CHAPTER - II
REVIEW OF RELATED LITERATURE

This chapter deals with a brief review of the work already done in the area chosen for the study. The review of related literature helps the researcher to define and delimit the research problem. It enables him/her to formulate hypotheses and prepare an effective research design and specific procedures to be adopted while conducting the research. Further it helps to identify the gaps, in already completed research and acts as backdrop to interpret the results of the present study in comparison to the previous studies. Studies related to teacher values, teacher attitude and teaching aptitude and other important variables have been reviewed.

This chapter consists of four parts.
Part A – consists of studies related to teacher values.
Part B – consists of studies related to teacher attitude.
Part C - consists of studies related to teaching aptitude.
Part D – consists of studies with the combination of these three aspects.
All the studies (Indian and Foreign) are arranged in a chronological order under each sub heading.

2.1 Part A - Studies related to Teacher values

2.1.1 Studies in India
Agarwal (1959) found that the conceived values of individuals largely take into account the cultural patterns of the requirements of the social system, value dimensions isolated by factor analysis are, achieving the goal by any means; self-restraint, purity of thought, and salvation through selfless action.

Kakkar and Gordon (1966) conducted a study on ‘A Cross cultural study of teachers’ values with a sample of 22 male and 73 female teacher trainees from India, Japan and America. The findings of the study were:
1. Indian teacher trainees differed from their American counterparts on survey of interpersonal value tool indicators congruent – with certain characteristics of Indian cultures and beliefs. 2. Indian teachers tend to score lower than their American counterparts on support, recognition and independence values and higher on conformity and benevolence values. The Indian virtues of self realization and spiritual peace reflect the psychological self sufficiency represented by low scores on the support and recognition scale. 3. The greater similarity between the Japanese and American teachers may reflect in part the post-war American influence in Japan.

Dixit and Sharma's (1969) study showed that men teachers scored high on aesthetic, political and social values than women teachers.

Pal (1969) found that student teachers consider the political value is of the greatest importance, indicating that they were much interested in power, prestige and in having some control over others. These teachers also placed great importance on the theoretical and economic values showing that they are oriented to the cognitive approach to things and value that what is useful. The lowest value assessment was found for religious value which indicated that religious matters meant little to this group.

Makhija (1970) investigated into the values of teachers of urban higher secondary schools. Personal value questionnaire was used to assess the ten values and concluded that (1) Women teachers were found higher than men teachers in aesthetic and theoretical values. (2) Men teachers were found higher than the women teachers in power, family prestige and religious values.

Kakkar's (1971) study on the values among teacher trainees and college teachers showed that teachers obtained higher scores on political values followed by theoretical and social values. The teacher trainees gave first preference to social values followed by aesthetic and theoretical values.
Kulshreshtha's (1972) study found the importance of age as a criterion in deciding the values of society. In his study, he found that the teachers born in pro–independent period were more interested in social matters than the teachers who were born in the pre- independent period.

Sinha (1972) observed in his study that value patterns were similar in students, teachers young and old. Those teachers belonging to same generation and profession have great similarity. The youngsters among teachers preferred social values more and less preference was given to religious, aesthetic and political values.

Pachaury's (1973) study of scientific values of science teachers found that the predominant values present in the science teachers were creativity, open mindedness, objectivity and experimental verification.

Kaul's (1973) study of factorial analysis of Sprangerian values possessed by teachers found that popular and non-popular teachers differed significantly on all the six values. Popular teachers were predominant in political, social and religious and non-popular teachers preferred more the aesthetic values and economic values.

Singh (1974) found that the age of teachers influences their religious and political values. The level of education training, school management, location and size of the school do not influence the teachers’ values much. The subject which the teacher teaches influences the value of teachers and they differ on that basis. Teachers with high social and theoretical values were related with their professional satisfaction.

Gandhi (1977) sought to relate the sixteen personality factors of teachers of both open climate and closed climate schools. This study revealed the importance of school organization as a major factor in determining and influencing students' mental development and more particularly their conceptions.
Kulshreshtha (1979) in his study observed that teachers preferred more and ranked high on professional, social, progressive and aesthetic values. They ranked low, on the values that were not social, economic, traditional and aesthetic in character. The teachers gave least preference to the authoritarianism, extravagance and non-professional values.

Bhushan (1979) found that female prospective teachers ranked higher on forgiveness, ambitions, helpfulness and lovingness that their male counterparts, while male prospective teachers ranged higher on logic, courage capability, responsibility, imagination and independence than their female counterparts.

Kumari (1981) found that both men and women preferred theoretical values. Rural women teachers and urban men teachers possessed high morality. The urban women teachers preferred more economic and social values whereas rural women preferred aesthetic, theoretical and religious values more.

Srivastava (1981) measured the moral ideals and values of P.U.C, B.A and M.A Class students. The findings were (1) for every increase in the educational ladder, there is a corresponding decrease in moral values (2) after high school education a decrease in the magnitude of moral values is observed corresponding with the increase in age.

Zuberi (1984) made observations of live interactions and on the existing status of teachers with regard to the values they hold, the temperamental traits they possess, the degree of adjustment in job they feel. The needs they express and the academic achievement they have at the time of investigation. The study found that no significant differences among the three groups of teachers on values except the religious value which was found in teachers.
Kumar and Mutha’s (1985) study revealed that the non–effective teachers scored high on political values where as theoretical values were preferred more by the effective teachers.

Seetharam (1987) was of the opinion that it was moral education course that was conducted for teachers resulted in an improvement in the moral values of teachers.

Verma and Tyagi (1988) made an attempt to find out whether the sex differences exist in the values of senior secondary school teachers. The findings indicated that male teachers were significantly higher on economic and political values and lower on social values as compared to female teachers.

Surinder, K. Bullar’s (1988) Study on ‘the role of teacher in moral direction of students’ revealed that teacher can play an important role in directing the students to avoid the use of narcotics through self control and direct students to have moral courage to resist from copying and using unfair means in the examinations.

Nayyar, Surindar Mohan (1989) attempted to find out values cherished by student teachers belonging to various castes and communities. Moreover, the researcher wanted to study the mental make up of student- teachers from various community groups in terms of open mindedness and closed mindedness. Findings of the study revealed that the most important teacher values according to the student-teachers from all the categories were: Justice and fair play, discipline, role of the school as a change agent, naturalism, honesty, morality and pride in cultural heritage of India. The correlations between the teacher value scores and the open mindedness and closed mindedness were not significant in these groups. There was no significant correlation between the teacher values scores and socio economic status score.
Atreya Jaishanker (1989) studied the values of teachers and job satisfaction in relation to their teaching effectiveness at degree college level. It was found that at degree level teaching, effectiveness was significantly related to values and job satisfaction.

Clemance, S. Mary (1989) studied the job satisfaction among high school women teachers by their role conflict and dimensions of values with the help of 3x3 Anova. The major findings of the study were: (1) Among the dimensions of values only one dimension, viz social value was found to affect the total job satisfaction of high school women teachers. (2) Women teachers who were moderate in their social dimension of value expressed significantly more total dissatisfaction than either the low or high groups of social dimension value. But the extreme groups did not differ.

Singh, et al. (1990) undertook an experimental study using pre test – post test control group design. They reported that “Demonstration theory orientation practice of value analysis” model has helped in developing moral judgement in B.Ed students

Agarwal Meenakshi (1991) studied the job satisfaction of teachers in relation to some demographic variables and values. The finding of the study was economic and political values were significantly related to job satisfaction.

Nakum (1991) studied the existing value pattern of secondary teacher trainees of Saurashtra. The major findings were: (1) All the trainees scored a higher mean score on family, hedonistic and health values, medium in democratic, religious, power and social values but lower in economic, aesthetic and knowledge values. (2).On social and democratic values female trainees scored significantly higher than male trainees. (3) Urban trainees scored significantly higher than rural trainees (4) Science trainees scored a significantly higher mean score on knowledge and health values than non science trainees but non science trainees scored significantly higher mean score on power value than science trainees.
Sharma, Meenu (1992) made a study on the socio economic status and values with reference to their attitude towards the nation. The findings were: (1) It was found that male and female teachers at different levels differed in SES but they did not differ on value orientation and attitude towards the nation. (2) To some extent value orientation was related to attitude towards the nation.

Sharma (1992) studied the value patterns of primary school teachers in Uttar Pradesh. The objective of the paper was to study social, moral and spiritual values of primary school teachers, between urban and rural teachers, male and female teachers and the teachers of different religions, age groups and having different lengths of experience. The tool of the study had multiple choice items, having 30 attributes, covering 3 value patterns- moral, social and spiritual. The study found that moral values were most preferred and social values were least preferred. Urban and rural differences in value pattern were observed. Similarly, sex difference was found in social values but not in moral values. Younger teachers had higher social values; whereas senior teachers were higher on moral and spiritual values.

Nautiyal (1992) studied the efficiency of teachers’ performance as related to their values effectiveness, morale and student perceived teacher characteristics. The major findings of the study were: (1) Efficiency differences were found in theoretical values between the teachers of high performing skill and of low performing skill of government colleges. (2) There were effective differences of economic values in government colleges. These differences were not found in the teachers of private colleges (3) In the theoretical values of female teachers of government and private colleges there was no difference (4) There were differences in authentic value of female teachers of government schools. This was not found in the male teachers of govt. schools (5) Social, Political and religious values were same in the male, female teachers of govt. and private schools.
Neeta Khanna (1993) Compared the students of teachers training stream with the students of general stream on the five human values of truth, righteous conduct, peace, love and non-violence under similar environment. The results revealed that there were significant differences between the two groups of students on two of the five values, namely truth and love. The inspection of the mean scores showed that teacher training group has secured higher on these two values. The difference of the mean scores of the two groups on the remaining three values, namely righteous conduct, peace and non-violence are not significant. Although the hypothesis of significant value differences between the two groups of students has been partially confirmed, it may be said that while the teacher trainees showed a clear advantage on the values of truth and love their mean scores on the remaining three values to depict a tendency to be higher. One may summarize that some additional exposure to teacher training curriculum or greater contact with school situation is likely to develop their all the five values significantly a head of the students of general education streams.

Arora (1993) studied the relationship between the nature of scientific knowledge and values among university teachers and students. The objectives of the study were: to construct and standardize the tools on understanding the nature of scientific knowledge and values. The conclusion that emerged from the study was that values do affect the understanding of the nature of scientific knowledge.

Bageshwar (1993) studied the value profile and self concept of women teachers. The objective of the study was to find out the relationship between value profiles and self concept of women teachers of schools at all three levels. (i.e. Primary, Secondary and higher) and to find out the values affecting teachers value profiles, personal value questionnaire of R.P. Varma and teacher’s self concept scale of Geeta Rai were the tools employed in the study. The findings of the study revealed that value preferences given by women teachers in hierarchical order were knowledge, social, aesthetic, hedonistic, family prestige and power value. Teachers of all three levels had
positive self concept. It was found that values and self concept were significantly related.

**Sharma (1994)** studied the effectiveness of value analysis model in developing value analysis competencies among B.Ed trainees and school students. The study was conducted to see and compare the effectiveness of value analysis model (VAM) in developing value analysis competencies (VAC) among B.Ed trainees and school students when taught with or without the use of value analysis model. An experimental design using pre-test and post-test with parallel groups has been used. The finding of the study indicated the effectiveness of VAM over conventional method of teaching in developing VAC among the members of both treatment groups.

**Diwakar (1995)** studied the effect of some intervening strategies on the development of contemporary values among teacher trainees. The study was conducted to find out the effect of different strategies on the development of values, mainly secularism, democracy national integration and non-violence among prospective teachers. A scale to measure value orientation was developed. A pre-test and post-test design was used. The study revealed that the intervening strategies can promote the value of democracy and were useful in developing the value of national integration. It was also found that the value of democracy and national integration developed during experiment were retained for a longer time.

**Anjali (1995)** studied the teacher effectiveness in relation to values, job satisfaction and emotional stability of senior secondary school teachers of Himachal Pradesh. The study covered happiness, social efficiencies, character building and spread of national and culture values. The findings were: (1) both male and female teachers with high values were more effective than teachers with low values. (2). It was also found that sex and values had no interaction effect on the effectiveness of teachers. But female teachers were emotionally more stable than male teachers and male and female teachers with high job satisfaction were more effective than teachers with lower job satisfaction. The study suggested that teachers should mould their
behaviours accordingly into day to day life and thus bridge the gap between teachers and taught which is important in any educational system.

**Poonam (1996)** studied the effects of stress on job satisfaction and work values among female teachers of secondary schools. The work values were related to economic return, social services, intellectual challenge, power, independence, chances of progress, material handled, adventure, associates, surrounding and variety. In the study, stress was found to be negatively related to work values.

**Agnes, M. Mary Josephine (1997)** studied the personality characteristics of B.Ed students in colleges of education in Tamilnadu. The objectives of the study were (1) to study the personality characteristics of B.Ed students in colleges of education in Tamilnadu (2) to study the value system of B.Ed students and (3) to find out the relationship between personality characteristics and the value systems of B.Ed students. The findings revealed that most of the B.Ed students fall within the moderate level such as achievement, deference, order, exhibition, autonomy, interception succourance, dominance, abasement, morturance, change, endurance, heterosexuality and aggression. Further, it was inferred that the personality characteristics have a partial impact on the personal values and social values of the B.Ed students and on community values like adaptability, cooperation and tolerance. Besides, the personality characteristics very much contribute towards development of values in the students.

**Sandhya's (1999)** evaluative study on value education provided to tenth class students and their teachers found that: (1) Teachers were predominant in theoretical, social, religious and economic values (2) Gender, educational training & experience do not influence teachers values. (3) Teachers of urban schools have higher moral and economic values than the rural school. So, location of the school influences teachers’ values (4) The age influences teachers’ aesthetic values.
Parthan Rauf Tattar (2002) made a comparative study of values among students of college education of Bombay & Aurangabad cities. A sample of 600 students of B.Ed., was selected for the study. A questionnaire constructed by Dr. K.G. Agarwal was used for the study. The major findings of the study were: (1). The B.Ed students of Aurangabad have been found significantly higher in terms of their mean scores on moral, secular and religious values than the B.Ed students of Bombay. (2). The B.Ed students of Bombay have been found significantly higher in terms of their mean scores on social and cultural values than the B.Ed students of Aurangabad.

Sirazul Islam (2002) studied the value pattern of college students in relation to some select socio – educational variables. 610 students were taken as sample. Value orientation scale, questionnaire SES Index, Index for media exposure and index for library use were the tools used for the study. The major findings of the study were: (1). The college students have been found to bear modern outlook in their values. (2). Difference in the value patterns of the college students in terms of gender religion, mother tongue, local stream, SES, period of stay in the college ,media exposure and library use have been found.

Dhull, I.G.M. and Mahashewta (2005) studied the value patterns of B.Ed pupil teachers in relation to their sex, intelligence and socio – economic status. The objectives of the study were: (1). to compare the value patterns of male and female B.Ed students. (2). to compare the value patterns of B.Ed students belonging to high and low intelligence groups. (3).to compare the value patterns of B.Ed students belonging to high and low socio – economic status. The findings of the study were: (1). The males scored significantly higher than the females on theoretical and political values. (2). The females scored significantly higher than the males on aesthetic and religious values. (3). No significant difference was found between high and low intelligence groups with respect to value patterns. (4). The students belonging to high socio – economic status were found to be significantly higher on theoretical values when compared to those belonging to low socio – economic status.
Jayanthi, Reena Agarwal (2006): Studied the relationship between teachers’ values and socio-emotional climate of the classroom. Results show that the teachers possessing high social value were found to be successful in creating positive socio-emotional classroom climate where as it is opposite in case of power value.

Rajinder Toong (2007) studied the value patterns of school teachers in relation to their life satisfaction and personality dimension. A sample of 600 school teachers was taken for the study. Personal data sheet, Teacher value inventory by H.L. Singh and S.P. Ahulwalia 1994, life satisfaction scale by Promita Singh & George Joseph, 1996 were used for the study. The major findings of the study were: (1) Value ranking for all 600 teachers based on mean score was in order of preference was social religious, theoretical, aesthetic, economic and political. (2) Value hierarchy for male school teachers was social, theoretical, aesthetic, economic, religious and political. Value hierarchy for female school teachers was social, religious, aesthetic theoretical, economic and political. It was identical in respect of social aesthetic and political values but not identical in respect of theoretical, economic and religious values. (3) The hypothesis that there was no significant difference in value patterns of male & female school teachers was partially accepted.

Sindhya (2007) studied the extent of value attainment among student teachers. The findings were: (1) The student teachers have an average level of value attainment. (2) There is no significant difference between value attainment of students – teachers in terms of demographic variables such as age, sex, locality and educational qualifications.

Rajendra Prasad (2008) in his study on value preferences and value system among M.Ed students found that the more preferred terminal values were world at peace, equality and wisdom and the more preferred instrumental values were ambition, being helpful, broad minded and honest.
Sabitha Mishra (2009) studied the perception of values by effective and ineffective teachers in relation to sex, age and place of habitation. The findings of the study were: (1). The male teachers have been found to have high mean score in theoretical, economic and political values, the female teachers have been found high in aesthetic, social and religious values male and female teachers differ significantly in economic, aesthetic, social and political values. (2). Rural and urban teachers were found to have significant difference in theoretical value.

Rajendra Prasad and Vijaya Lalitha (2010) studied the value orientation among university B.Ed students. The study adopted Rokeach value survey (RVS) with terminal and instrumental values, each with 18 set of values. The sample included 60 B.Ed students. The major findings of the students were: (1). The B.Ed students have given highest preference to family security followed by national security and to comfortable living. (2). The least preferred terminal values for B.Ed students are pleasure, a sense of accomplishment, world of beauty and wisdom. (3). Capableness in the most preferred instrumental value of B.Ed students followed by broad mindedness and forgiveness. (4). They expressed the intellectuality, logical thinking & loving as the least preferred values.

2.1.2 Studies Abroad
Warner and his associates (1944) found that teachers, who usually come from the middle class, adopt values which are predominantly representative of the middle class for reasons of social mobility.

Schefer (1947) found a trend towards theoretical and aesthetic values in senior students showing that education did influence the value system.

Hafeez’s (1949) study of the development of the sense of values was conducted on high school, Intermediate and degree class students as well as college teachers belonging to different age groups. The study revealed that the service students of high school III year seem to be more mature than the students with humanistics as optional. The same with intermediate students.
B.A. Students were found to be more mature than the senior intermediate group. The adult groups of college teachers were definitely more mature than BA students. Age, experience and education influence the development of proper values, which is reflected in maturity. The study also revealed the feeling that father is considered to be the symbol for power, mother as personification of love by both men and women.

Prince (1957) studied relationships between individual values and administrative effectiveness in the school situation and concealed that (a) Older teachers were significantly more traditional in value orientation than the younger teachers and (b) Older principals were more traditional than young principals.

Norman, E. Dilley (1957) studied the personal values held by college students who enter a teacher education programme.

Hughes and Nicholas (1959) investigation on the effect of professional socialization in the area of values found that the differences in the professional socialization experience were accompanied by the differences in educational values of teachers.

Harris and All port vernan Lindzey (1960) reported that theoretical values were found significantly high in students of education.

Bowie and Morgan (1962) conducted a research on personal and verbal behaviour of teachers. It was found that the teachers who were high on religious values were making more supportive statements than the teachers who were high on political values. The teachers who were high on economic value did not lay emphasis on school rules and regulations as much as the teachers of high social value.
Gray (1963) studied the comparison of work values of secondary school teachers, engineers and accountants. Career and prestige were the prime factors for engineers and accountants and the teachers preferred social rewards.

Anderson’s (1966) study showed that the secondary school teachers give less importance to aesthetic and more importance to economic values in comparison with college students.

Andrews (1966) found the significant difference for teachers in eight subject areas on theoretical, economic, aesthetic and political scales.

Gage et al. (1967) were of the opinion that teachers had their own pattern of values. The significant aspect of the learning teaching process in the classroom is the transmission of value orientation from teacher to pupil. Which value would be transmitted depends upon the teachers own value orientation, which in turn was determined by his position in the groups and subculture of social structure.

Spaights (1967) found that the academic record of the students intricately involved in their behavior with their teacher. But almost all the studies agree that teacher’s own behavior is the major deciding factor in creating a pattern behavior in the class.

Kirchner and Hogan (1968) found that there was no significant change and the values of future teachers remained constant after the students had been exposed to a course of Philosophy of education. Very little change occurred on the theoretical value scale with the sex variable controlled, there were no significant differences among female future teachers in elementary, secondary or special education schools on five of the six scales of study of values. At the 0.05 level of confidence, between scores of female seniors enrolled in elementary education and in secondary education as a group. The elementary future teachers were more aesthetically minded than the secondary education future teachers.
Rescher (1969) found that class room teachers with high aesthetic values scores were generally viewed by their supervisors as possessing a high degree of professional competence, personal traits and qualities desirable for good teachers. Teachers with high aesthetic value were distinguished by their verbal competence and effective communication in class room. No significant difference in the values of teachers with bachelor and master degrees were apparent.

Longstreth (1971) questioned and interviewed the entire faculty of high school teachers with regard to values and found that 82 percent teachers felt the values were relative rather than absolute. Most of the teachers did not believe in planning value education and preferred to use examples and discussions for handling values. Those who believed in teaching values, felt that the teacher, the community and the students should help determine the values to be taught, with teacher choosing the method.

Nelson’s (1971) study on the differences of values among teachers revealed that there were significant differences among teachers on their economic, aesthetic, political & theoretical values but did not significantly differ on social and religious values.

Strohmeyer (1971) ascertained whether students’ perception of a teacher could be predicted from the knowledge of value differences or not. He found that teacher effectiveness could be predicted significantly from teacher’s and student’s values. His study was confined to 420 students and 21 teachers only.

Rokeach (1973) reported the review of the wide range of value data collected on American population of age ranging from 11 to 70. He observed that atleast 30 out of 36 values show significant age differences, either in the adolescents or in national sample or in both samples. The impression gained was that value range from early adolescence through old age with the presence of several generation gaps rather than just one. The identified 14
different value patterns among 30 differentiating values observed 9 of them appear to be more prominent.

**Bertera, francis John (1979)** studied the value change in graduate school. The main objective was to investigate the value hierarchies of graduate school students. The Rokeach value survey was the instrument used to investigate the value of hierarchies. The hypotheses of the study were: (1) the ranking of the terminal values such as a sense of accomplishment freedom, happiness, mature, love, pleasure, inner harmony and wisdom was significantly higher in a high socializing group versus low socializing group. The ranking of the instrumental values such as logical, imaginative, intellectual and independent was significantly higher in a socializing group. The findings revealed that all the hypotheses in their null forms were accepted.

**McGown, Partricia Mary (1984)** studied the multidimensional representation of values and ethnic differences. The researcher had framed the following objectives: (1) to understand how an individual perceives a value and (2) to examine if differences in the value structure occur due to cultural identity, specifically Anglo American and Asian American subcultures. The subjects of for the study were 301 students, 68 education and 54 Asian American students from Washington state university. The Rokeach value survey was used to collect the data. Multidimensional scaling techniques, multi regression analysis and multiple correlations were used for analysis of data. The major findings were: (1) No significant differences was found between Anglo Americans and Asian Americans in their perception of instrumental values (2) Some significance was found for the terminal values (3) The Anglo American group placed greater importance on achievement oriental values than the American group and (4) A significant difference was also found on a dimension identified as having to do with aesthetic Vs. Political orientation.
David R. Stronck (1985) studied the value systems of students in a teacher education program. An important aspect of counseling was the recognition of value systems. Although teachers were often prepared to provide classroom opportunities for values clarification, few students in teacher education program were assisted in the recognition of their own value system. To achieve values clarification, 246 students in the professional year of education at the university of Victoria completed Rokeach’s value survey. Their values system was characteristic of smokers.

Theodore, Alexander Philip (1986) undertook a study on ‘Attitudes concerning values and value education held by students and faculty members at the south Alabama’. The major findings were: (1) Both the groups feel the need to promote value education (2) Both the groups supported the use of various value education techniques in colleges and (3) Students and faculty members did hold certain types of values to be important.

Macheil, Jeremiach Bernard (1991) studied the life roles and values of senior undergraduate education students. The findings indicated that education students learned to value areas of personal achievement and social orientation more than those that relate to working conditions as risk taking. The level of work was high across the total sample with role of home and family relates as the most important role for the majority of students, community service was judged to be the least important of the life role measures. Generally, students were uncertain about their career in teaching. Less than half of the respondents indicated that they expected to obtain full time employment as a teacher and one third expected to seek full time position different from teaching. The results of correlative analysis between values and life roles, career expectations and images of teaching revealed a number of statistically significant correlations coefficients at 0.05 level of the values which respondents will seek in future life roles. Leisure activities and work shared the greatest number of significant positive correlation. In results of the study suggested that the education students gave importance to social orientation, personal development, home and family. They also approached
their career with a degree of uncertainty. They were low risk takers and expressed interest into states of teacher education and profession.

**Margareta Sandstrom Kjellin, Niclas Manson, Ore Karlsson Vestman (2000)** studied the values in student teachers, Educational Practice. A qualitative, quasi – experimental study was described that had the aim to illuminate, by focusing the classroom dialogue, the relation between student teachers’ explicit and implicit values. Two groups of students participated in inquiries about the character of the classroom dialogue. The experimental group also participated in intervention. The intervention implied that the students were taught to pay a lot of attention to those parts of the Swedish National curriculum in which teachers’ explicit and implicit democrative values were focused. The result was that, during the intervention, the students change their values, but not in a direction desired by the project. A conclusion is that, besides the intervention, also the practical work at schools affected students understanding of the character of a desired classroom dialogue.

**Alan Smith, Anne Moran (2008)** made study on the values based approach to teacher education. This research explored students, and beginning teachers’ experiences of teacher education and professional development in Northern land. The study adopted a longitudinal approach, tracking 40 students across three phases of teacher education and professional development. The findings showed that (1) Teacher educators acknowledged the significant role played by personal values in selection procedure and that an emphasis on these values might exert an influence on selection decisions. (2) Attempting to gain an insight into candidate’s personal values and attitudes during interview was widely regarded as important in establishing their suitability for teaching.

**Omeje, J.C. and Eyo, M.E. (2008)** studied the value system and standard of education in Nigerian third generation universities: implications for counseling. This research was a correlation study of value system and standard of university of education in third generation universities in south geo political universities in south geo political zone. A sample of 200 students was
Ercan Yılmaz, Selahattin Avsaroglu and Metin Deniz (2010) carried out study to determine whether teacher candidates’ values differ significantly with respect to gender, school type and branch type or not. The sample of this study consists of 286 teacher candidates, attending various departments in education faculty at Niğde University, Turkey. Relational Survey Method was administered in this study. Schwartz Value Survey (SVS) and Demographic Information Form were conducted to the participants. Results indicated that value preferences of teacher candidates differ significantly with respect to some independent variables.

Ercan Yılmaz, Bulent Dilmac (2011) made an investigation of teachers values and job satisfaction. In this research, 121 male and 182 female teachers, 303 in total, working on different branches at were examined. The data were collected by using Schwartz’s list of values and job satisfaction scale developed by Hackman and Oldham. The study indicated a meaningful relationship between job satisfaction and humanitarian value and power, success, hedonism, excitation, self-control, universality, charitableness, traditionality and safety sub magnitudes. Another result of the research is to regress the teachers’ humanitarian values of job satisfaction meaningfully.

2.1.3 Observations on the studies of Teacher values
M.Ed students. Harris (1934), Bowie and Morgan (1962), Gray (1963), Longstreth (1971), Nelson (1971) studied the values of teachers. Bertera, Francis John (1979) studied the values of graduate school students. Omeje, J. C. and Eyo (2008) carried out a correlation study on the value system and standard of university education. The studies in Abroad were carried out using Rokeach Value inventory.

The sixth survey of educational research (2007) reported that there was a marked decline of interest in value research and the area value measurement had remained an illusive area as far as Indian research is concerned. The review of studies shows that the value preferences and value system of B.Ed students need some attention.

2.2 Part B - Studies related to Teacher Attitude

2.2.1 Studies in India

Parashar (1963) in a study of teacher attitude towards teaching found that age and teaching experience had no effect on attitude of teachers towards their profession.

Dutt (1963) studied the attitudes of school teachers. Likert technique of attitude scale was employed on teachers. The important findings of the study were: 1) Most of the school teachers of Delhi have favourable attitudes towards their profession. 2) The attitude towards the profession is not influenced by factors like teaching experience, age, marital status and undertaking of the extra work. 3) The attitude of teachers towards the perfection is favourable in the following categories.

i. Those who have willingly joined the profession.

ii. Women teachers.
Sherry (1964) found that attitude towards profession was an important factor in determining success of the teacher.

Ganjoo (1966) reported that the teacher attitude towards teaching was related to teaching efficiencies.

Aggarwal (1966) conducted a study of the teacher educators’ attitude towards their profession and found that they had a favourable attitude towards the profession and that the factors like age, sex and experience did not influence their attitude.

Saxena (1969) found that there existed no significant relationship between attitude towards teaching and teaching competence of teachers.

Gupta (1970) found a positive correlation between teachers’ sympathetic attitude and teaching efficiencies.

Kakkar (1970) studied the influence of teacher training on 160 elementary school teacher trainees (Junior Basic Training Students) towards children. He tested their attitude before and after the training with the help of MTAI. The trainees were in the age group of 16 to 18 years of age. By comparing the scores of the two tests, he concluded that there was a significant change in the attitude of the teacher trainees in the favourable direction.

National council of Educational Research & Training (NCERT) (1971) conducted a study of reactions of teachers towards teaching profession. The major findings of the study were (1) The attitude of teachers differed significantly under different managements (ii) the attitude of male and female teachers differed significantly (iii) Teachers with lower educational qualifications were having more positive attitude towards the profession than the teachers with higher educational qualifications (iv) training appeared to be a contributing factor in the development of apparent positive attitudes.
Samantaroy's (1971) study consisted of 320 schools of Orissa state. The teacher attitude scale and a score card were used to collect data regarding attitude of teachers and teaching efficiency and reported that cognitive flexibility (attitude) and effective teaching were positively related.

Quaraishi (1972) conducted a study on 200 teachers drawn from twenty one secondary schools. The Flanders interaction analysis category system (FIACS) was used for observing and recording teachers’ verbal behaviour and a scale constructed by Wandtelal was used to assess the attitude of teachers. The researcher revealed that out of eight attitudes under study, only teachers attitude towards democratic classroom procedure was related significantly with i/d and 1/D ratio.

Jindal (1972) found that sex, place of posting and subject taught were significantly related to teacher attitudes as measured on MTAI, but length of teaching experience and academic qualification were not significantly related to teacher attitude.

Mehrotra (1973) studied the effect of teacher education programmes on the attitudes of teachers towards the teaching profession. He found that: (1). Attitude of those who completed the course was more favourable than that of those who did not (2). Attitude of women students was more favourable than that of men (3). The attitude of some age groups towards the profession at the end of the course was less than at the beginning, (4). The attitude was more favourable with higher age group and it increased as age increased except a decrease in between the age group 32 – 36 years and (5). The attitudes become more positive with more teaching experience except for the group with 13 – 17 years of experience.

Ahluwalia (1974) developed a teacher attitude inventory and measured the change in professional attitude of student teachers as a result of one year teacher education course and made inter-institution, intra-institution and sexwise comparisons of teacher attitudes.
Naidu (1974) observed that all teachers had favourable attitude towards teaching but females had a more favourable attitude towards teaching than males.

Singh (1974) found that the professional attitudes of teachers were favourable and their attitude towards child centered practices and educational processes were more favourable than their attitudes towards teaching. He further found that there was no difference in the attitude of teachers due to differences in age. Male and female teachers differ in their attitude.

Chayya (1974) made “An investigation into certain psychological characteristics of an effective school teacher.” The purpose of the study was to investigate (i) Personality adjustment (ii) attitude towards teaching (iii) interest in teaching and (iv) authoritarianism. The study showed that effective teachers in comparison to ineffective teachers possess more favourable attitude towards teaching.

Singh (1975) conducted a study on a sample of 500 B.Ed students. The Flanders interaction Analysis category system (FIACS) and Minnesota teacher attitude inventory (MTAI) were used to code teacher behaviour in class room and to measure teacher attitude. The researcher found a significant positive relationship between attitude and classroom verbal behaviour of teacher.

Saran (1975) found that (i) the attitude of teachers towards the teaching profession was positive (ii) interest was positively related with attitude towards the teaching profession (iii) level of education was positively related to degree of attitude towards the teaching profession.

Arora (1976) after comparing effective and ineffective teachers, concluded that effective teachers had favourable attitudes towards teaching, teacher-pupil relationship, students, democratic practices and modern methods of teaching.
Chander (1976) attempted to investigate the relationship between the attainments in training course with teaching efficiency in the class room and attitude as a teacher.

Hooda (1976) studied the relationship of attainments in theory subjects in B.Ed course with attitude as a teacher & teaching efficiency.

Sameera Sinha (1976) studied attitude towards teaching profession of pupil teachers and found that they had favourable attitude towards teaching profession and there is no significant difference in attitude between graduate and post graduate students as well as experienced and fresh students.

Saraswat (1976) conducted “A study of attitude of trained high school teachers of Aligarh towards their professional training and their students’ perception of their teachers.” The major findings of the study were: (i) Most of the high school teachers did not possess attitudes towards their professional training

Passi (1977) studied the effect of different training approaches upon the attitude of student teachers towards teaching and the findings was that all groups did not differ significantly among each other on the attitude towards teaching.

Gupta (1977) arrived at the conclusion that teaching success is significantly related to attitude towards profession. It was further revealed that successful teachers have more positive and healthy attitude towards the profession.

Srivastava (1977) found that the primary school teachers had a positive attitude towards their profession in his study.

Mishra (1977) conducted “A Study of attitude of teachers working in government aided conventional Sanskrit vidyalayas of Varanasi towards teaching profession.” Ahuluwalia’s teacher attitude inventory was used. The main conclusions were: (1) There was sex difference in the attitude towards
teaching, male teachers scored significantly higher than the female teachers. (2) Teachers’ training favourably influenced the attitude towards the teaching profession. (3) The institutional status influenced the attitude towards the teaching profession.

Sukhwal (1977) made a study on “Attitude of married lady teachers towards the teaching profession.” The major findings of the study were: (1) Majority of the teachers favoured the profession. (2) Qualification wise there was an increase in the favourable attitude towards the profession with the increase in qualifications and (3) Trained teachers were found to possess more favourable attitude towards teaching than the untrained teachers.

Kaul (1977) studied the impact of teacher training upon the attitude of student teachers towards teaching the attitude scale was administered to so selected student teachers at the beginning and completion of B.Ed training course. ‘Analysis of variance’ was applied to study the significance of the difference in the means of the pre and post training attitude scores. He found that the favourable attitudes of student teachers towards teachers do not increase significantly in magnitude with the existing patterns of teacher training.

Singh (1978) found that positive attitude towards family, a sense of identification with the people, place and profession and growing concern for the school, student and studies were helpful in making a teacher successful.

Jaleel and Pillay (1979) found that the age and experience of college teachers appear to have definite positive relationship with their attitude towards the teaching profession.

Verma (1979) made a study on teacher training as a catalyst of change in the professional attitude of student teachers. He found that (1) Teacher training programme is a catalyst of change is the professional attitude of student teachers. (2) Rural –urban residence of teacher trainees was not correlated with attitude change. (3) The caste of teacher trainees was not a correlate of attitude change.
Bhandarkar (1980) found that the attitudes towards teaching profession were not significantly related to the qualifications of the teachers. There was a significant and positive relationship between the age of the teachers and their attitude towards the teaching profession.

Govindaiah (1980) studied professional attitude of prospective primary school teachers and found that 83% of the respondents had favourable attitude towards teaching as profession. Further it is found that women teachers had better attitude towards professional growth than men teachers.

Reddy (1980) studied an investigation into the teacher effectiveness of a teacher and attitude towards teaching of secondary school teachers and found that economic standard positively influenced the effectiveness of a teacher and experience was an influencing factor in a teacher’s effectiveness.

Mann (1980) conducted a study on “Some correlates of success in teaching of secondary school teachers.” The tools employed were 16PF test and teacher attitude inventory. The findings of the study were as follows: (1) The relationship between attitude of teachers towards the teaching profession, classroom teaching and success in teaching was significant. (2) The successful teachers had healthier attitude towards teaching profession than the unsuccessful teachers. (3) Teaching experience was not related to success in teaching and (4) There was significant difference in personality characteristics, attitudes towards teaching profession of successful and unsuccessful teachers.

Singh and Das (1980) conducted a study with a purpose to investigate the attitudes of primary school teachers towards six educational issues. 50 male and 50 female primary school teachers from Varanasi rural schools were randomly selected for the sample. Teacher attitude inventory (TVI) consisting of sex sub scales was used to collect data. They reported that all sub scales correlated highly with total score significance sex difference was found in four areas but difference due to age was not found significant.
Singh (1981) carried out a study to determine the relationship between teachers’ attitude towards teaching and their classroom behaviour. The results showed that the correlation coefficient between the two variables is not significant. This shows that teachers’ attitude towards teaching and their teaching behaviour are not related.

Ghosh (1982) conducted a study to identity if any relationship exists between the scores of teacher attitude inventory (TAI) and trainees’ performance in their practical teaching theory examination. The pupils with high attitude do not get high score in practice teaching. The relationship between attitude score and achievement in theoretical subject was also found to be significant.

Som (1984) studied teacher’s personality patterns and their attitudes toward teaching and other related areas. He found that female teachers tend to be higher than males in their attitudes towards teaching and teaching profession. Teaching attitude as well as attitude towards the profession correlated significantly with patience, initiative, carefulness extrospection and responsibility.

Anand (1985) conducted a study an “Attitude of teachers towards pupils and their job satisfaction. The objectives of the study were (1) To test whether the attitude of teachers towards students bears a significant correlation with their job satisfaction. (2) To compare the attitude of working teachers (practicing teachers) and B.Ed students. The tools employed were (1) Minnesota teacher attitude Inventory (2) Job satisfaction scale (Anand 1972) and teacher attitude scale (TAS). The findings were: (1) The attitudes of teachers towards students bear a significant correlation with their job satisfaction. (2) Pupil - teachers and practicing teachers did not differ significantly in their mean scores of attitude towards students and (3) Women teachers cherish favourable attitude as compared to men teachers.
Venkataiah (1986) found a positive and significant correlation between teaching success and the attitude of the teachers towards each of the environmental factors viz., place of work school plant, head master, co-teacher and students.

Singh (1986) made a study on “Teaching attitude of Punjab Teachers in relation to sex, place of posting and type of Institution”. The findings of the study were as follows: (1) The attitude of the trained graduate teachers of Punjab towards their pupils was found to be negative (2) Sex was found to be significantly related to teacher attitudes.

Khatoon (1988) empirically tested the relationship between teacher classroom behaviour attitudes, work values and pupil control ideology. The study reveals that there exists no correlation between teacher classroom behaviour and attitude towards teaching. Attitude is not related to teachers’ verbal behavior in class.

Choudary (1989) carried out a study (i) To assess the attitudes of teachers trainees towards teaching profession and its allied aspects at the beginning of training programme (ii) to assess the change in attitude if any of teacher trainees towards the teaching profession as a result of teacher training programme. The teacher attitude inventory by Ahluwalia was used. The results showed that the overall attitude score of student teachers were within moderate range and not very highly favourable. The highest mean score was on factor (iv) and lowest on (i).

Maurya (1990) studied the relationship between teachers’ attitudes towards teaching and teacher efficiency of university and pre-university lecturers.

Rama Mohan Babu (1992) compared the attitude of teachers towards teaching job involvement, efficiency of teaching and perception of organizational climate of teachers of residential & non residential schools.
Das (1992) studied the effectiveness of the present curriculum of the one year junior basic programme for the teachers of primary school of Assam in developing proper attitude towards teaching profession. The findings of the study showed that the training programme was effective in developing proper attitude. It was effective for both the rural and urban context.

Raju (1994) found that there was a significant relationship between teaching competency of teachers and teacher attitude.

Hati (1997) has highlighted the hidden causes of negative attitude towards teaching and perceived the need for development of positive attitude towards the teaching profession.

Kishore Bhattacharjee (1997) studied the attitudes of elementary teachers and found that 70% of teachers favoured the teaching profession and higher education of teachers improved the attitude levels of elementary teachers towards teaching.

Cornelius (2000) studied the teacher competence associated with intelligence, attitude towards teaching profession and academic achievement of teacher trainees. The study revealed that attitude towards teaching profession was related to success in teaching.

Sunny Shariah (2002) studied the creativity and attitude of teachers towards teaching. On analysis a positive and significant relationship has been found between creativity and attitude towards teaching.

Mary, G. Puspham (2003) studied the attitude of women teachers of Coimbatore towards teaching profession & job satisfaction. The results showed (i) that women teachers have positive attitude towards teaching profession. (ii) Women in aided and private unaided schools have better attitude towards teaching profession.
Devraj (2003) discussed that attitude towards teaching profession of the government schools was more favourable. Sex and locality did not have any influence upon the school teachers’ attitude. Teachers show favourable attitude in their profession as their age increases.

Devi (2005) made a study on the assessment of attitude towards teaching. Attitude scale developed by Ahluwalia was used for the study. The major findings of the study were: (1) There was positive and significant relationship between the attitude towards teaching and performance in the B.Ed entrance examination. (2) There was no significance difference in the attitude of the student - teachers with under graduate and post graduate qualification towards teaching.

Gurmeet Singh (2007) studied the job satisfaction of teacher educators in relation to their attitude towards teaching. product moment correlations were worked out between job satisfaction and attitude towards teaching. The results were: (1) Job satisfaction of teacher educators thus was positively but not significantly related to attitude towards teaching. (2) Job satisfaction of male teacher educators was positively but not significantly related to attitude towards teaching. (3) Relation between job satisfaction and attitude towards teaching of female educators was positive but not significant.

Venkoba Narayanappa and Syeda Akthar (2007) studied self evaluation of lessons by student - teachers in relation to their attitude towards teaching profession. The findings of the study were: (1) There was no significat positive correlation between the teaching efficiency through self evaluation of lessons and attitude towards teaching profession of all the student teachers. (2) There was a significant positive correlation between the teaching efficiency through self valuation of lessons and attitude towards teaching profession of the sub groups i.e. English, Graduate, Post Graduate, High Caste, OBC, aided and un aided (3) There was no significat positive correlation between the teaching efficiency through self evaluation of lessons and attitude towards teaching profession of the sub groups, i.e. all student teachers, men, women, kannada, arts, science, SC / ST and government.
Syeeda Shanavaz (2007) made a comparative study of primary teachers competencies, attitude and their performance belonging to DPEP and non DPEP districts of Karnataka. The findings of the study were: (1). Teachers working in DPEP and non DPEP districts do not differ significantly in their teaching attitude. (2). There has been found no significant difference in the teaching attitude of teachers having different length of teaching experience. (3). Both male and female teachers exhibit same kind of attitudes towards teaching. (4). No significant difference was observed in the teaching attitude of teachers hailing from different localities. (5). Irrespective of the status of teachers working in government and non-government schools either in DPEP or non DPEP districts, no significant difference was found in their teaching attitudes. (6).Whatever may be the type of training received the teaching attitude was found same.

Sumangala and Ushadevi (2008) studied the attitude of women teachers’ towards teaching profession and success in teaching. The results showed that successful and less successful teachers differ significantly in the mean score of attitude towards teaching profession.

Sarala Pandey and Rakhi Deb (2008) made a study on the professional attitude of married and unmarried women teachers of higher secondary schools. The teachers’ attitude inventory developed by Dr. S.P. Ahluwalia was used for the study. The study revealed (i) Professional attitude, mean value was high for unmarried teachers but there was no significantly difference found between married and unmarried teachers (ii) There was no significant difference found between educational qualification and professional attitude for married as well as unmarried women teachers.

Parvathi Ghanti and Jagadesh (2009) studied the attitude of secondary school teachers towards their teaching profession. A sample of 100 teachers was taken for the study. Attitude towards teaching profession scale developed and standardized by Umma Kulsum (Bangalore) was used for this study. The study revealed (i) Male and female teachers did not differ significantly in their
attitude towards teaching profession. (ii) Attitude of teachers towards teaching profession in highly favourable.

**Surinder Kumar Dhammi (2009)** studied the attitude of elementary school teachers of Punjab in relation to sex, location, teaching experience and qualification. The findings of the present study were that the sex, rural urban teaching experience and qualification of the teachers influence the attitude of teachers towards their teaching profession.

**Sahaya Mary and Manorama Samuel (2010)** studied the influence of emotional intelligence on attitude towards teaching of student teachers. A sample of 191 student teachers was taken for the study. The findings of the study were that (i) student teachers have favourable attitude towards teaching (ii) There was significant difference between the educational qualification and attitude towards teaching of student teachers.

**Sullen Sahin (2010)** studied teacher candidates’ attitudes towards teaching profession and life satisfaction levels. Independent variables were determined as gender, department, class level, the mother and fathers education, students academic success for the analysis of collected data the percentages ‘t’ test, one – way analysis of variance and pearson product moment of correlation coefficient were used. According to the total scores of ATTP Scale teacher candidates had positive attitude towards teaching profession.

**Sahaya Mary and Manorama Samuel (2011)** studied the attitude of the B.Ed students - teachers towards teaching and academic achievement. The major findings of the study were: (1) The attitude towards teaching was found to be at average level (46% scores between 151 and 165). (2) Regarding the attitude towards teaching of the student - teachers and gender, there was a significant difference between the female student teachers and their male counterparts.
2.2.2 Studies abroad

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

Evans (1952) conducted an investigation in to the study of teaching ability at the training colleges stage in relation to the personality and attitudes of the students.

Merritt C. Oelke (1956) studied student teachers’ attitudes towards children. A preliminary investigation of changes in student teachers attitude towards children during in initial teaching experiences was conducted utilizing the Minnesota teacher attitude inventory and a modified Alexander Thematic Appreciation test for teachers. 44 senior teachers and 50 junior student teachers were studied in a test retest procedure. The TAT discriminated between best and poorest students teachers in amount and direction. Significant differences between teaching and pre teaching, groups were found in acceptance of aggression and optimism of change.

Edwards (1957) had reviewed the techniques of scale construction for attitude measurement and discussed in detail the merits and demerits of those techniques on the basis of research done on them. Among other major publication on attitude theory and its other aspects were by Fistibein (1967) Himmelfarb and Eagly (1974), Wilson (1972). Green (1954), Allport (1954) Green has observed that “the method of equal appearing intervals is the most widely used as the judgement methods”.

58
Buch (1959) surveyed the attitude of teachers towards the profession. The result indicated that, in general, training had a favourable effect on the attitude of teachers towards their jobs, except when experience exceeds five years after training.

Rabinowitz and Rosenbeum (1960) conducted a study on ‘Teaching Experience and Teachers’ Attitude’, and found a significant downward trend in attitude scores among graduates after six months of teaching and concluded that scores on the inventory negatively correlated with length of teaching experience.

John L Horn, W. Lee Morrison (1965) studied the dimension of teacher attitudes. A factor analytic study of the Minnesota Teacher Attitude inventory, employing responses of 306 college students enrolled in education courses, yielded evidence contradictory to the hypothesis of I factor, Suggesting instead the existence of 5 co varying patterns of items. Factor I appeared to reflect a “modern” attitude towards classroom control as contrasted with pre – deweyian or “tradionalistic” attitude. Factor II suggested optimism – favourable vs. Pessimism – unfavourable dimension of opinions about pupils. Factor III seemed to represent a permissive lack of concern us. Punitive concern about 'smart', rebellious behaviour. factor IV. Reflected rejection of pupils but a rejection stemming from bewilderment rather than from dislike or punitiveness. Factor V seemed to indicate a desire to maintain control over children vs. an inclination to let them run free.

Brim (1966) carried out a study entitled ‘Attitude changes in teacher education students’. The major purpose was to study the effect of teacher education programme upon the attitudes of under graduate students towards children. The result showed that attitudes were changed while in the teacher education programme by influences within and outside the programme.
Ryans (1969) found that no significant difference of teacher attitude towards pupils and towards democratic class room procedure exist due to variation in teaching experience and age. Older teachers emphasized learning centered educational view points where as younger teachers laid stress on child centered practices where as experienced teachers favoured learning - centered traditional practices.

Weinstock and Peccolo (1970) reported that after practice teaching, elementary school teachers were more logically consistent in their views and had more favourable attitudes than secondary school teachers.

Loree (1971) has done a review of research on attitude under four areas. These include the attitude measurement and attitudes related to teacher effectiveness, studies on relationship of teacher attitudes with effectiveness have also been reported by Loree. He reports that Sprint hall, Whiteley & Mosher (1966) found a relationship between cognitive flexibility (an attitude) and effective teaching.

Lesley (1974) conducted a study of teacher professional role orientation and its relationship to teacher attitude and class room practices. The sample consisted of 110 teachers of six Brisbane metropolitan state high schools. Professional role orientation, attitudes towards students and class room practices were measured by administering questionnaire to the teacher. In this study it was found that there was no relationship between teachers scores on a measure of professional role orientation and their attitudes about students and a number of classroom activities.

Brian (1979) studied the relationship among self concept, educational attitudes and performance of elementary student teachers. The sample consisted of 51 elementary student teachers in the final phase of their under graduate teacher preparation programme at the university of Houston. Three data gathering instruments were used. The Minnesota teacher attitude inventory, the professional teacher - preparation programme success questionnaire; the adjective self description. Findings of the study indicated
that self-concept and educational attitudes, operating jointly contributed to 40.3% of the variance in student teacher performance, 14% of the variance was explained by educational attitudes, 26% of the variance could be accounted for by self concept.

Richard, P. Lipka and Goulet (1981) studied the age and intergroup differences in attitudes toward the teaching profession: How do teachers and students view themselves and each other. Differences in attitudes towards the profession were determined among samples of teachers varying in CA and between teachers and students enrolled in teacher education programs. The students rated items reflecting 'altruistic' and 'pragmatic' needs met by teaching in terms of their importance in selecting teaching as a career and in terms of the way they perceived experienced teachers would rate them. The teachers rated the items in terms of their importance in their present teaching career and as they thought current students would rate them. The results indicated the absence of age difference in attitudes among the teacher samples. However, both objective (Self) and perceived intergroup, differences in attitudes were found between the student and teacher samples. These results provide strong support for Neugarten's hypothesis that differences in the behaviour and attitudes of adults reflect changes in social states rather than developmental differences and that the hypothesis can be generalized both to self and perceived intergroup differences in attitudes.

Blackwell and Tommie Ruth Boroughs (1982) studied the attitude change of pre-professionals in the teacher educational programme before and after the early field experience had a positive impact on attitudes of the teacher-trainees. They felt more positive attitudes towards pupils and teaching.

Ekluno (1984) conducted a two year study of elementary pre-service teachers’ attitude change across education sequence and concluded that attitude did not change significantly across the education sequence.
Monday, T. Joshua and Akon, M. Joshua (2004) studied the attitude of Nigerian secondary school teachers to student evaluation of teachers’. The study revealed that attitude of Nigerian secondary school teachers to student evaluation of teachers was not significantly influenced by the gender, academic qualification and teaching experience of teachers.

Victor, F. Peretomode (2007) perceived the status of teachers and their attitude towards teaching as career in Rivera state of Nigeria. The findings showed that teachers in Rivera State Secondary schools were not satisfied with prestige associated teaching and with teaching as career.

Erol Karaca (2008) surveyed teacher trainees opinions about teaching profession knowledge courses in Turkey. Opinions of teacher trainees attending secondary school education programmes about teaching profession knowledge courses were investigated to determine whether or not their opinion differs according to their gender, type of teaching program, satisfaction in teaching program, general academic achievement grade averages and willingness on being teacher. Data which were collected through the opinion scale about teaching profession knowledge course revealed that teacher trainee, opinion about teaching profession knowledge courses were positive and were significantly associated with type of teaching program, their satisfaction in teaching program and their willingness on being teacher. However, there were no significant relationships between the teacher trainees’ opinion about teaching profession knowledge courses and other variables examined.

Mehmet Ustuner, Hasan Demirtas and Melike Comert (2009) made a study on the attitudes of prospective teachers towards the profession of teaching. The instrument used to collect data in their study was the “Attitude scale towards the profession of teaching” a single dimension Likert type scale with 5 points originally developed by Ustuner (2006). A significant difference was observed between the attitudes of prospective teachers with intrinsic motivation towards the profession of teaching and those of latter with extrinsic motivation towards the profession of teaching. Other variables for which
significant difference were observed included gender, the type of the department, program in the university entrance examination preference list, and the socio – economic status (SES) of the neighborhood and family they live in.

Ahmet Guneyli and Canan Aslan (2009) made an evaluation of Turkish prospective teachers’ attitude towards teaching profession (near East University Case). The fundamental objective of this study was to determine the Turkish prospective teachers attitude towards the teaching profession according to their gender, class and socio – economic levels, their reasons for choosing this profession, what the problems they may confront when they start the profession were and whether the education they received was sufficient. In order to evaluate prospective teachers’ attitude towards teaching profession, 5point Likert - type attitude scale developed by Cetin in 2006 was used. No significant difference was observed in relation to the effects of class and socio – economic level. The majority of prospective teachers choose Turkish language teaching because they love the profession. A significantly difference occurred in favour of female prospective teachers in relation the gender factor.

2.2.3 Observations on the studies of Teacher attitude

Observation on studies in abroad shows that Buch (1959), Ryans (1969), Loree (1971), Lesley (1974) studied the attitudes of teachers towards teaching profession.

A review of the research studies showed that majority of the studies were conducted on the attitudes of in-service teachers towards teaching profession. Studies involving prospective teachers were carried out to know their attitudes towards teacher training. Very few studies have been carried out to find out the attitudes of prospective teachers towards other aspects like child centered practices, pupils, class-room teaching, educational process and teachers. The attitudes of prospective teachers were not studied in relation to their values.

2.3 Part C - Studies related to Teaching aptitude

2.3.1 Studies in India

Adaval (1952) conducted an investigation into the qualities of teachers under training. The research tools used were: (1) Test of general knowledge (2) Test of mental ability and (3) The Test of aptitude for teaching by Moss, Hunt and Walice. The conclusion was that there were very few people in training colleges who had an aptitude for the profession. It was further revealed that women trainees had greater aptitude for teaching than men.

Banerji (1956) conducted an investigation into “A study of specific ability and attainment in teaching profession in Junior High and Higher Secondary schools.” The aim of the study was: (1) To investigate into the interrelationship of the two aspects of training viz., practice teaching and theoretical studies and (2) To ascertain to what extent these two aspects were related to general intelligence and teaching aptitude as measured by objective tests.
The results of the study were: (1) There was a general factor in all the four aspects which was in conformity with the common expectation as intelligences & clear thinking are considered to be the basic qualities necessary for making good and efficient teacher and (2) The main branches of the teacher training programme, viz., theory and practice demand quite different qualities from those which were essential for brightness and aptitude besides the general factor already indicated.

Shah (1962) carried out research on an aptitude test for secondary school teachers – construction and standardization. The objective of the study was to develop a tool to measure teaching aptitude. 371 student teachers from five training institutions were the sample. On the basis of item analysis 120 items were retained in the final test. The study reported that (1) The reliability coefficients of the tests varied from .802 to .878 (2) The validity coefficients were found .502 and the multiple ‘R’ of the final test battery was 0.533 and (3). The predictive efficiency of the tests was sixteen percent.

Pandey (1968) constructed and standardized a teaching aptitude test. The study aimed at developing a standardized tool for use as a teaching aptitude test in the selection of trainees in the institutions of teacher education of Uttar Pradesh and also other states having Hindi as the medium of instruction using the Thurstone's centroid method, the data were analysed which yielded four factors viz., General education factor, reasoning factor, numerical skill factor and reading comprehension factor.

Sharma (1969) conducted a study on “A teaching aptitude test for elementary school teachers.” The main objective of the study was to develop a test in Hindi for measuring teaching aptitude of elementary school teachers. standard score norms, T – score norms, percentile norms and letter grade norms were prepared.

Mehta (1972) observed that teachers with high teaching aptitude were higher on all aptitudes of the differential aptitude test viz., verbal reasoning, numerical ability, space relations and abstract reasoning.
**Upadhyaya (1976)** investigated a study on “Construction and standardization of the aptitude test for secondary school teachers.” The sample for test consisted of 1409 student teachers. The findings of the study were that sex and socio–economic backgrounds were not related to aptitude for teaching whereas academic discipline and previous experience of teaching was found to be significantly related to aptitude for teaching.

**Mutha (1980)** conducted an attitudinal, motivational and personality study of effective teachers which could differentiate effective from ineffective teachers. Ravers progressive Matrices, Sinh’s self analysis form MPI, All ports ascendance – submission scale, Srivastava’s teaching aptitude test, Bhatnagar’s value scale, Singh’s marital adjustment inventory and Sharmas self concept inventory were the devices used to gather the data. The study revealed that the effective teachers had significantly higher scores on teaching aptitude than the ineffective.

**Vyas (1982)** studied “Relationship of selected factors with teaching success of prospective teachers of Rajasthan.” The study revealed that teaching aptitude had a significant relationship with self rating and university total marks.

**Sharma (1984)** conducted a study on “Teaching aptitude, intellectual level and morality of prospective teachers.” The sample of the study included 412 student teachers who were studying in ten teachers colleges of three universities of Rajasthan. The teaching aptitude test, group mental ability test and self made teachers Morality test were used for data collection. The findings were: (1) About 75% of student teachers were below average in aptitude and intellectual ability. (2) An insignificant difference was found in teaching aptitude ability in sex wise and discipline wise compression and (3) A positive correlation was found between teaching aptitude, intellectual level and morality of prospective teachers.
Som (1984) revealed that an insignificant difference was found in teaching aptitude ability in sex wise and discipline wise comparision

Meera (1988) studied the relationship between teacher behaviour and teaching aptitude of teacher trainees. The findings were (1) There was a significant correlation between teaching aptitude score and content cross ratio. (2) Two of the aptitude factors namely mental ability and general information were significantly correlated.

More (1988) studied the relationship between personality, aptitude for teaching and effectiveness of secondary school teachers. The study revealed that the total personality of teacher was found to be affecting his/her teaching.

Pandya (1993) studied the teaching aptitude of secondary school teachers of Gujarat state in the context of some phycho, social variables. The major findings were: (1) The female trainees were found to obtain significantly higher scores than their male counterparts. (2) There was no significant difference between the urban and rural trainees.

Patil and Deshmukh (1993) studied the relationship between aptitude in teaching and teaching efficiency of pupil teachers. The major findings were: (1) The male and female pupil teachers differed significantly on their teaching aptitude in favour of the female people teachers. (2) The graduate and post graduate pupil teachers also deferred significantly on teaching aptitude in favour of the post graduate pupil teachers. (3) When pupil teachers of science and arts groups were compared for their teaching aptitude it was found that they did not differ significantly.

Periasamy (2001) studied the difference in teaching aptitude of urban and rural students of diet trainees and found out that there is no difference between urban boys and rural girls in aptitude towards teaching
Kulshreshtha and Heeranandini (2006) studied educational aptitude of prospective teachers. A sample of 140 B.Ed students was taken for the study. R.P. Gupta’s differential aptitude test for four fold educational activity was used to measure the aptitude of prospective teachers for teaching, guidance, management and research sectors of education. The findings were: (1) prospective teachers of both the groups (male and female) have higher aptitude for teaching than other three aptitudes. (2) Male prospective teachers were better in guidance and management aptitude than in teaching and research. (3) General teaching competence and professional interest of the pupil teachers significantly effect their teaching aptitude. (4) Effect of academic achievement on teaching aptitude of the pupil teachers was positive but not significant at acceptable level of confidence.

Parveen Sharma (2006) conducted “A study of teaching aptitude in relation to general teaching competency, professional teaching and academic achievements of B.Ed pupil teachers.” The findings were (1) discipline and sex of the pupil teachers does not contribute towards teaching aptitude of pupil teachers (2) Female arts pupil teachers secured significantly higher mean scores than their counterpart male arts pupil teachers. (3) Teaching aptitude of the pupil teachers was significantly correlated with their general teaching competency.

Ranganathan (2008) studied the Self esteem and teaching aptitude of DTED Students. The major objectives were: (1) to explore the relationship between self esteem and teaching aptitude of DTED students. The study reveals that the results were done with an independent sample test. It was shown that there was a significant positive relationship between high self esteem and teaching aptitude and there was no significant difference between gender and level of self – esteem and teaching aptitude among the students.

Goel (2008) made a comparative study of teaching aptitude of preservice and inservice teachers. The major findings were: (1) No significant difference has been found in the mean achievement scores of the preservice teachers with respect to their streams of study, teaching experience, gender and marital
status. (2) The mean achievement score of the inservice teachers on teaching aptitude had been found significantly higher than that of the preservice teachers.

Rama Krishna (2008) studied the teaching aptitude of students of B.Ed colleges. The findings were (1) Female students possess more teaching aptitude than male students (2) Ed. Cet ranks and the scores on teaching aptitude have a positive relationship.

Nalini Srivastava and Pratibha (2009) studied the relationship of teaching competency with teaching aptitude and professional commitment. The findings of the present study revealed a positive and significant relation between teaching aptitude and teaching competency of primary school teacher.

Salman Kuraishy and Jarrar Ahmed (2010) studied the teaching aptitude of prospective teachers in relation to their academic background. The major findings of the study were (1) It was observed that high academic group was significantly different from low academic background group on mental ability, attitude towards children, interest in profession and total teaching aptitude. (2) The male subjects were found to be having higher level of teaching aptitude as well as mental ability and professional information.

Jose Augustine (2010) studied the teaching aptitude, competency, academic background and achievement in Educational Psychology. A sample of 200 student teachers from 5 colleges of teacher education in Kottayam Revenue district in Kerala were taken for the study. Teaching aptitude scale (TAS) structured and validated by M/s. Psycom Services was used for the study. The findings of the study were: (1) There was a significant relationship between teaching competency and teaching aptitude of student teachers. (2) There was no consistent positive relationship between academic background and teaching of student teachers. (3) There was no significant difference between men and women student teachers in teaching competency and teaching aptitude.
Satish Prakash (2010) studied the professional aptitude of the IGNOU teacher trainers. The findings were: (1) There was no difference between professional aptitude of arts and science teacher trainees. (2) Professional aptitude of second year teacher trainees was better than that of first year teacher trainees.

Sajan (2010) studied the teaching aptitude of student teachers and their academic achievements at graduate level. Teaching aptitude test Battery (TATB) developed by Singh and Sharma (1998) was used to measure aptitude in teaching. The results showed that majority of students have ample teaching aptitude. The female students were found to be significantly better than their male counter parts in teaching aptitude test.

Mohan Khatal (2010) studied the psychological correlates of teacher effectiveness. The present study has tried to examine the relation of some personality variables - teaching aptitude, job satisfaction and marital adjustment with teacher effectiveness at the secondary level. Teaching aptitude test developed by Jai Prakash and Srivastava (1973) was used for the study. The findings were: (1) The effective teachers seem to possess higher aptitude for teaching as compared to the non effective teachers.

2.3.2 Studies Abroad
Castleman, N. Grover and Moore (1931) designed an aptitude test for high school teachers. Each of the 104 teachers was scored on her choice of solutions for each of fifty problem situations. The authors concluded that a high score on the test seems to indicate the possession of those personality traits which promise success as a teacher.

Andrew Leigh (2007) made a study on the teacher pay and teacher aptitude. The objective of the study was to know if changes in teacher pay encourage more individuals to entire the teaching profession. The results showed that a 1 percent rise in the salary of starting teacher boosts the average aptitude of
students entering teacher education courses by 0.6 percentile ranks, with the effect being strongest for those at median.

2.3.3 Observations on the studies of Teaching aptitude

2.4 Part D - Studies related to Teacher values, Teacher attitude and Teaching aptitude

2.4.1 Studies in India

Verma (1968) conducted a study on the impact of training on the values, attitudes, personal problems and adjustments of teachers and found that the student teachers had lost significantly in theoretical and economic values. In aesthetic values there had been a significant improvement as a result of training. Teacher training had neither improved nor reduced the social and political values of the trainees. In religious values on the other hand, the interests of the student teachers had shown a trend towards improvement but not to a significant degree.

Sharma (1971) made a study of the relationship of predictors of teacher, effectiveness at elementary level and follow up after one year of training. The research tools used for the study were: (1). A rating scale for measuring teacher effectiveness (2). The teaching aptitude test developed by Pandey (3). The Minnesota teachers attitude inventory. The findings of the study were: 1) As regards class room verbal interaction analysis, It was found that the teacher talk seemed to have negative correlation with scores on the teaching
aptitude and academic grades on the whole. 2) The combination of five predictors, i.e. teaching aptitude, academic grades, socio – economic status, teaching experience and age, in order of their arrangement, appeared to be sound predictors of teacher effectiveness.

Singh (1974) conducted a study on “Measurement of teacher values and their relationship with teacher attitudes and job satisfaction.” The findings of the study were: 1) There was significant positive relationship between scores on theoretical and social values and scores on attitude, contrary to this there was a negative relationship between scores on economic and political values and scores on attitude.

Chayya (1974) studied the characteristics of effective and ineffective school teachers with respect to personality adjustment and attitude towards teaching. He found that effective teachers had better personality adjustment and more favourable attitude towards teaching than ineffective teachers. It implies that the effective teaching will lead to better standards of the school.

Smriti (1977) studied “Attitudes, values and level of aspiration of teachers and their pupils.” The researcher aimed at discovering the difference and relationship between attitudes, values needs and level of aspiration of teachers and their pupils. Attitude scale developed for this purpose, the allport – Vernon – Lindzey – scale of values. The Edwards personal preference schedule, the Ausan’s coding test of level of Aspiration and one personal data schedule developed were employed in the study. The findings of the study suggested the following: (1). Institutions were important variables in determining teacher – pupil relationship. (2). Teacher – pupil relationship might also be studied with reference to organization structure, communications channels and decision making process in institutions and (3). The aspirations of the teachers tend to have an edge over the students academic achievement.

Manav (1981) studied attitudes, self concepts and values of professional and non – professional college students in relationship of these variables with their
achievement. The result showed that the teacher training students exhibited more positive attitude towards their teachers than the engineering students.

Jain (1982) studied the classroom behaviour patterns of teachers in relation to their attitude towards profession, moral values. The major findings of the study were: (1) Teachers with a positive attitude towards child centered practices, educational process, pupils and teachers devoted more time to asking question in the classroom, while guiding in the classroom, while guiding the more central oriented part of the class discussion. (2) Theoretical and aesthetic values were not significantly related to the affective behaviour of teachers. (3) Young teachers had more favourable attitude towards teaching profession, classroom teaching and educational process than older teachers. (4) There was significant positive relationship between the age of the teacher and the religious value. (5) The theoretical value was significantly, negatively related with the teachers’ attitude towards pupils and teachers. (6) Teachers with high aesthetic value did not have favourable attitude towards teaching profession. (7) Teachers with high religious value had favourable attitudes towards teaching profession, educational process and pupils and teachers.

Upadhyaya (1984) made comparative study on the attitude, values and motivation of pupil teachers of Sampurna and Sanskrit Vishwa Vidyalaya and other Universities of Uttarpradesh. The study showed that (1) the teacher trainees of Sanskrit University had a significantly higher positive attitude towards teaching profession than the teacher trainees of other Universities. (2) Teacher trainees of Sanskrit University did not differ significantly from teacher trainees of other universities in values, except the economic value in which they were significantly lower then the teacher trainees of other universities in Uttarpradesh.

Sharique (1984) studied the educational viewpoint of secondary school teachers in relation to this values, attitudes and preferences for political ideologies. The major findings of the study were: (1) Teachers educational view points were found to be unrelated to their political, aesthetic and economic values. (2) Progressive teachers were found to be more theoretical
and social value oriented than traditional teachers. (3) Teachers educational view point was found to be unrelated to their attitude towards work activities in teaching and towards principals functioning style.

Shashi Kala (1989) studied the relationship of selected psychological variables with attitude towards teaching of traditional and model school teachers. The findings of the study were: (1) Traditional school teachers with favourable attitude towards teaching were characterized as emotionally expressive, ready to cooperate, imaginative and self supporting. (2) Intelligence and values did not correlate significantly with attitude towards teaching. (3) Adjustment did not correlate significantly with attitude towards teaching in the case of both the samples. Where as model school teachers with high scores on teachers attitude towards teaching had good health adjustment, emotional and occupational adjustments.

Sangappa (1989) attempted a study on “Profiles of secondary school teachers for academic standards.” The objectives of the study were: (1) To study the attitude of the teachers towards teaching. (2) To study the attitude of the teachers towards pupils. (3) To study the attitude of the teachers towards educational administration and (4) To study the aptitude of teachers towards teaching. The findings are as follows: (1) The attitude of the teachers tend to indicate uniformity despite good and bad performance schools. (2) The teachers working in different schools have different attitudinal profiles. (3). There are wide variations on aptitude front among the two groups of teachers. (4) The attitude of the teachers tends to vary with the personal variables of the teachers.

Maheswari (1989) studied the teaching attitude as related to intelligence, values and sex among the scheduled castes, backward classes and general category teacher trainees of Rohil Khand University. The major findings of the study were: (1) Teacher trainees of the general category scored higher mean teaching attitude score than those of the backward classes and the scheduled castes. (2) The difference in the teaching attitude of male and female teacher trainees was insignificant. (3) The attitude of teacher trainees of general
category towards teaching was more positive as compared to attitudes of the backward and scheduled caste categories. (4) Sex did not influence the attitude towards teaching of teacher trainees belonging to the general category, the SC and Backward classes.

Shah Beena (1991) studied certain determinants that make teachers effective. The objective of the study was to predict effect of aptitude, intelligence, value, self concept, attitude etc., on teaching effectiveness. The findings revealed that the teaching effectiveness was significantly affected by teaching aptitude, job satisfaction and attitudes.

Bhoom Reddy (1991) studied the teaching aptitude and attitudes of secondary school teachers in Andhra Pradesh. The findings of the study were: (1) The female respondents performed relatively better in the teaching aptitude test. (2) Age and faculty did not influence the performance on TAT. (3) Experienced teachers and teacher awardees exhibited a statistically significant superior performance over student teachers.

Diwan (1991) revealed that academic achievement of student teachers was related to teaching aptitude, attitude cooperation, dedication, nationalism, scientific outlook tolerance and entry level. It was found that Human values were related to academic achievement of student teachers.

Vijaya Lakshmi Kumari (1995) studied the value orientation of secondary school teachers and their attitude towards educational issues. Findings of the study were: (1) The secondary school teachers expressed a positive attitude towards innovations while giving responses to all items (2) In service training courses for the teachers should be organized to focus their attention on the needs, goals and means of value orientated education and (3) The orientation courses may be organized for teachers to prepare them for value based co curricular activities and group activities. There should be more exposure to value oriented education in pre-service training in order to create positive institutional climate, and seminar discussions, etc., should be encouraged in the classes.
Signh (1999) made a comparative study of teachers work value mental health and attitude towards teaching in different types of secondary schools. The major findings were as follows: All the work associated values were more appealing to all the groups of teachers. The significant differences were found between the central and state Government school teachers on the values related to ecology, prestige, intellectual challenge and chances of progress.

Kanwar Jasminder Parsingh (2004) made a comparative study of values and attitudes of school and college teachers towards teaching profession. A sample of 480 teachers was taken for the study. Study of values (1992) by Dr. R. Ojha and Teacher attitude inventory (1978) by Dr. S.P. Ahluwalia were the tools used for the study. The major findings of the study were: (1) There is negative and significant correlation between theoretical value and attitude towards teaching profession. (2) There is a positive and significant correlation between economic value and attitude towards teaching profession. (3) There is a positive and significant correlation between aesthetic value and attitude towards teaching profession. (4) There is a negative and significant correlation between social value and attitude towards teaching profession. (5)There is a positive and significant correlation between political value and attitude towards teaching profession. (6) There is a positive and significant correlation between religious value and attitude towards teaching profession. (7) There has been found no significant difference in the theoretical value of female teachers. (8) There has been found no significant difference in the attitude of school and college teachers towards teaching profession. Male teachers have been found to have higher favourable attitude towards teaching profession as compared to their counter parts. There has been found no significant interaction between institute, gender and locality in determining the attitude of the teachers towards teaching profession.

Harvinder Kaur (2007) impact of B.Ed programme on teacher effectiveness, personality, teaching aptitude and attitude towards teaching of prospective teachers. The study revealed that B.Ed programme had more favourable effect on teacher effectivenss of female prospective teachers as compared to
male prospective teachers. It further added that B.Ed programme was equally effective in enhancing teaching aptitude and attitude towards teaching of both female and male prospective teachers.

**Surrender Kumar Saharan (2009)** studied the mental ability of secondary school teachers in relation to their general awareness, attitude and teaching aptitude. The findings were: (1) The teaching attitude and aptitude vary according to sex and age but types of institution and area have no effect on it (2) Male teachers have high teaching attitude but low aptitude than females (3) The teachers above 40yrs have higher teaching aptitude and attitude than teachers below 40years.

### 2.4.2 Studies Abroad

**Battle (1957)** hypothesized that students whose value patterns were closer to the teachers’ attitude and ideal would have higher grades than students whose pattern diverged more from the teachers’ attitude and ideas.

**Ebru, Z. Mugaoglu and Hale Bayram (2009)** examined the associations between prospective science teachers’ values (theoretical, religious, economic, aesthetic, social and political values) and their attitudes towards science teaching. Cross-sectional research design was used. Science Teaching Attitude Scale-II and Allport-Vernon-Lindzey Values Test were used for assessing prospective science teachers’ attitudes toward science teaching and their values respectively. As a result of list-wise deletion, the sample appeared to be 281 prospective science teachers. Regression analysis showed that religious value of prospective science teachers was a significant predictor of their attitudes towards science teaching ($F (1, 279) = 14.787, p<.01$). In order to neutralize the possible negative impacts of religious values, it is suggested that science teachers must be aware that religion and science are two different ways of knowing.
2.4.3 Observations on the studies of Values, Teacher attitude and Teaching aptitude.


2.5 Conclusion

After reviewing the related literature, it may be evident that majority of studies that have been attempted on values and attitude towards teaching were conducted on in-service teachers in general. It could be further noted that so far no study has been conducted in combination of values, teacher attitude and teaching aptitude of prospective secondary school teachers. There is a research gap. This prompted and convinced the researcher about a need to undertake a scientific study on the values of prospective secondary schools teachers in relation to teacher attitude and teaching aptitude. Reviewing the related literature also helped the researcher in evolving new insights and build new approaches to study the problem under investigation.