




Students' preparedness levels and attitude towards teaching profession

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ABSTRACT

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This study examines students' attitudes towards the teaching profession and the impact of a set of variables, namely: gender, educational level, and the academic average in general, on secondary education. The study sample included 87 students who were chosen randomly. The researcher developed a questionnaire distributed into three domains: self-satisfaction, social status of the teaching profession, and reasons for selecting the teaching profession. The study found that there was a positive attitude toward the teaching profession, with gender being a significant variable, favorable to males. Additionally, the educational level variable favored students in their third and fourth years, while the academic average in general secondary education favored those with a moderate or lower academic average. Based on the findings, it was recommended to enhance student training, retraining, and motivation in education. Tracer investigations should also be carried out to ensure that students are well-motivated and trained. It is believed that this will increase their commitment and learning outcomes.

Contribution/Originality: This study's original contribution is identifying the impact of three variables namely gender, educational level, and the academic average in general, on students' attitudes towards the teaching profession, which has not been previously explored in literature. It also provides a practical recommendation to enhance student training and motivation in education.

1. INTRODUCTION

The level of any nation's advancement and development in all sectors of life is greatly influenced by the extent of its scientific, technological progress. However, this progress is affected by the efficiency and efficacy of its educational system. The teacher plays a pivotal role in the educational system in terms of achieving the educational objectives determined by any global society for the continuity of achieving human development which is the origin of the development of any society. Teacher's contribution in attaining such objectives is not confined to numbers or scientific and behavioral training; but also to their belief in the process and their excitement to achieve its objectives and their belonging to the teaching profession. Additionally, scientific methods for dealing with other facets of personality, such as attitudes toward the teaching profession, were established in order to select people who practiced the teaching profession (Al-Asme, 2022).

One of the core pillars on which the educational policy is built is the preparation of the teacher, which is represented in preparing the learner for social life, in which he lives in accordance with the philosophy adopted by the society. The educational process has dimensions and pillars, and the learner is at the forefront of these

dimensions and pillars; hence, preparing the teacher is very important. No one is allowed to practice the profession of education unless one is academically prepared for it, as it requires to specialize in scientific material and have full knowledge of the teaching methods and techniques (Zechariah, 2020).

Furthermore, the attitudes play an important role in guidance of the social individual behavior patterns. Variety of situations in social life guide their feelings and attitudes toward this profession influence and their ability to achieve the objectives of the educational process. The attitudes cannot be amended or changed using indoctrination. However, some of them can be eliminated and substituted with new trends, that are commensurate with the developments in the global educational system (Marbou, 2022).

Teachers' attitudes and the teaching profession are equally crucial. It is because the learners' feelings and attitudes toward study materials and school activities, as well as their attitudes toward their colleagues, teachers, and themselves, affect their abilities to achieve the intended educational goals. Moreover, the teacher who encourages the development of appropriate psychological attitudes among the learners is more useful than learning based purely on knowledge acquisition. The teacher also carries his attitudes, tendencies, and experiences with his students (Yamina, 2021).

As a result, studying the attitudes towards the teaching profession is of paramount importance in all fields, particularly, the educational field which is considered as one of the most important outcomes of socialization since it can prompt the learner to act in a particular manner. It is further considered as one of the acquired motives that add meaning and significance to the learner's life, in such a manner that his or her behavior outperforms their attitudes. It also changes the attitudes and experiences by the learner and contributes to the social adaptation in terms of the learner's acceptance of the group's attitudes and participation (Ahmed, 2020).

In this regard, Abede and Ashour (2020) reported that attitudes may increase the learners' willingness, their memory, and ability to apply what they have learned. The attitudes lead to a motivational action that stimulates the behavior. As a result, educational institutions prepare teachers critically by providing them with positive ideas to reflect on their students. Since the education profession is one of the greatest and most influential ones in the lives of individuals and communities, those in charge of the educational system should put a strong emphasis on it. The teachers' attitudes and their willingness rely heavily on the interest of the educational system towards the educational and teaching process. Moreover, the teacher's quality is considered as an improving key to the students' performance and the factors associated with the pupils' lives in terms of the learning environment, courses, and teaching aids. Although the importance of such factors and their benefits are limited when there is no qualified teacher, the teacher's situation before and during enrollment in the profession should be reconsidered fundamentally (Al-Ruwaishid, 2019). Online learning applications should be employed, as they are considered one of the most important requirements of effective learning due to their role in renewal, change, and getting out of the repetitive routines that are overshadowing teaching performance in the study places. Therefore, the effectiveness and flexibility in activating online learning tools should be provided to incentivize and support faculty, teaching, and students (Al-Fahd, 2023).

Based on the previous reports contained in the enormous scientific and education corpus, it is evident that attitudes are at the leading edge of the educational process. This necessitates the teacher to study the students' attitudes as her goal of teaching. The teacher should aim at understanding the teaching profession, predicting its positive or negative prospects, and working on the formation of teachers with positive attitudes to reach their profession.

According to the above view, it is crucial to focus on the teaching profession and work to develop teachers who have a positive attitude toward their work. Moreover, educational institutions like Al-Hussein Bin Talal University work beyond mere development of the mind and knowledge of students. Their main aim is to develop the ethical, psychological, and human aspects of students and build attitudes that connect them to the system of their social

existence. This goal is achieved by modernizing and developing what students need in the teaching profession, and keeping their desires as priorities of educational renewal and development plans.

1.1. Literature Review

Al-Asme (2022) reported a study entitled "Teachers' Attitudes toward the Teaching Profession among the government schools teachers in the Sultanate of Oman." The study sought to identify teachers' attitudes toward the teaching profession in Oman. The sample of the study consisted of 200 male and female teachers. To achieve the aim of the study, the researcher designed a questionnaire to serve the purpose of the study. The findings revealed that teachers exhibited negative attitudes towards the teaching profession. The results further revealed that teachers were inclined to develop their teaching abilities. They were unanimous that the teachers and the teaching profession did not attain the appreciation they deserve. Marbou (2022) carried out a study entitled "Attitudes of students of the University College of Educational Sciences; United Nation Relief and Works agency (UNRWA) in the West Bank, towards the teaching profession from their perspective." The sample consisted of 165 male and female students. To achieve the aim of the study, a questionnaire consisting of 38 items was designed. The findings revealed that the University College students' attitudes towards the teaching profession were extremely high. The study revealed notable differences in students' attitudes based on the variables of gender, academic level, and place of residence. Specifically, female students, fourth-year students, and those residing in the camp demonstrated more favorable attitudes towards the teaching profession. However, no statistically significant differences were found in attitudes based on the accumulative average variable, particularly for averages exceeding 85 degrees.

In a study entitled "Students' Attitudes toward the Teaching Profession and its Relationship to University Students' Motivation for Achievement," Yamina (2021) aimed to explore the attitudes of social sciences students at Adrar University towards the teaching profession and its correlation with achievement motivation. The study involved 117 participants who completed two questionnaires: the first focused on students' attitudes towards the teaching profession, while the second assessed achievement motivation. The study found no significant difference in attitudes towards the teaching profession based on gender and educational level, but did establish a correlation between attitudes towards the profession and achievement motivation.

Similarly, in Ramadanieh (2018) study, entitled "Attitude toward the Teaching Profession among a Sample of Students from Laghouat's Higher School of Teachers," the aim was to describe the nature of attitudes towards teaching among 120 mathematics and physics students at the High School of Teachers in Laghouat. The study used a 40-item questionnaire to measure attitudes towards the teaching profession and found no significant differences based on gender and educational level, indicating a high level of positive attitude towards the teaching profession among the participants.

Obede and Ashour (2020) reported a study entitled "The attitudes of the students of professors' high school towards the teaching profession and its relationship to their achievement motivation among them". This study aimed to investigate the attitudes of the students of professors' high school towards the teaching profession and its relationship to their achievement motivation among them in Algeria. The sample consisted of 200 male and female students. To attain the purposes of the study, two measures were adopted: the first one was the teacher students' attitudes towards the education profession, including 24 paragraphs, while the second one measured the achievement drive, including 28 items. The results showed a weak but positive correlation between the education profession and the achievement drive. There were no differences in attitudes toward education and professions that can be attributed to gender. The study found statistically significant differences in favor of the literary majors.

1.2. Problem Statement

Since teaching is one of the most significant and important professions in improving and building societies, many developed countries have focused more on enhancing the effectiveness of the teacher, by increasing the

educational level that teachers receive and creating the ideal educational circumstances for their preparation and training. There have been numerous demands worldwide to train, prepare and develop the teacher. This is necessary because the teacher is the cornerstone of the success of educational process and a key component at all stages. The teacher should have a strong desire to acquire new knowledge and to be in constant contact with academic achievement and its sources. The teaching profession is one of those where the teacher contributes to build the psychological, scientific, and social personalities of his students. If he has the right attitude toward his profession, he will also effectively achieve good educational results and be creative in his profession.

The objective of this study was to explore the attitudes of students enrolled in the Faculty of Educational Sciences at Al-Hussein Bin Talal University in Jordan toward the teaching profession. Specifically, the study aimed to investigate the potential impact of gender, educational level, and academic average in general secondary education on students' attitudes. To achieve this objective, the study addressed the following two research questions:

1. What are the attitudes of students in the Faculty of Educational Sciences at Al-Hussein Bin Talal University in Jordan toward the teaching profession?
2. Is there a statistically significant difference, at a significance level of $\alpha = 0.05$, in the attitudes of students in the Faculty of Educational Sciences at Al-Hussein Bin Talal University in Jordan toward the teaching profession, based on gender, educational level, and academic average in general secondary education?

1.3. Significance of the Study

The importance of this study is to reconsider the requirements of student admission to faculties of educational sciences, improve their level, and adopt the factor of motivation and attitudes towards the teaching profession as a test for these students' admission. The results that will be revealed by this study about students' and teachers' attitudes toward the teaching profession will help in building strategies for creating the right environment to promote the teacher as the key player in the advancement of the teaching-learning process, and also pave the way to suggest solutions that can affect the attitudes in a positive direction by revising study plans in Educational Sciences Faculties, and developing them by contributing to reduce students' negative attitudes.

1.4. Purpose of the Study

The primary objective of this study was to explore the attitudes of student teachers at the College of Educational Sciences toward their future profession and reveal the most important personal variables (gender, educational level, and academic average in general secondary education) that would determine their attitudes toward the teaching profession.

1.5. Limitations of the Study

This study was limited to examine only the attitudes of students of Al-Hussein Bin Talal University's Faculty of Educational Sciences in Jordan towards the teaching profession. Hence, data collection for this study was limited to Al-Hussein Bin Talal University. Though the study included both male and female students at Al-Hussein Bin Talal University, this research was carried out only during the first semester of the academic year 2022/2023, a time limitation.

2. METHOD

2.1. Study Approach

The descriptive analytical method was used in this study because of its suitability for study purposes and ability to reach meaningful generalizations. To accomplish the study's objectives, the researcher used a questionnaire by selecting a 87 male and female students randomly and then analyzing the findings of the study.

2.2. Study Population

The population of the study comprised undergraduate students from the Faculty of Educational Sciences at Al-Hussein Bin Talal University in all four academic years (2018, 2019, 2020, and 2021), with a total of 581 students. The distribution of the population was according to academic year and gender as shown in Table 1.

Table 1 Distribution of the population of the study by gender and academic year.

Year	Male	Female	Total
2018	20	100	120
2019	15	92	107
2020	18	136	154
2021	30	170	200
Total	83	498	581

2.3. Study Sample

A random sample of (87) male and female undergraduate students from Al-Hussein Bin Talal University's College of Educational Sciences, representing 15% of the study population, made up the study sample.

Table 2 shows the distribution of the study sample by gender, educational level, and academic average in general secondary education.

Table 2. Distribution of the sample according to the study variables (N=87).

No.	Variable	Variables categories	No.	Percentage %
1	Gender	Male	35	40.2
		Female	52	59.8
2	Educational level	First year	37	42.5
		Second year	14	16.1
		Third year	27	31.0
		Fourth year	9	10.3
3	Academic average in general secondary education	Excellent	10	11.5
		Very good	30	34.5
		Good	46	52.9
		Moderate or less	1	1.1

The sample was distributed based on the study variables (gender, educational level, academic average in general secondary education). The study sample included (87) students, accounting for 15% of the study population, and the percentage of each study variable was calculated. The sample was distributed based on the study variables (gender, educational level, academic average in general secondary education) and the percentage of each study variable was also calculated for entire students.

2.4. Study Instrument

After reviewing previous studies which were related to the attitudes, the researcher created a study tool (a questionnaire) to explore the attitudes of the students of the College of Educational Sciences at Al-Hussein Bin Talal University towards teaching profession. The questionnaire contained (40) attitude items classified into three domains: self-satisfaction, social status of the teaching profession, and reasons for selecting the teaching profession.

2.4.1. Validity of the Instrument

To ensure the validity of the instrument, a group of ten jurists, who were specialists and experienced academics from Al-Balqa' Applied University and Al-Hussein Bin Talal University, were given the questionnaire to evaluate the validity of the tool. The researcher took note of the jurists' observations, so there were some items added, some were deleted, and some were updated.

2.4.2. Reliability of the Instrument

To test the reliability of the instrument, it was distributed and applied on an experimental sample of (20) male and female students from the research population, who were not part of the research sample. The same sample was subjected to the study tool once more after two weeks. The sample responses' correlation coefficient was computed in both applications by using the Pearson correlation. This was done to ensure the internal consistency of the questionnaire items. The reliability coefficient was computed according to the equation (Alpha Cronbach), and, and its result was (94.7). This value is regarded as high and reliable for the objectives of this study, as shown in [Table 3](#).

Table 3. The reliability coefficient (Cronbach's alpha) for the study domains.

No.	Domain	Items no.	Correlation coefficient	Cronbach's alpha
1	Self-satisfaction	14	0.848	86.5
2	Teaching profession's social status	11	0.893	87.1
3	Reasons for selecting the teaching profession	15	0.856	87.6
	Grand total	40		94.7

2.5. Study Variables

- Three variables were used as independent research variables: gender, educational level, academic average in secondary education.
- The dependent variable was the attitudes of students at Al-Hussein Bin Talal University's Faculty of Educational Sciences toward the teaching profession in the following domains: self-satisfaction, teaching profession's social status, and reasons for selecting the teaching profession.

2.6. Statistical Treatment

The data collected for this study was analyzed using the Statistical Package for Social Sciences (SPSS) software to achieve the study's objectives. The software provided the following results:

1. Characteristics of the study sample, frequencies and percentages.
2. Analysis of the sample's responses to each item using arithmetic averages and standard deviations.
3. The internal consistency of the questionnaire using the Pearson Correlation Coefficient.
4. Assessment of the questionnaire's reliability, and Cronbach's Alpha coefficient.
5. The Independent-Samples T test to determine the significance of differences between two independent groups.

The Kruskal-Wallis test was also employed to evaluate the significance of differences between more than two groups that did not follow a normal distribution.

3. RESULTS AND DISCUSSION

The following is an overview of the study findings and their discussion by answering the following study questions:

3.1. First Question: "What are the Attitudes of the Students of the Faculty of Educational Sciences at Al-Hussein Bin Talal University in Jordan towards the Teaching Profession?"

In order to answer this question, the arithmetic averages and standard deviations of sample responses about the attitudes of the students towards the teaching profession were calculated, as shown in [Table 4](#):

Table 4. Arithmetic averages and standard deviations of sample responses concerning the attitudes of students toward the teaching profession (N=87).

Domain	Arithmetic average	Standard deviation	Acceptance degree	Ranking
Self-satisfaction	4.09	0.619	High	1
Teaching profession's social status	3.63	0.661	High	2
Justifications for deciding to work as a teacher	3.50	0.758	High	3
Total (Attitudes as a whole)	3.75	0.582	High	

Table 4 demonstrates that all domains of student attitudes toward the teaching profession received significant levels of acceptance, with the field of self-satisfaction receiving the highest arithmetic average (4.09), followed by an arithmetic average of (3.63) for reasons for selecting the teaching profession, and then the field of the social status of the teaching profession by an arithmetic average of (3.50). The table also reveals that the total domains received an arithmetic average of (3.75) and a significant level of acceptance.

The result demonstrates that the college students had generally positive attitudes regarding the teaching profession. This is attributable to increasing teacher wages, offering incentives and prizes for exceptional teachers, preparing students with cutting-edge and varied programs, and enrolling teachers in training programs.

The following is an overview of the attitudes of students towards the teaching profession, at which the arithmetic averages and standard deviations of the sample responses were calculated about the items, and the findings were as follows:

3.1.1. The First Domain: Self-Satisfaction

Table 5 demonstrates that the arithmetic average of the sample's acceptance degrees for the items related to student's attitudes towards the teaching profession in the self-satisfaction domain ranged between 3.47 and 4.51. Items (10, 11, 6, 1, and 8) had very high acceptance rates, with item No. 10 receiving the highest arithmetic average (4.51). This finding supports the idea that a person's job satisfaction can positively impact their overall well-being and productivity, which is in line with previous research by Yamina (2021) and Ramadanieh (2018). While the other items received high approval ratings, item No. 14 received the lowest arithmetic average (3.47), which suggests that the insufficient amount of time students spend receiving practical training before joining the teaching profession negatively affects their self-satisfaction. Table 5 also reveals that the total of the items received an arithmetic average of (4.09) and a high degree of acceptance.

Table 5. Arithmetic averages and standard deviations of sample members' responses in the domain of self-satisfaction (N=87).

No.	Field	Arithmetic average	Standard deviation	Acceptance degree	Ranking
10	I am not from those who disrespect the teaching profession.	4.51	0.942	Very high	1
11	The teaching profession is preparing future leaders.	4.49	0.811	Very high	2
6	Education is a profession that is selected only by the poor.	4.45	0.803	Very high	3
1	I believe that the teaching profession provides me with achievement opportunities.	4.41	0.771	Very high	4
8	Teaching is a sacred profession.	4.37	0.908	Very high	5
3	The teaching profession affords me opportunities for innovation and creativity.	4.13	1.021	High	6

No.	Field	Arithmetic average	Standard deviation	Acceptance degree	Ranking
9	The teaching profession develops affection between people.	4.07	0.774	High	7
5	I believe that my ambition is achieved through the teaching profession.	4.06	1.274	High	8
2	Teaching provides me with psychological stability.	3.99	1.040	High	9
4	My interests are in line with the teaching profession.	3.98	1.089	High	10
12	My abilities and preparations are incompatible with the teaching profession.	3.90	1.074	High	11
7	Fear of failure if I decide to become a teacher.	3.82	1.146	High	12
13	When I think about becoming a teacher, I get nervous and upset.	3.58	1.288	High	13
14	The need for practical training before joining the teaching profession.	3.47	1.388	High	14
	Overall Average	4.09	0.619	High	

Table 6. Arithmetic averages and standard deviations of sample members' responses in the field of the teaching profession's social status (N=87).

No.	Field	Arithmetic average	Standard deviation	Acceptance degree	Ranking
21	The teaching profession allows the teacher to develop social relationships with society.	4.34	0.780	Very high	1
15	The teaching profession is functionally safe	4.28	1.019	Very high	2
19	Community members trust in the guidance, advice, and recommendations made by teachers for them.	4.11	0.933	High	3
20	The preference of community members for the teacher to speak on their behalf at social events	3.99	1.111	High	4
23	Locals ask for the help of teachers to guide them with their problems	3.94	1.095	High	5
16	Those who work in positions outside of education appreciate the teaching profession.	3.91	1.134	High	6
22	The majority of people in society guide their kids to be teachers.	3.81	1.153	High	7
25	Teachers are less satisfied than those in other occupations.	3.01	1.467	Medium	8
24	The perception in society that teaching is the most suitable career for a girl has been influenced positively.	2.43	1.335	Low	9
17	Society does not value the profession of teaching sufficiently.	2.42	1.199	Low	10
18	Society members have a more positive view of other professions like medicine and engineering than they do of the profession of teaching.	2.28	1.403	Low	11
	Overall Average	3.50	0.758	High	

3.1.2. The Second Domain: Teaching Profession's Social Status

Table 6 presents the arithmetic averages of the sample's responses to the items related to the attitudes of students towards the social status of the teaching profession. The results show that the degrees of acceptance ranged from 2.28 to 4.34, with two items (21, 15) receiving very high levels of acceptance. Item No. (21) had the highest arithmetic average (4.34), which could be attributed to the positive relationships between school principals, teachers, and parents based on appreciation, respect, and friendliness. This finding is consistent with the results of Al-Thubaiti and Al-Otaibi (2017). On the other hand, the rest of the items received low levels of acceptance, with item No. (18) receiving the lowest arithmetic average (2.28). Item No. (25) received a medium level of approval. Overall, the arithmetic average rating of all the items was (3.50), indicating a high level of acceptance.

3.1.3. Third Domain: Reasons for Selecting the Teaching Profession

Table 7 shows that the values of the arithmetic averages of acceptance of the study sample for the items related to student attitudes ranged from 2.44 to 4.16, where most of the items received significant degrees of acceptance. The item with the highest value was Item No. (29), which had the highest arithmetic average (4.16). Therefore, if this profession is to advance students with exceptional academic records and outstanding grades, it must be selected for it by applying the principles of professional guidance.

Table 7. The arithmetic averages and standard deviations of sample members' responses in the domain of reasons for selecting the teaching profession (N=87).

No.	Field	Arithmetic average	Standard deviation	Acceptance degree	Ranking
29	Ease of accepting students in the college of educational sciences.	4.16	0.926	High	1
34	The opportunity for the teacher to transfer from one school to another or from one governorate to another	4.01	0.790	High	2
38	Admiration for the teacher character who taught me during my school years.	3.99	1.073	High	3
28	Getting a job after graduation from university.	3.98	1.236	High	4
31	Encouragement from a relative to choose the teaching profession.	3.95	1.066	High	5
30	Teaching profession employees get a quick promotion compared to other occupations.	3.87	1.043	High	6
33	Parents' encouragement and support to enroll in the college of educational sciences.	3.85	0.833	High	7
39	Feeling that the title of teacher is the highest one can achieve	3.79	1.047	High	8
32	The study plan's subjects are varied and simple.	3.75	0.905	High	9
37	The college of educational sciences allows its graduates to practice leadership.	3.75	0.885	High	10
40	Obtaining generous salaries.	3.54	1.149	High	11
36	My decision to enroll in the faculty of educational sciences is an indicator of my low average in general secondary education.	3.33	1.344	Medium	12
26	Teachers take long vacations.	3.02	1.248	Medium	13
35	Poor financial resources contributed to my decision to choose the teaching profession.	2.95	1.372	Medium	14
27	Teachers' obtaining advantages and rewards (Health insurance, loans, apartments).	2.44	1.353	Low	15
	Overall average	3.63	0.661	High	

This result is like the study reported by Al-Majidil and Al-Shree (2012) whereas, item (27) showed the lowest arithmetic average and its value was (2.44) with a low degree of approval. This is due to the fact that they have not

been covered by private health insurance or by providing them housing apartments for low rent nor by giving them sufficient loans. Table 7 also reveals that the total of the paragraphs received an arithmetic average of (3.63) and a high level of acceptance. Results related to the second question; which states: "Is there a statistically significant difference at the significance level (0.05) in the attitudes of the students of Al-Hussein Bin Talal University's Faculty of Educational Sciences in Jordan towards the teaching profession according to the variables: (gender, educational level and academic average in general secondary education)?"

3.2. The First Variable: Gender

The "T" test of independent samples was used to identify the significant differences in the attitudes of the students towards the teaching profession according to the gender variable. Table 8 depicts the results obtained:

Table 8. The results of the "T" test for independent samples to find out the significance of the differences in the attitudes of the students according to the variable of gender (N=87).

Domain	Gender	No.	Arithmetic average	Standard deviation	T-value	Degrees of freedom	Significance level
Self-Satisfaction	Male	35	4.45	0.509	5.173	85	0.000
	Female	52	3.84	0.564			
Teaching profession's social status	Male	35	4.07	0.712	7.378	85	0.000
	Female	52	3.11	0.503			
Reasons for selecting the teaching profession	Male	35	4.07	0.495	6.171	85	0.000
	Female	52	3.33	0.588			
Total (Attitudes as a whole)	Male	35	4.20	0.480	7.718	85	0.000
	Female	52	3.45	0.427			

Table 8 shows that the significant levels values were less than (0.05) in all domains, according to gender in favor of males, indicating that male students had more favorable attitudes toward the teaching profession than female students. This result is due to the high unemployment rates among females in the field of education careers compared with male students because of the large turnout by female students on these education careers, while most of the male students choose the specializations of medicine, engineering, accounting, and management.

3.3. The Second Variable: The Educational Level

The Kruskal and Wallis (1952) test was used to identify the significance of the differences in the attitudes of the students towards the teaching profession according to the educational level variable. The results obtained as the following:

Table 9. Results of the Kruskal-wells test to determine the significance of the differences in the attitudes of the students according to the variable of educational level (N=87).

Domain	Education level	No.	Ranks average	Kruskal-wells	Degrees of freedom	Significance level
Self-Satisfaction	First-year	37	36.50	15.361	3	0.002
	Second year	14	32.43			
	Third year	27	58.28			
	Fourth-year	9	50.00			
Teaching profession's social status	First-year	37	33.97	19.434	3	0.000
	Second year	14	34.18			
	Third year	27	59.15			
	Fourth-year	9	55.06			
Reasons for selecting the teaching profession	First-year	37	34.16	21.858	3	0.000
	Second year	14	33.29			
	Third year	27	54.69			
	Fourth-year	9	69.06			
Total (Attitudes as a whole)	First-year	37	34.15	21.066	3	0.000
	Second year	14	32.11			
	Third year	27	58.20			
	Fourth-year	9	60.39			

Table 9 shows that the significance levels values were less than (0.05) in all fields according to the variable of educational level in favor of the third and fourth-year students indicating that their attitudes toward the teaching profession were more positive than those of the first and second-year students. This is because third and fourth-year students are best prepared to recognize patterns and approach the teaching profession with objectivity and impartiality.

Table 10. The Kruskal wells test results were used to identify the significance of differences in attitudes of the students according to the variable of academic average in general secondary education (N=87).

Domain	High school average	No.	Ranks average	Kruskal-wells	Degrees of freedom	Significance level
Self-Satisfaction	Excellent	10	30.20	13.543	3	0.004
	Very good	30	32.37			
	Good	46	51.48			
	Moderate or less	1	87.00			
Teaching profession's social status	Excellent	10	35.90	10.235	3	0.017
	Very good	30	34.45			
	Good	46	50.18			
	Moderate or less	1	87.00			
Reasons for selecting the teaching profession	Excellent	10	33.00	14.442	3	0.002
	Very good	30	32.60			
	Good	46	52.02			
	Moderate or less	1	87.00			
Total (Attitudes as a whole)	Excellent	10	30.05	14.909	3	0.002
	Very good	30	31.65			
	Good	46	51.98			
	Moderate or less	1	87.00			

3.4. The Third Variable: The Academic Average in General Secondary Education

Table 10 shows that all significance levels values were less than 0.05 in all domains due to the variable of academic average in general secondary education in favor of those students who received an academic average of moderate or less, and this indicates that the attitudes of those students were the most positive ones. As a result, selecting individuals with excellent academic achievement and distinguished degrees is required to advance this profession.

4. CONCLUSION AND RECOMMENDATIONS

Based on the results of the study, the following suggestions can be given:

1. The teachers should be given the appreciation and interest that developed countries have in providing their teachers with priorities in each field, as well as free facilities in the remedy and others.
2. The teachers should be encouraged to form unions and maintain their rights to promote the values required for the teaching profession.
3. The burdens on teachers should be reduced and the academic system in the schools should get closer to the adopted system in the universities, in terms of majors entrusted to the teachers, school day, examination system, and lessons.
4. Specialized courses should be held by the Ministry of Education, Psychology concerned with improving motivation and attitudes towards the education profession.

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