

Exploring Progressive Mindsets Among Prospective Teachers Towards Teaching Profession at University Level

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Abstract

This study was explored the progressive mindset of prospective teachers towards the teaching profession at the university level. The study aims to examine the perceptions of prospective teachers regarding continuous professional growth, innovative teaching practices, readiness to face classroom challenges, and the role of teacher education programs in fostering a progressive mindset. A progressive mindset emphasizes lifelong learning, adaptability, creativity, ethical responsibility, social justice, and the promotion of inclusive and student-centered learning

environments. The research adopted the descriptive research methodology and data were gathered through questionnaires. Simple random sampling technique was used to collect data from 400 university students enrolled at six universities of Rawalpindi and Islamabad for the academic year 2025-2026. Descriptive and inferential statistics were applied using Statistical Package for Social Sciences (SPSS). Frequencies, percentages, means, and standard deviations were used to describe the data, while Pearson's chi-square test was employed to examine the associations among the study variables. The finding revealed that 89.0% of respondents valued professional growth in the teaching profession. A majority 90.0% supported innovating teaching practices and 94.3% highlighted the importance of adapting to changing educational needs. Regarding classroom readiness 94.3% agreed on their ability to modify teaching strategies. Overall the study concludes that prospective teachers possess a positive progressive mindset and are well prepared to handle classroom challenges.

Keywords: Progressive Mindset, Teaching Profession, Prospective Teachers, Teacher Education Programs, Classroom Challenges, Professional Development.

1. Introduction

Education is one of the important careers, since education is responsible for the formation of people and the development of society. The teacher in the twenty-first century not only should have expertise in the field, but also be flexible, innovative, and learner-centered. As Dewey (1916) states, education should encourage reflection and practical experience, which means that the teacher has to act as a facilitator of learning, rather than transmitter of information. The concept of a progressive mindset has gained considerable attention in teacher education research. A progressive mindset encompasses openness to innovation, reflective practice, commitment to diversity, and the ability to respond effectively to changing educational needs. Research suggests that prospective teachers with growth-oriented beliefs are more likely to adopt learner-centered and mastery-based. The issue of a progressive mindset has been given much consideration within the framework of research on teacher education.

The notion of a progressive mindset embraces such elements as being open to innovation, reflective practice, dedication to diversity, and adaptability to new educational requirements. According to research, those teachers who have a growth mindset are more inclined to use

learner-centered and mastery-oriented instruction (Laine & Tirri, 2023). instructional approaches (Laine & Tirri, 2023). Such dispositions are essential for promoting effective teaching and lifelong professional development. Research conducted recently has indicated that having a progressive mindset is beneficial for instructional practice, professional identity development, and preparing for challenges in the classroom (Korthagen, 2010; Fullan, 2016). The more a teacher has a progressive mindset, the more he/she will be able to use modern technologies in the learning process, adopt inclusive practices, and tailor instruction to the needs of the learners (Ertmer & Ottenbreit-Leftwich, 2010). Therefore, the analysis of the progressive mindset of pre-service teachers with regard to teaching is significant.

1.1.Objectives of the Study

The key focus of the study was the following objective:

1. To assess the extent of progressive mindsets among prospective teachers regarding the teaching profession.
2. To explore the relationship between progressive attitudes and prospective teachers readiness for classroom challenges.

1.2.Research Questions

1. What is the level of progressive mindset among prospective teachers towards the teaching profession?
2. How does the progressive mindset of prospective teachers relate to their readiness to face classroom challenges?

2. Conceptual Framework of the Study

2.1. Conceptual Framework

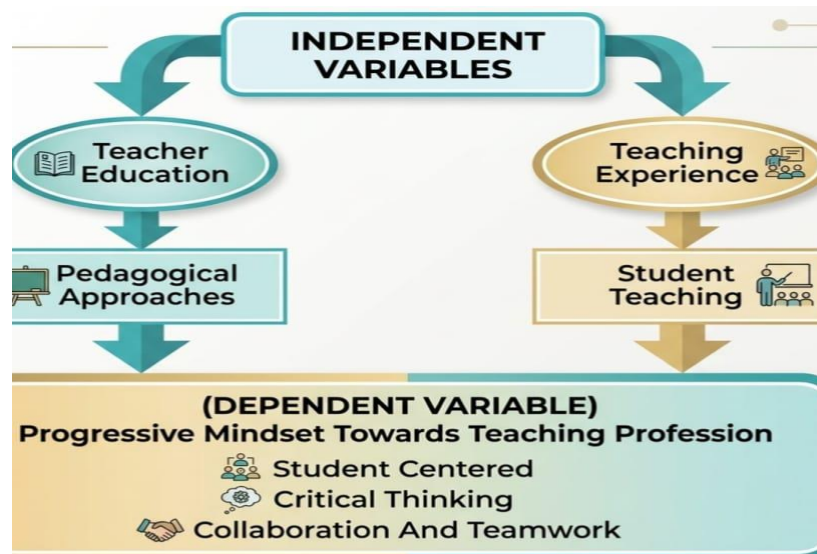


Figure 1: Conceptual framework

2.2. Significance of the Study

This research is valuable as it offers an understanding of the progressive attitude of pre-service teachers towards teaching. These results may assist teacher education programs and policy makers in realizing the significance of developing innovative, reflective and committed teachers. Moreover, this research adds to the current literature and serves as a foundation for further research on teacher education and development.

3. Literature Review

The theory of mindsets has become crucial in teacher education since the mindset of teachers regarding their capabilities is able to affect their motivation and professional development. In turn, a progressive mindset can be viewed as an approach where future teachers are convinced that professional knowledge and skills can be acquired through practice and experience. A similar mindset ensures that teachers are receptive to learning new things, taking criticism, using innovative teaching techniques, and constantly improving their professional abilities (Kashif et al., 2026). According to Dweck (2006), a growth mindset entails perceiving capabilities as

something that can be developed and not fixed, hence fostering resilience whenever challenges arise. For teacher education, such a mindset is even more appropriate since the learners are still learning about how to teach effectively.

Recently, the significance of growth mindset among aspiring teachers has been proven empirically through various studies conducted in Pakistan. In one study conducted by Tabassum et al. (2024), the effects of growth mindset on self-efficacy, psychological well-being, and academic achievement were examined for 400 aspiring teachers of four universities in Lahore. Positive and moderate effects of growth mindset on self-efficacy, psychological well-being, and academic achievement of aspiring teachers have been found. Therefore, aspiring teachers who have a stronger growth mindset will be characterized by positive traits both academically and professionally. It has been recommended that growth mindset be fostered among aspiring teachers as it will positively influence their development. Mindset is thus a critical psychological element of preparing future teachers for the teaching profession (Khan & Khan, 2026).

Relationships between teacher mindset and professional outcomes have also been studied on a larger scale. In a meta-analysis of 50 articles and 19,555 participants, Sisk et al. (2024) sought to identify any relationships between teachers' growth mindset and teacher-related outcomes. As a result of the study, it was revealed that there were small but statistically significant positive associations between growth mindset and teachers' motivation, including self-efficacy and mastery goals. Even though the effect sizes were small, it is clear from the results of the study that teachers' beliefs regarding personal development are linked to some important motivational outcomes. Therefore, research on progressive mindsets among future teachers can be justified due to their potential impact on motivation.

Another significant dimension of the progressive mindset among prospective teachers is the professional attitude. According to Ramzan et al. (2014), a scale has been designed to assess the attitudes of prospective teachers towards the profession of teaching in Pakistan. In the study, there were 1,716 prospective teachers studying in teacher education institutions in Punjab province of Pakistan. Based on literature review, focus group discussion, and factor analysis, Ramzan et al. (2014) have found five dimensions of professional attitude, which include professional belief, professional association, adherence to rules and regulations, volunteerism,

and self-sufficiency. From this study, it becomes clear that professional attitudes of teachers are significant aspects of their future professional behavior.

Professional attitudes have been identified as a key area for consideration in terms of prospective teachers in Pakistan by Alkhateeb (2013). These researchers conducted a study aimed at developing an attitude scale for the evaluation of attitudes towards the teaching profession possessed by prospective teachers. These researchers evaluated prospective teachers enrolled in teacher education institutions in Lahore and found out that attitudes towards teaching are crucial in determining whether an individual is properly prepared and motivated to become a teacher. Their results raised issues regarding negative attitudes and lack of interest in teaching among some teacher trainees.

Another feature of the professional mindset of potential teachers is their readiness for continuous learning and professional development. For a progressive teacher, preparation for teaching is not the process of completing certain education but a process that continues during their whole teaching career. This view is also supported by scientific evidence that shows how growth mindset correlates with mastery-approach motivation. In their study, Sisk et al. (2024) found a correlation between growth mindset of teachers and their self-efficacy and mastery goals. It means that teachers who think that people's abilities are not fixed but can be developed have greater chances of seeking continuous improvement and professional development.

Attitudes toward teaching may be affected by the experiences of prospective teachers during teacher education programs as well. Ramzan et al. (2014) found out that professional belief and professional association are significant dimensions of prospective teachers' attitude toward the teaching profession. This finding shows that professional identity can be formed by the beliefs of teachers about their profession as well as their association with the professional group. As a result, if prospective teachers think that teaching is a meaningful profession and that they are responsible for this profession, they will likely show commitment toward learning.

Further research from Pakistan has added more support to the link between mindset and professional capacities of prospective teachers. Rehman et al. (2025) examined growth versus fixed mindsets and teacher efficacy among 382 prospective teachers in Azad Jammu and

Kashmir that had undergone long-term teaching practice. Specifically, the authors concentrated on the link between the variables and the relevance of mindset attitudes for prospective teachers' perception of their teaching abilities. Teacher efficacy was viewed by the researchers as a critical factor for classroom management and teaching practices. This study is highly relevant to the current study since it links the prospective teachers' mindset with their ability to fulfill teaching duties.

The existing literature indicates that progressive mindsets on the part of prospective teachers comprise such factors as ongoing development, professional attitudes, the readiness to learn, self-efficacy, innovativeness, and professional improvement. There is evidence of the link between growth mindsets and self-efficacy, learning achievements, psychological well-being, motivation, and teaching efficacy (Rehman et al., 2025; Sisk et al., 2024; Tabassum et al., 2024). At the same time, the majority of studies focused on particular factors within the concept of mindsets and professional attitudes but not on the issue of progressive mindsets in terms of the whole. In this context, assessing the level of progressive mindsets of prospective teachers becomes essential.

4. Progressive Attitude and Readiness for Classroom Challenges

Readiness to face class-related challenges is one of the important factors of preparation of future teachers. Teaching is about more than just imparting subject matter knowledge. Future teachers have to be ready to deal with classroom discipline, diversity issues, changes in teaching methods, technology, communication, dealing with unpredictable situations, and coping with the pressure of being a teacher. That is why the preparation of teachers must include not only the knowledge but also the right attitude, skills, and adaptability towards challenges in the classroom.

Modern studies have shown that classroom readiness is a complicated and developmental notion. Patterson and Hartley (2026) in their systematic review of pre-service teacher preparedness literature state that there is no universal notion of classroom readiness. In fact, there are several dimensions of professional readiness, which develop through the interplay of theory and practice. It should be stated that classroom readiness is an ever-developing process and not a condition that is reached upon graduation. It is especially important for future teachers to understand the concept of readiness to classroom challenges.

In the same vein, a recent scoping study conducted by Alonzo et al. (2025) found that classroom readiness has been defined in various ways, ranging from professional standards, professional development to preparedness for the realities of teaching. It was asserted that classroom readiness cannot be comprehended in terms of an assessment alone because of the diverse and uncertain classroom environment in which novice teachers find themselves. This adds credence to the assertion that future teachers need a progressive attitude besides being skilled at teaching. A teacher who is ready to learn and adapt can handle unexpected situations in the classroom.

The notion of teacher efficacy is highly connected to preparedness to face difficulties at the lessons. According to Tschannen-Moran and Hoy (2001), teacher efficacy means the beliefs teachers have concerning the ability to organize and do what needs to be done for the successful accomplishment of the task of teaching. Teachers who have high levels of efficacy beliefs are usually more ready to handle classroom activities, to engage students, and to use proper methods of instruction. As regards pre-service teachers, it is especially important for them to develop efficacy because belief in one's abilities may determine the reaction to difficult classroom situations.

A growth-oriented philosophy could assist future teachers in viewing classroom problems as chances for development and not as signs of personal inadequacies. As Dweck (2006) suggested, those people who have growth-oriented minds are more prone to work hard when they come across some difficulties, as they are confident that the skills could be developed. In regard to teacher training, it is necessary to state that progressive-minded teachers could be ready to change their approaches to teaching if the lesson is not understood by the students, ask for suggestions from the mentor, use another approach, and even benefit from failures.

Empirical studies are yet another source of evidence that links mindset to professional competence. According to Tabassum et al. (2024), growth mindset had a moderate and positive influence on self-efficacy among prospective teachers. Self-efficacy is especially important in terms of classroom competence because prospective teachers who are confident in their ability to improve themselves will be more competent in dealing with the task of teaching. Growth mindset also had a positive relationship with psychological well-being and academic achievement in the sample of prospective teachers.

Teachers' professional attitudes can also affect their attitude towards taking up classroom challenges. According to Ramzan et al., five aspects of professional attitudes were identified by prospective teachers towards teaching as follows: professional belief, professional association, compliance with professional norms, volunteerism, and self-reliance. These aspects of professional attitudes are important in relation to classroom preparedness in that teachers need to have professional responsibility, independence, cooperation, and commitment in handling classroom situations.

Progressive attitude and classroom readiness can further be explained through the perspective of theory-practice interface in teacher education. According to Patterson & Hartley (2026), preparation of a teacher depends on the interaction between the two elements – theoretical understanding and practical experience. From the review conducted by the authors, it is clear that readiness of prospective teachers cannot be at a certain level at the end of teacher education; rather, their preparedness comes about through continuous professional learning and involvement in real classroom settings. The role of progressive attitude is therefore vital since prospective teachers need to adapt and learn to make use of their practical experiences.

The place of the growth mindset in teaching practice is additionally justified by Sisk et al. (2024) who conducted a meta-analysis which revealed positive correlations between the growth mindset of teachers and their self-efficacy as well as mastery oriented motivation. Self-efficacy and mastery orientation become especially important for teachers when they face problems during the teaching process as they may motivate teachers to persist. Nonetheless, according to the results of the meta-analysis, a growth mindset does not necessarily guarantee high performance or good academic results of students.

4.1.Relationship between Progressive Attitudes and Readiness for Classroom Challenges

Attitudes and readiness to face classroom challenges is a topic that is quite significant in understanding the link between these two variables due to the fact that attitudes play an influential role on how pre-service teachers make meaning and respond to their situations in the workplace. A prospective teacher who is under the belief that one's teaching ability can be improved with hard work and experience is most likely to react positively to challenges

encountered in the classroom. On the other hand, teachers who view their abilities as being fixed will most likely not confront challenging situations due to threats posed to their self-worth.

Support for the above-mentioned prediction is evident from recent literature on prospective teachers. In this regard, Rehman et al. (2025) investigated the influence of the growth and fixed mindsets on teaching efficacy in the context of teaching practice. The choice of the researchers to examine the impact on prospective teachers, who have undergone extensive teaching practice, is relevant since teaching practice exposes prospective teachers to issues such as classroom management, diverse students, instructional challenges, and unforeseen situations.

Furthermore, Tabassum et al. (2024) also discovered that there is a positive and moderate effect of growth mindset on self-efficacy among prospective teachers. As self-efficacy is defined by the individual's belief in their capability to perform the tasks, the discovery can be used as an indirect rationale for suggesting that prospective teachers with a progressive attitude will feel more capable of dealing with classroom problems. Practically, those prospective teachers who believe in developing their teaching skills will be more eager to learn and improve their teaching methods.

The connection can also be established based on the notion of professional learning. Being a progressive person implies being constantly ready to learn and change. At the same time, classroom readiness involves adaptation of teachers' knowledge and skills to the particular setting. According to Patterson and Hartley (2026), preparedness for teaching is a developmental process that takes place via theory–practice link rather than one-time achievement. Therefore, being a progressive person might contribute to classroom readiness as an ongoing process of learning.

However, from the literature review, it can be seen that this connection cannot be regarded as automatic and general. In particular, Sisk et al. (2024) noted only weak total associations between teachers' growth mindset and outcomes; moreover, there were no significant associations between some performance-based outcomes. This means that mindset is only one factor out of many factors influencing teachers' performance professionally. The quality of teacher education, teacher practices, mentorship, institutional support, knowledge and experience

can have an impact on readiness as well. Thus, empirical study is required instead of a generalized statement.

The progressive orientation of future teachers is also evident from their readiness to embrace technological and innovative approaches to teaching. According to Farjon et al. (2019), in the study of the integration of technology among 398 pre-service teachers, attitudes and beliefs had the highest impact on technology integration. It implies that the beliefs of pre-service teachers regarding technology and competence in using it have an impact on their willingness to use technology in the process of teaching. The findings of this research have importance for this study since innovation and technology are part of a progressive mentality.

A meta analysis conducted by Wilson (2023) on studies conducted on technology integration classes in teacher training revealed that there were positive influences on pre-service teachers' attitudes towards technology and their belief systems regarding its use in teaching. These results suggest that teacher training classes could be used to help develop positive attitudes towards technology integration. This corroborates the present study's emphasis on the importance of teacher training in developing progressive attitudes among potential teachers.

The same is true for Nelson & Voithofer (2022) who analyzed coursework and field experiences in the context of preservice teachers' beliefs and practices about technology. The results showed that interest, utility value, and self-efficacy related to technology were correlated with the use of technological pedagogical knowledge. This proves that both coursework and field experience can be used to help prospective teachers feel confident in using new approaches.

The impact of field experience on the technology integration beliefs and intentions of preservice teachers was further explored by Nelson and Hawk (2020). The results of their study revealed that the nature and frequency of exposure to the use of technology by experienced teachers affected the beliefs and intentions of preservice teachers to use technology. This implies that practical teaching experience may enhance progressive attitudes and prepare preservice teachers for innovative teaching practices.

Li (2025), conducting a scoping review of 277 studies related to pre-service teachers' beliefs about ICT, identified important themes with regard to technology beliefs and underlined the

significance of teacher education in terms of preparing future teachers for technology-enhanced environments. The review also indicated the areas that need more research in relation to innovative technologies and other geographical settings. This emphasizes the necessity to investigate progressive beliefs of pre-service teachers instead of only traditional teaching skills.

Mesler et al. (2021) studied whether there was an association between the growth mindsets of teachers and the development of students' growth mindsets. In the study conducted by Mesler et al., the researchers included 57 teachers and 1,957 students. As per their study, a positive correlation was found between the growth mindsets of teachers and growth mindsets of students. It shows that the mindset of teachers regarding development and learning could shape the class environment and beliefs of students.

In an experimental test carried out by Schwiering & Heyder (2026), growths versus fixed mindsets were evaluated amongst 306 preservice teachers. It was found that fostering a growth mindset enhanced the prospective teacher's expected teaching self-efficacy and was linked with intentions to employ cognitive stimulation instructional methods. The study is highly valuable to the current research since it makes a direct connection between preservice teacher mindsets and teaching self efficacy.

The study conducted by Alonzo et al. (2025) involved 654 pre-service teachers and found seven different characteristics of successful mentoring among them, namely university collaboration, relationship building, advising, mentoring, professional knowledge, and progressivism. These results show that mentoring and professional experience can be used to help future teachers become more professional and enhance their ability to learn and improve. It is important for this research since teacher education and mentoring can promote the development of progressive attitudes.

Readiness in the classroom setting is another key issue in preparing teachers to enter their profession. As Patterson and Hartley (2026) state in their systematic review of 61 peer-reviewed articles, classroom readiness is not one particular skill that graduates acquire upon leaving university. Rather, readiness is developed through interactions between theoretical knowledge, practical experience, professional relations, and learning processes. In this regard, the approach

proposed by the current study can be very useful since a progressive outlook can assist prospective teachers in recognizing challenges as learning situations.

Duan et al. (2024) carried out a systematic review and meta-analysis of 87 studies on the topic of classroom management self-efficacy of teachers. The study showed that teacher-level variables like experience, constructivism beliefs, stress, job satisfaction, commitment, personality, and burnout have an influence on classroom management self-efficacy. Moreover, the researchers have revealed that classroom-level variables, namely classroom climate, student behavior, classroom interaction, and teacher-student relations, play a significant role as well. Therefore, it is possible to conclude that classroom readiness is a result of interactions of different personal and professional characteristics.

Nor et al. (2022) investigated the readiness of 125 pre-service primary teachers from Indonesia and found that most prospective teachers felt ready to start teaching, although they also faced some difficulties that they needed more preparation for. It is evident that the readiness of a teacher includes not only his/her willingness to teach but also readiness to deal with classroom challenges. Thus, this is why the current study will focus on such an issue.

In another empirical study, Gresele et al. (2025) considered a “practice before practicum” simulation model for initial teacher education. This research involved training prospective teachers in order to prepare them for difficult classroom situations both prior to and during their professional work. Through the use of such simulation models, prospective teachers are able to acquire practical knowledge and methods of handling classroom situations.

5. Research Methodology

5.1. Research Design

Quantitative survey research design was used in this research to determine the degree of progressive mentality and to find out its connection with the readiness of future teachers to cope with classroom challenges. The choice of survey design was motivated by the possibility of conducting a research on a big sample of respondents.

5.2. Population and Sample

The target population consisted of 2,840 potential teachers in the education departments of six universities in Rawalpindi and Islamabad, which included Fatima Jinnah Women University (FJWU), PMAS-Arid Agriculture University Rawalpindi, Foundation University Rawalpindi, International Islamic University Islamabad (IIUI), National University of Modern Languages (NUML), and Riphah International University Islamabad. 400 prospective teachers were selected as a sample through simple random sampling technique.

5.3. Research Instrument

The research instrument used in the study was a structured questionnaire that consisted of demographic details, progressivism in terms of teaching, and willingness to manage classroom issues. The questionnaire was made up of the following topics: learner-centered teaching, problem-solving skills, life-long learning, innovation, diversity, and reflective teaching. These were rated on a five point Likert scale ranging from strongly disagrees to strongly agree.

5.4. Data Collection Procedures

Data collection from prospective teachers took place after getting permission from the relevant authorities. Questionnaires were personally distributed, the study purpose was explained, and respondents were given sufficient time to complete them voluntarily.

5.5. Data Analysis

Statistical Package for Social Science (SPSS) was used to analyze the data collected. Frequency distribution, percentage, means and standard deviation was used in descriptive statistics to identify the level of progressive mentality of future teachers with respect to their profession. The data analyzed was presented using tables.

6. Data Analysis and Interpretation

Quantitative research methodology was used to explore the progressive mindset of the prospective teachers concerning the teaching profession. Data obtained through this process were subjected to analysis using descriptive statistics such as frequency, percentage, mean, and standard deviation. Results were then analyzed to ascertain the progressive mindset of the prospective teachers and their preparedness for the challenges of the classroom environment.

Table 1: Progressive Mindset towards Teaching Profession (n = 400)

Statements	SD (%)	D (%)	UD (%)	A (%)	SA (%)
Professional Growth	3.0	5.0	2.0	65.0	24.0
Innovative Teaching Practices	4.5	3.3	10.5	43.0	47.0
Classroom Challenges	2.3	3.5	1.8	43.0	47.0
Adapting to Changing Needs	2.0	3.3	5.0	43.3	51.0
Lifelong Learning	1.8	2.5	19.8	34.5	41.5
Student Feedback	4.5	2.8	17.3	49.5	26.0

From Table 1, it can be seen that the perception of prospective teachers on progressive mindset towards teaching was positive. Majority of the respondents indicated their agreement on professional development as being necessary where 65.0% chose "Agree" and 24.0% chose "Strongly Agree". Likewise, 43.0% and 47.0% of the respondents had positive perception on innovative teaching approach. Almost all respondents (51.0%) had strong agreement on the need to adapt to educational changes. From the findings above, it is clear that prospective teachers have positive progressive mindset.

Table 2: Relationship between Progressive Attitudes and Prospective Teachers Readiness for Classroom Challenges.(n = 400)

Statements	SD (%)	D (%)	UD (%)	A (%)	SA (%)
Classroom Discipline	0.8	1.5	35.8	43.5	18.5
Learning Needs	1.8	1.0	35.8	38.0	23.5
Teaching Adjustment	2.0	3.3	1.8	43.3	49.8
Innovative Methods	1.8	2.0	9.8	42.5	44.0
Technology Use	2.5	2.8	0.5	57.3	37.0
Stress Management	1.8	3.8	10.8	51.2	32.5

Table 2 shows the perceptions of the prospective teachers concerning their preparedness to tackle classroom challenges. The results showed that most of the respondents had positive perceptions on adaptation of teaching approaches, adoption of innovative teaching approaches, and utilization of technology in classroom practices. Majority of the respondents (57.3%) agreed and 37.0% strongly agreed that utilization of technology was important in tackling classroom challenges. Additionally, 43.3% agreed and 49.8% strongly agreed that they were able to change their teaching approaches based on classroom requirements. Positive perceptions were shown by

the respondents on innovative teaching approaches and stress management as well. Generally, the results show that prospective teachers are well-prepared to tackle classroom challenges.

6.1. Findings of the Study

- From this study, it was discovered that prospective teachers had a progressive mindset and good attitudes about the teaching profession as well as professional development.
- Most participants were ready to embrace innovations in the teaching process and understood the significance of adapting to different educational needs.
- Prospective teachers had great professional commitment and looked at teaching as an exciting career prospect for the future.
- The study findings suggested that prospective teachers would recommend the teaching profession to others and appreciate the role that it plays in society.
- It was also discovered that prospective teachers were ready to deal with classroom situations by adopting innovations in the teaching process.

6.2. Discussion of the Study

This study sought to examine the progressive orientation among prospective teachers in relation to the teaching profession in universities. The results indicated that prospective teachers exhibited favorable attitudes toward professional development, innovative teaching methods, and lifelong learning. Most of the participants were open to changes and understood the need to adapt to the changing dynamics of modern education. The results indicate that prospective teachers have been increasingly adopting progressive beliefs that support effective teaching methods. In addition, the study indicated that the prospective teachers had a very high degree of professional commitment to the teaching profession. Most of the participants valued teaching as an important profession and were willing to make a contribution to the society through teaching. Moreover, the prospective teachers had high motivation for continuous professional development and had positive attitudes about the values of the teaching profession in society.

Moreover, the results demonstrated that prospective teachers were adequately prepared for any possible problems arising in the class. Most of the participants had positive attitudes about innovative methods of teaching, adapting to different needs of students, integrating technology, and coping with stress. Their ability to adapt their approaches to instruction depending on the

situation proves their flexibility and problem-solving skills, which are the key qualities of progressive teachers. In general, the results obtained in the current study show that prospective teachers have a highly progressive attitude towards their work, including professional commitment, innovative attitudes, and preparedness to cope with classroom difficulties. They are also in line with the findings of other researchers who noted that progressive attitudes and ongoing professional development play an important role in developing effective teaching and introducing learner-centered approaches into practice.

7. Recommendations

Based on the above findings and discussion, the following recommendations are made:

- Teacher education organizations need to embrace innovative and student-centered pedagogies to foster the progressive perspective among teacher trainees.
- Professional development and reflective practices need to be integrated into teacher education programs.
- Teacher training programs must emphasize the use of current technology and innovative pedagogy to boost the effectiveness of teaching.
- The trainee teachers need to get hands-on experiences that will help them develop the skills necessary to address classroom problems.

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