

Chapter II

Review of Related Literature

2.1 Introduction :

The review of literature is designed to identify related research and to set the current research within a conceptual and theoretical context. The review of related literature aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic.

According to Best (1978), the research for reference material is time consuming but a fruitful phase. A familiarity with the literature of any problem helps the researcher to discover what is already known, what others have attempted to find out, what has remained to be unsolved, what method is useful to solve the problem.

Review of related literature is a significant aspect of any research work to know, what others have learned from similar research situations and to help in the formation of hypothesis for the study. As Fox (1969) pointed out, it becomes part of the accumulated knowledge in the field and so contributes to thinking and research that follow.

The researcher has attempted to present relevant reviews of related researches. In the first chapter, the background and motivation for this study were developed and described.

In this chapter, the review is organized according to the aspects involved in the study such as Socio-economic Status of B.Ed. students, Perception about teacher training and teaching profession, Attitude towards teacher training and teaching profession. Each aspect has three sections.

- The first section is the *literature* or *theoretical review* which investigates about theoretical background and thoughts of educationists in the related field.
- The second section of the review presents the review of *researches* conducted in the related field.
- The third section deals with *contribution* of the review in the present research.

The importance of teacher in influencing the quality of educational process and its product is unquestionable. The entire edifice of education is shaky if the teacher is weak and ineffective. An effective teacher, therefore, is a must for educational improvement, which we are striving hard to bring about.

The Kothari Commission has rightly pointed out that- of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible preparation and creating satisfactory conditions of work in which they can be fully effective.

The importance of teachers in the educational programme of the country is of great significance. The greatness of the country does not depend on huge buildings, gigantic projects and large armies but on the quality of its citizens. If nation has a youth of sterling character and unimpeachable patriotism, it is found to make rapid progress in all fields. Therefore, the sacred duty of the teacher is to impart the right type of knowledge and make them good citizens. It is the teacher who impresses his/her students with his/her personality.

In any educational institutions, more than buildings, libraries and laboratories, it is the technical competence and the human qualities of the teacher that plays largest part in the ease with which the student acquires knowledge, builds up skills and develops the right attitude to work and enterprise.

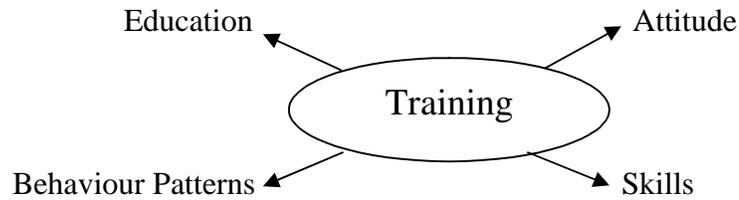
Related to the present study theoretical and research review was taken as follows-

2.2 Theoretical Review

2.2.1 *Teacher Training and Teacher Education:*

In the Glossary of Training Terms-published in 1971 in London by the Department of Employment, training has been described as-systematic development of attitude, knowledge, skill, behaviour patterns required by an individual in order to

perform adequately a given job or task. Training involves certain components like- attitude, skills, behaviour patterns and education.



Teacher education has been described as-all formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession and to discharge his responsibilities more effectively. The concept of ‘Teacher Education’ is not new. However, scholarliness was considered the sole criterion for becoming a teacher. But, this is not the situation today.

Some decades ago, teachers were not given any sort of formal training. Only good academic achievement was considered as a qualification. In the Gurukula System which prevailed in India during the Vedic and Upanishad times and even later, children from the upper strata of society would go and spend their formative years of life in the hermitage of the teacher located on outskirts of a village or on the bank of a river or in a forest. The teachers of such Gurukulas were men of high integrity and sterling character, dedicated their life to acquisition of Gyana or Learning, pursuing the spiritual path.

It may be worthwhile to recall that, till a century ago teaching was mastered mainly by gaining experience. No formal, theoretical or professional training was considered necessary. Even a new teacher learnt under the guidance of an elderly and experienced person. Usually, this was taken up after the completion of academic study of the subject.

Teacher education and training now includes every aspect of the pupil-teacher’s personality. One may define Teacher Education as such institutionalized educational procedures that are aimed at the purposeful organized preparation or further education of teachers who are engaged directly or indirectly in educational activity as their life work.

The aim of teacher training is the formation of educated and cultured persons concerned with education. The aim and objectives of teacher education are intimately related to the ideals of education. A person, who knows a subject well, can teach others. But, with training he/she may do still better, since he/she learns the scientific aspect of training, which includes the skill of handling various types of teaching aids, questioning, treatment of answers, classroom management, etc.

2.2.1.1 The Origin of Teacher's Training:

Teacher Training has its birth during the British period. Around 1802, William Carey set up a normal school for primary teachers at Serampur. The Calcutta School Society established in 1819, took early steps to train teachers. The need for teacher's training drew attention of Sir Thomas Munro, Governor of Madras. In his minute of 10th March 1826, he observed – 'No progress in education can be made without a body of better instructed teachers'. He further recommended the establishment of central school of educating teachers.

The Calcutta Ladies Society also organized a training class in 1828 for women teachers in the Calcutta Central School for girls. In 1829, the Native Education Society of Bombay started training for primary teachers.

Initially, most of the institutions and organizations were started to train teachers for primary schools. Later the need for training secondary teachers attracted the attention of the new Department of Education, established in 1855. Thus, many efforts were made to increase and improve teacher's training, up to the middle of 20th century.

2.2.1.2 Teacher's Training at Various Levels:

In India, teacher's training exists at various levels like –

- i) Teacher's training at pre-primary level
- ii) Teacher's training at primary level
- iii) Teacher's training at secondary and higher-secondary level
- iv) Teacher's training for special subjects
- v) Master's degree in teacher's training and education.

Since the researcher is concerned with the teacher training at secondary and higher-secondary level, i.e., B.Ed. training, it is explained in detail as follows.

2.2.1.3 Secondary Teacher Education:

The teacher's training program at B.Ed. (i.e., Bachelor of Education) level is of one academic year and is open for students with minimum qualification of graduate degree, may be from any stream – Science, Arts or Commerce. This one year training helps to get an eligibility to teach to Secondary and Higher Secondary classes. More information about this course in Education and its trainees will be given in succeeding sections as the emphasis of the researcher is to study the relationship of socio-economic background with perception and attitude of B.Ed. students towards teacher training and teaching profession.

2.2.1.3.1 Secondary Teacher Education: The Beginning:

The history of Teacher Education in modern India is less than 200 years old. The first effort to impart teacher training to in-service primary school teachers was made by private agencies in the year 1889 in the cities of Madras, Mumbai and Calcutta. A systematic effort by the Government was started in the year 1856 in the form of Normal Schools for training of prospective teachers. It was limited to the training of primary school teachers. The undergraduates taken for training had to undergo training for two years. However, it was a popular employment giving training in those days. By the year 1881-82, the number of training institutions grew to 106 but till then there was no secondary teacher training institute in India.

The Indian Education Commission (1881-82) marked the beginning of secondary teacher training institutions in India. By the year 1894 six training colleges came into existence with colleges at Kurseong, Lahore, Madras (1886), Allahabad, Jabalpur (1890), Rajamundri (1894). Therefore formal Secondary Teacher education is only about 125 years old in India. Thereafter, it passed through a process of reform on the basis of suggestions of Government of India resolution (1904) – one year training for graduates, practicing school attached to training college, inclusion of theory and practice of teaching, establishment of link between training college and schools. Sadler commission

was the first to propose Department of Education in Dhaka University. Hartog committee in 1929 and Sargent committee in 1944 made provision of refresher courses for in-service teachers. However, the growth was slow and by the year 1948 only 10 secondary teacher training institutions were functioning in India. The number increased to 50 in the year 1965 and 633 in the year 1995 in the form of Teacher Education Departments in Universities, Colleges, Centers of Advanced Studies at NCERT's Regional Colleges of Education throughout the country.

2.2.1.3.2 Present Status of Secondary Teacher Education:

Teacher education in India is an important sector today from the following two points of view-

1. The demand of state-wise and central requirement of teachers for various levels of school education is met through the sector of Teacher Education in our country.
2. Teacher Education has been successful in generating good employment opportunities for the youth in the country.

Since the year 1993, in case of general teacher education programs all the teacher educational institutions run by above mentioned agencies need formal approval of National Council for Teacher Education (NCTE) for their regular functioning. Since the year 1992, in case of Special Education teacher education courses, the approval is given by Rehabilitation Council of India (RCI) as per the norms framed by it time to time.

2.2.1.4 Method of Teacher's Training in Historical India:

Right from the ancient period, teaching has been considered as one of the most respected professions in India. When well organized human societies came into existence, the need to guide, teach and mould its children in a proper way, aroused requiring persons who could perform the role of Gurus or of teachers. The task of shaping the future citizens is a noble one and so the teacher has always occupied a place of honour in the Indian society over the ages.

The preparation of teachers has changed with the passage of time and according to the expectations of society. But, in ancient India, the teacher was 'Guru', who was well versed in knowledge and was having great respect for his high personal qualities of head

and heart, also for his knowledge and spirituality. In the medieval period, the expectations of the society changed his role, making him a master of his subject area.

2.2.1.5 Method of Teacher's Training in Modern India:

In the modern times a teacher has to perform different roles to face the challenges of the present day demands.

The changed social, economic and political conditions in modern India changed the traditional system of education and of teacher's training. The various committees and commissions appointed by Government have given many recommendations for the improvement of teacher's training or teacher education.

A] The University Education Commission (1948 – 49)

Just after independence the University Education Commission was established under the chairmanship of Dr. S. Radhakrishnan. In 1949, this commission recommended that –

- i) To start training institutes of teachers and to divert a large number of students into them.
- ii) To organize refresher courses for college teachers.
- iii) To transform the teacher training colleges into constituent colleges of universities.

(Report, 1949)

B] The Secondary Education Commission (1952 – 53)

According to this commission, teacher is the most important factor in the educational reconstruction and improvement. This commission recommended that –

- i) Teacher training institutions should be on two levels –
 - (a) Primary Teacher Training Institutions,
 - (b) Secondary Teacher Training Institutions.
- ii) The teacher trainees should receive training in co-curricular activities.
- iii) Special part-time training for women teachers should be conducted. (Mudaliar, 1953)

C] The Kothari Commission (1964 – 66)

This commission was set up by Government of India under the chairmanship of Dr. D. S. Kothari for qualitative improvement of education. For improvement in teacher's

training, it recommended that – the staff in teacher’s training institutions should hold a master’s degree either in Education or in an academic subject with B.Ed. (Kothari, 1966)

D] National Policy on Education (1968)

Indian Parliament adopted this policy in 1967, recommended that, teacher education, particularly in-service education, should receive due emphasis. (Report, 1968)

E] Challenges of Education – A Policy Perspective (1988)

According to the report published by Ministry of Education - Government of India in August 1985 as – *Challenge of Education– A Policy Perspective* – ‘Teachers performance is the most crucial input in the field of Education. Whatever policies may be laid down in the ultimate analysis, these have to be interpreted and implemented by teachers as much through their personal example as through teaching-learning processes.’ (Report, 1988)

F] National Policy on Education (1986)

This policy gave recommendations on teacher education as -

- i) New knowledge, skills and favourable attitudes should be developed among teachers to meet the present needs. Orientation of teachers should be a continuous process of teacher education.
- ii) Similar to State Council of Educational Research and Training (SCERT) at state level and the district level bodies may be established and it may be called as the District Institute of Education and Training (DIET). (Report, 1986)

G] Program of Action (1992)

This is a revised version of National Policy on Education (1986) in which policy formulations are reiterated. Program of Action also recommended about development of new knowledge, skills and favourable attitudes among teachers to meet the present needs, orientation of teachers should be a continuous process and also recommended about establishment of S.C.E.R.Ts. and DIETS. (Report, 1992)

H] National Curriculum Framework (2005)

Guidelines given by N.C.E.R.T. in the form of Curriculum Framework makes us more clear about the need of development of proper attitude in teacher trainees through teacher education as – Teacher Education must come more sensitive to the emerging demands from the school system. For this it must prepare the teacher for the roles of being an:

- encouraging, supportive and humane facilitator in teaching-learning situations to enable learners (students) to discover their talents, realize their physical and intellectual potentialities to the fullest and to develop character and desirable social and human values to function as responsible citizens; and
- an active member of a group of persons who makes a conscious effort for curricular renewal so that it is relevant to changing societal needs and the personal needs of learners.

To be able to realize this vision, teacher education must comprise the following features to enable student-teachers:

- To understand the way learning occurs and to create plausible situations conducive to learning.
- To view knowledge as personal experiences constructed in the shared context of teaching-learning, rather than embedded in the external reality of textbooks.
- To be sensitive to the social, professional and administrative contexts in which they need to operate.
- To develop appropriate competencies to be able to not only seek the above-mentioned understanding in actual situations, but also be able to create them.
- To attain a sound knowledge base and proficiency in language.
- To identify their own personal expectations, perceptions of self, capacities and inclinations.
- To consciously attempt to formulate one's own professional orientation as a teacher in situation-specific contexts.
- To view appraisal as a continuous educative process.
- To develop an artistic and aesthetic sense in children through art education.

- To address the learning needs of all children, including those who are marginalized and disabled.
- To develop the needed counseling skills and competencies to be a 'facilitator' for and 'helper' of children who are in need of specific kind of help in finding solutions for day-to-day problems related to educational, personal and social situations.
- To learn how to make productive work through a pedagogic medium for acquiring knowledge in various subjects, developing values and learning multiple skills.
(Report, 2005)

I] Curriculum Framework for Teacher Education (2006)

The Curriculum Framework for Teacher Education given by N.C.T.E. and N.C.E.R.T. emphasized the development of competent teachers and their professional development as- 'The making of a teacher involves a process of development of a beginner into an equipped professional. Such a process of development is viewed by some researchers as consisting of stages. A pre-service teacher education program accepts a student at the novice stage and aims to make her into a competent professional who then strikes to further her own professional development and participates actively in creating communities of professional practice. It is important to consider the pre-service preparation of teachers as *Initial Training*, requiring further hunting of professional skills through longer term placement in schools.' (Report, 2006)

From all these recommendations and suggestions given by various commissions and committees, it is clear that, a teacher's training program in modern India has undergone many changes time to time. It can also be understood from the historical review of teachers' training, which reveals that the teacher preparation in ancient period was not systematic but concentrated on practical aspects of teacher preparation. But, step-by-step it became systematic giving more emphasis on theory and its practical implications. The National Council of Teacher Education (N.C.T.E.) also prepared and suggested some rules and regulations in the curriculum for the preparation of teacher at different stages where it tried to give equal importance to both theoretical orientation and training in practical aspects and development of skills, which are essential for an effective

teacher. The development in education expects a balanced and competent teacher to meet the emerging needs.

2.2.2 Socio-Economic Status:

Socio-economic status is the ranking of an individual by the society he lives in, in terms of his material belongings and cultural possessions along with the degree of respect, power and influence he wields (Bhardwaj, 2001).

The International Dictionary of Education (1977) explains socio-economic status as a person's position in any given group, society or culture as determined by wealth, occupation, education and social class where social class is the grouping of the people on a scale of prestige in a society according to their social status. It is determined by many factors such as occupation, income, moral standing, family history, social grouping and organization, type of schooling and area of residence.

Socio-Economic status includes an individual's social and economic status.

Following paragraphs explain the concepts of status, social status, economic status and socio-economic status.

Status

By the term status, we mean the recognition given to an individual by his group relations (Kelly, 1951). As a rule of conservation (Cooley, 1956) in terms of the sense of belonging (Park and Burgess, 1921), it is the result of the ranking of a role by the group (Ogburn and Nimcoff, 1960) that determines for its possessions of a degree of respect, prestige and influence (Maclver and Tague, 1937). They are, thus, the ancient powers and privileges of the family bestowing prestige, authority and power (Mussen, Conger and Kagan, 1963).

Societies have thus developed two (Distinct) types of status – The ascribed and the achieved (Linton, 1936; Cole and Montgomery, 1959; Ogburn and Nimcoff, 1960).

The ascribed status is the recognition which a society gives to a person because of his position (Cole Et Al., 1959). It is assigned to individuals without any reference to

their abilities or innate differences (Linton, R. 1936). Thus it can be predicted and ascertained since birth.

The achieved statuses are those requiring special qualities although they are not necessarily limited to them. They are not assigned to an individual since birth but are left open to be filled through competitions (Linton, 1936; Ogburn and Nimcoff, 1960) and individual efforts (Linton 1936; Cole Et Al., 1959).

Social Status

A social person is one who conforms to the three criteria of social development as he should behave in an approved manner, play the role which society prescribes for him and possess favourable attitude towards people and social activities (Hurlock, 1964).

Social Status, therefore, is an indication of one's position of respect, prestige and influence in the social structure (Maclver and Page, 1937; Cole and Montgomery, 1959; Rogers, 1962) apart from his personal attributes (Maclver and Page, 1937) which may either inhibit or enhance an individual's access to sources of information and his willingness to deviate from group norms (Rogers, 1962) and may vary with the groups (Cole Et Al., 1959).

Economic Status

The word economic is used generally for the motives involving earning a livelihood, the accumulation of wealth and the like (Drever, 1964). The economic endeavor entails 'cherishing of things because of their material value (Spranger, 1928) at the pursuer by virtue of this activity, craves for himself a place in society recognized as Economic Status'. Economic Status, thus, stratified modern population according to the amount and sources of income which is usually derived from a set of occupational activities, the ownership of property or both.

Socio-economic Status

The Socio-economic Status is obviously a blending of the two statuses as enumerated earlier. Though none of the two can exist without each other yet they are

distinctively different. Socio-economic Status appears to be the resultant of the position of an individual in a society by virtue of a complex fusion of both of them which often do not run parallel to each other in their own areas. This intermingling takes place in an undefined and curious manner eventually to present an indicator to Socio-economic Status.

Socio-economic Status, would, therefore, be a ranking of an individual by the society he lives in, in terms of his material belongings and cultural possessions along with the degree of respect, power and influence he wields.

The blended complex of two statuses in terms of Socio-economic Status as such remains a highly important sociological concept, is usually measured in terms of **occupation of father** (Warner and Lunt, 1949; Dineen and Garry, 1956; Hollingshed and Redlich, 1958; Sargent and Williamson, 1958; Tyler, 1965; English and English, 1959; Kuppuswamy, 1962; Pareek and Trivedi, 1964; Shirpurkar, 1967; Aaron, Narihal and Matiesha, 1969; Ruch, 1970; Kulshreshtha, 1972), **education of father** (Freeman, Holginger and Mitchell, 1928; Warners Et Al., 1949; Hollingshed and Redlitch, 1958; Kuppuswamy, 1962; Pareek and Trivedi, 1964; Shirpurkar, 1967; Aaron Et Al., 1969; Ruch, 1970), **house** (Freeman Et Al., 1928; Warners Et Al., 1949; Pareek and Trivedi, 1964; Tyler, 1965; Shirpurkar, 1967; Aaron Et Al., 1969; Kulshrestha, 1972), **income** (Warners Et Al., 1949; Sargent Et Al., 1958; English and English, 1959; Kuppuswamy, 1962; Hurlock, 1964; Ruch, 1970; Kulshrestha, 1972), **social cast and class** (English and English, 1959; Pareek and Trivedi, 1964; Shirpurkar, 1969; Sarkar and Haseen, 1973), **neighbourhood** (Freeman Et Al., 1928; Warners Et Al., 1949; Ruch, 1970), **material possession** (Shirpurkar 1967; Aaron Et Al., 1969; Kulshrestha, 1972), **land farm powers and family** (Pareek and Trivedi, 1964; Shirpurkar 1967), **residential address** (Holingshed and Redlich, 1958), **reading matters** (Freeman Et Al., 1928; ; Kulshrestha, 1972), **quantity of clothes** (Aaron Et Al., 1969; ; Kulshrestha, 1972), **amount of social participation** (Ogburn and Nimcoff, 1960; Kulshrestha, 1972), **number of servants;** (Kulshrestha, 1972), **genealogy** (Warners ET Al., 1949), **family reputation** (Ogburn and Nimcoff, 1960; Kulshrestha, 1972) **and morals** (Warners Et Al., 1949).

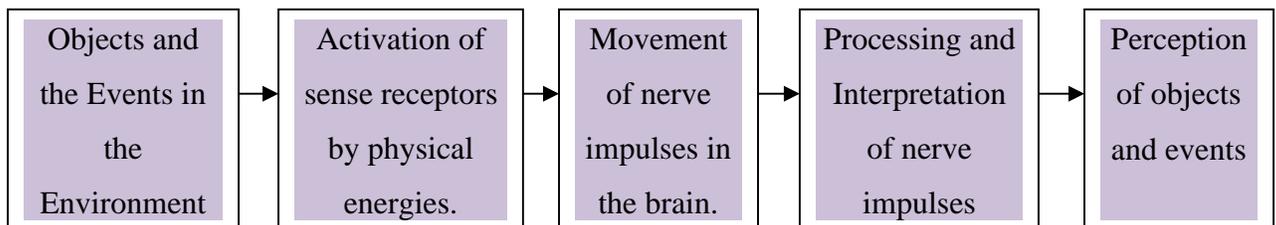
Variable Sensitivity

Social and Economic status shows intimate relationship to other variables. Abnormality in the family was found to be an important correlate of poor performance in social status (Toby, 1957; Fraser, 1959; Davis, 1949, 60). Economic status promotes leadership (Stogdill, 1948; Lewis, 1954; Chowkidar, 1964; Singh and Arya, 1966; Roy, 1967; Sharma, 1975), originality creativity in less intelligent adolescents when they possess high aggression (Bharadwaj, 1983), scientific interest in general (Goyal, 1984), executive interest in boys when they also possess high level of creative production (Goyal, 1984), level of aspiration in children (Kanta, 1962; Devkaruna, 1962) and religious affiliation (Allinsmith and Allinsmith, 1943; Litset, 1963; Gespy, 1965). Economic status does not affect any competency related to emotions (Varshney, 1997). It denotes originality creativity in less intelligent adolescents when they possess high level of fixation mode of frustration (Bharadwaj and Sharma, 1986). Adolescents of high economic status have greater conflict than adolescents of low economic status (Asthana, 1987). People of high economic status show greater need for order than people of both middle and low economic status group. In addition to it adolescents of middle economic status show greater need for autonomy and aggression than adolescents of low economic status (Sharma, 2005).

2.2.3 Perception

Perception can never take place in the absence of basic sensations. Perception may be defined as, “the process by which the sensory input or information is organized and interpreted into a meaningful experience.”(Dandapani, 2006)

The sequence of events leading to perception can be shown diagrammatically as follows-



Whenever the sense organs receive certain stimuli they are generally processed to make them meaningful. An individual keeps on processing and interpreting the sensory information he receives from his immediate environment.

Sensation + Meaning = Perception

Perception → Cognition of the environment

➤ **Values of Perception-**

Perception has following values-

- i) It is the basis of an individual's learning through observation and imitation.
- ii) It initiates as well as sustains activity in reasoning and problem solving.
- iii) Memory and imagination are not possible without basic perceptions.
- iv) Perception is related to attending and observing. Observation is regulated perception or perception with a purpose. Observation is the core scientific investigation and contributes to the growth of systematic knowledge.

The influence of psychological factors in perception appears to be even more important than the basic sensations in determining the nature of perceptual experience. The direction of one's perception is affected by numerous motivational factors. Each individual organizes his perceptions according to his 'personal frame of reference'. (Dandapani, 2006)

➤ **Factors influencing Perception**

Some of the factors that influence perception are past experiences with the stimuli, learning, motivation, interests and attitudes, needs and values, his/her physical conditions and sensory deprivation.

The motives and emotions of an individual also influence the perception to a great extent. An individual is set to perceive the world's ways that agree with his/her needs and match his emotions at a given instant. (Dandapani, 2006)

● **Perception about B.Ed. course**

Perception is way of seeing or understanding a thing, phenomenon or process. Perception denotes an insight of an overtly in the form of opinion. Perceptions of learners for their course learners take their course of study can be seen in terms of their interest in

the course and ultimately about the effectiveness of the curriculum. Body of research has shown personal perceptions and beliefs to play a significant role in career development (Bandura, 1997). New teachers' experiences are, in many cases affected by perceptions and expectations formed before even their teaching preparation programmes. Vermunt (2005) states that students who are using meaning directed learning, that is who are critical and who are relating various aspects of learning content have been found to receive higher grades in higher education.

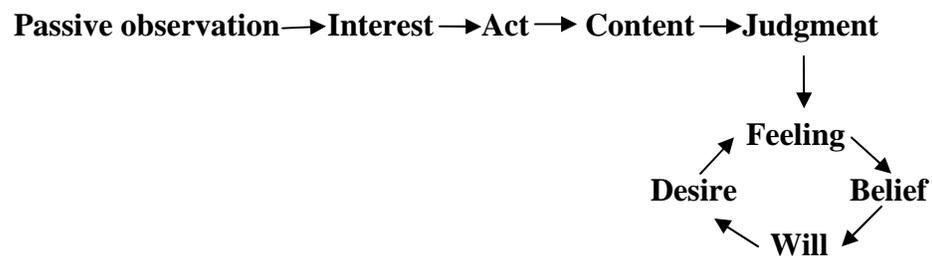


Figure 1: Process of Perception

(Source: [http://discover-your-mind.co.uk/1e perception%20diagram.htm](http://discover-your-mind.co.uk/1e%20perception%20diagram.htm))

2.2.4 Attitude:

The word attitude (from Latin aptus) 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 favorably or unfavorably to an *object* (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice). Social psychologists distinguish and study three components of the responses) *cognitive component*, which is the knowledge about an attitude object, whether accurate or not; b) *affective component*: feelings towards the object and c) *conative or behavioral component*, which is the action taken towards the object.

Attitude represents the way one feels, thinks, talks or acts in a particular situation. An attitude is a tendency of the individual to react favourably or unfavourably towards designated class of stimuli such as person, object, task, idea or an activity. An attitude is a point of view, which one holds towards a person, object, task or idea. The point of view can be positive, negative, hostile or indifferent. One's attitude can account for his behavior and/or performance.

The term attitude has been defined in various ways, such as -

Anastasi-"An attitude is often defined as a tendency to react favourably or unfavourably towards designated class of stimuli, such as a national or racial group, a custom or an institution."(Sahu, 2004)

Barr, David and Johnson -"An attitude may be defined as a learned emotional response set for or against something."(Sahu, 2004)

Freeman-"An attitude is a dispositional readiness to respond to some situations, persons or objects in a consistent manner which has been learned and has become one's typical mode of response."(Sahu, 2004)

➤ **Characteristics of Attitude**

Analysis of the above definitions shows that attitude has certain characteristics.

- i) Attitudes are not inherited but they are learnt.
- ii) The word attitude includes certain aspects of personality as interests, appreciations and social conduct.
- iii) It is a feeling tone towards an object, person, task, idea, activity or situation.
- iv) Attitudes are result of experience as well as interaction.
- v) Attitudes are effective and they vary in intensity.

➤ **Attitude towards Teaching**

An attitude is psychophysical structure that stores related bits of affective, cognitive and psychomotor learning in a manner that subconscious access by its owner. This structure functions as a tool that allows its owner to respond quickly and effectively to environmental situations related to the satisfaction of fundamental personal needs.

Teaching attitude is a readiness of a teacher to become motivated with subject to an object. Under certain conditions - such as when we are in presence of the subject when the value which it has for us can be enhanced or defended, we are likely to become appropriately motivated. Following diagrammatic sketch of a Model proposed by Baros & Elia (1997) explains the relation between pre-service training programme and teacher attitudes.

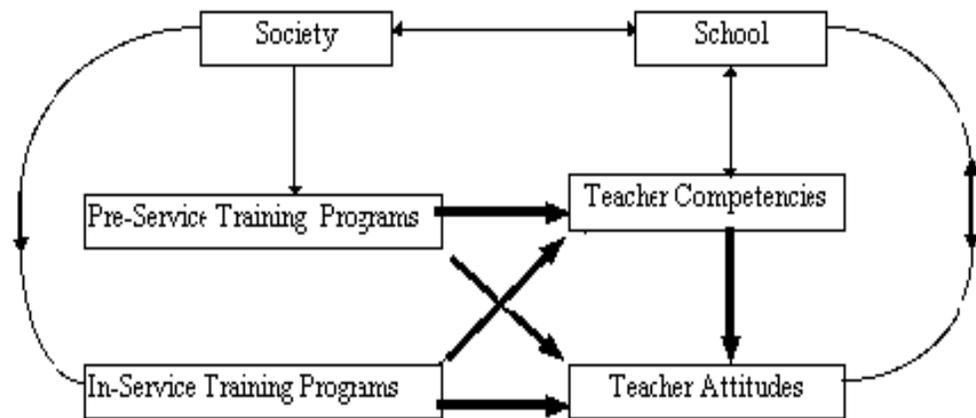


Figure 2: A Model of Attitude Proposed by Baros & Elia (1997)

(Source: <http://pluslucis.univie.ac.at/Archiv/ICPE/D2.html>)

As Sozer(1991) states, in a learning environment where attitude formation is not taken into account, the possibility of having great difficulties in the occurrence of learning experiences and realization of teaching activities should not be forgotten. Therefore, examining the student’s attitude is very important in terms of providing an effective teaching-learning environment and developing functional education programs.

2.3 Review of Related Research

Review of related research is a significant aspect of any research work to know what others have learned from similar research situations and in the development of research problem for the study. Review of related research contributes to thinking and research that follow.

Following part of review of related research studies on Teacher Education tries to give a brief summary of research work done on major three aspects of the present research study, i.e., Socio-economic Status, Perception and Attitude of B.Ed. students towards teacher training and teaching profession. In this part of the chapter, the researcher has presented review of related research studies carried out considering the objectives set for the study. The present research work deals with study of relation between socio-economic status and perception about and attitude of B.Ed. students towards teacher training and teaching profession. The following research studies are related to *teachers' pre-service training* considering both International and National perspectives. Number of researches reviewed related to the three major aspects of the present study are given in the following table-

Sr. No.	Objectives	Aspect of the Research	Theoretical Review	Research Review							
				A.*		M.Ed.		M.Phil.		Ph.D.	
				I*	N*	I*	N*	I*	N*	I*	N*
1	--	Teacher Training and Teacher Education	10	-	-	-	-	-	-	-	-
2	To study the Socio-economic background of B.Ed. students.	Socio - economic Status of B.Ed. Students	02	02	01	-	-	-	02	-	01
3	To study the perception of B.Ed. Students about teacher training and teaching profession.	Perception of B.Ed. Students about Teacher Training	02	09	05	-	-	-	01	-	-
		Perception of B.Ed. Students about Teaching Profession	02	03	-	-	-	-	-	-	-
4	To study the Attitude of	Attitude of B.Ed.	02	01	07	-	-	-	-	01	04

	B.Ed. students towards teacher training and teaching profession.	Students towards Teacher Training									
		Attitude of B.Ed. Students towards Teaching Profession	02	15	09	-	02	-	03	-	06
Total			20	30	22	-	02	-	06	01	11

*(Note: **A.** = Articles in various educational journals, **I** = Studies done at International level, **N** = Studies done at National level.)

2.3.1 Studies on Socio-economic Status of B.Ed. Students

Considering *objective 1* of the present research review of studies on Socio-economic Status of B.Ed. students was carried out.

Objective 1: To study the Socio-economic background of B.Ed. students.

2.3.1a International Perspective

Journals:

Shultz (1993) found that the socio-economic status of the learners has a significant (positive) effect on their academic performance.

Woodman (1999) showed that the socio-economic status of the learners has a significant (positive) effect on their academic performance.

2.3.1b National Perspective:

Ph. D. Thesis:

Marr and Sabharwal (1968) conducted a study of student–teachers’ background and their motivation for teaching. The study intended to investigate into the social background, motivation to teach, aspiration and expectations regarding conditions for the jobs of the student teachers.

Gopalacharyulu (1984) found a positive and significant relationship between socio-economic statuses of the secondary teacher trainees with their academic achievement.

M.Phil. Dissertation:

Anantkrishnan (1988) in her research found that an admission criterion totally neglects the aptitude of the teacher aspirants. She tried to study the social and educational background of students selected from B.Ed. course in Pune (1986 ~ 1987) vis-a-vis admission criteria and perceptions of trainees regarding impact and utility of training.

Journals:

Garg and Gakhar (2011) wrote an article titled as ‘Re-searching Secondary Teacher Trainees in Distance Education and Face-to Face Mode: Study of their Background Variables, Personal Characteristics and Academic Performance.’ The investigation was conducted to describe and compare the background variables, personal characteristics and academic performance of secondary teacher trainees in distance education and face-to-face mode.

Purpose- The purpose of this study was to make descriptions of: four Background Variables, namely, age, sex, marital status and socio-economic status; five Personal Characteristics, namely, styles of learning and thinking (ten learning styles and thinking styles each, related to right and left hemispheres), study habits with its eight areas, achievement motivation and its fifteen factors, attitude towards teaching along with its six areas and perception about B.Ed. course with its seven sub-measures; and three variables of Academic Performance of secondary teacher trainees in distance education and also to compare the specific variables with their counterpart teacher trainees in face-to-face education.

Methodology- Suited to the nature of the study, the investigation was advanced by using descriptive survey method.

Sample -A sample of 200 distance teacher trainees was extracted from those enrolled in B.Ed. At University School of Open Learning, Punjab University (PU), Chandigarh and

200 on-campus trainees were selected from the three colleges of education affiliated to PU, Chandigarh. Random sampling technique was adopted for selection of the sample.

Tool - The instruments used for this study included Socio Economic Status Scale (Bhardwaj, 2001), Styles of Learning & Thinking- SOLAT tool (Venkataraman,1993), Deo-Mohan Achievement Motivation (n-Ach) Scale (Deo and Mohan, 1985), Study Habit Inventory (Palsane and Sharma, 1995), Teacher Attitude Inventory (Ahluwalia, 1978) and Perception about B.Ed. Course Scale developed and standardized by the investigator.

Findings-The findings of the investigation demonstrated that the secondary teacher trainees in distance education are different in many respects from their counterparts from the regular stream (face-to-face education). The results of the study pointed towards the need to rethink the activities that are to be promoted during personal contact programmes. In view of the results of attitude towards teaching profession as being a potent predictor of academic performance, some kind of seminars, group discussions, workshops need to be organized to nurture the favorable attitude of distance trainees towards teaching. Attempt may also be made to bring attitudinal changes, if so required. The findings that budgeting time, conditions for study and interpersonal relations serve as strong predictors of success in teacher training may be considered both by the teacher educators and guidance workers in the field to enable the distance trainees to restructure their physical environment whether at home or elsewhere for study rather than to wait for the availability of conducive environment.

The results indicated that teacher trainees in distance education differed from their counterparts in age, marital status, sex and socio-economic status. Distance trainees outperformed the on-campus trainees on their preference for left-hemispheric styles of learning and thinking, budgeting time, learning motivation, overall study habits, academic motivation, attitude towards education, work methods, interpersonal relations, and on their perception about relevance of course content of theory papers in B.Ed.

As the Teacher Training course like any other course through Distance mode needs to redefine various parameters of the learning environment as per the needs, background and personal characteristics and attitudinal requirements of distance teacher trainees.

2.3.1.c Summary of Studies on Socio-economic Status of B.Ed. Students

Following Table 1 presents summary of studies on Socio-economic Status of B.Ed. Students.

Table 1: Summary of Studies on Socio-economic Status of B.Ed. Students

Sr. No.	Author(s)	Year	Title
<i>A</i>	<i>International Perspective</i>		
1	Shultz	1993	Socio-economic advantage and achievement motivation: Important mediators of academic performance in minority children in urban schools.
2	Woodman	1999	Investigation of factors that influence student retention and success rate in Open University courses in the East Anglia region.
<i>B</i>	<i>National Perspective</i>		
1	Marr, Sabharwal	1968	Student Teachers: A study of their background and motivation for teaching.
2	Gopalacharyulu	1984	A study of relationship between certain psycho sociological factors and achievement of student teachers in teacher training institutes of Andhra Pradesh.
3	Anantkrishanan, Janaki	1988	A comprehensive study of the socio-economic and educational background of students selected for B.Ed. course in Pune (1986-87) vis-à-vis admission criterion and perceptions of trainees regarding impact and utility of

			training.
4	Garg and Gakhar	2011	Re-searching secondary teacher trainees in Distance Education and Face-to Face Mode: Study of their background variables, personal characteristics and academic performance.

Conclusion

Studies reviewed indicate that there is a positive and significant relationship between socio-economic status of B.Ed. students with their academic achievement. Also, a relationship exists between utility of training and their academic achievement.

2.3.2 Studies on Perception of B.Ed. Students about Teacher Training and Teaching Profession

Considering *objective 2* of the present research studies on perception of B.Ed. students about teacher training and teaching profession were reviewed.

Objective 2: To study the perception of B.Ed. Students about teacher training and teaching profession.

Prior research findings related to perception about teacher training and teaching competencies shows that there lies a strong relationship between teacher competence and effective teaching. Teaching competence also bears the marks of perception, value and beliefs that the individual carries when she enters teacher training programme. This view is supported by Hirst (1990); Koetsier, Wubbles and Korthagen (1997). While echoing similar views, Joram and Gabrielle (1998); Anderseon, Blumenfield, Pintrich, Clark, Marx and Peterson (1995); Wubbles (1992); Zeichner and Gore (1990) stated that most student teachers enter programme with already established set of beliefs. Bodycott, Walker and Lee (2001) advocated similar views by stating that earlier *formed beliefs and*

principles are part and parcel of student teachers' personality. Perceptions and expectations of profession form the beliefs. Richardson (1996) highlighted that beliefs are formed due to accumulation of prior experiences in home and at school. Kagan (1992) reiterated that students always bear in memory their days as students and impressions of good teachers.

Perception of B.Ed. students about teacher training and teaching profession has been found as one of the major characteristic of effective teaching. Unless a teacher has better perceptions of effective teaching, he can never do justice to his profession. Studies reviewed in this area are presented below.

2.3.2.1 Studies on Perception of B.Ed. Students about Teacher Training

2.3.2.1a International Perspective

Journals:

Pajares (1992) believed that attitudes, expectations, perceptions of student teachers during training period must be taken into account by teacher educators. This can extend help in inculcating values and desirable competencies among student teachers.

Powell (1992) in his study revealed that in the perception of pre-service teacher's content, knowledge and ability to communicate form the foundation of good teaching.

Kahlick (1993) identified important factors in teaching roles in a study on role perception beliefs held by early childhood pre-service teachers, student-teachers and classroom teachers and highlighted areas of discrepancy between what teachers believe to be important and real world practice.

Khan and Saeed (2009) made an attempt to study effectiveness of Pre-service Teacher Education Programme in Pakistan considering perceptions of graduates and their supervisors. The paper addressed the evaluation of B.Ed. programme of University of Education (UE), Lahore focusing five major content areas: lesson planning, presentation, use of audio visual aids, teaching methods and assessment skills. The study was conducted on 392 B.Ed. passed graduates and their 150 supervisors. Data were collected through two survey questionnaires: one for the B.Ed. graduates and other for their supervisors (heads of schools). The results revealed that B.Ed. programme was effective

in terms of upgrading knowledge and skills in five curriculum areas. The performance of the graduates of UE as elementary school teachers was better in the areas of lesson planning, lesson presentation, and assessment, but relatively less impact was seen in regard to their performance in the use of audio-visual aids and teaching techniques/methods. The female graduates were relatively more satisfied with the curriculum than male. The UE constituent and affiliated colleges need to take measures to improve the areas of 'teaching methods' and 'use of audio-visual aids' such as projectors, multimedia and computer skills of prospective teachers during the B.Ed. programme.

Objectives- The study was based on two major objectives: 1) Assess the relevance and effectiveness of B.Ed. programme in regard to the job performance of graduates as elementary teachers and 2) Investigate the impact of B.Ed. curriculum on the performance of graduate teachers in primary and elementary schools. The sub objectives of the study were: a) To find out the perception of student teachers of the essential competencies in teaching. b) To identify the competencies ranked high by student teachers. c) To find out the least preferred competencies perceived by teacher students. d) To bring to light some significant competencies ranked low by student teachers.

Methodology-Data was collected by developing two survey questionnaires – one for the B.Ed. graduates and other for their supervisors. The questionnaires for the graduates and supervisors had two parts: biographical information and opinions on 5-point rating scale- strongly agree, agree, uncertain, disagree, and strongly disagree based on 39 items. The items were developed on five major themes: lesson planning, lesson presentation, audio visual aids, teaching techniques/methods and assessment. Many items in the questionnaires of graduates and heads of schools were the same so as to make possible comparisons between both stakeholders.

Findings-The findings of the study reveal two major conclusions. First, the B.Ed. pre-service teacher education programme at UE is relatively better in the curriculum content areas of lesson planning, lesson presentation and assessment skills, but the areas of use of audio-visual aids and teaching techniques/methods were weak.

Awan, Jabeen and Zainab (2011) conducted a study to analyze the perception of B.Ed. students about the distance education in teacher training program of Allama Iqbal Open University.

Objectives-The objectives of the study were: (1) To discuss the concept and role of distance education, (2) To explain the teacher training through distance education globally, (3) To analyze the effectiveness of distance education in teacher training programmes, (4) To determine the role of educational technologies in distance teacher education programmes of AIOU and (5) To suggest some further recommendations to make the teacher training more effective at B.Ed. level. The population comprised two strata: Strata No.1 included B.Ed. students of AIOU. Strata No.2 included all teachers of Distance and Non-Formal Educational Department. Population of the study was Teachers and Students of Education department of Allama Iqbal Open University Islamabad. Students: 15 Students of B.Ed. program were randomly selected. Teachers: 15 Teachers of the department of Distance and Non-Formal Education of AIOU were randomly selected.

Tool-Questionnaires for teachers and students were established according to the objectives of the study. The questionnaires were close and open ended. Questionnaire was prepared at five-point scale. The questionnaire for teachers and students included forty questions each. These questionnaires were started with the personal information from the sample. The questionnaire for teachers was pilot tested by the selected sample of teachers. After some correction the questionnaire was conducted. In the same way, the questionnaire for students was pilot tested by the selected sample of students. The researchers personally visited the targeted or selected sample of B.Ed. students of AIOU.

Findings-The major findings of the study were: (1) the contents of the courses for teacher education are logical sequence, (2) an extensive computer course should be included in the B.Ed. program, (3) workshop is helpful in conceptual and theoretical learning, (4)the teaching practice enhances the degree of confidence in trainees. On the basis of the findings, major conclusions were: (1) a large number of students and tutors agreed that the contents were logical; (2) according to the view of the academician the presented material met the need of the day, (3) Students, tutors and academicians were of the opinion that the divisions of marks of different aspects of workshop was appropriate and (4) Academician acknowledge that the training of tutors/supervisors was necessary for workshop.

Golabek, Charles, Linda (2011) studied and wrote a paper about trainee teachers' perception of the Nature of Science and implications for pre-service teacher training in England. The paper is an English perspective on the Liang study (2006) into educational contexts for schooling in Science; the linkage between teachers' understanding of the Nature of Science (NoS) and their effectiveness as educators. The work reflects on the basic training received by pre-service teachers in secondary Science at the University of London (UEL) and a number of interventions introduced to enhance their awareness and discrimination of NoS. The study was a three-year longitudinal design and intended to probe trainee teachers' perceptions of NoS. It explored how these notions may be affected by the training experienced in both the university and school placement in the context of the new Science National Curriculum for Schools (England). The new Science curriculum requires pupils to be engaged at a deeper level of conceptual and procedural understanding. It is considered important that trainees have a sound understanding of NoS in order to facilitate learning in this aspect of the curriculum (Bartholomew, 2004). The study has informed where to fine-tune the training experience to support trainee teachers in this area.

Tool - Two successive cohorts of pre-service teachers were given the Student Understanding of Science and Scientific Inquiry Instrument (SUSSI) before and after their formal Postgraduate Certificate in Education (PGCE) training. The results at the end of year one informed the interventions introduced through year two.

Findings - Results indicated that the interventions had a positive effect in some areas, but mixed in others. The project was extended to a third year to extend the dataset to more accurately track developmental trends.

Pather (2011) studied First Year Teacher Education Students' perceptions of learning and teaching Mathematics. According to her, in trying to address South Africa's past inequalities, Higher Education in South Africa has transformed from an elite education system to a mass education system. The widening of access has resulted in a large number of high school graduates being ill-prepared for first year higher education. As a result, many first year students are at risk of failing. This research arose as a response to the poor mathematical grounding of students, who registered in a Bachelor of

Education degree and more importantly to avoid the cycle of under-prepared Mathematics students becoming under-prepared Mathematics teachers. This paper reports on how a Mathematics intervention programme (MIP), assisted in shaping first year at-risk students' perceptions of their learning and teaching of Mathematics. Activity Theory (AT) is used as a theoretical underpinning. Qualitative data was collected using interviews and students' reflections.

Methodology-The principal research strategy adopted was that of case-study research. An interpretive approach and qualitative data collection techniques were deployed in this study. Purposeful sampling, based on prior identified criteria for inclusion (Wiersman & Jurs, 2005) was used to select 12 participants from the 60 MIP students. The interview transcripts formed the primary data source for analysis and provided the means to understand the change in mindsets of the subjects. This data was supplemented with students' illustrative and written reflections of their Mathematics experiences which were captured during a separate exercise. NVivo (a qualitative data analysis software tool) was used to facilitate the process of content analysis.

Finding-The study concluded that the Mathematics intervention programme had a positive effect on the at risk student teachers' perceptions with regard to the following: Firstly, improving the student teachers' attitudes to and level of confidence in learning Mathematics. Secondly by providing student teachers an opportunity to be exposed to teaching strategies that could be used when conducting Mathematics lessons during practice teaching or as future Mathematics teachers. Thirdly improving student teachers' Mathematics performance.

Tsayang (2011) investigated into Bachelor of Education in Educational Management Students' Perception of their Programme of Study of University of Botswana. A survey study was conducted to establish perceptions of students who completed in 2008 and 2009 respectively in the Bachelor of Education (B.Ed.) in Education Management regarding the study provision and conditions, therefore the perceived value and quality of the study programme. Theories of learning which point to the influence of the 'inner world', the work environment and the 'other people' on learning and therefore perceptions of programmes were used as the theoretical framework. B.Ed. Educational Management students filled in a questionnaire which had

both open and close ended items. Perceptions were deduced from views on, among others, facilities to support the programme, usefulness of the programme for work, quality of the programme and support availed students.

Objectives -The objectives of the study were to find out the B.Ed. Management Students' perception of:

1. The facilities intended to support the programme of study.
2. Usefulness of the programme for their future career prospects
3. Quality of the programme of study
4. The support they receive during the cause of the programme.

Methodology - A survey method was followed for the study.

Findings - The findings showed an overwhelming positive perception of the programme. By implication, the programme would be expected to positively enhance learning, thus, produce managers who would have a positive impact in the schools. Among the recommendations made were that the Ministry of Education and Skills Development of Botswana considers sponsoring more in-service management students to the local programme to reduce on costs, with cognizance being taken to avoid inbreeding where every manager would be coming from the local institution. Another recommendation is to conduct a study to establish the impact of these graduates on education where they are deployed as school managers.

Uchenna and Charity (2011) studied Practicing Teachers Perception of Undergraduate Preparation for Science teaching in Secondary Schools in Nigeria. The purpose of this survey study was to find out practicing teachers' perceptions of undergraduate preparation for Science teaching in the areas of content knowledge, pedagogical knowledge, work habits and safety, fostering best practices and continued professional development. A focus group interview was conducted and a 4-point Likert type questionnaire was administered to eight hundred and ten practicing Science teachers drawn from secondary schools within Lagos West Senatorial Zone, consisting of three Local Education Districts (LED). Data was analyzed using frequencies and percentages. The results indicated that practicing teachers perceived inadequate preparation

particularly in the utilization of (i) West Africa Examination Council Examination Syllabus (ii) prescribed textbooks (iii) ICT (iv) Meta-cognitive instructional strategies, (v) Science–Technology-Society approach (vi) communication skills. Teachers in the sample also mentioned inadequate exposure to work habits and safety issues and the skills that foster best practices in their training.

Methodology -A total of eight hundred and ten practicing teachers were used (male 477; female 333). The teachers were selected based on the following criteria-they are bachelor’s degree holders, (B.Sc.Ed.) have been teaching for at least two years and currently either teaching Physics, Chemistry, Biology and or Integrated Science. The teachers were drawn from secondary schools within Lagos West Senatorial Zone consisting of three Local Educational Districts (LED).A structured questionnaire consisting of sections A,B, C, D&E developed by the researcher was used to elicit information from the Science teachers. The questionnaire was structured on a 4-point Likert type scale (4 Points = Very Adequate; 3 Points =Adequate; 2 Points = Inadequate; 1 Point = Very Inadequate).

Findings -The desirability of a strong content background for Science teachers is widely recognized and generally accepted, even while it is also generally recognized within the professional community that Science content alone is not sufficient to define a good teacher. Science teaching is composite profession requiring knowledge and skills in both Science and education. Ideally these skills should come together in the preparation programme. Nationwide concern for the quality of Science education in general has been heightened for nearly two decades. Evidence of a ‘crises’ in Science teaching includes declining scientific literacy negative students attitude towards Science, declining achievement an aging outdated, facilities and laboratory equipment.

2.3.2.1b National Perspective

M.Phil. Dissertation:

Anantkrishnan (1988) in her research found that an admission criterion totally neglects the aptitude of the teacher aspirants. She tried to study the social and educational

background of students selected from B.Ed. course in Pune (1986 ~ 1987) vis-a-vis admission criteria and perceptions of trainees regarding impact and utility of training.

Journals:

Quazi (2008) studied the challenges and issues that the novice teachers experience at post-training level of their B.Ed. programme of studies. The investigation also enlightens the gaps that the trained teachers have shared with the researchers. The study highlights the extent to which the on-training components of teaching practice is reflected in the attitude of the trained teachers while implementing the set of learned skills in real classrooms. Study participants comprised randomly selected 120 student-teachers who had obtained their Bachelors Degree in Education in 2008. t-test was used to measure the difference in the mean perception scores of the two groups of teachers. The tested hypotheses indicated that the mean scores of the two groups of sampled teachers were not significantly different. Student-teachers' interviews revealed that teaching practice in the B.Ed. programme was ineffective from the implementation perspectives. Teaching methods and techniques employed during the coursework were only lecture based and did not help novice teachers implement innovative classroom teaching techniques. Experiences of the two trained groups of teachers showed no significant difference on the basis of B.Ed. teaching practice objectives and its implementation in professional teaching contexts.

Bhargava (2011) studied about perception of student teachers about teaching competencies. She stressed that competencies like not vindictive, technology savvy and promotion of national integration are not ranked highly by the student teachers. Student teachers perceived that a teacher has to be kind, impartial and patriot, so they placed these competencies at higher rank and the former competencies on lower pedestal. Teachers have to be technology savvy so that modern technology can find entrance in classroom and can be exploited for the benefit of the learners. But this competency is placed at the lowest rank by the student teachers. Reasons for this can be that student teachers belong to that generation of learners who have not seen use of technology in classrooms nor in the teacher training institutes. Educational technology should be taught not as a theoretical subject but student teachers must get a training to apply it practically

in classrooms. In student teacher's perception, certain competencies like love for students, knowledge of subject matter, punctuality communication skill are indispensable and can't be replaced by other competencies.

Bhargava and Pathy (2011) made an attempt to study perception of student-teachers about teaching competencies. The objectives of the study were-

- a) To find out the perception of student teachers of the essential competencies in teaching.
- b) To identify the competencies ranked high by student teachers.
- c) To find out the least preferred competencies perceived by student teachers.
- d) To bring to light some significant competencies ranked low by student teachers.

Methodology -100 student teachers of B.Ed. programme in St. Xavier's College, Ranchi (an autonomous college under Ranchi University) were taken as the sample for the study. Two of them didn't respond. Hence, the sample size remained restricted to 98 comprising 73 Female and 25 male student teachers.

Findings -Teaching being a multifaceted activity requires updated knowledge and broad vision. A student teacher might be gifted with some natural endowments to be a competent teacher. But knowledge and application of pedagogical principles develop professional acumen and profound understanding of learner's behaviour. Initial teacher training programme can address the issue of individual differences with respect to student teachers by designing curriculum in such a way that stress is on competency development. For this, improvement in microteaching techniques and practice teaching sessions is necessary. Focusing attention on student teachers through continuous comprehensive evaluation throughout the training period is a prerequisite for an efficient teacher training programme.

Garg (2011) studied about prediction of academic success through learning world of secondary teacher trainees in an article titled as 'Peeping into the Learning World of Secondary Teacher Trainees: Can their Academic Success be predicted?'The study investigated the styles of learning and thinking, study habits, achievement motivation of teacher trainees along with their attitude towards teaching and perception for B.Ed. course. It also explored the predictors that may determine the academic success of these pre-service teachers. The study was designed to examine the relationship of the two

background variables which are continuous in nature, specifically, age and socio-economic status and five personal characteristics, namely thinking, study habits, achievement motivation, attitude towards teaching and perception about B.Ed. course (along with their sub-measures of academic performance, namely, theory papers, skills in academic performance (in terms of aggregate marks) of secondary teacher trainees.

Methodology-A sample of 200 teacher trainees doing B.Ed. in colleges situated in the state of Punjab and UT Chandigarh was extracted by random sampling technique. The instruments used for this study included Socio Economic Status Scale (Bhardwaj, 2001), the coefficient of reliability were found out by test-retest method which ranges from 0.69 for (Social & Total assets) to 0.94 (for Caste). Styles of Learning & Thinking- SOLAT tool (Venkataraman,1993), Study Habit Inventory (Palsane and Sharma,1995) and Study Involvement Inventory by Bhatnagar (r=.83). Teacher Attitude Inventory (Ahluwalia, 1978), Perception about B.Ed. Course Scale was developed and standardized by the investigators.

Findings-The results of the study showed that the academic success (in theory) is related with left-hemispheric thinking styles (negative); six measures of study habits, namely, budgeting time, reading ability, notes taking, memory, healthy habits and overall study habits; seven factors of achievement motivation, namely academic motivation, academic challenge, meaningfulness of tasks, attitude towards teachers, individual concerns, general interests, dramatics and overall achievement motivation (all positive); one sub-area of attitude towards teaching i.e. attitude towards teaching profession and with Overall Perception about B.Ed. Course.

Sahu and Pradhan (2011) published a paper on pupil-teachers' perception of quality teacher education programme. According to them, increasingly demanding and complex market forces require revitalized teacher education systems. But today all the universities want to privatize teacher education programme without any quality control. Although the bodies like N.C.T.E. and NAAC are constantly striving not to dilute the standards of teacher education programme, still the mushrooming growth of teacher training colleges raise eyebrows regarding quality of the profession. The question of quality assurance and relevance gained some urgency as a result of NPE (1986). Quality assurance needs to be pursued in all fields of education, particularly Teacher Education

by finding empirical basis for relevant and efficient teacher preparation programme. It is, in this context, that research in these areas to explore not to only what exists today but what is required for future becomes a priority. Relevance of research in the field of quality, relevance and efficiency has become all the more urgent as N.C.T.E. and NAAC have taken up assessment and accreditation of Teacher Education Institutions in India. Keeping the above factors into consideration, this study was undertaken to assess the pupil-teachers' perception of quality Teacher Education Programme in Punjab.

2.3.2.1c Summary of Studies on Perception of B.Ed. Students about Teacher Training:

Studies on Teacher Perception of B.Ed. students about teacher training reviewed are consolidated in following Table 2.

Table 2: Summary of Studies on Perception of B.Ed. Students about Teacher Training

Sr. No.	Author(s)	Year	Title
A	<i>International Perspective</i>		
1	Pajares M.F.	1992	Teacher's beliefs and educational research: Cleaning up a messy construct.
2	Powell R.	1992	The influence of prior experience on pedagogical constructs of traditional and non-traditional pre-service teachers.
3	Kahlick, Pamela A., Dorminery, Julia J.	1993	Role perceptions of early childhood teachers.
4	Khan Shafqat Hussain and Saeed Muhammad	2009	Effectiveness of pre-service teacher education programme (B.Ed.) in Pakistan: Perceptions of graduates and their

			supervisors.
5	AwanAmna Iqbal, Jabeen Humaira and Zainab Bibi	2011	A Study on the perception of B.Ed. students of AIOU regarding distance teacher education programmes of AIOU.
6	Golabek Charles and Linda Amrane Cooper	2011	Trainee teachers' perception of the nature of Science and implications for pre-service teacher training in England.
7	Subethra Pather	2011	First Year Teacher Education Students' perceptions of learning and teaching Mathematics.
8	Tsayang Gabatshwane	2011	Bachelor of Education in Educational Management students' perception of their programme of study: Cases of University of Botswana.
9	Uchenna Udeani and Charity Ejikeme	2011	Practicing teachers perception of undergraduate preparation for Science teaching in secondary schools in Nigeria.
<i>B</i>	<i>National Perspective</i>		
1	Anantkrishnan, Janaki	1988	A Comprehensive study of the socio-economic and educational background of students selected for B.Ed. course in Pune (1986-87) vis-à-vis admission criterion and perceptions of trainees regarding impact and utility of training.
2	Quazi Wasim	2008	Teacher perception about

			implementation strategy of B.Edteaching practice in real school classrooms: Issues and challenges.
3	Bhargava Anupama	2011	Perception of student teachers about teaching competencies.
4	Bhargava and Pathy	2011	Perception of student teachers about teaching competencies.
5	Garg Mamta	2011	Peeping into the learning world of secondary teacher trainees: Can their academic success be predicted?
6	Sahu and Pradhan	2011	Pupil-teachers' perception of quality teacher education programme.

2.3.2.2 Studies on Perception of B.Ed. Students about Teaching Profession

Studies reviewed on perception of B.Ed. students about teaching profession are given below.

2.3.2.2a International Perspective

Journals:

Hollingsworth (1989) in his study revealed that in the perception of pre-service teachers' content-knowledge and ability to communicate form the foundation of good teaching.

Powell (1992) in his study also found that in the perception of pre-service teachers' content, knowledge and ability to communicate form the foundation of good teaching.

Swars (2005) investigated perceptions of Mathematics teaching effectiveness among elementary pre-service teachers with high and low levels of Mathematics teacher

efficacy. Participants in this study included four elementary pre-service teachers at a midsized university in the south eastern United States who had just completed a Mathematics methods course. Data sources were the Mathematics Teaching Efficacy Beliefs Instrument and interviews. The interviews indicated that Mathematics instructional strategies as well as past experiences with Mathematics and their influences upon perceptions of teaching effectiveness are associated with Mathematics teacher efficacy.

2.3.2.2b Summary of Studies on Perception of B.Ed. Students about Teaching Profession

Studies on Teacher Perception about teaching profession reviewed and their major findings are consolidated in Table 3.

Table 3: Summary of Studies on Perception of B.Ed. Students about Teaching Profession

Sr. No.	Author(s)	Year	Title
1	Hollingsworth S.	1989	Prior beliefs and cognitive change in learning to teach.
2	Powell R.	1992	The influence of prior experience on pedagogical constructs of traditional and non-traditional pre-service teachers.
3	Swars	2005	Perceptions of Mathematics teaching effectiveness among elementary pre-service teachers with high and low levels of Mathematics teacher efficacy.

Conclusion

Studies reviewed reveal that B.Ed. students' perception about teacher training and teaching profession is a determinant factor in the whole process of teaching and learning. Age, experience, academic achievement, gender, personality, satisfaction, home, health, social and emotional adjustments, intelligence, subject mastery, commitment, concern,

values, democratic leadership, attitude, interest, self-concept, motivation, humor, love, etc., are some of the variables that are significantly related to teaching. Almost all the studies gave an insight into the diversity of teaching profession and the related factors affecting teaching.

2.3.3 Studies on Attitude of B.Ed. Students towards Teacher Training and Teaching Profession

Studies on attitude of B.Ed. students towards teacher training and teaching profession were reviewed considering *objective 3* of the present research.

Objective 3: To study the Attitude of B.Ed. students towards teacher training and teaching profession.

Studies reviewed in this area are presented below.-

2.3.3.1 Studies on Attitude of B.Ed. Students towards Teacher Training

Following is the review of studies on attitude of B.Ed. students towards teacher training.

2.3.3.1a International Perspective

Ph.D. Thesis:

Shah(2002) compared effectiveness of teacher training in enhancing the professional attitudes of B.Ed. students admitted in institutes of Education and Research, NWFP, College of Education Islamabad and Allama Iqbal Open University Islamabad. The purpose of the study was to investigate and compare the effectiveness of teacher training in enhancing the professional attitudes of secondary school teachers admitted in institutes of education and research NWFP, college of education Islamabad and Allama Iqbal Open University Islamabad.

Objectives - To find out-(a) the significant difference of professional attitudes of every institution before and after training, (b) the significant difference of eight categories of every institution (male, female, Science graduates, Arts graduates, male Science

graduates, female Science graduates, male Arts graduates and female Arts graduates) before and after training, (c) institution-wise significant difference among professional attitudes before and after training, (d) significant difference of all the B.Ed. students admitted in all the four institutions before and after training, (e) the significant difference between males and females, Science and Arts graduates, male Science and female Science graduates and male Arts and female Arts graduates.

Hypotheses -To guide the investigation, two null hypotheses were formulated and tested-
1. There is no significant difference between the mean achievement scores of B.Ed. students taught through the Participatory Learning Technique (PLT) and the Traditional Method (TM).
2. There is no significant difference between the mean attitude scores of B. Ed. students taught through the Participatory Learning Technique (PLT) and the Traditional Method (TM).

Tool-For data collection a 60 items professional attitude scale was developed from the available literature and from different scales already used for attitude measurement. In order to make the scale reliable, it was sent to 110 experts in N.W.F.P out of which 63 responses were received.

Methodology-The study design was experimental, applied the Randomized Control Group Pretest-Posttest design. Experimental and control groups were obtained by random assignment of the subjects to the groups.

Sample-Sixty B. Ed. students of the Delta State University, Abraka, formed the sample of the study. They were randomly selected out of a class of 79 students offering Educational Research Methods by simple random sampling.

Findings-This study found that the Participatory Learning Technique (PLT) is indeed more effective than the normal Traditional Method (TM) in not only enhancing students' achievements in Educational Research Methods but also in developing more positive and favourable attitude towards the Course.

Journals:

Chinelo (2010) studied effects of Participatory Learning Technique on Achievement and Attitude of B. Ed. students in Educational Research Methods. The investigator has observed over the years that many B. Ed. students in Delta State

University, Abraka, Nigeria, have performed poorly in Educational Research Methods. This study investigated the effects of Participatory Learning Technique (PLT) on achievement and attitude of B.Ed. students of the Delta State University, Abraka, Nigeria, in Educational Research Methods. This was necessitated by the investigator's worry over the continued poor performance of these students in this course. A sizeable number of them failed to graduate at the stipulated time.

Objectives - The study aimed at investigating the effects of Participatory Learning Technique (PLT) on achievement and attitude of B. Ed. students in Educational Research Methods with the objectives: 1).To observe and compare the effectiveness of the Participatory Learning Technique (PLT) and the Traditional Method (TM) on the achievement scores of B. Ed. students in Educational Research Methods; and 2). To observe and compare the effectiveness of the two teaching strategies, PLT and TM, in developing positive and favourable attitude by B.Ed. students towards Educational Research Methods.

Findings - It was concluded that the PLT was effective in not only enhancing learning output of the students but also in developing positive and favourable attitude towards the subject.

2.3.3.1b National Perspective

Ph. D. Thesis:

Department of Post-Graduate Studies in Education (1974) conducted a study of the role expectations of teachers under training in the city of Bangalore. The main objective of the study was to find out interest and attitude of pupil teachers towards different functions of teaching profession, also to assess the role expectation of pupil-teachers.

Hooda (1976) studied the relationship of attainments in theory subject in B.Ed. course with attitude of a teacher and teaching efficiency. For theory course - Principles of

Education, Techniques of Education, Educational Psychology, Modern Indian Education and its Problems and School Organization were selected.

Upadhyay (1984) Compared attitude, values and Motivation of the pupil-teachers of Sampurnanand Sanskrit VishwaVidyalaya with other Universities of Uttar Pradesh.

Budhisagar and Sansanwal (1991) studied the influence of attitude towards the teaching profession on the achievement of student-teachers studying through Programmed Learning Material (PLM) & the Traditional Method (TM). Major objective of the research was to study the effect of treatment, intelligence, attitude towards teaching profession and their interaction on overall achievements of the students.

Journals:

Dash (2010) analyzed about knowledge, attitude and skill of pupil-teachers acquired through different modalities of pre-service teacher education in relation to certain background variables.

Yagnik (2010) studied attitudes of secondary teacher-trainees towards the secondary school teachers' code of conduct.

Chaudhari(2011) studied attitude of B.Ed. student-teachers towards yoga.

Objectives-1).To find out the attitude of B.Ed. students towards Yoga. 2). To find out whether there is a significant difference between male and female, rural and urban, joint family and nuclear family B. Ed students towards Yoga.

Method - The normative survey method had been used.

Sample- The investigator selected 100 students from Christian College of Education.

Tool -Attitude towards Yoga scale, constructed and validated by the investigator, was used to measure the attitude of B. Ed students.

Findings-1). The B. Ed students had favorable attitude towards yoga. 2). There was a significant difference between male and female as well as rural and urban B. Ed students in their attitude towards yoga.

Chaudhari (2012) studied of attitude of B.Ed. trainees towards Modernization.

Objectives- Objectives of the study were -1).To construct an attitude scale to examine the attitude of B.Ed. trainees towards modernization. 2). To examine the effect of sex on attitude of B.Ed. trainees towards modernization.3).To examine the effect of area on attitude of B.Ed. trainees towards modernization.

Hypothesis –1).There will be no significant difference between the average score of attitudes of male B.Ed. trainees and female B.Ed. trainees towards modernization.2).There will be no significant difference between the average score of attitudes of B.Ed. trainees from rural area and urban area towards modernization.

Methodology - The population of this study covered all B.Ed. colleges in Palanpur Taluka. As a sample, 4 B.Ed. colleges were selected purposively. 30 B.Ed. trainees including 20 males and 10 females were selected by random sampling method from each B.Ed. College. Total 120 B.Ed. trainees were included in sample. This study was an educational survey so Descriptive Survey method was used.

Tool –A self constructed attitude scale was used to collect the data. It was constructed following Likert method.

Findings – The Attitude of male B.Ed. trainees was higher than those of female B.Ed. trainees in Palanpur Taluka. The attitude of urban B.Ed. trainees was found higher than those of rural B.Ed. trainees.

Chaudhari (2012) studied attitude of B.Ed. students towards Democracy.

Objectives -The study was carried out with objectives: 1).To find out the attitude of B. Ed. students towards Democracy. 2). To find out whether there is a significant difference between male and female B. Ed students in their attitude towards Democracy. 3). To find out if there is a significant difference between B. Ed. students of rural and urban area in their attitude towards Democracy. 4). To find out if there is a significant difference between Arts and Science B.Ed. student in their attitude towards Democracy.5). To find out whether there is a significant difference between joint family and nuclear family B. Ed. students in their attitude towards Democracy.

Hypotheses -1. B.Ed. students have a favorable attitude Towards Democracy. 2. There is no significant difference between male and female B. Ed. students in their attitude towards Democracy. 3. There is no significant difference between rural and urban B. Ed.

students in their attitude towards Democracy. 4. There is no significant difference between Arts and Science B. Ed. students in their attitude towards Democracy. 5. There is no significant difference between joint family and nuclear family B. Ed. students in their attitude towards Democracy.

Methodology -The normative survey method had been used. The investigator selected 300 students of Anand District by using Simple Random Sampling Technique.

Tool -Attitude towards Democracy Scale, constructed and validated by Dr. Neha Thakkar (2011) was used to measure the attitude of B. Ed. students.

Findings -The findings of the study were - B. Ed. students had a favorable attitude towards Democracy. There was a significant difference between male and female B.Ed. students in their attitude towards Democracy. There was a significant difference between rural and urban area B. Ed students in their attitude towards Democracy. There was no significant difference between Arts and Science B. Ed. students in their attitude towards Democracy. There was no significant difference between joint family and nuclear family B. Ed. students in their attitude towards Democracy.

Patel (2012) studied attitude of B.Ed. student-teachers towards Yoga. According to her, teacher effectiveness is closely associated with Teacher Efficacy that in turn is greatly dependent on emotional intelligence. So it will always be helpful for teachers if their emotional intelligence can be enhanced.

Objectives -1.To find out the attitude of B. Ed students towards Yoga. 2. To find out whether there is a significant difference between male and female B. Ed students towards Yoga. 3. To find out whether there is a significant difference between rural and urban B. Ed. students in their attitude towards Yoga. 4. To find out if there is a significant difference between Arts and Science B.Ed. student in their attitude towards Yoga. 5. To find out whether there is a significant difference between joint family and nuclear family B. Ed. students in their attitude towards yoga.

Hypotheses -1. The B.Ed. students have a favorable attitude towards yoga.2.There is no significant difference between male and female B. Ed students in their attitude towards yoga. 3. There is no significant difference between rural and urban area B. Ed. students in their attitude towards yoga. 4. There is no significant difference between Arts and

Science B. Ed students in their attitude towards yoga. 5. There is no significant difference between joint family and nuclear family B. Ed. students in their attitude towards yoga.

Methodology -The normative survey method had been used. The investigator selected 300 students of Anand district by using simple random sampling technique. Tool used was Attitude towards Yoga scale, constructed and validated by the investigator (2008), was used to measure the attitude of B. Ed students. The scale consisted of 30 statements. Each item provided five responses. The responses were expressed on a five point scale, strongly agree, agree, undecided, disagree, strongly disagree and weights of 5, 4, 3, 2, 1 are given in that order for the favorable statements. Statistical Techniques used for data analysis were: 1. Descriptive analysis and 2. Differential analysis.

Findings - The B.Ed. students had a favorable attitude towards yoga. There was a significant difference between male and female B.Ed. students in their attitude towards yoga. There was significant difference between rural and urban B.Ed. students in their attitude towards yoga. There was no significant difference between Arts and Science B.Ed. students in their attitude towards yoga. There was no significant difference between joint family and nuclear family B. Ed. students in their attitude towards yoga.

Hasan (2012) conducted comparative study on Attitude of B.Ed. Students of V.B.S. Poorvanchal University Jaunpur towards Internal Evaluation.

Objectives - 1.To know the attitude of B.Ed. students of V.B.S. Poorvanchal University towards internal evaluation.2. To find out the difference in the attitude of students of government aided and self-finance B.Ed. colleges towards internal evaluation.3. To compare the results within the groups and with the total sample

Hypothesis - Following null hypotheses have been formulated while dealing with the present problem: 1). There is no difference in the attitude of B.Ed. students of government aided colleges and the total sample towards internal evaluation. 2). There is no difference in the attitude of B.Ed. students of self-finance colleges and the total sample towards internal evaluation. 3). There is no difference in the attitude of B.Ed. students of government aided and self-finance colleges towards internal evaluation. 4). There is no difference in the attitude of B.Ed. girls and boy's students of government aided colleges towards internal evaluation.5). There is no difference in the attitude of B.Ed. girls and boys students of self-finance colleges towards internal evaluation. 6).

There is no difference in the attitude of B.Ed. boys students of government aided and self-finance colleges towards internal evaluation. 7). There is no difference in the attitude of B.Ed. girls' students of government aided and self-finance colleges towards internal evaluation.

Methodology-The study was exploratory in nature. In the present study data has been collected from colleges of B.Ed. situated in Azamgarh District affiliated to Veer Bahadur Singh Purvanchal University Jaunpur (Uttar Pradesh) by administering Internal Evaluation scale developed and standardized by B. A. Parikh. Sample for the study was from Azamgarh district. In the study researcher selected government aided B.Ed. colleges. Sample of the study was consisting of 200 B.Ed. students of VBS Poorvanchal University Jaunpur.

Findings - 1).Both the groups were in favour of internal evaluation, but govt. aided colleges' students showed less favour towards internal evaluation in comparison to total students. 2). Both the groups were in favour of internal evaluation, but self-finance colleges' B.Ed. students showed more favour towards internal evaluation in comparison to total students. 3). Govt. aided colleges' students and self-finance colleges' B.Ed. students had significant difference between the degrees of attitude towards internal evaluation. Govt. aided colleges' students and self-finance colleges' B.Ed. students had significant difference between the degrees of attitude towards internal evaluation. 5. Self-finance college boys students and self-finance college B.Ed. girls students did not have significant difference between the degrees of attitude towards internal evaluation. 6. Govt. aided college B.Ed. girl's students and self-finance college B.Ed. girls students did not have significant difference between the degrees of attitude towards internal evaluation.

2.3.3.1c Summary of Studies on Attitude of B.Ed. Students towards Teacher Training

Following Table 4 summarizes the reviewed studies on attitude of B.Ed. students towards teacher training.

Table 4: Summary of Studies on Attitude of B.Ed. Students towards Teacher Training

Sr. No.	Author(s)	Year	Title
<i>A</i>	<i>International Perspective</i>		
1	Shah Muhammad	2002	Comparative effectiveness of teacher training in enhancing the professional attitudes of B.Ed. students admitted in institutes of Education and research, NWFP, College of Education, Islamabad and Allama Iqbal Open University, Islamabad.
2	Chinelo O'Duze	2010	Effects of participatory learning technique on achievement and attitude of B.Ed. students in educational research methods.
<i>B</i>	<i>National Perspective</i>		
1	Department of Post-graduate Studies	1974	A Study of the role expectations of teachers under training in the city of Bangalore.
2	Hooda	1976	Relation of attainments in theory subjects in B.Ed. course with attitude of a teacher and teaching efficiency.
3	Upadhyaya B.	1984	A comparative study of the attitude, value and motivation of the pupil-teachers of Sampurnanand Sanskrit VishwaVidyalaya and other universities of Uttar Pradesh.(in Hindi)
4	Buddhisagar Meena and Sansanwal D.N.	1991	Achievement of B.Ed. students: Effect of Treatment, Intelligence, Attitude towards teaching profession and their interactions.
5	Dash Ashishkumar	2010	Knowledge, Attitude and Skill of pupil-teachers acquired through different modalities of pre-service teacher education in relation to certain background variables.

6	Yagnik Snehal	2010	Attitudes of secondary teacher trainees towards the secondary school teachers' code of conduct.
7	Chaudhari Deepika	2011	Attitude of B.Ed. student-teachers towards yoga.
8	Chaudhari Asha	2012	A study of attitudes of B.Ed. trainees towards modernization.
9	Chaudhari Deepika	2012	Attitude of B.Ed. students towards democracy.
10	Patel Asmita	2012	A study of attitude of B.Ed. student-teachers towards yoga.
11	Hasan Ansarul	2012	Attitude of B.Ed. students of V.B.S. Poorvanchal University Jaunpur towards internal evaluation: A comparative study.

2.3.3.2 Studies on Attitude of B.Ed. Students towards Teaching Profession

Studies reviewed on attitude of B.Ed. students towards Teaching Profession are given below.

2.3.3.2.a International Perspective:

Journals:

George (1979) conducted a study on the effect of student teaching and pretesting on student teachers attitude and found that attitude of student teachers can be improved by student teaching experience provided that they are not pre-tested concerning their attitudes.

Diran (1980) studied the influence of previous exposure to Science education on attitude of pre-service Science teachers towards Science teaching. Major finding was: previous exposure to Science education as a discipline before registering for bachelor's degree in Science education in Nigerian Universities seems to significantly affect the attitude towards Science teaching.

Chester and Mitchell (1991) in his study investigated whether or not selected academic ability indices and personal characteristics of student-teachers (all were Bowling Green State University teacher candidates) were associated with longitudinal changes in their attitude towards teaching measured upon the commencement of training after student teaching and near completion of their first year of full-time teaching. ANOVA procedure revealed that the average attitude towards teaching of the neophyte teachers did not differ at their three points in teacher development; that university grade point average, American College Test scores, Comprehensive Test of Basic Skills scores and student teacher performance ratings were not associated with their attitude towards teaching.

Pugh and Others (1991) conducted a study - an Investigation of Pre-service Teachers' Attitude towards Theory and Practical Application in Teacher preparation. To determine program effectiveness, students were surveyed at the end of the spring and fall semesters for 6 years, examining their attitudes towards theory and practical application in teacher education. The study noted whether they felt competent about subject matter, audiovisuals, classroom management and routine and communication.

Koontz and Franklin (1992) in their study 'An Assessment of Teacher Trainees Attitude' towards selected Instructional Media'. They selected two groups: 168 students and 170 pre-service teachers. Based on the final results of the study, it was concluded that a formal course in the selection and utilization of instructional media can function as a primary factor in the development of student's attitudes in a positive direction.

Pedersen and McCurdy (1992) examines the effects of a Science method course on the attitude of the pre-service elementary teachers (N=145) toward teaching Science. Results indicated a significant positive change in attitude that was not significantly different for low and high Science achievers.

Piel and Others (1992) conducted a study in the Educational Attitudes of Pre-service Teachers. Two populations of undergraduate students (pre-service elementary education majors and non-education majors) were compared with respect to their attitudes toward learning. Data suggested that education majors' attitudes reflect generalized ambivalence towards important subject areas taught in elementary school, with significantly more positive attitudes displayed towards reading and literature. In

spite of highly visible recommendations for more extensive academic coursework, results indicate the impracticability of addressing teacher competence through added coursework before appropriate attitude adjustment processes have been planned and implemented.

Baxter and Anthony (1993) conducted a study on improving Teaching candidates' Attitudes toward Learning Theoretical knowledge. Study tested the hypothesis that teacher candidate who were exposed to a theory oriented normative model and given theory - oriented reinforcement within a practice-oriented context would manifest more positive attitudes towards learning theoretical knowledge than those who were not so exposed. Results proved the hypothesis is plausible.

Benton and Others (1993) conducted a study about the Professional Development School's Impact on Student Teacher's Attitudes. The purpose of this study was to determine if student teachers' attitude towards their teaching experiences differed significantly after the addition of professional development and school experiences. Two groups of student teachers were compared. A one way analysis of variance revealed significant differences for 7 of the 38 items.

Goodwin, Deborah, Derring, Rosemarie (1993) in their study, 'An Interactive Video Approach to Pre-service Teaching Training', analyzed students' Perceptions and Attitudes and investigated the integration of interactive video technology into a traditional teacher education programme, analyzing student attitudes about classroom management strategies. Students completed a survey following a seminar demonstration of an interactive videodisk on classroom management. Subjects revealed positive attitudes towards the use of interactive video.

Anderson, DeWayne (1995) studied about the pre-service Teacher's Attitude towards children. Results from a teacher attitude questionnaire given to 1,405 pre-service teachers revealed large differences in attitudes towards children, associated with age and gender. The most positive were females in elementary, least positive males in secondary. Those in special education were most positive in Music, Art and Physical Education least positive. Whether these attitudes manifest themselves in the classroom remains unknown.

Roos and Others (1995) in their study - the Influence of Early Field Experiences on the attitudes of Pre-service Teachers, investigated the effects of early field experience on the attitudes of elementary pre-service teachers towards teaching. Pre-test and post-

test data were collected by means of an instrument employing a semantic differential scale measuring attitude towards teaching. Results offer support for the inference that these pre-service elementary teachers have positive attitude towards teaching prior to early field experience and have even more positive attitude towards teaching after their field experience.

Marso & Pigge (1996) investigated the relationship between pre and post preparation and development of attitudes, anxieties and confidence about teaching and candidates' success or failure in making the transition to teaching on 241 teacher candidates. It was found that teacher preparation itself has an impact upon teacher candidates' affective characteristics.

Downing and Others (1997) conducted a study about the Science process skills and attitude of pre-service elementary teachers. This study examined whether there was a relationship between pre-service elementary teachers' competency in Science process skills and attitude towards the field of Science. Study data came from 46 students enrolled in an elementary course. Data analysis found a significant positively relationship between how well teachers performed Science process skills and their attitudes towards Science. The two subscales that significantly correlated with the performance of Science process skills are the confidence in learning Science scale and the teacher scale.

Pigge and Others (1997) studied the development of Attitude towards teaching career in a longitudinal sample of teacher candidates progressing through preparation and five years of teaching. The study revealed that the development of attitude towards teaching does not follow the same pattern for all teacher candidates and suggested a possible explanation for the sometimes apparent contradictions noted in the findings from previous research of teacher attitude development.

2.3.3.2.b National Perspective

Ph. D. Thesis:

Patil (1984) reported that there was no significant difference between graduate and post-graduate pupil-teachers' attitude towards the teaching profession. Female pupil-teachers had more favourable attitude towards teaching profession than male pupil-

teachers. Experience played a great role in the development of favourable attitude towards the teaching profession.

Donga (1987) studied the effectiveness of certain predictors of teaching efficiency of student teachers and found that attitude towards children, general ability and professional knowledge are effective predictors of teaching efficiency.

Budhisagar and Sansanwal (1991) studied the influence of attitude towards the teaching profession on the achievement of student-teachers studying through Programmed Learning Material (PLM) & the Traditional Method (TM). Major objective of the research was to study the effect of treatment, intelligence, attitude towards teaching profession and their interaction on overall achievement of the students.

Mekuria (1991) studied classroom verbal behaviour of teacher trainees in relation to their intelligence, self-concept and attitude towards teaching. The population in the study consisted of Science teacher trainees of Addis Ababa University, Ethiopia during 1988-89 academic year. Classroom verbal behaviour was measured by Flander's interaction analysis observational technique. Results showed that: (i) High intelligence group of Science teacher trainees were more direct to their teaching behaviour and their pupils interacted better than the group of Science teacher-trainees with low intelligence. (ii) The interaction effect of intelligence and self-concept was found to be significant on the variables of Teacher Talk (TT) and not significant upon Indirect/Direct Ratio (I/DR), Indirect Teacher Talk (ITT), Pupil Talk (PT) and Silence (SC). (iii) The classroom verbal behaviour of Science teacher trainees was direct as measured by Flander's interaction analysis observational technique. Most of the classroom verbal behaviour was limited to the question answer response.

Skariah (1994) studied creativity of teacher trainees' in relation to their self concept, attitude towards teaching profession and success in teaching and found that high teaching success group and high attitude towards teaching group are more creative than the other groups.

Kaur (2004) conducted a study to investigate the effect of teacher training programme on the motives, attitude towards teaching profession and different personality factors of the teacher-trainees. She concluded that the B.Ed. students' attitude towards teaching profession decreased at the completion of the teacher-training programme. So

the training programme had a negative impact on B.Ed. students' attitude. She found that there was a significant decrease in the attitude of B.Ed. students towards classroom teaching aspect also and concluded that the teacher-training programme failed to maintain the magnitude of B.Ed. students' attitude towards classroom teaching. Attitude of the B.Ed. students relating to child-centered practices increased during the training but remained almost same at the end of the training and hence the training programme did not improve this aspect of attitude of the trainees. The results also showed that there was no significant impact of training on the attitude of B.Ed. students towards educational process aspect. The training programme had a negative impact on B.Ed. students' attitude towards pupils. The study also concluded that there was a gradual decrease in B.Ed. students' attitude towards teachers. Thus, the study concluded that the teacher training programme failed to enhance the attitude of B.Ed. students towards teaching profession.

M.Phil. Dissertation:

Mathai (1992) found that attitude towards teaching profession is a significant predictor variable of success in teaching. In the study, the effects of Hands-on, Minds-on teaching experiences on attitudes of pre-service elementary teachers were studied.

Bose (1993) studied the correlates of teacher effectiveness of 160 student teachers and found that positive significant relationship exists between teacher effectiveness and each of the predictor variables like intelligence, teaching attitude, self-confidence and previous academic achievement.

Cornelius (2000) in a study on teacher competency of the B.Ed. trainees found that intelligence, attitude towards teaching profession and academic achievement are the discriminating factors of different group of teachers.

M.Ed. Dissertations:

Kumar (1995), in a study, found that there is a significant difference in the attitude of male and female teacher trainees towards teaching profession.

Balan(1996) found no significant gender difference in attitude towards teaching of student teachers of Kerala and there exists significant relationship between attitude towards teaching and self concept of the female student teachers.

Journals:

Mehrotra (1973) conducted a study on the effect of teacher education programme on the attitude of student-teachers towards teaching profession. The major finding of his study was that the attitude of those students who completed the course was more favourable than that of those who did not. The mean attitude scores of full-time students were lower than that of correspondence students at the beginning of the course but it was higher at the end of the course. In both the groups, the attitude of women students was more favourable than men. The attitude of male students of correspondence courses was favourable than that of the full-time courses, both at the beginning and at the end of the course.

Department of Post-graduate Studies in Education (1974) conducted a study of the role expectations of teachers under training in the city of Bangalore. The main objective of the study was to find out interest and attitude of pupil teachers towards different functions of teaching profession, also to assess the role expectations of pupil-teachers.

Rawat and Sreevastava (1984) conducted a comparative study of the attitude of male and female teacher trainees towards teaching. Significant difference was found between male and female teacher trainees in their attitude towards teaching profession.

Sundarajan, Kumar and Bala (1991) for their study on student-teachers' attitude towards teaching and their interest in teaching took a sample of 262 student-teachers of Annamalai University. It was found that as many as 95.04% of the B.Ed. students of university had a favourable attitude towards teaching. No significant difference between men and women student-teachers, Humanities and Science student-teachers, graduate and postgraduate student-teachers in relation to their teaching attitude was found. Women student-teachers were found to have better interest in teaching as compared to men student-teachers.

Reddy (1995) studied the attitudes of student teachers and success of student teachers and reported that attitude of teachers do not significantly influence the success of student teachers.

Vasanthi and Anandi (1997) conducted a study on 417 B.Ed.student-teachers of Madras City. It was found that intelligence, self concept and attitude towards teaching of the female pupil teachers were significantly related to teaching effectiveness. Teachingattitude showed the highest correlation with teaching effectiveness as compared to self-concept, achievement, motivation, anxiety and intelligence of the B.Ed. students.

Devi (2004) in her study on student teachers undergoing the B.Ed. course during the academic year 2003-04 in Chennai, assessed the attitude of B.Ed. trainees towards teaching profession and found the relationship between the attitude towards teaching and performance in B.Ed. entrance examination. It was found that the high achievers in the entrance examination had favourable attitude towards teaching. A positive and significant relationship existed between the attitude towards teaching and performance in B.Ed .entrance examination.

Viswanathappa (2005) in his study - Attitude towards teaching and teaching competence, attempted to find out the influence of attitude towards teaching, rank in Ed. CET (Education Common Entrance Test), age, father's education and occupation on the teaching competence of student-teachers. Teaching Competence Scale which consisted four parts: Lesson planning, Presentation, Closure and Evaluation was used to collect the data. The data was collected from 200 students-teachers of education colleges affiliated to Krishnadevaraya University Anantpur during the practice teaching October-November 2003-04. Following were the conclusions of the study:(i) Attitude of student teachers towards teaching significantly predicted the teaching competence of the student teachers in lesson planning, presentation of lesson, closure of lesson, evaluation and teaching competence in total.(ii) The CET rank for admission did not predict the teaching competence of B.Ed. students in lesson planning, presentation, closure, evaluation and teaching competence in total.

Joshi (2007) conducted a study on Common Entrance Test(CET) Scores and Academic Score of teacher trainees to find out the relationship between CET Score and Academic Score of 752 teacher trainees. A sample of 396 males and 356 females was

taken from Dhule city of Maharashtra State. The CET comprised of four subtests viz., Mental Ability, Teacher Attitude, Teacher Aptitude and General Knowledge. The weightages given to each of these tests were 20%, 30%, 30% and 20% respectively. The marks obtained by candidates in the entrance test were converted to 50% and this score was called the CET Score. Similarly Academic Score was made on the basis of academic and some other qualifications and weightages given to Academic Score was also 50%.

Findings-The study indicates that the relationship of CET score with the Academic Score is positively significant. The CET score of male, female, open category, backward category, Arts faculty and Science faculty student-teachers is also positively related to their academic score.

2.3.3.2.c Summary of Studies on Attitude of B.Ed. Students towards Teaching Profession

Studies reviewed on Attitude towards Teaching Profession are consolidated in Table 5.

Table 5: Summary of Studies on Attitude of B.Ed. Students towards Teaching Profession

Sr. No.	Author(s)	Year	Title
A	<i>International Perspective</i>		
1	George G. Austin	1979	The effects of student teaching and pre-testing on student teacher's attitude.
2	Diran Taiwo	1980	The influence of previous exposure to Science education on attitudes of pre-service Science teacher towards Science teaching.
3	Chester and Mitchell	1991	Changes in attitudes within firstyear teachers in urban schools.

4	Pugh, Ava and Others	1991	An investigation of pre-service teachers' attitudes towards theory and practical application in teacher preparation.
5	Koontz and Franklin	1992	An assessment of teacher trainees' attitude towards selected instructional media.
6	Pederson and McCurdy	1992	The effects on hands-on, minds-on teaching experience on attitudes of pre-service elementary teachers.
7	Piel, John and others	1992	Educational attitudes of pre-service teachers or "Redesigning the Edcel" of teacher education.
8	Baxter and Anthony G.	1993	Improving Teaching candidates' attitude towards learning theoretical knowledge: seeking change in teacher education.
9	Benton, Gary and others	1993	A professional development school's impact on student teachers' attitudes.
10	Goodwin, Deborrah, Dening, Rosemarie	1993	The interactive video approach to pre-service teacher training: An analysis of students' perceptions and attitudes.
11	Anderson, DeWayne	1995	Pre-service teachers' Attitude towards children: Implications for teacher education.
12	Roos, Marie and others	1995	The influence of early field experiences on the attitude of pre-service teachers.

13	Morso and Pigge	1996	Relationship between pre and post-preparation development of attitudes, anxieties and confidence about teaching and candidates' success or failure in making the transition to teaching.
14	Downing, Jan E., Filer, Janet D., Chamberlain, Robert A.	1997	Science process skills and attitudes of pre-service elementary teachers.
15	Pigge and others	1997	Development of attitude Towards teaching career in a longitudinal sample of teacher candidates progressing through preparation and five years of teaching.
<i>B</i>	<i>National Perspective</i>		
1	Patil C.J.	1984	A differential study of Intelligence, Interest and Attitude of B.Ed. college students as contributory factors towards their achievement in the compulsory subjects.
2	Donga N.S.	1987	A study of the adjustment of the trainees of teacher training colleges in Gujarat.
3	Buddhisagar and Sansanwal	1991	Achievement of B.Ed. students: Effect of Treatment, Intelligence Attitude towards teaching profession and their interactions.
4	Mekuria	1991	Classroom verbal behaviour of teacher trainees in Ethiopia in

			relation to their intelligence, self-concept and attitude towards teaching.
5	Skariah	1994	Study of creativity in student teachers in relation to their self concept, attitude towards teaching and success in teaching.
6	Kaur	2004	Impact of Teacher Training Programme on B.Ed. students' Motives, Attitude towards teaching and personality.
7	Mathai	1992	Some presage variables discriminating between successful and less successful secondary school Science teachers of Kerala.
8	Bose	1993	Correlation of teacher effectiveness of student teachers of Biology.
9	Cornelius	2000	Teacher competence associated with intelligence, attitude towards teaching profession and academic achievement of teacher trainees.
10	Kumar Ajith V.K.	1995	A study of attitude of teacher trainees towards teaching profession.
11	Balan	1996	Attitude towards teaching profession and self concept of Student-teachers of Kerala.
12	Mehrotra	1973	Effect of teacher education programmes on the attitude of

			teachers towards the teaching profession.
13	Department of Post-graduate Studies in Education	1974	A study of the role expectations of teachers under training in the city of Bangalore.
14	Rawat and Sreevastawa	1984	Attitude of male and female teacher trainees towards teaching.
15	Sundarajan, Kumar and Bala	1991	Student-teacher's attitude towards teaching and their interest in it.
16	Reddy K.B.	1995	A study of student-teacher's success in relation to criteria of admission and attitude towards teaching.
17	Vasandhi and Anandi	1997	A study of some factors Affecting teacher effectiveness.
18	Devi, Nirmala S.	2004	Assessment of attitude towards teaching,
19	Vishwanathappa	2005	Attitude towards teaching and teaching competence.
20	Joshi	2007	Common Entrance Test Score and Academic Score of trainees.

Conclusion

Studies reviewed on attitude towards teaching profession revealed that attitude towards teaching profession are a significant predictor of teaching efficiency. Studies proved that attitude can be improved through practical experience. It is also found that more effective and less effective teachers differ in attitude towards teaching. Previous exposure can increase the level of attitude. Some studies indicated that female teachers possess a high degree of favourable attitude towards teaching profession than male teachers. Teachers with positive attitude encourage their students. Significant relationship of attitude towards teaching with variables like teaching interest, satisfaction, creativity

intelligence, teaching effectiveness, commitment, achievement, technology, teaching experience are established in a majority of studies. But a few studies show no relationship with the variables viz., qualification, class room behaviour, age, sex, locale, etc. However, attitude towards teaching is a significant variable related to teaching that majority of studies have established its relationship.

2.4 Findings of the Review of Related Research :

The complex nature of teaching can be observed from the studies that they include as many variables which directly or indirectly affect teaching, age, experience, academic achievement, gender, personality, satisfaction, home, health, social and emotional adjustments, intelligence, subject-mastery, commitment, concern, values, democratic leadership, attitude, interest, self-concept, motivation, humor, love, etc., are some of the variables that are significantly related to effective teaching.

Significant relationship of perception and attitude of B.Ed. students towards teaching with variables like teaching interest, satisfaction, creativity, intelligence, teaching effectiveness, commitment, achievement, technology and teaching experience are established in a majority of studies. Very few studies showed relationship with the variables viz., qualification, class room behaviour, age, sex, locale, etc.

2.5 Relevance of the Review with respect to the Present Study –

While studying related literature, the researcher found sufficient material related to strengths and weaknesses of existing teacher training program, training of primary teachers, problems of training program, teacher's job satisfaction, techniques of education, innovations in teacher training program, etc. in educational journals, research abstracts and articles on internet. The review of related researches was helpful to the researcher to know about various psychological aspects related to teacher-training like perceptions, attitude, satisfaction, etc. However, dissertations, which were related to study of the effects of socio-economic background on psychological aspects in relation to the teacher training, were found to be very limited in number. It was found that no such study in which the relationship between all these variables has been studied.

In the research studies reviewed, *there has been no attempt to study the relation of Socio-economic status on Perception and Attitude of B.Ed. students towards teacher training and teaching profession.*

The investigator, therefore, has undertaken the present research work to study all these important variables which are very closely related to prospective teachers. Hence, present research aims at studying the relation between socio-economic background with the perception and attitude of B.Ed. students towards teacher training and teaching profession.



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