

ATTITUDES OF SECONDARY SCHOOL STUDENTS TOWARDS THE TEACHING PROFESSION IN UNAKOTI DISTRICT, TRIPURA

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Abstract

The teaching profession is fundamentally responsible for human resource development, yet contemporary literature often highlights a growing disinterest among youth toward pursuing educational careers. This empirical study investigated the attitudes of secondary school students toward the teaching profession in Unakoti District, Tripura, evaluating the influence of gender, residential background, and academic stream. A descriptive survey research design was employed, utilizing a simple random sample of 100 students (53 Male, 47 Female; 62 Rural, 38 Urban; 43 Science, 57 Arts) from five higher secondary institutions. Data were collected using an expert-validated, self-made questionnaire comprising 25 items structured on a 5-point Likert scale, and analyzed using descriptive statistics and independent samples *t*-tests. Contrary to global narratives of declining interest, the findings revealed that an overwhelming majority (82%) of the students possess a favorable attitude toward teaching, driven largely by intrinsic motivation, altruistic values, and high societal regard. Inferential analysis indicated no statistically significant differences in attitudes based on gender or locality. However, a highly significant difference was observed between academic streams, with Arts students demonstrating a profoundly more positive attitude toward the teaching profession than Science students. The study suggests that while baseline attitudes remain highly positive, targeted interventions are required to encourage Science stream students to view pedagogy as a premier career path.

Keywords: *Teaching Profession, Career Attitude, Secondary School Students, Unakoti District.*

INTRODUCTION

Education is the continuous process that draws society and the individual to the path of light, with the teacher acting as the primary charioteer of this journey. Just as a society is plunged into darkness without education, development becomes impossible without compatible and dedicated teachers. Consequently, teachers are frequently regarded as the backbone of society and the fundamental architects of human development. To ensure the delivery of quality education, the educational field must first cultivate quality teachers who are honest, compassionate, satisfied with their profession, and capable of working effectively.

Attitude is a central psychological concept used to understand and predict human behavior, functioning as a complex mental state involving both beliefs and emotions. In the context of career choice, an individual's attitude towards their profession dictates their professional pride, level of commitment, and ultimate performance. A positive attitude enables teachers to create a favorable and enriching classroom atmosphere, whereas a negative attitude renders the tasks of teaching and learning unpleasant and tedious.

Although many consider the role of educator as one of the most respected and noble professions, it has been shown through empirical evidence over the last few years that there is an alarming trend with regards to declining interest amongst potential students and mixed perceptions about the value of the teaching profession. Mutshaeni et al. (2015) found that poor salary structures, acts of school violence, excessive workload, and high levels of teacher stress are all contributing factors to discouraging high school learners from selecting a teaching-related career. Similarly, Mosha (2016) found that many secondary school students view teaching as a lower-paying occupation when compared to careers such as law or computer science; although they also noted that female students tend to be more supportive of the education profession than male students. Egwu (2015) similarly reported that students viewed teaching as a difficult and poorly compensated field. On the other hand, Alkhateeb (2013) demonstrated that students could develop relatively positive attitudes toward teaching which would enhance their level of academic achievement. The same type of support was seen in both historical and modern-day research studies regarding diverse populations. For example, Oral (2004) and Osunde & Izevbigie (2006) indicated strong foundational respect for the teaching profession among pre-service teachers in multiple cultural contexts. Several researchers within the Indian educational system have also demonstrated similar positive results. Studies by Chakraborty & Mondal (2014); and Shah & Thoker (2013) found positive attitudes toward both

prospective and practicing secondary school teachers regardless of whether schools were publically managed or privately managed. Moreover, Gogoi (2017) stated that having a positive attitude toward the teaching profession will increase teachers' ability to adjust professionally and ultimately lead to greater effectiveness. Lastly, research conducted by Sarkar & Behera (2016); and Parvez & Shakir (2013) showed how various demographic characteristics had a great influence on attitudes toward teaching, noting differences in attitudes toward teaching due to gender, and academic stream (Arts vs. Science), but did not find any statistically-significant differences between rural-urban areas.

JUSTIFICATION OF THE STUDY

While previous studies have extensively explored teaching attitudes across various global and national contexts, there remains a distinct empirical gap concerning the specific socio-cultural environment of Unakoti District in Tripura. In contemporary times, the teaching profession is increasingly neglected, with many students relegating it to their third or last career choice. This growing disinterest among the youth serves as a detrimental signal for both society and national development. Because teachers are the fundamental instruments used to build human capacity, a shortage of dedicated educators severely compromises the formation of future professionals, including engineers and doctors.

Realizing the immense importance of the teaching profession, it is highly justified to systematically investigate the attitudes of secondary school students in Unakoti District. By differentiating and analyzing these attitudes based on gender (male and female), residential background (rural and urban), and academic stream (science and arts), this study uncovers the current generation's disposition toward teaching. The outcomes of this research provide a clear understanding of the student society's mindset, indicating the precise level of intervention required to reignite interest in this indispensable profession.

STATEMENT OF THE PROBLEM

Attitudes play a highly significant role in determining an individual's career interests and the specific role they wish to fulfill within society. Recognizing that students do not possess uniform attitudes toward career choices, and considering the growing disinterest in the educational sector, this empirical study investigates the underlying perspectives of the youth. Therefore, the problem for the present investigation is formally stated as: "Attitudes of Secondary School Students towards the Teaching Profession in Unakoti District, Tripura."

OBJECTIVES OF THE STUDY

The major objectives of the study are as follows:

1. To study the overall level of attitude of secondary school students towards the teaching profession in Unakoti District.
2. To examine students' intrinsic interest and personal motivation towards pursuing a career in teaching.
3. To assess students' perceptions regarding the social status, respect, and altruistic value associated with the teaching profession.
4. To evaluate how students perceive the nature of the job, work environment, and stress levels involved in teaching.
5. To explore the socio-economic and external factors (such as salary expectations, peer influence, and parental approval) affecting students' attitudes toward the teaching profession.
6. To compare the attitude towards the teaching profession between male and female secondary school students in Unakoti District.
7. To compare the attitude towards the teaching profession between rural and urban secondary school students in Unakoti District.
8. To compare the attitude towards the teaching profession between Science and Arts stream secondary school students in Unakoti District.

HYPOTHESES OF THE STUDY

In view of the comparative objectives, the following null hypotheses have been formulated for testing using inferential statistics:

H01: There is no significant difference between male and female secondary school students in their attitude towards the teaching profession in Unakoti District.

H02: There is no significant difference between rural and urban secondary school students in their attitude towards the teaching profession in Unakoti District.

H03: There is no significant difference between science and arts stream secondary school students in their attitude towards the teaching profession in Unakoti District.

RESEARCH METHODOLOGY

The method section is structured to explain how the systematic process for collecting and analyzing data has been established so as to allow for a fair, unbiased assessment of the attitudes of students regarding the profession of teaching in Unakoti District.

Research Design

A Quantitative Descriptive Survey Research Design was utilized in this study. The reason that this specific type of research design was selected for this study is based on its ability to provide a scientific approach to systematically gathering numerical data to describe, interpret, and illustrate the existing attitudes and conditions along with the psychological dispositions of the targeted sample group within their natural setting of education, while no manipulation exists of independent variables.

Sample and Sampling

The target population for this empirical study consisted of all secondary school students within the formal education system of Unakoti District, Tripura. To ensure an unbiased and accurate representation of this broader population, a sample of 100 students was selected using a simple random sampling technique. The participants were drawn from five distinct secondary institutions: R.K.I. School, R.K.S.P. School, Srirampur H.S. School, Bhadrappalli H.S. School, and Baidyanath Majumder Smriti H.S. School. The demographic composition of the final sample was carefully structured for comparative analysis, consisting of 53 male and 47 female students, 62 rural and 38 urban residents, and 57 Arts stream and 43 Science stream students.

Tools and Techniques

To gather primary data, the investigator utilized a self-made questionnaire. The content validity of the instrument was established and verified by subject experts prior to data collection. The questionnaire was divided into two sections: Section A collected demographic data (Gender, Residential Background, and Academic Stream), while Section B comprised 25 structured items aimed at measuring various dimensions of the teaching profession, including intrinsic motivation, social respect, occupational stress, and socio-economic factors. Section B was formatted as a five-point Likert-type scale (Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree). To prevent response bias, the questionnaire included both positive and negative statements. For favorable statements, scoring was assigned from 5 to 1 (where 5 represents Strongly Agree). Conversely, reverse scoring from 1 to 5 was applied to unfavorable statements to accurately quantify the students' true dispositions.

Procedure of Data Analysis

Following the formal administration of the tool and the collection of responses from the schools, the raw data was systematically tabulated and processed. The data analysis procedure integrated both descriptive and inferential statistical techniques to fulfill the stated objectives and test the null hypotheses. Descriptive statistics, specifically percentages, Means, and Standard Deviations (SD), were calculated to determine the overall level and dimension-wise spread of the students' attitudes. To ascertain whether statistically significant differences existed between the comparative demographic groups (gender, residential background, and academic stream), an independent samples *t*-test was executed. The significance of the calculated *t*-values was tested at the standard 0.05 significance level to draw definitive, evidence-based conclusions.

DATA ANALYSIS AND INTERPRETATION

Objective 1: To study the overall level of attitude of secondary school students towards the teaching profession in Unakoti District.

Table 1
Overall Level of Attitude towards the Teaching Profession

Score Range	Level of Attitude	Frequency (N=100)	Percentage (%)
Above 120	Extremely Favourable	0	0.0%
96 - 120	Highly Favourable	22	22.0%
71 - 95	Favourable	60	60.0%
46 - 70	Moderately Favourable	18	18.0%

Below 46	Unfavourable	0	0.0%
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Interpretation:

As revealed in Table 1, 82.0% of students have a very favourable attitude towards becoming a teacher. There are 60.0% who responded as "Favourable" to being a teacher, and 22.0%, who were "Highly Favourable". Only 18.0% indicated they would be "Moderately Favourable", and none (0.0%), fell under the categories of "Unfavourable", or "Extremely Favourable." In general, this represents a very positive and encouraging orientation toward teaching careers from the surveyed youth.

Objective 2: To examine students' intrinsic interest and personal motivation towards pursuing a career in teaching.

Table 2
Item-wise Analysis of Intrinsic Interest & Personal Motivation (N=100)

Item No.	Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)
4	There is a teacher in my school and when I see him I want to be a teacher like him. (+)	25.0%	45.0%	15.0%	10.0%	5.0%
5	I love to read and teach and in future I want to become a teacher. (+)	30.0%	50.0%	10.0%	8.0%	2.0%
7	I don't like teaching, I like to do any other job or business. (-)	5.0%	10.0%	15.0%	45.0%	25.0%
11	I don't think I have taken arts or science I just want to choose the teaching profession. (+)	20.0%	40.0%	20.0%	15.0%	5.0%
14	I have interested in teaching profession. (+)	28.0%	52.0%	12.0%	5.0%	3.0%
18	I want to be a teacher and make to enjoyable for children. (+)	35.0%	45.0%	10.0%	8.0%	2.0%
25	My dream since childhood is to be a teacher. (+)	18.0%	32.0%	20.0%	20.0%	10.0%

Interpretation:

Table 2 provides a detailed, item-wise breakdown of the secondary students' intrinsic motivation toward the teaching profession. The data reflects a robust internal drive among the respondents. For Item 5, a significant 80.0% of students combined (30.0% Strongly Agree, 50.0% Agree) expressed a natural love for reading and teaching. Item 18 reveals that the highest level of strong agreement (35.0%) is associated with the desire to make learning enjoyable for children, indicating that altruistic and child-centric motives are primary drivers for these students.

Furthermore, Item 4 shows that 70.0% of the students (25.0% SA, 45.0% A) are directly inspired by role models within their own schools. Conversely, analyzing the negative statement in Item 7, a combined 70.0% (45.0% Disagree, 25.0% Strongly Disagree) actively rejected the idea of abandoning teaching for business or other jobs, reinforcing their commitment to education. While childhood aspirations (Item 25) show slightly more neutrality (20.0%), the overwhelming majority across all other items demonstrates that the students in Unakoti District possess a high degree of intrinsic interest and personal passion for choosing teaching as a career path.

Objective 3: To assess students' perceptions regarding the social status, respect, and altruistic value associated with the teaching profession.

Table 3
Item-wise Analysis of Social Status & Altruism (N=100)

Item No.	Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)
1	There is more respect in the teaching profession than in any other profession. (+)	30.0%	48.0%	12.0%	8.0%	2.0%
9	I want to be a teacher because it's most accepted and respected profession in the society. (+)	28.0%	50.0%	15.0%	5.0%	2.0%
12	Teaching is a noble profession. (+)	45.0%	40.0%	10.0%	3.0%	2.0%

13	Public attitude towards teaching and teacher is not good so, I don't want to take this profession. (-)	4.0%	8.0%	14.0%	46.0%	28.0%
17	Teacher is called backbone of society, so I want to take up the teaching profession. (+)	38.0%	42.0%	12.0%	6.0%	2.0%
20	There is no teacher in my neighborhood so I want to be a teacher. (+)	15.0%	35.0%	25.0%	15.0%	10.0%
24	I will give free education to street children, so I want to become a teacher. (+)	32.0%	40.0%	18.0%	8.0%	2.0%

Interpretation:

Table 3 illustrates the students' perceptions concerning the social standing and altruistic dimensions of the teaching profession. The data strongly indicates that secondary students hold the teaching profession in high societal regard. An overwhelming 85.0% of the respondents (45.0% Strongly Agree, 40.0% Agree) view teaching as a noble profession (Item 12). Similarly, 80.0% collectively agree that teachers are the backbone of society and are motivated to join the profession for this reason (Item 17).

The altruistic values associated with teaching are also highly rated. For instance, 72.0% of students expressed a desire to provide free education to street children (Item 24). While Item 20, which relates to becoming a teacher to fill a neighborhood void, garnered a slightly more moderate agreement (50.0% combined) and higher indecision (25.0%), the overall service-oriented mindset remains strong.

Analyzing the negative statement (Item 13), 74.0% of the students actively disagreed (46.0% Disagree, 28.0% Strongly Disagree) that poor public attitude would deter them from becoming teachers. Coupled with the high agreement on Items 1 and 9 regarding societal acceptance and respect, the findings demonstrate that students in Unakoti District firmly believe the teaching profession commands significant social respect and offers a valuable platform for altruistic contribution.

Objective 4: To evaluate how students perceive the nature of the job, work environment, and stress levels involved in teaching.

Table 4
Item-wise Analysis of Work Nature & Stress Perception (N=100)

Item No.	Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)
3	Teaching Profession is a long term process, so I'm not interested in teaching profession. (-)	5.0%	8.0%	12.0%	40.0%	35.0%
8	Teaching profession is boring for me. (-)	3.0%	7.0%	10.0%	48.0%	32.0%
10	There is a lot of stress in teaching, so I don't want to be a teacher. (-)	6.0%	12.0%	14.0%	42.0%	26.0%
16	Teaching profession is less of physical work, so the teaching profession is better. (+)	25.0%	45.0%	15.0%	10.0%	5.0%
19	The teaching profession has to keep one's personality confined within a boundary, so I don't like the teaching profession. (-)	5.0%	10.0%	15.0%	45.0%	25.0%
23	I don't like teach to children, because it's too Headache. (-)	2.0%	5.0%	8.0%	50.0%	35.0%

Interpretation:

Table 4 evaluates students' perceptions regarding the practical nature, environment, and stress associated with teaching. Because the majority of statements in this dimension are negative, higher percentages in the "Disagree" and "Strongly Disagree" columns indicate a favorable attitude.

The data reveals that students largely reject negative stereotypes about the teaching environment. An overwhelming 80.0% (48.0% D, 32.0% SD) disagreed that the teaching profession is boring (Item 8), and 85.0% (50.0% D, 35.0% SD) firmly rejected the notion that teaching children is a "headache" (Item 23). This indicates a strong psychological readiness to engage in active, student-facing work.

Regarding occupational stress (Item 10), while 18.0% of students agreed that teaching involves a deterrent level of stress, a solid 68.0% combined disagreement shows that the majority are not discouraged by the demands of the job. Furthermore, students do not feel teaching is a restrictive career; 70.0% disagreed that the profession confines one's personality within a boundary (Item 19). On the practical side, 70.0% of the respondents (25.0% SA, 45.0% A) agreed with the positive statement that teaching is a better

profession due to involving less physical labor (Item 16). Overall, the students demonstrate a resilient and positive understanding of the teaching work environment.

Objective 5: To explore the socio-economic and external factors affecting students' attitudes toward the teaching profession.

Table 5
Item-wise Analysis of Socio-Economic & External Influences (N=100)

Item No.	Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)
2	Salary is not satisfactory in the teaching profession. (-)	5.0%	15.0%	15.0%	40.0%	25.0%
6	Most of my friends like teaching profession, that's why I also like teaching profession. (+)	20.0%	35.0%	20.0%	15.0%	10.0%
15	I like teaching profession but I am not able to pursuing qualification for due to financial weakness. (-)	8.0%	12.0%	15.0%	35.0%	30.0%
21	Girls are more interested in the teaching profession than boys. (-)	8.0%	12.0%	15.0%	45.0%	20.0%
22	My parents are not allowed me to going teaching profession. (-)	4.0%	6.0%	5.0%	50.0%	35.0%

Interpretation:

Table 5 explores the socio-economic variables and external pressures- such as salary, peer influence, financial constraints, and parental approval- that shape students' attitudes. Because four out of the five statements here are negative, higher disagreement indicates a more favorable disposition toward the profession.

The data highlights a strong foundation of familial support, with an overwhelming 85.0% of students (50.0% Disagree, 35.0% Strongly Disagree) rejecting the statement that their parents do not allow them to pursue teaching (Item 22). Regarding financial concerns, 65.0% of the respondents disagreed that salary dissatisfaction is a deterrent (Item 2), and another 65.0% denied that financial weakness would prevent them from pursuing the necessary qualifications (Item 15), though a minority (20.0%) did express financial anxieties.

Additionally, the students showed a healthy rejection of traditional gender stereotypes. 65.0% disagreed with the notion that girls are naturally more interested in the teaching profession than boys (Item 21), indicating a progressive mindset among the secondary students in Unakoti District. Finally, peer influence (Item 6) plays a moderate but positive role, with 55.0% of students agreeing that their friends' liking for the profession positively influences their own choice. Overall, the analysis demonstrates that external socio-economic factors and familial influences in this district largely support, rather than hinder, the students' positive attitudes toward teaching.

Testing of Hypotheses

H01: There is no significant difference between male and female secondary school students in their attitude towards the teaching profession in Unakoti District.

Table 6
Summary of Independent t-test comparing Male and Female Students

Category	N	Mean (M)	Std. Deviation (SD)	t-value	df	Remarks
Male	53	81.72	12.90	1.56	98	Not significant at 0.05 Level
Female	47	85.66	12.26			

Interpretation: Table 6 demonstrates that the mean attitude score for male students is 81.72 (SD = 12.90), while for female students, the mean is higher at 85.66 (SD = 12.26). The calculated t-value is 1.56. Because the calculated t-value of 1.56 is less than the critical table value of 1.98 at the 0.05 level of significance, the null hypothesis (H01) is accepted. This signifies that there is no significant difference between male and female secondary students regarding their attitude towards the teaching profession. However, based on the obtained mean scores, it can be stated that the girls at the secondary level exhibited a comparatively more favorable attitude towards the teaching profession than the boys.

H02: There is no significant difference between rural and urban secondary school students in their attitude towards the teaching profession in Unakoti District.

Table 7
Summary of Independent t-test comparing Rural and Urban Students

Category	N	Mean (M)	Std. Deviation (SD)	t-value	df	Remarks
Rural	62	82.82	12.80	0.74	98	Not significant at 0.05 Level
Urban	38	84.78	12.74			

Interpretation: Table 7 reveals that the mean attitude score for rural students is 82.82 (SD = 12.80), compared to the urban students' mean of 84.78 (SD = 12.74). The computed t-value is 0.74. Since this value is lower than the standard critical value of 1.98 at the 0.05 significance level, the null hypothesis (H02) is accepted. Consequently, it can be statistically concluded that residential background (rural vs. urban environment) does not significantly impact the students' attitude towards the teaching profession. Nevertheless, based on the mean scores, urban secondary students show a slightly more favorable attitude compared to their rural counterparts.

H03: There is no significant difference between science and arts stream secondary school students in their attitude towards the teaching profession in Unakoti District.

Table 8
Summary of Independent t-test comparing Science and Arts Students

Category	N	Mean (M)	Std. Deviation (SD)	t-value	df	Remarks
Science	43	76.11	10.40	5.97	98	Significant at 0.05 Level
Arts	57	89.19	11.46			

Interpretation: Table 8 indicates that the mean attitude score for Science stream students is 76.11 (SD = 10.40), while for Arts stream students, it is significantly higher at 89.19 (SD = 11.46). The calculated t-value is 5.97. Because this computed value is much higher than the critical table value of 1.98 at the 0.05 level of significance, the null hypothesis (H03) is rejected. This establishes a statistically significant difference between Science and Arts students in their attitudes. On the basis of the obtained mean scores, it can be concluded that Arts stream students possess a considerably more favorable attitude towards the teaching profession than Science stream students in Unakoti District.

DISCUSSION

The primary objective of this study was to empirically investigate secondary school students' attitudes toward the teaching profession in Unakoti District. Contrary to narratives of declining interest in the educational sector (Egwu, 2015; Mutshaeni et al., 2015), the findings reveal a robust positive disposition, with 82% of students expressing a favorable or highly favorable attitude. This strong inclination aligns with Alkhateeb (2013), who highlighted highly positive teaching attitudes among youth. The item-wise analysis indicates that this positivity is primarily driven by strong intrinsic motivation, altruistic desires, and high societal regard for teachers, which effectively override common socio-economic deterrents like salary dissatisfaction (Mosha, 2016).

Regarding demographic variables, the study found no statistically significant differences in attitudes based on gender or residential background, leading to the acceptance of hypotheses H01 and H02. Although female and urban students exhibited marginally higher mean scores, the overall statistical parity contradicts earlier studies that found sharp gender disparities (Sarkar & Behera, 2016) but perfectly corroborates research showing uniform attitudes across rural and urban localities (Parvez & Shakir, 2013). In the context of Unakoti District, this uniformity suggests a progressive socio-cultural shift where teaching is viewed equally as a viable career path across genders, aided by the equalization of educational infrastructure across localities.

In stark contrast, academic specialization revealed a highly significant divergence, resulting in the rejection of H03. Arts stream students demonstrated a substantially more favorable attitude toward teaching than their Science counterparts. This disparity reflects contemporary educational tracking in India, where Science students are often socially conditioned to pursue lucrative technical, medical, or applied science careers, often viewing teaching as a secondary option. Conversely, the humanities and social sciences naturally channel Arts students toward academia, civil services, and pedagogy.

CONCLUSION

To achieve a quality education system suited for emerging socio-political needs, society must secure dedicated and passionate teachers. This study concludes that secondary school students in Unakoti District possess a highly favorable attitude toward the teaching profession, driven primarily by intrinsic motivation, altruism, and a strong sense of societal respect. While demographic factors such as gender and rural-urban locality do not significantly influence this positive disposition, a student's academic stream plays a pivotal role. Specifically, Arts students demonstrate a markedly stronger inclination toward teaching as a career compared to their Science counterparts.

EDUCATIONAL IMPLICATIONS

The findings hold significant practical implications for educational stakeholders, school administrators, and policymakers. Since the baseline attitude toward teaching in this district is overwhelmingly positive, schools and government bodies should capitalize on this by introducing early career counseling and foundational pedagogy orientations at the secondary level. Special administrative focus must be directed toward Science stream students to dismantle the perception that teaching is a secondary or fallback career option, perhaps by highlighting the immense value, intellectual rigor, and career progression associated with STEM (Science, Technology, Engineering, and Mathematics) education. Furthermore, these insights can guide state policymakers in formulating targeted teacher recruitment and retention strategies that emphasize professional respect and favorable working conditions to sustain this youth interest.

LIMITATIONS AND FUTURE SCOPE

Despite its contributions, this investigation is constrained by a small sample size of 100 students and a geographical delimitation specifically to Unakoti District, which may restrict the broader generalizability of the findings. Future researchers are encouraged to replicate this study on a larger scale across multiple districts of Tripura or other Indian states. Additionally, subsequent studies could explore the influence of other demographic variables, such as socio-economic status, or compare the attitudes of tribal and non-tribal students. Expanding the research framework to assess the attitudes of degree college students, university scholars, or prospective educators currently enrolled in B.Ed. and D.El.Ed. programs would also yield a more comprehensive understanding of teaching attitudes across the educational continuum.

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