

Enhancing the Professional Attitude among the Student Teachers

Dr. Ruma Roy, M.S.Srividya

St. Ann's College of Education, S.D Road, Secunderabad, Telanagana, India

DOI: <https://doi.org/10.51244/IJRSI.2025.120800377>

Received: 05 Oct 2025; Accepted: 11 Oct 2025; Published: 16 October 2025

ABSTRACT

This research was undertaken to explore the professional demeanour of B.Ed. student teachers, encompassing their conduct within a professional context, which encompasses aspects such as appearance, behavior, and interactions related to the pursuit of knowledge and expectations. The primary aim of this study was to develop and validate an intervention program named the "Professional Attitude Development Program" (PADP). The research hypotheses was formulated to investigate whether there was a significant difference in student performance when assessed with a pre-test and post-test after participating in the program. To accomplish this, a single-group pre-test-post-test experimental design was employed. Various tools, including pre-test, post-test, and the intervention program consisting of ten components, were developed and standardized. A sample of eighteen Physical Sciences students and two Biological Sciences student teachers from St. Ann's College of Education were selected using a random sampling technique. The intervention program spanned ten days, and data collected were analyzed using mean, standard deviation, and paired sample t-tests. The results indicated a slight improvement in mean scores but no significant differences in the overall professional attitude among student teachers were observed. A component-wise analysis was conducted, leading to the conclusion that short-term programs may not be effective in bringing about attitudinal changes.

Keywords: Attitude, Pre-Service teachers, Professional Attitude, PADP Intervention

INTRODUCTION

I realize by being a teacher, I am making an important contribution to all the national development initiatives.” ---APJ Abdul Kalam

Teaching is considered one of the noblest and largest of all professions with 9.7 million teachers in India and yet there is a deficit of 1 million teachers. Teachers are the center of the education system. The dearth of high-quality teachers remains at all levels. The challenge to ensure quality teaching professionals, and attract and retain them requires a great effort. With the evolution in the education system and changing role of teachers, enhancing teacher quality becomes of utmost importance for nation-building. The teacher in the 21st century is expected to be more of a facilitator; creating an environment to develop thinking, problem-solving and creative skills. To maximize the teacher's potential, a positive attitude needs to be developed. This could pave the way to achieving professional standards.

The term Attitude often describes both how you appear and how you act.

Attitude: Refers to the predisposition to perceive, feel or behave towards specific objects in a particular manner. However, Attitude for this study is defined as the feelings of the teachers towards the teaching profession, classroom teaching, child-centered practices, educational process, pupils, and teachers.

This research review examines the current state of research on professional attitude among student teachers. Focusing on key components of professionalism, the studies exploring student teachers' attitudes towards the teaching profession, their self-efficacy, collaboration, ethical conduct, and commitment to student learning. The review identifies factors influencing these attitudes, including teacher training programs, mentoring experiences, and personal dispositions. We highlight the importance of cultivating positive professional

attitudes in student teachers, as they ultimately translate into effective teaching practices and impactful learning outcomes for students.

The teaching profession demands not only comprehensive knowledge and pedagogical skills, but also a professional attitude characterized by dedication, collaboration, ethical conduct, and unwavering commitment to student success. Student teachers, as aspiring educators, stand at a critical juncture in developing these professional attitudes. This review delves into the current research landscape to understand the factors influencing professional attitude among student teachers and its implication for effective teaching and student learning.

The key components of professional attitude identified by researchers in student teachers included

- Positive disposition towards the teaching profession: Student teachers with a strong intrinsic motivation and appreciation for the impact they can make on students demonstrate a more positive professional attitude (Srivastava, 1989).
- High self-efficacy: Belief in their own teaching abilities and capacity to make a positive difference in student learning contributes to student teachers' confidence and professional self-assurance (Bandura, 1993; Riggs & Enochs, 1990).
- Collaborative spirit: Effective teachers readily collaborate with colleagues, mentors, and parents, demonstrating a willingness to share expertise and learn from others (Fullan, 2001).
- Ethical conduct: Maintaining high ethical standards, including integrity, fairness, and respect for students and colleagues, is a cornerstone of professional teacher behavior (National Education Association, 2016).
- Unwavering commitment to student learning: Putting student needs at the forefront, prioritizing their achievement and personal growth, and embracing differentiation and scaffolding to cater to diverse learning styles, exemplifies a strong professional attitude (Guskey, 2014).

Few studies focused on factors influencing professional attitude:

- Programs that prioritize reflective practice, student-centered learning, and ethical decision-making contribute to fostering positive professional attitudes (Darling- Hammond & Brint, 2009).
- Supportive and effective mentoring relationships can bolster student teachers' confidence, self-efficacy, and commitment to the profession (Eury, 2013).
- As personal dispositions, individual beliefs, values, and intrinsic motivation towards teaching play a significant role in shaping professional attitudes (Day, 2005).

Research confirms that professional attitudes among teachers directly impact their classroom practices and student outcomes. Teachers with positive professional attitudes demonstrate enhanced instructional strategies, cultivate effective classroom environments, and foster stronger relationships with students, leading to higher student engagement and achievement (Arends, 2001; Brown, 2015). Therefore, promoting the development of strong professional attitudes among student teachers is crucial for enhancing the quality of education and maximizing student success.

Research questions

1. What are the important aspects of the professional attitude of teachers?
2. How does improvement in professional attitude impact the teaching profession?
3. Can designed intervention programs improve professional attitude?

Objectives

1. To assess the level of professional attitude among student teachers
2. To design a professional attitude development program (PADP) intervention program to develop a professional attitude among student teachers.
3. To analyze the development of professional attitudes among student teachers after a PADP intervention program.

Hypotheses

1. Student teachers possess a specific level of professional attitude.
2. There is a significant difference in the professional attitude among student teachers in pre and post-test with the PADP intervention program.
3. There is a significant difference in the accountability among student teachers' pre- PADP and post-PADP intervention programs.
4. There is a significant difference in the attitude toward caring among student teachers in pre-PADP and post-PADP intervention programs.
5. There is a significant difference in the desire for self-improvement among student teachers in pre-PADP and post-PADP intervention programs.
6. There is a significant difference in the diversity among student teachers in pre-PADP and post-PADP intervention programs.
7. There is a significant difference in the honesty among student teachers' in pre-PADP and post-PADP intervention programs.
8. There is a significant difference in open-mindedness among student teachers in pre- PADP and post-PADP intervention programs.
9. There is a significant difference in the attitude of respect among student teachers in pre- PADP and post-PADP intervention programs.
10. There is a significant difference in the responsibility to learn among student teachers in pre-PADP and post-PADP intervention programs.
11. There is a significant difference in the team player among student teachers in pre-PADP and post-PADP intervention programs.
12. There is a significant difference in the values of new experiences among student teachers in pre-PADP and post-PADP intervention programs

Variables of the study

Independent Variable: Intervention Programme: Professional Attitude Development Programme (PADP)

Dependent Variable: Professional attitude

METHODOLOGY

The present study has employed experimental research design a single group pre-test post-test design. The sample included twenty student teachers from St. Ann's College of Education. The researcher developed a pre-

test and post -test on a five-point Likert scale which was validated through a pilot study. The questionnaire consisting of 20 questions as a tool to gather the appropriate information from the desired population. A questionnaire was developed on a 5- point Likert scale. Content validity was established by experts. After scrutiny of the statements by experts, statements were selected for the study related to attitudes toward the teaching profession of prospective teachers. Based on content and face validity, relevance and clarity,

20 items were retained. The teacher professional attitude scale is a twenty-item Likert instrument consisting of ten subscales. Each subscale has two statements that pertain to a particular aspect of prospective and practicing teachers' professional attitudes. The ten aspects dealt with in the inventory are attitude towards Accountability, Caring, Desire for self- improvement, Diversity, Honesty, open-mindedness, Respect, Responsibility to learn, Team player, and Values new experiences. A Likert continuum of strongly, agrees, neutral, disagree, and strongly disagree has been provided for each item. No time limit was assigned for recording responses on the answering Performa, yet student teachers were asked to complete it as soon as possible.

Intervention:

The professional attitude of student teachers plays a pivotal role in shaping their effectiveness and success in the education field. A professional attitude encompasses a range of attributes, including accountability, caring, desire for self-improvement, diversity, honesty, respect, responsibility to learn, team player, values new experience, effective communication, and a commitment to ongoing learning. The intervention program was designed based on these aspects and thus the following are the activities designed:

Accountability: Planning and organising a audio visual exhibition. This is a group activity. They were divided into groups and asked to prepare the checklist of the events given for planning to organizing to make it successful. Assigning responsibilities and delivering them.

Caring: A motivational video on kindness, respect, love, and care for the children was shown to the student teachers where the narrator shares a beautiful story about the importance of kindness and sharing. It is the responsibility of parents, grandparents, and school teachers to protect them from polluted society by teaching not only moral values but also the joy of giving. **Desire for self-improvement:** All the participants were oriented to conduct SWOT Analysis. Students focused on :

1. Identify Core Competencies - It provides a clear view of core competencies, and allows to build on them to meet your business objectives
2. Identify Weaknesses - Recognizing weaknesses and provides a chance to reverse them
3. Explore Opportunities - Explore the opportunities and strategic growth plans based on your strengths and weaknesses
4. Recognize Potential Treats - Analyse possible threats and subsequently make necessary changes.

Diversity: A short skit was presented by the student teachers on Diversity. From a moral perspective, diversity and inclusion are important because allowing everyone to thrive and achieve in an organization is the right thing to do. It also tells us diversity is about recognizing differences, the value of different perspectives, and having a representative spread of individuals. It is about valuing everyone as an individual and allowing everyone to participate fully.

Honesty: A short story on honesty was narrated to the student teachers and they were asked to reflect on it. Stories teach us important things like how to strive to do better, or to right wrongs, how to forgive ourselves and others, how to love, and how to be just. The greatest stories in history are often a reflection of the world we live in, created to teach us things about our interactions, how to come to terms with our humanity, and what matters are significant.

Open-minded: The Reflective Learning technique was applied to the student teachers. Reflective learning involves actively monitoring and assessing your knowledge, abilities, and performance during the learning

process, to improve the process and its associated outcomes. Being reflective in your learning means thinking about what you're learning and how you're learning it, in a way that helps you understand yourself and learning better.

Respect: Student teachers were asked about the qualities and characteristics of a good teacher. They said the most important qualities that make a good teacher are communication, adaptability, empathy, knowledge, passion, and creativity. Teachers are the guiding force in the life of a student. The students will get attracted to a teacher by seeing his affection, character, and moral commitment. Many students take their teachers as their role models. A good teacher will give the power of education to students. Teachers play an important role in the development of the country both economically and socially. They were given a task to drape sarees in a stipulated time and see to it how presentable they were which is also considered to be an important factor to earn respect.

Responsibility to learn: Developing a concept map on the specific topics identified from same unit from the B.Ed curriculum. Students' groups work

Effective communication is a skill that cannot be overstated in the teaching profession. Student teachers need to communicate clearly and respectfully with students, parents, and fellow educators. This includes active listening, providing constructive feedback, and adapting communication styles to diverse audiences. Clear communication fosters a positive learning environment and contributes to successful collaboration among educators.

Team Players: Team teaching was conducted with the student teachers. They were asked to choose their topic from a particular subject and then present it together. They have done it extremely well collaborating and the topic was very well presented with the required resources added with a wonderful explanation.

Values new experiences: Kolb's model of experiential learning was applied here. An audio-visual was shown to the student teachers and they were asked to reflect on it along with their experiences. Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test a hypothesis in future situations, resulting in new experiences.

Furthermore, a commitment to ongoing learning is integral to a professional attitude. Education is a dynamic field, and student teachers must embrace continuous professional development to stay current with best practices, pedagogical advancements, and changes in curriculum. A growth mindset, coupled with a willingness to seek feedback and engage in reflective practices, demonstrates a commitment to personal and professional growth.

Statistical Techniques:

As the hypotheses of the study come under the purview of quantitative research, both descriptive and inferential statistical analysis has been applied. Descriptive statistics included Mean, Standard deviation, and inferential statistics including Paired sample t-tests. After the data is statistically analyzed then the data is interpreted. The findings and discussion are written based on the interpreted data.

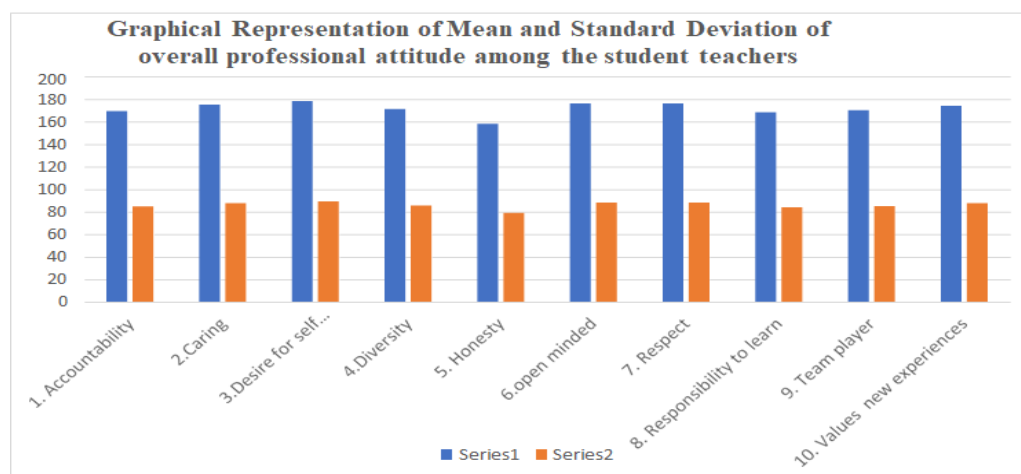
Analysis of the data Hypothesis –1

H1: Research hypothesis: Student teachers possess a specific level of professional attitude **Table 1 Represents a specific level of professional attitude of student teachers concerning the pre-test**

Component	Score	Percentage
1. Accountability	169	84.5

2.Caring	175	87.5
3.Desire for self-improvement	178	89
4. Diversity	171	85.5
5. Honesty	158	79
6. open minded	176	88
7. Respect	176	88
8. Responsibility to learn	168	84
9. Team player	170	85
10. Values new experiences	174	87.5

Fig 1: Graphical representation of Mean and standard deviation of overall professional attitude among the student teachers



Interpretation: Students show relatively ahigh percentage of a professional attitude in all the components ranging from 79 – 88%. The component ‘honesty’ is considered to be the lowest and the component ‘respect’ is found to be the highest. Thus, new strategies have to be implemented for the student teachers.

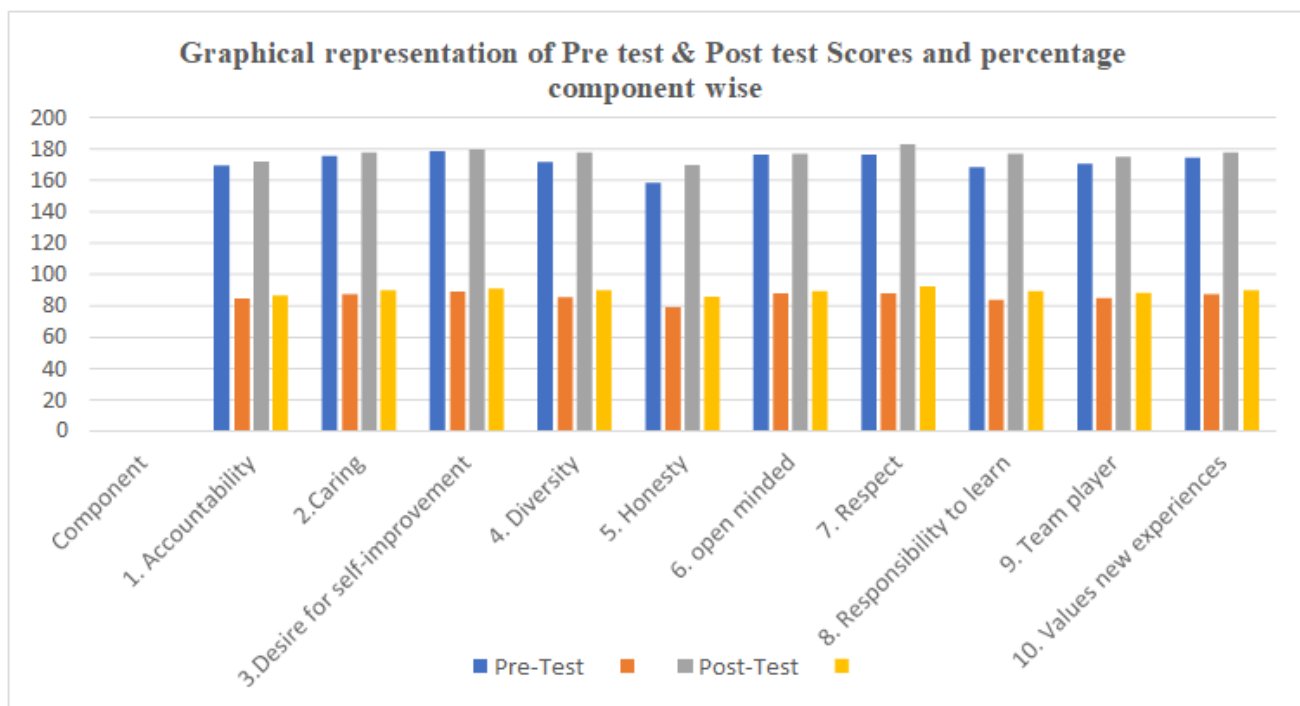
Post-Test

Table 2 Represents a specific level of professional attitude of student teachers concerning post-test

Component	Score	Percentage
1. Accountability	172	86
2.Caring	178	89
3.Desire for self-improvement	180	90
4.Diversity	178	89
5. Honesty	170	85

6.open minded	177	88.5
7. Respect	183	91.5
8. Responsibility to learn	177	88.5
9. Team player	175	87.5
10. Values new experiences	178	89

Fig No. 2 Graphical representation of Mean, Standard deviation of overall professional attitude among the student teachers



Interpretation: Students show relatively a higher percentage of a professional attitude in all the components ranging from 85-91.5%.

Hypothesis – 2

H2: Research hypothesis: There is a significant difference in the professional attitude among student teachers in Pre- and Post-PADP intervention programs.

Table 3 Mean, Standard deviation of professional attitude among the student teachers pre and post-PADP intervention programs

Group	N	Mean	S. D	t-value	df	Level Of Significance
Pre-test	20	85.75	7.37	1.21	19	Not Significant at 0.05 level
Post-test	20	88.4	6.17			

$df = 19$, $t \text{ table value} = 2.093$

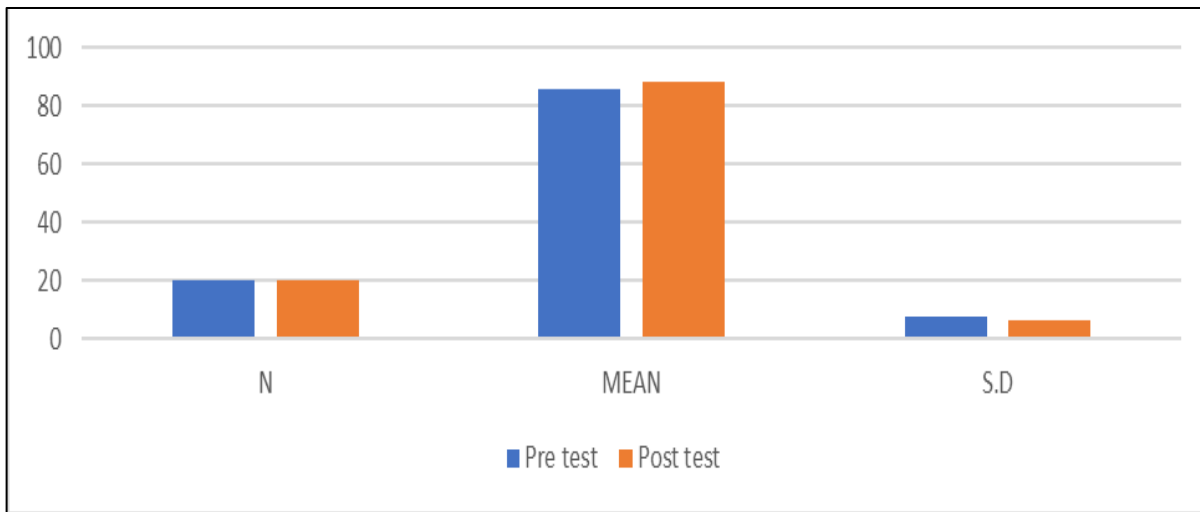


Fig 3: Graphical representation of Mean, Standard deviation of professional attitude among the student teachers pre and post-PADP intervention programs

Interpretation:

Table 3 indicates the mean of the pre-test $M = 85.75$ is less than the mean of the post-test (88.4). Therefore, there is a slight improvement in professional attitude. The Standard deviation among the students in the pre-test ($\sigma = 7.37$) is greater than the Standard deviation of the post- test ($\sigma = 6.17$) indicating there is greater variance in the pre-test score as compared to the post- test. The obtained t-value ($t = 1.213$) is less than the table value ($t = 2.093$). Thus, at $df = 19$, the research hypothesis is rejected and the null hypothesis is accepted, that is, there is no significant difference in the professional attitude of the student teachers after the intervention.

Table 4: Mean, S.D and t-Value of the components included PADP Component wise Analysis

Component		Mean	S. D	T-Test	Test of Significance
Accountability	Pre-Test	8.45	0.99	0.389	Not Significant
	Post-Test	8.6	1.09		
Caring	Pre-Test	8.75	0.91	0.497	Not Significant
	Post-Test	8.9	0.85		
Desire for Self-Improvement	Pre-Test	8.9	0.91	0.335	Not Significant
	Post-Test	9.0	0.72		
Diversity	Pre-Test	8.55	1.39	0.812	Not Significant
	Post-Test	8.9	1.16		
Honesty	Pre-Test	7.9	0.96	1.928	Significant at .05 Level
	Post-Test	8.5	1.10		
Open Minded	Pre-Test	8.8	1.00	0.149	Not Significant
	Post-Test	8.85	0.81		

Respect	Pre-Test	8.8	1.10	0.979	Not Significant
	Post-Test	9.15	1.13		
Responsibility to learn	Pre-Test	8.4	1.23	1.308	Not Significant
	Post-Test	8.85	1.13		
Team Players	Pre-Test	8.5	1.00	0.793	Not Significant
	Post-Test	8.75	1.06		
Values New Experiences	Pre-Test	8.7	0.23	0.677	Not Significant
	Post-Test	8.9	0.27		

$df = 19$, t table value = 2.093

Interpretation:

- The t-test values obtained in all the components showed lesser than the table value except the component “Honesty”. Thus, the difference is statistically not significant in the components; attributes, accountability, caring, desire for self-improvement, diversity, respect, responsibility to learn, team player, values new experience, effective communication, and a commitment to ongoing learning were as it is significant with respect to “honesty”.
- Accountability is a crucial aspect of professionalism, especially in education. The lack of significant improvement might indicate that the program may need to include more specific strategies or be conducted over a longer duration to effectively instil a stronger sense of accountability.
- Caring is an essential attribute for teachers. While the program had some positive impact, the lack of significance suggests that further emphasis or different instructional methods may be needed to foster a deeper sense of caring among student teachers.
- Self-improvement is fundamental for professional growth. The results indicate that the short-term intervention might not have been sufficient to ignite a substantial desire for self-improvement. Longer-term or more intensive approaches could be explored.
- In today's diverse classrooms, valuing diversity is crucial. While the program had some positive influence, its effectiveness in promoting diversity awareness may be limited. Additional training or activities focusing explicitly on diversity issues might be beneficial.
- Honesty is a core ethical principle. The intervention program showed impact on honesty with a comprehensive approach to ethical education and addressed specific honesty- related scenarios.
- Open-mindedness is vital for adapting to diverse educational situations. The program's limited impact suggests that it might need to incorporate more activities or discussions aimed at broadening perspectives.
- Respect is a foundational aspect of professionalism. The program's limited impact on respect could be addressed by incorporating more scenarios and discussions related to respectful behaviour.
- Encouraging students to take responsibility for their learning is important. The program may need to include more self-directed learning strategies to have a more substantial impact.

- Collaboration is vital in education. The program's limited impact on team player attitudes might require more explicit team-building exercises and communication training.
- Embracing new experiences is important for growth. The program may need to incorporate more experiential learning activities to foster a stronger appreciation for new experiences.

FINDINGS & DISCUSSION

1. **Impact of the PADP Intervention:** The findings of the study indicate a marginal improvement in the professional attitude of student teachers following the PADP (Professional Attitude Development Program) intervention. The program, which focused on ten components, Accountability, Caring, Desire for Self-improvement, Diversity, Honesty, Open-mindedness, Respect, Responsibility to Learn, Teamwork, and Valuing New Experiences, was relatively short in duration. Consequently, it could not bring about a significant attitudinal shift among the participants. This suggests that a long-term, sustained PADP program is essential to nurture deeper behavioral transformation and continuous professional growth among student teachers.
2. **Accountability:** The component of Accountability encompassed responsibility, loyalty, commitment, honesty, and ethical conduct. Student teachers demonstrated high pretest scores in this domain, reflecting the internalization of accountability traits through their ongoing B.Ed. coursework and prior field experiences. Given their maturity at the 4th semester level, the short-term PADP intervention produced no statistically significant change in this attribute. This finding reinforces the idea that accountability develops cumulatively over time and is reinforced through consistent practice and institutional culture rather than short interventions.
3. **Caring:** The Caring component included adaptability, empathy, and patience. Student teachers exhibited positive interpersonal practices, such as kindness, helpfulness, and fostering compassionate peer relationships. The PADP program contributed to a modest improvement in this area, particularly in building positive relationships and enhancing “being with” and “doing for” behaviors. The sense of belonging and mutual support observed among student teachers reflects the social and emotional growth that complements their pedagogical training.
4. **Desire for Self-Improvement:** This dimension included goal setting, time management, organization, leadership, and visualization skills. Student teachers remained highly engaged in self-development activities, maintaining motivation and resilience despite challenges. The PADP intervention encouraged participants to identify their “blind spots” and pursue personal and professional enhancement. Although improvements were evident, they were more reflective of pre-existing motivation rather than the direct effect of a brief intervention.
5. **Diversity:** The Diversity component recognized individual differences and encouraged inclusive perspectives. Through PADP activities, student teachers developed prosocial skills such as empathy, tolerance, and forgiveness, which enhanced their capacity to form relationships across diverse backgrounds. While the improvement was modest, it demonstrates that even short-term exposure to inclusive practices can foster awareness and appreciation of diversity in educational settings.
6. **Honesty:** Honesty encompassed integrity, sincerity, and responsibility. Student teachers exhibited genuine self-expression and accountability for their feelings and actions. The PADP intervention had a notable positive impact on this component, as reflected in their post-test scores, suggesting that the structured reflection and dialogue components of PADP successfully reinforced ethical awareness and truthfulness.
7. **Open-mindedness:** Open-mindedness refers to tolerance, flexibility, and freedom from prejudice. While the program encouraged creative thinking and independent exploration, the pretest and post-test results revealed no significant improvement. This may be attributed to pre-existing openness among

participants or to the limited duration of the intervention. A more prolonged exposure, with experiential learning and intercultural exchanges, could produce stronger outcomes in this area.

8. **Respect:** Respect was viewed as a reflection of one's personal and interpersonal quality. Student teachers demonstrated a high degree of respect for others, as indicated by significant improvement in their post-test scores. The PADP intervention appeared effective in enhancing interpersonal relationships and nurturing mutual respect, an essential attribute for future educators.
9. **Responsibility to Learn:** This component involved active engagement, use of deeper learning strategies, and positive learner identity. The PADP intervention showed a slight improvement, indicating that participants became more aware of their learning responsibilities. However, as reflected in their pretest performance, many already exhibited this trait, suggesting the need for more practice-oriented, metacognitive activities to strengthen autonomous learning behaviors.
10. **Team Player:** The Team Player component covered reliability, collaboration, and commitment. Student teachers demonstrated strong teamwork and cooperative skills even before the intervention. The PADP program contributed only marginally to further improvement, indicating that these skills were already well developed through prior collaborative experiences in their B.Ed. coursework.
11. **Values New Experiences:** This dimension included openness to experience, reflection, and problem-solving. Student teachers demonstrated a holistic approach to learning, using reflection to connect experiences with practical applications. The PADP intervention produced a minor improvement, helping participants recognize the value of lifelong learning and adaptability in dynamic educational contexts.

Educational implications of the study Policy Makers

1. Professional attitudes need to be emphasized in the process of curriculum designing and include in the forthcoming national curricular framework for the preservice teachers.
2. Conduct a specially designed intervention program for in-service teachers.
3. Professional attitude should be made important criterion during the process of teacher recruitment.
4. Policymakers should take up special efforts for enhancing and maintaining a positive attitude toward the teaching profession.

School Administrators

1. Conducting Webinars, conferences, and Workshops will help teachers in their professional attitudes.
2. Model professional attitude, and strengthen the mentoring system to empower teachers.
3. Imbibe an integrated system to the teaching-learning process.
4. Teacher selection committee could try to find out the attitude at the time of selection of teacher trainees so that better teachers could be produced.
5. School administrators should encourage teamwork with senior faculties.

Teacher Educators

1. Conduct awareness programs and orientations on the components of professional attitude.
2. To boost the attitude, we must introduce novelty in methods of teaching and teaching practices.
3. This study may help teacher educators to plan or to bring about certain modifications in the pre-service

training programs, both in content and methodologies, in such a way that the attitude of the prospective teachers is increased which will eventually get translated into actions or skills.

4. Able to identify better teachers for society apart from their interest in teaching and aptitude.
5. Regular action programs should be taken up to enhance teacher attitude components Accountability, Caring, Desire for self-improvement, Diversity, Honesty, open- mindedness, Respect, Responsibility to learn, Team player, and Values new experiences.

Student Teachers

1. Mentoring and emphasis during the intervention program
2. Attitudinal changes inculcate skills among teacher trainees which directly help them in the profession of teaching.
3. Participation in co-curricular activities.
4. Reflect on one's behavior for improvement.
5. Volunteer in community engagement programs

Limitations of the study

Limitations of the study are:

1. The present study is restricted only to the St. Ann's College of Education.
2. The sample was restricted only to Pre-service B.Ed. teachers.
3. The size of the sample was only 20 Preservice B.Ed. (Science) teachers.
4. The study is limited only to the sample collected by the investigator.

CONCLUSION

The present study delved into a critical aspect, namely the professional attitude of teachers. It was observed that a significant number of student-teachers exhibited inadequate attitude toward their teaching profession. The importance of teachers maintaining a positive attitude toward their profession need to be emphasised, as it serves as a fundamental prerequisite for the overall health of the educational system. When teachers begin to lose faith in their profession's role in nurturing intellect and driving societal progress, and if the honour associated with what is often regarded as the noblest of all professions is not duly recognized and respected by educators, the consequences can be far-reaching. This decline in professional morale can lead to decreased job satisfaction among teachers and erode the esteemed status of the teaching community. The implications of teachers harbouring less favourable attitudes toward their profession are indeed alarming. Such attitudes not only diminish a teacher's sense of professional identity but also cast a shadow over the vitality of the school environment. When educators merely fulfil their duties out of obligation for a pay check, devoid of genuine passion and respect for their role, the result can be a catastrophic scenario that undermines the very foundation of the educational system, ultimately leading it astray.

REFERENCES

1. Allport, G. W. (1935). Attitudes. In Murchison, C. (Ed.) A Handbook of Social Psychology, 34-36. Clark University Press, Worcester, Mass
2. Anastasi C (1957). Attitude of in-service & Preservice primary school teachers. Journal of education Psychology https://www.researchgate.net/publication/260038090_Preservice_primary_teachers%27_

attitudes_towards_inclusive_edu

3. Anderson, N. H (1971). Integration theory and attitude change. *Psychological Review*, 78, 171-206.
<http://fsnagle.org/files/anderson1971integration.pdf>
4. Bandura, 1993; Riggs & Enochs, 1990 “Teacher Efficacy: Its Meaning and Measure”
<https://brill.com/display/book/edcoll/9789462095571/BP000008.xml>
5. Bandura, A. (1993). Self-efficacy: The exercise of control. Freeman/Worth.
[https://scholar.google.co.in/scholar?q=%E2%80%A2+Bandura,+A.+\(1993\).+Self-+efficacy:+The+exercise+of+control.+Freeman/Worth.&hl=en&as_sdt=0&as_vis=1&oi=scholar](https://scholar.google.co.in/scholar?q=%E2%80%A2+Bandura,+A.+(1993).+Self-+efficacy:+The+exercise+of+control.+Freeman/Worth.&hl=en&as_sdt=0&as_vis=1&oi=scholar)
6. Bullough, R. V., & Gitlin, A. D. (2007). *Becoming a student of teaching: Linking knowledge production and practice*. Routledge.
7. Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 40(3), 291- 309.
8. Darling-Hammond, L., & Brint, M. G. (2009). *Preparing teachers for a changing world: What teachers need to know and be able to do*. John Wiley & Sons.
9. Day, C. (2005). *Becoming a teacher: Issues in secondary education* (3rd ed.). RoutledgeFalmer.
10. Ediger, M. (2002). Assessing teacher attitudes in teaching Science. *Journal of Instructional Psychology*, Find Articles.com. 03 Jun, 2009. http://ndarticles.com/p/articles/mi_m0FCG/is_1_29/ai_84667404/
11. Fulton, K. (1989). Technology training for teachers: A federal perspective. *Educational Technology*, 29(3), 12-17.<https://files.eric.ed.gov/fulltext/EJ1064110.pdf>
12. Grossman, P., Hammerness, K., & McDonald, M. (2009). Redefining teaching, re- imagining teacher education. *Teachers and Teaching: Theory and Practice*, 15(2), 273-289.[https://www.scirp.org/\(S\(351jmbntvnsjt1aadkposzje\)\)/reference/ReferencesPaper.aspx?ReferenceID=1955874](https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/reference/ReferencesPaper.aspx?ReferenceID=1955874)
13. Ingersoll, R. M. (2003). *Who controls teachers' work? Power and accountability in America's schools*. Harvard University Press.
14. Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201-233.
15. Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201-233. *Review of Educational Research* Vol. 68, No. 2 (Summer, 1998), pp. 202-248 (47 pages)
<https://www.jstor.org/stable/1170754>
16. Srivastava (1989) Attitude Of Student Teachers Towards Teaching Profession
<https://dergipark.org.tr/tr/download/article-file/155729>
17. Thurstone, L. L. (1946) Comment. *American Journal of Sociology*, 52, 39-50
[http://pu.edu.pk/images/journal/JEE/PDF_Files/4_Shabbir%20&%20Asif%2025\(II\).pdf](http://pu.edu.pk/images/journal/JEE/PDF_Files/4_Shabbir%20&%20Asif%2025(II).pdf)
18. Zeichner, K. M. (2012). The turn once again toward practice-based teacher education. *Journal of Teacher Education*, 63(5), 376-