs should not only focus on pedagogical skills but also on nurturing a sense of professional identity and commitment to the teaching profession. The positive attitudes of teachers are encouraging for the teaching profession, as they play a vital role in student development. The influence of parental wishes on career choice underscores the need for career counseling and guidance. The recognition of diversity's importance in learning highlights the value of inclusive education. Effective leadership at the school level can further promote positive teacher attitudes. Continuing professional development can help teachers maintain and enhance their positive attitudes.

Recommendations

- Education institutions should enhance teacher preparation programs to include courses

- or workshops that focus on the development of a positive attitude towards teaching.
- Mentoring and practical experience should also be integrated into these programs to provide a more realistic perspective on the profession.
 - Schools and universities should provide career counseling services that help students explore their motivations and attitudes for teaching. This can assist in aligning individuals with the teaching profession who are genuinely passionate and well-suited for it.
 - To address gender disparities in teaching, institutions should implement initiatives aimed at encouraging more male students to consider teaching as a career choice. This could involve outreach programs, scholarships, and mentorship opportunities.
 - In conclusion, the attitudes of student teachers towards the teaching profession are a critical factor in the success of education. By understanding these attitudes and implementing appropriate strategies, educational institutions can help shape a generation of educators who are passionate, committed, and effective in their roles.
 - Teachers should engage in continuous professional development to further enhance their skills and attitudes.
 - Overall, the study highlights the importance of positive teacher attitudes in the education system and the need for ongoing support and development to ensure teachers can effectively meet the needs of diverse student populations.

References

- Abadi, A. R., Rizal, N., & Yatminiwati, M. (2020, September). Good Relationships between Colleagues and Internal Control on the Professionalism of Internal Audit Work. In *Progress Conference*, 3(1), 94-98.
- Ahmad, N., Bibi, N., & Imran, M. (2023). Effects of teacher's motivation on students' academic performance at public secondary schools in Karachi Pakistan. *AITU Scientific Research Journal*, 1(2), 20-32.
- Ahmad, N., & Hamid, S. (2021). An Analysis of Instructional Leadership Practices of Primary School Head-Teachers on Teacher Effectiveness: A Qualitative Study of Teachers' Perceptions. *Pakistan Languages and Humanities Review*, 5(2), 193-209. [http://doi.org/10.47205/plhr.2021\(5-II\)2.16](http://doi.org/10.47205/plhr.2021(5-II)2.16)
- Ahmad, N., Rashid, S., & Ali, Z. (2023). Investigating Primary School Teachers' Perceptions about Professional Development and its Impact on Students Achievement. *Journal of Social Sciences Review*, 3(1), 809-823.
- Ahmad, N., Sewani, R., & Ali, Z. (2021). Impact of Head-teachers' Instructional Approaches on Teachers competencies at Campus Schools in Karachi. *Pakistan Social Sciences Review*, 5(4), 131-146.
- Ali, Z., Ahmad, N., Rehman, H. U., Ullah, N., & Zahra, T. (2023). Investigating Teacher Educators' Perceptions on Technology Integration in Teacher Preparation Programs. *Journal of Social Sciences Review*, 3(2), 341-355. <https://doi.org/10.54183/jssr.v3i2.272>
- Ali, Z., Ahmad, N., & Sewani, R. (2022). Examining Elementary School Teachers' Professional

- Proficiencies with Technology Integration and Their Impact on Students' Achievement. *Journal of Positive School Psychology*, 6(7), 2950-2968.
- Alzhrani, S. H., AlSufyani, M. H., Abdullah, R. I., & Almalki, S. (2021). Schoolteacher's knowledge, attitudes, and practice toward student with epilepsy in Taif, Saudi Arabia: cross-sectional study. *Journal of Family Medicine and Primary Care*, 10(7), 2668.
- Baron, C., Sklarwitz, S., Bang, H., & Shatara, H. (2020). What teachers retain from historic site-based professional development. *Journal of Teacher Education*, 71(4), 392-408.
- Bhargava, A., & Pathy, M. K. (2014). Attitude of student teachers towards teaching profession. *Turkish Online Journal of Distance Education*, 15(3), 27-36
- Bloomfield, D., & Cornu, R. L. (2010). Professional experience in new times: Issues and responses to a changing education landscape. *Asia-Pacific journal of teacher Education*, 38(3), 181-193.
- Chatib, M. (2018). *The relationship between artistic supervision approach with pedagogic competence of elementary school teachers*. In International Conference on Technopreneurship and Education 1(1), 150-154.
- Furlong, C. (2013). The teacher I wish to be: Exploring the influence of life histories on student teacher idealized identities. *European journal of teacher education*, 36(1), 68-83.
- Gnanaguru, S. A. & Kumar, S. (2007). Attitude of under normal and overachievers Towards teaching profession and their home environment. *Journal of All India Association For Educational Research*, 19(3 & 4) 36-37.
- Kelchtermans, G. (2015). "This has more to do with who I am than with my skills"—Student teacher subjectification in Finnish teacher education. *Teaching and Teacher Education*, 47, 22-29.
- Lau, L. L., Hung, N., Go, D. J., Ferma, J., Choi, M., Dodd, W., & Wei, X. (2020). Knowledge, attitudes and practices of COVID-19 among income-poor households in the Philippines: A cross-sectional study. *Journal of global health*, 10(1).
- Litt, M. D., & Turk, D. C. (1985). Sources of stress and dissatisfaction in experienced high school teachers. *The Journal of Educational Research*, 78(3), 178-185.
- Mensah, J. (2019). Sustainable development: Meaning, history, principles, pillars, and implications for human action: Literature review. *Cogent social sciences*, 5(1), 1653531.
- Mensah, R. O. (2020). *The attitude of students towards the Learning of Social Studies and their performance: The case of Accra Metropolitan Assembly in the Greater Accra Region of Ghana*. Mensah, Ronald Osei, *The Attitude of Students Towards the Learning of Social Studies and Their Performance: The Case of Accra Metropolitan Assembly in the Greater Accra Region of Ghana* (Feb 20, 2020).
- Owuonda, O. O., Odera, F., & Odhiambo, R. (2020). Teachers Attitude towards Teacher Performance Appraisal policy to Public Secondary School s' Academic Achievement in Homa Bay County, Kenya. *International Journal of Education and Research*, 8(8), 1-30.
- Sahlberg, P. (2011). *Finnish Lessons: What can the world learn from Educational change in Finland?* New York: Teachers College Press, Columbia University
- Simsek, Z. (2009). Organizational ambidexterity: Towards a multilevel understanding. *Journal of management studies*, 46(4), 597-624.
- Singh, B. (2019). Character education in the 21st century. *Journal of Social Studies (JSS)*, 15(1), 1-12.

- Sisman, B., Yamagishi, J., King, S., & Li, H. (2020). An overview of voice conversion and its challenges: From statistical modeling to deep learning. *IEEE/ACM Transactions on Audio, Speech, and Language Processing*, 29, 132-157.
- Suja, K. (2007). *Interaction effect of attitude towards teaching, interest in teaching and teaching Experience of job commitment of primary school teachers*. M.Ed. Thesis. University of Calicut.
- Tezci, E. (2011). Turkish primary school teachers' perceptions of school culture regarding ICT integration. *Educational Technology Research and Development*, 59, 429-443.
- Usha, G., Vijaya, R., & Rajeshkumar, M. (2022). A Study on Attitude of Secondary Level Learners Towards Technology. *International Journal of Early Childhood Special Education*, 14(4).
- Ustuner, T., & Holt, D. B. (2007). Dominated consumer acculturation: The social construction of poor migrant women's consumer identity projects in a Turkish squatter. *Journal of consumer research*, 34(1), 41-56.
- Zahara, R., & Tahlil, T. (2022). The Professional Experience of Caregivers in Implementing Inter Professional Collaboration at Regional General Hospitals in Aceh Province: A Qualitative Study. *International Journal of Nursing Education*, 14(4).
- Zakiah, N. (2019, December). *Evaluation of the Implementation of the Teaching and Learning Process of Physical Education Sport and Health (PJOK) Subjects Using the 2013 Curriculum in State Islamic Senior High School (MAN) at Medan City*. In 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) (pp. 249-255). Atlantis Press