# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Topic</th>
<th>Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Title</td>
<td>i, ii</td>
</tr>
<tr>
<td>ii</td>
<td>Dedication</td>
<td>iv</td>
</tr>
<tr>
<td>iii</td>
<td>Approval Sheet</td>
<td>v</td>
</tr>
<tr>
<td>iv</td>
<td>Acknowledgement</td>
<td>vi</td>
</tr>
<tr>
<td>vi</td>
<td>Abstract</td>
<td>viii</td>
</tr>
<tr>
<td>vii</td>
<td>Table of Contents</td>
<td>x</td>
</tr>
<tr>
<td>viii</td>
<td>List of Tables</td>
<td>xv</td>
</tr>
<tr>
<td>x</td>
<td>List of Figures</td>
<td>xvii</td>
</tr>
<tr>
<td>ix</td>
<td>List of Appendices</td>
<td>xviii</td>
</tr>
</tbody>
</table>

## I  INTRODUCTION

1.1 Statement of the Problem  6
1.2 Significance of the Study  6
1.3 Objectives of the Study  7
1.4 Research Questions of the Study  8
1.5 Hypotheses of the Study  8
1.6 Delimitations of the Study  10
1.7 Operational Definitions of the Terms  10
1.8 Acronyms  11

## II  REVIEW OF RELATED LITERATURE

2.1 Education  12
2.2 Concept of teaching  15
2.2.1 Teaching effectiveness in teaching  16
2.2.2 What is profession 17
2.2.3 Teaching as a profession 17
2.2.4 Approaches to professionalism 18
2.2.5 Factors diminishing professionalism 19
2.3 Conceptual Dimensions of Attitudes 20
2.3.1 Definition of attitude 20
2.3.2 Components of attitude 22
2.3.3 How attitude function 23
2.3.4 Attitudes and behavior 25
2.3.5 The Structure of attitudes 26
2.3.6 Attitude formation 27
2.3.7 Attitude change 28
2.3.8 Attitude source 30
2.4 Teachers Professional Attitudes 32
2.4.1 Professional attitude and teacher commitment 33
2.4.2 Professional attitude and teacher personality 34
2.4.3 Professional attitude and teacher effectiveness 35
2.4.4 Professional attitude models of teacher effectiveness 37
2.4.5 Predispositions and attitude: power of predispositions in shaping experience and behaviour 39
2.4.6 Teachers attitude towards teaching 40
2.4.7 In-service teachers beliefs and attitudes about teaching 48
2.4.8 Determinants factors of teaching as a career choice 48
2.5 Recruitment of Contractual Teachers in the Punjab 52
2.5.1 Historical background of contract mode of recruitment 53
2.5.2 Rationale for recruitment on contract mode 53
2.6 Teachers job satisfaction 56
2.6.1 Conceptualizing job satisfaction 56
2.6.2 General factors affecting job satisfaction 57
2.6.3 Teachers job satisfaction 63
2.6.4 Job satisfaction and job performance 66
2.6.5 Measuring job satisfaction 68
2.7 Teachers Job Performance 69
  2.7.1 Job performance 69
  2.7.2 Purposes of teacher evaluation 70
  2.7.3 Aspects for observing teaching 71
  2.7.4 Teacher evaluation and effectiveness 74
  2.7.5 Antecedents of performance 78
  2.7.6 Measuring job performance 81

III METHOD AND PROCEDURE 83
  3.1 Procedure of the Study 83
  3.2 Nature of the Study 84
  3.3 Population of the Study 84
    3.3.1 Nomenclature of subjects 84
    3.3.2 Target population 85
    3.3.3 Accessible population 85
  3.4 Sampling Design 86
  3.5 Instrumentation 90
    3.5.1 Development of questionnaires 90
    3.5.2 Development of interview protocol 94
    3.5.3 Validation of instruments 96
    3.5.4 Pilot testing 81
  3.6 Data Collection 97
    3.6.1 Instruments administration for survey 97
    3.6.2 Interview recording 97
  3.7 Statistical Analysis 98
### IV ANALYSIS AND INTERPRETATION OF DATA

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Overall Data Analysis and Reporting Strategy</td>
<td>100</td>
</tr>
<tr>
<td>4.2</td>
<td>Brief Description of Data Analysis</td>
<td>100</td>
</tr>
<tr>
<td>4.3</td>
<td>Overall, Gender and Location-wise Response Rate</td>
<td>101</td>
</tr>
<tr>
<td>4.3.1</td>
<td>Overview of overall and gender wise response rate</td>
<td>101</td>
</tr>
<tr>
<td>4.3.2</td>
<td>Overview of location wise response rate</td>
<td>103</td>
</tr>
<tr>
<td>4.4</td>
<td>Analysis and Interpretation of Results of Teachers’ Professional Attitude and Job Satisfaction Scale</td>
<td>104</td>
</tr>
<tr>
<td>4.4.1</td>
<td>Demographic feature of regular and contractual teachers</td>
<td>105</td>
</tr>
<tr>
<td>4.4.2</td>
<td>Analysis of teachers’ professional attitude scale</td>
<td>115</td>
</tr>
<tr>
<td>4.4.3</td>
<td>Analysis of teachers’ job satisfaction scale</td>
<td>118</td>
</tr>
<tr>
<td>4.5</td>
<td>Analysis and Interpretation of results of Teachers’ Performance Scale</td>
<td>121</td>
</tr>
<tr>
<td>4.5.1</td>
<td>Analysis of regular teachers’ job performance</td>
<td>122</td>
</tr>
<tr>
<td>4.5.2</td>
<td>Analysis of contractual teachers’ job performance</td>
<td>124</td>
</tr>
<tr>
<td>4.6</td>
<td>Relationship among Professional Attitude, Job Satisfaction and Job Performance</td>
<td>125</td>
</tr>
<tr>
<td>4.6.1</td>
<td>Relationship of professional attitude with job satisfaction of teachers</td>
<td>125</td>
</tr>
<tr>
<td>4.6.2</td>
<td>Relationship of professional attitude with job performance of teachers</td>
<td>126</td>
</tr>
<tr>
<td>4.6.3</td>
<td>Relationship of job satisfaction with job performance of teachers</td>
<td>127</td>
</tr>
<tr>
<td>4.6.4</td>
<td>Relationship of combined variables of professional attitude and job satisfaction with job performance</td>
<td>128</td>
</tr>
<tr>
<td>4.7</td>
<td>Comparison of Professional Attitude, Job Performance and Satisfaction with regard to Employment Status, Location and gender</td>
<td>130</td>
</tr>
<tr>
<td>4.7.1</td>
<td>Comparison of regular and contractual teachers’ attitude</td>
<td>130</td>
</tr>
</tbody>
</table>
towards teaching profession

4.7.2 Comparison of male and female teachers’ attitude towards teaching profession  131

4.7.3 Comparison of urban and rural teachers’ attitude towards teaching profession  132

4.7.4 Comparison of regular and contractual teachers’ job satisfaction  133

4.7.5 Comparison of male and female teachers’ job satisfaction  134

4.7.6 Comparison of urban and rural teachers’ job satisfaction  135

4.7.7 Comparison of regular and contractual teachers’ job performance  136

4.7.8 Comparison of male and female teachers’ job performance  137

4.7.9 Comparison of urban and rural teachers’ job performance  138

4.8 Analysis of Open-Ended Questions included in the Questionnaires  139

4.8.1 Analysis of open-ended questions included in teachers’ questionnaire  139

4.8.2 Analysis of open-ended questions included in head teachers’ questionnaire  152

4.9 Analysis and Interpretation of Interview Protocols  156

4.9.1 Demographic features of interviewees  156

4.9.2 Analysis of the questions asked to interviewees  157

V SUMMARY, FINDINGS, DISCUSSION AND RECOMMENDATIONS  174

5.1 Summary  174

5.2 Findings  177

5.3 Discussion  198

5.4 Recommendations  206

BIBLIOGRAPHY  209

APPENDICES (A-N)  229