

Students' Attitudes Towards the Teaching Profession and Their Relationship with Self-

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Abstract:

This study investigated the relationship between attitudes toward the teaching profession and self-esteem among the Institute of Science and Techniques of Physical and Sports Activities (ISTAPS), University of Laghouat. A stratified proportional sample of 98 students was selected from a population of 987. Data were collected using validated questionnaires measuring attitudes toward teaching and self-esteem, and analyzed using multiple linear regression. Results revealed a strong positive correlation ($r = 0.64$, $p < .05$) between attitudes toward the teaching profession and self-esteem. All three dimensions of attitudes demonstrated significant positive correlations with self-esteem. The regression model explained 38% of the variance in self-esteem scores ($R^2 = 0.388$, $F = 13.309$, $p < .001$). These findings underscore the importance of fostering positive professional attitudes during teacher preparation programs, as attitudes are closely linked to students' self-esteem and their effectiveness in teaching. The study supports theoretical frameworks emphasizing the relationship between professional self-concept and psychological adjustment in teacher education.

Keywords: Attitudes towards teaching; self-esteem; physical education; teaching profession;

1. Introduction

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Psychological attitudes play a significant role in influencing university students' decisions to pursue physical education (PE) as a future profession. Given the psychomotor nature of the discipline, PE teaching requires specific qualifications. Therefore, a student's academic success is intrinsically linked to the type of attitude they hold.

According to Tellely Fahim, basic attitudes toward physical and sports activities are the driving force that motivates individuals to engage in or continue practicing this activity in an organized manner (Tellely Fahim, 1992, p. 133). Consequently, measuring students' attitudes toward the teaching profession is necessary to gauge their desire and satisfaction with the specialization. As Kadhim Aisha Muhammad notes, such measurement helps encourage positive attitudes and facilitate the modification of negative ones (Kadhim Aisha & Muhammad Saleh, p. 108). These positive attitudes are crucial for increasing students' motivation and commitment, thereby enhancing the academic achievement necessary to practice the profession with ease.

Self-Concept as a Fundamental Component

Self-concept, in general, represents the image an individual forms about themselves, encompassing behavior, abilities, and beliefs about personality aspects. It's shaped through experiences and relationships and contributes to the development of an individual's behavior and personality.

Suheir Ahmad Kamel emphasizes that self-esteem plays a pivotal role in shaping individual behavior (Suheir Ahmad Kamel, 2000, p. 16). The value of self-concept is expressed through an individual's attitudes toward themselves, self-evaluation, and feelings of pride. Among students, this includes their beliefs about their conduct within and outside the university. On this basis, the current study was conducted to shed light on the attitudes of physical education and sports students toward the teaching profession and its relationship with self-esteem.

Attitudes as a Component of Student Personality and Professional Preparation

Attitudes are considered fundamental components of student personality; they realistically direct and motivate behavior across various educational situations. The feelings and perspectives held by students at sports institutes as they enter professional life tend to strengthen their satisfaction and acceptance of teaching as a future profession.

Additionally, the university education stage is vital for preparing young people to assume responsibility and acquire the genuine knowledge and essential skills needed for teaching sports. Hassan Ellawy and Osama Rateb indicate that this stage allows individuals to reach the highest levels of sports achievement due to the maturation of physical qualities (Hassan Ellawy & Osama Rateb, 1999).

Teaching Physical Education as a Professional Practice

Teaching in general, and physical education teaching in particular, is considered a profession of great importance in preparing future generations physically, skilfully, and psychologically. Regardless of the inherent objectives, Algeria has shown significant interest in the process of teacher preparation across all educational levels.

Among these concerns is the teaching of physical education and sports. As Maurice Piéron notes, students must utilize their accumulated knowledge, skills, and behavioral patterns across various teaching activities, including planning, implementation, decision-making, and assessment, to ensure an acceptable standard of professional practice (Piéron, M., 1992, p. 102).

1.1 Research Problem

Attitudes toward the teaching profession are among the most critical factors that help students accomplish many tasks. When each goal or task is achieved, there is a positive psychological effect on the self, which is expressed through an individual's attitudes toward themselves. Based on the foregoing analysis, the following research problem emerges:

Is there a statistically significant relationship between students' attitudes toward the teaching profession and self-esteem among ISTAPS students?

Sub-questions:

- Is there a statistically significant relationship between perceptions of personal characteristics and self-esteem among ISTAPS students?
- Is there a statistically significant relationship between personal evaluation of abilities and self-esteem among ISTAPS students?
- Is there a statistically significant relationship between perceptions of the profession's future and self-esteem among ISTAPS students?

1.2 General Hypothesis

A statistically significant relationship exists between students' attitudes toward the teaching profession and their self-esteem among ISTAPS students.

Sub-Hypotheses

1. There exists a statistically significant relationship between students' attitudes toward the teaching profession and self-esteem among ISTAPS students.
2. There exists a statistically significant relationship between personal evaluation of abilities and self-esteem among ISTAPS students.
3. There exists a statistically significant relationship between perceptions of the profession's future and self-esteem among ISTAPS students.

1.3 Literature Review

The relationship between attitudes toward the teaching profession and various psychological and educational variables has been the subject of extensive scholarly investigation. This review examines key studies that have explored pre-service teachers' attitudes toward the teaching profession, with a particular focus on self-concept and self-esteem as related constructs.

Attitudes Toward the Teaching Profession Among Pre-Service Teachers

Enayat Zaki conducted a seminal study examining the attitudes of students enrolled in teacher preparation faculties in Egypt. The

research employed a longitudinal design to assess attitudinal changes from initial enrollment through the final year of study. Zaki developed a specialized instrument to measure attitudes toward the teaching profession, which assessed five distinct dimensions: personal perception of the profession, perception of teachers' personal attributes, personal assessment of professional abilities, societal perception of the profession, and professional future outlook. The findings revealed no statistically significant differences between first-year and fourth-year students on three dimensions: personal perception of the profession, perception of teachers' personal attributes, and professional future. However, fourth-year students demonstrated significantly higher scores on the personal assessment of professional abilities dimension, which Zaki attributed to their practical teaching experience during field training. Conversely, first-year students exhibited higher scores regarding societal perceptions of the profession, suggesting that extended exposure to teacher preparation programs may influence students' awareness of societal attitudes toward the profession.

Building upon this foundational work, Khudhr Ali investigated attitudinal changes among students at the Faculty of Education in Mecca. The study specifically examined whether pedagogical preparation throughout college enrollment produced measurable changes in attitudes toward the teaching profession. Ali employed a modified version of the teachers' attitude scale and conducted the research with a sample of 190 students, representing three academic specializations, equally divided between first-year ($n = 95$) and fourth-year ($n = 95$) cohorts. The results demonstrated that fourth-year students held significantly more positive attitudes toward the teaching profession compared to their first-year counterparts, thereby corroborating earlier research findings and supporting the hypothesis that sustained pedagogical training enhances professional attitudes.

Sabah Hanna Hermiz extended this line of inquiry by examining multiple demographic and academic variables that might influence attitudes toward the teaching profession. Conducted at the University of Mosul's Faculty of Education, the study examined the impact of gender, academic specialization (scientific versus literary), and academic year (first versus fourth) on teachers' attitudes toward teaching. The research yielded several significant findings. First, education students in Iraq generally maintained positive attitudes

toward the teaching profession. Second, female students exhibited significantly more positive attitudes than their male peers. Third, consistent with previous research, fourth-year students demonstrated more favorable attitudes than first-year students. Fourth, students enrolled in literary disciplines reported more positive attitudes compared to those in scientific specializations. These findings suggest that both individual characteristics and disciplinary contexts influence attitudes toward teaching.

Mahdi Ahmed Al-Taher (1991) conducted a comprehensive investigation of attitudes toward the teaching profession and their relationship with various demographic and academic variables among students at King Saud University's College of Education in Riyadh. The researcher adapted Enayat Zaki's attitude scale, introducing modifications suitable for the Saudi educational context, and established the instrument's validity and reliability. The study employed a substantial sample of 603 students representing all academic levels across both semesters of the 1409-1410 A.H. academic year. This research contributed to the growing body of evidence supporting the multidimensional nature of attitudes toward teaching and their susceptibility to various contextual influences.

Self-Concept and Psychological Adjustment

While attitudes toward the teaching profession represent one dimension of pre-service teacher development, self-concept constitutes another critical psychological variable. Hamed Abdel Salam Zahran investigated the relationship between self-concept and psychological adjustment among adolescents, utilizing a sample of 220 English adolescents of both genders. The research employed multiple validated instruments to assess self-concept, need for psychological guidance and counseling, psychological adjustment, and personality traits. Zahran's findings provided empirical support for Rogers' theoretical framework, demonstrating a positive correlation between self-concept and psychological adjustment. Notably, the research established that disturbances in self-concept correspond to poor psychological adjustment, highlighting the critical importance of positive self-concept for overall psychological well-being.

Summary and Research Gaps

The reviewed literature establishes several key findings. First, attitudes toward the teaching profession among pre-service teachers are multidimensional, encompassing personal perceptions, professional competence assessments, and future career outlooks. Second, these attitudes are subject to change throughout teacher preparation programs, generally becoming more positive with increased training and practical experience. Third, demographic variables such as gender and academic specialization significantly influence attitudinal formation. Fourth, self-concept represents a crucial psychological construct closely related to adjustment and well-being.

Despite this substantial body of research, gaps remain in understanding the relationship between attitudes toward teaching and self-esteem, particularly among students in physical education. While existing studies have examined these constructs independently or in general education contexts, there is a limited body of research exploring their intersection within the specialized domain of physical education teacher preparation. The present study addresses this gap by investigating the relationship between attitudes toward the teaching profession and self-esteem among ISTAPS students.

1.4 Purpose of the Study

The primary aim of this study is to assess the level of attitudes toward the teaching profession and the level of self-esteem among ISTAPS students. Additionally, this research seeks to examine the relationship between students' attitudes toward the teaching profession and their level of self-esteem.

1.5 Significance of the Study

The theoretical significance of this research stems from its contribution to the examination of theoretical perspectives on attitudes toward teaching as a profession within physical education and sports, as well as self-efficacy, at the Institute of Science and Techniques of Physical and Sports Activities. The practical (applied) significance is realized through the exploration of the educational dimensions of attitudes toward teaching physical education and sports, as well as self-efficacy.

1.6 Operational Definition of Key Concepts

Attitude

Conceptual

Definition:

Attitude refers to the level of awareness and emotional response that an individual has toward a particular subject, which motivates them to engage in either positive or negative behavior (Makhzoumi Amal Ali, 1979, p. 64).

Operational

Definition:

In this study, attitude is defined as the awareness and emotional disposition of physical education students toward the teaching profession, specifically their acceptance or rejection of teaching as a career.

Attitudes Toward the Teaching Profession

Attitudes toward the teaching profession encompass the experiences acquired by students that shape their behavior toward the profession of teaching physical education and sports. These attitudes encompass judgments and convictions regarding the acceptance or rejection of teaching as a career.

Teaching

Conceptual

Definition:

Teaching is a series of organized activities managed by the instructor, in which the learner participates both practically and theoretically, to achieve specific objectives (Abdelrahman Alkhateeb, 1997, p. 17).

Operational

Definition:

Teaching, in this study, refers to the method by which an individual helps another person or group acquire information, knowledge, technical skills, and physical abilities.

Self-Esteem

Conceptual

Definition:

Self-esteem is an orientation that reflects the individual's notion of self and personal experience; it is a process through which a person perceives personal facts and responds to them emotionally (Cratty B. Vaink, 1970). The individual's self-evaluation is highly significant in striving for achievement and excellence (Cratty & Bandura, 1982, p. 122).

2. Methodology

2.1 Pilot Study

A preliminary (pilot) study was conducted to identify the most significant possible number of sources, including books, references, and previous studies related to the study variables. Namely, attitudes toward the teaching profession and self-esteem. The pilot study sample consisted of 12 students enrolled at the Institute of Physical Education and Sports (ISTAPS) at Amar Telidji University of Laghouat. Study questionnaires were distributed to participants, and the method for completing the questionnaires was explained to ensure that participants could respond to all items. The preliminary results obtained were consistent with the research's general aim and the study hypotheses.

2.2 Research Design

This study adopted a descriptive research design, which aligns with the field research procedures necessary for investigating the research topic.

2.3 Population

The research population for this study consisted of students enrolled at the ISTAPS, University of Laghouat, totaling 987 students. Table 1 presents the distribution of the research population and sample.

Table **1**
Distribution of Research Population and Sample

Total Students	Sample Size	Percentage	Sampling Method
987	98	10%	Stratified Proportional

2.3 Sample

The sample was selected based on the nature of the study and the distribution of sample members using a stratified proportional sampling method. This method can be defined as a sampling

technique applied when the studied population is characterized by division into strata, where each stratum consists of a subset representing a sample from the total population. Each stratum's characteristics cluster around different attributes, while homogeneity characterizes general features.

The study was conducted among students at ISTAPS, comprising a total of 987 students (research population). From this population, 10% ($n = 98$ students) were selected as the research sample. The research population was divided into five strata: first-year undergraduate, second-year undergraduate, third-year undergraduate, first-year master's, and second-year master's. The sample was drawn using systematic random sampling from the total population.

2.4 Study Variables

Independent

Variable:

The independent variable is defined as the variable that the researcher hypothesizes as the cause, or one of the causes, of a particular outcome. Studying this variable may lead to understanding its effect on another variable. In this study, the independent variable is the attitudes of ISTAPS students toward the teaching profession.

Dependent

Variable:

The dependent variable is the variable affected by the independent variable. Its value depends on the effect of other variables; whenever modifications are made to the values of the independent variable, changes will appear in the dependent variable. In this study, the dependent variable is self-esteem.

2.5 Data Collection Instruments

Psychometric Properties of the Attitudes Toward the Teaching Profession

Questionnaire:

The study utilized a scale developed by researcher Mahdi Ahmed Al-Taher to measure attitudes toward the teaching profession. The instrument was adapted according to the characteristics of the research population, and a research questionnaire was designed using the Likert scale method. The questionnaire was submitted to a panel of experts for validation, and the reliability coefficients were calculated, finding them to be high.

Psychometric Properties of the Self-Esteem Questionnaire:

A questionnaire was constructed to measure self-esteem among university students. The instrument was reviewed by a panel of experts and finalized in its ultimate form. Reliability coefficients were calculated and found to be high.

Statistical Analysis Techniques

The following statistical techniques were employed: arithmetic mean, Pearson correlation coefficient, simple linear regression, and multiple linear regression. The Statistical Package for the Social Sciences (SPSS) software was used to conduct statistical analysis of the research data.

3. Results

Regression Coefficients Between Independent and Dependent Variables

Table 1
Regression Coefficients for Students' Attitudes Toward Physical Education Teaching and Students' Self-Esteem

Variable	B	SE	β	T	p	R	R ²	Adjusted R ²
Constant (B ₀)	10.073	3.440	—	2.928	.004	.648	.420	.384
Perspective on Personal Traits	0.243	0.77	0.283	3.157	.002			
Personal Assessment of Abilities	0.326	0.117	0.376	2.799	.006			
Future Profession	0.004	0.149	0.236	2.689	.009			

Note. B = unstandardized regression coefficient; SE = standard error; β = standardized regression coefficient, analysis conducted using SPSS Version 2016.

Evaluation of Regression Model Validity

Theoretical Conditions:

Logical Signs and Values of Regression Coefficients:

The selected variables fall within the educational framework in the field of sports. The multiple linear regression model obtained in this study demonstrates a significant relationship between research variables. Based on the results in Table 1:

- $B_0 = 10.073$
- $B_1 = 0.243$
- $B_2 = 0.326$
- $B_3 = 0.004$

No contradiction exists between the theoretical conditions and the regression model explaining the relationship between self-esteem and indicators of students' attitudes toward the teaching profession.

Explanatory Power of the Model:

The explanatory power of the regression is assessed through the adjusted coefficient of determination, as shown in Table 1, which illustrates a significant relationship between self-esteem and student attitudes. The adjusted R^2 value equals 0.388, indicating that the study variables explained 38% of the effect of the independent variable indicators (student attitudes) on the dependent variable (self-esteem scores). This means that 38% of changes occurring in self-esteem are attributed to indicators of student attitudes, while 62% are attributed to other factors. These results demonstrate the validity of the selected variables and their ability to explain the regression model's outcomes. Statistical significance was confirmed by the significance level of 0.004 ($p < .05$), which is consistent with the study hypothesis.

Table 2
ANOVA and Correlation Coefficients for Students' Attitudes Toward Teaching Physical Education and Self-Esteem

Source	Sum of Squares	df	Mean Square	F-value	Sig.
Regression	1117.891	5	223.587	13.309	0.000
Residual	1545.496	92	16.799		

Total	2663.388	97			
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The purpose of calculating ANOVA is to analyze the total sum of squared deviations for the dependent variable (SST), the sum of squared deviations attributed to regression (SSR), and the sum of squared errors (SSE). The most important indicator of regression model quality, the coefficient of determination (R^2), was extracted and found to be 0.41. The square root of the coefficient of determination equals the correlation coefficient ($R = 0.64$). These results are consistent with those presented in Table 2 and indicate that 64% of the variance in self-esteem is explained by the linear relationship in the regression model, using indicators of students' attitudes toward the teaching profession.

Overall Model Significance

Table 2 (ANOVA) reveals that the computed F-value equals 13.3, with a p -value of 0.004, which is less than the significance level of 0.05. This indicates that the regression coefficients have a significant value.

Partial Model Significance

From the previous step, we concluded that at least one regression coefficient is statistically different from zero. To identify which coefficients are significant, a partial significance test was conducted using the t-test. Results from Table 1 indicate:

- The constant (intercept) = 2.92 at $p = 0.004$, indicating that the constant in the regression model is significant.
- The regression slope for perception of personal characteristics = 3.157 at $p = 0.002$, indicating significance.
- The regression slope for personal evaluation of abilities = 2.779 at $p = 0.006$, indicating significance.
- The regression slope for professional future = 2.689 at $p = 0.009$, indicating significance.

4. Discussion

Perception of Personal Characteristics and Self-Esteem

A strong positive relationship exists between the perception of personal characteristics and self-esteem, with a correlation coefficient

of 0.64 ($p < .05$). This finding suggests that students who perceive themselves as possessing favorable personal characteristics for teaching tend to demonstrate higher levels of self-esteem. This dimension reflects how students view their personality traits in relation to the teaching profession, and the results indicate that positive self-perceptions contribute significantly to overall self-esteem.

Personal Evaluation of Abilities and Self-Esteem

A strong positive correlation exists between personal evaluation of abilities and self-esteem, with a correlation coefficient of 0.64 ($p < .05$). This indicates that students' assessments of their own capabilities are closely linked to their self-esteem levels. When students believe they possess the necessary competencies and skills to succeed as physical education teachers, their self-esteem is positively affected. This relationship underscores the importance of developing students' confidence in their professional abilities during teacher preparation programs.

Professional Future and Self-Esteem

A strong positive relationship exists between perceptions of the professional future and self-esteem, with a correlation coefficient of 0.64 ($p < .05$). This suggests that students who view the teaching profession positively in terms of prospects tend to exhibit higher self-esteem. Students' optimism about career opportunities, job stability, and professional growth in the teaching field appears to reinforce their sense of self-worth and personal value.

Overall Relationship Between Attitudes and Self-Esteem

A powerful positive correlation exists between attitudes toward the teaching profession and self-esteem among students at the Institute of Science and Techniques of Physical and Sports Activities in Laghouat, with a correlation coefficient of 0.64 ($p < .05$). This substantial value indicates a robust direct relationship between the two primary variables of this study. This finding underscores the importance of positive attitudes among students toward teaching physical education and sports, which depends on their self-esteem and the extent to which they acquire skills, knowledge, and experiences to ensure good teaching performance.

Comparison with Previous Research

This result is confirmed by the study conducted by Aziza Abdullah Sharir (2008), which emphasized the necessity for higher education institutions responsible for teacher preparation to instill positive attitudes in students during their preparation period. Similarly, Abdullah Hammoud Al-Jameel (2008) noted that teachers who enter the teaching profession without desire or positive attitudes toward it will find themselves unable to perform their educational duties. The study by Jawad Muhammad Al-Sheikh Khalil and Aziza Abdullah Al-Sharir (2008) recommended that universities pay attention to instilling positive attitudes toward the teaching profession among students during the preparation period.

Theoretical Implications

Carl Rogers observed that when individuals behave in ways consistent with their self-concept, the result is personal adjustment. Conversely, when the opposite occurs, the result is maladjustment, which in turn affects the individual's behavioral patterns. The present study's findings support Rogers' theoretical framework by demonstrating that students' attitudes toward teaching (which form part of their professional self-concept) are positively related to their self-esteem, a key component of psychological adjustment.

5. Conclusion

Through this study, the researchers drew several significant conclusions regarding the relationship between attitudes toward the teaching profession and self-esteem among students at the Institute of Science and Techniques of Physical and Sports Activities (ISTAPS) at Amar Telidji University in Laghouat.

First, the study confirmed the general hypothesis that a statistically significant relationship exists between students' attitudes toward the teaching profession and their self-esteem. The correlation coefficient of 0.64 ($p < .05$) demonstrates a strong positive association between these two variables, indicating that as students develop more positive attitudes toward teaching physical education, their self-esteem increases correspondingly.

Second, all three dimensions of attitudes toward the teaching profession (perception of personal characteristics, personal evaluation of abilities, and perceptions of professional future) showed significant positive relationships with self-esteem. Each dimension contributed meaningfully to explaining variance in self-esteem scores, with the regression model accounting for 38% of the variance in the dependent variable.

Third, the findings highlight the crucial importance of cultivating positive attitudes toward the teaching profession during teacher preparation programs. This leads us to conclude that positive attitudes influence students' self-concept and that motivation and attitude should be fundamental criteria for teacher education and professional development.

The results of this study have important practical implications for teacher education programs in physical education. Higher education institutions responsible for preparing physical education teachers should prioritize interventions and pedagogical approaches that cultivate positive professional attitudes while simultaneously supporting students' self-esteem development. When students possess both positive attitudes toward teaching and healthy self-esteem, they are better positioned to perform their educational duties effectively and to persist in the profession.

Finally, the strong relationship between attitudes and self-esteem confirmed in this study suggests that these psychological constructs are mutually reinforcing. Educators and program administrators should recognize that efforts to enhance one dimension will likely produce benefits in the other, creating a positive cycle that supports both personal and professional development among pre-service physical education teachers.

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