

Attitude towards Teaching Profession: A Critical and Comprehensive Review of Factors and Correlates

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Abstract

Attitude towards the teaching profession is a pivotal psychological construct influencing teacher effectiveness, professional commitment, job satisfaction, and student learning outcomes. Over the decades, extensive research has examined the determinants of teaching attitude, primarily focusing on demographic and academic variables. However, recent transformations in the education sector characterized by privatization, increased accountability, technological integration, and post-pandemic challenges have expanded the scope of inquiry. This review paper critically analyzes national and international studies published between 2019 and 2025 to examine the major factors affecting attitude towards teaching and its psychological, professional, and organizational correlates. The review reveals that while traditional variables such as gender, age, qualification, and experience remain relevant, emerging determinants including organizational climate, leadership style, job security, workload stress, and professional development have become increasingly significant. The paper concludes by identifying research gaps and suggesting future directions for strengthening teacher education and policy formulation.

Keywords: Attitude towards teaching, teaching profession, Teacher education, Job satisfaction, Organizational climate, Review of literature

Introduction

Teaching is universally acknowledged as a profession of immense social significance, directly influencing the intellectual, emotional, and moral development of learners. The effectiveness of any educational system largely depends on the quality of teachers, which in turn is shaped by their attitude towards the teaching profession. Attitude towards teaching reflects an individual's beliefs, feelings, and behavioral tendencies toward teaching-related tasks, responsibilities, and professional roles.

Classical theorists such as Allport (1954) and Thurstone (1931) conceptualized attitude as a learned predisposition influencing behavior. In the educational context, a positive attitude towards teaching has been consistently linked with instructional effectiveness, classroom management, professional commitment, and job satisfaction. Conversely, unfavorable attitudes often result in stress, burnout, absenteeism, and attrition. Earlier reviews, including Zaidi (2015), primarily emphasized demographic and academic factors affecting teaching attitude. However, the contemporary educational environment has undergone significant changes due to globalization, digitalization, and institutional restructuring. These developments necessitate a comprehensive and updated review to understand how traditional and emerging factors collectively shape teachers' attitudes.

Conceptual Understanding of Attitude towards Teaching

Attitude towards teaching is a multidimensional construct comprising cognitive, affective, and behavioral components (Eagly & Chaiken, 1993). The cognitive component relates to beliefs about the value and purpose

of teaching; the affective component reflects emotional attachment to the profession; and the behavioral component manifests in commitment, classroom practices, and professional engagement.

Recent literature integrates additional dimensions such as professional identity, emotional labor, and psychological well-being, suggesting that teaching attitude is not static but evolves across career stages and institutional contexts.

Review of Literature

Organizational climate has emerged as a powerful determinant of teaching attitude. Singh and Srivastava (2019) reported that participative leadership, transparent communication, and collegial support significantly enhance positive professional attitudes among teachers. Chatterjee and Bose (2023) found that democratic leadership styles foster trust and autonomy, leading to stronger organizational commitment and favorable teaching attitudes. International studies further highlight that supportive leadership reduces emotional exhaustion and promotes professional pride.

Job security has gained prominence as a critical factor, particularly in private educational institutions. Rao and Kumari (2022) observed that contractual appointments, delayed salary payments, and lack of promotional avenues negatively affect teachers' attitudes towards the profession. Post-pandemic studies indicate that employment uncertainty increases anxiety and decreases professional motivation, thereby weakening teaching attitude and long-term commitment. Excessive workload and role overload have been consistently linked with negative teaching attitudes. Sharma and Verma (2020) emphasized that teachers face increasing administrative duties, accreditation-related documentation, and online teaching responsibilities, leading to role conflict and burnout. Studies conducted between 2021 and 2024 reveal that chronic stress significantly diminishes emotional engagement with teaching, thereby affecting classroom effectiveness.

Professional development opportunities play a crucial role in shaping positive attitudes towards teaching. Kaur and Mehta (2021) reported that participation in faculty development programs, research activities, and academic networking enhances self-efficacy and professional identity. Institutions that actively invest in continuous learning cultivate higher engagement, innovation, and loyalty among teachers. Recent studies largely support earlier findings that female teachers tend to exhibit slightly more favorable attitudes towards teaching. This has been attributed to higher intrinsic motivation and relational orientation (Patel & Singh, 2020). However, some contemporary studies suggest that gender differences are narrowing due to changing professional expectations and equal opportunities.

The relationship between age, experience, and teaching attitude remains complex. While early-career teachers often display enthusiasm and idealism, mid-career teachers experience stress due to workload and institutional pressures. Senior teachers, however, tend to regain positive attitudes due to professional stability and accumulated experience (OECD, 2022). Comparative studies indicate differences in teaching attitude across government and private institutions, as well as rural and urban settings. Teachers in well-resourced institutions generally exhibit more positive attitudes due to better facilities and administrative support. However, some studies report no significant differences, suggesting that institutional culture may be more influential than institutional type alone.

Correlates of Attitude towards Teaching

Recent research strongly confirms that attitude towards teaching is closely associated with several professional and psychological variables. Job satisfaction, organizational commitment, teaching effectiveness,

emotional intelligence, and psychological well-being have emerged as significant correlates. Positive teaching attitudes are linked with innovative pedagogy, student engagement, and retention in the profession, whereas negative attitudes are associated with burnout and turnover intentions.

Research Gaps

Despite extensive research, several gaps remain evident. Most studies continue to rely on cross-sectional designs, limiting the understanding of attitude development over time. Longitudinal and mixed-method studies are scarce. Additionally, the impact of digital teaching environments, mental health variables, and institutional policy frameworks on teaching attitude requires deeper exploration.

Conclusion

The present review establishes that attitude towards teaching is influenced by a complex interaction of personal, professional, and organizational factors. While traditional variables such as gender, age, qualification, and experience remain relevant, contemporary determinants like organizational climate, job security, workload stress, and professional development have become increasingly influential. Strengthening institutional support systems and ensuring professional well-being are essential for fostering positive teaching attitudes and improving educational quality.

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