

An Empirical Study of the Use of Educational Techniques to Change Preschool Educators' Attitudes Toward Their Profession

Truong Vuong Vu¹, Hien Thi Thanh Vu², Anh Thi Van Dam^{3,*}, Tam Thi Phan⁴ & Thuy Thi Do⁵

¹Faculty of Education, Ha Long University, Quang Ninh Province, Vietnam

²Dak Lak College of Pedagogy, Dak Lak Province, Vietnam

³Hanoi National University of Education, Hanoi, Vietnam

⁴Vinh University of Technology Education, Nghe An Province, Vietnam

⁵Ha Noi Metropolitan University, Hanoi, Vietnam

*Correspondence: Hanoi National University of Education, Hanoi, Vietnam

Received: October 2, 2023 Accepted: March 15, 2024 Online Published: May 15, 2024

doi:10.5430/jct.v13n2p261 URL: <https://doi.org/10.5430/jct.v13n2p261>

Abstract

Professional attitudes are one of the most important aspects that determine the level of success in one's work with preschool instructors as well as the quality of the professional activities that are performed. The purpose of this study was to evaluate the efficacy of psychological approaches in influencing the attitudes of preschool teachers in order to favorably modify the participants' emotions and professional behaviors, which would ultimately result in participants having a more positive attitude toward their work. We recruited 70 preschool teachers from among the 347 participants who made up the entire sample. There were 36 teachers assigned to the experimental group, and 34 teachers assigned to the control group. The research utilizes psychological methods to influence the participants' perspectives on the nature of their work. After participating in the trial, the individuals' levels went from 1 and 2 to 4, according to the findings, which indicates that this change occurred immediately. The theory of teachers' professional attitudes and the actuality of the attitudes held by preschool teachers are discussed in relation to these findings. In addition, the administrator and educators are responsible for guiding the creation of the police document so that it satisfies the requirements of innovation, education, human resource development, current requirements, requirements of enterprises, employers, and employees, as well as satisfying the criteria for general education innovation.

Keywords: preschool teacher, attitude, professional, psychological approaches, preschool education

1. Introduction

The study of attitudes is an important part of psychology. From the turn of the twentieth century, psychologists have been applying a systematic and scientific approach to the study of both the theoretical and practical aspects of attitude. According to Allport (1935), attitude can be thought of as a somewhat open-ended notion. He held the belief that one's perspective was the single most important component in social psychology. In the field of psychology, different schools use a wide array of research approaches to investigate people's attitudes (Allport, 1935). An individual's perception, behavior, belief, and faith, as well as their appraisal of the actions and beliefs of others, are all closely connected to their attitude.

The way in which a person approaches their work is one of the most significant factors that determines the caliber of their professional activities and the extent to which they are successful in their career. The first stage of education that children participate in as part of the national education system is preschool. The human development strategy places a significant emphasis on this level of education as an essential component. Academics who study early childhood education have argued about whether the work of early childhood teachers should be considered professional (Oliveira-Formosinho, 2001; Spodek & Saracho, 1990). Cornelius (2000) carried out research that led him to the conclusion that the knowledge, attitude toward teaching, and academic accomplishment of prospective teachers all influenced their level of competency. In the body of research pertaining to early childhood education, the importance of teachers' professional attitudes as major predictors of teacher quality is gradually being acknowledged

(Hall-Kenyon et al., 2014; Thomason & La Paro, 2013).

The notion of teacher job satisfaction may be broken down into several categories and can be traced back to Herzberg (1959). Research literature usually defines job satisfaction as the positive or negative evaluation of one's employment by the individual. This is the case even though there is limited agreement on how to evaluate this construct (Skaalvik & Skaalvik, 2009). Previous studies have shown that a teacher's level of job satisfaction is related to a number of different outcomes, including job performance (Judge et al., 2001), enthusiasm (Chen et al., 2007), teacher retention (Llorens et al., 2007), teacher burnout (Skaalvik & Skaalvik, 2009), teacher commitment (Reyes & Shin, 1995), and teachers' attitudes toward their daily work and the effort they expend when working with students (Caprara et al., 2003). There was evidence that the environment of the school could have an effect on the level of job satisfaction enjoyed by teachers, despite the fact that our review of the relevant literature indicated a number of other factors that contribute to job happiness. For instance, previous studies have found a correlation between job satisfaction and the degree to which teachers are exposed to participatory decision making and transformational leadership (Bogler, 2001; Maeroff, 1988; Rossmiller, 1992), as well as positive student-teacher relationships (Dinham 1995), autonomy (Hall et al., 2009; Poulin & Walter, 1992), and time pressure and relationships with parents (Skaalvik & Skaalvik, 2009). As a result, it was expected that the climate of the school would have an effect on the level of job satisfaction experienced by teachers.

According to Desimone (2009), teaching professionals should develop through scientific research that provides a more in-depth understanding of the factors that contribute to effective teacher professional development and effective education, such as: (i) study teachers' knowledge of, skills in, and attitudes towards formal and informal collaborative, inquiry-based, and contextualized education; (ii) study development and evaluation of programs, interventions, and tools that contribute to effective teacher professional development and effective education; and (iii) study development and evaluation of programs, interventions, and tools.

As a process through which individuals attach value to experience (Kauchak & Eggen, 2001), the viewpoint of the teaching profession aids teachers in acquiring meaning and comprehending the varied qualities, experiences, duties, and responsibilities of their professional activity. It is assumed that a teacher with a positive attitude toward his or her profession would successfully educate the right type of youth (Shaheen, 2014), whereas a teacher's negative attitude toward teaching, despite his or her subject knowledge and professional training, may negatively affect students' performance (Passos, 2009). According to the findings of a study conducted by Kauchak and Eggen (2001), teachers' positive attitudes and perceptions are crucial to an efficient teaching process. Moreover, instructors' ideas, perceptions, and attitudes influence their practice and influence the performance of their students (Kauchak & Eggen, 2001). High teachers' attitudes regarding the profession influence their classroom performance and teaching approaches and are related to the level of burnout they feel (Ispir, 2010).

Bektas and Nalcaci (2012) demonstrated a substantial positive association between teacher applicants' attitudes toward the teaching profession and personal value-related characteristics. Specifically, the authors reported that the sections 'Responsibility' and 'Sharing and Respect' played a significant role in elucidating the attitude of teachers towards their profession. In a second study, however, the viewpoints of 58 teacher trainees who had just begun their teaching careers were evaluated. The purpose of this study is to examine the trainee teachers' perceptions on the Turkish teacher education system. Authors of the study demonstrated that teacher candidates felt inadequate, particularly in terms of curriculum and material knowledge, and that teaching practice and school experience courses do not contribute effectively to their professional development (Kildan et al., 2013). In the first eight months of professional practice, teachers' overall perception of their work declines as burnout increases (Goddard & O'Brien, 2003; Meerah et al., 2010). Despite the fact that beginning teachers have favorable sentiments toward their career and the work environment, this is the case. The attitudes instructors hold toward their working settings and their psychological experiences may place them in a state of stress, so diminishing their teaching efficiency (Ransford et al., 2009). Prospective teachers, despite possessing a set of beliefs and positive emotional experiences regarding the teaching profession, and so identifying the values connected with a teaching attitude, do not demonstrate a desire to carry out the associated activities. Noteworthy in this context is the need for clear instructions in teacher education for the transition from declarative to action-level thinking. Hence, the transition from the generalization of cognitive characteristics to their integration with emotional and behavioral dimensions becomes critical. Hence, the objectives of initial and ongoing teacher training programs must take into account the cyclical and spiraling nature of the creation of attitudes (Andronache et al., 2014).

Gerrig et al. (2015) defined attitude as an individual's positive or negative evaluation of individuals, objects, or concepts. They are particularly interested in the relationship between an individual's views and conduct, as well as

prejudice and the shift of bias when a person's circumstances change and their knowledge is expanded. Many research on attitude toward the profession revealed that a positive attitude toward the profession was closely correlated with better teaching practice (Al Harthy et al., 2013). Motivating folks to work effectively in their job will be a favorable attitude about their work (Issan et al., 2011).

For the past two decades, one of the most significant topics of investigation in the field of education research has been the perspectives of students, parents, and instructors regarding the integration of students with special educational needs into standard classroom settings (Tafa & Manolitsis, 2003; Vignes et al., 2009) were accompanied by significant changes in legislative and administrative processes pertaining to the inclusion of children with special educational needs (De Boer et al., 2010; Rafferty et al., 2001; Ruijs & Peetsma, 2009; Tafa & Manolitsis, 2003; Vignes et al., 2009). The findings of this study consistently highlight the benefits of inclusive education for all students as well as the central role of teachers' positive attitudes toward the inclusion of work motivation and teaching students with special educational needs in mainstream education (Kraska & Boyle, 2014; O'Toole & Burke, 2013). This is consistent with the findings of previous studies that have examined this topic (Kraska & Boyle, 2014; O'Toole & Burke, 2013). According to the findings of a number of studies, the attitudes of teachers have a significant influence on the level of satisfaction in the classroom as well as the amount of student conflict in settings where there are students with special educational needs (Monsen & Frederickson, 2004).

In a prior study, we found that the most effective preschool educators had a positive view on children, learning, and their own professional growth (Vu et al., 2022). They are aware that the children whose physical and psychological development is accelerating between the ages of three months and six years old are the primary focus of the educational activities that preschool teachers engage in. Yet, a significant number of preschool teachers lacked an in-depth comprehension of career goals, such as the laudable objectives of the teaching profession and the need of upholding human values. This result may imply that these educators have not identified the meanings of their jobs that would motivate them to work and contribute to their overall happiness and success as teachers. These meanings would contribute to their overall teaching happiness and success. The findings showed that preschool teachers had positive views toward children and a desire to advance their professional credentials. Also, they wanted to further their professional qualifications. According to the findings, preschool teachers were fully aware of their responsibility to assist in the overall development of children as well as their vital role in the human development strategy. This was evidenced by the fact that the results. They have shown children love and respect by providing for them, educating them with zeal and thoughtfulness, and caring for them. Nevertheless, many preschool teachers do not have a thorough understanding of child care and educational activities, such as physical exercises. This is a problem because these activities are essential to the development of young children. A preschool teacher's top priorities in the classroom should be childcare and educational activities, and they should make sure to include things like physical activity on a regular basis (Vu et al., 2022).

Diverse research studies explore different attitudes and their correlation with the profession. The researchers have not explored the attitudes and their manifestation towards the study's aim in specific settings. No research has been conducted on how psychological tactics impact the attitudes of preschool educators in the Tay Nguyen provinces regarding their work. This study intends to investigate how attitudes towards a profession can be enhanced by utilising pedagogical psychological methods that increase awareness of the profession.

2. Methods

2.1 Participants

The study surveyed 347 preschool teachers from provinces of Tay Nguyen in Vietnam. All participants received informed consent after the researchers introduced the aim of the study. The survey questionnaire was distributed and explained to preschool teachers, none of which were eliminated after returned and checked. The characteristics of study participants were presented in Table 1. The participants were collected from three areas in provinces of Tay Nguyen including areas with favorable socio-economic conditions (23.6%), areas with difficult socio-economic conditions (54.2%) and areas with extremely difficult socio-economic conditions (22.2%). We selected 70 participants from 347 preschool teachers and separated them into two groups: experimental group (n=36) and control group (n=34). Participants were selected based on their level of professional attitude in 1 and 2.

Table 1. The Characteristics of Study Participants

The characteristics of Preschool teachers	N	Percentage
Academic level	347	100
College Degree	173	49.9
The Degree of Associate	39	11.2
Intermediate Degree	135	38.9
Working area	347	100
Areas with favorable socio-economic conditions	82	23.6
Areas with difficult socio-economic conditions	188	54.2
Areas with extremely difficult socio-economic conditions	77	22.2
Career Seniority	347	100
1-5 years	93	26.8
6-15 years	98	12.1
16-25 years	84	5.2
Above 25 years	72	2.0
Ethnic groups	347	100
Vietnamese	242	69.7
Minority ethnic groups	105	30.3
Career achievements	347	100
Excellent teacher at provincial level	26	7.5
Excellent teacher at district level	65	18.7
Excellent teacher at school level	102	29.4
Teachers do not achieve the title of excellent teachers	154	44.4

2.2 Measurement

The survey questionnaire for preschool teachers consists of three scales: Perspective of profession (20 items), Feelings toward profession (24 items), and Actions in profession (24 items) (24 items). The survey questionnaire for school administrators has 32 questions regarding preschool instructors' attitudes toward their work. A process of informed consent was employed to ensure participation. The contribution was made entirely on a voluntary basis.

2.3 Procedure

The study began by identifying participants. The experimental group comprised 36 preschool teachers from six schools in Dak Lak province, selected through a larger survey. These participants were identified based on their levels 1 and 2 job satisfaction ratings. A control group was established to validate the effectiveness of the intervention measures. This group included 34 preschool teachers, also from Dak Lak, exhibiting levels 1 and 2 attitudes towards their profession, chosen from a broader pool of candidates.

The intervention involved a structured educational program designed by leading experts in Psychology and Early Childhood Education. Over a six-day period, participants engaged in lectures, discussions, and idea-sharing sessions focused on cognitive aspects relevant to their field. The program allocated two days for teachers to conduct their own independent research at home and four days for in-class activities.

Following the intervention, both the experimental and control groups were surveyed using questionnaires distributed one week after the program's conclusion. These questionnaires assessed the teachers' job satisfaction across five levels, three expression elements, and four occupational domains. The pre- and post-intervention responses of the experimental group were compared with those of the control group to evaluate changes in job satisfaction and attitudes towards their profession. The objective was to ascertain the effectiveness of the intervention by analyzing shifts in job awareness and general attitudes within the experimental group, compared to baseline measurements and control group outcomes.

2.4 Statistical

For data processing, version 22.0 of the Social Sciences Statistics Program (SPSS) was used. Descriptive statistics were used to describe participants' characteristics. The one-way analysis of variance (ANOVA) was used to examine any statistical differences between attitude toward professional with two groups.

3. Result

3.1 Findings of the Awareness Factor's Influence on Primary School Teachers' Attitudes Towards Their Profession

The overall mean of attitude of each professional field rose by 0.96 to 1.60 points. Teachers from outside Tay Nguyen province now have a far greater understanding of their job as a result of the influence.

Before the impact, the general mean is 2.45; after the impact, it is 3.62 (a 1.15-point increase from level 2 to level 4) as seen in figures 1 and 2. The teachers' readiness to be conscious of the profession is rather low, their awareness of resistance is pretty low, and their perception of the profession is largely positive. Presently, teachers have a high level of preparedness and are reasonably proactive; they have opinions, recognize the profession, and evaluate it using positive and dialectical comparisons. Figure 1.

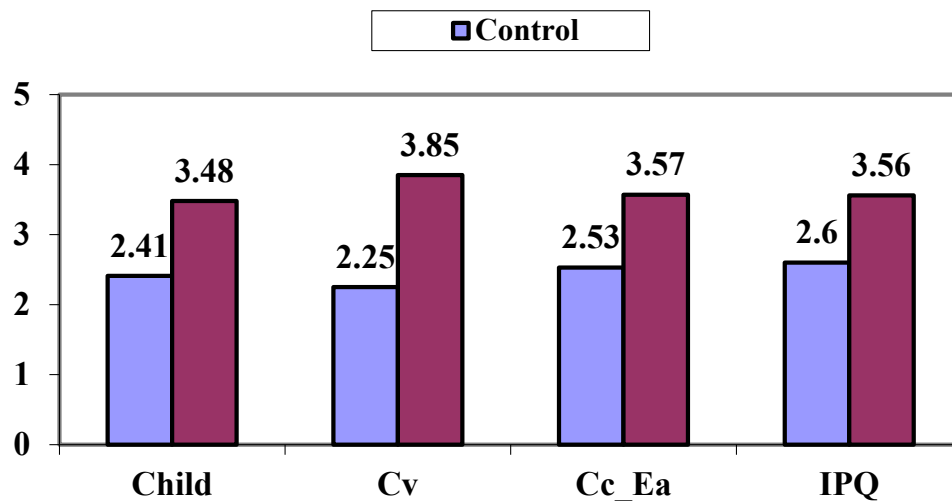


Figure 1. Awareness Aspect in Attitude Towards Professional of Primary School Teachers

Notes: Cv: career values; Cc_Fa: child care and education activities; IPQ: improve professional qualifications

Before the impact, the overall mean of awareness of professional values was $M = 2.25$ ($SD = 0.68$); after the impact, it rose to 3.85 (an increase of 1.60 points), from level 2 to level 4. Before the effect, the average value of the second question, regarding childcare and education activities, was $M = 2.53$ ($SD = 0.72$); after the impact, the average value was $M = 3.57$ ($SD = 0.72$) (an increase of 1.07 points), with a level increase from 3 to 4. Before the effect, the average weight of the third question, which is about children, was 2.39 ($SD = 0.72$); after the impact, the average weight was 3.42 ($SD = 0.67$) (an increase of 1.03 points) and the level was raised from 2 to 3. Lastly, the attitude of awareness about learning, fostering to enhance professional qualifications, before the impact averaged $M = 2.60$ ($SD = 0.72$); after the impact, the average was $M = 3.56$ ($SD = 0.72$) (an increase of 0.96 points), moving from level 2 to level 4.

Second, the attitude of the control group measured at the beginning and at a later point did not significantly change. The level of occupational awareness remained unchanged in all four domains, whereas some domains of specialized training grew somewhat over time, ranging from 0.07 to 0.22, and in some cases dropped. is the opinion of occupational worth (decreased by 0.03).

To determine whether the difference is statistically significant, a T-test is performed on the occupational cognitive attitudes of the control group, the experimental group after the impact, and the control group subsequently. $p = 0.032 < 0.05$ indicates a significant difference in this test based on the significance of the data.

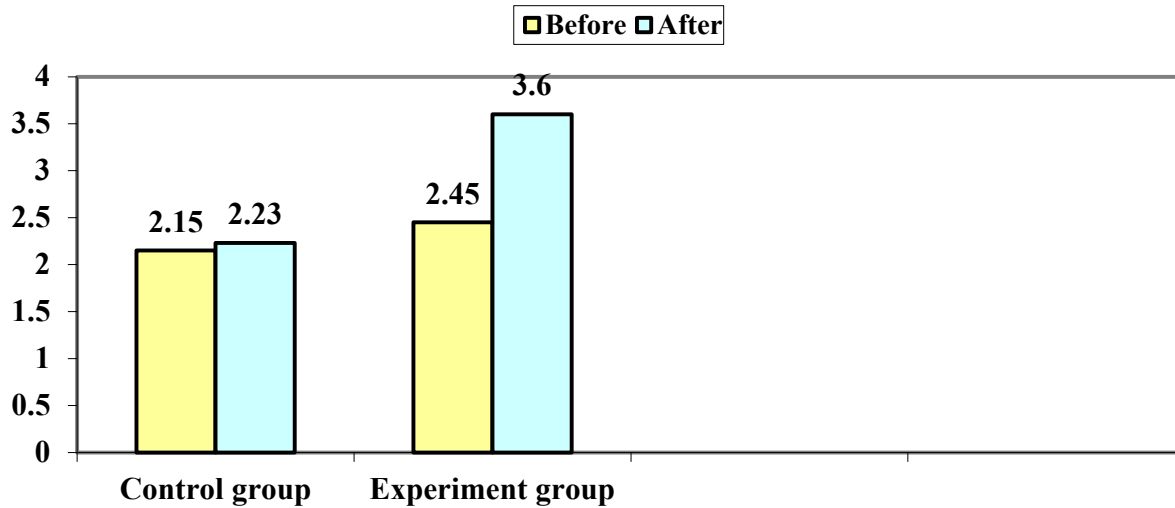


Figure 2. Attitude Towards the Profession of Preschool Teachers after the Experiment

3.2 Findings of Attitude towards the Profession of Preschool Teachers after the Experiment

Through the statistics in Table 2, we see that the attitude towards work of the experimental group after being affected has had a positive change, the level of change from level 2 to level 4 (average), from M = 2.42 to M = 3.52, an increase of 1.10 points. Specifically:

Table 2. The Findings of a Comparison of Preschool Teachers' Attitudes Toward Their Career after Participating in an Experiment

The fields	Experimental group				Control group			
	Before		After		Before		After	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1 Awareness	2.45	0.68	3.60	0.70	2.15	0.69	2.23	0.69
2 Emotion	2.32	0.71	3.40	0.71	2.33	0.75	2.5	0.71
3 Behavior	2.50	0.73	3.57	0.72	2.42	0.72	2.59	0.68
Total score	2.42	0.71	3.52	0.71	2.30	0.72	2.44	0.69

Emotions about the profession of a preschool teacher from grade 2 to level 4 (mean score from M = 2.32 to M = 3.40; an increase of 1.08 points). In addition, the professional attitude of special education teachers increased by 1.07 points, from M = 2.50 to M = 3.57 (level 2 to level 4).

While the attitude to the profession of the experimental group improved markedly, which was evident in all 3 components: awareness, emotion and behavior, the attitude towards the profession of the control group changed, did not change significantly, the average growth rate increased slightly from 0.08 to 0.17. The overall average rate increased from M = 2.30 to M = 2.44 (0.14 points). The level of attitude towards the profession remains at 2.

To determine whether the difference is statistically significant, a T-test is performed on the occupational cognitive attitudes of the control group, the experimental group after the impact. Results found that there was a significant difference in this test ($p = 0.016 < 0.05$).

4. Discussion

The purpose of this study was to evaluate the usefulness of psychological approaches to impact the attitudes of preschool teachers in order to positively alter the preschool teachers' emotions and professional behaviors, which would ultimately result in the preschool teachers having a more positive attitude toward their jobs. The most significant finding of our research was that the majority of teachers with levels 1 and 2 who participated in the

experiment study were able to enhance their attitudes about professionals by making use of psychological approaches. This was the primary school instructors.

According to the results of the study, the application of psychological methods had a beneficial impact on the students' perceptions of the roles that are played by professional educators. This can be explained by the fact that, in the past, there have been a number of accidents and incidents of violence against children in preschool education, as well as attacks on preschool teachers by their parents that resulted in serious injuries and infuriated the public, causing them to hold negative views regarding work-related values. Additionally, there have been attacks on preschool teachers by their own parents that resulted in serious injuries and infuriated the public. We are able to draw the conclusion, based on the findings, that as a direct result of the intervention, the preschool teachers in the experimental group have clearly demonstrated an enhanced understanding of the profession in which they work. The most noteworthy improvement has been in people's awareness of the values of their occupations. Because they have direct influence on what and how children learn as well as the environments in which children interact (Stronge, 2007; Vu et al., 2022), preschool teachers have the responsibility to not only teach the children in their care, but also to care for, nurture, and protect the children during all preschool activities (Vu et al., 2022).

In addition, teachers have shifted from having a relatively low level of sensitivity to the profession and a relatively negative emotional orientation towards the profession, such as not loving the job, being disappointed, or being ashamed of the profession, to now having a relatively high level of sensitivity to the profession. This shift has occurred simultaneously with a shift from having a relatively low level of sensitivity to the profession to having a relatively high level of sensitivity to the profession. Vacancies in occupations are increasing. Because of the extensive time spent performing the job, it is not difficult to create positive feelings for the work itself, including admiration, contentment, and pride. Preschool teachers occasionally demonstrate a relatively low propensity to engage in professional activities and occasionally demonstrate a relatively high propensity to engage in relatively unprofessional conduct. The teaching staff is highly willing and active in preparing and performing professional activities; the actions, manipulations, and language that are deployed in professional activities can be described as both flamboyant and standard. This result is comparable to the one that was found in the previous study... this indicates that a number of preschool instructors did not have a complete grasp of the professional values that were human values and noble meanings of the teaching profession. The personal values of the teacher candidates including "responsibility", and 'sharing and respect' could predict their attitudes towards teaching profession (Bektas & Nalcaci, 2012). Therefore, understanding the importance of values education is crucial, particularly for those attempting to raise and educate individuals. Preschool teacher need to be full aware of their responsibilities and significant role in the strategy for human development to maintain their positive attitudes toward the profession which is considered that a teacher with a positive attitude toward the profession would educate successfully right type of youth (Shaheen, 2014), whereas a teacher's negative attitude toward teaching, regardless of his or her subject knowledge and professional training, may negatively affect students' performance (Passos, 2009).

In addition to the newly discovered implications, the study uncovered additional challenges that would require more analysis. To begin, the research only polled preschool teachers in the provinces of Tay Nguyen; hence, the findings may only serve as a point of reference in a particular area and cannot be generalized. We are of the opinion that in the not too distant future, researchers will be able to carry out surveys with a greater number of samples drawn from a wider variety of educational levels in order to produce a more realistic depiction of the professional attitude of preschool teachers. Second, because the empirical study is a cross-study, it did not entirely improve the professional attitudes of preschool teachers. Thus, we believe that long-term research will be conducted in future studies in order to determine the exact influence that psychological strategies have on the professional attitudes of instructors.

5. Conclusion

The use of psychological and educational methods affects instructors' professional consciousness. It shows that it is feasible to enhance the preschool educators' attitude towards their profession by using strategies that impact people's views of the teaching profession. This was evidenced by the ability to enhance the preschool educators' attitude towards the profession. The findings are analysed in connection to teachers' professional attitudes and the genuine perspectives held by preschool instructors. The administrator and educators must guide the creation of the policy document to meet the requirements of innovation, education, human resource development, current enterprise needs, and general education innovation criteria. This task involves verifying that the paper meets all the previously listed requirements.

References

- Al Harthy, S. S. H., Jamaluddin, S., & Abedalaziz, N. A. (2013). Teachers' attitudes and performance: An analysis of effects due to teaching experience. *International Interdisciplinary Journal of Education*, 1(1040), 1-6.
- Allport, G. (1935). Attitudes In C. Murchison (Ed.), *Handbook of social psychology* (Vol. 2). Clark University Press.
- Andronache, D., Bocoş, M., Bocoş, V., & Macri, C. (2014). Attitude towards teaching profession. *Procedia-Social and Behavioral Sciences*, 142, 628-632.
- Bektas, F., & Nalcaci, A. (2012). The Relationship between Personal Values and Attitude towards Teaching Profession. *Educational Sciences: Theory and Practice*, 12(2), 1244-1248.
- Bogler, R. (2001). The Influence of Leadership Style on Teacher Job Satisfaction. *Educational Administration Quarterly*, 37(5), 662-683. <https://doi.org/10.1177/00131610121969460>
- Caprara, G. V., Barbaranelli, C., Borgogni, L., & Steca, P. (2003). Efficacy beliefs as determinants of teachers' job satisfaction. *Journal of educational psychology*, 95(4), 821. <https://doi.org/https://doi.org/10.1037/0022-0663.95.4.821>
- Chen, Y. M., Chen, S. H., Tsai, C. Y., & Lo, L. Y. (2007). Role stress and job satisfaction for nurse specialists. *Journal of Advanced Nursing*, 59(5), 497-509. <https://doi.org/https://doi.org/10.1111/j.1365-2648.2007.04339.x>
- Cornelius, R. (2000). Teacher competence associated with intelligence, attitude towards teaching profession and academic achievement of teacher trainees. *Development*, 25, 618-636.
- De Boer, A., Pijl, S. J., & Minnaert, A. (2010). Attitudes of parents towards inclusive education: A review of the literature. *European journal of special needs education*, 25(2), 165-181. <https://doi.org/https://doi.org/10.1080/08856251003658694>
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational researcher*, 38(3), 181-199.
- Gerrig, R. J., Zimbardo, P. G., Campbell, A. J., Cumming, S. R., & Wilkes, F. J. (2015). *Psychology and life*. Pearson Higher Education AU.
- Goddard, R., & O'Brien, P. (2003). *Beginning teachers' perceptions of their work, well-being, and intention to leave* Taylor & Francis (Routledge)].
- Hall-Kenyon, K. M., Bullough, R. V., MacKay, K. L., & Marshall, E. E. (2014). Preschool teacher well-being: A review of the literature. *Early Childhood Education Journal*, 42(3), 153-162.
- Hall, A. T., Zinko, R., Perryman, A. A., & Ferris, G. R. (2009). Organizational Citizenship Behavior and Reputation: Mediators in the Relationships Between Accountability and Job Performance and Satisfaction. *Journal of Leadership & Organizational Studies*, 15(4), 381-392. <https://doi.org/10.1177/1548051809331504>
- Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work* (2nd.). New York: Wiley.
- Ispir, O. A. (2010). *Teachers' burnout levels and their attitudes towards teaching profession*. EABR & ETLC Conference Proceedings.
- Issan, S. A., Al-Nabhani, H. Z., Kazem, A. M., & Al-Ani, W. T. (2011). Omani teachers' attitudes towards teaching as a profession. *Indian Journal of psychology & Education*, 1(1), 25-40.
- Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction–job performance relationship: A qualitative and quantitative review. *Psychological bulletin*, 127(3), 376. <https://doi.org/https://doi.org/10.1037/0033-2909.127.3.376>
- Kauchak, P., & Eggen, P. (2001). *Strategies for Teachers, Teaching Content and Thinking Skills*. Allyn and Bacon Publisher. Boston.
- Kildan, A. O., Ibret, B. U., Pektas, M., Aydinolu, D., Incikabi, L., & Recepoglu, E. (2013). Evaluating views of teacher trainees on teacher training process in Turkey. *Australian Journal of Teacher Education (Online)*, 38(2), 51-68.
- Kraska, J., & Boyle, C. (2014). Attitudes of preschool and primary school pre-service teachers towards inclusive education. *Asia-Pacific Journal of Teacher Education*, 42(3), 228-246. <https://doi.org/10.1080/1359866X.2014.926307>
- Llorens, S., Bakker, A. B., Schaufeli, W., & Salanova, M. (2007). "Testing the robustness of the job demands-

- resources model": Erratum. *International Journal of Stress Management*, 14(2), 224-225. <https://doi.org/https://doi.org/10.1037/1072-5245.14.2.224>
- Maeroff, G. I. (1988). Teacher empowerment: A step toward professionalization. *NASSP Bulletin*, 72(511), 52-60.
- Meerah, T., Halim, L., Rahman, S., Abdullah, R. T., Harun, H., Hassan, A. H., & Ismail, A. (2010). Teaching marginalized children primary science teachers professional development through collaborative action research. *Cypriot Journal of Educational Sciences*, 5(1), 26-38.
- Monsen, J. J., & Frederickson, N. (2004). Teachers' Attitudes Towards Mainstreaming and Their Pupils' Perceptions of Their Classroom Learning Environment. *Learning Environments Research*, 7(2), 129-142. <https://doi.org/10.1023/B:LERI.0000037196.62475.32>
- O'Toole, C., & Burke, N. (2013). Ready, willing and able? Attitudes and concerns in relation to inclusion amongst a cohort of Irish pre-service teachers. *European journal of special needs education*, 28(3), 239-253. <https://doi.org/10.1080/08856257.2013.768451>
- Oliveira-Formosinho, J. (2001). The specific professional nature of early years education and styles of adult/child interaction. *European Early Childhood Education Research Journal*, 9(1), 57-72.
- Passos, A. (2009). Comparative Analysis of teacher's competence and its effect in upper primary schools in Mozambique and other SACMEQ countries. *University of Pretoria*.
- Poulin, J. E., & Walter, C. A. (1992). Retention Plans and Job Satisfaction of Gerontological Social Workers. *Journal of Gerontological Social Work*, 19(1), 99-114. https://doi.org/10.1300/J083v19n01_06
- Rafferty, Y., Boettcher, C., & Griffin, K. W. (2001). Benefits and Risks of Reverse Inclusion for Preschoolers With and Without Disabilities: Parents' Perspectives. *Journal of Early Intervention*, 24(4), 266-286. <https://doi.org/10.1177/105381510102400403>
- Ransford, C. R., Greenberg, M. T., Domitrovich, C. E., Small, M., & Jacobson, L. (2009). The role of teachers' psychological experiences and perceptions of curriculum supports on the implementation of a social and emotional learning curriculum. *School Psychology Review*, 38(4), 510.
- Reyes, P., & Shin, H.-S. (1995). Teacher Commitment and Job Satisfaction: A Causal Analysis. *Journal of school leadership*, 5(1), 22-39. <https://doi.org/10.1177/105268469500500102>
- Rossmiller, R. A. (1992). The Secondary School Principal and Teachers' Quality of work Life. *Educational Management & Administration*, 20(3), 132-146. <https://doi.org/10.1177/174114329202000302>
- Ruijs, N. M., & Peetsma, T. T. (2009). Effects of inclusion on students with and without special educational needs reviewed. *Educational research review*, 4(2), 67-79. <https://doi.org/https://doi.org/10.1016/j.edurev.2009.02.002>
- Shaheen, S. S. (2014). Attitude towards Teaching Profession: A Comparative Study among Trainee Teachers and Teachers Working in Secondary Schools in Aligarh Muslim University. *European Academic Research*, 2(7), 9858-9870.
- Skaalvik, E. M., & Skaalvik, S. (2009). Does school context matter? Relations with teacher burnout and job satisfaction. *Teaching and Teacher Education*, 25(3), 518-524. <https://doi.org/https://doi.org/10.1016/j.tate.2008.12.006>
- Spodek, B., & Saracho, O. N. (1990). Preparing early childhood teachers. *Yearbook in early childhood education*, 1, 23-44.
- Stronge, J. H. (2007). Qualities of effective teachers. *Harvard Educational Review*, 77(4), 526.
- Tafa, E., & Manolitsis, G. (2003). Attitudes of Greek parents of typically developing kindergarten children towards inclusive education. *European journal of special needs education*, 18(2), 155-171. <https://doi.org/10.1080/0885625032000078952>
- Thomason, A. C., & La Paro, K. M. (2013). Teachers' commitment to the field and teacher-child interactions in center-based child care for toddlers and three-year-olds. *Early Childhood Education Journal*, 41(3), 227-234.
- Vignes, C., Godeau, E., Sentenac, M., Coley, N., Navarro, F., Grandjean, H., & Arnaud, C. (2009). Determinants of students' attitudes towards peers with disabilities. *Developmental Medicine and Child Neurology*, 51(6), 473-479. <https://doi.org/10.1111/j.1469-8749.2009.03283.x>

Vu, H. T. T., Vu, T. V., Mai, S. Q., & Lam, T. H. T. (2022). Investigation of Preschool Teachers' Attitude towards the Teaching Profession. *Humanities and Social Sciences Letters*, 10(4), 525-532. <https://doi.org/10.18488/73.v10i4.3181>

Acknowledgments

The authors express their gratitude to the undergraduate students in Vietnam for assisting in collecting the field data for this research.

Authors contributions

HTTV handled the study's design and revision. HTTV was in charge of data collection. TVT, ATVD, TTP, and TTD wrote the manuscript, which HTTV corrected. All authors read and approved the final version.

Funding

This research received no external funding.

Competing interests

The authors declare no conflicts of interest.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.