

PalArch's Journal of Archaeology
of Egypt / Egyptology

**EFFECT OF TEACHER EDUCATION PROGRAMS ON
PROSPECTIVE TEACHERS' ATTITUDE TOWARDS
TEACHING PROFESSION**

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**Erum Aslam Khan , Dr. Afrina Afzal , Iram Gul Gillani , Yasmin Shahjahan,
Effect Of Teacher Education Programs On Prospective Teachers' Attitude
Towards Teaching Profession , Palarch's Journal Of Archaeology Of
Egypt/Egyptology 18(7). ISSN 1567-214x.**

**Keywords: Prospective Teachers, Teachers education programs, Teaching
profession.**

Abstract:

This study was designed to determine the effect of teacher education programs on Prospective teachers' attitude towards the teaching profession. For this purpose, a sample of six hundred and five (605) prospective teachers including both males and females from university of Panjab, Lahore, GCETs KotLakhat, University of Management & Technology, university of Education and Minhaj University were selected through convenience sampling Technique at Lahore district. To procure the attitude of prospective teachers FIT-Choice Scale developed by Watt and Richeredson (2007) was borrowed. FIT-Choice Scale consisted of nine factors: Ability, Intrinsic Career value, Bludging, Make Social Contribution, Prior Teaching and Learning Experience, Social Influences, Good Salary, Social Status and High Demand. The scale was manipulated in accordance to the demand of the research and Pakistani context. An independent sample t-test was computed to examine the effect of teacher education programs on attitude of prospective

teachers at entrance and exit stage of programs. Furthermore, ANOVA test was applied to compute the effect of teacher education programs on the attitude of prospective teachers on the basis of gender, program and institute. Data analysis revealed that the effect of teacher education programs on female respondents was more positive as compared to male respondents. Moreover, the B.Ed program was found to be more effective than the M.Ed (Hons) and MA Education program. Whilst GCETs collage of KotLakhpatt had a significant difference in attitude as compared to other institutes. It was suggested to provide better opportunities like allowance, scholarship, incentives and facilities to attract prospective teachers. It may help to enhance the demand of teaching profession. In future studies effect of teacher education program can be examine on private and public institutes. Moreover, in future studies level of attitude and motivational level for teachers' commitment can be investigate.

I. Introduction:

Education is a process, a social function carried on and by the society for its own sake. Education is a formal and informal practice that helps to create abilities and competencies of human beings. Development of a nation always depends on education and its practical implementations (Mahajan, 2017). Education is an exact system through which a student gets data, experience, aptitude and sound perspective. It makes an individual developed, refined, mingled and instructed. An illuminated and blended society comes into being when we see an astonishing culmination of instruction, education and fundamental methods. Mirunalini and Anandan (2012) stated that education is a key mechanism which is very helpful for forming a positive attitude, gaining skills and ability.

Education is transmitted by the teacher. A highly motivated, experienced, competent and high-spirited teacher can elevate a student's learning potential. A capable teacher has the uncanny ability to instill in his students the desire and thirst to achieve knowledge. Without talented, proficient and skillful teachers, even the best education systems cannot perform efficiently and successfully. A competent teacher can produce absolute results out of the more awful framework (Pervez, 2010). Teacher instruction infers, the formal and non-formal activities and encounters that help to qualify a man to acknowledge responsibilities of a person from the educational profession and to discharge his duties more effectively (Ingvarson, Reid, Buckley, Kleinhenz, Masters & Rowley, 2014). Hammond (2006) conducted a study and concluded that the significance of meaningful teaching is increasing rapidly in the modern world and higher are the standards of education and learning than they have ever been before. So, there is a need to impart empirical practical guidance and training for prospective teachers in the duration of practicum to develop professional attitude and competencies (Acemoglu&Autor, 2012).

Teacher education can be determined by the theory that the teacher is always made, not born. Since teaching profession is to appraise a science, an art or a technique, the teachers need to gain not only knowledge, but also pedagogical skills. It is one of the zones of education that require action to boost the quality of education in Pakistan (National Education Policy, 2009). According to Ali and Reshma (2013) teachers' professional education is one of the most significant factors in improving students' learning. Teacher education is a consistent procedure to support both pre-service and in-service segments. As indicated by the International Encyclopedia of Teaching three stages of Teacher education program are Pre-service, Induction and In-service.

Lamote and Engels (2010) investigate in their studies at the beginning of teacher education, prospective teachers follow a strong pupil-oriented attitude to teaching; the personal development of learners and their perception in classroom activities are high. Most of the studies on pre-service and in-service teacher education programs and reforms have focused on identifying effective practices, strategies, and mechanisms for improving teachers' competence. For example, several studies (Chang & Kingsley, 2014; Khan & Halai, 2009) reported how a cluster-based mentoring program, which originated in the Aga Khan University's Institute for Educational Development, was an effective strategy for the professional development of teachers.

As indicated by UNESCO (2005) educator teaching addresses natural, social, and monetary settings to make locally important and socially suitable instructor training programs for both pre-benefit and in-administration instructors. Trends are changing day by day. To meet global challenges Pakistan needs highly capable, motivated and competent teachers, as they are the ones responsible for our future generations. Santoro (2011) declared that teaching is an academic and respectable practice encumbered with challenges and obstacles both regular and unexpected events. In Pakistan the education colleges, public and private sector universities are fulfilling these responsibilities by giving them teacher education.

Professional development brings changes in behavior, beliefs and perceptions of prospective teachers (Bülent, 2012; Ingvarson et al., 2014). Teaching profession is among the highly ranked professions of the world but it is very tough for prospective teachers to modify themselves for the challenging demands (Suzanne, 2010). Teacher education programs such as B.Ed, M.Ed are programs that can be helpful to motivate the prospective teachers that adopt teaching willingly or unwillingly. Teacher education programs can play a vital role to modify student teachers' belief towards teaching and developing professional skill and knowledge (Ross & Bruce, 2007; Suzanne, 2010).

Ushadevi (2005) realized that success in the field of teaching depends on two important factors which include professional and occupational satisfaction. Suja (2007) has further confirmed that attitude towards teaching, attitude for professionals, and background affects the teacher's responsibility. Attitudes towards teaching as a career refer to the organized and consistent manner of thinking, feeling and reacting with regard to the teaching career. Attitude is an important factor that always leaves influence on a person's level of motivation and desire to perform its task and job effectively. A positive and negative perception can develop professional engagement development and quality of an individual's work. According to Glaser (1989), cited by Hussain (2004) for a learning process of effective teaching, sound education and vocational training are inevitable. Çapri & Çelikkaleli (2008) stated that prospective teacher's gaining occupational skill, morals and attitudes is as necessary as knowledge. Specialists Swindoll (2012) and Sheeran and Abraham (2004) state that attitude is more vital than experience and academic preparation. Characterized in an alternative way, attitude is a mindset and slanting regarding positive thinking and cynicism (Lopper, 2006) which applies a solid impact on the way a man reacts to a specific circumstance. (Arbuthnott, 2009; Gross, 2001).

In Pakistan a matter of great concern is untrained teachers. Even though educational reports indicate that there are 275 training institutions in Pakistan, providing Pre-service training to the teachers. These institutions offer multiple programs for the training of Pre-service teachers at various levels e.g., teaching certificate, diplomas, and degree programs. The problem that arises according to the reports of UNESCO and USAID (2005) which is faced by the teachers regarding teacher education in Pakistan is that no follow ups are made and no sustained research studies are even done. So, to full fill this gap present study was conducted to investigate the

effect of the teacher education program on prospective teachers' attitude towards the teaching profession. The findings of this study will provide us with a catalog of prospective teacher's attitudes that are enrolled in different Government colleges and universities for Elementary teachers and an insight in their perception at the beginning and end of their Teacher Education Program. This catalog will also be helpful for the educational ministry of Pakistan to make relevant changes to minimize the demotivation and other negative factors arising in prospective teachers and to investigate the drawbacks in Teacher training programs. It will also illuminate the effect of gender discrimination and to assert different factors to motivate prospective teacher's apropos teaching

II. Statement of the problem:

As we know that education is a dynamic force that can only run by teachers. To meet global challenges, Pakistan needs highly capable motivated and competent teachers. With the ongoing changes throughout the globe, Pakistan also took the initiative in 2009 to uplift the standard of teacher education. Firstly, four years B.Ed. (Hons) program was introduced and secondly, National Professional Standard for Teachers (NPST) were disseminated and documented. In Pakistan the education colleges, public and private sector universities are fulfilling these responsibilities by giving them teacher education. Professional development brings changes in behavior, beliefs and perceptions of prospective teacher (Büilent, 2012). Teacher education programs such as M. A B.Ed, and M.Ed are programs that can be helpful to motivate the prospective teachers that adopt teaching willingly or unwillingly. Teacher education programs can play a vital role to modify student teachers' belief towards teaching and developing professional skill and knowledge (Ross & Bruce, 2007; Suzanne, 2010).

The main problem of this era is this, respectable profession is becoming business. Only a few numbers of teachers are understanding their responsibility, most of the prospective teachers are disinterested and dissatisfy. During these programs prospective teachers can adopt teaching profession willingly and get a chance to avail the knowledge, and using of teaching techniques effectively. Though the issue of impact of teacher education programs is highly discussed and researched topic across the globe, but in Pakistan, this has not been taken under serious consideration particularly at university and college level. Keeping this situation in view, present study was conducted to investigate effect of the teacher education programs on prospective teachers' attitude towards the teaching profession.

III. Objectives of Study:

The study strives to achieve the following objectives

1. To find out the effect of the teacher education programs on prospective teachers' attitudes towards the teaching profession.
2. To compare the attitudes of male and female prospective teachers towards teaching profession.
3. To compare the attitudes of prospective teachers towards teaching profession on the basis of program.
4. To find and compare the attitude of prospective teachers studying at different Universities and GCETS at Lahore District.

IV. Methodology:

For this study students of B.Ed(Hons) (6th and 8th semester), M.Ed (final semester) and M.A education (3rd and 4th semester) that were enrolled in university of Punjab Lahore(UOP), University of Education , Minhaj University ,university of management and technology(UMT) and GCETS KotLakhpatt located in Lahore district comprising a total of 1200 prospective teachers served as population. A total of 605 prospective teachers, 77 male and 528 females were included in the sample using convenience sampling technique. The study was descriptive in nature and aimed to investigate the effect of the teacher education programs on prospective teachers' attitudes towards teaching at entrance and exit stage of programs. For this purpose, FIT-choice scale was borrowed from Watt &Richeredson, (2007). The scale was developed by Watt &Richeredson, (2007) but manipulated in accordance to the demand of the research and Pakistani context. The research questionnaire included both positive and negative close ended statements; some statements borrowed from Watt &Richeredson, (2007) whilst some statements developed by the researcher under the guidance of specialists. FIT-Choice Scale consisted of nine factors: Ability, Intrinsic Career value, Bludging (to shirk responsibilities), Make Social Contribution, Prior Teaching and Learning Experience, Social Influences, Good Salary, Social Status and High Demand. The researcher personally dispatches questionnaires to all sample students. Descriptive and inferential statistics were performed to obtain the answers of research objectives. Collected data was tabulated analysis and interpreted in the light of objectives of study. Mean performance, standard deviation, independent sample t-test and AOVA test was applied by using the SPSS software version 20 to compute the effect of teacher education programs on the attitude of prospective teachers towards teaching profession at entrance and exit stage of programs on the basis of gender, program and institution.

Table 1: Distribution of Sample Students of B.Ed., M.Ed. And M.A Programs

University	Teacher Education Programs			Total
	B.Ed Hons	M.Ed.	M.A. Education	
University of the Punjab	54	25	111	190
University of Education	12	25	103	140
GCET KotLakhpatt Lahore	79	34	-	113
Minhaj University	30	12	32	74
University of Management & Technology	0	0	88	88
Total	175	96	334	605

V. Results and Conclusions:

Table 2: Comparison of prospective teachers Opinion about Different Factors of Attitude about Teaching at Entrance Stage and Exist Stage

Factors	Entrance		Exist Stage		t-test	
	Mea n	SD	Mea n	SD	T	P
Ability	3.96	0.75	4.16	0.72	5.80	<.001
Intrinsic Career value	3.93	0.55	4.08	0.59	5.75	<.001
Bludging	3.18	0.89	3.53	0.95	10.38	<.001
Make Social Contribution	4.22	0.62	4.33	0.75	4.14	<.001
Prior Teaching and Learning Experience	4.02	0.71	4.14	0.74	3.88	<.001
Social Influences	3.70	1.31	3.89	1.22	4.00	<.001
Good Salary	2.98	1.00	2.91	1.04	1.90	0.057
Social Status	3.22	0.85	3.27	0.86	1.48	0.140
High Demand	3.97	1.10	4.04	1.21	1.47	0.142
FIT scale	3.60	0.42	3.67	0.44	4.40	<.001

Table 2 indicates the results of comparison of prospective teachers' opinion in regards to the different factors of Attitude about teaching at Entrance Stage and Exist Stage. The results revealed a positive change in the attitude of prospective teachers in ability, intrinsic career value, bludging, making social contribution, social influence and overall FIT-Scale, however no change

was observed in the attitude of prospective teachers in the factors of good salary, social status, and high demand. Moreover, results indicate that mean score of respondents at exit stage (Mean=3.67, SD=0.44) is more than entrance stage (Mean=3.60, SD=0.42) that revealed a positive change in attitude of prospective teachers in FIT scale.

Table: 3 Comparison of prospective teachers' Opinion about Different Factors of Attitude towards Teaching in different programs at Entrance Stage and Exist Stage

Factors	B.Ed. (Hons)		M.ED		MA(Ed)		ANOVA	
	Mea n	SD	Mea n	SD	Mean	SD	F	P
Ability	0.25 _{ab}	0.80	0.40 _a	0.99	0.12 ^b	0.81	4.56	0.011
Intrinsic Career value	0.22	0.56	0.12	0.78	0.11	0.58	1.85	0.159
Bludging	0.17	0.56	0.20	0.83	0.07	0.69	2.22	0.109
Make Social Contribution	0.27	0.78	0.38	0.77	0.38	0.84	1.07	0.344
Prior Teaching and Learning Experience	0.15	0.68	0.19	0.93	0.08	0.71	0.91	0.403
Social Influences	0.26	1.20	0.37	1.34	0.11	1.09	2.27	0.104
Good Salary	0.08 _a	0.85	-0.09 _{ab}	0.90	-0.13 ^b	0.72	4.08	0.017
Social Status	0.16 _a	0.71	0.11 _{ab}	1.03	-0.02 ^b	0.72	3.34	0.036
High Demand	0.01 _{ab}	1.14	0.36 _a	1.27	0.01 ^b	0.90	4.28	0.014
FIT scale	0.13 _a	0.34	0.11 _{ab}	0.55	0.04 ^b	0.39	3.17	0.043

Note: different letters indicate significant difference and same letters show no significant difference

Table 3 indicates there was significant difference among different education programs on ability factor, Good Salary factor, High Demand factor whilst there was no significant difference among different education programs on Intrinsic Career value, Bludging, Make Social Contribution, Prior Teaching and Learning Experience and social Influences. Results have shown a significant difference among different education programs on FIT scale as the p value is less than the level of significance. The mean gain score of B.Ed (Hons) (Mean=0.13, SD=0.34) was more than mean gain score of M.A. Ed (Mean=0.04, SD=0.39) indicating B.Ed (Hons) program to be more effective than the M.Ed (Hons) and MA Education program.

Table: 4 Comparison of male and Female Prospective teachers' Opinion about Different Factors of Attitude about Teaching (Exit score minus entrance score)

Factors	Male		Female		t-test	
	Mean	SD	Mean	SD	T	P
Ability	0.06	0.90	0.22	0.83	-1.50	0.134
Intrinsic Career value	0.08	0.67	0.15	0.60	-1.00	0.318
Bludging	-0.04	0.79	0.14	0.66	-2.13	0.033 *
Make Social Contribution	0.31	0.87	0.35	0.80	-0.42	0.672
Prior Teaching and Learning Experience	0.06	0.87	0.13	0.72	-0.73	0.467
Social Influences	0.14	1.33	0.20	1.14	-0.40	0.691
Good Salary	-0.11	0.73	-0.06	0.80	-0.52	0.605
Social Status	0.00	0.79	0.05	0.77	-0.55	0.583
High Demand	-0.26	1.11	0.11	1.03	-2.76	0.006 *
FIT scale	0.02	0.49	0.08	0.40	-1.28	0.203

*p<.05

Table 4 shows the respondents opinions about different factors of attitude about teaching. Independent samples t-test was conducted to find the significant difference between Male and female prospective teachers' responses on different factors of attitude about teaching. There was significant difference between Male and female prospective teachers on bludging factor and high demand factor whilst there was no significant difference between Male and female prospective teachers on ability, intrinsic career value, making social contribution, prior teaching and learning experience, social influences, good salary, social status and overall gain score of FIT Scale.

Table: 5 Institutes wise Comparison of Opinion About Different Factors of Attitude About Teaching (Exit score minus entrance score)

	PU	GCET	UE	Minhaj	UMT	ANOVA	
	M(SD) Gain scores)	M(SD) Gain scores)	M(SD) Gain scores)	M(SD) Gain scores)	M(SD) Gain scores)	F	P
Ability	0.13(0.85) ^a	0.44(0.88) ^b	0.22(0.87) ^{abc}	0.05(0.74) ^c	0.16(0.77) ^{abc}	3.16	0.014
Intrinsic Career value	0.10(0.55) ^b	0.39(0.63) ^a	0.08(0.65) ^b	0.03(0.51) ^b	0.12(0.65) ^b	5.85	0.000
Bludging	0.33(0.79)	0.30(0.83)	0.33(0.84)	0.46(0.75)	0.39(0.85)	0.51	0.728
Make Social Contribution	0.08(0.63) ^{ab}	0.31(0.60) ^a	0.13(0.73) ^{ab}	0.00(0.75) ^b	0.04(0.73) ^{ab}	2.98	0.019
Prior Teaching and Learning Experience	0.11(0.71)	0.28(0.77)	0.13(0.78)	0.02(0.67)	0.00(0.72)	2.09	0.081
Social Influences	0.11(1.09) ^b	0.59(1.33) ^a	0.21(1.21) ^a	0.07(0.93) ^b	0.07(1.11) ^b	4.55	0.001
Good Salary	0.09(0.74) ^a	0.17(0.93) ^a	0.13(0.80) ^b	0.10(0.65) ^a	0.16(0.79) ^b	2.91	0.021
Social Status	0.01(0.70) ^b	0.33(0.88) ^a	0.00(0.74) ^b	- 0.13(0.72) ^b	0.07(0.81) ^a	4.94	0.001
High Demand	0.03(1.00)	0.22(1.30)	0.12(1.00)	0.01(0.94)	0.02(0.92)	1.11	0.352
FIT	0.05(0.05)	0.24(0.05)	0.06(0.04)	0.02(0.05)	0.02(0.05)	6.00	<0.001

scale 38)^b 39)^a 5)^b 38)^b 42)^b 27 01

Note: different letters indicate significant difference at 0.05 level and sharing letters are not significant.

Table 5 indicates results of a one-way ANOVA test conducted to find the significant difference among five universities/colleges on different factors of attitude regarding teaching. There was a significant difference among universities/colleges on ability factor, and a similar difference was found on the basis of Intrinsic Career value on UOP, UOE, Minhaj and UMT. No significant difference was found amongst all universities on bludging, Prior Teaching and Learning Experience and high demand factors. UOP, UOE, Minhaj and UMT showed similar difference on social contribution factors whilst GCETs showed more significant difference than Minhaj on Social contribution factors. UOP, GCETs and Minhaj were found to have similar difference on good salary factors whilst values of UOE and UMT were found to have similar difference on good salary factors. UOP, UOE and UMT were found to have similar difference on social status factors whilst UOE and Minhaj were found similar difference on social status factors. The mean gain scores of UOP, UOE, UMT and Minhaj were found to have similar difference on the FIT scale. Therefore, results indicate the mean score of GCETs was found to have a significant difference as compared to other institutes.

VI. Conclusion:

The following conclusions of the study were based on findings:

The result revealed a positive change in attitude of prospective teachers in ability, Intrinsic Career value, bludging, making social contribution, social influence and overall FIT-Scale. The result revealed no change in attitude of prospective teachers in good salary, social status, high demand.

The result also revealed a positive change in attitude of Male prospective teachers in bludging only. The result also revealed a positive change in attitude of Female prospective teachers' ability, Intrinsic Career value, bludging, making social contribution, social influence, prior teaching and learning experience social influences and FIT-Scale. The result revealed no change in attitude of female prospective teachers in good salary, social status, high demand. The result indicated significance positive change in attitude of female prospective teachers as compare male.

The results of GCETs collage revealed more positive change on all factors except good salary and high demand factors. Moreover, the result of UOP, UOE, Minhaj and UMT except bludging. Results showed that there was significant difference among universities/ colleges on ability, intrinsic career value, making social contribution, social influence, good salary and social status. The results of this study also stipulated B.Ed, M.Ed and MA Education programs show positive effect on prospective teachers' attitude. However according to the findings of this study, B.Ed. (Hons), program is found to be more effective as compared to M.Ed. and MA education programs. In B.Ed. courses prospective teachers are taught applications of teaching strategies, pedagogical skills and learning theories with practical examples, moreover the duration of the program may also be the cause of this positive change.

Based upon the findings of the current study it can be assumed that participants opted for the teaching profession not by chance rather willingly

VII. Recommendations:

The results of this study indicate the importance of the effect of a teacher's education program on attitudes of prospective teachers. The recommendations suggest guidelines for prospective teachers, policy makers and future researchers.

1. The policy makers and institutes of teacher education program should play their role for making teaching profession more prestigious, attractive and facilitative for young generation.
2. There should be a career counseling desk in the institutes to motivate students towards teaching.
3. There should be a standardized methodology for the teacher education.
4. Economic status and service structure must be improved.
5. The media must play its role to motivate people towards teaching.
6. Policy makers should be refining more Teacher education programs.
7. Policy makers should be focus to enhance the social status and salary status of the teaching profession by inspiring generally to the people to understand that teachers are society builders.

VIII. Suggestions:

Following suggestions have been recommended for the improvement of prospective teachers' attitudes.

- Provide better opportunities like allowance, scholarship, incentives and facilities to attract prospective teachers. It may help to enhance the demand of teaching profession.
- During the teacher education invite the exporters to speak on role of teaching.
- The present study found attitude of prospective teacher, in future studies level of attitude and motivational level for teachers' commitment can be investigate.
- The current study had limited scope to determine the effect of teacher education at district level. Further studies can be do at province level to broader generalization can be made.
- In future studies effect of teacher education program can be examine on private and public institutes.

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