

Attitudes of Teachers towards Teaching Profession Trained through Formal and Distance Mode

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Abstract

This study was undertaken with the objective to compare the attitudes of teachers towards teaching profession who have been trained through formal and distance mode with respect to type of school and teaching experience. A standardised attitude scale developed by Goyal (1984) is used profitably for measuring attitude of teachers towards teaching. The scale consists of 22 items. Ten items are favourable, ten items are unfavourable and the remaining two are neutral towards teaching. The scale was administered to 75 teachers trained through distance mode teaching in secondary classes of Delhi schools to collect the data. There was significant difference in the attitude towards teaching profession, of government and private school teachers. The private school teachers have more favourable attitude towards teaching profession as compared to government school teachers. Though both the groups were trained through distance mode, less experienced teachers have more favourable attitude towards teaching profession as compared to more experienced teachers.

Teacher education has acquired recognition as an integral part of our education system. Need for it at all levels of education is no longer a matter of debate. During the past five decades, the role of teacher has continually evolved, making it necessary for incumbents to be much more than mere pedagogues.

With increased specialisation within the educational system, the need for differentiation in teacher education has surfaced, in order to cater to the variety of professional needs of more specific groups.

Teachers themselves also need to be a lifelong learner; to be able to articulate their teaching with the new

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paradigm of learning; be adaptive and flexible in dealing with a new brand of students comprising different age groups of diverse ethnicity, and with a wide range of prior knowledge and background; and be conversant with the new technologies which are developing rapidly at an ever increasing speed (Elliott and Morris, 2001; Pang, 2001; Tsui and Cheng, 1997). There are many activities that the teacher has to perform in the classroom and outside the classroom, in order to provide the required learning experiences to the students. The focus of the teacher should be on what we call the pedagogical, i.e., the complexity of rational, personal, moral, emotional aspects of teachers' everyday acting with children or young people they teach (Van Manen, 2002).

In teacher education, the systems of curriculum transaction have essentially been of two categories, viz., the formal (face to face) system and distance system. The formal system of education refers to the instructional interactions in which teachers and learners transact a curriculum in a face-to-face situation. The distance system of education, as the term indicates, pertains to all kinds of interactions between the teacher and the learners in which they are not in direct contact with one another and require a third channel or medium for contact. These include the print, audio, video or any other mode.

The formal system is the oldest and the most widely accepted mode of teacher preparation in India. The distance mode emerged as an alternative to the formal system mainly

because of the demographic problems of a large number of people desiring education, and shortage of trained teachers after independence. Perraton (1991), Kulundaiswamy (1993) observed that distance education was neither a supplement nor a mere alternative to the conventional system, but a new stage in the evolution of education, which recognises the fact that in many situations it was easier to transport knowledge to people, than transport people to the place of knowledge. Very few studies have been conducted in the area of comparison of two systems, which has been a debatable topic with regard to the fundamental function of education and teaching training. A comparison of the two systems of education is essential for formulating future plans and taking decisions regarding the crucial aspects of teacher education programmes in the country.

One of the objectives of teacher education programme is to develop a positive attitude or favourable attitude towards teaching in prospective teachers.

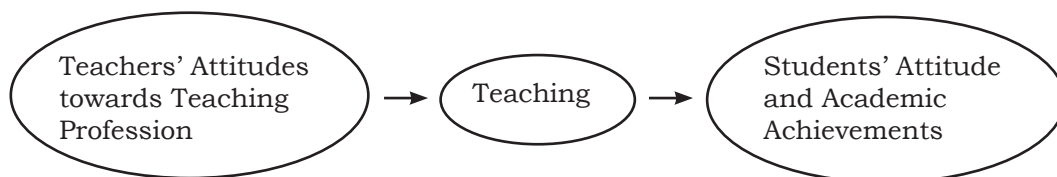
The Education Commission (1966) had also pointed out:

“Methods of teaching and evaluation in training institution are extremely important and the attitude of the student teacher will be influenced more by the methods used with them, than by what they are formally taught about the methods they should use in schools.”

The word attitude is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible

postures, and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and *do not become automatic routine conduct*. Attitude means the individual's prevailing tendency to respond favourably or unfavourably to an *object* (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice). The concept of attitude is perhaps the most widely discussed topic in social psychology. Social psychologists distinguish and study three components of the responses: a) *cognitive component*, which is knowledge about an attitude object, whether accurate or not; b) *affective component*; feelings towards the object and c) *conative or behavioural component*, which is the action taken towards the object. Baysal (1981) defines the attitude as a cognitive, affective and behavioural response which is organised on the basis of experience and knowledge, to the individual's himself/herself, or any object or event around his/

her environment. According to these definitions, attitude can be defined as a response which can be positive or negative to any situation, event or object. Individuals' attitudes towards their profession have an effect on their performance (Hussain et al., 2011). This is the reason why attitude has been identified as an important variable for the present study. Social psychologists believe that attitude measurements serve as a guide to the understanding and prediction of human behaviour (Murphy and others, 1960). A good teacher is expected to be committed to his work and have the ability to take the initiative (Sparks, 1978). A teacher is expected not only to master the subject and various methods of teaching but also to show that she/he is capable of selecting the various study materials according to the teaching goals and varied group of pupils. She/he also possesses the potentials to create a learning environment for the students. Vermunt and Verschaffel (2000), Smith (1993) schematises this cause and effect relationship as follows:



Attitude towards profession means a person's feelings, behaviours and commitment to the profession or job. If a teacher is committed and has positive attitude, then it is sure that his/her performance will be better

and his/her efforts will be fruitful. Richardson (1991) narrated that education is a nation building activity. The quality of education depends upon ability and efficiency of teachers. Singh and Sharma (1977) found significant

positive relationship between teaching attitude and verbal interaction of teachers. Khatoon (1988) revealed that there exists no correlation between teacher's classroom behaviour and attitude towards teaching. Naik and Pathy (1997) concluded that female science teachers had significantly positive attitude towards their teaching of science than male counterparts. Shakuntala and Sabapathy (1999) found that there was a significant and positive correlation between adjustment of secondary school teachers and their interest in and attitude towards teaching profession. Attitude of teachers have also been determined to be influenced by gender (Dodeen, et al., 2003). They found that female teachers had more positive attitude towards teaching profession as compared to male teachers.

In order to understand the attitudes of teachers towards teaching profession, need was felt to compare the teachers trained through both the systems of teacher preparation (formal and distance mode) while on job. Hence, the investigators attempted to examine and compare the attitudes towards teaching profession of government and private teachers; and their teaching experience trained through formal and distance mode.

Objectives of the Study

The study purports to meet the following objectives:

- (i) To compare the attitudes of teachers towards teaching profession trained through formal and distance mode.

- (ii) To compare the attitudes towards teaching profession of government and private school teachers trained through formal mode.
- (iii) To compare the attitudes towards teaching profession of government and private school teachers trained through distance mode.
- (iv) To compare the attitudes towards teaching profession of government school teachers trained through formal and distance mode.
- (v) To compare the attitudes towards teaching profession of private school teachers trained through formal and distance mode.
- (vi) To compare the attitudes of more and less experienced teachers towards teaching profession trained through formal mode.
- (vii) To compare the attitudes of more and less experienced teachers towards teaching profession trained through distance mode.
- (viii) To compare the attitudes of less experienced teachers towards teaching profession trained through formal and distance mode.
- (ix) To compare the attitudes of more experienced teachers towards teaching profession trained through formal and distance mode.

Methodology

As per requirement of the problem and keeping the objectives of the study in mind, survey method was employed to collect the data.

Sample

In order to keep the study manageable,

two districts from nine districts of Delhi was selected on the assumption that it would represent the population. Two districts, i.e., South and Central Delhi were selected in the first stage of sampling. The schools in each district were selected from the list prepared by the Directorate of Education by using a table of random numbers. In this way, twenty schools (10 government and 10 private) from the two districts were selected for the second stage of sampling. After that, 150 teachers, i.e.

75 teachers trained through distance mode and 75 teachers trained through formal mode were selected from these 20 schools by administering personal data sheet prepared by the investigator. Due to administrative difficulties in applying randomising procedures, the method of purposive sampling was selected. The sample drawn from the population of secondary teachers working in Delhi is given in Fig. 1, and the breakup details of the sample are given in Table 1.

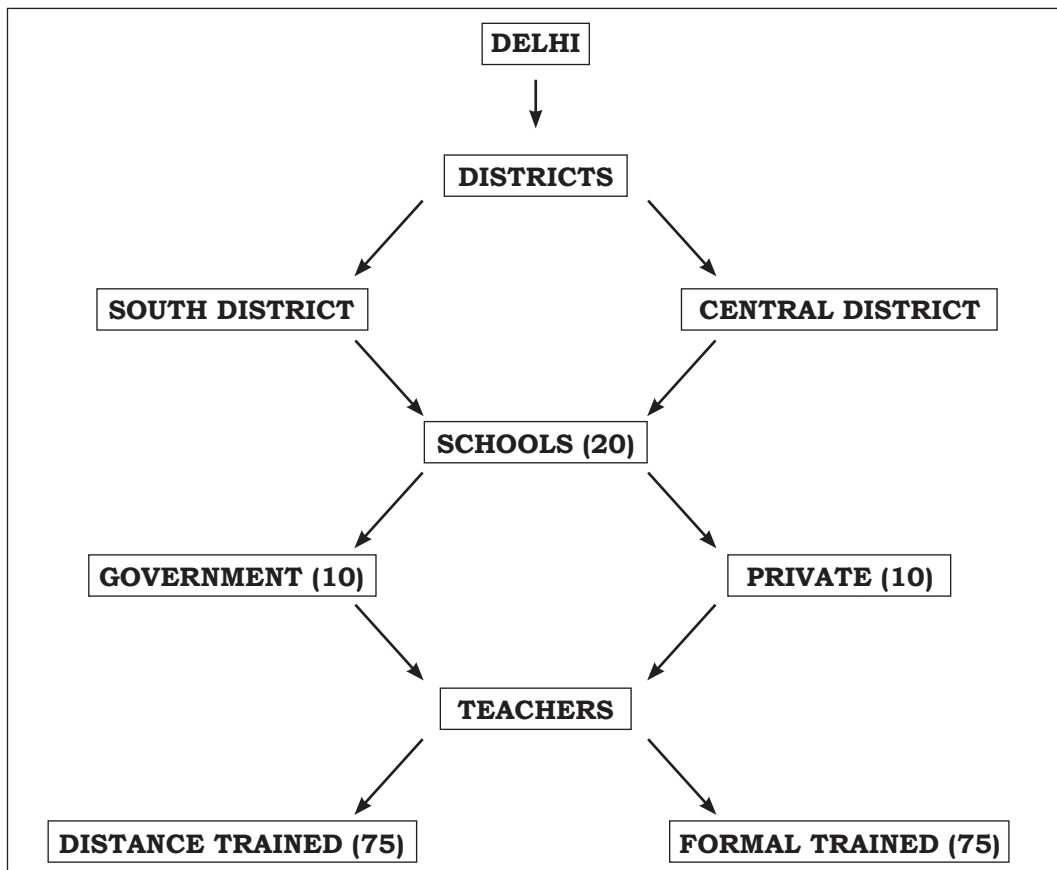


Figure 1 : Sample drawn from the Population of Secondary Teachers working in Delhi

Table 1
The Breakup Details of the Sample used for the Study

S.No	Variables		Formally trained teachers (75)	Distance trained teachers (75)	Total
1.	Type of School	Government	37	37	74
		Private	38	38	76
		Total	75	75	150
2.	Teaching Experience	More Experienced Teachers*	40	32	72
		Less Experienced Teachers**	35	43	78
		Total	75	75	150

* Teachers who are having more than 10 years teaching experience were considered as more experienced teachers in the present study.

** Teachers who are having less than 10 years teaching experience were considered as less experienced teachers in the present study.

Variables Involved

- Dependent variable: Attitude of teachers trained through formal and distance mode
- Independent variables:
 1. Mode of training (Formal and Distance mode)
 2. Type of Schools (Government and Private schools)
 3. Teaching Experience (more than 10 years and less than 10 years)

Tools Used

Personal data sheet : This was used for gathering information specifying whether teacher is trained through formal or distance mode, and about the type of school and teaching experience of the teachers.

Attitude Scale: A standardised Teacher Attitude Scale developed by Goyal (1984) is used for measuring attitudes of teachers towards teaching

profession. The scale consists of 22 items. Ten items are favourable, ten items are unfavourable and the remaining two are neutral towards teaching. The mean attitude score of a teacher is the average score value of the statements endorsed by each teacher. The teacher with lower mean scores indicate a favourable attitude and the higher mean scores indicate unfavourable attitude of a teacher towards teaching profession.

Procedure of the Study

In the beginning of the study, teachers were categorised with respect to mode of training, type of school and teaching experience, on the basis of information given in the personal data sheet. Teacher Attitude Scale towards teaching profession was individually filled up by the teachers. They were assured that all the information

given by them will be kept strictly confidential and used only for research purpose. While tabulating the data, the scores of attitudes received for 'most unfavourable' were negligible and therefore attitude scores of 'unfavourable' and 'most unfavourable'

were clubbed together to work out the results statistically.

Results and Discussions

The obtained results, which are statistically analysed, have been presented in the following tables.

2. Comparison of Attitudes of Teachers towards Teaching Profession, who have been Trained through Formal and Distance Mode

Table 2
 χ^2 For Teachers' Attitudes towards Teaching Profession
Trained through Formal and Distance Mode

Category	Formally Trained Teachers	Distance Trained Teachers	Total	Value of Chi-square
Most favourable	8	9	17	8.6*
Favourable	43	37	80	
Neutral	18	20	38	
Unfavourable/ Most Unfavourable	6	9	15	
Total	75	75	150	

* indicates significant at 0.05 level

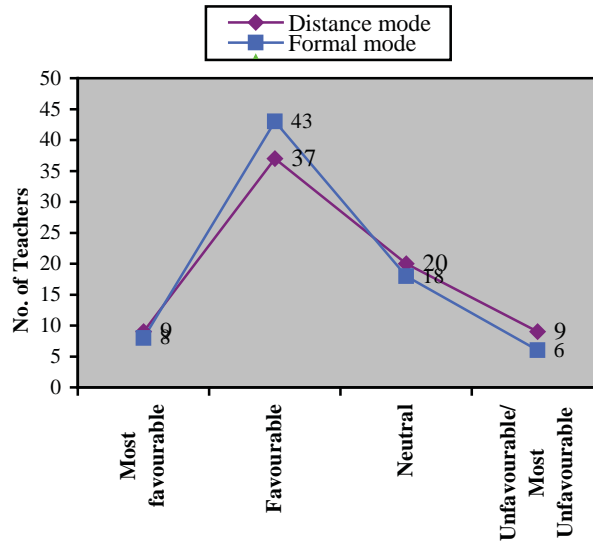


Figure 2 : Attitudes of Teachers Towards Teaching Profession Trained through Formal and Distance Mode

Table 2 exhibits that the value of chi-square for the attitudes of teachers trained through formal and distance mode, teaching in secondary classes was found to be significant at 0.05 level. Higher frequency scores of the formal trained teachers (as represented in the frequency polygon in Fig.2) show that they have favourable attitudes towards teaching profession. The finding may be due to the fact that in most of the formal teachers training institutions,

one of the criteria for the selection of the students is based on attitude test and, therefore, this may be the reason that formal trained teachers had better attitudes towards teaching profession as compared to teachers who did their training through distance mode. Bush (1959), Verma (1968), Singh R.S (1987) and NCERT (1971) results also indicated that training had a favourable effect on the attitudes of teachers towards their jobs.

3. Attitudes of Government and Private School Teachers Trained through Formal Mode

Table 3
 χ^2 For Attitudes of Government and Private School Teachers towards Teaching Profession Trained through Formal Mode

Category	Formal Trained Teachers		Total	Value of Chi-square
	Government School	Private School		
Most favourable	7	3	10	7.81*
Favourable	16	27	43	
Neutral	9	3	12	
Unfavourable/ Most Unfavourable	5	5	10	
Total	37	38	75	

* indicates significant at 0.05 level

Table 3 shows that the value of chi-square (7.81) for the attitudes of formal trained government and private school teachers towards teaching profession was found to be significant at 0.05 level. It can be inferred that private school teachers had favourable attitudes towards teaching profession as compared to their counterparts. This may be due to the availability

of better teaching facilities in the private schools. On the other hand, government school teachers may have developed less favourable attitude due to several reasons, like lack of teaching facilities and also lack of leadership in authority. These frequency scores have been presented in the form of a frequency polygon in Fig.3.

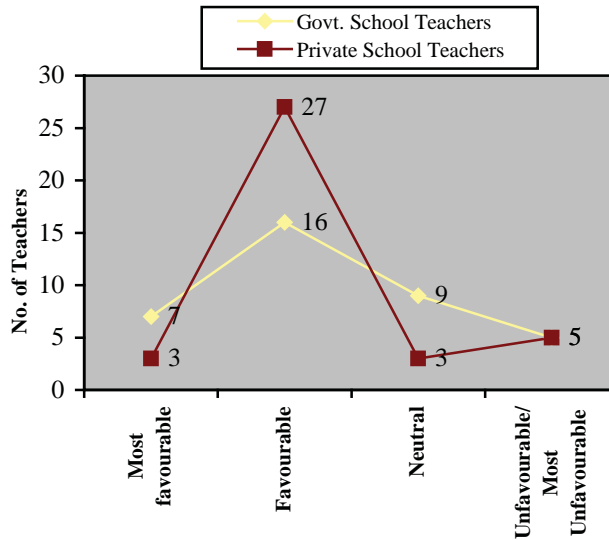


Figure 3 : Attitudes of Government and Private School Teachers Towards Teaching Profession Trained Through Formal Mode

4. Attitudes of Government and Private School Teachers Trained through Distance Mode

Table 4
 χ^2 for Attitudes of Government and Private School Teachers towards teaching profession Trained through Distance Mode

Category	Distance Trained Teachers		Total	Value of Chi-square
	Government School	Private School		
Most favourable	4	10	14	7.86*
Favourable	16	20	36	
Neutral	11	3	14	
Unfavourable/ Most Unfavourable	6	5	11	
Total	37	38	75	

* indicates significant at 0.05 level

Table 4 shows that the value of chi-square for the attitudes of distance trained government and private school teachers towards teaching profession was found to be significant at 0.05 level. Higher frequency scores (as

represented in the frequency polygon in Fig.4) in case of private school teachers show that they have favourable attitudes towards teaching profession, as compared to their counterparts. This difference might be due to the

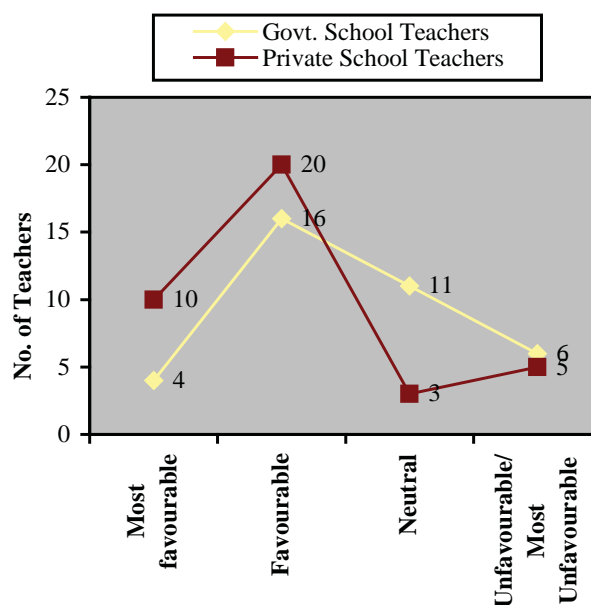


Figure 4 : Attitudes of Government and Private School Teachers Towards Teaching Profession Trained Through Distance Mode

fact that though both the groups were trained through distance mode, the private school teachers have better teaching facilities and have frequent

in-service programmes for innovative teaching. This may be perhaps one of the reasons for favourable attitude in case of private school teachers.

5. Attitudes of Government School Teachers Trained through Formal and Distance Mode

Table 5
 χ^2 for Attitudes of Government School Teachers towards Teaching Profession Trained through Formal and Distance Mode

Category	Government School Teachers		Total	Value of Chi-square
	Formal Trained	Distance Trained		
Most favourable	7	4	11	1.12 (NS)
Favourable	16	16	32	
Neutral	9	11	20	
Unfavourable/ Most Unfavourable	5	6	11	
Total	37	37	74	

NS - Not Significant

Table 5 reflects that the value of chi-square for the attitudes of government school teachers towards teaching profession trained through formal and distance mode was found to be insignificant. However, Fig. 5 reveals that the response of teachers in all four groups indicate that there is almost equal

representation of government school teachers trained through formal and distance mode.

It may be reasonable to interpret that, irrespective of their training background teaching facilities in the school plays an important role in the attitudes of teachers towards teaching profession.

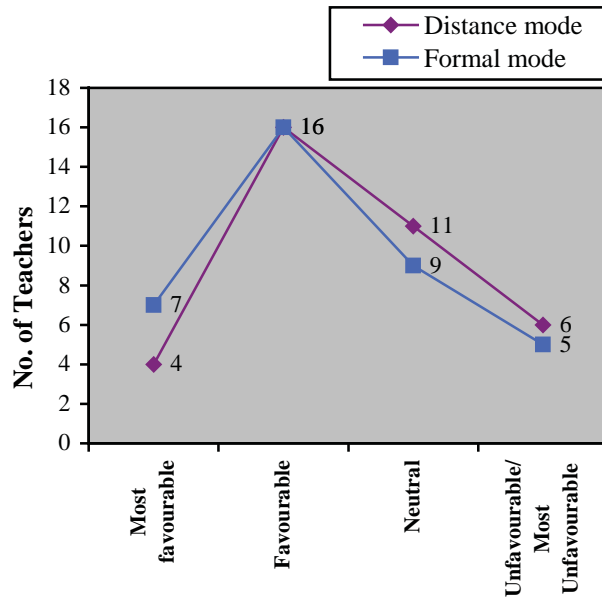


Figure 5 : Attitudes of Government School Teachers towards Teaching Profession Trained through Formal and Distance Mode

6. Attitudes of Private School Teachers Trained through Formal and Distance Mode

Table 6
 χ^2 For Attitudes of Private School Teachers towards Teaching Profession Trained through Formal and Distance Mode

Category	Private School Teachers		Total	Value of Chi-square
	Formal Trained	Distance Trained		
Most favourable	3	10	13	4.82 (NS)
Favourable	27	20	47	

Neutral	3	3	6
Unfavourable/ Most Unfavourable	5	5	10
Total	38	38	76

NS - Not Significant

Table 6 shows that the value of chi-square for the attitudes of private school teachers towards teaching profession trained through formal and distance mode was found to be insignificant. It can be further revealed from the frequency polygon in Fig. 6. that both the groups have

almost equal representation at most favourable/favourable level. This may be due to the fact that irrespective of their training background, teaching facilities in school and their orientation programme from time to time plays an important role in the attitudes of teachers.

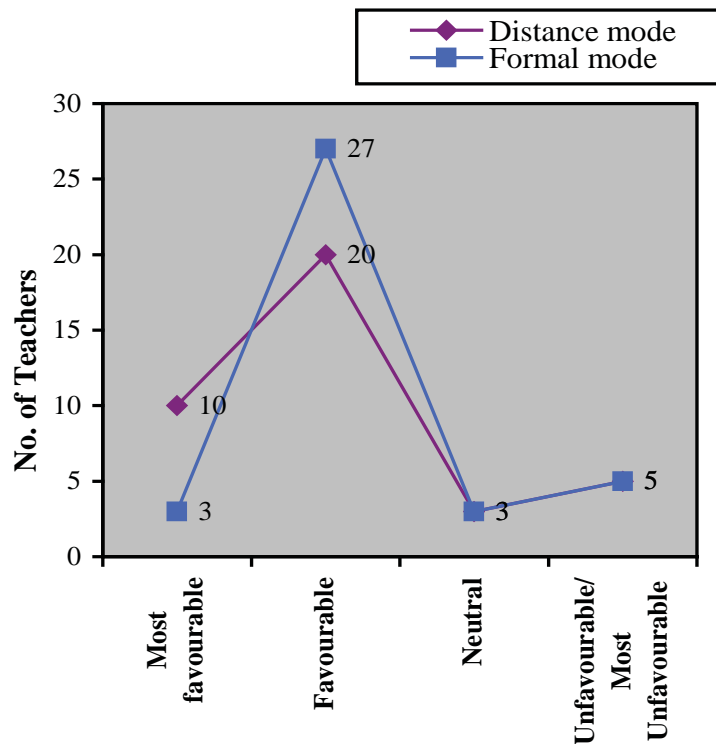


Figure 6 : Attitudes of Private School Teachers towards Teaching Profession trained through Formal and Distance Mode

7. Attitudes of More and Less Experienced Teachers towards Teaching Profession Trained through Formal Mode

Table 7
 χ^2 for Attitudes of More and Less Experienced Teachers towards Teaching Profession Trained through Formal Mode

Category	Formally Trained Teachers		Total	Value of Chi-square
	More Experienced	Less Experienced		
Most favourable	3	7	10	8.03*
Favourable	20	22	42	
Neutral	11	2	13	
Unfavourable/ Most Unfavourable	6	4	10	
Total	40	35	75	

* indicates significant at 0.05 level

Table 7 shows that the value of chi-square for the attitudes of more and less experienced teachers trained through formal mode was found to be significant

at 0.05 level. It can be inferred that less experienced teachers trained through formal mode exhibited favourable attitudes towards teaching profession.

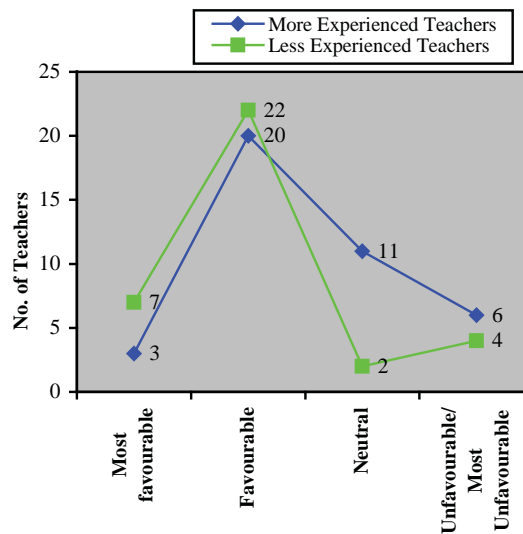


Figure 7 : Attitudes of More and Less Experienced Teachers towards Teaching Profession Trained through Formal Mode

This may be due to the fact that now-a-days in most of the teachers training institutions, one of the criteria for the selection of the students is based on the attitude test. Sukhwal (1977),

Mahapatra (1987), Padmanabhaiah (1986) and Prakasham (1986) came to the same conclusion in their studies. These mean scores have been presented in the form of a frequency polygon in Fig. 7.

8. Attitudes of More and Less Experienced Teachers towards Teaching Profession Trained through Distance Mode

Table 8
 χ^2 for Attitudes of More and Less Experienced Teachers towards Teaching Profession Trained through Distance Mode

Category	Distance Trained Teachers		Total	Value of Chi-square
	More Experienced	Less Experienced		
Most favourable	4	11	15	8.6*
Favourable	12	24	36	
Neutral	9	4	13	
Unfavourable/ Most Unfavourable	7	4	11	
Total	32	43	75	

* indicates significant at 0.05 level

Table 8 shows that the value of chi-square (8.6) for the attitudes of more and less experienced teachers towards teaching profession trained through distance mode was found to be significant at 0.05 level. It can be revealed from the frequency polygon in fig. 8 that less experienced teachers have more favourable attitudes as compared to their counterparts. It

may be because of the fact that they are more adaptive and acceptable to the new ideas in teaching, and as a result may develop favourable attitudes towards teaching profession. In case of more experienced teachers, acceptability to learn new innovative teaching is less and gets involved in negative thinking of certain need dissatisfaction.

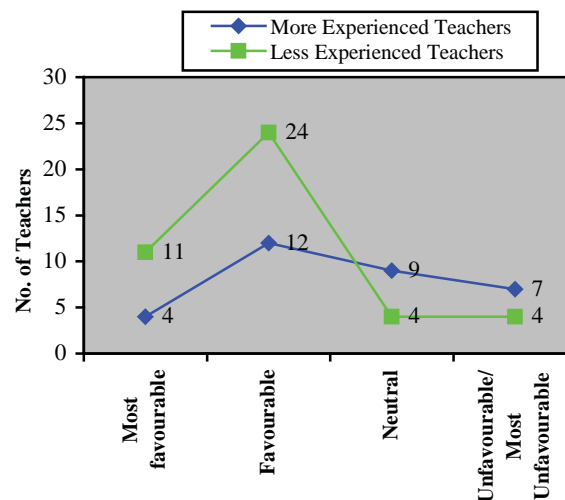


Figure 8 : Attitudes of More and Less Experienced Teachers towards Teaching Profession Trained through Distance Mode

9. Attitudes of Less Experienced Teacher Trained through Formal and Distance Mode

Table 9
 χ^2 for Attitudes of Less Experienced Teachers towards Teaching Profession Trained through Formal and Distance Mode

Category	Less Experienced Teachers		Total	Value of Chi-square
	Formal Trained	Distance Trained		
Most favourable	7	11	18	.83 (NS)
Favourable	22	24	46	
Neutral	2	4	6	
Unfavourable/ Most Unfavourable	4	4	8	
Total	35	43	78	

NS - Not Significant

Table 9 shows that value of chi-square for the attitudes of less experienced teachers trained through formal and distance mode was found to be insignificant.

It can be revealed from the frequency polygon in Fig. 9 that frequencies of distance trained teachers were

more favourable as compared to their counterparts. It may be due to the fact that though distance trained teachers did not undertake their training practice through formal mode, they preferred teaching as their career and hence opted for this profession.

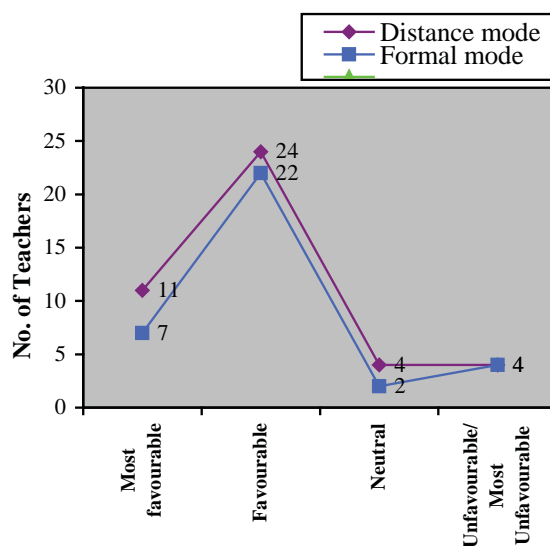


Figure 9 : Attitudes of Less Experienced Teacher Trained through Formal and Distance Mode

10. Attitudes of More Experienced Teachers towards Teaching Profession Trained through Formal and Distance Mode

Table 10
 χ^2 for Attitudes of More Experienced Teachers towards Teaching Profession Trained through Formal and Distance Mode

Category	More Experienced Teachers		Total	Value of Chi-square
	Formally Trained	Distance Trained		
Most favourable	3	4	7	1.56 (NS)
Favourable	20	12	32	
Neutral	11	9	20	
Unfavourable/ Most Unfavourable	6	7	13	
Total	40	32	72	

NS - Not Significant

Table 10 shows that the value of chi-square for the attitudes of more experienced teachers towards teaching profession trained through formal and distance mode was found to be insignificant. It is revealed from the frequency polygon in Fig, 10 that the number of teachers trained through distance mode was less than the

number of teachers trained through formal mode at favourable level. This may be because the teachers trained through formal mode had opted for teaching career with favourable attitude towards the profession and therefore, more experience in teaching has not affected their attitudes towards the profession.

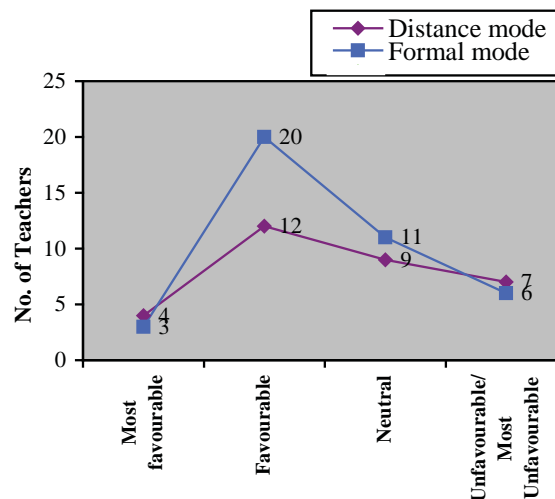


Figure 10 : Attitudes of Less Experienced Teachers Trained through Formal and Distance Mode

Conclusions:

- (i) There was significant difference in the attitudes of teachers towards teaching profession trained through formal and distance mode. Teachers trained through formal mode were found to have more favourable attitudes towards teaching profession as compared to the teachers trained through distance mode.
- (ii) There was significant difference in the attitudes towards teaching profession of government and private school teachers trained through formal mode. The private school teachers have more favourable attitudes towards teaching profession as compared to government school teachers.
- (iii) There was significant difference in the attitudes towards teaching profession of government and private school teachers trained through distance mode. The private school teachers have more favourable attitudes towards teaching profession as compared to government school teachers.
- (iv) There is no significant difference in the attitudes towards teaching profession of government school teachers trained through formal and distance mode.
- (v) There is no significant difference in the attitudes towards teaching of private school teachers trained through formal and distance mode.
- (vi) There was significant difference in the attitudes of more and less experienced teachers towards their teaching profession trained through formal mode. Though both the groups were trained through formal mode, yet less experienced teachers have favourable attitudes towards teaching profession as compared to more experienced teachers.
- (vii) There was significant difference in the attitudes of more and less experienced teachers towards teaching profession trained through distance mode. Though both the groups were trained through distance mode, yet less experienced teachers have more favourable attitudes towards teaching profession as compared to more experienced teachers.
- (viii) There was no significant difference in the attitudes of less experienced teachers towards teaching profession trained through formal and distance mode.
- (xi) There was no significant difference in the attitudes of more experienced teachers towards teaching profession trained through formal and distance mode.

Educational Implications

Findings of the present study reveal some important educational implications for teacher-educators, formal training institutions, distance training institutions, school authorities and teachers.

The attitude of teachers towards teaching profession is very important for the teachers' performance and their students. It emphasises an

important aspect, that attitude has a major role to play in the manner a teacher behaves in class. If a teacher has a favourable attitude towards profession, she will also make better use of skills of teaching while teaching in the classroom. The school authorities should adopt uniform pattern in the process of recruitment of teachers. At present, there is a random variation in admission procedures. Also, to bridge the gulf between training institutions and schools, there should be extension service departments at the pre-primary, primary and secondary levels, in each training establishment. The analysis of the data revealed that majority of the private school teachers have more favourable attitude towards teaching profession as compared to government

school teachers. Steps should be taken by the concerned authorities to develop favourable attitude of government school teachers towards teaching profession. The analysis of the data further revealed that though both the groups were trained through distance mode, yet less experienced teachers had more favourable attitudes towards teaching profession as compared to more experienced teachers. Frequent evaluation of how much, or in what directions, attitudes change throughout teaching career. While selecting candidates for the training programmes, it should be ascertained through interviews and use of aptitude tests, that they have an inclination towards teaching, which can be worked upon and developed by giving them right inputs.

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