Chapter II

REVIEW OF RELATED LITERATURE

2.1 Introduction

2.2 Studies related to distance and formal mode of teacher education

2.3 Studies related to teaching competencies

2.4 Studies related to attitude towards teaching profession.
CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter an effort has been made to review the researches and literature bearing on the present problem. The review of the related literature has a great importance in every kind of research work. With its help, we come to know about the work that has been done previously. Until we have not learnt about what others have done what still remains to be done in our area, we cannot contribute to furthering knowledge in our field. Also the review of related literature helps us to prevent the unnecessary repetition of knowledge. Without the help of related studies the researcher cannot find the right idea and direction about the study: Review helps the researcher to develop insight and provides him an opportunity of gaining insight into the method, measures, subjects and approaches followed by the other researches. Therefore, a researcher must review the related literature before starting his research work. An attempt to collect relevant literature, which is related to problem, directly or indirectly from books, Journals, magazines, encyclopedia, published and non-published dissertations and abstract was made, keeping in mind the importance of related literature.

According to W. R. Borg “The literature in any field forms the foundation upon which all future work will be built. If we fail to build this foundation of knowledge provided by the review of the literature our work is likely to be shallow and naive and will often duplicate work that has already been done better by someone else”.

As observed by Best W John (2003) “Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation man builds upon the accumulated and recorded knowledge of the past”.

The present problem was stated as "A study of impact of Teacher Training through Distance Education and Formal Education on Teaching Competence and Attitude towards teaching of B.Ed. teacher trainees of Kahi Vidyapith University Region."
Teacher, teaching and teacher education are closely linked. This inter-relation and interconnectedness is almost axiomatic. The reason for understanding, strengthening and accelerating research on teacher training is explained by the need for systematically developing an empirical base for taking sound decisions about teacher training. Educationists are of the view that the teacher training is a complete set of learning, which trains him to work effectively at various levels of school. It comprises both formal and informal training, considered necessary for entering into the profession of teaching. On reviewing the literature related to the present study, it was found that much of the teacher education is viewed in terms of its impact on teacher and his behavior. Several studies have been conducted in India and abroad concerning teacher's training in relation to teacher professional attitude & competencies. A comprehensive review of related Indian and foreign studies may be classified as follows:

2.2 Studies related to distance and formal mode of teacher education.
2.3 Studies related to teaching competencies.
2.4 Studies related to attitude towards teaching profession.

2.2 STUDIES RELATED TO DISTANCE AND FORMAL MODE OF TEACHER EDUCATION:

Research effort in the field of teacher education in our country began in the early 50S of the 20th century. In the beginning as the country took great strides in the field of extending educational facilities for the masses. There was hardly any time to pay critical attention towards the system of Teacher education. It was only when the output and quality of school education came under the critical gaze of policy planners and experts that due attention was also directed towards the training of teachers and the deficiencies in the system of teacher training. Systematic research in the field of teacher education was initiated in the Indian universities to start with and researches got filled with the establishment of bodies like the "National Council of Education Research and Training (NCERT) & National Council for Teacher Education (NCTE). State Boards of Teacher education, besides every institution under the agencies of the "University Grant Commission" (U.G.C.).
The teacher education or teacher training programme has been recommended by different committees and commissions. Verma (1968) found that teacher training had neither improved nor reduced the social values of the trainees. The impact of teacher training programmes on the attitude of student teacher toward children and social work had been consistently favourable. Attitude of the student teachers were not significantly related to their theoretical, economic, aesthetic and religious values but they were significantly and positively related to social values, and significantly negatively related to political values.

Shankar (1969) studied the Impact of extension service department on school Improvements in Haryana. It revealed that 70 percent of Headmaster and teachers thought that the extension service proved useful for knowledge, enrichment and for increasing the efficiency of teachers and particularly in changing their attitudes and outlook towards teaching.

Kokkar (1970) determined the influences of teacher training upon the attitude of undergraduate students towards children (N=60). Pre-test and Post-test scores were compared; nineteen trainees who showed the greatest change in scores were interviewed in order to identify the causes for the change in attitudes. The findings were the attitude of teacher trainees, when considered as one group, did change in the direction of more liberal attitudes towards children during the teacher training programme.

Gupta S.P. (1979) studied the in-service teaching needs of secondary teacher-educators and concluded that there was a small measure of association between the teaching experience and the in-service education proneness of teacher educators.

Mama (1980) in the study on "Impact of In service education on teachers in the State of Maharashtra" gave the following main findings:
(1) The school teachers had no access to the college libraries except while participating in service programmes.
(2) Adequate communications did not exist among secondary schools; and
(3) The concept of in-service education was not clear to the teachers.
Sinha (1980) studied the "Impact of Teacher Education Programme on the Professional efficiency of the Teachers" and found that trained teachers were better than untrained teachers about the aim of the lesson, its appropriateness, its organization, the use of teaching devices, presentation of teaching aids, student's cooperation and participation and effective closure.

Sinha (1982) in his study titled "An evaluative study of Teacher Education in Bihar" made the following major findings:-

(1) At the Primary level about 60 percent of Teacher educators were trained graduate and their performance was not satisfactory.

(2) Majority of the colleges had inadequate staff, library, equipments and laboratory.

(3) In-service programmes were not carried on effectively and there was little attention paid to follow up programmes ; and

(4) Practice of teaching in the colleges of education was being neglected.

Singh, Sastyanarayana K. (1987) conducted a study on the effect of remedial instructional microteaching course on Instructional competence of in-service primary school science-teachers with conclusion that ; remedial instructional microteaching was effective in improving the skills with respect to probing questioning and demonstration both by more or less experienced primary school teachers.

Butala, M.A. (1987) (Gujarat University) studied on a Critical Enquiry into in-service educational programmes conducted by Secondary Teachers Training Colleges of Gujarat State and concluded that the in-service educational programmes concentrated mainly on school curriculum, very few training colleges focused on areas like educational technology, administration management and modern trends in education.

Reddy, A.V.R. (1987) compared the achievement of Student of regular and correspondence B.Ed. Programme. Both the streams have the same curriculum, with same paper. The achievement of correspondence students was significantly better in
some theory paper and in other it was same for both the streams. For the practical part of practice teaching correspondence students had a better performance as compared to the regular students.

Kaur, A. (1988) studied the Development of Professional Competency of social studies and mathematics teachers as related to process and structure variables of educational environment in government in service training Centers and concluded that in service education and training of teachers had significantly contributed to the development of Professional competency in Punjab and the process and structure variables had a positive bearing on the product variables. Teaching competency has a positive correlation both with the process and structure variables. In service education was useful in improving the skills of teachers and had a positive effect on their attitude towards teaching.

Singh H. (1989) studied on the effect of training through Flanders Interaction Analysis Technique (FIAT) on classroom behavior of In-service secondary school teachers in relation to some presage variable and concluded that the teacher trained in FIAT become indirect teachers showed better results and were highly revered.

Rao D. and Rao Sundra G. (1989) studied scientific attitudes of In-service and Pre-service Science Teachers and concluded that:

1. The distribution of scientific attitudes, namely freedom from superstition, ability to identify cause and effect relationship and open mindedness is not normal.
2. There was not much difference in the attitude between in-service science teachers and pre-service science teachers. In service teachers exhibited a little high degree of these attitudes.

Panchbhair P.V. (1990) studied a survey of reaction of Primary and secondary school teachers of Western Nagpur regarding the comprehensive in-service education programme for the guidance of the teachers under the National Education Policy. He
concluded that teachers were not generally interested in in-service programmes. They did not consider professional growth of teachers.

**Gautam R. (1990)** designed a study to investigate the success in distance learning system in relation to some key learned and institutional variables at the B.Ed. Level. Major findings were that distance education has been found almost as effective as far as monetary of theoretical knowledge as assessed at the end of university examination is concerned.

**Khan N. (1991)** conducted a study to know the effectiveness of distance education programme with reference to teacher's training course of Kashmir University. Researcher found that there is a year wise increase in the enrolment system and also an increase in enrolment as compared to the formal system of education.

**Gupta (1991)** conducted an appraisal of six DIET'S of Rajasthan that were set up in the first phase of the scheme. The main objectives of this study were to identify the problems faced by these DIET'S and to suggest measures for improving their operational efficiency. It was found that between 26 percent and 13 percent of the sanctioned posts of senior lecturers and lecturers respectively were vacant and that about 50 percent and 43 percent of the senior lecturers and lectures respectively did not possess M.Ed. degree, though in-service programmes were organized for functionaries of elementary non-formal and adult education.

**Ramchandran (1991)** conduct an investigation into the attitude of students towards teaching. The major findings of the study revealed that:

1. regular colleges teacher trainees had a more favourable attitude towards teaching than correspondence course trainees.
2. Female teachers had a more favourable attitude toward teaching than male teachers.

**Ranganathan (1992)** 'built up an arrangement in-administration training of rudimentary instructors at the area level with uncommon reference to DIET. The arrangement depended on "Preparing through Cluster" that would decentralize the framework. It additionally found that low scope of in-
administration preparing programs in the locale because of deficient infrastructural offices lacking designation of assets and nonappearance of a cognizant approach at the region level to cover all educators. Extra offices for in-administration instruction of instructors should be made at the sub-region/piece/school group level. The length of in-administration preparing gave to educators ranges from one to three weeks.

**Mishra S. (1992)** studied; effect of teacher behaviour acquired through teaching skills upon pupil's process and product variable and concluded that in-service training had a positive Impact on teachers behaviour and pupil's active participation in the class.

**Jangira N.K. & Singh S.K. (1995) (NCERT)** studied teacher policy, training needs and perceived status of teachers and concluded that:

(i) Most of the teachers expressed that they needed training in the following areas:-
1. Content of school subjects.
2. Methods of teaching.
3. Multigrade teaching.
4. Play way Techniques for Teaching.
5. Preparation and use of Improvised Teaching Aids.

(2) Most of the teachers preferred training of one to two week's duration. In Aurangabad and Nanded districts of Maharasthra about one third of teachers desired training of three weeks duration. Three week duration of training may be due to the condition for crossing the efficiency bar or getting selection grade most of the teachers wanted in service training once in a year. It is, therefore, suggested that one short training of two or three weeks needs to be replaced by recurrent training.

(3) Competent resource persons involvement of training in the training process, consultation with teachers to asses their needs, support to teachers to implement new ideas/innovation acquired in in-service training programmes emerged as the most important factor in improving willingness of teachers to under go in-service training programmes.

(4) Most of the head-teachers expressed that they need training in the following areas :-
   a. General Administration
b. Providing instructional support to teachers.

c. Team building

d. Seeking Community Support.

Mishra K.N. and Panda K.C. (1996) concentrated on "Relative impact of Teacher Training program on Teacher's Personality, Feeling of Stress and Burnout" They inferred that:

(1) Teachers preparing system might be a segment of a powerful identity advancement and overseeing burnout sentiments.

(2) Significant contrasts were seen in the event of educators identity, enthusiastic weariness and individual achievement.

(3) No noteworthy impact was seen if there should arise an occurrence of educators anxiety feeling and depersonalization (burnout) feeling.

Singh A. and Kumar A. (1996) studied "Training needs of Primary School Teacher's" and concluded that:

(1) More than 90% of the teacher, both male and female reported they needs in service training for their professional growth.

(2) Teachers reported that they needed training in the content of school subjects, methods of teaching, multigrade teaching, and play way techniques for teaching.

(3) Almost 60 percent of the teachers in Darrang and 34% in Karbi- Anglong desired the training to be organized in their own school. The rest desired training at the district level.

(4) Consultation with teachers to assess their training needs, good arrangements for training, support to teachers to implement new idea emerged as the three important factors improving their willingness to participate in the in-service training programme.

(5) More than 90% of teachers in both the districts perceived their promotional prospective to be black.

Rathore (1997) concluded that the importance of distance education in providing pre-service and in-service teacher education can not be underestimated. The need of
pre-service training of teachers through distance education mode is justified on two rounds:

(a) the demand of trained teacher is more than that can be not met by the existing training colleges; and

(b) the government is unable to finance the creation of new colleges to meet this demand. The requirement for in-service teacher training through Distance Education mode is greater, as the trained teachers need to update their knowledge and skill to meet the growing curriculum load.

The North East region presents a special case study for the Primary teacher’s education through distance mode in the North-East, as more than half of the teachers in primary schools is untrained. The huge requirement of in-service teacher training is reflected in the high dropout rate and low quality density areas, hilly and difficult disadvantaged groups especially trail with poor financial conditions IGNOU has been active through its Regional Center in the introducing B.Ed. and Diploma in Primary Education (DPE) courses in different states, though the coverage is still limited.

**Sinha (1997)** studied institutional development of seven DIETs in Assam. The main purpose of his study was to find out the extent to which objectives of setting up of DIETs were achieved. It was found that classroom size of pre-service Teacher Education was large with no evidence of use of new activity based methods and practice teaching programme during training period in this programme.

**Khajaper (1999)** in his paper 'Review of the In-service Teacher training curriculum at Primary level; discuses distance mode as the most appropriate for in-service education of Primary teachers in view of their large number and their vide special distribution. He had suggested that in-service education should receive same priority in terms of finances, personnel, physical facilities and planning. They should be taken up on a substantive basis and not as peripheral or arbitrary or temporary arrangements. There should be a parallel system for in-service programme with shared physical facilities by both the service and pre-service programmes.
Singh (2001) in his study titled, "How to make in-service teachers training effective in Rajasthan" argued that improving teacher's performance is the most important challenges in primary & secondary education. The findings of the study were:

1. The teachers expressed their view to extend the duration of the training and also include different subject based difficulty areas also;
2. The teachers were eager to know much about disabled children to identify the borderline cases; and
3. The teachers and resource persons felt that cassettes should be developed in the context of Rajasthan which would make their training more useful.

Kilby (2001) in his study, titled Direction of web-based training: A practitioner's view; contends that distance learning now has a broader interpretation as online learning applications and the underlying technologies have matured, the impact on peer to peer learning personal learning appliances will dramatically transform the way humans learn.

Hamilton, Reddel and Spratt (2001) discuss, in their study titled "teachers perception of online Rater Training and Monitoring," that developments in multi-media techniques have now made it possible for assessor training to operate through computer mediated communication rather than by conventional paper based face to face processes. In this study the author describe a pilot on-line system of rater training developed at Hong-Kong Polytechnique University to support the English Language centre English for academic purposes and English in the workplace subjects. The study also presents the findings from a project which investigated rater attitudes towards assessment and raters training and evaluated the pilot on line rather training programme in terms of its accessibility and usefulness for rater training.
Changule and Kashalkar (2002) in their study titled, 'Use of Tele Education for training and updating teachers for effective teaching in the DEP area highlighted a great need to update the present knowledge of the practicing primary teachers, specially those in the remote areas of Maharashtra State. Institute like SCERT and Subject teachers organizations are doing their best to share their view in seminars and workshop. A lot of print materials is also published by these agencies besides some private publications, but of all these efforts are insufficient as compared to large number of teachers in the states. Mass dissemination of information and knowledge is, therefore, an urgent need and a huge task. They stressed that feedback is the most important aspect of a complete and effective communication that is often overlooked or side-tracked. None of the studies presented above have expressed the objectives in terms of different variables of competency. Moreover, very few research studies have been conducted in the area of comparison of two system has been made.

Priya (2007) a study on "An analysis of web usage among teacher education and student teachers" reported that w.w.w. is considered as an important learning environment among the student teachers and teacher educators the student teacher and teacher Education. The student teacher accesses the web more than the teacher educators. It shows that the interest has not penetrated fully in every sphere of life particularly in the academic.

Ezra K. Maritim(2009) write an article on the topic “The distance learning mode of training teachers in Kenya: challenges, prospects, and suggested policy framework”. The objectives of the study was the utility of a distance learning approach for training teachers in Kenya: its challenges, prospects, and the need for a policy framework. This legitimacy has occurred as a result of, inter alia, its flexibility with respect to time, pace and entry requirements, affordability, cost-effectiveness, and reputation for high quality. In Kenya, distance learning – although relatively new – is being promoted to attain the Millennium Development Goals, Universal Primary Education, and the Kenya Vision 2030 targets. The finding of the study show The majority of those who enrol for distance learning are teachers. It critically interrogates the readiness of the providers, the
learning and policy environments. The paper concludes that current dual-mode providers do not meet the requirements of the defining features of distance learning, and offers specific quality assuring policy directions.

**Miguel, Soblechero & Et al (2014)** studied on “A Comparative Study of Classroom and Online Distance Modes of Official Vocational Education and Training”. There were the two objectives of the study i.e. The first was to evaluate the distance model of official vocational education and training offered by means of a virtual learning platform. The second was to establish that both on-site classroom and online distance modes of vocational education and training can be seen as complementary in terms of responding to the majority of modern educational needs. The Researcher use the T-test and results gathered over the course of eleven academic years for 1,133 of our students enrolled in an official vocational education and training program, leading to the awarding of a certificate as an Administrative Management Expert. The classes were offered by the Alfonso de Avellaneda Vocational Education and Training School, located in the city of Alcalá de Henares near Madrid, Spain. They offered classes both in traditional classroom mode and through online distance learning. They are used descriptive survey method. They studied; inferential statistical techniques are subsequently applied in order to study the relationships that help form the basis for the conclusions. The finding of the study provide evidence that a broad offering of vocational education and training opportunities will facilitate access to such learning for students who require it, regardless of their age, employment status, or personal circumstances, with the online distance mode playing a fundamental role while also yielding results equivalent to those observed for classroom instruction.

**Kumar, Krishan (2015)** study on the topic “A Study of Impact of Teacher Training Through Distance Education and Formal Education on Teaching Competence, Attitude Towards Teaching and Responsibility Behaviour of B.Ed Teacher Trainees of M.J.P. Rohilkhand University Region” The objective of the study to find the impact of teacher training through distance education and formal education on teaching competence, attitude towards teaching and responsibility behavior of B.Ed. teacher trainees of M.J.P.
Rohilkhand University region. The researcher used the descriptive survey method for the study. The population of this study defined as the total numbers of B.Ed. teacher trainees (trained through distance and formal mode) of Rohilkhand University region and the sample of 300 B.Ed. trainees selected randomly both mode in equally. For the measurement of teaching competence the “Teacher Rating Scale”, and for attitude towards teaching “Teacher Attitude Inventory” choosed. The measurement of responsibility behavior of teacher trainee the investigator constructed self made test known as “Teacher Responsibility Behaviour Inventory”. The researcher fond the result of the study that the distance mode B.Ed. teacher trainees found more competent and had more favourable attitude than formal B.Ed. teacher trainees, but in the reference of responsibility behavior both mode founded equal.

**Shrivastava, Chandan (2015)** study on the topic “Professionalizing Teachers through Distance Learning: A Case of D.El.Ed. (ODL) Programme in Bihar (India).” the objectives of the study was present an overview of the D.El.Ed. (Open and distance learning) curriculum and reflect on its relevance for the distance learners. This paper was an attempt to analyze the curriculum and the transaction mechanism of this programme. He said that “Professional preparation of teachers is very significant for quality education. As per Right to Education (RTE) Act-2009, it is mandatory to have trained teachers in schools. However, there are still many untrained teachers working in the elementary schools of Bihar, which is a matter of concern for the State. Due to compulsion of the RTE act, the State has taken some initiatives to professionalize those untrained teachers.” Therefore, a distance learning programme called as Diploma in Elementary Education (D.El.Ed.) is developed by State Council of Educational Research and Training (SCERT) of Bihar. It is also discussing the transaction mechanism and the challenges ahead for this programme.

**Nadeem.Mohammad , Ali.Akhtar , & Saira.Makbool (2016)** studied on the topic “Preparing future teacher through distance learning: An Empirical Study on Students’ Perception of Teacher Education Program Provided by AIOU Pakistan”. The objective of the study was to analyse the pre service teachers training programs for the distance
learners of Allama Iqbal Open University (AIOU) Islamabad, Pakistan. This kind of training is provided to the future teachers enrolled to acquire pre service training to become a teacher in a Government educational institution in Pakistan. The data was collected by administering a 45 items agree disagree four points Likert type scale to the subjects mainly through the scheduled meetings during the workshops. The independent sample t-test, and one way ANOVA along with mean difference was worked out for the data set. A group of 490 student teachers were randomly selected from the regions of Bahawalpur, Bahawalnagar, Rahimyarkhan, Multan, and D.G.Khan Districts (Southern Punjab). The study was revealed that The planning for training is made timely but lacking physical facilities remains dominant in trainings. Although training plays an important role in students learning yet it is considered just a routine activity which made it a useless exercise. Similarly, findings reveal that co-curricular activities and child psychology are those aspects which ignored in the training.

2.3 STUDIES REALTED TO TEACHING COMPETENCIES :

Many studies have been conducted on competencies of teacher at different educational levels, in which the competencies, qualities, factors of effectiveness etc. have been identified for the development of much required competencies of the teachers, a teacher training has always been considered desirable. The training for developing competencies in teacher includes, matter related to policies and procedures.

**Biddle J. Bruce (1964)** made on important landmark research in this field and offered a model for variables involved in teacher effectiveness research keeping in mind that teacher effectiveness is establishing relationship between teacher behaviours and teaching effects. The problem was complex as teacher pupil interaction was embedded in historical, social, physical, contexts that constrained and interacted with it. It was compounded on examining the short range and long range effects. Such consideration suggested a variable system composed of seven classes:-

(1) Formative experiences.
(2) Teacher properties
(3) Teacher behaviours
(4) Immediate effects.
(5) Long term consequences
(6) Classroom situations
(7) School and community contents.

Muthayya (1962) studied the case of high and low achievers at related to the level of achievement and intelligence. Muthayya (1965) compared high achievers and with low achievers in scholastic field. He found no difference between the two groups in intelligence, aspiration level and frustration reactions. However, they were found to differ in the need for achievement. The results further revealed achievement to be negatively related to obstacle dominance among high achieving groups and ego-defiance response among low achieving groups. He studied the case of high and low achievers at related to the level of achievement and intelligence. Therefore, difference in their level in intelligence or competence is obvious.

Agarwal, M.P.(1969) Conducted a study on measurement of competence of teacher of primary school of M.P. The major objectives of the study:
(i) To develop and validate a tool to measure the competence of teachers or process criteria.
(ii) To assess the classroom teaching competence of teachers with reference to product criteria.
(iii) To measure intelligence, teaching abilities and subject knowledge of teacher as presage criteria. The study revealed:
(i) Intelligence was significantly and positively related to subject knowledge (r=0.42)
(ii) the primary teachers 52.6% did not like teaching profession and their attitude was significantly related to competencies of classroom teaching and
(iii) 70% of the teachers passed in third division and about 50% teachers did not possess adequate knowledge of subject to be able to teach competently.

DebNath (1971) undertook a research study with a view of finding out the determinates of teaching efficiency. It was found, that knowledge of the subject matter,
academic qualifications, sympathetic attitude towards students, mastery of the method of teaching, sincerity in teaching, proper use of aid and appliances in teaching and the art of questioning were the important correlates of teaching efficiency.

**Chayya (1974)** after comparing effective and ineffective teachers concluded that effective teachers had significantly better personality adjustment.

**Sadego (1977)** undertook a study on "the effects of varying sources of feedback on the general teaching competence of B.Ed. Student Teachers". A sample of twenty student teachers was selected for the study. Ahluwalias', "Teacher Attitude Inventory", Cattell's culture fare test of intelligence and Baroda General Teaching Competence Scale were used to measure the variables. It was found that there was no significant difference between the teaching competence of student teacher and attitudinal change.

**Sharma (1979)** studied "the development of teacher competency of B.Ed. student teachers in the training colleges of Rajasthan."

Objectives were:-

(i) Identify the classroom behaviour pattern of student teachers in relation to teaching competency and

(ii) to know the impact of teacher training on teaching competency. The findings revealed that:

(1) Teaching competencies like authenticity, integration, responsibility, innovativeness and attractiveness were found ion the trainees;

(2) Marital status, sex and subject of teaching had no significant role in the development of teaching competency in practice teaching.

**Mathew, R. (1980)** attempted to identify desirable teaching competencies of a physics teacher in context of presage, process and product variables. The study adopted two approaches the different presage, process and product variable of teaching were measured and factor analysed to arrive at the sets of desirable teaching competency. Secondly views of the physics teacher were content analyzed and a profile
of competent physics teachers was developed. Different variable included in the study were four presage variables, 86 teacher classroom behaviours under process variable, one product variable, four presage variables studied were intelligence, teachers attitude towards teaching, teachers self-perception of classroom behaviour. The product variable was student liking of their teacher. Major findings of the study were:

**Firstly** fourteen factors identified and interpreted as general teaching competencies which were: Competency of teachers concern for students. Competency of using audio-video aids, competency of professional perception, competency of illustrating with examples, pacing while introducing, logical exposition, class-room management, use of questions, initiating pupil participation, use of blackboard, recognition of attending behaviour, achieving closure, giving assignment.

**Secondly,** opinions expressed by students gave nineteen teaching behaviours liked by students such as interest, curiosity, difficult questions, Clear explanation, keeping students, attentive pace of teaching, experiments, interesting examples etc.

**Thirdly,** the competencies identified through factor analysis rated closed with those expected of teachers by students.

**Mutha (1980)** found that material adjustment is one of the significant factors in determining teacher’s effectiveness.

**Dev P. (1980)** investigated some personality and adjustment correlates of teacher effectiveness in her study.

**Passi B.K. and Sharma S.K. (1982)** studied teaching competency of secondary school teachers in Indore. The objectives of the investigation were:

(i) To study the relationship between teacher demographic variables, sex and age at secondary level.

(ii) To study relationship between other presage variables such as teachers attitude towards teaching, interest in teaching. Self-perception with teaching behaviour, intelligence and teaching competency.
(iii) To study the relationship between teaching competency of secondary school teachers in terms of academic achievement and pupil liking of the teacher behaviour of their teachers.

(iv) To develop instructional material for one of the identified teaching competency.

The finding of the study was as follows:-

(i) The competencies identified were: Giving assignments, loud reading, clarification, secondary loud reading using blackboard, using reinforcement, pacing, avoiding, repetition, Consolidating the lesson, dealing with pupil responses, proving pupils behaviour, audibility, using secondary reinforcement, recognizing pupils attending behaviour, presenting verbal mode and shifting sensory channel.

(ii) Male and female teachers did not differ in competency. There was a significant negative correlation between the self-perception of language teachers and teaching competency.

(iii) There was a significant positive relationship between teachers training competency and liking of their pupils of their teaching behaviour.

Das, P. Jangira and Singh (1982) have conducted a study on effectiveness of different strategies of integration of teaching skills in developing general teaching competence of student teachers.

Nadeem (1984) found a significant positive relationship between occupational adjustment and teaching success. He further revealed that more successful teachers had satisfactory occupational adjustment as compared to less successful teachers. He showed that home adjustments, emotional adjustment and occupational adjustments were significantly related to success in teaching effectiveness.

Bhogiliwal (1984) found that more competent teachers were charateristized by fairly higher level of differentiation and integration in their cognitive and perceptual functioning. They had a superior capacity for imaginative and original thinking.

Khanna, P. (1985) studied the personality patterns of effective high school teachers of Aligarh District. He found that successful teachers in the faculties of arts and science possess relatively different traits of personality.
Chowdhari (1985) undertook a factorial study of the Teaching Competencies of teachers teaching English at the secondary level: Major findings of the study are as follows:

1. All the competencies correlated positively with the product variables.
2. Location of school had no effect on half the number of competencies.
3. Demographic variables of teachers, sex and educational qualifications were found to have an impact on almost half the number of components.

Wali (1985) reported that professional dignity, altruistic temper, professional involvement, democratic attitude and family background were correlated with teacher competency.

Tharyani (1986) studied that intelligence and knowledge in their subject areas was found to be the best predictors of teacher effectiveness.

Mehta (1972); Subrahamayanm (1983); Padnabhaih (1986); mahaptra (1987); Agarwal (1988), Raju P.V.S.R. (1994) studied socio-economic status, sex, age, adjustment problem as factors of teaching competence of teachers and found a significant correlation among these variables and effectiveness.

Pachawari (1986) undertook an investigation on proficiency in teaching as a function of personality factors, frustration (regression and aggression) and sex finding of the study were.

1. Reserved and controlled teachers were more proficient in teaching that those who were out-going, tense and also those who possessed more anxiety.
2. Imaginative, trusted teachers were better in teaching.

Kaur (1998) found that in-service education and training of teachers had significantly contributed to the development of professional competency and process and structure variables had a positive correlation both with the process and structure
variables. In service education was useful in proving the skills of the teachers and had a positive effect on their attitude towards teaching.

**Rajmeenakshi (1988)** conducted a study on “Factors affecting teaching competencies of B.Ed trainees teaching physical science.” A survey was conducted on a sample of 610 students of college of education in Tamilnadu under the category of Physical Science. The data obtained was analysed using t-test and correlation techniques.

The findings of the study are as follows:

1. The style of management, the time of admission to the B.Ed. course and the teacher pupil ratio were the factors that affected the mean teaching competency of B.Ed. trainees in almost all colleges of education in Tamilnadu.

2. Female teacher’s trainees who got first class in degree examination and teacher trainees with higher socio economic status scored significantly higher in competency than others.

**Agarwals (1988)** studied the adjustment problems and their related factors of more effective and less effective teachers with reference to primary level female teachers.

**Steffenss (1990)** examined the characteristics of teacher efficiency as perceived by teachers on a sample of 70 teachers found the following characteristics:

1. Knowledge of the subject matter
2. A caring and compassionate personality.
3. Enthusiasm
4. Organization
5. A sense of humor
6. Love of children
Lalitatha (1995) studied creativity in relation to the teaching competency of B.Ed. teacher-trainees studying in the colleges of education of Bangalore University. The conclusion of her study was that:

(a) Fluency, flexibility, verbal originality, elaboration and non-verbal originality of B.Ed. trainees are associated with the teaching competency.
(b) Verbal and non-verbal creativity of B.Ed. trainees, are associated with the teaching competency.
(c) Prediction of teaching competency of b.ed trainees, based on their fluency, flexibility verbal originality, elaboration and nonverbal originality is possible.

Kukriti (1990) and S. Beena (1995) studied "Determinants of teacher effectiveness" found that teaching aptitude is a significant predictor of teaching effectiveness.

Pradhan, N. Senapathy, K. and Sahoo, S. (1997) found that there is no significant difference between teacher effectiveness of male and female secondary school teachers.

BURDSAL A. etal (1999) studied the dimensions of student's perceptions of teaching effectiveness. The factors identified were:

1. **First factor-Rapport with students**- This defined student's perceptions of the instructor's ability to produce a rapport in the classroom that creates an atmosphere conducive to learning. Instructor who scored high on this factor apparently encouraged students to express their opinion freely.

2. **Second factor-course value**- how student value course and perceived usefulness of the course was related to rapport with students.

3. **Third factor- course organization and design**-Instructor's preparedness of presentation. Instructors whom students saw as prone to delivering ill-prepared lecture, lacking organization in their approach to class and lectures, using inappropriate methods scored low:

4. **Fourth factor** was fairness in grading.
Lakshminarayan (2000) also indicated that there is a significant influence of attitude of primary teachers towards teaching on their teaching competence in DPEP and Non-DPEP districts. His research study reveals that the teaching competency of teachers was influenced by motivation, attitude towards teaching and adjustment of primary teachers both DPEP and Non-DPEP districts.

Prasad K. (2002) found that teacher effectiveness is significantly related to temperament variables.

Malm, Birgitte, Lofgren and Horst (2006) conducted a study. In this study, data show that students perceive teacher competences as an integrated whole. Positive evaluations in various areas are highly correlated. However, seven specific teacher competences could be identified. This study has also identified that there are often big differences between classes with regard to teaching and students' achievement. This study also shows differences between classes in respect of attitudes, self-confidence, conflict handling strategies and teacher competency. Of these, the biggest differences were found to be those related to the seven components and that these three factors are significantly related to students' ways of handling conflict situations.

The objectives of the study were as follows:-
(1) To study the effect of practice teaching on teaching competency of the student teachers.
(2) To study the effect of the academic qualification of the student teachers on their teaching competency.
(3) The study the effect of interaction among independent variables on teaching competency of student teachers.
Experimental method was adopted to know the effect of practice teaching on teaching competency of student teachers. The hypotheses were tested with the level of ANOVA test.

The findings of this study were as following:-

(1) Teaching competency of student teachers having practice teaching a micro lesson is better than that of student teachers having practice of simulation lessons.

(2) Teaching competencies of graduate and post graduate student teachers are the same.

(3) Teaching competencies of graduate and post graduate the student teachers having practice teaching of micro lessons and having practice of simulus lessons are equal.

**Shukla S. (2010)** conducted a study entitled as "Effect of simulated practice teaching on teaching competency of Student teachers of B.Ed." Gujarat University and it was concluded that:-

(I) Teaching competency of the student teachers having practice of micro lessons would be better than that of the students teacher having practice teaching of simulation lessons.

(II) Graduate and Post Graduate student teachers have the same teaching competency.

(III) There would be no significant effect of interaction between simulated practice teaching and academic qualifications of student teachers on their teaching competency.

**Rastogi, A. (2010)** Led a Ph.D. entitled as "Advancement of Evaluation Competencies: A Study of the Impact of the Pre-Service Elementary Teachers Education." Present study was undertaken with the following research questions:-

(i) To what extent elementary teacher education curriculum provides for development of evaluation competencies in learners?

(ii) To, what extent there evaluation competencies are developed in learners as a result of pre-service elementary teacher education?

**Kulkarni U. (2011)** conducted a study to find out the teaching competency of D.Ed. trained teachers, working in up graded primary schools of Karnataka with regard to age, gender, localities, graduates and undergraduates, science and arts, 5 years and
more than 5 years of teaching experiences. The findings of this study reveal that the age group between 25-40 and above 41 years, male and female, rural and urban teachers and 5 years and above 5 years of teaching experience teachers differ significantly in respect of their teaching competency. However arts and science teachers and graduate and under graduate teachers do not differ significantly in respect of their teaching competency.

Gracious Antony L.F. (2011) Led a study to discover the relationship amongst innovativeness and showing competency of forthcoming B.Ed. Instructors. The discoveries of this study were that:

1. Age beneath 22 of imminent B.Ed. educators, discovered superior to anything age above 22 in their classroom Management, showing helps, additional Curricular Activities. Correspondence, Teaching Methodology, morals of Teaching. Compatibility with understudies and Teaching competency.

2. Urban territory imminent B.Ed. educators found between than provincial region forthcoming B.Ed. Educators.

3. There was no huge relationship between showing competency and imagination of forthcoming B.Ed. Educators. On the premise of this survey it might be finished up the part of educator skills is critical in the loving students of their instructing conduct.

Singh Rana Pratap (2013) study on the topic “A Study of Teaching Competence in Pre and Post Training of B.Ed. Trainees in Relation to their Rank Difference in Entrance Test” the objective of the study were-

1. To study the teaching competence of B.Ed. pupil teachers.

2. To see the relationship between rank in B.Ed. entrance test and teaching competence of B.Ed. pupil teachers.

3. To see the difference if any in the teaching competence of B.Ed. pupil teachers on the variable of male - female and rural - urban background.

The present study was delimited to a sample of 100 B.Ed. pupil teachers out of which 50 will be of rural and 50 will be of urban background. After discussing the analysis of data, the investigator has reached on following conclusions:-
It means that the teacher may be competent if he has good skills. The teacher may get good rank but he will not be said as competent until he applies various skills in his teaching. Rural teachers whether higher ranker or lower ranker in pre and post training possess moderate thinking. Urban teachers whether higher ranker or lower ranker in pre and post training possess moderate thinking. It shows that the location does not effect on teaching without having skills. The male teachers whether higher ranker or lower ranker both in pre and post training, possess significantly difference in their teaching. The teacher who had achieved higher rank were found more competent in post training, which indicates that although they were not too competent before training but after training, they use different teaching skills and methods in their teaching. Consequently, their teaching was adjudged as competent. The female teachers whether higher ranker or lower ranker in pre and post training possess moderate thinking.

Anjali (2014) study on the topic “A comparative study of the pedagogical understanding, Teaching competencies and attitude of B.Ed. students Teachers of major Universities of Delhi”. In present study, attention has given to issues related to the balance between mastery of disciplinary knowledge, core teaching skills and attitude. The present study attempts to explore the scenario of teacher education in India by comparing the pedagogical understanding, teaching competencies and attitude towards teaching of B.Ed. student teachers trained through the formal mode and the distance mode. The present investigation provides crucial links in the area of teacher education which would be immense help to the educators, investigators and policy makers for formulating future plans and taking decisions in this important area. she found that There was significant difference in Teaching Competencies of B.Ed. student teachers of major universities of Delhi. However university wise analysis of Teaching Competencies revealed that all groups were found significantly different except two groups i.e. (1) GGSIP (Regular Mode) and Delhi University (Regular Mode) (2) Jamia Millia Islamia (Distance Mode) and IGNOU (Distance Mode).
Ernawati Andi & Ahmad Johari (2014) study on the topic “Holistic Teaching Competence Aspects: Study Analysis In State Senior High School Of Makassar City Indonesia”. The objective of the study was to determine the aspects of holistic competence in teaching in Indonesian secondary schools. The data were collected through questionnaire from 370 senior high school teachers in the city of Makassar. The results showed that the descriptive teachers agree on the importance of having and applying the four aspects of a holistic teacher competence. They stated that the spiritual aspects of holistic competence of teachers received very positive where teachers agree on the spiritual aspect as educators.

Aziz, Fakhra & Akhtar, Mahar (2014) studied on “impact of training on teachers competencies at higher education level in Pakistan.” The aims of study was To analyze the impact of Faculty Professional Development Program on Teachers competencies at higher education level. The Hypothesis of the study were-

(1) There was no significant difference between the overall competencies of trained teachers and teachers having no training.
(2) There was no significant difference between pedagogical competencies of trained teachers and teachers having no training.
(3) There was no significant difference between management and assessment competencies of trained teachers and teachers having no training.
(4) There was no significant difference between research competencies of trained teachers and teachers having no training.

The researcher used the Purposive sampling technique for the study. Sample consists of about 596 faculty members of both categories trained and non-trained teachers. The data were collected from Teacher Competencies Measurement Scale (TCMS) which is developed by researcher. This instrument was consisted of 26 items. The help of t-test researcher analyzed the data and found that –

(1) there was a significant difference between total competencies score of trained teachers and teachers having no training and the null hypothesis was rejected.
(2) there was a significant difference in pedagogical competencies of trained teachers and non-trained teachers.
(3) there was a significant difference in management & assessment competencies of trained teachers and non trained teachers.

Chankea Phin (2014) study on the topic “teacher competence and teacher teacher quality in Cambodia’s educational context link to in-service teacher training: an examination based on a Questionnaire survey”. the objective of this study were:

1. to study Cambodians teachers perception regarding teacher competence and improving education Quality .
2. to study the ensuring teacher quality and in service teacher training.

The data were collected with the help of Questionnaire. there were total 173 educational staff consisting in the sample. The major findings of the study were –

1. There was a average gap between teaching competence and Quality of Education towards the significance of related matter in five questions.
2. It was also shown that there was no significant difference among the responses.
3. Teacher Quality and in service teacher training also demonstrate the average gap .
4. The respondent acknowledgement shown significance relationship for in-service teacher training programme for their continuous professional development.

Tiwari Navaneet & Singh Geeta(2015) studied on the topic “ A Comparative Study of Teacher Training through Distance Mode and Formal mode in Reference to Teaching Competences of B.Ed. Teachers Trainees.” The objectives of the study were-

1. To study the teaching competence in distance and formal mode of B.Ed. teachers trainees.
2. To study the difference in the teaching competence of B.Ed. teachers trainee on the variable of male - female and rural - urban areas

The data were collected with “Teacher Rating Scale (TRS Scale) by R.C. Deva” from 100 teacher Trainee of B. Ed. colleges of Varanasi & Chandauli District .Results showed that the level of professional commitment of B. Ed. teacher trainee in Varanasi is moderate. the Researcher was found Significant differences in teaching competence of B. Ed. teacher trainee in relation to distance mode & formal mode but no Significant
differences were found in professional commitment of B. Ed. teacher trainee with regard to gender, rural & urban area.

2.4 STUDIES RELATED TO ATTITUDE TOWARDS TEACHING PROFESSION:

Attitude is important to understand human behaviour. To define what exactly an attitude is, many attempts have been made in literature. Teacher is expected not only to master the subject matter and various methods of teaching but also to show that he is capable of selecting the various study material according to the teaching goals. Demeanor towards calling implies a man’s inclination, conduct and responsibility to the calling or Job, if the educator is conferred and has inspirational state of mind then it is certain that his execution will be better, his endeavors will be productive. One of the main aims of teacher training programme is to develop a positive and favourable attitude towards teaching profession. A favourable attitude has been identified as one of the most crucial factors for the future success of education and schools. Teachers' favourable attitude is closely connected to teachers’ work performance and their ability to innovate and to integrate new ideas into their own practice as well as having an important influence on Student’s achievement.

Cook et.al. (1951) found that the attitudes of a school teacher are the results of the interaction of numerous factors, including academic, social intelligence, general knowledge, abilities, social skills, personality traits and values, and teaching techniques, therefore, attitudes may afford a key to the prediction of the teaching process of social atmosphere a teacher will maintain in the classroom.

Verma (1968) studied the impact of training on the values, attitudes, personal problems and adjustment of teachers. The sample consisted of 546 randomly selected student teachers of the B.Ed. Course from Rajasthan. Student teachers were tested at the time of joining the course and again the same tests were administered at the time of completing the course. Findings of the investigation revealed that the attitude of student teachers towards children and school work had been consistently favourable, there being a significant gain in scores at almost all points of the scale.
Sinha (1969) studied the problems and attitudes of University Teachers in Bihar. The study indicated that a little less than half (48.5%) of the teachers had selected the profession of their own choice. Almost half of them came to it without liking.

Dosaj (1970) conducted a study to find out the change in the attitude and found that the teacher trainees had no undergone a change due to the effect of the training programme.

N.C.E.R.T. (1971) conducted a study on reactions of teacher towards profession. Major findings were -
(i) The attitude of teachers differed significantly under different managements.
(ii) The tenure of service did not affect the attitude of teachers.
(iii) The attitude of male and female teachers differed significantly.
(iv) Marital status did not influence the attitude.
(v) Youngsters show more positive attitude. Experience and positive attitude are inversely proportionate.
(vi) Teacher with low qualifications were having more positive attitude towards profession.
(vii) Training appeared to be a contributing factor in development of apparent positive attitude.

Samant Roy (1971) conducted a study to investigate the possible nature of relationship among teacher attitude, teacher adjustment and teacher efficiency. The Chi-square test showed that there existed some degree of positive relationship between the variables teacher attitude and teaching efficiency, thereby showing that superior efficiency goes with favourable attitude and vice versa. It also showed a positive relationship between the variables, viz. - teacher adjustment. And teaching efficiency thereby showing that superior efficiency goes with good adjustment and vice versa.

Kaul (1972) made a factorial study of certain personality variable of popular teachers in secondary schools. One of the objectives was to study the effectiveness of
the popular teachers with respect to attitudes towards teaching; one of the results of the study was that the popular teachers had a favourable attitude towards teaching in school.

**Mishra, G. (1972) found** in his study that:-

1. There was sex difference in attitude towards teaching. Male teachers scoring significantly higher than female teachers.
2. Institutional status influence the attitude towards teaching profession, there were similar trends with regard to attitude to towards classroom teaching and students.
3. Teacher training favourably influenced the attitude towards teaching profession.
4. Designation of the teacher did not influence the attitude towards teaching profession.

**Mehrotra (1973)** studied the effect of teacher education programmes on the attitude of teachers towards the teaching profession. The study was based on the data collected from the full time and correspondence course students of 1968-69 sessions. He found that –

- the attitude of those who completed the course was more favourable than that of those who did not
- The attitude of same age groups towards the teaching profession at the end of the course was less than at the beginning
- The attitude was more favourable with higher age group and it increased as the age increased except a decrease in between the age group thirty to thirty six and
- The attitude became more positive with more teaching experience except for the group with 13 to 17 years experience.

**Aluwalia (1974)** developed the teacher attitude inventory (TAI) and studied a change of attitude of student teachers. He found that the mean attitude scores, as a general rule were found to decrease in place of improving at the end of training programme. The mean attitude scores were changed either positive or negative as a consequence of the nature of training programme provided by different institutions, sex
wise and institution-wise mean attitude score difference were found but these were not significant.

Singh S.K. (1974) conducted a study and the findings were:- (i) There was a significant relationship between attitude towards teaching and classroom verbal interaction of students teachers of secondary level.

(ii) Lecturing, criticizing and justifying authority, direct influence and restrictiveness were found to be negatively correlated with attitude toward teaching.

(iii) Pupil talk and pupil initiation ratio were found to be associative with attitude towards teaching in male and female groups.

(iv) Teacher response and question ratio were found to be related to attitude towards teaching.

(v) The restrictiveness, restrictive feedback and justifying authority were found to be negatively associated with attitude towards teaching.

(vi) The teacher talk was found to be independent or not related to attitude towards teaching at any level.

Saran (1975) conducted a research on “Study of Teacher’s Attitude towards teaching profession and certain personality variables as related to their level of education and amount of education.”

The findings of the study were as follows:-

(i) The attitude of teachers towards the teaching profession was positively related to certain personality factors.

(ii) Attitude towards teaching profession was not positively related to experience in the teaching profession as well as age.

Saraswat (1976) conducted a study. The major findings of the study were:-

(1) Most of the high school teachers did not possess positive attitude towards their professional training.

(2) There were significant differences between the male and the female and the science and arts teachers.
(3) High Academic achievers did not like teacher training while, the low achievers did.
(4) The teacher with a low level of intelligence had positive attitude towards teacher training but the teachers with a high level of intelligence did not.
(5) Teaching experience was not related to attitude towards teacher training and
(6) Academic achievement, intelligence and attitude were inter dependent.

Malhotra (1976) studied the teacher classroom behaviour in relation to presage variables as teacher attitude and adjustment, and product variables of student liking and perceived behaviour by peers, principals and self. One of the findings was that the teachers with positive attitude were more indirect in their classroom behaviour than teachers with negative attitudes.

Sukhwal (1977) made a study on "Attitudes of married lady teachers towards the teaching profession." The major finding of the study was:
(i) Majority of the teachers favoured the profession.
(ii) The higher the age the greater was the increased in the degree of favourableness in attitude towards the profession.
(iii) Experience played a great role in the development of favourable professional attitude.
(iv) Qualification - wise there was an increase in the favourable attitude towards the profession with the increase in qualification and
(v) Trained teachers were found to possess more favourable attitude towards teaching than the untrained teachers.

Tripathi (1978) studied the organizational climate and teacher attitude of 840 teachers, 10 each from the entire 84 intermediate college of Banaras district, major findings of study were-On professional attitudes the mean differences between teachers of rural and urban colleges. Govt. and private colleges and girls and boys colleges were not significant.

Jallel, S.S. (1979) AND Pillay G.S. found that:-
(i) The age and experience of college teachers appeared to have definite positive relationship with their attitude towards teaching profession.

(ii) The teacher who had developed sound attitude towards teaching profession was relatively more traditional and impersonal.

**Bhandarkar (1980)** conducted "A study on Polytechnic Teacher’s attitude towards teaching profession and its correlate"

The study revealed that:

1. The attitude towards the teaching profession was not significantly related to the qualifications of the teachers.
2. There was a significant and positive relationship to the age of the teacher and their attitude towards the teaching profession and
3. The family problems were not significantly related to teacher’s attitude towards the teaching profession.

**Mann (1980)** conducted a study on "some correlates of success in teaching of secondary school teacher"

The findings of the study were as follows :-

1. The relationship between attitude of teachers towards the teaching profession, classroom teaching and success in teaching was significant.
2. The successful teachers had healthier attitude towards teaching profession than the unsuccessful teachers.
3. There were significant differences in personality characteristics, attitude towards teaching profession of successful and unsuccessful teachers.

**Sentz (1981)** conducted a study to determine if there are relationship existing between performance and attitudes of student teacher working with supervising teachers who perceive themselves as having leadership style. The study concluded that supervising teachers and student generally rated performance higher for those who worked with supervising teachers who combined task and relationship oriented leader behaviour.
Goyal J.C. (1981) concluded that most of the teacher educators were found to have favourable attitude towards teaching in a teacher education institution. The group based on sex, age, qualification and teaching experience did not differ in their attitude.

Well, B. and Boroughts, T.R. (1982) studied the attitude change of pre-professionals in the teacher educational programme before and after the early field experience had a positive impact on attitudes of the teacher trainees. They felt more positive attitude towards pupils and teaching.

Jones (1983) conducted a study to identify the relationship that exits among professional educators attitudes towards student and school and also the students attitude toward teacher and school the conclusion of the study were-
(a) Professional educators in open climate schools tended more positive attitude towards students and school work than professional in closed climate schools.
(b) Professional educator's attitudes, Student's attitudes, and school size are not related to school climate.

Mishra (1984) in her study revealed that professional attitude of a teacher and his personality adjustment are important factors because these two factors play a important role in teachers personal and professional life. A positive relationship 0.49 was found between the two variables which is significant at 0.01 level. The result reveals that there is a significant relationship between professional attitude and personality adjustment.

Som (1984) conducted a study and the findings in reference to teachers personality and attitude towards teaching were as follows :-
(1) Teachers were normal in respect of teachers attitude towards pupil.
(2) Female teachers tended to be higher than males in their attitude towards teaching.
(3) Male teachers were found to be more imitative than female teachers and
(4) Introverts have more favourable attitude towards pupil and extroverts have no significant association with the attitudes.
Gakhar and Gupta (1985) in their study suggested that a positive favourable attitude make the work not only easier but also more satisfying and professionally rewarding. Major findings of the study -

(i) The female scored high on all dimensions of attitude towards teaching as compared to male

(ii) Interaction of sex and locus of control has significant effect on attitude towards teaching.

Singh (1986) made a study on Teaching Attitudes of Punjab Teachers in relationship to sex, place of posting and type of institution. The findings of the study were as follows:-

1. The attitude of the trained graduate teachers of Punjab towards the teaching was found to be negative.
2. Sex was found to be significantly related to teacher attitudes. Male teachers had higher mean than female teachers.
3. The place of posting and the type of the institution were not to be significantly related to teacher attitudes.

Khatoon (1988) conducted a study on Teacher Classroom Behaviour, Attitudes and work values. The study of teacher’s classroom behaviour and attitude towards teaching revealed that attitude towards teaching is not related to the type of the teacher’s verbal behaviour in the class room.

Omoregie (1994) reported that the majority secondary schools teachers do not possess positive attitude towards their profession.

Kumar (1995) found that there is significant difference in the attitude of male and female teacher’s trainees.
**Hussain, S. (2004)** "Effectiveness of teacher training in Developing Professional Attitude of Prospective Secondary school teachers". In the light of comparison undertaken, it was found that the teacher training Institutions were not successful in developing the professional attitude of prospective secondary school teachers. The trend in the development of attitude among female students slightly greater than the male students. The arts and science graduate exhibit no significance difference in the development of attitude. Teacher training programmes need reevaluations and recognition to remove the draw backs. The traditional selection criterion for admission in teacher training should be changed. The duration of teacher training should be lengthened to develop a favourable attitude of student teachers towards teaching profession.

**Halawah, I. (2008)** conducted a study entitled as "Factory Influencing Respective Teachers' Attitudes toward Teaching" in U.A.E. Results showed that there are six factors clearly extracted from the data. The first and most important factor consisted of seven items related to salaries and promotion. The second factor had six items about the relationship between teachers and society and parents. Enjoy in teaching was the third factor affecting perspective teachers' attitudes. The last there factors were teaching load, curricular and students.

**Bedel, F, Emine (2008)** conducted a study. The results of this study showed that the participants had fairly high positive attitude towards teaching. On the other hand, despite these high positive attitudes, almost all the participants indicated that their further plans did not include being involved with early childhood education. In the general, the demographic characteristics were not significantly related to these attitudes. Attitude toward teaching was negatively related to overall external locus of control and it was not related to internal locus of control at a significant level.

**Raymond et.al (2008)** conducted a study, to examine the factors which influence public attitudes towards teacher education in Nigeria. A questionnaire made up of 12
items was used to gather data on public determinants of negative attitude towards teacher education. The result of study, indicated that the low social status accorded teachers. Poor remuneration; irregular salaries were influential on university prospective students and public attitude toward teacher education.

**Hussains, Ali R. & others (2011)** conducted a study to measure the attitude of secondary school teachers towards their teaching profession. This study was descriptive in nature. An attitude scale towards teaching profession (ASTTP) developed by Hussain (2004), having sixty-six items and four components was administered to the respondents to determine the subject attitude towards teaching profession. All the secondary school teachers teaching at secondary level in district Mulatan(Pakistan) constituted the population of the study. Forty secondary school comprising male and female, rural and urban and public and private were selected as a sample of the study. The conclusion of this study were the attitude of teachers towards teaching profession is very important for the teachers performance and their students. The analysis of data revealed that the majority of the secondary school teachers does not possess positive attitude towards the profession.

It is very alarming situation for education system. . It was also found that the female secondary school teachers have more positive attitude towards the profession. This may be the result of the stereotyping belief that "teacher is a feminine job". Female teachers might feel the job appropriate for them. The comparison of science and arts secondary school teachers exposed that science teachers possess more positive attitude towards teaching profession as compared to the arts teachers. The impact of rural and urban environment on the attitude of secondary school teachers was also studied. It unconcerned the fact that the majority of teachers working in the rural areas was more committed and satisfied as compared to the teachers working in the urban areas.

**Garg, Mamta(2012)** concentrated on the subject "Attitudinal corresponds of scholastic execution of educator learners in separation and up close and personal
The motivation behind the present study was to investigate the two attitudinal variables, to be specific, mentality towards instructing and recognition about Bachelor of Education (B.Ed.) of optional instructor learners and to see the impact these two variables on their scholastic execution. The findings revealed that performance of distance trainees in theory papers as well as in aggregate is related significantly with their perception about relevance of course content of theory papers, overall perception about Bachelor of Education (B.Ed.) course and attitude towards teachers. But their performance in skills in teaching can be predicted by all the seven measures of attitude towards teaching and also by overall perception about B.Ed. course. Among on-campus trainees, only two attitudinal measures (i.e. overall perception about B.Ed. course and attitude towards showing calling) has developed as noteworthy relates of imprints in hypothesis and one and only variable i.e. demeanor towards showing calling is associated with abilities in instructing. None of the attitudinal variable is correlated with the overall performance of these trainees.

Santwana G. Mishra & K.L. Chincholikar (2014) study on the topic “A Study Of Relationship Of Academic Achievement With Aptitude, Attitude And Anxiety”. The Objective of the study was To study the relationship between academic achievement score of M.Ed. students with their Attitude, Aptitude and Anxiety Score. and the Hypothesis was Aptitude score, attitude scores and anxiety scores are significant predictors of academic achievement score. A sample of 296 M.Ed. students from the department and colleges of Education affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad was selected randomly for the study. Standardized test were used for assessment of teaching aptitude, attitude and anxiety in M.Ed. students. Linear regression was used as a statistical tool for inferential analysis on the collected data. It was found that teaching aptitude level and anxiety are significant predictors of the academic achievement score in M.Ed. students. Anxiety was found to have a negative relationship to the academic achievement. It is recommended that more study should be done for role of anxiety in the area of teacher education.

Iqbal, M. Mohammad & Bichoo, T Abdullah(2014) studied on “Attitude of Secondary School Teachers Towards Teaching With Special Reference to Rural and
Urban Background”. The aims of the Study was To find and compare the attitude of rural and urban teachers towards teaching profession. The data were collected with Attitude Towards Teaching Profession Scale (ASTTP) developed by Umme Kulsum (2009) from 300 secondary school teachers drawn from Govt. Secondary Institutes of Anantnag and Srinagar Districts of Kashmir. The data was analyzed with the help of Mean, Standard Deviation and test of significance. the result revealed that the-

(1) Rural as well as urban teachers seem to be realistic and believe that correction and modification is the best part of a teacher’s job.

(2) Urban teachers are seen to have better psychological orientation of teaching, are seen to derive more pleasure, happiness than their counterparts.

(3) Both the groups believe that teachers’ participation in the co-curricular activities make them to learn more about students’ abilities and interests.

Shahla shaheen (2015) studied on “A Comparative Study of Female Pupil Teacher’s and Secondary School Working Teacher’s Attitude towards Teaching Profession.” The aims of the study were-

(1) To compare the attitude of female Pupil Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers working in A.M.U. towards teaching profession.

(2) To compare the attitude of female Pupil Teachers pursuing B.Ed. course in A.M.U. and female Secondary School Teachers working in A.M.U. towards teaching profession.

(3) To compare the attitude of female Pupil Teachers pursuing B.Ed. course in A.M.U. and male Secondary School Teachers working in A.M.U. towards teaching profession.

the researcher formulated the following hypothesis which is given below-

(1) There was no significant difference in the attitude of female Pupil Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers working in A.M.U. towards teaching profession.

(2) There was no significant difference in the attitude of female Pupil Teachers pursuing B.Ed. course in A.M.U. and female Secondary School Teachers working in A.M.U. towards teaching profession.
(3) There was no significant difference in the attitude of female Pupil Teachers pursuing B.Ed. course in A.M.U. and male Secondary School Teachers working in A.M.U. towards teaching profession.

The data was collected on Female Pupil Teachers (N=79) pursuing B.Ed. course and Secondary School Teachers (N=100) working in A.M.U. The data were collected with “Attitude Scale” developed by S.P. Ahluwalia to measure the attitude of Female pupil teachers pursuing B.Ed. course.

The result of the study were-
1. There was significant difference in the attitude of female Pupil Teachers pursuing B.Ed. course in A.M.U. and Secondary School Teachers working in A.M.U. towards teaching profession.
2. There was significant difference in the attitude of female Pupil Teachers pursuing B.Ed. course in A.M.U. and female Secondary School Teachers working in A.M.U. towards teaching profession.
3. There was significant difference in the attitude of female Pupil Teachers pursuing B.Ed. course in A.M.U. and male Secondary School Teachers working in A.M.U. towards teaching profession.
4. Female pupil teachers had better and favourable attitude towards teaching profession when compared to total sample of working teachers.
5. Female pupil teachers had better and favourable attitude towards teaching profession when compared to sample of female working teachers.
6. Female pupil teachers had better and favourable attitude towards teaching profession when compared to sample male of working teachers.
7. Prospective teachers had better attitude towards teaching profession.
8. Working teachers seemed to be bored to the routine nature of work.

Tiwari, Navaneet & Singh Geeta (2016) conducted a study on the topic “A Comparative Study of Impact of Teacher Training Through Formal Education and Distance Education on Teaching Attitude Towards Teaching of B.Ed. Teachers Trainees”. The objective of the study was To compare the attitude teaching of B.Ed. trainees, trained through distance education system and formal education system.
Normative surrey method was used for this study. The data collected by S.P. Ahluwalia teacher attitude inventory (T.A.I.) The sample of 100 B.Ed. teacher trainees selected randomly both mode in equally i.e. 50 form formal mode and 50 from distance mode. the findings of the study was that the formal mode of teacher training have more effective than distance mode of teacher training. There was significant difference in the attitude towards teaching of B.Ed. trainees trained through distance mode and formal mode of teacher training.

CONCLUSION:

This chapter presented a review of related literature on distance and formal teacher training programme, teaching competence and attitude towards teaching of teachers. On the basis of this review it may be concluded that teacher training is very important in developing teaching competence favourable attitude in teacher.

A large number of research studies have been conducted in India and abroad dealing with teacher education programme and its impact on various aspect of teacher behaviour. But the comparative impact of teacher training through distance mode and formal mode in relation with competency and attitude was not studied thoroughly yet. Some studies pointed out that distance mode of training is more effective while on the other hand some revealed that the effect is not significant. In the same way, formal mode of teacher training is more effective.

All these conclusions support the belief that a study in which the impact of training through distance mode and formal mode is comprehensively and comparatively be studied. This survey of research studies and literature in this chapter, thus, provides a sufficient Justification and ample relational for the present study.