

DEVELOPING TEACHERS' PROFESSIONAL ATTITUDE THROUGH CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) PROGRAM

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ABSTRACT

This paper aims to determine the role of continuous professional development (CPD) program in developing professional attitude of primary school teachers. Research studies proved that teachers positive professional attitude have positive effects on students' performance. It is observed that professional attitude of teachers' is missing to be addressed effectively through current professional development practices. Population of the study is primary school teachers of district Gujrat and 108 PSTs were selected using proportionate random sampling among female PSTs in girls' primary schools, female PSTs in boys' primary schools and male PSTs in primary schools. Cross sectional survey was used to conduct the study. The researcher developed a questionnaire containing 22 items based on National Professional Standards for Teachers in Pakistan (2009) and five point Likert scale was used as responses against each statement. One way ANOVA technique was used for data analysis to address the research questions. On the basis of data analysis, it was found that CPD program played effective role in development of professional attitude among female PSTs teaching in girls' primary schools and male PSTs teaching in primary schools. Moreover, CPD program played effective role in developing professional attitude of female PSTs teaching in boys' primary schools having experience 6months to 2 years and more than 9 years' experience. However, it is found ineffective in developing professional attitude among female PSTs teaching in boys' primary schools having experience 5 to 8years.

Keywords: schooling, teaching, professionalism and professional development (PD)

INTRODUCTION

Professional development refers to those processes, actions and activities designed to enhance the professional knowledge, skills and attitudes of teachers so that they might, in turn, improve the learning of students (Guskey, 2000). Directorate of staff development (DSD) is responsible for continuous professional development (CPD) of primary school teachers (PST's) in Punjab, Pakistan. Under the umbrella of DSD, district teacher educators (DTE's) are responsible for CPD of PSTs. DTE's have to visit twice in each assigned school and the dates of visit are informed in advance to teachers. DTE's are responsible to observe the teaching performance of teachers and provide them possible solutions for improvement during visit. Teachers obtain somehow professional knowledge through interaction with other teachers, trainings and visits of senior officers etc. However, it is perceived that a significant component of professional development *i.e.* professional attitude is still missing to be addressed effectively that is of great importance. The Government of Punjab (GOP) reorganized the existing teacher training institutions in 2004. Consequently, the Directorate of Staff Development (DSD) was set up in August 2004 with a restructured organizational structure and redefined roles and functions. The overall mandate of the DSD is to enhance the professional capacity of teachers, head teachers, teacher educators, and various categories of education personnel whose work affects the quality of learning in schools directly or indirectly (Directorate of Staff Development Punjab 2006). Its mission is to establish a system of professional development for teachers and educational personnel and create an enabling environment for enhancing the quality of learning in the public sector.

The DSD has introduced a (Continuous Professional Development) CPD Framework for PSTs. Through this program, teachers are provided with follow up & support through one. Mentoring and follow up activities by the expert trainers and facilitators 2. Materials and distance education programs. It is important to mention that the DSD's quality framework is being implemented in full spirit together with the District Education Departments, PITE, GCETs and the District Governments. The World Bank, GIZ, Asian Development Bank, UNICEF and

UNESCO through PESRP (Punjab Education Sector Reforms programmes) financially support the programmed in addition to the resources provided by the Government of Punjab (Siddique, (2011). Importance of positive attitude is obvious from these researches; positive attitude by the teacher improves the success rate of the students and increases the performance of the students (Ulug, Ozden & Eryilmaz, 2011). Further, Celikoz and Cetin (2004) stated that if the prospective teachers are educated as to develop their attitude positively towards their profession, they would fulfill the requirement of their jobs more appropriately. Positive attitude of the teacher had positive effect on personality development of the students (Ulug et al., 2011; Ishaque et al., 2018). Research studies reveal that the worth of teacher-learner relationship and the quality of teaching learner process is also due to teachers' positive attitude towards teaching profession (Kiauhara et al., 2009; Bibi et al., 2021). The teacher is significant component of school in terms of its effectiveness on students' progress (Scheerens & Bosker, 1997; Arshad et al., 2021). Teaching experience is also a characteristic to be used to distinguish effective teachers (Schoen, Cebulla, Finn & Fi, 2003; Slavin, Lake & Groff, 2009). Moreover, effective teachers expect all students to be able to succeed, and their positive expectations should be transmitted to students (Brophy & Good, 1986; Ishaque et al., 2018).

Several research studies have done to determine the attitude of the teachers towards teaching profession. For example, attitude at different grade teachers (Trivedi, 2012), attitude of prospective teachers (Babu & Raju, 2013), "attitudes of primary school teacher candidates (Gun, 2012), attitude of teacher educators (Maliki, 2013).

There are generally three components of professional development *i.e.* professional knowledge, attitude and skills, introduced in national professional standards of any country similarly as national professional standards for teachers in Pakistan. DSD introduced CPD program for primary school teachers of Punjab and appointed DTE's for performing this duty. Researcher observed that under this program professional knowledge is somehow imparted to teachers and focus is also given upon development of professional skills but a significant component *i.e.* professional attitude is addressed ineffectively. Therefore, the study was conducted to determine the role of CPD programs in developing teachers' professional attitude (Arshad et al, 2021). Professional development involves development of teachers' knowledge, attitude and skills for performing responsibilities efficiently. CPD program was introduced by DSD for continuous professional development of primary teachers. Researcher observed that through this program, essential knowledge is somehow imparted to teachers and required skill development is also focused through trainings and planned visits of DTE's. However, a significant component of professional development *i.e.* professional attitude is still missing to be addressed effectively through this program. Hence, the statement of the problem is to determine the role of CPD program in developing professional attitude of primary teachers.

Objectives of the Study

Following will be the objectives of the study:

1. To determine the role of CPD program in developing professional attitude among female teachers' teaching in boys primary schools
2. To determine the role of CPD program in developing professional attitude among female teachers' teaching in girls primary schools
3. To determine the role of CPD program in developing professional attitude among male teachers' teaching in primary schools
4. To compare the role of CPD program in developing professional attitude among female teachers' teaching in boys primary schools, female teachers' teaching in girls schools and male teachers' teaching in primary schools

Research Questions

1. Does the CPD program significantly develop professional attitude among female teachers' teaching in girls primary schools?
2. Does the CPD program significantly develop professional attitude among female teachers' teaching in boys primary schools?
3. Does the CPD program significantly develop professional attitude among male teachers' teaching in primary schools?

4. Is there any significant difference among professional attitude of female teachers' teaching in girls' primary schools, female teachers' teaching in boys primary schools and male teachers' teaching in primary schools having 6months to 2 years teaching experience?
5. Is there any significant difference among professional attitude of female teachers' teaching in girls' primary schools, female teachers' teaching in boys primary schools and male teachers' teaching in primary schools having 5 to 8 years teaching experience?
6. Is there any significant difference among professional attitude of female teachers' teaching in girls' primary schools, female teachers' teaching in boys primary schools and male teachers' teaching in primary schools having teaching experience more than 9years?

Professional attitude of teachers is of great importance. Success of school is dependent on quality of teachers and teachers with positive attitude play an effective role in school success. Celikoz and Cetin (2004) stated that if the prospective teachers were educated as to develop their attitude positively towards their profession, they would fulfill the requirement of their jobs more appropriately.

As there is, no study conducted of this type in our context specially. Therefore, this study is evidence to DSD and other institutions working for professional development of teachers. The study is also helpful for primary school teachers especially as it focused professional development of PSTs. The significance of the study is high, because, it involves effectiveness of CPD program over different categories of teachers i.e. female PSTs in girl primary schools, female PSTs in boys' primary schools and male PSTs, professional attitude development.

Maliki (2013) stated the definition of profession. According to him, profession is an occupation. That is regulated by developing the consensus regarding what its employees must have the knowledge and skills and also developing an accreditation and licensing system to ensure the broadcasting of that knowledge and skills. Tendency to evaluate objects is called attitudes, this evaluation may be favorable or unfavorable (Wood, 2000). In this study attitude means liking and disliking of subjects towards something.

Teachers' attitude towards teaching profession includes their love with profession, social awareness, importance of job, further; they believe that they are constantly concerned with the development of humans (Güneyli & Aslan, 2009). In this study, professional attitude means attitude of teachers towards teaching profession in terms of national professional standards for teachers in Pakistan.

RESEARCH DESIGN

Major purpose of the study is to determine role of CPD program in developing professional attitude of primary school teachers. The study is causal comparative in nature and cross sectional survey method used for data collection. The study comprises of two variables *i.e.* CPD program and professional attitude of primary school teachers. CPD program is categorical variable and professional attitude of primary school teachers is continuous variables.

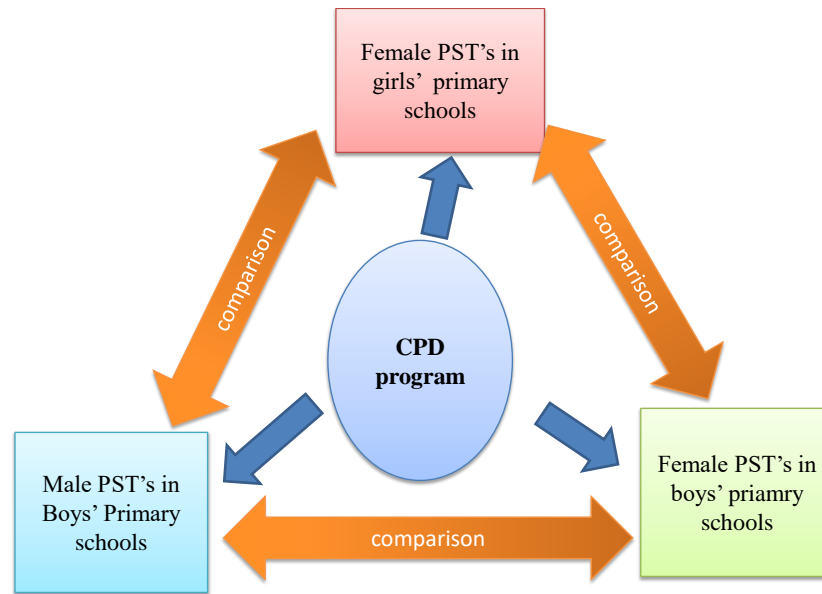


Figure 1; Research Design

The research developed a questionnaire regarding professional attitude of teachers and collect data from three categories of teachers. These three categories of teachers are female teachers working in boys' primary schools, female teachers' working in girls' primary schools and male teachers' teaching in primary schools. The study was conducted to determine the role of CPD program through making comparison among teachers having different duration of teaching experience under CPD program. The study also focuses to compare the difference among the developed professional attitudes of three categories of teachers.

Population

A population is set of entire individuals according to interest to a researcher (Gravette & Forzano, 2012). Moreover, Freankle, Wallen and Hyun (2011) stated that a population to which a researcher is able to generalize results is accessible population.

Population of the study comprises of all the male and female teachers' teaching in primary schools of district Gujrat, Punjab, Pakistan. Primary schools are taken as population to remove the following threats that may affect teachers' professional attitude.

- a. Interaction with teachers having more experience
- b. Working under the supervision of more qualified manager and recruited on merit
- c. They may be allotted to teach senior class

Table 1: Detail of Population

Sr. No.	Categories of Primary Schools	Number of Schools in Gujrat	Total no. of PST's
1	Boys primary schools	494	1268
2	Girls primary schools	457	1023
	Total	951	2291

Table 1 shows that there are 951 primary schools in district Gujrat out of which 494 are boys' primary schools and 457 are girls' primary schools. Moreover, in boys' primary schools 1268 teachers are teaching while in girls primary schools 1023 teachers are teaching. The total number of teachers working in primary schools of district Gujrat is 2291.

Sampling

Freankle et al., (2011) suggested that 100 individuals as sample are essential for descriptive type studies (p103). So, sample size of the study 108 PST's. The researcher used proportionate stratified random sampling technique to select the sample. There are three concerned categories of schools teachers in this study i.e. female PST's teaching in boys primary schools, female PST's teaching girls primary schools and male PST's teaching in primary schools.

Table 2: Detail of Sample

Sr. No.	Categories of Primary Schools	No. of PST's
1	Female teachers teaching in boys primary schools	52
2	Female teachers teaching in girls primary schools	22
3	Male teachers teaching in primary schools	34
	Total	108

Development of Research Tool

The questionnaire was used as research tool that was developed by the researcher. The questionnaire comprised of 22 items and each item was developed according to research objectives and research questions. There are four objectives and four research questions in the study. The developed items are based on simple language that is generic for all teachers. Moreover, for item development major consideration is given to National Professional Standard for Teachers in Pakistan, 2009.

Best.et.al. (2006) & Pittenger (2002) presented that Likert scale is mostly used option for the closed response format questionnaires because it provides clear and definite interval scale of measurement, researcher can use same options for many questions, and he can combine the responses to produce an average score. Hence, five point Likert Scale is used for data collection.

Table 3: Responses and Values Used for Analysis

Sr. No.	Responses	Values
1	Strongly agree	5
2	Agree	4
3	Undecided	3
4	Disagree	2
5	Strongly disagree	1

After entering data in SPSS 16.0 values of items having negative sense are reversed.

Validation Process of Instrument

Questionnaire was validated in the light of expert opinion at first stage. Questionnaire was distributed to about fourteen experts by keeping in mind four major characteristics that are given below;

- a. Expertise in Item development
- b. Knowledge related to professional attitude of teachers
- c. Expertise in English language
- d. Experienced as teacher trainer

Improvement in the instrument was made on the basis of opinions of experts.

Reliability of the Instrument

Pilot testing of the instrument was not conducted due to shortage of time. After the final data collection, Cronbach's Alpha was calculated for confidence over results in SPSS 16.0. The value of Cronbach's Alpha is .71.

DATA ANALYSIS AND INTERPRETATIONS

Collected data was analyzed using in SPSS 21.0. One way ANOVA was used for finding mean differences among two or more conditions of treatments that is found appropriate (Gravetter, 2013). Assumptions of normality were checked before using one way ANOVA i.e. interval scale, data is normally distributed in curve, sample is randomly selected, observations are independent *etc.* hence on way ANOVA was used to analyze data also keeping in mind the nature of research questions.

Teaching experience is based on the appointment year of teachers and in Punjab teachers were appointed in 2015, 2014, 2012, 2009, 2007, and 2005. Hence the teachers with latest appointment has shortest teaching experience and shortest treatment of continuous professional development. So on the basis of experience following categories of teachers based on experience have been developed.

Table 4; categories of Teachers based on Experience

Sr. No.	Appointment Year	Approximate Experience
1	2014 and onward	6Months to 2years
2	2009 and 2012	5 to 8years
3	2007 and before	More than 9years

DATA ANALYSIS TO ADDRESS RESEARCH QUESTIONS

1. Does the CPD program significantly develop professional attitude among female teachers' teaching in girls' primary schools?

Table 5; Difference of professional attitude among female PSTs

Experience Years	N	Mean	SD	Df	F	Sig
6Month to 2	9	3.81	4.04			
5 to 8	16	3.84	3.70	51	.74	.481
more than 9	27	3.64	3.48			

p=.05

Table 5 illustrates that there is no statistically significant difference ($F(51) = .74, p > .05$) in professional attitude of female PSTs teaching in girls' primary schools regarding different levels of their experience of teaching. Means scores of all the categories shows positive professional attitude of female PSTs teaching in girls' primary schools.

2. Does the CPD program significantly develop professional attitude among female teachers' teaching in boys' primary schools?

Table 6; Difference of professional attitude among female PSTs

Experience Years	N	Mean	SD	df	F	Sig
6Month to 2	4	3.81	3.05			
5 to 8	11	3.00	4.12	19	35.30	.000
More than 9	7	3.49	2.15			

p=.05

Table 6 illustrates that there is statistically significant difference ($F(19) = 35.30, p < .05$) in professional attitude of female PSTs teaching in boys' primary schools regarding different levels of their experience of teaching.

Table 7: POST HOC on Difference of professional attitude among female PSTs

Teaching Experience in Years	Comparative Experience Years	Mean Difference	df	Sig
6Month to 2	5 to 8	9.00		.000
6month to 2	More than 9	3.57	19	.026
5 to 8	More than 9	-5.42		.000

p=.05

Table 7 shows that there is significant difference (mean difference= 9.00, $p < .05$) of professional attitude between female PSTs having 6months to 2 years experience and 5years to 8years experience. Similarly, there is significant difference (mean difference= 3.57, $p < .05$) of professional attitude between female PSTs having 6months to 2 years experience and more than 9years experience. Moreover, significant difference (mean difference= -5.42, $p < .05$) of

professional attitude is also found between female PSTs having 5 to 8 years teaching experience and more than 9 years teaching experience.

3. Does the CPD program significantly develop professional attitude among male teachers teaching in primary schools?

Table 8; Difference of professional attitude among male PSTs

Experience Years	N	Mean	SD	df	F	Sig
6Month to 2	12	3.92	3.53			
5 to 8	03	3.48	8.58	31	1.78	.185
More than 9	19	3.67	5.22			

p=.05

Table 8 illustrates that there is no statistically significant difference ($F(31) = 1.78, p > .05$) of professional attitude among male PSTs teaching in primary schools regarding different levels of their teaching experience.

3. Is there any significant difference among professional attitude of female teachers' teaching in girls' primary schools, female teachers teaching in boys primary schools and male teachers' teaching in primary schools having 6 months to 2 years teaching experience?

Table 9; Comparison of professional attitude among different categories of teachers having experience 6 months to 2 years

Categories of PST's	N	Mean	SD	Df	F	Sig
Female in boys P/S	9	3.84	4.83			
Female in girls P/S	4	3.82	1.15	22	.249	.78
Male in boys P/S	12	3.92	3.53			

p=.05

Table 9 illustrates that there is no statistically significant difference ($F(22) = .249, p > .05$) of professional attitude among female PSTs teaching in girls' primary schools, female teachers teaching in boys primary schools and male teachers teaching in primary schools, having teaching experience 6 months to 2 years.

4: Is there any significant difference among professional attitude of female teachers teaching in girls' primary schools, female teachers teaching in boys primary schools and male teachers' teaching in primary schools having 5 to 8 years teaching experience?

Table 10; Comparison of professional attitude among different categories of teachers having experience 5 to 8 years

Categories of PST's	N	Mean	SD	df	F	Sig
Female in girls P/S	16	3.85	5.08			
Female in boys P/S	11	3.00	1.89	27	13.77	.000

Male in boys P/S	3	3.48	8.08
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p=.05

Table 10 illustrates that there is statistically significant difference ($F(27) = 13.77, p < .05$) of professional attitude among female PSTs teaching in girls' primary schools, female teachers teaching in boys primary schools and male teachers teaching in primary schools, having teaching experience 5 to 8 years.

Table 11: POST HOC on Comparison of professional attitude among different categories of teachers having experience 5 to 8 Years

Teaching Experience in Years	Comparative Experience Years	Mean Difference	df	Sig
Female in girls P/S	Female in boys P/S	9.31		.000
Female in girls P/S	Male in boys P/S	3.97	27	.057
Female in boys P/S	Male in boys P/S	-5.33		.000

p=.05

Table 11 shows that there is significant difference (mean difference= 9.31, $p < .05$) of professional attitude between female PSTs in boys' primary schools and female PSTs in girls' primary schools, both having 5 to 8 years teaching experience. Similarly, there is significant difference (mean difference= -5.33, $p < .05$) of professional attitude between female PSTs in girls' primary schools and male PSTs in primary schools both having 5 to 8 years teaching experience. But, there is no significant difference (mean difference= 3.97, $p > .05$) of professional attitude between female PSTs in boys' primary schools and male PSTs in primary schools both having 5 to 8 years teaching experience.

5: Is there any significant difference among professional attitude of female teachers' teaching in girls' primary schools, female teachers' teaching in boys primary schools and male teachers' teaching in primary schools having teaching experience more than 9 years?

Table 12; Comparison of professional attitude among different categories of teachers having experience more than 9 years

Categories of PST's	N	Mean	SD	Df	F	Sig
Female in boys P/S	27	3.64	7.44			
Female in girls P/S	7	3.50	2.22	50	50	.792
Male in boys P/S	19	3.66	5.31			

p=.05

Table 12 illustrates that there is no statistically significant difference ($F(50) = 50, p > .05$) of professional attitude among female PSTs teaching in girls' primary schools, female teachers teaching in boys primary schools and male teachers teaching in primary schools, having more than 9 years teaching experience.

CONCLUSIONS

On the basis of data analysis and interpretations the researcher come to the following conclusions;

1. Professional attitude of female PSTs teaching in girls' primary schools is positive and remained consistent through different levels of teaching experience. Hence, CPD is found effective in managing professional attitude of female PSTs teaching girls' primary schools through different levels of their teaching experience. (Table; 5)
2. Female PSTs teaching in male primary schools having less experience have more positive professional attitude as compared to more experienced ones. Hence, it is concluded that CPD programs is found ineffective in developing professional attitude among female PSTs teaching in male primary schools. Moreover, decrease in professional attitude is may be due their performance of duty in male schools. (Table; 6 &7)
3. Professional attitude of male PSTs teaching in primary schools is positive and remained consistent through different levels of teaching experience. Hence, CPD is found effective in managing professional attitude of male PSTs teaching primary schools, through different levels of their teaching experience. (Table; 8)
4. Professional attitude of male PSTs in primary schools, female PSTs in female primary schools and female PSTs in boys' primary schools having experience 6months to 2years is positive and almost similar. Hence, it is concluded that CPD played in positive in role in developing professional attitude among PSTs up to 2 years of their experience. (Table; 9)
5. Professional attitude of female teachers teaching boys' primary schools is less developed as compared to female teachers teaching girls' primary schools and male teachers in primary schools on the basis of experience from 5 to 8 years. CPD is found ineffective in developing professional attitude of female teachers teaching in boys' primary schools. (Table; 10 & 11)
6. Professional attitude of male PSTs in primary schools, female PSTs in girls' primary schools and female PSTs in boys' primary schools having experience more than 9years is positive and consistent. Hence, it is concluded that CPD played in positive in role in developing professional attitude among different categories of PSTs having more than 9year teaching experience. (Table; 12)

Recommendations

Following are the recommendations based on conclusions;

1. Female teachers may only be appointed in girls' schools only.
2. DSD may reframe CPD program as there is not development of professional attitude had been found on the basis of teachers experiencing more treatment of this program.
3. Professional development programs may focus more on development of professional attitude among primary school teachers.
4. Government may take step for professional development of head teachers as trainers, so they might in turn work for continuous professional development of teachers more effectively.
5. Female DTEs may be appointed for performing continuous professional development responsibilities in female schools instead of male DTEs.

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