



Exploring the Diverse Attitude of Teachers Towards their Profession

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Abstract

Teachers' perceptions towards their work play a crucial role in shaping their skilled identity, motivation, and future job satisfaction. The study aims to correlate the attitudes of adolescent students, who are silently in the formative phases of their professional ride, and adult students, who are characteristically reaching the end of their training. This investigation hires a quantitative survey for collect data from 100 students in B.A.B.Ed. and B.Ed. programs. Some Factors influencing such as age, teaching skill, exposure to classroom settings, and personal involvements during training found to influence these approaches. The investigation underscores the importance of addressing the developing perspectives of both teenaged and adult student teachers to develop teacher preparation curriculums and improve overall teacher satisfaction and retaining. Initially, findings suggest that although 70% of B.A.B.Ed. students show positive, unswerving attitudes toward teaching, significantly 60% of B.Ed. students show more practical or faithful views, often shaped by better awareness of the trials within the profession. The study offers practical recommendations for revising teacher education curriculum and providing targeted support to students at diverse stages of their professional development.

