

---

## Attitudes of Pre-service Teachers Towards the Teaching Profession

(The Case of Kuwait University, College of Education)

\* Dr. Farah Almutawa

This study was designed to investigate the attitudes of pre-service teachers at Kuwait University towards the teaching profession in relation to some variables including gender, high school major, and grade level.

The sample of the study consisted of 539 pre-service teachers enrolled in teacher education classes at Kuwait University, College of Education during the 2012-2013 Academic year. They were selected through simple random sampling procedure.

Findings show that the sample has positive attitudes towards teaching. The findings also indicate no significant differences as regards gender and grade level variables. However, there exists a significant difference between those in Social Sciences major and those in Natural Science major. Pre-service teachers whose major is Social Sciences have more positive attitudes than those in Natural Sciences. Colleges of education are recommended to enhance positive attitudes towards the teaching profession.

---

\* is Assistant Professor .*Department of Foundations of Education College of Education, Kuwait University . State of Kuwait*

**Key words** / Pre-service teachers, Attitude towards the teaching profession, gender, College of Education, Kuwait University.

## **Introduction**

Teachers are the most important agents in an educational system. They are the pre-requisite of successful educational programs (Lal & Shergill, 2012) as the quality of education depends upon abilities and efficiency of teachers. If teachers are well trained, motivated and committed to their profession, learning will be enhanced (Hussain *et al.*, 2011). Teachers can and do make a difference by influencing the lives of children and adolescents (Richardson & Watt, 2006) and by raising future citizens. Therefore, research concerning teachers and prospective teachers can contribute to the improvement of education and development of societies.

Teacher's personal characteristics, skills, backgrounds, culture, relations with students are factors that influence teachers' performance in the classroom and their expectations of students (Aydin cited in Güneyli & Aslan, 2009; Williams & Burden, 1997). Teachers' attitudes towards their profession is yet another factor that influences teachers' success in the profession of teaching (Güneyli & Aslan, 2009), and their participation in related educational programs and activities, and affects learning outcomes (Philiass, 2009). The attitude developed towards the profession is one of the most important determinants of significant achievement of the individual in that profession (Merdassa, 2012). The attitudes and perceptions of a profession affect the perceptions of professional competence and achievement, thus teachers' attitudes towards their profession are important to determine

their classroom effectiveness and behaviors (Akbulut & Karakus, 2011).

An attitude is defined as a "tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (Eagly & Chaiken , 1993, p. 1). It consists of three components: (a) the cognitive component; (i.e., the thoughts and beliefs about the social object), (b) the emotional component; (i.e., evaluative feelings or the effect connected to the object) and (c) the behavioral component; (i.e., disposition to take action with respect to the object) (Krech *et al.*, 1962; Lefton, 1994; Shaw & Wright, 1967). Attitudes are formed within social and cultural contexts (Guan *et al.*, 2005) in which the individual participates through direct and personal experiences as well as implicit learning (Lasek & Wiesenbergovala, 2007; Zimbardo & Leippe, 1991).

An attitude towards profession means a person's feeling, behaviors and commitment to the profession. Teachers' attitudes towards teaching affect their behaviors with students as attitudes could indicate individual's behaviors (Üstüner *et al.*, 2009). Research shows that attitudes significantly inform human decisions (Mueller, 1986) and influence teachers' and prospective teachers' educational practices, classroom activities, expectations of students, teaching skills and professional change (Boot, 2003; Clark & Peterson, 1986; Fang, 1996; Pajares, 1992; Williams & Burden, 1997, Shah & Thoker, 2013) . If the teacher is committed and has a positive attitude, then it is sure that his/her performance will be better and his/her efforts will be fruitful (Hussain *et al.*, 2011). According to Guan *et al.*, (2005), teachers' attitudes influence their perceptions of education, instructional behavioral, and student learning outcomes. Consequently, teachers'

behavior influences students in terms of achievement and academic success, personality, interests and future career (Fang, 1996; Williams & Burden, 1997). Therefore, teachers' attitudes directly affect students' attitudes (Philius, 2009). By developing and shaping teachers with positive attitudes, effective and productive learning of students can be achieved (Lal & Shergill, 2012), whereas negative attitude of a teacher may have a negative impact on one's teaching (Hussain *et al.*, 2011).

The professional identity of teachers is essential in determining effectiveness and securing the "professional health" of those involved. Teachers are human beings dealing with human beings during the most sensitive and precious period of life. They are bound to make massive impact on personality character, intellectual growth, attitude and values of future citizen (Shah & Thoker, 2013). Thus, this research endorses investigating the inner world of prospective teachers as manifested in their attitudes. These attitudes are based on their knowledge of what they do, how to do it, why they do it, how they feel about it. The teaching practice is a result of an interactive relationship between the teacher's beliefs and attitudes, values and knowledge, intra personal and inter personal intelligences. An integral look is needed not only to understand the status of teaching profession in Kuwait but also to increase its vital role in all spheres of development. Attitudes towards the profession of teaching plays a pivotal role in the formation of the teacher's professional identity as is the case with gender, high school major, and grade level .

In addition, it is important to investigate the attitudes of pre-service teachers because they will be future teachers, and their attitudes influence their educational practices as well as students' performances. Güneyli &

Aslan (2009) state that the way in which prospective teachers perceive their profession is needed as much as knowledge. Examining these attitudes, would make pre-service teachers more conscious of their future choice of being teachers and aware of their beliefs and attitudes towards their profession and would introduce new teaching practices within their training as future teachers. Examining these attitudes would possibly help colleges of education to be more aware of their future teachers. Jain (2007) points out that one of the objectives of teacher education programs is to develop in prospective teachers a positive or favorable attitude towards the teaching profession. Teacher training programs have an important role to form the pre-service teachers' opinions about teaching profession. (Aktop & Beyazgül, 2014).

Moreover, pre-service teachers get their cognitive about the profession mainly from their past experiences in schools. Their attitude towards the profession are highly dependent on individual experiences rather than what knowledge they get in the colleges of education. Tok (2011) mentions that one of the aims of teacher education institutions is to develop positive attitudes towards the profession. This highlights the important role of these colleges in teachers' preparation in providing student teachers not only with teaching skills, but with the positive attitudes towards the profession of teaching, during which attitudes are expected to develop.

Apart from the significance of the sustained reasons, this study may provide answers to some questions always raised regarding the decreasing quality of teacher-learning processes in schools in particular and student's psycho-social identity in general. The economization trend has turned education into the realm

of economic principles emphasizing only the know-what and know-how. So, skilled teachers are those who know what they teach (the subject matter) and know how to teach (the teaching methods). The inner world of the teacher (personality factors, attitudes, ...etc. ) retreated to be out of concern, or lost its place in priorities of research and intersection. This study is an attempt to get back to the origin- the self.

### **Related literature**

Ghonia (1994) measured the attitudes of 504 students in Saudi Arabia towards teaching. The results showed that females (freshwomen) when entering the college of education had more positive attitudes towards teaching than males. Both males and females in their fourth year had more positive attitude than first year students as theoretical preparation and classwork helped students improve their attitude towards teaching. Flores's (2001) study involving newly graduated school teachers found that having employment opportunities and the influence of others ( e.g. relatives or former teachers) were the most common reasons for being teachers. She also stated that the workplace conditions play a crucial role in shaping teachers' attitudes and practices toward teaching especially the relationships. In addition, intrinsic motivations for joining the profession: a strong personal commitment to become a teacher and the willingness to teach were mentioned. .

Almejedel (2006) investigated the attitudes of 330 pre-service teachers towards the profession of teaching in Oman. The results showed no significant difference in relation to gender, year of study and GPA. However, there was a significant difference in relation to students' specialization; students who are specialized in literature have more positive attitudes than those who are specialized in science. It was also found that family, and

societal and geographical factors motivated females to enter the college of education. However, the study of Osunde & Izevbogie (2006) involving 400 secondary school teachers' towards the teaching profession in Nigeria found that because of financial remuneration and delay in payment of salaries and allowances, teachers have negative attitude towards the teaching profession. Lasek & Wiesenbergoval (2007) investigated the attitudes of 136 third year pre-service teachers. They lived in villages, small and big cities; their parents are (are not) teachers, and they have (have not) a teacher as a model. The results showed that female teachers, who have a model and whose parents are teachers have more realistic attitudes towards teaching, but altogether the whole group had positive attitudes toward the profession of teaching.

Bedel (2008) conducted a study involving 180 undergraduate students enrolled in early childhood education in three different universities in Turkey. The results showed that the participants had high positive attitudes toward teaching. However, almost half of the participants stated that their future plans did not include being involved with early childhood education. In terms of the demographic characteristics, only two variables, fathers' education level and participants' decision time to major in an early education program, were found to be significantly related to attitudes towards teaching. 37.4% of the participants indicated that choosing the program is a result of their own decision. 31.3% indicated that their family influenced their decision to enroll in the program, and 13.4% stated that their teachers were contributed to such choice. The study also showed that 33% of the participants decided to become teachers during their high school year.

Üstüner et al. (2009) in their study about the attitudes of prospective teachers towards the profession of teaching, found a significant difference between the attitudes according to gender, the type of the program they study, order of preference and the socio-economic status of their families and neighborhoods. It was found that females had a positive attitude towards teaching than males. Students from the department of computer education had the least positive attitude towards teaching compared to students at remaining departments. Attitudes of students choosing the profession of teaching as their first preference are more positive. Students coming from middle socio-economic conditions had more positive attitudes towards teaching than other groups.

Güneyli & Aslan (2009), in their study about the attitudes of prospective teachers towards teaching profession, found that females had more positive attitudes than males. No significant differences between attitudes scores in relation to the effects of class and socio-economic level was found. The most important concern of prospective teachers is not being appointed in the future. Köğce *et al.*, (2010) compared the attitudes of freshman and senior pre-service teachers pursuing an undergraduate degree in an elementary mathematics education program toward teaching. It was found that seniors have more positive views about teaching than freshmen, and females had more positive attitudes than males. The pre-service teachers who had preferred teaching profession among their top five preferences were found to have more positive attitudes towards the profession.

Oruc (2011), in his study on the perceptions of teaching by 80 trainee teachers studying their first and third years at a state university's Faculty of Education in Turkey, revealed that those students have clear

positive attitudes for their future profession. Tok (2011) found that pre-service teachers' attitudes towards teaching during freshman and senior years were positive. However, they were less positive in their senior years. Moreover, the findings from the interview data indicate that both positive and negative changes occurred in pre-service teachers' attitudes towards teaching throughout their education, and these changes were related to teaching practice, cooperating teachers, teacher education institutions and teacher educators. Hussain's *et al.*, (2011) study in district Multan in Pakistan concluded that the majority of the secondary school teachers does not possess positive attitudes towards the profession of teaching. It was also found that female secondary teachers have more positive attitudes towards the profession as compared to the male teachers; Science teachers had more positive attitudes as compared to the Arts teachers. But at the same time the Arts teachers were found to be more committed and satisfied as compared to Science teachers.

Merdassa's (2012) study involving 146 prospective teachers from four different programs in Wollega University in Ethiopia revealed that prospective teachers possess positive attitudes towards teaching. The results showed no significant differences in terms of gender, family income, and parent' educational level. In another study comparing the teaching attitudes of government and private secondary school teachers , Shah & Thoker (2013) found that government male teachers have higher teaching attitude towards teaching profession than females , and private female secondary school teachers have higher teaching attitude towards teaching profession than their counterparts. The study of Alci *et al.*, (2013), involving 170 student teachers,

revealed that the gender factor was not significant on the attitudes towards the teaching profession. Al-Rashid (2013) investigated the attitudes of 1208 student teachers towards the profession of teaching in Saudi Arabia. The results revealed that student teachers, in general, have positive attitudes towards teaching; however senior students' attitudes were more positive, concerning the preparation for the profession, than those of freshmen.

### **Aim of the study**

This study aimed at investigating the attitudes of pre-service teachers at Kuwait University towards the teaching profession in relation to some variables including gender, high school major, and grade level. Attitudes constitute the inner world of individuals and provide motivation to get the work started and habits to keep it on. Thus, this study provides a database for those concerned for teacher-preparation.

### **Research Questions**

1. What are the attitudes of pre-service teachers towards the profession of teaching?
2. Are there differences between the attitudes of pre-service teachers that can be attributed to gender?
3. Are there differences between the attitudes of pre-service teachers that can be attributed to high school major?
4. Are there differences between the attitudes of pre-service teachers that can be attributed to grade level?

### **Research Method**

Descriptive survey method was employed in this study. Survey research or quantitative descriptive studies are appropriate and most often used to reveal the feelings, views, ideas, attitudes, beliefs, concerns or opinions of individuals about a subject by obtaining data from a

large mass of people (Salant & Dillman, 1994; Köğce *et al.*, 2010). The population of this study consisted of all undergraduate students (N= 3788) enrolled in various teacher education programs at Kuwait University, College of Education during the second semester of 2012-2013 Academic year. A sample of 539 was drawn from the population using simple random sampling technique. All of the participants were administered the questionnaire and took part in the study voluntarily. For data collection, a 5 point Likert – type scale questionnaire was developed after reviewing the literature and related research. The Cronbach Alpha reliability of the scale reached 0.89. The questionnaire included 50 items about students' attitudes towards the profession of teaching with five possible alternatives: strongly agree, agree, uncertain, disagree, and strongly disagree. The questionnaire was divided into five subscales/ dimensions to measure the attitudes of pre-service teachers towards the profession of teaching:

1. Personal dimensions of teaching included 10 items
2. Professional dimensions of teaching included 10 items
3. Societal dimensions of teaching included 11 items
4. Economic dimensions of teaching included 9 items
5. Future dimensions of teaching included 10 items

Data was analyzed using the (SPSS) statistical package. Descriptive statistics such as frequency distribution, means and standard deviations were used to analyze the data of the study. T-tests and One way analysis of variance (ANOVA) was used to explore the nature of the difference between the participants according to the variables of the study.

## Findings and Discussion

The findings reveal that the majority of the participants in the study were females since teacher education is one of the female dominated professions in Kuwait. The characteristics of the participants are presented in Table (1).

**Table 1. Demographic properties of the sample (n= 539)**

Independent	Variables	N	%
Gender	Male	170	31.5
	Female	369	68.5
Major	Literature	266	49.6
	Science	273	50.4
Grade Level	1 <sup>st</sup> grade	90	16.7
	2 <sup>nd</sup> grade	162	30.1
	3 <sup>rd</sup> grade	215	39.9
	4 <sup>th</sup> grade	72	13.4

As shown in Table 1, the majority of the participants are females. Of the 539 participants, (31.5%) are males, while (68.5%) are females. Among the participants (49.6%) majored in Social Sciences (Literature) and (50.4%) majored in Natural Sciences (Science) in high school. Among the participants (16.7%) are in the first year, (30.1%) are in the second year, (39.9%) are in the third year and (13.4%) are in the fourth year.

The main purpose of the study was to investigate attitudes of pre-service teachers at the College of Education, Kuwait University towards the profession of teaching. In this part, the findings of the study will be presented and discussed in the order of the research questions as follows:

1. What are the attitudes of pre-service teachers towards the profession of teaching?

To answer the above research question, means and standard deviations were computed for the whole items according to the five sub-dimensions which constituted

the instrument for data collection, as displayed in Table (2).

**Table 2. Attitude scores of pre-service teachers towards teaching profession (n= 539)**

Sub-Scales/Dimensions	N	Mean	Std. Deviation
Personal	539	3.6314	.42728
Professional	539	3.2472	.40705
Community	539	3.4521	.36102
Economic	539	3.2099	.46339
Future	539	3.7784	.42709
<b>Total Mean</b>	<b>539</b>	<b>3.4638</b>	<b>.27803</b>

Concerning the first research question "What are the attitudes of pre-service teachers towards the profession of teaching?", the results in Table 2. show that pre-service teachers generally had positive attitudes toward teaching,  $X = 3.46$  (The mean score for individual items ranged from 2.56 to 4.07, with higher scores reflecting positive attitudes). This result contradicts the research of (Osunde & Izevbigie, 2006; Hussain et. al., 2011), in which the majority of secondary teachers did not possess positive attitudes towards the profession of teaching. On the other hand, the result is congruent with previous studies (AbuDaka, 2005; Bedel, 2008; Merdassa, 2012; Al-Rashid, 2013), who observed that the majority of pre-service teachers hold positive attitudes towards the profession.

A possible explanation for the positive attitudes of the pre-service teachers may be related to cultural and societal factors that emphasize the important role and status of the teacher and the good social image of the teaching profession. This explanation is emphasized by Tadessa & Meaza (2007) research which found that attitudes of student- teachers towards their profession is highly influenced by the attitude of the society towards

the profession. In addition, in this study, the positive attitudes of student teachers might be due to the economic factor mostly after the increases in the teachers' salaries, although they were quite higher even before these increases, especially as compared to the teachers' salaries in the neighboring Gulf States. On the other hand, the results showed that the lowest mean attitude was in the sub - dimension of the scale related to economic issues. It can be interfered that prospective teachers and teachers are not quite satisfied with the increase in the salaries. Merdassa (2012) found that prospective teachers who perceived that they will face financial constraints as a teacher had shown negative attitudes towards the profession of teaching.

As for the second research question "Is there a difference between the attitudes of pre-service teachers in relation to gender?", means, standard deviations and t-test were computed as displayed in Table (3).

Sub- Scales / Dimensions	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Personal	Male	170	3.6611	.46740	1.098	537	.273
	Female	369	3.6176	.40741			
Professional	Male	170	3.2540	.45086	.263	537	.793
	Female	369	3.2441	.38581			
Community	Male	170	3.4301	.41394	-.888	537	.375
	Female	369	3.4623	.33395			
Economic	Male	170	3.2972	.49739	2.989	537	.003*
	Female	369	3.1697	.44178			
Future	Male	170	3.7195	.46511	-2.181	537	.030*
	Female	369	3.8055	.40618			
Total Mean	Male	170	3.4724	.32619	.443	537	.658
	Female	369	3.4599	.25317			

Table.3 shows the results of the independent t- test in order to determine whether pre-service teachers' attitudes towards the profession of teaching differ according to gender. The results show no significant difference in terms of this variable ( $p = .658 > .05$ ). This result supports the findings of (AbuDaka, 2005; Almejedel, 2006; Merdassa, 2012; Alic et al., 2013) and

opposes the research of (Köğce et al., 2010; Güneyl & Aslan, 2009; Üstüner et al., 2009; Hussain et al., 2011). Although, the teaching profession is stereotyped as a feminine job, the findings show that both males and female pre-service teachers tend to hold a positive attitude towards teaching. Taking into consideration the positive cultural and societal image of the teaching profession, the increase in the teachers' salaries and the professional benefits, this result is expected. However, the results showed a significant difference in the attitudes between males and females in the sub - dimensions of the scale related to economic and future issues. Males were found to be more concerned about economic issues (mean = 3.29), whereas females were more concerned about future issues (mean = 3.8). A possible explanation for this result would be related to cultural aspects since males have more financial responsibilities towards their families. Another possible explanation can be found in the research of Rosenblatt, *et al.*, (1999) on job insecurity. Among 385 teachers, males were found to be more insecure and emphasized financial concerns, whereas females had concerns about intrinsic issues of their jobs as well as financial concerns.

Concerning the third research question "Is there a difference between the attitudes of pre-service teachers in relation to high school major?" , means, standard deviations and t-test were computed as displayed in Table (4).

Table 4. Attitudes of pre-service teachers in relation to high school major (n= 539)

Sub- Scales/ Dimensions	Major	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Personal	Social Sc.	266	3.6724	.40270	2.160	534	.031*
	Natural Sc.	270	3.5931	.44554			
Professional	Social Sc.	266	3.2710	.43280	1.460	534	.145
	Natural Sc.	270	3.2200	.37476			
Community	Social Sc.	266	3.4766	.37730	1.672	534	.095
	Natural Sc.	270	3.4247	.34127			
Economic	Social Sc.	266	3.2272	.47958	1.100	534	.272
	Natural Sc.	270	3.1836	.43653			
Future	Social Sc.	266	3.8363	.43157	3.085	534	.002*
	Natural Sc.	270	3.7233	.41600			
Total Mean	Social Sc.	266	3.4967	.29984	2.857	534	.004*
	Natural Sc.	270	3.4290	.24699			

The results of the independent t- test was performed in order to determine whether pre-service teachers' attitudes towards the profession of teaching differ according to high school major of the participants. There was a significant difference between those who majored in Social Sciences and those who majored in Natural Sciences, ( $p = .004 < .05$ ). Pre-service teachers whose major was Social Sciences have more positive attitudes than those who majored in Natural Sciences. The result of this study contradicts the research of Hussain et al. (2011) as secondary Science teachers had more positive attitudes as compared to the Arts teachers. However, the result is in line with the research of Almejdel (2006) who found that pre-service

teachers who are specialized in literature have more positive attitudes than those who are specialized in science. A possible explanation can be related to the nature of teaching as it serves the interests and ambition of students who are majored in Social Sciences more than those who come from a Science background. Students who come from a Science major possibly expect prestige careers such as medicine or engineer rather than being a teacher.

On the fourth research question "Is there a difference between the attitudes of pre-service teachers in relation to grade level?", one- way ANOVA was computed as displayed in Table (5)

**Table 5. Attitudes of pre-service teachers in relation to grade level (n= 539)**

Subscale		Sum of Squares	df	Mean Square	F	Sig.	Effect Size ( $\omega^2$ )
Professional	Between Groups	2.544	3	.848	5.240	.001*	0.023045
	Within Groups	86.596	535	.162			
	Total	89.140	538				

The results of one-way ANOVA, as shown from the table 5, indicate that there was only a significant difference in relation to the professional dimension. The attitude of second and third year pre-service teachers was more positive compared with first year students in relation to professional issues. This can be explained by the fact that students in their first year are still new to the profession of teaching and college work. Then as they progress in their study and get close to graduation they become more aware of teaching career and responsibilities. Classes, course work and teacher educators may also affect student teachers' attitudes. In addition, some students in their first year might still be hesitant about being in the college of education and they might have plans to attend to other colleges if possible.

This result is congruent with previous studies (Ghonie, 1994; Köğce et al., 2010; Al-Rashid, 2013) as senior pre-service teachers were found to have more positive attitudes towards teaching than freshmen ones due to pre-service teachers' internalizing the profession throughout the undergraduate study process. On the other hand, pre-service teachers' attitudes were less positive in their senior years as shown in the study of Tok (2011). However, grade level had no effect on the prospective teachers' attitudes towards the profession as revealed by the study of Üstüner et al. (2009).

### **Concluding Remarks**

The attitudes of teachers and pre-service teachers towards the teaching profession are as important as teaching knowledge and theories. Teachers' attitudes towards the profession of teaching are obviously central to an understanding of the mental and emotional aspects in teachers' personalities. Total quality management for the teaching profession - as all other professions - is highly dependent on the human factor. Only through better understanding of teachers' attitudes based on their beliefs about the teaching profession, that we can get most pitfalls in the teaching-learning process, not only in teacher-learner relationship but with all involved (colleagues, managers, parents...etc.)

Positive attitudes towards the profession of teaching have become a fundamental issue in education and learning processes. Positive Attitudes are important in determining behaviors. Generally a person having a desirable attitude towards various situations and experiences will be found getting success and happiness in various fields of life. The present research examined the attitudes of pre-service teachers towards the teaching profession. One of the most important results of the study is that the pre-service teachers in general have a positive attitude towards teaching.

The study concludes that it is vital for pre-service teachers and teachers to hold positive attitudes towards the profession of teaching if they wish to be successful in their profession. It is estimated that teachers who have positive attitudes towards teaching profession may show interest and enthusiasm in teaching and contributing effectively to the process of teaching and learning. According to Shah & Thoker (2013) teachers' performance depends to a great extent on his/her attitudes, values and beliefs. A positive favorable attitude makes work easier and more satisfying and professionally rewarding. A negative and unfavorable attitude makes the profession harder, tedious and unpleasant. Consequently, teachers and pre-service teachers with a positive professional attitude are more likely to perform better in the teaching-learning process. They are more motivated towards their profession. They are punctual in the school. They respect their students and colleagues. They participate in the school academic activities enthusiastically.

One conclusion from this present study is to encourage teacher educators to focus on student teachers' attitudes and concentrate on developing a positive attitude rather than a negative one to enhance the achievements of the goals of education. Curriculum and the theoretical courses and practical ones taught by academicians in the teacher training programs have a significant role in developing positive attitudes towards teaching profession (Aktop & Beyazgül, 2014). However, teacher educators need first to have a positive attitude towards teaching. Teachers with positive attitude would contribute more competently to the process of education and learning since professional attitude is a significant predictor of a good teaching practice.

Finally, an important recommendation for future research in the light of the present results is the need to replicate this study with a larger number of participants coming from different disciplines. Another possible research is to investigate the attitudes of teachers towards the teaching profession considering the effect of the workplace and colleagues. In addition, a future research can focus on the role of teacher education programs on shaping pre-service teachers' attitudes towards the profession of teaching.

### References

1. AbuDaka, S. (2005). **Student teachers attitudes towards teaching profession and their relation to the adequacy of practical training.** Human Sciences, 19(4),1141-1168.
2. Akbulut, O., & Karakus, F. (2011). **The investigation of secondary school science and mathematics pre-service teachers' attitudes towards teaching profession.** Educational Research And Reviews, 6(6),489-496.
3. Aktop, A., & Beyazgül, G. (2014). **Pre-service physical education teacher's attitudes towards teaching professionals.** Procedia-Social and Behavioral Sciences, 116, 3194-3197.
4. Alci, B., Karatas, H. & Yurtseven,N. (2013). **The correlation between teachers candidates' attitudes towards teaching profession and their school practicum achievement.** Journal of Teaching & Education, 2(3), 281-287.
5. Almejedel, A. (2006). **Attitudes of students in Salalah towards the teaching profession.** The Educational Journal, 81, 91-142.
6. Al-Rashid, I. M. (2013). **Teacher college students' attitudes toward teaching and its relation with some variables in Saudi Arabia.** Educational Sciences & Islamic Studies, 15, (1)
7. Bedel, E. F. (2008). **Interactions among attitudes toward teaching and personality constructs in early childhood education preservice teachers.** Journal of Theory and Practice in Education, 4(1), 31-48.

8. Boot, D. (2003). **Teacher educators as belief-and- attitude therapists: Exploring psychodynamic implications of an emerging role. Teachers and Teaching: Theory and Practice**, 9(3), 257-277.
9. Clark, C. & Peterson, P. (1986). **Teachers' thought processes. In M. Wittrock. (Ed.), Handbook of research on teaching (3rd ed.), (pp. 255-296). New York: Macmillan.**
10. Eagly, A. & Chaiken, S. (1993). **The psychology of attitudes. Fort Worth, TX : Harcourt Brace Jovanovich.**
11. Fang, Z. (1996). **A review of research on teacher beliefs and practices. Educational Research**, 38(1), 47-65.
12. Flores, M. (2001) **Person and Context in Becomin a new teacher. Journal of Education for Teaching**, 27(2), 135-148.
13. Ghonie, M. (1994). **Attitudes of male and female students of College of Education in Madinah towards the teaching profession enlight of theoretical preparation and field education: A comparative study. The Educational Journal** 31, 195-222.
14. Guan, J., McBride, R. & Xiang, P. (2005). **Chinese teachers' attitudes toward teaching physical activity and fitness. Asia- Pacific Journal of Teacher Education**, 33(2), 147-157.
15. Güneyli, A.& Aslan, C. (2009) **Evaluation of Turkish prospective teachers' attitudes towards teaching profession (Near East University case). Procedia Social and Behavioral Sciences**, 1(1), 313-319.

16. Hussain, S., Ali, R., Khan, M. S., Ramzan, M., Qadeer, M. Z. (2011). **Attitude of secondary school teachers towards teaching profession.** International Journal of Academic Research 3(1), 985-990.
17. Jain, R. (2007). **A study of teaching effectiveness of teachers and their attitudes towards teaching profession.** European Journal of Teacher Education 33, 77-89.
18. Köğçe, D., Aydin, M. & Yildiz, C. (2010). **Freshman and senior pre-service Mathematics teachers' attitudes toward teaching profession.** The International Journal of Research in Teacher Education, 2(1), 2-18.
19. Krech, D., Crutchfield, R. & Ballachey, E. (1962). **Individual in society: A text book of social psychology.** New York: McGraw-Hill Book.
20. Lal, R. & Shergill, S. (2012). **A comparative study of job satisfaction and attitude towards education among male and female teachers of degree colleges.** International Journal of Marketing, Financial Services & Management Research, 1(1), 57-65.
21. Lasek, J. & Wiesenbergoval, S. (2007). **Prospective teachers' attitudes to their profession.** The New Educational Review, 13(3-4), 129-136.
22. Lefton, L. (1994). **Psychology (5th ed.).** Needham Heights, MA: Allyn and Bacon.
23. Merdassa, A. (2012). **Assesment of the attitudes of prospective teachers enrolled in postgraduate diploma in teaching: The case of Wollega University.** Science, Technology and Arts Research Journal, 1 (4), 65-73.

24. Mueller, D. (1986). **Measuring social attitudes: A handbook for researchers and practitioners.** New York: Teachers College Press.
25. Oruc, N. (2011). **The perception of teaching as a profession by Turkish trainee teachers: Attitudes towards being a teacher.** International Journal of Humanities and Social Science, 1(4), 83-87.
26. Osunde, A. U. & Izevbigie, T. I. (2006). **An assessment of teachers' attitude towards teaching profession in Midwestern Nigeria.** Education, 126(3), 462-467.
27. Pajares, F. (1992). **Teachers' beliefs and educational research: Cleaning up a messy construct.** Review of Educational Research, 62(3), 307-332.
28. Philiyas, Y. (2009). **Relationship between teachers' attitudes and students' academic achievement in Mathematics in some selected senior secondary schools in Southwestern Nigeria.** European Journal of Social Sciences 11(3), 364-369.
29. Richardson, P. & Watt, H. (2006). **Who chooses teaching and why?** Asian – Pacific Journal of Education, 34(1), 27-56.
30. Salant, P. & Dillman, D. (1994). **How to conduct your own survey.** New York: John Willey & Sons.
31. Shah, S. & Thoker, A. (2013). **A comparative study of government and private secondary school teachers towards their teaching profession.** Journal of Teacher Education and Research, 4(1), 118-121.
32. Shaw, M. & Wright, J. (1967). **Scales for the measurement of attitudes.** New York: McGraw-Hill Book.

33. Tadesse, W. & Meaza, F. (2007). **Assessment on problems of the new pre-service teachers training program in Jimma University.** Ethiopian Journal of Education and Sciences, 2(2), 63-72.
34. Tok, Şükran (2011). **Pre-service primary education teachers' changing attitudes towards teaching : A longitudinal study.** European Journal of Teacher Education, 34(1) 81-97.
35. Üstüner, M., Demirtaş, H. & Cömert, M. (2009). **The attitudes of prospective teachers towards the profession of teaching: The case of Inona University,** Faculty of Education. Education and Science, 34(151), 147-157.
36. Williams, M. & Burden, R. (1997). **Psychology for Language teachers: A Social constructivist approach.** Cambridge : Cambridge University Press.
37. Zimbardo, P.G. & Leippe, M. (1991). **The psychology of attitude change and social influence.** New York: McGraw-Hill.

## اتجاهات طلبة وطالبات كلية التربية في جامعة الكويت نحو مهنة التدريس

### الملخص

هدفت الدراسة إلى التعرف على اتجاهات الطلبة والطالبات في جامعة الكويت نحو مهنة التدريس وفقا لمتغيرات الجنس ، نوع التخصص ، والمستوى الدراسي ( أول- رابع ) . تم تطبيق استبانة مكونة من ٥٠ بندا على ٥٣٩ طالب وطالبة مسجلين في كلية التربية في دولة الكويت خلال العام الدراسي ٢٠١٢-٢٠١٣ .

**أظهرت النتائج :** أن هناك اتجاها ايجابيا لدى أفراد العينة نحو مهنة التدريس ، كذلك عدم وجود فروق ذات دلالة إحصائية بالنسبة لمتغيري الجنس والمستوى الدراسي. في حين أظهرت النتائج فروقا دالة إحصائية بالنسبة لمتغير التخصص، إذ أن اتجاهات طلبة وطالبات التخصصات الأدبية كانت أكثر إيجابية نحو مهنة التدريس مقارنة باتجاهات طلبة وطالبات التخصصات العلمية .

**توصي الباحثة** بالاهتمام بدور كليات التربية في تعزيز الاتجاهات الإيجابية نحو مهنة التدريس لدى طلبتها وطالباتها .