

**ATTITUDES OF SAUDI EFL PRE-SERVICE
TEACHERS TOWARDS TEACHING AS A
PROFESSION
IN THE LIGHT OF SCCT THEORY**

By

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ملخص البحث باللغة العربية :

لم تعد مهنة التدريس مهنة عادية، إذ أصبحت الآن مسؤولية متفاعلة مع كثير من المسؤوليات والمهام (هاريس وساس، ٢٠١٠).

وتهدف الدراسة الحالية إلى التعرف على اتجاهات معلمي اللغة الإنجليزية الذكور قبل الخدمة نحو مهنة التدريس. وقد تم استخدام المنهج الكمي وذلك عن طريق الاستبانة التي بلغ معامل ثباتها ٩٧. وفق معامل تأثير كرونباخ ألفا. كما بلغت عينة الدراسة ٥٣ معلماً تم اختيارهم عشوائياً من المعلمين قبل الخدمة في عام ٢٠١٧. ويمكن تلخيص أبرز نتائج الدراسة بما يلي: (١) أن غالبية معلمي اللغة الإنجليزية كلغة أجنبية، أكثر من ٤٠ %، كانت لديهم توجهات متوسطة نحو مهنة التدريس، بينما ٢٤ % منهم فقط كانت لديهم توجهات إيجابية مع متوسط حسابي بلغ ١٠٧.٣٣ (انحراف معياري ١٣.٩٨)؛ (٢) كانت هناك فروق ذو دلالة إحصائية بين اتجاهات عينة الدراسة وفق متغير المعدل التراكمي مع ألفا ٠.٥ ؛ (٣) أظهر تحليل العوامل أن العوامل المؤثر في الاتجاهات تكونت من خمسة عوامل تمثل ٧٣.٥٣ % من التباين؛ و (٤) جاء المجتمع ونظيرته المنتقلة حول التعليم والمعلمين العامل الأكثر أهمية.

الكلمات المفتاحية:

التدريس كمهنة، معلمي اللغة الإنجليزية السعوديين، معلمي قبل الخدمة، والتوجهات نحو التدريس

Abstract

Teaching has no longer become an ordinary job; it is an interactive responsibility with many tasks to handle. The current study aims to investigate the attitudes of male Saudi pre service EFL teachers towards teaching. Quantitative methods, namely surveys, were used. Fifty-three Saudi EFL pre service teachers responded to the survey which its reliability coefficient alphas was .97. The finding of the study indicates that, 1) the majority of pre service English teachers, 40%, possessed moderate attitudes towards teaching, whereas only 24% showed positive attitudes with the mean score was 107.33 (sd = 13.98); 2) there was statistically significant difference between respondents' attitudes towards teaching due to the variance of their undergraduate GPAs with alpha set at .05; 3) the factor analysis extracted the items into a five-factor solution accounting for 73.58% of the variance, and 4) society and its transferred experiences about teachers and teaching was found the most significant factor.

Key words: teaching as a profession, Saudi EFL, Pre-service teachers, and attitudes towards teaching.

Introduction:

Teaching has no longer become an ordinary job; it is an interactive responsibility with many tasks to handle. For instance, teaching now requires more than just delivering the contents; it becomes larger and deeper than that such as understanding the educational policies, designing innovative lessons, developing effective assessment and working with parents to understand their child just to name a few tasks that teaching now requires (Tan, Chang & Teng, 2015).

However, an attitude has been defined as "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects" (Hogg & Vaughan, 2005). The current research clearly shows that highly achieving students in general have no less desired attitudes to become prospect teachers or even consider teaching as an attractive profession (Harris & Sass, 2010); they are mostly looking after a well-paid, prestigious career which teaching in their views is not one of them (Cooper & Alvarado, 2006). Moreover, with the era of competitiveness and standardized testing, self-concepts, beliefs, and values would definitely affect one's behaviors, attitudes and practices.

In Saudi Arabia, English language teachers' preparation programs have for long neglected the focus on teaching as a possible career that some of their graduates might choose after graduation. Instead, those preparation programs relied merely and heavily on what Shulman (1992) once called 'the twin demons lecturing and textbook'. Unfortunately, how much knowledge and words one could recall and remember is mostly the key to succeed in college and even become an EFL teacher, rather than how you teach what you know.

Problem of the study:

Research has well documented the fact that teachers have indeed a long lasting impact on students' minds, attitudes and motivation. However, the educational model has for long neglected the strength and importance of pre service teachers' beliefs and attitudes towards teaching (Dray & Thomas,

2010, Nietfeld & Enders, 2003). Moreover, the quality of teaching and learning are strongly affected by the pool from which the highly motivated teachers are chosen. In Saudi Arabia, students are by large accepted in academic majors leading to teaching as a profession based on their grades in high schools and other requirements rather than their competences and attitudes towards teaching.

Moreover, Saudi students' proficiency scores in English language tests are relatively low. In fact, their scores have been the lowest in comparison with their counterparts from other Middle Eastern regions (TOEFL Data Summary, 2018). For instance, analyzing TOEFL data, as a standardized English test, in the last five years, we found Saudi test takers' scores were relatively low in many skills and definitely not up to the mark and expectations in comparison with their counterparts from other Middle Eastern countries; Saudi test takers have mostly been in the last rank or close to it (Al Abiky, 2019) which indicates major problems in English teaching practices and teachers attitudes.

Significance of the study:

Teaching, in one side, has become an art where a teacher can shape students' minds and stretch their limits and abilities. However, teaching is now a serious responsible profession with increasing involvements and expectations. With the 2030 Saudi vision, the involvements of education and the expectations of teaching and learning outcomes are rapidly increasing and thus many evaluation procedures and policies have been enacted. Moreover, English teaching and learning in particular is becoming a significant partner in the national transformation programs in the Saudi 2030 vision.

Nevertheless, according to the EF English Proficiency Index in 2018, Saudi Arabia ranked number 83 out of 88 countries (EF EPI, 2018). This rank is considered a very low proficiency in English which evokes further investigation especially for teaching and teachers of English.

Research Questions:

The current study attempted to answer the following questions:

- 1) What is the total teaching scores of the Saudi male pre service EFL teachers at Qassim region?
- 2) Is there a statistically significant difference between the overall teaching scores based on pre-service EFL teachers' undergraduate GPAs?
- 3) What are the underling factors for the pre service EFL teachers' attitudes towards teaching? In other words, do the relationships exist among the factors impacting the pre service EFL teachers' attitudes towards teaching?

Theoretical Background:

The current study took the Social Cognitive Career Theory (SCCT) developed by R. Lent, S. Brown and G. Hackett (1994) as the guide of the study. The SCCT, a relatively new theory, is based on Bandura's Social Cognitive Theory and intended to explain a three interrelated aspects of career development: interest, choice, and career performance and success. The SCCT also incorporates some significant aspects such as culture, gender, values and life events and factors which would affect career development and choices. The following figure illustrates the interrelated factors

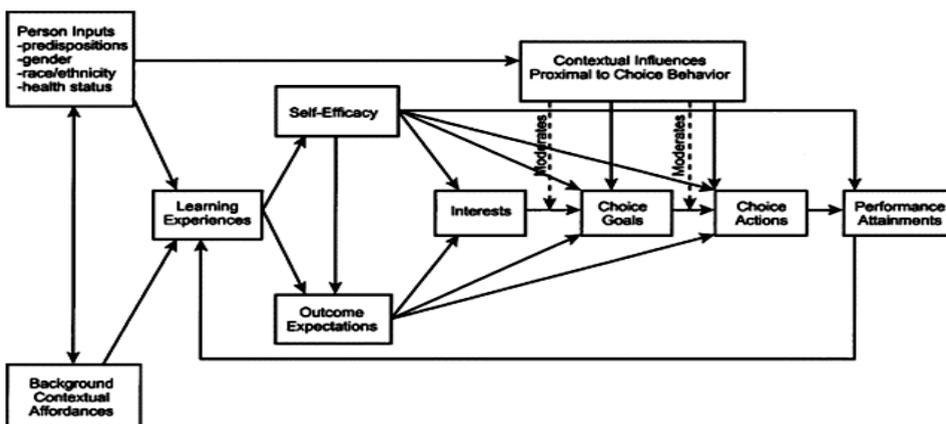


Figure (1) adopted from

Social Cognitive Career Theory. Reprinted from Journal of Vocational Behavior, 45, R. W. Lent, S. D. Brown, & G. Hackett, "Toward a Unifying Social Cognitive Theory of Career and Academic Interest, Choice, and Performance," 79–122.

As illustrated in Figure (1), the SCCT framework hypothesizes that inputs of a person such as gender and personality trait and his/her background formulates the ultimate working experiences which affects two socio-cognitive mechanisms of a person: 1) self-efficacy beliefs, the beliefs in the innate ability of achieving, and 2) the outcome expectations. Subsequently, those two socio-cognitive factors would greatly and directly impact a person's career interests, choices, and performances. According to the SCCT, although the personal inputs and background affordances are distal to interest construction, they indirectly affect career attitudes, choices, and performances by their influences on the learning experiences and socio-cognitive mechanisms.

The current study adopts the SCCT model in which the attitudes towards teaching are largely affected by the five-factor solution which are: the domains of personal inputs 'cognitive, affective, and psychological factors', self-efficacy, and social factors indicating the effects of the experiences gained and impacted by the society and family and friends.

Literature Review:

Research has well documented the fact that the appeal to choose teaching profession is rapidly declining at least over a decade ago (Ramsay, 2000; Richardson & Watt, 2006). Moreover, many newly graduate students perceive teaching as drawback careers which one would eventually switch to more well-paid and less stressful professions. In Breglio study (2006), for instance, when undergraduate students were asked about their views about

the negative aspects of a teaching career, 62% mentioned the low payment and insufficient salaries.

Attracting and retaining high achieving teachers have been a challenge for many countries. McKinsey & Company (2010) found an alarming result that most high achieving and talented college students in their early years in college see teaching as 'unattractive profession'. Ninety-one percent of talented college students who graduated from high school with the top third of high school classes confessed the fact that they will not likely pursue a career in teaching (McKinsey & Company, 2010).

More importantly, teaching has nowadays become unattractive profession for highly achieved students. Auguste et la. (2010) study have found that few students, less than nine percent, of the 'top third' of their academic achievement expressed their interest in going into or practicing teaching (Auguste et la., 2010). Verešová & Malá (2016) investigated the attitudes toward school and learning (ATSL) among adolescents studying at secondary schools in the Slovak Republic and found that GPA was a statically significant factor in which higher GPA is associated with more positive attitudes towards school and learning.

Shulman (1992) warned from the obvious gap between classroom realities and the practices of teacher preparation in colleges and universities. She argued that teacher preparation mostly and heavily rely merely on lecturing and delivering content from the textbooks which she called “the twin demons of lecture and textbook” (p. 1). Depending merely on memorizing, knowledge tend to be mostly inert and hardly retrieved the situations that require its use.

Dray & Thomas (2010) expressed their concern about the common trend in teacher preparation programs in which the beliefs and attitudes of pre service teachers about teaching are mostly neglected or ignored. In fact, they feel that some teachers tend to fail in their teaching mission due to the fact that their beliefs and concerns have been uncovered.

Cruz (2013) acknowledged the fact that there are some current veteran teachers who have indeed poor attitudes towards teaching their own profession. In fact, Cruz argued that one major effects of such attitudes is the discouragement of high achieving students to become teachers or even pursuing a career in education.

Recent studies have also focused on the rapid decline of teachers' career satisfaction. A recent survey done by MetLife, for instance, revealed a socking continuous decline in teacher career satisfaction where it has dropped 15 points in the last two years only. In fact, the level of satisfaction has now reached the lowest level in over 20 years. Moreover, the percentage of teachers who have clearly expressed their real intention that they would most likely to leave the profession has increased by 12 points to reach 29 percent (MetLife, 2012).

In a study, funded by the National Center on Education and the Economy in the US, on the perceptions and beliefs of the top achieving students at the University of Southern California and California Los Angeles on teaching professions, Breglio (2006) found that the most draw back reason regarding teaching was the salary and job payment. Almost 62% of the study's participants mentioned low salary and payment as the most obstacles of teaching as a life-long career. The majority of participant, almost 65%, on the other hand, reported that the social contribution and great impact of the life of others was the most positive aspects of teaching as a career (Breglio, 2006).

Moreover, Hall & Langton (2006) found that the negative perceptions about teaching exceeded the positive ones and most of the perceptions about teaching career came from the transferred experiences form actual in-service teachers themselves who transferred their daily teaching problems such as dealing with bad students and/or parents.

Alrabai (2016), in his interesting study about the factors underlying the Saudi students' low achievement in English, listed English teachers and their instruction as a significant factor underlying the current low achievement of Saudi EFL learners. He considered students as passive due to the practice and instruction of their EFL teachers who make the learning environment merely teacher-centered which prevented or hindered students' progress in English acquisition.

Furthermore, Bain and Harris (2016) warned of the effectiveness of individuals' micro culture which influences perceptions, attitudes, values and behaviors. In addition, Guiherme (2002) explained that Life span's experience, age, gender are some of the micro-culture elements that effect our attitudes, choices and decisions. Like other micro-culture factors, such as age and gender, we usually behave, feel, think and perceive according to the micro-culture to which we belong. We sometimes do or do not do things or some activities just because of the age-group we belong to.

Moreover, Fishbein and Ajzen (2010) presented a three-factor solution that provided a model to explain the relationships between attitudes towards teaching (TTT) and three main factors: beliefs, intentions, and actual behaviors. Wood (2000), on the other hand, presented another model of TTT which are: cognitive, affective, and behavioral. Wood explained that cognitive includes perceptions, beliefs, and assumptions whereas affective includes the emotional experiences and responses to some facts and events. Behavioral factor presents that actual intentions and practices a person administer in the relation to the cognitive and affective domains.

Method:

To achieve the goals of the current study, quantitative method was used in which a survey was developed to measure the Saudi EFL pre service teachers' attitudes towards teaching. A total of 53 which were all the total Saudi males with Bachelor's degrees in English perusing their Educational Diploma at Qassim University- Onaizah, Saudi Arabia, in the academic year

of 2017 to become prospect EFL teachers. Moreover, the study investigated the potential impact of respondents' undergraduate GPA on their teaching attitudes.

Data were obtained through the use of the questionnaire, a well-established research tool for gathering data and acquiring information (Bird, 2009; Bulmer, 2004). A questionnaire was developed and distributed to every individual participant. The survey consisted of two sections: 1) request for some demographic information such as their undergraduate GPAs and teaching experience, and, 2) response to (28) statements on a 5-point Likert-type scale indicating the degree to which a subject agreed or disagreed with each statement to measure their attitudes towards teaching.

In regard to the attitude scale, respondents were asked to choose a response, only a single response, for each of the (28) statements in the survey. They responded to each item by selecting a number from '1' to '5' in which 1= Strongly Disagree, 2=Disagree, 3= No opinion, 4= Agree, and 5= Strongly Agree. As a result, the possible scores on the attitude scale could only range from a low of '28' (if a subject selected number '1' for each item) to a high of '140' (if a subject selected '5' for each item). This study assumed that the higher the score was, the more positive attitude the subject had towards teaching.

The average score of a participant's responses was used to determine participants' type of attitude. In other words, the average of the respondent's total score was the key to measure his attitude. An average score equals to or less than 100 was interpreted as having a low attitude towards teaching. An average scores between 100 -120 were interpreted as moderate teaching attitude. An average score above 120 was interpreted as a positive high teaching attitude. Having collected the quantitative data, participants were divided into three groups regarding their **teaching attitudes**:

- A. **Group one:** subjects with positive attitudes were the subjects whose average scores were equals to 121 or greater.

- B. **Group two:** subjects with moderate teaching attitudes were the subjects with a mean score ranged between 100- 120.
- C. **Group three:** subjects with low teaching attitudes were the subjects whose mean score was equal to or less than 99.

As regards to the GPAs, at Qassim University, as in many other higher educational institutions in Saudi Arabia, the general overall cumulative GPA at the time of graduation could range as the following:

- 1- Excellent (A): if the cumulative GPA ranges between 4.50 up to 5.
- 2- Very Good (B): if the cumulative GPA is from 3.75 to less than 4.50
- 3- Good (C): from 2.75 to less than 3.75
- 4- Satisfactory (D): from 2.00 to less than 2.75

Validity and Reliability:

Validity refers to the degree to which a survey instrument actually measures the concept or phenomenon it is supposed to measure (Slavin, 1992). Content as well as construct validity of the instrument were assured and five independent experts were contacted to review the research instrument. Comments were offered and corrections were made.

The following table shows the internal consistency reliability, namely Cronbach coefficient alphas, was computed by SPSS for the attitudes towards teaching scale.

Table 1:
The Reliability Coefficient Alpha for the attitudes towards teaching Scale

Scale	N of item	Cronbach Coefficient (α)
.97	28	Attitudes (TTT)

According to Nunnally (1978) guidelines and Crocker and Algina (1986), the reliability coefficients for the scale is considered high values for instrument reliability.

Results:

The purpose of the present study was to assess the pre service EFL teachers' attitudes towards teaching. Upon collecting the data, the results were analyzed using SPSS to assess subjects' attitudes towards teaching.

Answer of the first question:

The first question of the current study was about the overall teaching score of respondents. Table 2 shows the mean and standard deviation for respondents as a whole in the teaching scale.

Table 2:**Mean and St. Deviation for Subjects' teaching scores**

Source	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Range</i>	<i>MIN</i>	<i>MAX</i>
Teaching	53	107.3 3	13.9 8	49	79	128

Table 2 gives a description of central tendency of the data set. The sample as a whole showed a relatively high teaching scores; the respondents' mean score in regards to their teaching score was 107.33 (SD = 13.98). Moreover, as the above table also shows, subjects' teaching scores ranged from a minimum score of (79) to the highest score of (128), while the 50 percentile is 106 which reflects a relatively moderate teaching score. Table 3 shows the respondents' scores in regards to their teaching scores in more details.

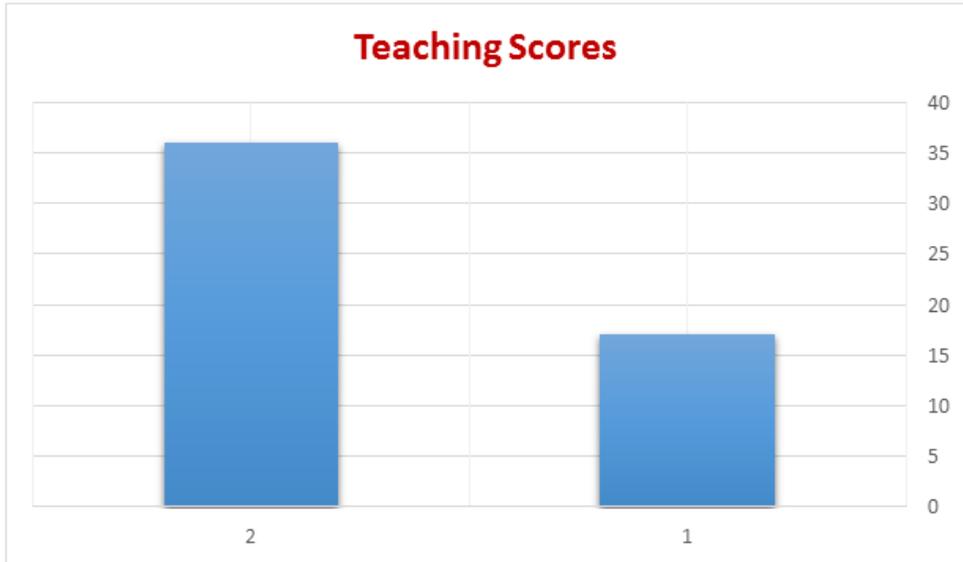
Table 3:

Participants' Teaching Scores

Source	N	%	Rank
≥ 90	7	13.2	5 th
91-100	10	18.9	3 rd
101-110	13	24.5	2 nd
111-119	8	15.1	4 th
≤ 120	15	28.3	1 st

Table 3 shows that the teaching score of more than 67% of participants came above the 100 whereas only 32% scored below 100 in teaching, which reflective a relatively low teaching scores. This result might be expected due to the variances of respondents' individual differences as some of them might still be hisitant about teaching as a life-long career. Figure 1 below shows the differences between respondents' attitudes towards teaching in which '1' indicates participants who obtained scores that were ≥ 100 , and '2' indicating participants who got above 100.

Figure 1
Respondents' Overall Group in regards to their attitudes towards teaching



As the figure shows the majority of subjects (67%) scored above than 100 with the highest obtained score was (128). However, fifteen subjects only (28%) could score between 120-128 as the table 3 indicates. The remaining 72% scored lower than the 70 percentile, which reflect moderate or low attitudes. This is not indeed a satisfactory result in which only 28% of the subjects who with Bachelor's degree in English and pursuing a higher diploma in Education at Qassim University had shown a high level of positive attitudes towards teaching.

Answer of the second question:

The study's second question investigates the relationship between pre-service English teachers' attitudes towards teaching and their undergraduate cumulative grade point average (GPAs). The majority of participants had obtained their Bachelor degree in English or English & Translation from Qassim University where students could graduate with GPAs ranging from

2.00 up to 5 point scale which reflects D to A level. No one graduates with GPA less than 2.00.

The following table shows the undergraduate GPAs of the pre service English teachers participating in the study.

Table 4:
Demographic Characteristics of Participants

Characteristics	N	Percentage	Rank
GPA:	(n =53)		
> 2.75	9	16.9	4 th
2.75 to > 3.75	17	32.1	1 st
3.75 to > 4.50	16	30.2	2 nd
< 4.51	11	20.8	3 rd
Total	N = 53	100%	

As table 4 indicates that pre service teachers were grouped into four groups based on their undergraduate GPAs ranging from the lower to the upper, D to A level. Moreover, participants were almost equally divided in regards to their undergraduate GPAs in which 51% of them had graduated with GPAs equal to or above than 3.75, whereas the remaining graduated with GPAs less than that. In addition, nearly 30% of the subjects obtained GPAs ranging from 3.75 - 4.5, which represents (B or B+) levels. The least number of participants, only (16%), falls into the (D) level. Table 3 shows the results of one-way ANOVA summary investigating the relationship between pre-service English teachers' attitudes towards teaching and their undergraduate GPAs.

Table 5:
ANOVA Summary Investigating the Relationship between Subjects' GPA and their teaching attitudes

Source	<u>Df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>Sig</u>	<u>R²</u>
Model teaching	3	4284.93	1428.31	12.07	.000	.430
Within groups	48	5676.52	118.26			
Total	52	608953				

Note: N = 53 (p= .000); R² adjusted = .39

The results were analyzed using one-way ANOVA with one between-subjects factor to determine whether there was a relationship between (a) pre-service teachers' undergraduate GPAs and (b) their scores on the attitudes towards teaching scale.

As the above table indicates, the statistical analysis revealed a significant treatment effect for subjects' GPAs, [F (3, 49) = 12.07, MSN = 118.3, p = .0001]. This means that there was a statistically significant difference between the mean scores of the pre-service EFL teachers in regards to their attitudes towards teaching. In other words, subjects' GPAs, the predictor variable, had some type of effect on the criterion variable, attitudes towards teaching in which higher subjects' GPA was associated with higher level of attitudes towards teaching.

As a result, the statistical null hypothesis, H₀, that in population, there was no statistically significant difference between subjects' GPA groups in regards to their scores on the attitudes towards teaching could be rejected, as it is shown in Table 3. In the ANOVA analysis, moreover, R², which indicates the proportion of variance in the dependent variable that is accounted for by the independent variable, which was here the subjects' GPAs, was computed as .39. This indicates subjects' GPAs accounted for 39

% of the variance in the pre-service English teachers' attitudes towards teaching.

Tukey Multiple Comparison test:

Since there was statistically significant differences between subjects' scores on the attitudes towards teaching based on their undergraduate cumulative GPA, Tukey's HSD test was performed and reported in Table 6. However, only the significant results with alpha set at .05 or less were reported.

Table 6:

Tukey's Test Comparing Between Subjects' Groups

Comparison	Difference between mean scores	Sig	95% confidence limits	
			Lower	Upper
1 - 2	-19.93	.001	- 32.34	-7.52*
1 - 3	-24.75	.000	-37.28	-12.22*
1 - 4	-28.11	.000	-41.56	-14.67*

Note. N =53

*Tukey's test indicating a significant difference at $p < .05$ level or less.

Table 6 indicates there was statistically significant results in Tukey's test. With alpha set at .05, the above table shows that subjects with a high GPA, (A) level, scored significantly higher on the dependent variable, the attitudes towards teaching, than did all subjects in the GPA levels lower than (A) groups, B, C, and D levels ($p < .05$). With alpha set at .05, moreover, there was not a statistically significant difference between subjects in the other groups less than A. In other words, there were no significant differences between subjects with B, C, and D levels according to their undergraduate GPAs.

Answer of the third question:

To measure the factorial structure of the instrument regarding the attitudes towards teaching, all the 28 items were analyzed using the exploratory factor analysis with varimax rotation. The Kaiser-Meyer-Olkin measure of sampling adequacy was $KMO = .89$, and Bartlett's test of sphericity $X^2 = 2031.6$, $p < .001$, indicating the quality of constructs and

the correlation structure is adequate for factor analysis. Using the SPSS with the cut-off point at .40 and eigenvalues greater than 1, the factor analysis extracted the items into a five-factor solution as the best fit for the data accounting for 73.58% of the variance. The results of the analysis are presented in the following table

Table 7:
Rotated Component Matrix of the attitudes towards teaching (TTT).

	Items	Factor				
		1	2	3	4	5
1	I feel proud when others know that I am a teacher	.89				
2	I feel proud while teaching	.78				
3	I don't think that teaching is a good life- long career	.67		.42		
4	My teaching attitudes improve with time	.57				
5	I chose teaching because I was encouraged by people around me	.81				
6	People around me advised me to teach	.86				
7	I think I can easily manage the class		.78			
8	I think I can teach effectively		.74			
9	Teaching is above my potentials		.68			
10	I feel satisfied when I am teaching		.57			
11	Honestly, teaching is my preferred profession		.44			
12	If I have a chance, I will leave teaching			.80		
13	Society regards teaching with appreciation			.83		
14	I think the future of teaching is not good			.42		
15	If I have a choice, I won't choose teaching			.47		

16	Teaching is a profession that is respected by all	.41	
17	I am proud of my teaching profession	.40	
18	I am forced to teach	.84	
19	I wish I had not become a teacher	.61	
20	Teaching caused me sadness	.53	
21	I believe that teaching is rewarding	.74	
22	I feel I will love teaching more	.58	
23	I feel happy when I am teaching	.52	
24	Teachers are often respected by their students		.66
25	I think teaching has many problems		.75
26	I think I won't have problem teaching		.67
27	When days pass, I love teaching more		.46
28	I think society still respect teachers		.66

Principal component analysis was used as the extraction method and varimax with Kaiser normalization was used as rotating method.

Interestingly, the items yielded in five-factor solution as follows: 1) social '6 items', 2) self-efficacy '5 items', 3) cognitive '5 items', 4) affective '7 items', and 5) psychological '5 items'. Three of the factors obtained had the same structure as those found in Wood (2000) which are: cognitive, affective, and psychological. The two other factors are social factor and self-efficacy. The item number 3 'I don't think teaching is a good life-long career' seems a little problematic which showed double loading, one in the 'social' factor and the other in the 'cognitive'. In Saudi context, this should be loaded with the social factor since many pre- service teachers had not yet experienced actual teaching and were most likely affected by the views, opinions, and experiences of others around them.

Discussion and conclusion:

The findings of the current study align with the current world-wide trend in which teaching has become unattractive profession for many

especially highly achieving students in which the attitudes towards teaching are rapidly declining, and it is now very important to uncover the beliefs and concerns of pre service teachers. This finding aligned with the findings of Ramsay (2000) and Richardson & Watt (2006) studies.

Moreover, teaching, as a national popular profession in Saudi Arabia, has some drawbacks and it is possible and rational to find some who had poor attitudes towards teaching among not only pre service but even veterans. The finding of the study comes consistent with Hall & Langton's (2006) and Cruz's (2013) findings in which some teachers have indeed poor attitudes towards teaching. Such attitudes have and would have some bad effects on teaching process and, thus, needs to be revealed.

Undergraduate GPAs of respondent has been a statistically significant factor in which the higher it gets, the more positive attitudes towards teaching respondents' possess. This result is consistent with Verešová, & Malá (2016) study in which the attitudes towards school and learning increases as the GPA gets higher.

Moreover, attitudes towards teaching as a profession, like other professions, is impacted by the life span of individuals and social and educational experiences. Individual differences would definitely also impact the attitudes towards teaching. The results of exploratory factor analysis test were consistent with Wood's (2000) meta-analysis which found a three-factor solution: cognitive, affective, and psychological.

The current study reveals some implications and encourages some further investigations. The study suggests some topics such as conducting cross-cultural similar study in order to investigate the interrelated factors affecting the attitudes towards teaching which would be a significant endeavor especially with the wide spread international tests and measures in various school core subjects such as Mathematics, Science, English, and Reading just to name some.

Furthermore, the convergent and divergent validity of the attitudes towards teaching instrument (TTT) would be an interesting validity study in which the instrument is administered to other sample form other culture and in different settings. How cross-cultural and personal traits affects the attitudes towards teaching as a profession renders a broad range of coherent experimental studies.

In conclusion, with teaching becoming more challenging profession in this era of standardized testing, the study recommends conducting further investigations on the attitudes towards teaching since the attitude would affect teachers' performance, decisions, and engagements in the daily tasks and activities at schools. Moreover, the study recommends consistent assessments for teachers' attitudes to explore the reasons for obtaining such attitudes or factors affecting them.

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