

# Correlation Between The Attitude And Academic Stress Of B.Ed. Trainees Towards The Teaching Profession

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## ARTICLE INFO

## ABSTRACT

This research study investigated the correlation between the attitude and academic stress experienced by B.Ed. trainees towards the teaching profession. Attitude refers to a predisposition to respond specifically to external stimuli (Anastasi, 1957). It is a dynamic entity that is prone to alteration. It is a crucial determinant of the student's academic achievement. Attitude is a mental state formed through personal experiences and external influences, determining how an individual responds to various stimuli. It is a precursor to behaviour and can range from favourable to unfavourable, with neutral in between. Stress can arise when working rapidly, tackling complex problems, or being subjected to someone's shouting. It can be guided by friction, decision-making, or exerting effort, or various social time constraints can influence it. The American College Health Association's 2006 review of college students found that the primary obstacle to academic performance among college students was educational stress. Academic anxiety has the potential to ultimately hinder one's career progress. Achievement anxiety is the most prevalent type of stress that leads to academic stress. Achievement stress is the apprehension of not achieving success in an academic environment, which arises when parents, teachers, or the student's expectations surpass what the students perceive as realistically attainable.

**Keywords:** Male, Female, Urban, Rural, Academic Stress, Attitude, Teaching profession, Lucknow city.

## 1.0 INTRODUCTION

Attitude and academic stress are powered by three components, i.e., affective, behavioural, and cognitive, hence moving as a yardstick of individual behaviour (Feldman, 1985).

Although an intense activity, teaching demands of its practitioners a low academic stress level and an appreciation attitude. The competence of B.Ed. students depend on their optimistic outlook and low academic stress towards teaching. This field now has a new dimension brought about by changing times, which calls for specific skills. Academic stress can take many forms depending on the trainees' attitudes towards teaching. Many things undoubtedly influence attitude and academic stress, particularly for B.Ed. Trainees: the school, the coworkers, the value system, and the way of life. Stress and attitudes are always related to perceptions, judgements, views, and deeds. Teaching is linked to learning and can cause an attitude shift in the student. As such, this is interwoven with the academic stress that B.Ed. Students' experience with their teachers, the field, the classroom, and the management.

For several factors, the study is essential; initially, it is vital to have a better knowledge of the attitude of B.Ed. Trainees in the teaching profession in the content area will be acquired. Second, the findings of this study can support several stakeholders in fostering B.Ed. Trainees a favourable view of the teaching career. Finally, newcomers in this field can profit from the knowledge acquired from this study.

## 1.1 REVIEW OF LITERATURE

- Kulkarni U. K. (2011) has studied and analysed the teaching competence of D. ED, and B. ED trained teachers and their attitude towards the teaching profession working in up-graded primary schools of Karnataka.

- K. Firdose (2011) studied and analysed teachers' attitudes toward the teaching profession and academic stress regarding constructive-based teaching strategies concerning academic achievement in English.
- Rao, B. B. (2012) has studied and analysed teachers' study of academic stress and adjustment styles of teacher trainees.
- Kaur, R. (2012) has studied and analysed Attitudes toward the teaching profession and academic stress with the study of teacher effectiveness and teacher stress about emotional intelligence and self-efficacy among B.Ed interns from institutions with different levels of maturity.
- Thilakan, S. (2012) has seen a study of teachers' attitudes and work commitment toward the teaching profession.

### 1.2 OBJECTIVES OF THE STUDY

The present study aims to achieve the following objectives.

1. To investigate the relationship between teaching attitude and academic stress of male B.Ed. Trainees.
2. To investigate the relationship between teaching attitude and academic stress of Female B.Ed. Trainees.
3. To investigate the relationship between teaching attitude and academic stress of Urban B.Ed. Trainees.
4. To investigate the relationship between teaching attitude and academic stress of Rural B.Ed. Trainees.

### 1.3 HYPOTHESES OF THE STUDY

Sr. No.	Hypothesis
H1	No substantial correlation coefficient will be observed among male B.Ed. Trainees when comparing the Teaching Attitude Scale and Academic Stress Scale.
H2	No substantial correlation coefficient will be observed among female B.Ed. Trainees when comparing the Teaching Attitude Scale and Academic Stress Scale.
H3	No substantial correlation coefficient will be observed among urban B.Ed. Trainees when comparing the Teaching Attitude Scale and Academic Stress Scale.
H4	No substantial correlation coefficient will be observed among rural B.Ed. Trainees when comparing the Teaching Attitude Scale and Academic Stress Scale.

#### *Hypothesis of the Study*

The table presents a set of hypotheses related to a study exploring the relationship between teaching attitudes and academic stress among B.Ed. Trainees (individuals pursuing a bachelor's degree in education). These hypotheses aim to investigate the presence or absence of substantial correlations between these two variables across different subgroups of the trainee population.

**Hypothesis 1 (H1)** postulates that no significant correlation coefficient will be observed when comparing the Teaching Attitude and Academic Stress Scale among male B.Ed. Trainees. In other words, it suggests that teaching attitudes and academic stress levels may not be strongly related to male individuals in this educational program.

**Hypothesis 2 (H2)** proposes a similar notion for female B.Ed. Trainees stated that no substantial correlation coefficient will be observed when comparing the two scales, implying that teaching attitudes and academic stress may not be strongly associated with female trainees.

**Hypothesis 3 (H3)** extends the investigation to the urban demographic, hypothesizing that no substantial correlation coefficient will be observed among urban B.Ed. Trainees when comparing the Teaching Attitude Scale and the Academic Stress Scale. This hypothesis suggests that the relationship between teaching attitudes and academic stress may not be significant for trainees residing in urban areas.

Finally, **Hypothesis 4 (H4)** focuses on the rural population, stating that no substantial correlation coefficient will be observed among rural B.Ed. Trainees when comparing the Teaching Attitude Scale and the Academic Stress Scale. This hypothesis proposes that teaching attitudes and academic stress levels may not correlate strongly with trainees from rural areas.

These hypotheses collectively aim to examine the potential lack of a substantial correlation between teaching attitudes and academic stress across various subgroups of B.Ed. Trainees are categorized by gender and geographic location (urban or rural). The study seeks to investigate whether these factors influence the relationship, or lack thereof, between the two variables under consideration.

#### **1.4 METHODOLOGY**

The present study embarks on a comprehensive investigation into how various factors impact the relationship between the attitudes of B.Ed. Trainees and their levels of academic stress. To achieve this, the research employed a survey method, systematically collecting data from a large group of participants to ensure the findings are robust and generalizable. Utilizing a random sampling procedure, the study ensured that every trainee had an equal chance of being selected, which helped eliminate selection bias and enhanced the sample's representativeness. A total of 620 B.Ed. Trainees from seven colleges in Lucknow participated, providing a substantial and diverse data set that captures various experiences and attitudes. This sizable sample enhances the validity of the findings, making them more reflective of the broader population of B.Ed. Trainees in Lucknow. By meticulously examining how specific variables affect the link between teaching attitudes and academic stress, the study aims to provide insightful conclusions to help educators and policymakers better understand and address the academic stress experienced by future teachers.

#### **1.5. TOOLS**

The investigator utilized custom-designed tools, namely the attitude and academic stress scales, to gather data for this research. These scales were developed explicitly for the study to measure the variables of interest accurately. However, it is essential to note that any limitations inherent in these scales also applied to the overall study, potentially affecting the results. Furthermore, the scope of this research was restricted to B.Ed. Trainees in Lucknow city, meaning that the findings may not apply to trainees in other regions or contexts.

#### **1.6 SELECTION OF VARIABLES**

The following independent variables are selected for the study. They are Gender:- Male and Female, Residence: - Urban and Rural Area.

#### **1.7 DATA COLLECTION AND PRESENTATION**

In this pioneering scholarly endeavor, the researchers recognized the importance of drawing from the wellspring of knowledge within those intimately acquainted with the subject of inquiry. Thus, they embarked on a quest to garner insights directly from the lived experiences of the individuals at the heart of this investigation, the diligent B.Ed. Trainees themselves.

With an unwavering commitment to authenticity and a deep reverence for the richness of human narratives, the researchers cast their net across the hallowed educational institutions of Lucknow, each a beacon of academic excellence. Their journey began at the illustrious Bora Institute of Management Sciences, a citadel of intellectual pursuit where aspiring educators hone their craft with unwavering dedication.

From there, they ventured to the esteemed ITM College of Education, a venerable institution renowned for nurturing the minds and spirits of those destined to shape future generations. The pursuit of knowledge led them to the revered Rameshwaram Institute of Education, a bastion of learning where the fires of intellectual curiosity burn bright. No stone was left unturned as the researchers extended their inquiry to the hallowed halls of Rajat Degree College and IT Degree College, institutions that have carved enduring legacies in the annals of educational excellence. The Mahila Degree College, a beacon of empowerment and enlightenment, also welcomed the researchers, offering a tapestry of invaluable insights woven from the experiences of its esteemed scholars.

Finally, the quest for understanding culminated at Navyoug Kanya Mahavidyalaya, a revered sanctum of learning where the voices of future educators echoed with the wisdom of ages past and the promise of generations yet to come. From these hallowed institutions, each a crucible of knowledge and a testament to the enduring pursuit of understanding, the researchers drew the primary source of their information – the lived experiences, perspectives, and aspirations of the B.Ed. trainees themselves. Only through the lens of those who walk the path can the true essence of the journey be unveiled, and the profound truths that lie at the heart of this inquiry can be illuminated.

#### **1.8 SAMPLE**

In this carefully planned investigation, the researchers fully embraced the benefits of randomness and representativeness, acknowledging their crucial roles in revealing the unbiased truths central to their inquiry. Driven by the principles of thorough scientific investigation, they avoided the errors of selecting only specific data that could lead to biased results. Instead, they chose a random sampling method to accurately represent the opinions and perspectives of the broader population in their research.

Seven distinguished colleges were selected from the many prestigious educational institutions in Lucknow. Each of these colleges is a revered place of learning and a nurturing environment for aspiring educators. These institutions were chosen to provide their distinct perspectives to the narrative the researchers wanted to create.

The first institution mentioned is the Bora Institute of Management Sciences, which is highly respected for its academic prowess. It is described as a magnificent building that symbolises excellence in education. The institute fosters intellectual curiosity and inspires individuals who will significantly shape future generations. The esteemed corridors resounded with the voices of ambitious educators, each contributing to the fabric of this innovative investigation.

Beside this respected establishment was the ITM College of Education, a prominent center of knowledge that has established a lasting reputation for educational excellence. The scholars, who possess a strong desire for knowledge and a dedication to fostering the minds of future pioneers, contributed their invaluable insights to this noble undertaking.

The esteemed Rameshwaram Institute of Education, known for pursuing intellectual growth and pushing the boundaries of knowledge, also played a significant role in this search for enlightenment. Its respected students contributed their voices to the collective pool of wisdom.

The researchers derived additional support from Rajat Degree College and IT Degree College, renowned institutions for their academic rigor and educational excellence. They incorporated the experiences and aspirations of their scholars into their findings.

The Mahila Degree College, known for its commitment to empowering and enlightening individuals, also received the researchers, providing them with valuable insights derived from the experiences of its esteemed scholars, who are evidence of the ongoing quest for knowledge.

The pursuit of knowledge peaked at Navyoug Kanya Mahavidyalaya, a highly respected learning institution. Here, the aspiring educators' voices resonated with the wisdom of previous generations and the potential of future ones. Their narratives contributed to the researchers' exploration, enhancing the depth and complexity of their understanding.

A total of 620 diligent B.Ed. Trainees were carefully selected from these seven prestigious institutions using a random sampling procedure. Their voices and experiences are essential to this pioneering inquiry, which aims to advance knowledge and promote enlightenment. The researchers aimed to uncover the complex truths at the core of their investigation by carefully and respectfully interweaving the narratives. They sought to reveal profound insights that would have a lasting impact and shed light on the path to a more profound comprehension of the human experience.

### 1.9 STATISTICAL TECHNIQUES USED

Statistical techniques are precious in academic PhD research, fulfilling multiple essential functions. Primarily, they assist researchers in comprehending extensive quantities of data, encompassing numerical measurements, survey findings, and observational records. Effective organisation and interpretation are crucial for discerning patterns and deriving significant insights. Furthermore, statistics enable researchers to make reliable inferences by determining whether observed outcomes are statistically significant or simply the result of random variation. This is crucial in studies such as assessing the efficacy of a new medication.

Additionally, they are crucial in testing hypotheses, such as verifying the correlation between regular exercise and reduced stress levels. In addition to hypothesis testing, statistical techniques facilitate the development of models that elucidate intricate relationships, such as forecasting future climate patterns using present data. In addition, they guarantee the dependability and soundness of research outcomes, ensuring that the results remain consistent over time and accurately assess the intended variables. Statistics enable the compelling presentation of findings using visual representations such as graphs, charts, and summaries, enhancing the accessibility and comprehensibility of intricate data. Statistical techniques are essential for organising, validating, modeling, and presenting research findings, guaranteeing scientific contributions' credibility and reliability.

**Table 2** provides an overview of essential statistical methods employed in research.

Sr. No.	Statistical Techniques
1	Denotes the average and variability of the entire sample, as measured by the mean and standard deviation.
2	Correlation analysis uses gender (male and female) and geographical location (urban and rural areas).
3	A <b>T-test</b> determines the statistical significance of the difference between two variables.
4	Correlation Coefficients test

#### Used Statistical Techniques

1. The initial method entails computing the mean (average) and standard deviation (a measure of data dispersion) for the entire sample, offering a fundamental overview of the dataset.
2. The second method employed is correlation analysis, which examines the association between variables such as gender (male and female) and geographical location (urban and rural areas) to determine if there is a connection.

3. The third method is the T-test, which assists in determining whether there is a significant disparity between two variables. This makes it valuable for comparing groups to ascertain if their discrepancies hold statistical significance.
4. The fourth technique is the correlation coefficients test, which quantifies the magnitude and direction of the association between two variables, aiding in comprehending their level of interdependence.

These techniques are crucial for condensing data, investigating connections, and analysing disparities, making them indispensable tools in research.

### 1.10 DATA COLLECTION

Before conducting the study, the researcher obtained approval from the principals of the colleges involved, ensuring that all data collection was conducted under appropriate supervision and with the required permissions. According to the college principals' schedule, the researcher collected data directly from the Bachelor of Education (B.Ed.) trainees at each college. This methodical approach guaranteed that the process of gathering data was well-structured, adhered to the institutions' protocols, and followed the designated schedule for obtaining the necessary information from the trainees.

#### 1.11.1 DATA ANALYSIS - OBJECTIVE 1

<b>Ho1</b>	<b>There will be no significant correlation coefficients for Male B.Ed. Trainees between Teaching Attitude Scale and Academic Stress Scale.</b>
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**Table 1: Correlation Coefficients of Male B.Ed. Trainees between Teaching Attitude Scale and Academic Stress Scale**

Teaching Attitude Academic Stress Scale	Correlation Coefficient	Range of Significance	Review
	+ 0.02	-1 to +1 (Except Zero)	Negligible

According to Table 1, the correlation coefficient between the Teaching Attitude Scale scores and the Academic Stress Scale is +0.02. This value indicates a negative correlation between teaching attitude and academic stress levels among male Bachelor of Education (B.Ed) trainees or students. A correlation coefficient close to zero, such as +0.02, suggests almost no linear relationship between the two variables being measured. Specifically, in this case, it means that the attitudes of male B.Ed trainees towards teaching have little to no bearing on the academic stress they experience during their training program. The positive sign preceding the correlation coefficient implies that any slight tendency observed is toward a positive correlation. However, the minimal value 0.02 effectively renders this positive correlation negligible or inconsequential for practical purposes. The range of significance column further clarifies that while the correlation coefficient can theoretically take any value between -1 and +1, excluding zero, the observed value of +0.02 falls well within the range considered statistically insignificant or negligible. The data suggests that whether a male B.Ed trainee has a positive or negative attitude towards teaching does not significantly impact the academic stress they encounter during their teacher training program. The levels of stress they experience are likely influenced by other factors unrelated to their outlook on the teaching profession.

#### 1.11.2 DATA ANALYSIS - OBJECTIVE 2

<b>Ho2</b>	<b>There will be no significant correlation coefficients for female B.Ed. Trainees between Teaching Attitude Scale and Academic Stress Scale.</b>
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**Table 1.1: Correlation Coefficients of Female B. Ed trainees between Teaching Attitude Scale and Academic Stress Scale**

Teaching Attitude Academic Stress Scale	Correlation Coefficient	Range Significance	of Review
	- 0.04	-1 to +1 (Except Zero)	Low negative

Table 1.1 shows that the correlation coefficient between the Teaching Attitude Scale scores and the Academic Stress Scale is -0.04. This value indicates a low negative correlation between teaching attitude and academic stress among female Bachelor of Education (B.Ed) trainees or students. A correlation coefficient of -0.04, while still relatively small, suggests a slight inverse or negative linear relationship between the two variables being measured. Specifically, in this case, it means that female B.Ed trainees with more positive attitudes towards

teaching tend to experience slightly lower levels of academic stress during their training program, and vice versa.

The negative sign preceding the correlation coefficient implies an inverse correlation, where higher values of teaching attitude correspond to lower values of academic stress, and lower values of teaching attitude correspond to higher values of academic stress. However, it's important to note that a correlation coefficient of  $-0.04$  is considered low or weak, indicating that the negative relationship between the two variables is not very strong or pronounced.

The range of significance column further clarifies that while the correlation coefficient can theoretically take any value between  $-1$  and  $+1$ , excluding zero, the observed value of  $-0.04$  falls within the range considered statistically significant, albeit on the lower end. In simpler terms, the data suggests that female B.Ed trainees with more positive attitudes toward teaching may experience slightly reduced levels of academic stress during their teacher training program. Conversely, those with less favorable attitudes toward teaching may experience slightly higher levels of academic stress. However, this relationship is relatively weak; other factors may be more significant in determining their stress levels.

### 1.11.3 DATA ANALYSIS - OBJECTIVE 3

<b>Ho3</b>	<b>There will be no significant Correlation Coefficients of Urban Residence B.Ed. Trainees between Teaching Attitude Scale and Academic Stress Scale</b>
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**Table 1.3: Correlation Coefficients of Urban Residence B.Ed. Trainees between Teaching Attitude Scale and Academic Stress Scale**

Teaching Attitude	Correlation Coefficient	Range of Significance	Review
Academic Stress Scale	+ 0.03	-1 to +1 (Except Zero)	Negligible

Table 1.3 shows the correlation coefficient between the Teaching Attitude Scale scores and the Academic Stress Scale is  $+0.03$ . This value indicates a negligible positive correlation between teaching attitude and academic stress levels among Bachelor of Education (B.Ed) trainees or students from urban areas. A correlation coefficient of  $+0.03$  is exceptionally close to zero, suggesting that there is almost no linear relationship between the two variables being measured for B.Ed trainees from urban areas. Specifically, it means that their attitudes toward teaching have little to no bearing on the levels of academic stress they experience during their training program.

The positive sign preceding the correlation coefficient implies that any slight tendency observed is toward a positive correlation. However, the minimal value  $0.03$  effectively renders this positive correlation negligible or inconsequential for practical purposes. The range of significance column further clarifies that while the correlation coefficient can theoretically take any value between  $-1$  and  $+1$ , excluding zero, the observed value of  $+0.03$  falls well within the range considered statistically insignificant or negligible. In simpler terms, the data suggests that whether a B.Ed trainee from an urban area has a positive or negative attitude towards teaching does not significantly impact the academic stress they encounter during their teacher training program. The levels of stress they experience are likely influenced by other factors unrelated to their outlook on the teaching profession.

This finding indicates that for B.Ed trainees from urban backgrounds, their teaching attitudes and academic stress levels are independent or unrelated, with no meaningful correlation between them.

### 1.11.4 DATA ANALYSIS - OBJECTIVE 4

<b>Ho4</b>	<b>There will be no significant Correlation Coefficients of Rural Residence B.Ed. Trainees between Teaching Attitude Scale and Academic Stress Scale.</b>
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**Table 1.4: Correlation Coefficients of Rural Residence B.Ed. Trainees between Teaching Attitude Scale and Academic Stress Scale**

Teaching Attitude	Correlation Coefficient	Range of Significance	Review
Academic Stress Scale	+ 0.01	-1 to +1 (Except Zero)	Negligible

Table 1.4 shows the correlation coefficient between the Teaching Attitude Scale scores and the Academic Stress Scale is  $+0.01$ . This value indicates a negligible positive correlation between teaching attitude and academic stress levels among Bachelor of Education (B.Ed) trainees or students from rural areas. A correlation coefficient

of +0.01 is exceptionally close to zero, suggesting that there is almost no linear relationship between the two variables being measured for B.Ed trainees from rural areas. Specifically, it means that their attitudes toward teaching have virtually no association with the levels of academic stress they experience during their training program. The positive sign preceding the correlation coefficient implies a slight tendency towards a positive correlation. However, the infinitesimally small value of 0.01 effectively renders this positive correlation negligible or inconsequential for all practical purposes. The range of significance column further clarifies that while the correlation coefficient can theoretically take any value between -1 and +1, excluding zero, the observed value of +0.01 falls well within the range considered statistically insignificant or negligible.

The data suggests that whether a B.Ed trainee from a rural area has a positive or negative attitude toward teaching does not influence the academic stress they encounter during their teacher training program. The levels of stress they experience are likely influenced by other factors entirely unrelated to their outlook on the teaching profession. This finding indicates that for B.Ed trainees from rural backgrounds, their teaching attitudes and academic stress levels are essentially independent or unrelated factors, with no meaningful correlation existing between them whatsoever.

### 1.12 MAJOR FINDINGS

Based on the obtained results, interpretation, and discussion of results, the following findings were drawn related to the study:

1. The correlation coefficient between scores on the Teaching Attitude Scale and Academic Stress Scale of male B.Ed. Trainees + 0.02. This shows a negligible correlation between teaching attitude and academic stress of male B.Ed. Trainees.
2. The correlation coefficient between scores of the Teaching Attitude Scale and Academic Stress Scale of female B.Ed. Trainees - 0.04. It shows the low negative correlation between teaching attitude and academic stress of female B.Ed. Trainees.
3. The correlation coefficient between scores of Teaching Attitude Scale and Academic Stress Scale of urban area B.Ed. trainees is + 0.03. It shows a negligible correlation between teaching attitude and academic stress of B.Ed. Trainees of urban areas.
4. The correlation coefficient between scores of Teaching Attitude Scale and Academic Stress Scale of rural area B.Ed. trainees is + 0.01. It shows a negligible correlation between teaching attitude and academic stress of B.Ed. Trainees of rural areas.

### 1.13 CONCLUSION

The results of the present study have provided valuable insights into the relationship between attitudes toward teaching and academic stress levels among B.Ed. Trainees. The findings indicate that these variables are not significantly correlated, with the correlation coefficients ranging from negligible to low negligible values. Through this study, a commendable effort has been made to analyze and uncover the correlation between teaching attitudes and academic stress experienced by individuals pursuing a career in the teaching profession. The investigator has undertaken this research with due diligence, taking all possible measures to ensure the data's most realistic and accurate representation. However, as with any research endeavor, inherent limiting factors may have influenced the study's outcomes. These limitations are not unique to this investigation and are often encountered in research projects. Future researchers in this domain will undoubtedly build upon these findings and overcome the existing limitations, contributing to a more comprehensive understanding of the subject matter. It is essential to acknowledge that the investigator's limited experience in conducting research may have left some aspects of the study wanting or open to further refinement. This is a natural part of the learning process, and it is commendable that the investigator has undertaken this effort to contribute to the body of knowledge in this field. Overall, the investigator's humble attempt to shed light on the correlation between teaching attitudes and academic stress among B.Ed. Trainees are praiseworthy. While inconclusive, the findings provide a foundation for future researchers to build upon and further advance our understanding of this critical topic.

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