

Profile of students in teacher education programs in Negros Occidental and their attitude towards teaching: Basis for an improved admission policy

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ABSTRACT

This study set out to investigate the profile and attitude towards teaching of the teacher education students of the colleges and universities in Negros Occidental. To determine the attitudes of the teacher education students toward teaching, a 20-item questionnaire was designed to elicit responses from individual student. A representative sample size of 3,347 respondents was chosen from 13 colleges and universities randomly selected from public and private schools within the province of Negros Occidental. Findings confirmed that the majority of the teacher education students were females on the age bracket of 18 – 21.

They showed positive towards teaching when grouped according to year level. Similarly, findings indicated that there was no significant difference in the attitude of the teacher education students towards teaching when grouped according to year level. The study therefore concludes that the teacher education program in Negros Occidental is dominated by female. By contrast, teacher education students are looking into the teaching profession as noble and well respected. The study recommended that government and other employers of labor should create an enabling environment to motivate students to choose and pursue a career in teaching. Moreover, teacher training institutions should design programs most especially in the specializations to attract male students to this profession. Finally teachers and educators in general should continue to conduct themselves in a manner that would endear the noble profession to the hearts of the next generation.

Keywords

Profile, Attitude, Teaching, Teacher Education Program, Admission Policy

Introduction

Education is as old as life. Its value or importance is always sought for development, progress and the human beings' quality of life. Education, as held by Ololube (2004), serves as the key to participation in the highly competitive global economy of the 21st century based on technological revolution, communication and transfer of knowledge as well as in the major changes in production, transport, distribution and the economy. In other words, education is the fulcrum of modern day socio-political and economic development. The binding relationship among education, economy and society is so interactive that the teacher plays a pivotal

role in the educational development of any society and nation.

Teaching, one of the oldest human activities or professions, has made parents, elders in the community, religious leaders and other adults take it upon themselves to teach the young ones how to behave. Hence, the teacher is seen as an important personality in the society. As important and sensitive as teaching is in the society, there have been divergent views held by people in the society about it. These divergent views, however, have influenced the perception that people have about teaching in the society.

According to Salandanan (2005), teaching is a profession with a long and

cherished tradition. It is universally acknowledged as a respected and highly-esteemed career. Its lifelong mission consists of relentless pursuit of knowledge, development of skills and proficiency in work dimensions and inculcation of value and attitudes of all practitioners. It is embraced by a characteristic culture of committed service to children, adults, community and the nation.

Likewise, Krecie and Grmek (2005) quoting a second-year pedagogy student of a future teacher said, *"It is important that an individual chooses the right profession, especially if s/he opts for teaching. Many don't realize how responsible and demanding the teaching profession is. I think you cannot perform it well without a real wish and interest"* (p. 265).

The quotation from this student reveals the reasons for choosing the teaching profession and profession in general. We have to be aware, however, that the teacher is not only teaching, but also personally influencing the students. That is why, besides professional education, the teacher's human qualities are also important. Teaching, in a word, is inevitably based on notion of the nature of the learners' mind. Whether in a school or in any other context, teaching directly reflects the beliefs and assumptions the teacher holds about the learner and themselves.

However, in the early years, teaching was not as attractive as any other profession in the Philippines. Teaching then was regarded as a low-status profession and a profession only for poor and average students in the class. In other words, teaching before had seemingly lost its prestige to attract students and even parents of bright students to pursue a career in education.

With the rationale presented, it is, therefore, imperative to investigate the profile and attitude towards teaching of students in teacher education program in Negros Occidental.

Statement of the Problem

This research sheds light on the following questions:

1. What is the profile of students who enrolled in TEIs in Negros Occidental in terms of the following variables of gender, age, type of high school, honors received during high school, year level, parents' educational attainment, parents' occupation, monthly income, allowance per week and number of siblings?
2. What is the attitude towards teaching as a profession of the teacher education students in the first, second, third, and fourth year of their teacher education program?
3. Is there a significant difference in the attitude towards teaching as a profession of the teacher education students in their fourth year academic program?
4. What admission policy can be formulated to improve the profile and attitude of students entering the teaching profession?

Conceptual Framework

Basically, attitudes are mental predispositions or tendencies to respond positively or negatively toward a certain thing, such as persons, events, or attitude towards objects (McMillan, 2000). Common to most of the various definitions of attitudes is that attitudes reflect evaluations of objects on a dimension ranging from positive to negative (Fabrigar, McDonald, & Wegener, 2005).

According to Richardson (2003), attention to attitudes has become a growing concern in teacher education. Several studies exist concerning the attitudes of teacher candidates. In general, the attitudes of pre-service teachers are examined in relation to diversity, (e.g., Garmon, 2004; Shippen et al., 2005); inclusion, (e.g., Shade & Stewart, 2001; Turner, 2003); and technology, (e.g Johnson & Howell, 2005).

However, review of the literature reveals that very little research has been conducted with regard to pre-service teachers' attitudes toward teaching or the teaching profession.

Mutum (2006) conducted a study on the attitude of the pre-service student-teachers of Manipur towards teaching profession. Findings reveal that the majority of the pre-service student teachers have favourable attitude towards teaching as a profession. They realized that teaching is the best educational social service for mankind, the ideal and noblest profession. In Turkey, too, little research has been done, to date, on attitudes toward teaching. Erkus et al. (2000) measured attitudes toward teaching of college education students, teaching certification students, and high school students. Their findings indicated that college of education students had significantly more positive attitudes toward teaching, in comparison to the other two groups. As reported by Capa & Cil (2000), of 340 college of education students involved in their study on gender differences with respect to overall attitude toward teaching. Also the ranking of the program in their application form for the colleges was unrelated to students' attitudes toward teaching.

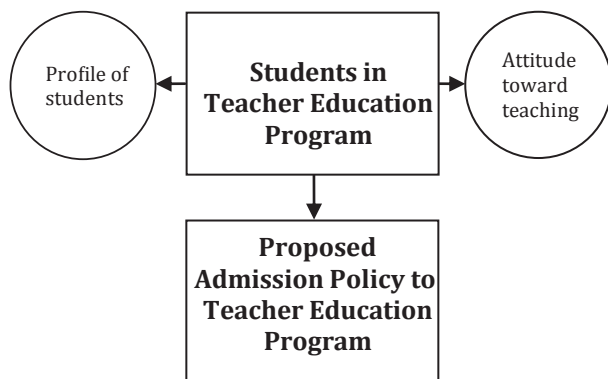


Figure 1 above illustrates the conceptual framework of the study

Literature Review

Attitudes are dispositional readiness to respond to certain situation, persons or objects in a consistent manner which has been learned and has become one's typical mode of response. Devi (2001). Typically, attitudes have three related components: cognitive, relates to idea or assumption upon which the attitude is based; affective concerns about feelings about the issue; and behavioral, that is a predisposition toward an action that

corresponds with the assumption or belief (Wood, 2000).

Oruc, (2011) in his study on the perception of teaching as a profession by trainee teachers of a State University Faculty of Education, revealed that these students have clear positive attitudes for their future profession. Akblut and Karakus (2011) determined how pedagogical content courses taken during teacher education program affect the pre-service teachers attitudes toward teaching profession. Some 239 secondary school science and mathematics pre-service teachers participated in the study and the Teaching Professional Attitude Scale was used to collect data. The findings revealed that pre-service teachers attitude toward teaching profession were positive.

Oral's (2004) study indicated some significant differences among the attitudes of the students who enrolled in the Faculty of education while considering the profession of teaching according to gender, the order of the program they attend in the preference list, and the reason for choosing the profession of teaching. Also in another study, Bozagan, Aydin and Yildirim (2007) averred that the pre-service teachers' attitude towards teaching profession changes according to the gender and type of program they graduated from. Similarly, Akkaya (2009) posited that gender factors affect the pre-service teachers' attitude towards teaching profession. It was revealed that female pre-service teachers who are in Turkish Education Department are more successful than male pre-service teachers with respect to their attitudes and academic success. On the other hand, some researches indicated that gender is not significant, but type of program they graduated from and class level are effective on the attitude towards the teaching profession. Capa & Cil (2000) revealed that gender is not effective on the pre-service teachers' attitude towards teaching profession, but in the sub-dimension of loving the profession and respect for the profession, females have a more positive attitude than males. Likewise in the sub-dimension of confidence, males are more confident than females. In the sub-dimension class level, pre-service teachers who are taking pedagogical content courses have a more positive attitude to the

profession. In the same vein, Hosgorur, Kilic and Dundar (2002) found a positive relation between class levels and attitude: on class levels and attitude when the class level increases, pre-service teachers attitudes towards the teaching profession rise. Bulut and Dogar (2006) showed that the gender factor is not effective on the attitude, but type of programs and class level are effective.

However, Osunde and Izevbigie (2006) who investigated on 400 secondary school teachers' attitudes toward the teaching profession revealed that because of financial remuneration and delay in payment of salaries, teachers have negative attitude towards the teaching profession. They found that poor conditions of service, wider negative influence and teachers' negative personal and professional behavior are the factors that help explain teachers' negative attitudes towards the teaching profession. They concluded that the teaching profession in Nigeria is respected. In addition, the study of Lawal (2012) yielded that there is a significant difference in the way parents, teachers and students perceive the teaching profession. Parents perceive the teaching profession negatively, while teachers and students perceive it positively.

Method

Research Design

The descriptive research design was utilized in this study. This method is the most appropriate because the profile and attitude towards teaching of the teacher education students were determined and described.

Participants of the Study

The participants of the study comprised of 3,347 teacher education students of the private and public colleges and Universities in Negros Occidental grouped according to gender, age, type of high school, honors received during high school, year level, parents' educational attainment, parents' occupation, monthly income, allowance per week, and number of siblings. The data on the groupings of the participants were presented

in the results and discussion of the research paper.

Sampling Plan

These participants were determined through logical cluster sampling in the colleges and universities in Negros Occidental of which only 13 of them were considered. All teacher education students in the sampled schools were considered as actual respondents of the study. Thus, a total of 3,347 teacher education students were the actual respondents of the study.

Research Instrument

The research instrument used in this research consisted of two parts. Part 1 sought to determine the profile of the teacher education students in Negros Occidental their gender, age, type of high school, honors received during high school, year level, parents' educational attainment, parents' occupation, monthly income, allowance per week, and number of siblings.

Part 2, on the other hand, was a 20-item Likert Scale type to gauge their attitude towards teaching. The researcher's personally developed instrument was made through literature reading and subjected to reliability and validity, using Cronbach alpha, and yielded 0.92. As evaluated by six experts, the obtained mean score of the research instrument is 4.38 reflecting that the research instrument is valid to a very high degree.

Data Collection and Process

The respective deans and concerned authority received letters on the conduct of the research instrument. After request was granted, the researcher reproduced copies of the research instrument and conducted it to the target participants with the help of the deans of student affairs, in a month. Since 13 private and public colleges and universities were included in the study some 95% of the research instruments were gathered from them. Much later the data were then encoded in the Microsoft excel in preparation for data

processing using the Statistical Package for Social Sciences (SPSS).

Statistical tests

The following descriptive and inferential statistics were used to interpret and analyze data on determining:

1. Frequency and percent on the profile of the teacher education students in the private and public colleges of Negros Occidental,
2. Mean and standard deviation on the attitude of the teacher education students towards teaching, and
3. One-way analysis of variance (ANOVA) on significant differences in the attitude of the teacher education students toward teaching when grouped according to year level.

Results and Discussion

Profile of the Respondents

Table 1 shows that when respondents were grouped according to gender, 2,664 or 79.6% of them are female while 683 or 20.4% of them males. This result reflected that the majority of students enrolled in teacher education program are females, although as observed, the percentage of males enrolled in this profession increases. However, teaching as a profession is still female dominated, a scenario that does not only hold true in the Philippines, but also in other countries. According to the Statistics Division of the United Nations, women dominate the teaching profession at primary level except in several regions in Africa. However, in tertiary education there is a low proportion of women teachers, Drudy & Sheelagh, (2008). The European Commission (EC) of 2009, stated that nevertheless, the low proportion of women teachers in higher education worldwide is an undeniable fact. One reason for this phenomenon is that taking care of younger children in nursery and primary school is traditionally seen as an “extension of

motherhood” and therefore a “natural” job for women.

Table 1
Profile of the Respondents when Grouped According to Gender

Gender	f	%
Male	683	20.4
Female	2,664	79.6
Total	3,347	100.6

When grouped according to age, Table 2 yielded that a large percentage of respondents belong to the age bracket of 18 years old and below and 19 to 21 years old, as indicated by the frequency of 1,606 and 1,360 or 48.0% and 40.6%, respectively.

Furthermore, results indicated that few of them or only 381 or 11.4% of them fell on the age bracket of 22 years old and above. It can be deduced from the results that only a few of the respondents were not on their typical age for college. Chansarkar and Mishaeloudis (2001) reported that the performance of students is not affected by factor such as age, but is associated with qualification in the context of quantitative subjects.

Table 2
Profile of the Respondents when Grouped According to Age

Age	f	%
18 years old and below	1,606	48.0
19 – 21 years old	1,360	40.6
22 years old and above	381	11.4
Total	3,347	100.0

Table 3 indicates that the majority of the respondents graduated from public high schools, as indicated by the frequency of 2,639 or 78.8%. By contrast, only 674 or 20.1% of the respondents were graduates of private high schools. Furthermore, the data indicate that the smallest number of 34 or only 1% of the respondents came from laboratory high schools of State Universities and Colleges. These data reflect that since the majority of the Philippines’ population belong to the low status, undeniably, most of the

college students who want to earn a degree would flock in public schools or SUCs which offer lower tuition than the private schools.

Table 3
Profile of the Respondents when Grouped According to the Type of High School Graduated

Type of HighSch	f	%
Public School	2,639	8.8
Private School	674	0.1
State College and Universities	34	1.0
Total	3,347	100.0

Table 4 indicates that 2,787 or 83.3% of the respondents graduated from high school without honors while only 560 or 16.7% of them with honors. This result revealed that only few of those who graduated with honors enrolled in teaching or preferred teaching as their profession, a given scenario before. The data reflect that teaching as a profession is not attractive to the graduating high schoolers. Although today the teaching profession is a little attractive because teachers are considerably compensated. Yet, it is still unattractive to some, most especially to men.

Table 4
Profile of the Respondents when Grouped According to Academic Status During High School

Academic Status During High School	f	%
Without Honor	2,787	83.3
With Honor	560	16.7
Total	3,347	100.0

As shown in Table 5, the majority of the respondents were on the first year level (n = 1,225 or 36.6%) while the least was the fourth year level (n = 521 or 15.6%). Result presented indicates that parallel with almost all observation that first year college students constitute the biggest population in universities not only here in the Philippines but also abroad. Equally, the fourth year level has the lowest number of enrollees in the universities because along the way some students stopped schooling, due to problems mostly on finances.

Table 5
Profile of the Respondents when Grouped According to Year Level

Year Level	f	%
First Year	1,225	36.6
Second Year	783	23.4
Third Year	818	24.4
Fourth Year	521	15.6
Total	3,347	100.0

When grouped according to the educational attainment of the mother, the majority of respondents' mothers were high school graduate (f = 1,265 or 37.8%). The data also show that 1,102 or 32.9% of the mothers have attained college or have graduated from college. Furthermore, 10 or 0.30% of the mothers have no education at all.

Table 6
Profile of the Respondents when Grouped According to Educational Attainment of the Mother

Educational Attainment	f	%
No Education at all	10	0.3
Elementary	587	17.5
High School	1,265	37.8
Technical/Vocational	184	5.5
College	1,102	32.9
Post Graduate	199	5.9
Total	3,347	100.0

Considering the educational attainment of the father, Table 7 reveals that the majority of the respondents' fathers were high school graduate, as shown by the frequency of 1086 or 32.4%. The data also indicate that 974 or 29.1% of the respondents' fathers were college graduate, just as among the respondents' fathers, 18 or 0.5% have no education at all. This showed that educational qualification is an important factor in landing a job with attractive salary.

Table 7
Profile of the Respondents when Grouped According to Educational Attainment of the Father

Educational Attainment	f	%
No Education at all	18	0.5
Elementary	715	21.4
High School	1086	32.4
Technical/Vocational	402	12.0
College	974	29.1
Post Graduate	152	4.5
Total	3,347	100.0

When grouped according to the occupation of the mother, 1,988 or 59.4% of respondents' mothers were plain housewives while the rest worked. As a working mother, the majority of them were laborers (n = 420 or 12.5%). Contrastingly, 273 or 8.2% of respondents' mothers were teachers. This result reflected that only a few of them were working while most of them are simply taking care of their children and family.

Table 8
Profile of the Respondents when Grouped According to Occupation of the Mother

Occupation	f	%
Laborer	420	12.5
Driver	3	.1
Farmer	31	.9
None	1,988	59.4
Teacher	273	8.2
OFW	70	2.1
Professionals	51	1.5
Vendor	167	5.0
Government Worker	201	6.0
Security Guard	3	.1
Business Man	140	4.2
Total	3,347	100.0

When grouped according to the occupation of the father, 995 or 29.7% of respondents' fathers were laborers; 733 or 21.9% were not working; 468 or 14.0% were drivers, and 350 or 10.5% were farmers. The data also indicate that among the occupations, the least number or percent is that of an OFW or a teacher, as indicated by the frequency of 37 and 72 or 1.1% or 2.2%, respectively.

Table 9
Profile of the Respondents when Grouped According to Occupation of the Father

Occupation	f	%
Laborer	995	29.7
Driver	468	14.0
Farmer	350	10.5
None	733	21.9
Teacher	72	2.2
OFW	86	2.6
Professionals	37	1.1
Vendor	86	2.6
Government Worker	299	8.9
Security Guard	89	2.7
Business Man	132	3.9
Total	3,347	100.0

When grouped according to monthly income, a large number or percentage of respondents have family income of less than 5,000 only. A few of them have family income of 30,000 to 34,999 or only 1.5% of them. These data disclosed that the majority of the teacher education students bordered on the poverty line.

Table 10
Profile of the Respondents when Grouped According to Monthly Income

Monthly Income	f	%
50,000 and above	75	2.2
45,000 - 49,999	68	2.0
40,000 - 44,999	139	4.2
35,000 - 39,999	390	11.7
30,000 - 34,999	51	1.5
25,000 - 29,999	83	2.5
20,000 - 24,999	200	6.0
15,000 - 19,999	499	14.9
10,000 - 14,999	352	10.5
5,000 - 9,999	610	18.2
Less than 5,000	879	26.3
Total	3,346	100.0

As to respondents allowance per week, Table 11 indicates that the majority of respondents' allowance per week is 500 and below, as shown by the frequency of 2,710 or 81.0%. Only a few of them, 75 or 2.2% have an allowance per week of 1,001 and above.

Table 11
Profile of the Respondents when Grouped According to their Allowance Per Week

Allowance Per Week	f	%
5,00 and below	2,710	81.0
501- 1,000	562	16.8
1,001 and above	75	2.2
Total	3,347	100.0

Regarding the profile of the respondents in terms of the number of siblings, the research yielded that the majority of the respondents have few siblings, as indicated by the frequency of 2,143 or 64.0%. Only 1203 or 35.9% of them have many siblings.

Table 12
Profile of the Respondents when Grouped According to Size of the Family

Size of the Family	f	%
Small	2,143	64.0
Big	1,203	35.9
Total	3,346	100.0

Attitudes of the Teacher Education Students Towards Teaching

Another concern of this study was to determine the attitudes of teacher education students toward teaching, as presented in Table 13 below:

Table 13
Mean and Standard Deviation of Teacher Education Students Attitude Towards Teaching in Terms of Social Status

Year Level	Mean	SD	Interpretation
First Year	3.87	0.36	Moderately Positive
Second Year	3.86	0.31	Moderately Positive
Third Year	3.86	0.33	Moderately Positive
Fourth Year	3.85	0.38	Moderately Positive
As a whole	3.86	0.35	Moderately Positive

Using one-way analysis of variance to determine significant differences in the attitude towards teaching of the teacher education students when grouped according to year level, the result shows that there is no significant difference in the attitude towards teaching of the teacher education students, $F(3,343) = 0.95 = 0.42$). Since the obtained probability value is greater than the 0.05 level of significance, the hypothesis posed earlier about the lack of significant difference in the attitude of teacher education students towards teaching is, therefore, accepted. Moreover, this can be taken to mean that their attitude towards teaching remains almost the same.

Table 14
One-Way Analysis of Variance for the Analysis of the Attitudes of Teacher Education Students Toward Teaching when Grouped According to Year Level

Source	SS	Df	MS	F
Between Groups	0.34	3	0.11	0.95
Within Groups	402.27	3,343	0.12	
Total	402,61	3,346		

Conclusion and Recommendations

These conclusions are drawn from the study:

1. The majority of the respondents were female.
2. The majority of them were on the age bracket of 18 and below.
3. The majority of them were graduates of public high schools.
4. The majority of those who enrolled in teacher education are graduates without honors or academic excellence.
5. The majority of the respondents were in the first year level.
6. The majority of the respondents' parents graduated from high school.
7. The majority of the mothers were plain housewives.
8. The majority of the respondents' fathers were laborers.
9. The majority of the students belong to 5,000 and below family income.
10. The majority of the students have 500 and below allowance per week.
11. The majority of them have small size of the family.
12. Teacher education students were moderately positive only towards teaching.
13. They do not differ significantly in their attitude towards teaching.

Based on these conclusions, it is recommended that:

1. Teacher training institutions (TEIs) should create an enabling environment to motivate students to choose and pursue career in teaching.
2. TEIs provide full scholarship to top ten of the graduating students of public and private schools so that students with honors will be attracted to pursue teaching as a profession.

3. TEIs design program most especially in the specialization to attract male students to pursue career in teaching. Specialization such as BSE in computer education and BSE with specialization in sports education should be provided to entice them to join the teaching profession.
4. TEIs be encouraged to strengthen their career orientation with thorough emphasis on teaching as a profession.

Policy Formulation

The following possible policies may be formulated:

1. Teaching aptitude test should be provided after which students have passed the PNUAT as part of the selection process. It should be included as one criterion for selecting deserving students in the teaching profession. Appropriate weight will comprise the total points of the selection criteria.
2. A series of interview focusing on the personal attributes of the applicant will also be conducted. Also, written essays on teaching profession will be required to the applicant during the conduct of the interview.
3. Students will not be allowed to take professional education subjects if the GPA is lower than 80. Equally, they need to pass an exit examination for the professional education subjects.

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