

Pre-Service Science Teachers Attitude towards Teaching Profession: Case of Ignatius Ajuru University of Education

Mgbomo, Tubonemi¹, and Abbey-Kalio, Ibiyengibo²

¹Department of Biology Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Nigeria

²Department of Chemistry Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Nigeria

Author Email: nemiebi2017@gmail.com ibkalio@yahoo.com

ABSTRACT

The study investigated the attitude of pre-service science teachers of Ignatius Ajuru University of Education towards teaching profession. Descriptive survey design was adopted for the study. Two research questions and two hypotheses guided the study. The population of the study comprised all Biology, Chemistry and Physics students totaling 1,782 students the sample comprises 300 students drawn through stratified random sampling and simple random sampling techniques. The instrument used for data collection was Pre-Service Science Teachers' Attitude towards Teaching Profession Questionnaire (PSSTATPQ). The reliability of the instrument was established by applying Cronbach alpha statistics to obtain a coefficient of 0.74. Frequency count and percentage were used to answer the research questions while chi-square was used to test the hypotheses. The result of the study revealed that a greater percentage of the students have positive attitude towards teaching profession. The result also indicated that there is no significant difference between the attitude of male and female pre-service science teachers towards teaching profession. The study recommended among others that admission into teacher training programs should be by first choice.

Keywords: Pre –Service, Science teachers, Attitude, Teaching profession

Article information

Received 6 November 2023;

Accepted 15 December 2023;

Published 20 December 2023

DOI: <https://doi.org/10.26765/DRJSSES777666555>

Citation: Mgbomo, .T. Abbey-Kalio, .I. (2023). Pre-Service Science Teachers Attitude towards Teaching Profession: Case of Ignatius Ajuru University of Education. Vol. 11(7), Pp. 95-101. This article is published under the terms of the Creative Commons Attribution License 4.0.

INTRODUCTION

Education is the structured process through which individuals acquire knowledge, skills, values, and attitudes essential for personal development and societal contribution. This process encompasses both formal settings, such as schools and universities, and informal contexts, including community and family interactions. Education is fundamental in fostering cognitive, social, and emotional growth, empowering individuals to lead productive and meaningful lives (Dewey, 1916). While Ezekiel-Hart and Adiele (2010), conceptualized education,

as encapsulates a structured process of training and learning aimed at equipping individuals with the necessary skills to navigate, adapt to, and thrive within their immediate societal context. Darling-Hammond (2020) further underscores education as the conduit through which knowledge, skills, values, morals, beliefs, and habits are acquired, thereby substantiating its fundamental role in effecting desired social and cultural transformations. This opinion was echoed by Parvez and Shakir (2013), who posit that the progression and quality of a society

hinge upon the caliber of its citizens, which, in turn, is contingent upon the quality of education imparted. Central to the educational milieu is the pivotal role of teacher as expounded by Marcellinus (2018), whose proficiency and dedication are paramount in fostering modernization and sustainable development. The essence of a teacher, as articulated by Parvez and Shakir, (2013), extends beyond mere dissemination of subject matter expertise to encompass the cultivation of innate talents and virtues within students. A proficient teacher, according to Egwu (2015), possesses a nuanced understanding of their subject matter, adeptly engaging learners and fostering an environment conducive to sustained interest and active participation. Nwanekeze (2011) concurs, highlighting the instrumental role of effective classroom dynamics in resolving societal challenges and fostering national progress.

In essence, the discourse on education underscores its transformative potential, with teachers emerging as the linchpins in facilitating individual and societal advancement through the cultivation of knowledge, skills, and virtues among learners.

The Federal Republic of Nigeria (FRN, 2008) through the national policy on education spelt out the objectives of education which are:

1. The inculcation of national consciousness and national unity.
2. The inculcation of the right type of values and attitude for the survival of the individual and the Nigerian society.
3. The training of the mind in the understanding of the world around and the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society. In line with the national educational objectives the policy outlined educational objectives for the primary, secondary and higher education. In all of these objectives the teacher is the key to the fulfillment of each objective. All of the above are pointers to the fact that without the teacher there will be no education system. The teacher plays very significant role in the education system. It is the teacher who is saddled with the task of translating policies into practice and programs into action.

In a global context, the role of teachers as key contributors to national development is well-recognized, and many countries honor teachers with high regard and respect. In Nigeria, historical accounts, such as those by Eze (as cited in Egwu, 2015), depict a time, particularly in the 1950s and 1960s, when teaching was a highly respected profession, standing on equal footing with fields like medicine and law. Although educational qualifications and financial compensation were modest, teachers held a revered position, and parents encouraged their children to pursue teaching, acknowledging its essential role in nurturing all other professions. However, recent observations reveal a significant decline in the social value attributed to teachers

in Nigeria, where the profession has lost much of its former esteem. Today, teachers face a societal devaluation of their roles, marginalization, and limited recognition despite their vital contributions to shaping future professionals and building the nation. This reduction in societal regard reflects a broader shift in perceptions of the teaching profession, affecting both the public and governmental attitude toward educators (Amaele, 2012; Odiike & Nnaekue, 2018).

The concept of professionalism, as described by Amaele (2012) and Wehmeier et al. (2005), highlights the need for specialized training, distinct competencies, and ethical standards as essential elements of any profession. According to the Teachers Registration Council (TRC) (as cited in Odiike & Nnaekue, 2018), teaching is a structured and disciplined process involving the transfer of knowledge, attitudes, and skills, adhering to established professional principles. These qualifications align with David's (2011), who adds that a profession should possess a specific body of knowledge and require rigorous training to meet its service demands. Enyi (2014) further emphasizes the unique body of knowledge and specialized skills necessary for teaching, affirming that it indeed qualifies as a true profession deserving of recognition alongside fields like medicine, engineering, and law.

Pre-service teachers—students in teacher education programs preparing for a teaching career but not yet fully certified—are key figures in the future of education. These individuals undergo coursework, practical training, and internships to build the skills and understanding needed to succeed as educators. The attitudes of pre-service teachers toward teaching play a critical role in shaping their commitment and effectiveness in the classroom, as well as their potential for long-term success in education (Mendoza & Berhanu, 2022; Johnson et al., 2023). Various factors, such as personal educational experiences, perceptions of job security and salary, societal attitudes toward teaching, and the level of support received during training, shape these attitudes. Positive attitudes correlate with greater job satisfaction, higher teaching quality, and a stronger commitment to the profession, while concerns over low pay and workload can lead to negative attitudes and deter entry into teaching (Eryaman & Aydın, 2020; Williams et al., 2021).

A growing body of research underscores the importance of well-designed teacher education programs that prioritize reflective practice, pedagogical skills, and classroom management to foster positive attitudes among pre-service teachers. Programs that provide mentorship, peer support, and feedback have been shown to boost pre-service teachers' confidence and competence, reinforcing a favorable outlook on the profession (Korthagen, 2017; Darling-Hammond et al., 2019). Additionally, early successes during teaching practice provide pre-service teachers with a realistic understanding of their impact on

students, promoting a positive self-image as educators (Zimmerman & Schunk, 2020).

In contrast to the ideal of teacher professionalism, Nigeria faces numerous systemic issues. Negative perceptions, especially from government entities and society at large, have led to the recruitment of untrained individuals as teachers, often through the National Youth Service Corps (NYSC) program, which places graduates without teaching qualifications into primary and secondary schools. Furthermore, high-performing students are typically channeled into prestigious fields, while lower-performing students are encouraged to enter colleges of education, perpetuating the notion of teaching as a fallback profession (Parvez & Shakir, 2013; Okemakinde, 2013). Teachers' welfare challenges, documented in studies by Parvez and Shakir (2013), Egwu (2015), and Odiike and Nnaekue (2018), reveal a profession plagued by low pay, inconsistent salary payments, limited promotional opportunities, and inadequate working conditions, all of which contribute to the erosion of teaching as an attractive career choice. This marginalized view of teaching impacts prospective teachers' attitudes. Attitude, as defined by Wehmeier et al (2005), reflects an individual's feelings, behaviors, and commitment toward a subject. As elaborated by Oluremi and Oyewole (2013), attitude toward a profession includes emotional and behavioral investments that significantly affect career commitment. Despite some positive findings regarding pre-service teachers' attitudes (Andronache et al., 2014; Subbulakshmi, 2019), studies by Egwu (2015) and Parcholi and Bharwad (2015) indicate a prevalent negative outlook among pre-service teachers.

Gender plays a notable role in shaping pre-service teachers' attitudes toward the teaching profession, affecting factors like motivation, career commitment, and perceptions of teaching. Research into this area provides insights into how gendered expectations and societal views may influence how future educators view their chosen profession, potentially impacting their professional identity, job satisfaction, and long-term retention in teaching roles.

Studies have shown that female pre-service teachers often report more positive attitudes toward the teaching profession compared to their male counterparts. Bhargava and Pathy (2014) found that female student teachers tended to have stronger motivations for pursuing teaching, viewing it as a meaningful, respected career choice. Female pre-service teachers also generally display greater enthusiasm and commitment to the profession, often citing intrinsic motivators like the desire to help children or make a positive societal impact (Pancholi & Bharwad, 2015). These positive attitudes among women may stem from societal perceptions that align teaching with nurturing roles traditionally ascribed to women, contributing to a sense of alignment with the profession (Kumar & Sharma, 2022).

On the other hand, research suggests that male pre-

service teachers are more likely to view teaching with a sense of ambivalence or as a secondary option. Male pre-service teachers often express concerns regarding limited career progression and lower pay, which can lead to a negative perception of the profession (Eryaman & Aydın, 2020). Additionally, men may face societal pressures to pursue careers perceived as more prestigious or lucrative, and as a result, they may not consider teaching their primary career choice (Williams et al., 2021). This hesitation can create a gendered divide, with men perceiving the profession less favorably.

The societal construct of gender roles also affects pre-service teachers' attitudes. In many cultures, teaching, especially at the elementary level, is traditionally seen as a female-dominated field, which can discourage men from entering the profession or viewing it as a long-term career (Okeke, 2012; Okoli, 2012). This alignment with feminine qualities like patience and nurturing might make the profession more appealing to women but lead men to feel that teaching conflicts with gender expectations, thereby fostering less favorable attitudes.

In contrast, in secondary education or specific subject areas like science or mathematics, which are sometimes perceived as more "masculine" fields, male pre-service teachers may hold more positive attitudes. Bhargava and Pathy (2014) discovered that male pre-service teachers specializing in science-related fields exhibited more negative attitudes towards teaching than their female counterparts, indicating that the interplay of subject specialization and gender can shape how pre-service teachers view their future profession.

Teacher education programs can significantly impact how gender shapes pre-service teachers' attitudes. Programs that emphasize collaborative learning, mentorship, and inclusive classroom dynamics can help bridge gender-based attitudinal differences. Research by Darling-Hammond et al. (2019) highlights that teacher education programs focusing on reflective practices and self-efficacy tend to foster a more positive professional identity in pre-service teachers of both genders. These programs can help mitigate stereotypes and empower both male and female pre-service teachers to view teaching as a respected and impactful career.

Mentorship, in particular, has been shown to have a positive influence on male pre-service teachers' attitudes. Access to supportive role models can help male pre-service teachers reconcile societal expectations with their career choice, potentially leading to greater satisfaction and commitment. Similarly, for female pre-service teachers, mentorship can reinforce their intrinsic motivation by demonstrating successful teaching practices and career growth, promoting sustained interest in the profession (Zimmerman & Schunk, 2020). While female pre-service teachers often enter the profession with a positive outlook, studies show that they may face unique challenges, such as balancing career aspirations with

family responsibilities, which may affect their long-term commitment to teaching (Parvez & Shakir, 2013). These challenges can create fluctuations in attitudes, particularly when female teachers anticipate difficulties in achieving work-life balance. Male pre-service teachers, conversely, may experience isolation or a lack of male peers in certain educational settings, which can negatively impact their attitudes. Pancholi and Bharwad (2015) observed that male pre-service teachers might feel marginalized in environments where female teachers predominate, potentially leading to discomfort or a reduced sense of belonging.

The impact of gender on pre-service teachers' attitudes is complex, suggesting that future research should explore these differences across cultural contexts and educational levels. Given the varying expectations and career perceptions influenced by gender, addressing these factors in teacher training programs can help create a more supportive and equitable environment. Furthermore, exploring the influence of gender on specific teaching domains, such as science education, may offer insights into how different academic fields intersect with gendered attitudes toward teaching (Andronache et al., 2014). While gendered perspectives on the teaching profession vary, it remains evident that attitudes toward teaching among pre-service teachers are complex and shaped by a variety of factors. Notably, studies focusing on pre-service science teachers, especially within Nigerian institutions like Ignatius Ajuru University of Education, are limited, suggesting a need for further research to better understand the unique factors influencing their attitudes. Given the lack of conclusive evidence, this study aims to address this gap by examining the attitudes of pre-service science teachers toward the teaching profession, as well as the potential influence of gender on these attitudes. By exploring these factors within the context of Ignatius Ajuru University of Education, this research endeavors to contribute valuable insights into understanding the complexities of gender and its implications for attitudes toward the teaching profession among pre-service science teachers.

Purpose of the Study

The purpose of this study was to examine pre-service science teachers' attitude towards teaching profession.

The objectives of the study are to:

1. Determine the percentage of pre-service science teachers with positive and negative attitude respectively towards teaching profession.
2. Determine the influence of gender on attitude of pre – service science teachers towards teaching profession.

Research Questions

1. What is the percentage of pre – service science

teachers with positive and negative attitude respectively towards teaching profession?

2. What is the influence of gender on pre – service science teachers' attitude towards teaching profession?

Hypotheses

Two null hypotheses guided the study

H₀₁: There is no significant difference between the percentage of pre-service science teachers with positive and negative attitude respectively towards teaching profession.

H₀₂: Gender does not have significant influence on pre-service science teachers' attitude towards teaching profession.

METHODOLOGY

The research employed a descriptive survey design to examine and depict the attitudes of undergraduate science education students towards the teaching profession, as well as to assess the influence of gender on these attitudes. The population for the study comprised all undergraduate Biology, Chemistry and Physics students enrolled at Ignatius Ajuru University of Education, totaling 1,782 students at the time of the research. The sample size was 300 students, selected using stratified random sampling techniques. Data collection was conducted through the utilization of the Pre-Service Science Teachers' Attitude towards Teaching Profession Questionnaire (PSST ATPQ), which consisted of two sections. Section (A) captured demographic data on the students, while Section B comprised 22 items aimed at gauging attitudes towards the teaching profession. The instrument's validity was established by subjecting it to scrutiny by a lecturer specializing in educational measurement and evaluation, along with input from two science educators. The reliability of the instrument was evaluated using Cronbach's alpha statistics, resulting in a coefficient of $r = 0.74$, indicative of satisfactory internal consistency. The collected data were analyzed using percentages to address the research question regarding attitudes towards the teaching profession, while the hypotheses were tested using the chi-square test to ascertain any significant associations between gender and attitudes towards teaching among the respondents.

RESULTS

Research Question 1

What is the percentage of pre-service science teachers with positive and negative attitude respectively towards teaching profession?

Table 1: Percentage analysis of the attitude of pre-service science teachers towards teaching profession.

Attitude	N	%
Positive	174	58
Negative	126	42
Total	300	100

Table 1 presents the distribution of pre-service science teachers based on their attitudes towards the teaching profession. Among the respondents, 174 pre-service teachers, constituting 58 percent of the sample, exhibited a positive attitude, whereas 126 pre-service teachers, accounting for 42 percent, demonstrated a negative attitude towards the teaching profession. Thus, it is evident that majority of the pre-service science teachers hold a positive attitude regarding the teaching profession associations between gender and attitudes towards teaching among the respondents.

Ho1

There is no significant difference between the percentage of pre-service teachers with positive and negative attitude respectively towards teaching profession.

Table 2 Chi-square analysis of percentage difference on pre-service teachers' attitude towards teaching profession

Attitude	N	%	Ef	X ²	Df	Sig	Decision
Positive	174	58	150	7.680*	1	0.006	Sig
Negative	126	42	150				

*Significant P (0.006) < 0.05 level of significance.

Table 2 displays the chi-square analysis examining the percentage difference in attitudes of pre-services teachers towards the teaching profession. The analysis reveals that 58 percent of pre-service science teachers exhibit a positive attitude, while 42 percent hold a negative attitude. In the chi-square analysis, the calculated X² value (7.680) at 1 degree of freedom (df) yields a significant p-value of 0.006, which is below the chosen level of significance (0.05). Therefore, the null hypothesis is rejected. Consequently, it can be inferred that there exists a significant difference between the percentages of pre-services science teachers with positive and negative attitude towards the teaching profession.

Research Question 2

What is the influence of gender on the attitude of the pre-service science teachers towards teaching profession?

Table 3 depicts the percentage analysis regarding the

Table 3 Percentage analysis of the influence of gender on the attitude of pre-service science teachers towards teaching profession

Gender			
Attitude	Male	Female	Total
Positive	81(64.3)	111 (63.79%)	192
Negative	45(35.7)	63(36.21)	108
Total	126	174	300

influence of gender on the attitudes of pre-service science teachers towards the teaching profession. Among male pre-service science teachers, 81 individuals, comprising 64.3 percent of the total, exhibit a positive attitude, while 45 individuals, accounting for 35.7 percent, demonstrate a negative attitude towards the teaching profession. On the other hand, among female pre-service science teachers, 111 individuals, representing 63.79 percent of the total, display a positive attitude, while 63 individuals, constituting 36.21 percent, hold a negative attitude towards the teaching profession. Overall, the findings indicate that the majority of both male and female pre-service science teachers have a positive attitude towards the teaching profession.

Ho2

Gender does not have significant influence on pre-service science teachers' attitude towards teaching profession

Table 4: Chi-square analysis of the male and female pre-service science teachers' attitude towards teaching profession

Gender			
Attitude	Male	Female	Total
Positive	81(64.3)	111 (63.97)	192
Negative	45(35.7)	63 (36.21)	108
Total	126	174	300
Chi-square (x ²) = 0.008			Decision
df = 1			NS

*Significant P (0.930) > 0.05 level of significance.

Table 4 presents the results of the chi-square analysis examining the influence of gender on the attitudes of pre-service science teachers towards the teaching profession. Among male pre-service science teachers, 64.3 percent exhibit a positive attitude, while 35.7 percent hold a negative attitude. Similarly, among female pre-service science teachers, 63.79 percent display a positive attitude, and 36.21 percent have a negative attitude towards the teaching profession. Upon subjecting these observations to chi-square analysis, the calculated x² value (0.008) at 1 degree of freedom (df) yields a non-significant p-value of 0.930, which exceeds the chosen level of significance (0.05). Therefore, the null hypothesis is accepted,

indicating that there is no statistically significant difference Bhargava and Pathy (2014) identified significant differences in attitudes between male and female students toward the teaching profession. These inconsistencies in findings regarding the influence of gender may be attributed to variations in societal perceptions of teaching as a profession for either gender, depending on the cultural context and environmental factors in which the studies were conducted. For instance, in some environments, teaching may be predominantly associated with females, leading to more positive attitudes among female respondents, while in others, teaching may be viewed as a profession open to both genders, resulting in similar attitudes among male and female respondents.

Conclusion

Based on the findings of the study it is concluded that majority of the pre-service science teachers have positive attitude towards teaching profession and male as well as female pre-service science teachers have similar attitude towards teaching profession showing that gender has no influence on their attitude towards teaching profession. The pre – service science teachers are interested in the teaching profession and would be committed to the teaching job.

Recommendations

Based on the findings it is recommended that:

1. Admissions into teacher training programs should be by first choice
2. The entry cut off point should be as high as that of other courses.
3. Government should desist from employing non-professionals into the teaching job
4. The teaching profession and teachers be given the same treatment as other professions and professionals by way of remuneration.
5. There should be free teacher education for all Nigerians enrolling in teacher education programs.

DISCUSSION

The study findings indicate that a majority of pre-service science teachers, comprising 58 percent, possess a positive attitude towards the teaching profession, while 42 percent exhibit a negative attitude. Further examination through chi-square analysis underscores that the proportion of pre-service teachers with a positive attitude significantly surpasses those with a negative attitude toward the teaching profession. These results are in alignment with prior research by Andronache et al. (2014) and Ozcan (2020), both of whom concluded that the attitudes of future teachers toward the teaching profession were predominantly positive.

Conversely, the present findings contradict those of Egwu (2015), who identified negative attitudes among students toward the teaching profession. Additionally, the study findings diverge from those of Panchol and Bharwal (2015), who reported a majority of students holding negative attitudes toward the teaching profession. These discrepancies in attitudes may stem from varying motivations among students; some may have pursued education-related courses out of genuine interest in teaching, while others may have entered the teaching profession as a second-choice option due to admission constraints in their preferred courses.

Further analysis reveals that a majority of both male and female pre-service teachers exhibit positive attitudes toward the teaching profession. Importantly, there is no statistically significant difference in the attitudes of male and female pre-service teachers toward teaching. This finding corroborates the research by Parvez and Shakir (2013) and Kumar and Sharma (2022), both of whom concluded that gender does not significantly influence prospective teachers' attitudes toward the teaching profession. However, it is worth noting that Sharma and Dhaiya (as cited in Parvez and Shakir, 2013) reported a higher positive attitude among female prospective teachers compared to male counterparts. Similarly, between the attitudes of male and female pre-service science teachers towards the teaching profession.

REFERENCES

- Amaele, S. (2012) *Teacher education and teaching profession in contemporary society*. Stepson Publishing House.
- Amaele, S. (2012). *Foundations of educational thought and practice*. Pearl Publishers.
- Andronache, D., Bocoş, M., Bocoş, V., & Macri, C. (2014). Attitude towards teaching profession. *Procedia-Social and Behavioral Sciences*, 142, 628-632.
- Bhargava, A., & Pathy, M. (2014). Attitude of student teachers towards teaching profession. *Turkish Online Journal of Distance Education*, 15(4), 45-51.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2019). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.
- Darling – Hammond, L (2020). The right to learn and advancement of teaching: Research, policy and practice for democratic education. *Educational Researcher*, 25 (6) 5 – 17.
- Daivids, O. I. (2011) *Skills in effective teaching*. Minson (Nig.) Limited.
- Egwu, U. (2015). Declining teacher morale and the status of the teaching profession in Nigeria. *African Journal of Education and Technology*, 3(2), 123-134.
- Egwu, S. O. (2015). Attitude of students towards teaching profession in Nigeria: Implication for education development. *Journal of Education and Practice*, 6 (29), 21 – 25. www.iistw.org.
- Enyi, J. (2014). *Professionalism in teaching: A sociological perspective*. Spectrum Books.
- Enyi, I. D. (2014). Teaching professionalism its uniqueness and burden. A key note address presented at the 2nd induction ceremony of Ebony State College of Education Ikwo.
- Eryaman, M. Y., & Aydin, M. (2020). Teacher education policies and quality assurance: Global trends and innovative policies. *Educational Policy Analysis and Strategic Research*, 15(1), 20-34.

- Ezekiel -Hart, J., & Adiele, E. E. (2010). *Basic concepts in education and society*. Harey Publications Coy.
- Johnson, P., Scott, L., & Berhanu, G. (2023). Attitudes towards teaching: A comparative study of pre-service teachers' perspectives. *International Journal of Educational Research*, 120, 102093.
- Korthagen, F. (2017). Inconvenient truths about teacher learning: Towards professional development. *Teachers and Teaching*, 23(4), 387-405.
- Kumar, R., & Sharma, A. (2022). Gender differences in attitudes of B.Ed. students toward teaching profession. *Journal of Teacher Education Research*, 17(1), 87-95.
- Kumar, A., & Sharma, G. (2022). Pupil teacher attitude towards teaching profession in relation to their gender and stream. *International Journal of Novel Research and Development*, 7(3), 401 -408. <https://www.ijnrd.org.papers>.
- Marcellinus, F. (2018). *The totality of a teacher*. Goodway Ventures.
- Mendoza, J., & Berhanu, G. (2022). Factors influencing attitudes toward teaching among pre-service teachers. *Educational Research Review*, 35, 101423.
- Nwanekeze, A. U. (2011). Attitude of student teachers towards teaching practice in the University of Port Harcourt. *Journal of Emerging Trends Educational Research and Policy Studies (JETRAPs)*, 2 (1), 41 – 46.
- Odiike, M., & Nnaekue, U. K. (2018). Influence of teachers' attitude towards teaching profession on undergraduate non-education students' perception of teaching profession. *International Journal of Academic Research in Progressive Education and Development*, 7(4), 67 – 79. <https://hrmars.com/index.php/pages/detal/IJARPCT>.
- Okeke, C. (2012). Gender as a social construct and its impact on teacher education. *Journal of Educational Studies*, 20(2), 50-63.
- Okemakinde, T. (2013). The place of teacher in national development. *The European Journal of Humanities and Social Development in Nigeria*, 19, 963 – 980. <https://files.eric.ed.gov/fulltext/...>
- Okoli, J. N. (2012). Gender mainstreaming: A strategy for promoting gender equality in science and technology education. *Journal of the Science Teachers Association of Nigeria*, 47(1), 96-104.
- Oluremi, O. F., & Oyewole, B. K. (2013). Supervision for quality assurance in university basic education programme in Nigeria. *Mediterranean Journal of Social Sciences*, 4(6), 447-452.
- Oluremi, F., & Oyewole, S. (2013). Influence of student teachers' attitude on their teaching performance. *Research Journal in Organizational Psychology & Educational Studies*, 2(2), 77-82.
- Ozcan, M. (2020). Investigation of the relationship between teacher candidates' attitude and readiness levels towards teaching profession. *International Journal of Progressive Education*, 16 (1), 100-110. <https://ijpe.inased.org/makele>.
- Pancholi, A., & Bharwad, J. B. A. (2015). Student – teachers' attitude towards teaching profession. *International Journal of Research in Humanities and Social Sciences*, 2(8), 1-44. <https://www.raijmir.com/ijrhssu>.
- Pancholi, P., & Bharwad, R. (2015). Pre-service teachers' perception and attitude toward teaching. *International Journal of Education and Research*, 3(5), 23-35.
- Parvez, M., & Shakir, M. (2013). Attitudes of prospective teachers towards teaching profession. *Research Journal of Educational Sciences*, 1(1), 11-14.
- Parvez, M., & Shakir, M. (2013). Attitude of prospective teachers towards teaching profession. *Journal of Education and Practice*, 4(10), 172-178. www.iiste.org.
- Subbulakshmi, P. (2019). Attitude of pre-service teachers towards teaching profession. *Journal of Applied and Advanced Research*, 4(1), 34-39.
- Subbulakshmi, C. (2019). Attitude toward teaching Profession and Job Satisfaction among block resource teacher educators. Synopsis Submitted to Madurai Kamaray University, Madurai <https://mkuniversity.ac.in>
- Wehmeier, S., McIntosh, C., Turnbull, J., & Ashby, M. (2005). *Oxford advanced learner's dictionary* (7th ed.) Oxford University Press.
- Williams, S. L., Phelps, S., & Roth, J. (2021). Perceptions and reality: Challenges in the teaching profession. *Teaching and Teacher Education*, 98, 103231.
- Williams, M., Scott, L., & Mendoza, J. (2021). Exploring motivations and barriers in teacher career choice among pre-service teachers. *Journal of Teacher Development*, 25(3), 356-370.
- Zimmerman, B. J., & Schunk, D. H. (2020). *Handbook of Self-Regulation of Learning and Performance*. Routledge.