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Factors Affecting the Attitude Towards Teaching Profession of Pre-Service Teachers: A Systematic Review

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Abstract

The attitude of pre-service teachers toward the teaching profession plays a crucial role in determining the quality of education and the effectiveness of future teachers. A positive attitude towards teaching contributes to higher motivation, commitment, and professional satisfaction among teachers. The present paper aims to systematically review the factors influencing the attitude towards the teaching profession among pre-service teachers. Various psychological, educational, and contextual factors such as emotional intelligence, teacher self-efficacy, professional motivation, training experiences, institutional environment, and societal perceptions of the teaching profession are examined. Relevant studies published in peer-reviewed journals were reviewed to understand how these factors shape the attitudes of prospective teachers during their teacher education programs. The findings indicate that psychological competencies such as emotional intelligence and self-efficacy, along with supportive training environments and positive teaching experiences, significantly influence the development of favorable attitudes towards teaching. The review also highlights the importance of teacher education programs in fostering positive professional attitudes among pre-service teachers. Implications for teacher education institutions and future research are discussed.

Keywords: Pre-service teachers, attitude towards teaching, teacher education, emotional intelligence, teacher effectiveness

1. Introduction

Teachers are widely regarded as the most significant contributors to the success of any educational system. The effectiveness of teachers not only depends on their knowledge and pedagogical skills but also on their attitude towards the teaching profession. Attitude towards teaching reflects an individual's feelings, beliefs, and predispositions regarding the teaching profession and its responsibilities. Positive attitudes toward teaching are associated with greater dedication, professional commitment, and improved classroom practices (Duatepe & Oylum, 2004). Pre-service teachers are individuals undergoing formal teacher training programs before entering the teaching profession. Their perceptions and attitudes towards teaching are shaped during this training period through academic experiences, teaching practice, and interaction with



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mentors and peers. Research has shown that the attitudes formed during teacher training significantly influence future teaching performance and professional behavior (Jennings & Greenberg, 2009).

Several factors influence the development of attitudes towards teaching among pre-service teachers. These factors include personal characteristics, psychological competencies, institutional support, training experiences, and socio-cultural influences. Among these, emotional intelligence, professional motivation, teaching practice experiences, and perceptions of the teaching profession have received considerable attention in educational research. The present study aims to systematically review the literature on factors affecting the attitude towards the teaching profession among pre-service teachers in order to provide a comprehensive understanding of the determinants of professional attitudes.

2. Significance of the Study

The attitude of pre-service teachers towards the teaching profession is an important determinant of their future professional behavior and teaching effectiveness. Teachers who possess a positive attitude towards teaching are more likely to demonstrate enthusiasm, commitment, and responsibility in their professional roles. On the other hand, negative attitudes may affect teaching performance and ultimately influence students' learning outcomes. Therefore, understanding the factors that influence the attitudes of pre-service teachers towards the teaching profession is essential for improving the quality of teacher education. The present review is significant because it synthesizes existing research findings related to the determinants of attitude towards teaching among pre-service teachers. By examining various psychological, educational, and contextual factors such as emotional intelligence, teacher self-efficacy, motivation, and institutional environment, the study provides a comprehensive understanding of the variables that shape professional attitudes during teacher training. Such knowledge can help teacher education institutions design more effective training programs that foster positive attitudes and professional commitment among prospective teachers.

Furthermore, the review contributes to the existing body of knowledge by identifying key areas where further research is needed. The findings may assist policymakers, teacher educators, and researchers in developing strategies to strengthen teacher preparation programs and enhance the professional development of future teachers.



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3. Objectives of the Study

The present systematic review aims to examine the factors affecting the attitude towards the teaching profession among pre-service teachers. The specific objectives of the study are:

1. To review the concept and importance of attitude towards the teaching profession among pre-service teachers.
2. To identify the psychological factors influencing the attitude towards teaching among pre-service teachers.
3. To examine the role of teacher education programs and training experiences in shaping professional attitudes.
4. To analyze the influence of institutional and socio-cultural factors on the attitudes of pre-service teachers towards teaching.
5. To highlight the implications of existing research for improving teacher education programs and professional development.

4. Methodology of the Study

The present study adopts a systematic review method to analyze the existing literature related to the factors influencing the attitude towards the teaching profession among pre-service teachers. A systematic review involves identifying, evaluating, and synthesizing relevant research studies in a structured and transparent manner in order to develop a comprehensive understanding of a particular research topic. For the purpose of this review, relevant studies were collected from various academic databases and scholarly sources such as Google Scholar, ResearchGate, Scopus-indexed journals, and peer-reviewed educational journals. The search was conducted using key terms such as pre-service teachers, attitude towards teaching, teacher motivation, emotional intelligence, teacher effectiveness, and teacher education. Only studies published in peer-reviewed journals and scholarly publications related to teacher education and educational psychology were considered for inclusion in the review. The selected studies were analyzed in terms of their research objectives, methodology, findings, and implications. After collecting the relevant literature, the studies were carefully examined and categorized into thematic areas such as emotional intelligence, teacher self-efficacy, motivation, teacher education programs, and socio-cultural influences. The findings were synthesized to identify major patterns and determinants of professional attitudes among pre-service teachers.

5. Concept of Attitude Towards Teaching

Attitude towards teaching refers to the set of beliefs, emotions, and behavioral tendencies that individuals hold regarding the teaching profession. It reflects how teachers perceive the value, responsibilities, and social significance of their profession. Attitude toward teaching influences teachers' motivation, commitment, and engagement with students, and therefore plays a critical role in determining the quality of education. When teachers possess a positive attitude towards



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their profession, they tend to demonstrate enthusiasm, dedication, and professional responsibility in their classroom practices.

According to Ahluwalia (2009), attitude towards teaching includes an individual's interest in teaching activities, commitment to professional duties, willingness to participate in educational development, and satisfaction derived from teaching-related tasks. Teachers with a positive professional attitude are more likely to show persistence in overcoming classroom challenges and adopt innovative teaching strategies that enhance student learning.

Research has consistently shown that teachers' attitudes toward teaching significantly affect their professional performance and student outcomes. Klassen and Tze (2014) reported that teachers who possess positive attitudes towards teaching demonstrate higher levels of classroom effectiveness, better classroom management skills, and stronger student engagement. Similarly, Jennings and Greenberg (2009) emphasized that teachers' social and emotional competencies, including their professional attitudes, influence the overall classroom climate and students' academic and social development.

In the context of teacher education, the formation of positive attitudes toward teaching begins during the pre-service training phase. Pre-service teachers develop their attitudes through academic experiences, teaching practice, and interactions with teacher educators and peers. Studies have indicated that teacher education programs play a significant role in shaping professional attitudes by providing opportunities for reflection, professional development, and practical teaching experiences (Palomera et al., 2008). Therefore, understanding the concept and determinants of attitude towards teaching is essential for designing effective teacher preparation programs.

6. Emotional Intelligence and Attitude Towards Teaching

Emotional intelligence has emerged as an important psychological factor influencing teachers' professional attitudes and teaching effectiveness. Emotional intelligence refers to the ability to perceive, understand, regulate, and utilize emotions effectively in oneself and others. Teachers with higher emotional intelligence are better able to manage classroom situations, build positive relationships with students, and maintain emotional balance in challenging situations.

Palomera, Fernández-Berrocal, and Brackett (2008) highlighted that emotional intelligence should be considered a fundamental competency in teacher education programs. Their research suggested that pre-service teachers with higher emotional intelligence exhibit greater empathy, emotional stability, and positive attitudes towards teaching. Emotional intelligence enables teachers to understand students' emotional needs and create supportive learning environments that promote student engagement. Similarly, Dolev and Leshem (2017) found that emotional intelligence training programs significantly improved teachers' emotional competencies and professional attitudes. Their study demonstrated that teachers who participated in emotional



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intelligence development programs reported higher levels of job satisfaction and positive perceptions of the teaching profession.

Recent research has further confirmed the importance of emotional intelligence in teacher development. Kyriazopoulou et al. (2024) examined emotional intelligence profiles among pre-service teachers and found that emotional intelligence was positively associated with professional motivation, multicultural awareness, and egalitarian beliefs. Likewise, Varis et al. (2025) reported that emotional intelligence contributes to the development of inclusive and culturally responsive attitudes among pre-service teachers.

These findings suggest that emotional intelligence not only enhances teachers' emotional well-being but also strengthens their commitment to the teaching profession. Therefore, integrating emotional intelligence training within teacher education programs can help develop more competent and professionally committed teachers.

7. Teacher Self-Efficacy and Professional Motivation

Teacher self-efficacy refers to teachers' beliefs in their ability to perform teaching tasks effectively and influence student learning. Teachers with high self-efficacy tend to approach teaching with confidence, persistence, and a strong sense of responsibility. Self-efficacy plays an important role in shaping teachers' professional attitudes and instructional practices.

Klassen and Tze (2014) conducted a meta-analysis of teacher effectiveness studies and found that teachers with higher self-efficacy demonstrate greater classroom effectiveness, stronger instructional strategies, and improved student engagement. Teachers who believe in their abilities to teach effectively are more likely to adopt innovative teaching methods and maintain positive attitudes towards their profession.

Motivation is another key factor influencing teachers' attitudes toward teaching. Motivation refers to the internal or external forces that drive individuals to engage in particular activities. Pre-service teachers who choose the teaching profession due to intrinsic motivation—such as passion for teaching, desire to contribute to society, or interest in working with children—are more likely to develop strong professional commitment.

Gorozidis and Papaioannou (2010) emphasized that intrinsic motivation significantly influences teachers' professional attitudes and career satisfaction. Their research revealed that teachers who are intrinsically motivated exhibit higher levels of enthusiasm, commitment, and job satisfaction. Similarly, recent studies have suggested that teacher motivation is closely related to professional identity formation and long-term commitment to the teaching profession (Kuk et al., 2021).

Therefore, teacher education programs should focus on strengthening both self-efficacy and intrinsic motivation among pre-service teachers in order to foster positive attitudes toward teaching.



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8. Role of Teacher Education Programs

Teacher education programs play a vital role in shaping the professional attitudes of pre-service teachers. These programs provide theoretical knowledge, pedagogical training, and practical teaching experiences that help prospective teachers develop professional competencies and positive perceptions of the teaching profession. One of the most important components of teacher education is teaching practice, also known as internship or practicum. Teaching practice allows pre-service teachers to apply theoretical knowledge in real classroom settings and gain firsthand experience of teaching responsibilities. Positive teaching experiences during training can significantly enhance teachers' professional confidence and attitudes toward teaching.

Ji et al. (2022) found that reflective teaching practices during teaching internships help pre-service teachers develop professional identity and positive attitudes toward teaching. Reflective practices encourage teachers to analyze their teaching experiences, identify areas for improvement, and develop professional skills. Similarly, Gilar-Corbi et al. (2018) conducted a quasi-experimental study on emotional intelligence training among trainee teachers and found that such training significantly improved teaching competence and professional attitudes. Their findings indicate that teacher education programs should integrate psychological and emotional development into their curricula. Thus, effective teacher education programs should focus not only on pedagogical knowledge but also on developing emotional intelligence, reflective thinking, and professional identity among pre-service teachers.

9. Institutional and Environmental Factors

Institutional and environmental factors also play an important role in shaping the attitudes of pre-service teachers towards the teaching profession. The quality of teacher education institutions, availability of learning resources, and support provided by teacher educators significantly influence students' perceptions of teaching. A supportive institutional environment encourages professional growth and helps pre-service teachers develop positive attitudes towards teaching. Teacher educators who serve as mentors and role models can inspire students to pursue teaching with enthusiasm and dedication. Osiesi et al. (2024) found that professional development opportunities and supportive institutional environments significantly enhance teachers' professional attitudes and teaching effectiveness. Their study indicated that teachers working in supportive environments demonstrate greater commitment to their profession. Furthermore, societal perceptions of the teaching profession also influence individuals' attitudes toward teaching. In societies where teachers are respected and valued, individuals are more likely to view teaching as a prestigious and meaningful profession. Conversely, negative societal perceptions may discourage individuals from pursuing teaching careers.



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10. Socio-Cultural and Personal Factors

Socio-cultural and personal factors also contribute to shaping the attitudes of pre-service teachers toward the teaching profession. These factors include family background, cultural values, societal expectations, and personal characteristics such as gender and personality traits. Family influence plays an important role in career decision-making. Pre-service teachers who receive encouragement from family members and mentors are more likely to develop positive attitudes toward teaching. Haque (2026) found that B.Ed. student teachers with supportive family environments demonstrated stronger interest and commitment toward the teaching profession. Cultural values and societal norms also influence how individuals perceive teaching as a career. In many societies, teaching is considered a noble and socially valuable profession. Such perceptions can motivate individuals to pursue teaching as a meaningful career.

Personal characteristics such as gender and personality traits have also been found to influence attitudes toward teaching. Research suggests that female pre-service teachers often demonstrate more favorable attitudes toward teaching compared to male teachers, possibly due to social and cultural expectations associated with nurturing roles (Duatepe & Oylum, 2004).

Overall, attitudes towards teaching are shaped by a complex interaction of personal, social, cultural, and institutional factors.

11. Implications for Teacher Education

The findings suggest several implications for teacher education programs:

1. Emotional intelligence training should be included in teacher education curricula.
2. Programs should develop teacher self-efficacy and intrinsic motivation.
3. Teaching practice should be structured and supportive.
4. Institutions should promote positive perceptions of the teaching profession.
5. Policies should improve the societal recognition of teachers.

12. Conclusion

The present systematic review examined the various factors influencing the attitude towards the teaching profession among pre-service teachers. The findings of the review indicate that attitudes toward teaching are shaped by a complex interaction of psychological, educational, institutional, and socio-cultural factors. Among the psychological determinants, emotional intelligence, teacher self-efficacy, and professional motivation emerged as significant contributors to the development of positive professional attitudes. Pre-service teachers who possess higher emotional intelligence tend to manage classroom challenges more effectively, maintain better interpersonal relationships, and demonstrate stronger commitment toward the teaching profession. Similarly, teachers with a strong sense of self-efficacy are more confident in their instructional abilities and are more likely to approach teaching tasks with enthusiasm and persistence.



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The review also highlights the critical role of teacher education programs in shaping the attitudes of prospective teachers. Teacher training institutions provide opportunities for pre-service teachers to develop pedagogical knowledge, practical teaching skills, and professional competencies. Structured teaching practice, mentoring support, and reflective learning experiences during teacher education programs help pre-service teachers build professional confidence and develop favorable perceptions of the teaching profession. Moreover, the institutional environment, quality of teacher educators, and availability of professional development opportunities significantly influence the attitudes and career commitment of pre-service teachers.

In addition to psychological and institutional factors, socio-cultural influences such as family support, cultural values, and societal perceptions of the teaching profession also contribute to shaping professional attitudes. In societies where teaching is recognized as a respected and meaningful profession, individuals are more likely to develop positive attitudes toward teaching as a career. Conversely, negative societal perceptions or limited professional recognition may discourage individuals from pursuing teaching careers or weaken their professional commitment. Overall, the findings of this review emphasize the need for teacher education programs to focus on the holistic development of pre-service teachers by integrating cognitive, emotional, and professional competencies within the training process. Developing positive attitudes toward teaching during the pre-service phase is essential for preparing effective, motivated, and committed teachers who can contribute to improving the quality of education. Teacher education institutions should therefore incorporate emotional intelligence training, motivational support, reflective teaching practices, and mentoring programs to strengthen the professional attitudes of future teachers.

Furthermore, policymakers and educational institutions should work toward enhancing the professional status and recognition of teachers in society. Improving working conditions, providing continuous professional development opportunities, and promoting positive public perceptions of the teaching profession can further strengthen teachers' commitment and satisfaction.

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