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## ATTITUDE TOWARDS TEACHING, HOME ENVIRONMENT AND PERFORMANCE OF TEACHERS AT THE SECONDARY LEVEL

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### ABSTRACT

*The present study investigates the relationship attitude towards teaching, home environment and performance of teachers at the secondary level. Survey method is used to select a sample of 404 teachers at the secondary level. The Effective Performance Appraisals (Maddux, 2004) is used to study the performance of teachers, Teacher Attitude Inventory (Ahluwalia, 1978) is used to assess attitude towards teaching, and Perceived Home Environment Scale (Chamundeswari, 2007) is used to assess the home environment. The results of the statistical analyses show a significant correlation between attitude towards teaching, home environment and performance of teachers at the secondary level. A significant difference is found between students at the secondary level in state, matriculation and central board schools, pertaining to attitude towards teaching, home environment and performance of teachers at the secondary level.*



**KEYWORDS:** Attitude towards teaching, home environment, performance of teachers .

### 1.INTRODUCTION

Education is one of the greatest services provided by teachers. It is vital for anything. The role played by teachers becomes a very important component and in fact it can be said that they are in way our nation builders. For any student, education and character are the basic foundations and it is laid by teachers as well as parents. They tend to instill values, attitudes and behaviors in children right from childhood. Today with challenging environment, in any school or college, everything primarily depends on the teacher. If students perform well, the onus is on the school and teacher. In case the performance is bad, the blame ultimately falls on the teacher. The important point to be noted is that it is not only the teachers who are to be blamed but also there is equal responsibility on the parents as well as students. The role of teachers becomes very important as they are the ones who mould students in the right way. There are various roles played by teachers in understanding student needs. Some of them are learning about students interests, planning and organizing classroom activities, assessing the students' performance, understanding the basic needs of students, encouraging them to improve, calling for students-parents meeting and discussing with them about the students' performance or discipline, motivating students to do more better, encouraging them to participate in extra-curricular activities, etc. The role of teachers has become very challenging. It is quite essential for teachers to be social,

serious, understanding and friendly nature so that students feel comfortable to seek any help without hesitation.

The basic role for any teacher is to create a very interesting classroom for students. Students must feel comfortable with the teacher and at the same time, teacher must encourage students. Students should be taught the right path and knowledge or matter should be conveyed in such a manner that students would find it very easy to understand. Teachers work in close co-ordination with students to help them in building up their future. They mould the students to bring out their skills or improvise them, teaching good habits/attitudes and helping them to become good citizens of the nation. There are many students who feel shy or have some personality problems. It becomes quite important for teachers to attend to these students personally and encourage them to overcome this shyness or personality disorders. A good teacher in fact becomes a role model for students. Students tend to follow their teacher in almost every way like manners, style etc. Students tend to get affected by the teacher's affection as well as love for them. So the teacher should have the professional competence as well as good moral background in order to impart these values to students. With the changing environment and challenging careers, teachers are helping students to manage their careers as well as create solid foundation for them in different fields. Students are very busy making up their own decisions and teacher tends to become a sort of guide on their side. Today in this modern age, expectations as well as demands are more from parents. They expect their children to do well in every field. This tends to create a major impact on students as well as teachers. The role of teachers becomes very challenging. There are numerous problems faced by teachers in schools, like, bad discipline, poor performance by students, student absenteeism, lack of support from parents, lack of ambition for students to do well, low self-confidence, attitudinal problems or personality disorders of students are some of the common problems encountered by teachers. In fact teachers become accountable for every progress of the student.

Education is a fundamental factor in the development of the human being. Through it, every country enlarges its cultural base and satisfies the needs of professional development. Since education is a necessary factor for the survival and a key aspect for the development of the coming years, it is evident that educational service needs to be offered with quality according to the social needs of the community. In this regard, our role as professionals in education is to participate in the development and improvement of the country by offering our students qualified teaching.

## **2.NEED FOR THE PRESENT STUDY**

The international community, is demanding and challenging to the educators, and is forced to concern themselves on the front line imparting knowledge, through the teachers and their quality of teaching and facilitating. This need and urgency has directed research on teacher predispositions, precipitations and outcome behaviours. Teaching has been recognized as a particularly stressful occupation, (Brown and Ralph, 1992; Mwamwenda et al.1997). School teachers face enormous problems in their daily job, such as students' disciplinary problems and misconducts or poor technical and administrative support of school (Brown and Ralph, 1992; Horn et al. 1997). To enable the teacher to choose the desired path, it has become necessary to investigate and unearth the existing conditions in teacher behaviour.

Attitude refers to the predispositions which have developed through a long and complex process. It is an important concept to understand human behaviour. Aptitude is the aptness or quickness to succeed in a specific field of activity. People's attitude toward their profession and their aptitude in their profession has an invariable effect on their performance. This is valid in the profession of teaching, because aptitude to be a teacher requires proper attitude. Thus, a teacher with cent percent good aptitude will have a good attitude and is sure to perform as very effective teachers in classrooms.

A positive attitude may improve an individual's performance whatever be the nature of work one is engaged. It is believed that competent people in all profession enjoy job satisfaction with positive attitude. There may be a positive correlation between attitude and performance. A number of investigations carried out in this direction which support that the teachers attitude is an important factor because effective teaching requires a feeling of positive attitude.

Teachers are more responsible for bringing up the children with creative minds. Teachers should love the job, students, educational process, class room practices and other teachers also. Unless and until a teacher has high positive attitude toward the profession he will not perform effectively. So the student community will be affected academically. Many studies conducted on teacher attitude and aptitudes have said that positive attitude and aptitude are important for teachers to perform better. The attitude and performance of teachers vary from institute to institute in accordance to the gender and further is very significantly being influenced by their home environment. Thus it is found very essential to study the attitude, home environment and performance of teachers.

### 3. REVIEW OF RELATED LITERATURE

For any researcher, it need not be emphasized that the review of studies related to his area of investigation is essential, but providing information of what has already been done in the field gives direction to the present study. The purpose of the investigation is to study the attitude towards teaching, home environment and performance of teachers at the secondary level in different systems of education. Studies reviewed pertaining to the present study have been compiled and presented below under appropriate headings.

#### 3.1 Studies Related to Performance of Teachers

Vasanthan (2013) investigated the job satisfaction, socio-economic status and performance of 422 teachers at the secondary level in different categories of schools, state, matriculation and central board schools. All dependent and independent variables were found to be significantly correlated with each other and the teachers in central board schools were found to be significantly better than their counterparts in state and matriculation board schools.

Klassen and Tze (2014) systematically analyzed two psychological characteristics (self-efficacy and personality) and measures of teaching effectiveness (evaluated teaching performance and student achievement). Analysis of 43 studies representing 9216 participants revealed a relationship between psychological characteristics and teaching effectiveness. Self-efficacy was to be the strongest predictor of teacher performance.

##### 3.1.2 Evaluation

Findings thus far reported above are not totally convincing as the conclusions are contradictory. The researches have by and large indicated the contributions of multiple variables associated with the personal qualities of the teacher and his/ her training, in addition to environmental factors also contributing to teacher effectiveness. Teachers, teaching and teacher behaviour are all overlapping and initiate an in-depth and careful investigation continuously in order to provide updated knowledge. The ultimate objective of academics is to develop the teacher as a professional. The research area requires more in-depth information with appropriate design and execution of work. It is obvious that no research is ever sufficient and final. Therefore, the present study also has attempted to continue this journey along the same lines.

#### 3.2 Studies Related to Attitude towards Teaching and Performance of Teachers

This study conducted by Al Harthy (2013) examined a path analysis of the effect of teachers' attitudes towards teaching on their performance. It also aimed at examining the differences of the estimated affect according to novice and expert teachers. Data for the study were collected from 236 Omani teachers using two instruments. The path analysis for the novices and experts teachers' samples revealed that the teachers' attitudes towards teaching have significant direct effect on their professional performance with the more experienced teachers.

##### 3.2.1 Evaluation

The relationship between teachers' attitudes towards teaching and their performance in teaching as a profession has already been studied by different scholars (Farkas et al., 2000; Tyler and Stokes, 2002; Duatepe and Oylum, 2004; Dokko and others, 2009; Akkus, 2010; Erawan, 2010; Nadeem

and others, 2011). For instance, Duatepe and Oylum (2004) prove that teachers' attitudes towards their profession have an effect on their performance, which means that positive and negative attitudes towards the profession can affect performance in any profession. Nadeem and others (2011) and Akkus (2010) found that the relationship between teachers attitudes and their performance in teaching to be significant. The dearth of studies in the Indian context necessitated further investigation in the same lines.

### 3.3 Studies Related to Home Environment and Performance of Teachers

Gulwadi (2006) found teachers were less stressed and more effective in their coping strategies when they experienced effective home support from home in addition to community support. This led to better performance of these teachers. The study emphasized interventions in effective management of teacher environment both at work and in the family. The study conducted by Chamundeswari (2007) further established the significance of home environment in effective performance of teachers, especially the female teachers.

#### 3.3.1 Evaluation

Education researchers have established the role of home and family in the career of teachers through many empirical studies. The concept of dual career as influencing interpersonal relationships at home with spouse and children has been analyzed systematically and many interesting findings have emerged both in the western and Indian studies. The most salient inference brought about from the studies is the fact that men and women have not yet been flexible in making sex role sharing. However, the trend of information acquired is that teachers though were subjected to a great deal of stress from shouldering both the responsibilities of home and work and ended with divorce and separation or giving up jobs, have now become more flexible in enabling work-home fitness.

The Indian scenario has manifested a more rigid pattern of gender roles during the 19th and 20th centuries. The later half of the 20th century and the beginning of the 21st century is experiencing a new trend where there is more of sharing of responsibilities at home by the spouse and the children. This has come as a result of the economic orientation the younger Indians are concerned with. The studies reported in the present context in India have been on similar grounds of the west. In the present study, the factor of home environment was undertaken to investigate its contribution to performance of teachers.

## 4. STATEMENT OF THE PROBLEM

The review done from the available relevant literature, relating to the present research area, led the investigator to conceptualize the problem in an attempt to fill in the lacunae found.

**Thus the problem is stated as here under:**

### ***Attitude towards Teaching, Home Environment and Performance of Teachers at the Secondary Level***

Based on the review of related literature, the study is undertaken keeping the following objectives in mind:

- (i) To investigate if there is any significant relationship between the select variables of teachers in state, matriculation and central board schools at the secondary level;
- (ii) To investigate if there is any significant difference in attitude towards teaching, home environment and performance of teachers in state, matriculation and central board schools at the secondary level and
- (iii) To investigate if there is any significant difference in attitude towards teaching, home environment and performance of teachers of male and female in state, matriculation and central board schools at the higher secondary level.

## 5. HYPOTHESIS FORMULATED

Based on the objectives and review of literature, the following hypotheses have been formulated:

- (i) There is no significant relationship between the select variables of teachers in state, matriculation and central board schools at the secondary level;
- (ii) There is no significant difference in attitude towards teaching, home environment and performance of teachers in state, matriculation and central board schools at the secondary level and
- (iii) There is no significant difference in the attitude towards teaching, home environment and performance of teachers of male and female in state, matriculation and central board schools at the secondary level.

## 6. METHOD OF INVESTIGATION

As the method of investigation is designed on the basis of the problem, objectives and hypotheses formulated, it warrants a psychometrically sound design, procedure, tools and execution. The investigation is planned to verify hypotheses using suitable tools and appropriate statistics for data processing.

### 6.1 Research Design

The present study deals with the analysis of the attitude towards teaching, home environment and performance of teachers in different systems namely, state, matriculation and central board schools at the secondary level.

### 6.2 Sample selected

From the target population a sample of 404 teachers, where chosen from the secondary level studying in different systems of education, namely, state, matriculation and central board schools by adopting random sampling technique. The chosen sample comprised of 133 teachers from the state board school 145 teachers from matriculation school and 126 teachers from the central board school.

### 6.3 Tools used for the Study

The research tools used for the present study to analyze the attitude towards teaching, home environment and performance of teachers in different systems of education at the secondary level are as follows:

- (i) Effective Performance Appraisals (Maddux, 2004)
- (ii) Teacher Attitude Inventory (Ahluwalia, 1978)
- (iii) Perceived Home Environment Scale (Chamundeswari, 2007)

## 7. ANALYSES OF DATA

The results of the analyses of data collected are compiled and presented in tables below.

**Table-1: Analysis of Correlation between the Select Variables of Students at the Secondary Level**

	Attitude towards Teaching	Home Environment	Performance of Teachers
Attitude towards Teaching	x	0.59**	0.71**
Home Environment	x	x	0.72**
Performance of Teachers	x	x	x

\*\*Significant at 0.01 level

In the above table (Table-1), it is seen that all variables selected for the present study, namely, attitude towards teaching, home environment and performance of teachers are found to correlate significantly positively among themselves

**Table-2: Analysis of Variance of Attitude towards Teaching, Home environment and Performance of Teachers in different Categories of Schools at the Secondary Level**

Variable	Source of Variation	df	Sum of Square	Mean of Sum of Square	F-ratio
Attitude towards Teaching	Between groups	2	1919792.58	959896.29	496.45**
	Within groups	401	775338.64	1933.51	
	Total	403	2695131.22	-	
Home Environment	Between groups	2	8219.55	4109.77	177.43**
	Within groups	401	9288.04	23.16	
	Total	403	17507.59	-	
Performance of teachers	Between groups	2	5344.23	2672.12	373.23**
	Within groups	401	2870.89	7.160	
	Total	403	8215.12	-	

\*\*Significant at 0.01 level

In Table-2, for the analysis of variance different categories of schools are treated as different groups. The F-ratios are found to be significant at 0.01 level. Thus there is a significant difference in attitude towards teaching, home environment and performance of teachers in different categories of schools at the secondary level.

In order to establish the actual degree of difference between the teachers belonging to different categories of schools namely, state, matriculation and central board schools, critical ratios were worked out and the actual difference between the mean scores were established. The tables (Table-2a to Table-2c) presented below thus indicate the mean difference between teachers in the different categories of schools at the secondary level.

**Table-2a: Statistical Analysis of Means of Attitude towards teaching in State, Matriculation and Central Board Schools at the Secondary Level**

Variable	Sample Size	Mean	SD	SEM	SED	CR
State Board	133	157.22	29.77	2.58	4.21	13.86**
Matriculation Board	145	215.69	39.40	3.27		
State Board	133	157.22	29.77	2.58	5.76	29.47**
Central Board	126	327.02	58.97	5.24		
Matriculation Board	145	215.69	39.40	3.27	6.02	18.47**
Central Board	126	327.02	58.97	5.25		

\*\*Significant at 0.01 level

In Table-2a, it is evident that students in central board schools are significantly better in their attitude towards teaching when compared to teachers in other two categories of schools, state and matriculation board schools at the secondary level.

**Table-2b: Statistical Analysis of Means of Home environment of teachers in State, Matriculation and Central Board Schools at the Secondary Level**

Variable	Sample Size	Mean	SD	SEM	SED	CR
State Board	133	19.00	2.75	0.23	0.30	1.91**
Matriculation Board	145	18.42	2.28	0.18		
State Board	133	19.00	2.75	0.23	0.71	13.14**
Central Board	126	28.42	7.76	0.69		
Matriculation Board	145	18.42	2.28	0.18	0.67	14.79**
Central Board	126	28.42	7.76	0.69		

\*\*Significant at 0.01 level

In Table-2b, it is evident that students in central board schools are significantly better in their home environment when compared to teachers in other two categories of schools, state and matriculation board schools at the secondary level.

**Table-2c: Statistical Analysis of Means of performance of teachers in State, Matriculation and Central Board Schools at the Secondary Level**

Variable	Sample Size	Mean	SD	SEM	SED	CR
State Board	133	8.09	1.47	0.12	0.24	20.42**
Matriculation Board	145	13.09	2.44	0.20		
State Board	133	8.09	1.47	0.12	0.34	26.05**
Central Board	126	17.15	3.71	0.33		
Matriculation Board	145	13.09	2.44	0.20	0.67	14.79**
Central Board	126	17.15	3.71	0.31		

\*\*Significant at 0.01 level

In Table-2c, it is evident that students in central board schools are significantly better in their academic achievement when compared to students in other two categories of schools, state and matriculation board schools at the higher secondary level.

**Table-3a: Statistical Analysis of Means of Attitude towards Teaching, Home Environment and Performance of Male and Female Teachers in State Board Schools at the Secondary Level**

Variable	Groups	Sample Size	Mean	SD	SEM	SED	CR
Attitude towards Teaching	Male	66	136.26	15.96	1.96	3.69	11.25**
	Female	67	177.87	25.49	3.11		
Home Environment	Male	78	209.06	31.53	3.57	6.47	2.21*
	Female	67	223.40	45.99	5.61		
Performance of teachers	Male	71	310.27	52.64	6.24	10.06	3.81**
	Female	55	348.65	60.10	8.10		

\*\*Significant at 0.01 level

In the above table (Table-3a), it is seen that the female teachers are significantly better than the male teachers in the same state board schools with respect to all variables, attitude towards teaching, home environment and performance of teachers

**Table-3b: Statistical Analysis of Means of Attitude towards Teaching, Home Environment and Performance of Male and Female Teachers in Matriculation Board Schools at the Secondary Level**

Variable	Groups	Sample Size	Mean	SD	SEM	SED	CR
Attitude towards Teaching	Male	66	18.82	1.59	0.19	0.47	0.75 <sup>NS</sup>
	Female	67	19.18	3.54	0.43		
Home Environment	Male	78	17.27	1.71	0.19	0.31	7.80**
	Female	67	19.76	2.13	0.26		
Performance of teachers	Male	71	23.90	5.12	0.60	1.04	9.88**
	Female	55	34.25	6.63	0.89		

\*\*Significant at 0.01 level

NS-Not Significant

In the above table (Table-3b), it is seen that the female teachers are significantly better than the male teachers in the same matriculation board schools with respect to variables home environment and performance of teachers

**Table-3c: Statistical Analysis of Means of Attitude towards Teaching, Home Environment and Performance of Male and Female Teachers in Central Board Schools at the Secondary Level**

Variable	Groups	Sample Size	Mean	SD	SEM	SED	CR
Attitude towards Teaching	Male	66	6.91	0.79	0.09	0.15	15.16**
	Female	67	9.25	0.97	0.11		
Home Environment	Male	78	12.19	1.23	0.14	0.37	5.18**
	Female	67	14.13	3.03	0.37		
Performance of teachers	Male	71	15.83	3.24	0.38	0.61	4.93**
	Female	55	18.85	3.61	0.48		

\*\*Significant at 0.01 level

In the above table (Table-3c), it is seen that the female teachers are significantly better than the male teachers in the same central board schools with respect to all variables, attitude towards teaching, home environment and performance of teachers.

## 8. DISCUSSION

An attitude can be defined as an enduring organization of motivational, emotional, perceptual and cognitive processor with respect to some aspect of individual's world. It has often been observed that the object of an attitude is frequently perceived as having a goal character, which gives attitudes dynamiting character. Attitudes are a system, which can either have positive or negative involving emotions and feelings with reference to social objects and issues. Krech and Crutchfield (1948) viewed that people can hold attitudes for varying degrees of favorability toward themselves, and toward any indiscriminate aspect of their environment. There is a wide range of attitudes toward relatively abstract goals like courage, freedom, and honesty.

Choudry (1995) stated that attitude is a particular cognitive, emotional or behavioural reaction to an object, individual, group, situation or action. Johns (1996) thinks that an attitude is a fairly stable emotional tendency to respond consistently to some specific object, situation, person, or category of people. Attitudes are also much more specific than values, which dictate only broad preferences.

Attitude serves as index of how we think and feel about people, objects and issues in our environment. In addition, they can provide clues to future behaviour, predicting how we will act when encounter the objects of our beliefs.

In the present investigation it is seen that male and female teachers at the secondary level differ significantly in attitude towards teaching, home environment and teacher performance in all schools belonging to state, matriculation and central boards. The female teachers are found to be significantly better in their attitude towards teaching, home environment and teacher performance compared to the male teachers at the level in state, matriculation and central board schools. It is natural that women teachers are more adjustable and tolerant to all working conditions when compared to male teachers. Teaching is a profession that requires a lot of patience and tolerance to deal with young adults. It is the women folk who would be more tolerant than by nature. There may be many discomforts, pressures and overloading work and many other administrative responsibilities at place of work. Apart from all these the teachers who have to play the role of a second mother at schools should be very accommodative and compassionate towards the students, giving a patient hearing to all their problems, giving them the required counseling and motivating them to study better and put on their best efforts in their academic achievement. Thus, women teachers are by nature more suitable to the teaching job and so their attitude towards teaching, home environment and their performance are significantly better when compared to the male teachers at the secondary level in schools following different systems of education.

## 9. CONCLUSION

The present era has expanded phenomenally in both knowledge and application bringing in a technological marvel necessitating change everywhere, physical and social. Ultimately, it has directed people to expand and enrich the horizon of higher education. The need of the hour has stressed the importance of higher education enabling the student population to become knowledgeable and competent. Everyone today is concerned with education. Given the importance teachers play in molding students' character, values and morals it is important to see teachers as skilled workers rather than a "cheap" labour to achieve educational objectives. In this era of materialism, display of wealth and corruption in the face of widespread poverty teachers need to be adequately motivated so that they on their part would ensure a viable school system. Government, parents and the society should recognize and appreciate their efforts rather than accuse them for failures that are the obvious results of unfairness and injustice meted out to teachers. Lack of motivation may lead to stress which eventually may translate to ineffective classroom management and school improvement.

The management issue that surrounds the competitiveness of most schools is the performance of teachers. Teachers influence students' achievement directly, and the teachers are influenced by their school leadership. It has also been proven empirically that schools that make a difference in students' learning are led by headmasters who make a significant and measurable contribution to the effectiveness of teachers and in the learning of pupils in their charge (Hallinger and Heck, 1998). However, the quality of teachers does vary when they were attached to schools. The difference could be attributed to various factors, of which central to it is the working environment. The principal, who provides the leadership necessary in managing the teachers' performance, largely manages the working environment. Their performance can be enhanced if the school leaders provide teacher evaluation, feedback, coaching, goal setting and remediation (Heneman III and Milanowski, 2004).

Improvement of teaching performance does not mean the ultimate provision of adequate facilities and infrastructure, but it would most likely bring about a change in teacher behaviour which would translate into optimal commitment in teaching, better student performance and general improvement of schools. The society might not be aware that the role of the teacher in schools calls for sacrifice, perseverance and tolerance; it implies self-control, discipline and respect for self and others. Therefore teachers need appropriate assistance to raise the academic tone of the school, reduce absenteeism and lack of commitment to work. Evidently with effective motivation, teachers would most likely avoid lackadaisical behaviours that may encourage using the "noble" profession as a stepping-stone for other professions. The consequence of non-availability of teaching facilities and social support

is that no matter how energetic, enthusiastic and committed a teacher might be, his/her efforts and level of performance might not produce the required result in students. Likewise a teacher's action to satisfy motive could be affected by the negative context of the school environment and support.

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