



Understanding The Attitudes Of Student-Teachers In Colleges Of Teacher Education Towards The Teaching Profession: A Mixed-Methods Approach

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ABSTRACT

This study explores the attitudes of student-teachers in colleges of teacher education (CTEs) towards the teaching profession. The participants were a group of 855 student-teachers enrolled in CTEs during academic year 2022/23, with a focus on ascertaining their attitudes towards the teaching profession. The research employs a mixed-methods approach. The quantitative phase involves the use of the Teacher Attitude Inventory (TAI-AS) to assess attitudes towards the teaching profession, while the qualitative phase includes interviews to explore the factors influencing these attitudes. The findings reveal that student-teachers generally hold positive attitudes towards the teaching profession, but also face challenges and concerns. Personal experiences, societal perceptions, and career aspirations were identified as key factors influencing these attitudes. The study highlights the importance of addressing these factors in teacher education programs to enhance positive attitudes towards teaching and improve teacher retention rates.

Keywords: student-teachers, teaching profession, attitudes, Teacher Attitude Inventory (TAI-AS), mixed-methods, qualitative analysis, quantitative analysis, teacher education, perceptions, retention

1. Introduction

The teaching profession encompasses a vital role in society, involving social, cultural, economic, and scientific dimensions related to education (Hotaman, 2020). It is a specialized field requiring expertise, professional competence, and formal education (Tamanai, 2023). Teachers play a crucial role in national capacity building, being the foundation of education and human resource development (Nwosu, 2020). However, the profession faces challenges, including historical and social constraints that limit teacher expertise and hinder quality delivery (Cho, Jung, & Hong, 2022). Understanding the attitudes of individuals entering this profession is crucial for improving teacher education programs and ensuring the retention of high-quality teachers. Student-teachers, individuals undergoing teacher training, represent a crucial demographic whose attitudes towards the teaching profession can provide valuable insights into the challenges and opportunities in the field of education. This study focuses on exploring the attitudes of student-teachers towards the teaching profession. Attitudes refer to the enduring evaluative responses towards objects, individuals, concepts, or issues, influencing behaviours and predicting actions (Gure, 2015). By examining these attitudes, this study seeks to uncover the underlying factors that influence student-teachers' perceptions of teaching as a profession. The research utilizes a mixed-methods approach, combining quantitative and qualitative methods to provide a comprehensive understanding of student-teachers' attitudes. The findings of this study have implications for teacher education programs, policy makers, and educational institutions. By understanding student-teachers'

attitudes towards the teaching profession, teachers can adapt programs to better meet the needs and expectations of future teachers, ultimately enhancing the quality of education provided to students.

However, there is limited research that comprehensively examines the factors influencing student-teachers' attitudes towards the teaching profession, particularly in the context of teacher education studies. This study seeks to address this gap by investigating the attitudes of student-teachers towards the teaching profession and identifying the factors that influence these attitudes.

1.1 Research Questions

1. What are the dominant attitudes of student-teachers towards the teaching profession?
2. How do student-teachers' attitudes towards the teaching profession vary based on demographic factors such as gender, locality, and pedagogic subjects?
3. What factors influence student-teachers' attitudes towards the teaching profession?
4. To what extent do student-teachers' attitudes towards the teaching profession align with their career aspirations and intentions?
5. How can teacher education programs address student-teachers' attitudes towards the teaching profession to improve teacher retention and satisfaction?

1.2 The objectives

1. To identify and analyze the dominant attitudes of student-teachers towards the teaching profession.
2. To examine the variations in student-teachers' attitudes towards the teaching profession based on demographic factors such as gender, locality, and pedagogic subjects.
3. To explore the factors that influence student-teachers' attitudes towards the teaching profession.
4. To assess the alignment between student-teachers' attitudes towards the teaching profession and their career aspirations and intentions.
5. To propose strategies for teacher education programs to address student-teachers' attitudes towards the teaching profession, with the aim of improving teacher retention and satisfaction.

2. Materials and Methods

2.1 The research approach: This study utilizes a mixed-methods approach to investigate the attitudes of student-teachers towards the teaching profession. The research is conducted in two phases: quantitative and qualitative phases.

2.2 The Participants: The study included 855 student-teachers enrolled in Colleges of Teacher Education (CTEs) affiliated with Manipur University and the State Council of Educational Research and Training (SCERT), Manipur (India), during the academic year 2022–23. Participants were recruited from multiple CTEs to ensure a diverse sample. Informed consent was obtained from all participants prior to the test administration. Sample demographic characteristics have been shown in table 1.

Table 1: Sample characteristics

Variables	Characteristics	Sample	Percent
Gender	Male	241	28.19%
	Female	614	71.81%
	Total	855	100%
Locality	Rural	519	60.70%
	Urban	336	39.30%
	Total	855	100%
Pedagogy subject	Language	150	17.54%
	Mathematics	43	5.03%
	Sciences	308	36.02%
	Social Science	354	41.40%
	Total	855	100%

2.3 The Tools: For the quantitative phase the tool used for the current study was a 90-item Teacher Attitude Inventory (TAI-AS) by Ahluwalia (2006/2014). And for the qualitative phase, a semi-structured interview schedule constructed by the investigators for the current study was used.

2.4 Procedure: The data collection process started in the month of January 2023 and ended in May 2023. For the quantitative phase, the participants complete a survey to assess their attitudes towards the teaching profession using the Teacher Attitude Inventory (TAI-AS). Demographic information, including gender, locality, and pedagogic subject, had also been collected through a sheet containing demographic details of the participants. Furthermore, for the qualitative phase, a subset of participants had been selected for qualitative interviews based on their attitude scores. To determine the number of subsets of participants that will be

selected based on their attitude scores, we established the criteria for selection of the participants who score above a certain threshold on attitude measures; for instance, an attitude score above the 75th percentile (265.00). The authors then calculate the number of participants who meet this criterion, which yields 214 individuals.

2.5 Data Analysis: For quantitative data analysis, we used descriptive statistics to analyze the data, including mean scores, standard deviations, and frequency distributions. We also used inferential statistics, such as t-tests and ANOVA, are used to examine differences in attitudes based on demographic factors. The significant level had been set at 0.05. All statistical procedures were performed at IBM SPSS Statistics Version 22. For qualitative data analysis, the authors used thematic analysis to identify patterns, themes, and categories in the interview data. Data from the qualitative phase was also compared and integrated with the quantitative findings to provide a comprehensive understanding of the research questions. Triangulation of data from multiple sources enhances the validity and reliability of the study's findings. Before the test administration, informed consent had been obtained from all participants. Participants' confidentiality and anonymity were also maintained throughout the study. The research is conducted by ethical guidelines for research involving human subjects.

3. The Results

3.1 The dominant attitudes of student-teachers towards the teaching profession: For determining the dominant attitudes of the student-teachers towards the teaching profession, the authors assumed that most student-teachers hold positive attitudes towards the teaching profession.

Table 2: The attitudes towards the teaching profession

Items	1 F (%)	2 F (%)	3 F (%)	4 F (%)	5 F (%)	Total score	Mean score	Attitude
1	77 (9.01)	54 (6.32)	457 (53.45)	120 (14.04)	147 (17.19)	2771	3.24	Neutral
2	12 (1.40)	20 (2.34)	90 (10.53)	134 (15.62)	599 (70.06)	3495	4.09	Positive
3	545 (63.74)	130 (15.20)	20 (2.34)	100 (11.70)	60 (7.02)	1565	1.83	Negative
4	312 (36.49)	312 (36.49)	94 (10.99)	102 (11.93)	35 (4.09)	1801	2.11	Negative
5	7 (0.82)	9 (1.05)	89 (10.41)	299 (34.97)	451 (52.75)	3743	4.38	Positive
6	66 (7.72)	55 (6.43)	567 (66.32)	120 (14.04)	147 (17.19)	3092	3.62	Positive
7	10 (1.17)	15 (1.75)	91 (10.64)	138 (16.14)	601 (70.29)	3870	4.53	Positive
8	311 (36.74)	313 (36.61)	94 (10.99)	103 (12.05)	34 (3.98)	1801	2.11	Negative
9	7 (0.82)	9 (1.05)	89 (10.41)	300 (35.09)	450 (52.63)	3742	4.38	Positive
10	6 (0.70)	10 (1.17)	88 (10.29)	302 (35.32)	449 (52.52)	3743	4.38	Positive
11	10 (1.17)	10 (1.17)	88 (10.29)	303 (35.44)	544 (63.63)	4226	4.94	Positive
12	9 (1.05)	9 (1.05)	87 (10.18)	301 (35.21)	549 (64.21)	4237	4.96	Positive
13	10(1.17)	9 (1.05)	90 (10.53)	299 (34.97)	546 (63.86)	4224	4.94	Positive
14	78 (9.12)	55 (6.43)	457 (53.45)	120 (14.04)	145 (16.96)	2764	3.23	Neutral
15	546 (63.86)	129 (15.09)	19 (2.22)	101 (11.81)	60 (7.02)	1565	1.90	Negative
Overall							3.64	Positive

As shown in Table 2, respondents did not favour (negative attitude) only four statements out of a total of fifteen statements, i.e., Those who fail in other fields of work usually become teachers (1.83); There are more disadvantages than advantages in the teaching profession (2.11); There are more disadvantages than advantages in the teaching profession (2.11); and If I do not get any other job, I will join the teaching profession (1.90). The results also showed that only in two statements out of a total of fifteen, the respondents remained

neutral (neutral attitude), i.e., if I had a son entering college, I would have encouraged him to become a teacher (3.24); and I will not take up any other job except teaching (3.23). However, the results also showed that out of the total of fifteen statements, the respondents were in favour (positive attitude) of nine statements, i.e., teaching develops personality and character (4.09); Teaching profession has a bright future (4.38); Teaching profession appears to be interesting only in the beginning (3.62); I take pride in telling that I belong to the teaching profession (4.53); I want to take up teaching profession only because my parents wish so (4.38); It is a curse to remain in the teaching profession (4.38); Teaching is a very stimulating profession (4.94); Teaching profession makes people lazy (4.96); and the teaching profession is not a good medium for serving people (4.94). Generally, the respondents had a positive attitude in most of the statements. Thus, the study concluded that student-teachers have a positive attitude (3.64) towards the teaching profession.

This finding supports the findings of the previous studies (e.g., Sahayarani & Stanly, 2014; Åžener, 2015; Harshadhai, 2018; Prabha & Vasanthpriyadharsan, 2020; Summarlina, 2020). Some studies have found that student-teachers were uncertain about the attitudes towards teaching profession (e.g., Rajpal, 2018); moderate level of teaching attitudes (e.g., Begum & Khan, 2015); and B.Ed. students do not have the same level of Attitude towards Teaching Profession (e.g., Tetseo, 2022) The inconsistent findings about whether the respondents have positive or negative attitudes regarding the teaching profession could be explained by the fact that, given that some B.Ed. students may have entered the profession under duress rather than freely, their attitudes towards the teaching profession may be less positive. Additionally, some B.Ed. students may have opted to become teachers because they are more positive about teaching. Further, the tools used for determining the level of attitudes may also be vague, or in fact, these tools do not have a proper grading mechanism for determining attitude level. This calls for further in-depth analysis regarding the scale validation process.

3.2 The variations in student-teachers' attitudes towards the teaching profession based on demographic factors such as gender, locality, and pedagogic subjects: For determining the difference in the attitudes of student-teachers with respect to different demographic variables such as gender, locality, and pedagogic subjects, the authors hypothesized that there are significant differences in attitudes towards the teaching profession based on gender, with females exhibiting more positive attitudes compared to males; student-teachers from urban areas have more positive attitudes towards the teaching profession compared to those from rural areas; and the choice of pedagogic subjects influences attitudes towards the teaching profession, with certain subjects correlating with more positive attitudes.

Table 3 The gender-wise difference in attitudes towards the teaching profession

Gender	N	Mean	Std. Dev.	SEM	t	Sig.
Male	241	239.925	29.203	1.881	-5.247*	.000
Female	614	250.121	23.984	0.968		

*. Mean difference is significant at 0.05 levels

The above table 3 shows the descriptive statistics of gender-wise differences in attitudes towards the teaching profession of B.Ed. student-teachers in Manipur: Mean scores and standard deviations for attitudes towards the teaching profession were: male (M = 239.925, SD = 29.203); and female (M = 250.121, SD = 23.984). Independent sample t-test results showed that there was gender-wise significant differences; $t(853) = -5.247$, $p = .000$. It was inferred that female student-teachers had a better level of attitudes towards the teaching profession than their male counterparts.

This result indicated that gender had a profound impact on the attitudes of B.Ed. student-teachers concerning the teaching profession. A 2015 study by Åžener found that female student-teachers had more positive attitudes towards teaching profession than their male counterparts. Other previous studies have also revealed similar results (e.g., Sahayarani & Stanly, 2014). Contrasting results were also found by prior studies (e.g., Parvez & Shakir, 2013; Bhargava & Pathy, 2014; Maheshwari, 2014), where male and female student-teachers did not differ in their attitudes towards teaching profession. The probable cause of the present result may be that male B.Ed. student-teachers have decided to join the B.Ed. course or teaching profession out of duress, while female B.Ed. student-teachers might have joined the B.Ed. course or teaching profession out of compulsion and out of choice, which might influence their dissimilar perspectives towards the teaching profession.

Table 4 The locality-wise difference in attitudes towards the teaching profession

Locality	N	Mean	Std. Dev.	SEM	t	Sig.
Rural	519	244.46	26.20	1.15	-3.929*	.000
Urban	336	251.54	25.01	1.36		

*. Mean difference is significant at 0.05 levels

The above table 4 shows the descriptive statistics of locality-wise differences in attitudes towards the teaching profession of B.Ed. student-teachers in Manipur. Mean scores and standard deviations for attitudes towards the teaching profession were: rural (M = 244.46, SD = 26.20); and urban (M = 251.54, SD = 25.01). Independent sample t-test results showed that there were locality-wise significant differences; $t(853) = -3.929$,

$p = .000$. It was inferred that urban student-teachers had a better level of attitudes towards the teaching profession than their rural counterparts.

This finding indicated a profound effect of the independent variable locality on the attitudes of B.Ed. student-teachers towards teaching profession. This finding conformed to the findings of the prior studies (Sahayarani & Stanly, 2014; Prakash, 2019), where they have also found that urban student-teachers had better attitudes towards teaching profession than their rural counterparts. In contrast to the finding, prior studies have found that rural B.Ed. student-teachers have higher attitude than their urban counterparts (e.g., Pancholi & Bharwad, 2017; Hossain, 2018). However, these findings contrasted to the findings of the prior researches (Khan & Chandra, 2016; Rakesh & Kiran, 2016; Rani, 2016) where they found no significant difference in attitudes towards teaching profession of rural and urban student-teachers.

Table 5 Descriptive statistics of emotional intelligence in respect of subject-stream

Subject-stream	N	Mean	Std. Dev.	Std. Err.
Language	150	245.71	28.13	2.30
Mathematics	43	241.09	27.29	4.16
Science	308	249.41	25.43	1.45
Social Science	354	246.76	25.19	1.34
Total	855	247.25	25.95	0.89

Table 5 reveals the descriptive statistics of subject-wise differences in attitudes of B.Ed. student-teachers in Manipur towards teaching profession: Mean scores and standard deviations for attitudes towards teaching profession were: language ($M = 245.71$, $SD = 28.13$); mathematics ($M = 241.09$, $SD = 27.29$); science ($M = 249.41$, $SD = 25.43$) and social science ($M = 246.76$, $SD = 25.19$).

Table 6 ANOVA summary of attitudes towards teaching profession in respect of pedagogic subject

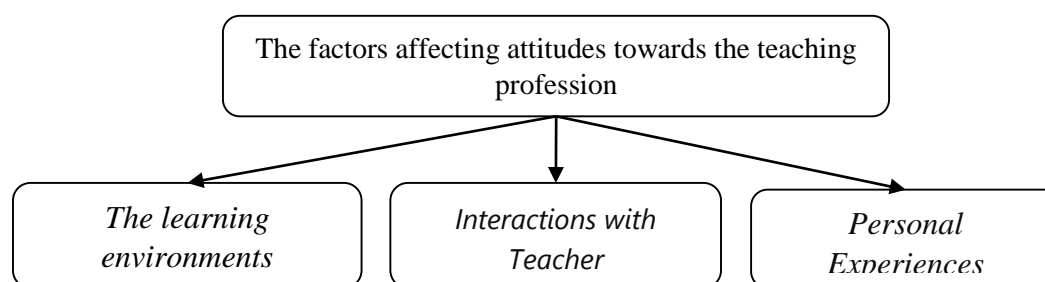
	Sum of Sq.	df	Mean Sq.	F	Sig.
Between Groups	3504.105	3	1168.035	1.738	.158
Within Groups	571784.824	851	671.898		
Total	575288.929	854			

One-way ANOVA results showed that there was subject-wise no significant difference in attitudes towards teaching profession; $F(3, 851) = 1.738$, $p = .158$. It was inferred that language, mathematics, science, and social science student-teachers had a similar level of attitudes towards teaching profession.

This means that independent variable subject-stream had no significant role to play in influencing the attitudes of student-teachers towards teaching profession. The current findings could be the result of a low favourable attitude towards teaching among B.Ed. student-teachers from all specialisation areas who believe that teaching has no bright future and who choose to become teachers only after failing to obtain employment in the non-teaching sector. Nonetheless, B.Ed. student-teachers from any field of study who choose to become teachers may have a positive outlook on the teaching profession. This finding was in sync with the findings of the prior studies (e.g., Parvez & Shakir, 2013; Bhargava & Pathy, 2014; Maheshwari, 2014; Pancholi & Bharwad, 2017; Kumar & Sharma, 2022). However, these were in contrast to the finding of the previous researches (e.g., Sahayarani & Stanly, 2014; Hossain, 2018).

3.3 The factors influencing student-teachers' attitudes towards the teaching profession: For explicating the factors that influenced attitudes towards the teaching profession, the authors assumed that personal experiences, including interactions with teachers and learning environments, significantly influence attitudes towards the teaching profession.

The results of a qualitative analysis of the interview data reveal a range of three factors affect the attitudes of student-teachers towards the teaching profession, such as supportive learning environments, positive role models, and personal teaching experiences (see figure 1).

Figure 1 The factors affecting attitudes towards the teaching profession

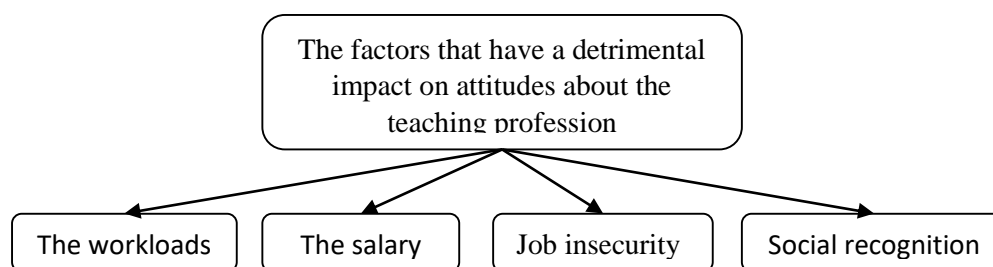
3.3.1 The learning environments: Learning environment may include, for example, timely and positive feedback by the teacher-educators. Feedback is one of the main instrument teachers have at their disposal to establish this kind of supportive learning environment (Price et al., 2011; Reeve, 2012; Reschly & Christenson, 2012). According to Hattie and Timperley (2007), feedback is defined as information that students get regarding their performance or understanding with the goal of minimizing the gap between what they already know and what is intended to be learned (Hattie & Timperley, 2007). Additionally, students need to interpret that data and apply it to improve their learning (Carless & Bound, 2018).

3.3.2 Interactions with Teacher: For student teachers, fostering strong relationships with mentors, peers, and faculty members can help them feel supported and like they belong. Their self-assurance and desire for the teaching profession may increase as a result. A role model is defined as someone who is known, has excellence, and is in a position that others aim to achieve or consider as an example (Paice et al., 2002; Passi & Johnson, 2016). According to several studies, role modelling is the most effective method in teaching professionalism (Paice et al., 2002; Birden et al., 2013). Role models influence the formation of students' professional identities by providing positive examples that support their well-being, facilitating reflection and learning, and demonstrating the ability to make decisions based on professional norms, values and attitudes both in medical and non-medical matters (Emilia et al., 2023).

3.3.3 Personal Experiences: Personal teaching experience at the time of their internship (teaching practicum) can also be a mediator in influencing the attitudes towards the teaching profession of the future teachers. Student teaching experiences are thought to be the most important part of a teacher education program (Tang, 2003; Glenn, 2006; Richardson-Koehler, 1988). They help students become competent teachers by transforming them from inexperienced ones (Nombulelo et al., 2023). Yaylı (2018) asserts that student teachers gain valuable insights into the support, guidance, and assessment offered by schools and higher education institutions by putting the theoretical aspects of the program into practice through practicum experiences in teaching schools (Yaylı, 2018). According to Allen (2011), stakeholders that are clearly aware of their duties and responsibilities and possess the necessary capacity must be included to improve the practicum period (Allen, 2011).

3.4 The alignment between student-teachers' attitudes towards the teaching profession and their career aspirations and intentions: To see whether student-teachers' attitudes towards the teaching profession align with their career aspirations and intentions, the authors assumed that student-teachers whose attitudes towards the teaching profession align with their career aspirations and intentions are more likely to remain in the teaching profession.

The extent to which student-teachers' attitudes towards the teaching profession align with their career aspirations and intentions can vary based on several factors. The results of the qualitative analysis of the interview data also show that workload, pay, job insecurity, and social recognition concerns are the main issues that could have a detrimental impact on attitudes about the teaching profession (see figure 2).

Figure 2 The factors that have a detrimental impact on attitudes about the teaching profession

Student-teachers who hold a strong positive attitude towards the teaching profession are more likely to view teaching as a long-term career option. Their attitudes may align closely with their career aspirations, leading to a higher likelihood of pursuing teaching as a profession. Agbo et al. (2015) views that career aspiration is the professional path one wishes to follow and maintain; it is a lifelong process that demands accurate perceptions of ability, potential and achievement. Career aspiration is defined as long-term individual work-related goals (Quaglia & Cobb, 1996). According to these authors, career aspirations revolve around the ambitions and inspirations of students (Quaglia & Cobb, 1996; Agbo, Ojobor, & Ezinwa, 2015). Ambition, as defined by Quaglia and Cobb (1996) is the perception that an activity is important to achieve a future goal (Quaglia & Cobb, 1996). Thus, if a student has the desire to achieve a future goal, he/she will be more ambitious and strive for the goal he/she has set for him/herself. Quaglia and Cobb (1996) furthered that inspiration reflects activity which is exciting and enjoyable to the individual (Quaglia & Cobb, 1996). Student-teachers' attitude towards the teaching profession therefore explains the type of goal they set for themselves at the onset (Ona, 2015).

The goals and intentions of student-teachers for their careers might also be influenced by the opinions of their family, friends, and other significant people. Student teachers' favourable attitudes about teaching and their intent to continue a profession in teaching can be strengthened by the positive encouragement and support they receive from these sources. These systems have complex relationships with each other, and they can affect each other (Koçak, Ak, Erdem, Sinan, Younis, & Erdoğan, 2021). Studies have found that family (Bojuwoye & Mbanjwa, 2006; Kumar, 2016; Akosah-Twumasi et al., 2018; Akosah-Twumasi et al., 2021), friends (Yi-Hui, 2006; Kiuru, 2008; Bankole & Ogunsakin, 2015; Okiror & Otabong, 2015; Mtemeri, 2020), and teachers (Akinjide & Sehinde, 2011; Khan et al., 2012; Georgiana, 2015) have a profound impact on the career choices of the individuals. Student-teachers are more likely to desire to become teachers and plan to follow a teaching career if they believe that teaching is a career that fits with their personal values and beliefs about education.

Overall, a variety of internal and external factors can have an impact on how student-teachers' views regarding the teaching profession match with their goals and intentions for their careers. Aligning student-teachers' attitudes towards the teaching profession with their career aspirations and intentions is crucial for enhancing their commitment and learning outcomes. Studies have shown that various factors influence students' attitudes, such as gender, educational level, specialization, cumulative average, and in-school experiences during teaching practice (Alsagarat, 2023; Fteiha & Al Bustami, 2023; Savva, 2022). Implementing programs, training, and activities to develop positive attitudes towards teaching is recommended to encourage students to pursue teaching careers (Yurtseven & Dulay, 2022). Longitudinal research indicates that student-teachers' motives for choosing a teaching career are primarily intrinsic, subject to change over time, and influenced by their experiences during initial teacher education (Kaçaniku et al., 2022). Therefore, it is essential for teacher education programs to focus on strengthening teaching practice to effectively prepare students for their future careers in teaching.

There is a need to align student-teachers' attitudes towards the teaching profession with their career aspirations and intentions. This alignment can lead to higher levels of job satisfaction and retention rates among teachers.

3.5 The propose strategies for teacher education programs to address student-teachers' attitudes towards the teaching profession, with the aim of improving teacher retention and satisfaction:

To propose strategies for teacher education programs to address student-teachers' attitudes towards the teaching profession with the aim of improving teacher retention and satisfaction, the authors assumed that implementing interventions in teacher education programs that address factors influencing attitudes towards the teaching profession will lead to improved teacher retention and satisfaction.

The amalgamation of both quantitative and qualitative data offers a thorough understanding of the perspectives held by student-teachers on the teaching profession. These results emphasize how critical it is to address systemic as well as individual elements to raise teaching satisfaction levels and increase teacher retention rates. By having a greater knowledge of these factors, policymakers and teacher education programs may assist student teachers in making well-informed judgments on their future possibilities in education. To draw and keep top-notch teachers, teacher education programs will need to provide supportive learning environments, offer relevant teaching experiences, and address workload and pay-related issues.

Supportive learning environments for student-teachers in colleges of teacher education (CTE) include the impact of teacher-student interaction, sound richness, sound pleasure, perceived ease of use, and perceived usefulness on student-teachers' classroom well-being (Voisin, Phillips, & Afonso, 2013). Furthermore, the learning environment's important elements, such as personal development, relationships, and institutional culture, play a crucial role in supporting or hindering student learning (Xiao, Tian, & Xu, 2023). Furthermore, psychosocial contextual factors like establishing satisfying relationships with peers are essential for a positive learning environment (Shayna, Pashootan, & Mah, 2023). Moreover, providing learner support, especially in online settings, is vital for effective instruction and enhancing competencies and confidence in self-regulated learning and social interaction (Altermatt, 2019). These factors collectively contribute to creating a conducive and supportive learning environment for student-teachers in colleges of teacher education (CTE).

Providing suitable teaching experiences to student teachers at teacher education institutes requires focusing on several important aspects. In addition to considering their psychological requirements (Dreer, 2020); field experiences should engage student-teachers in real-world professional duties (Flores, 2018). Proactive techniques such as active social coping methods can also aid in preventing student-teacher burnout associated to studying (Herraiz-García & Aberasturi-Apraiz, 2015). Working together with new technology, educators and students can improve knowledge exchange and skill development (Arbur, 1976). Finally, it is critical to comprehend how teacher learning involves self-regulation processes as seasoned educators often self-regulate their teaching practices rather than their learning experiences.

Many of the aspects that the research has revealed are critical to consider when addressing concerns connected to student-teachers' workload and salary. First and foremost, to decide on the workload, pay scale, and additional paid hours for teachers, labour unions and education officials must have a productive social discourse (Stefenhagena, Grinfelde, & Vanaga, 2022). Additionally, to reduce workload stress and improve academic achievement, keeping the teacher-student ratio at an acceptable level is crucial (Ogundare et al., 2022). Long-term solutions also depend on an awareness of the complicated nature of teacher shortages and the wide range of contributing variables (See et al, 2022). Lastly, it is suggested to use a holistic ecological viewpoint to look at factors that affect luring, keeping, and developing future educators. This emphasizes the necessity of longitudinal study to improve the calibre and wellbeing of teachers (Fenech et al., 2022).

4. Conclusions

This study was an attempt by the authors to explore the attitudes of student-teachers towards the teaching profession. The analysis of the Teacher Attitude Inventory (TAI-AS) scores reveals that most student-teachers in colleges of teacher education exhibit positive attitudes towards the teaching profession. Specifically, the mean scores indicate a high level of agreement with statements related to the importance and value of teaching, as well as a strong sense of commitment to the profession. However, there are variations in attitudes based on demographic factors such as gender, locality, and pedagogic subjects. Female student-teachers and urban based student-teachers tend to have more positive attitudes towards teaching compared to their male and rural counterparts. The results also revealed that pedagogic subject offered by the student-teachers had no role to play in influencing their attitudes towards the teaching profession.

The analysis of interviews with student-teachers provides further insights into the factors influencing attitudes towards the teaching profession. Personal experiences, such as positive interactions with teachers or mentors, emerge as key influencers of positive attitudes. Additionally, societal perceptions and expectations play a significant role, with many student-teachers expressing a desire to make a positive impact on society through teaching. However, challenges such as workload, salary, job insecurity, and social recognition are also identified as factors that may impact attitudes towards teaching negatively. The findings of this study have several implications for teacher education programs. Providing meaningful teaching experiences, cultivating supportive learning environments, and addressing concerns related to workload and salary are key strategies to enhance positive attitudes toward teaching and improve teacher retention rates. The current study has limitations. The study was conducted in a specific context (Colleges of Teacher Education in Manipur University, India) with a specific group of participants (855 student-teachers). The findings may not be generalizable to other contexts or populations.

In conclusion, this study highlights the complex nature of student-teachers attitudes toward the teaching profession. By understanding and addressing the factors that influence these attitudes, teacher education programs can better support student-teachers and ensure the recruitment and retention of high-quality educators.

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Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this study.

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