

Relationship between Attitudes of Prospective Teachers and their Academic Achievements in Teacher Educational Programs in Baluchistan, Pakistan

Khadija Karim*

Alia Ayub**

Khalid Khurshid***

Mohammad Akram****

Abstract

The positive attitude of the teacher serves the noble profession of teaching properly in accurate condition, is the pinpoint of good teachers. It improves the knowledge, teaching competencies, skills and abilities of the prospective teachers and instils qualities like vigorous, fruitful, desirable professional and positive attitudes in them. This study was conducted to find out the relationship between attitudes of the prospective teachers towards teaching profession and their academic achievement and explore the impact of prospective teachers' positive attitudes towards teaching profession on their academic achievement. This study was conducted in those institutes where prospective teachers were pursuing their professional degrees of education Questionnaire was distributed among 180 prospective teachers including boys and girls, for ascertaining the attitudes of prospective teachers, enrolled either in ADE or B.Ed. (Hons.) programs, while the academic achievement scores of the respondents were obtained from their examination results. On the basis of the data analysis, the major findings of the study were that, the prospective teachers were of the view that teaching profession is highly admired, noble and reverent job and it required high skills and competencies in the area of mentorship. They believe that teaching is not appropriate for every person without having the knowledge and skills of this profession. This finding clearly indicated that prospective teachers realize that teaching, should be the job and profession of those who possess the necessary knowledge and skills related to the profession.

Keywords: *Attitude, Prospective teachers, Academic achievement, Teacher education, Balochistan*

* Lecturer, Education Department, SBKWU, Quetta

** Assistant Professor, Education Department, SBKWU, Quetta

*** Associate Professor, Chairperson Education Department, BZU, Multan (Corresponding Author)

**** Ph.D. Scholar, Hamdard University, Karachi

Introduction

The term 'attitude' has been defined in various ways, such as, attitude is derived from the Latin root which means small set of concepts involving preferences (Cunningham, 2010). It is said to be the mental readiness for any act in the perspective of social psychology. It states the observable attitudes and believes of human beings. It tells what the thinking of each human being is, how they respond and what they do. It can be said that attitude is the propensity of to reply to an object and condition, whether favorable and unfavorable. According to Britt (1958), it is a set of responses which is related with the mental state. Allport (1999) a reacting in a specific way of consistent towards certain things, people or conceptions. Attitude is the state of mind which determines how an individual interacts with the world around him (Fishbein 1967).

Attitude is a mental characteristic. It is simply defined that the attitude is a feeling for as well against something. Furthermore, Allport (1935) provided some insight when he says that the popularity of the attitude concept is not difficult to explain. It has come into favor, first of all, because it is not the property of any one psychological school of thought. In continuation of different studies Cunnighan (2010) commented that it is a concept which escapes the ancient controversy concerning the relative influence of heredity and environment. Eagly & Chaiken (1998) provide an excellent review about the attitude and its impact upon achievement of students during their studies at different level. Also, it worth noted that is overlapped when consider its relation achievement and performance in their course of study (Petty & Wegener (1998a). Another research area beyond the scope of this chapter is the extensive work on intergroup attitudes and stereotypes (Brewer & Brown 1998, Fiske 1998).

Characteristics of Attitude

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

- a) Attitudes are not inherited but they are learnt.
- b) The word attitude involved various aspects of personality as interests, appreciation and social conduct.
- c) Attitude is a feeling towards an object, person, task, idea, activity or situation.
- d) It is a result of experience and interaction.
- e) Attitudes are effective and they vary in intensity.

If the teacher has the qualities such as motivation, energetic and zeal than the teaching learning process takes place appropriately and also become beneficial for the students. The present study was conducted to investigate the relationship between the attitudes of prospective teachers and their academic achievement, enrolled in ADE /B.Ed. (Hons.) Program in Baluchistan.

Literature Review

A vigorous change is needed to transform classical teacher education program to the broader concept for the professional development of teachers. A prominent base is required to shape the personalities of student-teachers. This is the teacher education program which shape and boost up the expertise for efficient future teachers (UNESCO, 2004). The importance of teaching is increasing day by day. It has been said that the content and curriculum is made very well by every institution but the main thing is how well the information are delivered. For this purpose, the trained teacher is required, and it cannot be done without their support. (Sünbül, 2001, p. 224). The quality of teacher education and the quality of teaching is dependent on each other. More advanced professional teachers will be produced if the standard of teacher education institutions remains high. But there is a lack of such trainings and skills (Manchala, 2007). There are different cultures and societies which demand for good education and training of teachers because as the time passes new and advanced methods of teaching and teachers role are identified (Şimşek, 2012).

Attitudes are designed by straight practice as well as by implied learning and may imitate personality (Zimbardo & Lippé, 1991).

Hosgorur, K. and Dundar (2002) found a positive relation between class levels and attitude, when class levels and attitude increases, pre-service teacher's attitudes towards the teaching profession also increases. A significant difference occurs in the way parents, teachers and students perceive the teaching profession. Parents perceive the teaching profession negatively while student and teacher perceive about the occupation of teaching positively (Lawal, 2012). Prospective teachers have a simple view towards teaching profession (Whitebeck, 2000).

Relationship between attitudes and academic achievements

GCPI (1981) studied relationship of academic achievement with attitude towards teaching among teacher-trainees. All the ninety teacher-trainees enrolled in the L. Course (general) of the government and Central Pedagogical Institute, Allahabad, during the 1980-81 sessions, constituted the sample. The Ahluwalia Teacher Attitude Inventory was employed for findings the attitude of the teacher - trainees towards teaching. Their academic achievement was taken from the entrance records in the L.T. Course. Product movement correlation was computed between the academic achievement score and the score for the attitude towards teaching. The findings of the study found no relationship among the teacher-trainees attitude and academic achievement. Gupta (1977) found that successful teaching has no relationship with academic achievements, but significantly related to areas such as professional attitude, social, and emotional adjustment, health and home. At secondary level there are various elements that affect the competency of future teachers. These factors are their learning ability such as the power of brain or intelligence, the academic successes and their perception regarding the profession of teaching

(Cornelious, 2000) there is relation between the successes in teaching and student-teacher positive perception about teaching. (Devi, 2005)

Vasanthi and Anandi (1997) conducted their study on 417 prospective teachers at Madras city. It was found that attitude, intelligence and self- concept towards teaching of the female prospective teachers were significantly related to teaching effectiveness. It showed the highest correlation with teaching effectiveness as compare to achievements, motivation and intelligence of prospective teachers, the attitudes of prospective teachers are not related to the performance of the future teachers. The gender factors affect the pre-service teacher's attitude towards teaching profession. It was revealed that female pre-service teachers who are in Turkish Education Department are more successful than male prospective teachers with respect to their attitudes and academic success (Akkaya, 2009). Most of the students has a good feeling for teaching profession as the practicum attracts them and they get good experience during practice of teaching at school. Attitude is one of the important elements which impact directly on students to select the profession of teaching. (Stokes 2007) There is a direct connection in students' results and teacher's performance (Ding, 2006). The teacher's personality, good behavior, their desires and interest towards their jobs are the factors which influence the performance of their students greatly (Smith, 1990). The attitude of pre-service teacher towards teaching profession is affected by the courses offered during this program. The results showed that after applying these courses the attitude of student teachers was found positive (Akblut and Karakus, 2011). This is the teacher education program which makes students teachers able to change their attitude towards teaching (Sahayarani and Stanly, 2014).

Purpose of the study

The purpose of this study is to ascertain the attitude of prospective Teachers (B. ED /A.DE Students) towards teaching profession as the teacher behavior and personality traits can inspire, motivate and make the students able to live their life happily. A teacher with a positive attitude towards teaching is considered effective and becomes popular figure among students. Therefore, it is very important to study the attitudes of the prospective-teachers who will teaching future, towards teaching profession and further to ascertain its relationship with their academic achievements.

Objectives

1. To find out the relationship between attitudes of the prospective teachers towards teaching profession and their academic achievement.
2. To explore the impact of prospective teachers' positive attitudes towards teaching profession, on their academic achievement.
3. To suggest the strategies for creating positive attitudes in prospective teachers.

Research Questions

Following research questions were formulated to achieve the above stated objectives:

1. What is the relationship between the attitudes of prospective teachers (ADE/B. ED Students) towards their academic achievement?
2. How the prospective teachers' positive attitudes towards teaching profession can impact their academic achievement?
3. How positive attitudes can be indoctrinated in the prospective teachers towards teaching profession?

Significance of the Study

As the many researches has been led to inspected the attitudes of prospective teachers toward teaching profession, but unfortunately no specific research has been conducted in Quetta District of Baluchistan, especially no study has been conducted to study the attitudes of prospective teachers towards teaching profession and their relationship with their academic achievements. This study is an attempt to fill research gap in this specific area.

The main significance of this study is to make deeper understanding of prospective teachers' attitude towards teaching profession. Knowledge gained through this investigation can guide or help the ministry of education/policy makers to make policies or bring amendments in existing policies. This study could help the teacher educators, decision makers at all universities and elementary colleges where the A.DE and B.Ed. programs are offered, decisionmakers, teacher educators and ministry of education, because we are following the same traditional patterns and curriculum so there is a great need to review the curriculum, different teaching methods and strategies trainings and add new techniques according to the demands and needs of the society. This research study will unveil the relationship between attitudes and academic achievement and thus make the students (future teachers) capable of making knowing the impact and possible relationship between them and the implications involved in arriving at valuable decisions regarding selection of teaching as a profession.

Methodology

The study aimed to identify the feelings and opinions (attitude as a whole) of prospective teachers towards teaching profession and the main objectives of the study to ascertain to what extant attitude is related with grades or CGPA of students. Along with this, to what are the attitudes of the prospective teachers to the teaching profession. In finding the responses to these questions, this study was conducted in those institutes where prospective teachers were pursuing their professional degrees of education. Research was quantitative in nature, used survey method through a questionnaire All the items were piloted for the purpose of validation of the instrument and determination of

its reliability using Cronbach Alpha which appears to be .78 for the whole instrument. The alpha coefficient of .78 indicates that the instrument meets the acceptable level of reliability coefficient. After the pilot testing, minor changes in wordings of the statements were made and few of the items were rephrased to bring clarity in them, the actual survey was conducted. Data was analyzed through Descriptive and Inferential Analysis. The descriptive analysis includes the mean scores, frequency counts, percentages and standard deviations to describe analyze and interpret the data while the Inferential Analysis included the correlation coefficients to determine the relationship between attitudes and academic achievements to find the answers to the research questions in that order.

Population

In process of sampling the first task on the part of researcher is to define the population of interest. In what group, is the researcher interested? Exactly, and to whom does he or she want the results of the study to apply? The population in other words, is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study. In educational research, the population of interest is usually a group of persons (students, teachers and other individuals) who possess certain characteristics. In some cases, however, the population may be defined as a group of classrooms, schools, or even facilities. So, all the students (prospective teachers) of Sardar Bahadur khan women's university Quetta, university of Baluchistan, Elementary (boys and girls) colleges of Pishin, Sibi and Quetta were the target population for the study.

Sample

A sample in a research study is the group on which information is obtained. In this study the Stratified sampling technique was used in selection of Institutions. Population has been divided in two Strata, University and colleges including male and female prospective teachers. A Stratified random sampling is a process in which certain subgroups, or strata, are selected for the sample in the same proportion as they exist in the population. After the stratification, a simple random sampling technique was used within each stratum to select respondents/Subjects of the study. Because a simple random sampling is one in which each and every member of the population has an equal and independent chance of being selected. The simple random sampling technique ensures the representativeness of the population which the results of the study are going to be generalized. Using simple random sampling method, a total 180 respondents in proportion to the strata was selected to obtain a sample representative of the population of interest

Reliability and Validity

Data have been collected by the researcher through a stratified sample through a questionnaire. It was piloted with a small number of respondents of the population before

administering on a large scale. Before administering the instrument to the actual respondents, all the items were piloted in order to validate the questions for data collection, and reliability coefficients for the instrument was obtained employing Cronbach Alpha technique which was .78 for the whole instrument that shows that the instrument does have reasonable reliability and validity.

Results

On the basis of the information provided by the respondents, the data were analyzed. The major findings of the study were reported in form of tables and other statistical tools (descriptive and inferential statistics), and the correlation between prospective teachers' attitude and their academic

Table 1

Frequency and percentage of the students' enrolment in the institutions

Institutions	Frequency	Percentage
University Students	33	19
College Students	147	81
Total	180	100

Above table indicates that the majority (81%) of the respondents (N=147) were enrolled in Elementary Colleges (boys and girls) pursuing ADE degree, while 19 % of the students were enrolled in the universities pursuing B.Ed. (Hons.) degree

Table 2

Frequency and percentage of the respondents' CGPA (grades)

GPA	Frequency	Percentage
1 – 1.9	24	13.4
2 – 2.9	112	62.2
3 – 3.9	44	24.4

Table 4.4 indicates the CGPA of the respondents which shows that majority of the respondents 112 (62.2%) have their CGPA between 2.00 to 2.9. while 44 (24.4%) of the respondents have CGPA between 3.00-3.9, whereas only a small number (N=24) of respondents (13.4%) having a CGPA between 1-1.9.

Table 3

Overall mean score and standard deviation of the feelings of the perspective teachers

	Mean score	Standard Deviation
Feelings	3.92	.38

Table 4.3 highlights the overall means score and standard deviation of the feelings of the perspective teachers. The mean score 3.92 (SD=.38) is the aggregate of different feelings associated with selecting teaching as a profession. The aggregate mean

score pron to agreement with the feelings of the respondents which is a main variable of the study.

The aggregate effect supports the researcher claims that having specific feelings attached with someone might be a good teacher and he or she may teach well in the schools. Along with this, having the same feelings one should be a teacher in the coming future.

Table 4

Mean score and standard deviation of the opinions of the perspective teachers towards teaching

	Mean score	Standard Deviation
Opinions	3.88	.38

Table 4.4 highlights the overall mean score and standard deviation of the opinions of the perspective teachers. The mean score 3.88 (SD=.38) is the aggregate of different opinions associated with selecting teaching as a profession. The aggregate mean scores prone to agreement with the opinions of the respondents which is a main variable of the study. The aggregate agreement with different opinions support the claim that prospective teachers would hold positive attitude toward teaching profession and the mean score provided in the above table does support the notion that teaching profession is considered and preferred by most of the respondents positively. It also provides a base for the prospective teachers that having positive opinions may lead them to a job where they themselves would financially benefited but at the same time they would be in a position to support the community in disseminating knowledge through engaging in teaching and learning process.

The finding also reflects that prospective teachers considered teaching field as one of the most prestigious, noblest and highly productive profession.

Table 5

Correlation between grades of the perspective teachers and their (attitude) feelings and opinions

Variables	N	M	SD	Sig.(2-tailed)	Grades	Opinions	Feeling	Overall(attitude)
Grades	180	3.03	.64	.000**		-.306*	-.263*	.321*
Opinions	180	3.9	.38					
Feelings	180	3.8	.38			.649*		
Overall		78.98	13.08					

*Correlation is significant at the 0.01 level (2-tailed)

**p = ≤ .001

The table 4.5 above highlights the main features of correlation among different variables. There is negative relationship between grades (M=3.03, SD=0.64) and opinions (M=3.9, SD=0.38), $r = -.31, p \leq .001, n=180$. There is negative relationship between grades (M=3.03, SD=0.64) and feelings (M=3.8, SD=0.38), $r = -.263, p \leq .001, n =180$. There is positive relationship between grades (M=3.03, SD=0.64) and overall attitude (M=78.98, SD= 13.08), $r = .321, p \leq .001, n =180$.

The findings of the study regarding relationship between grades and overall attitude suggest that correlation exist between one’s grades/ scores and his/her attitude toward the teaching profession but the strength of the correlation is not very strong. It means that attitude of a person toward teaching profession either positive or negative does not affect very much the grades or CGPA of the students.

Table 6

Frequency and percentage of the respondents’ views regarding the importance and impact of academic achievement in selection of a career

	To a great Extent		To some extent		To no/little extent		Not at all	
	F	%	F	%	F	%	F	%
How your academic achievements influence you to consider careers other than teaching?	55	30.5	80	44.5	20	11.6	25	13.4

Above table is highlighting the main features of open ended question ‘How your academic achievement influences you to consider careers other than teaching?’ A number of 55 (30.5%) respondents agree that academic achievement to a great extent influences their decision to select a profession other than teaching; in other words, the respondents were of the view that selection of a profession is based on the academic achievement, while (44.5%) of the respondents opined that academic achievement to some extent influenced the choice of career selection. Whereas 25 % of the respondents were of the view that the selection of a career or profession was not affected by the academic achievement meaning that they select their profession was not on the based on their academic achievement.

Discussion and Conclusion

This study aimed to find out the attitude of the prospective teachers towards teaching profession and to determine if there was any relationship between academic achievement of the prospective teachers and their attitude. On the basis of the data analysis, the major findings of the study are that, the prospective teachers were of the view that teaching profession is highly admired, noble and reverent job and it required high skills and competencies in the area of mentorship. Prospective teachers believe that

teaching is not appropriate for every person without having the knowledge and skills of this profession. This finding clearly indicated that prospective teachers realize that teaching could be the job of everyone but it should be the job and profession of those who possess the necessary knowledge and skills related to the profession. As far as the decision to choose a career is concerned, the prospective teachers believed high academic achievements could be leading factor in deciding to which career they might be going to select. They were of the view that that high academic achievement does uplift their confidence to select teaching as a best career. The findings also suggested that prospective teachers chose to adopt teaching as a profession is based on the feeling that teaching job provides long holidays, is best way of serving the society and having a family by many of perspective teachers. Finding of this study are also in line with the findings of the earlier research conducted by Zhao (2011); Meece et al (2006) reported similar findings in their studies.

Nevertheless, the academic achievement was found to be one of the most important aspects for the prospective teachers (B. ED /A.DE Students) in the selection of their career. The findings of the study regarding relationship between grades and overall attitude (feelings and opinions) suggested that correlation exists between one's grade and his/her attitude but the strength of the correlation is very small. It means that grades of the students either high or low do not more affect to a great extent the attitudes of a person towards teaching profession. Furthermore, all the levels, whether high, average, low (CGPA) of prospective teachers were having similar attitudes towards teaching profession. The findings of the present study showed that the magnitude of significance in relationship between overall attitude (feelings and opinions) of prospective teachers towards teaching and academic achievements is small.

Recommendations

Teacher education programs flourish the attitude of the prospective teachers

Teacher education programs can enrich the attitude of the prospective teachers towards teaching profession because such institutions (teacher education programs) are not only helpful in providing a well-qualified teacher to the society but also enrich and flourish the attitude of the prospective teachers towards the profession of teaching. According to Yadav (1992) that training is one of the effective significant influences on the maturity and self-concept of the prospective teachers toward profession of teaching.

Demanding an immediate action from education sector in Baluchistan

Teaching is not only a profession of Prophets but it is one of the noblest and prestigious jobs along with others. In the scenario of Baluchistan, there are almost sixty thousand teachers who are performing their duties in different schools at different levels. One of the major issues of education sector in Baluchistan is the teachers' attitude toward teaching. There is a lot of zeal among teachers towards their profession but the number of such teacher is minimum. Majority of the teachers avoid to be there remain absent

from school to perform their duties. They have failed discharge the noble cause of delivering and transferring knowledge to their students. Undoubtedly students of today are the citizen of tomorrow that makes the state and society. As a result, the situation in Baluchistan is deteriorating day by day. It is well known that adopting teaching as a career is the last option for many graduates and they remain reluctant to join teaching as a profession. This situation calls for attention of stake holders and has remained the most important point for discussion. This state of affairs is demanding an immediate action that how to convince our graduates to join teaching and make the teaching profession as their future career. It requires an investigation to determine as to why the graduates feel reluctance in becoming teachers.

Role and performance of school

The development of Pakistan mendacities in school from where teacher plays important role in this regard. A true teacher is benefactor and server of all. He/ she is the one who does and gives best performance and efforts to their students along loyalty, devotion and commitment. In oriental society the teacher is considered as a preacher who preaches moral and other secular subjects together on their part, which equipped with necessary knowledge, skills and capabilities that ensures to produce quality teachers.

Provide Incentives to the Teachers

The low wages are one of the factors that most of people refrain in people from joining teaching profession. So, it is clear that authorities and government have to provide a good salary package and other financial incentives so that talented human resource is attracted to join teaching profession. Otherwise we may run the risk of losing talented and qualified human resource not to join the profession of teaching.

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