

# **LANGUAGE IN INDIA**

**Strength for Today and Bright Hope for Tomorrow**

**Volume 12 : 8 August 2012**

**ISSN 1930-2940**

**Managing Editor: M. S. Thirumalai, Ph.D.**

**Editors: B. Mallikarjun, Ph.D.**

**Sam Mohanlal, Ph.D.**

**B. A. Sharada, Ph.D.**

**A. R. Fatihi, Ph.D.**

**Lakhan Gusain, Ph.D.**

**Jennifer Marie Bayer, Ph.D.**

**S. M. Ravichandran, Ph.D.**

**G. Baskaran, Ph.D.**

**L. Ramamoorthy, Ph.D.**

**Assistant Managing Editor: Swarna Thirumalai, M.A.**

## **Attitude of Teachers towards Professional Development Trainings**

**Misbah Muzaffar, M.S. Research Scholar  
Samina Yasmin Malik, Ph.D.**

### **Abstract**

The research was conducted to explore the attitude of teachers toward professional development trainings. The objectives of the study were: to examine the attitude of teachers toward professional development trainings, to explore the reasons for not taking interest in the professional development trainings and to explore the impact of teachers trainings on the professional development of the teachers. Quantitative approach was used in the study. Questionnaire was developed by the researchers. Study is delimited to the six public sector universities (NUML University, Islamic International University, Urdu university, Arid University, Fatima Jinnah University and Air University Islamabad). All the teachers from these universities were the population of the study. Purposive sampling technique was

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 8 August 2012

Misbah Muzaffar, M.S. Research Scholar and Samina Yasmin Malik, Ph.D.

Attitude of Teachers towards Professional Development Trainings

used for selecting the study sample. Results showed many factors due to which teachers do not take interest in the professional development trainings. It is recommended that proper planning should be done for professional development trainings. Teachers may be motivated and encouraged to participate in the professional development trainings.

**Key Words:** Professional training, Teachers attitude, teacher's professional development

### **Introduction**

Attitudes and attitude change discussed from the beginning of the century. Attitude has very distinct place in psychology and psychologist take great interest in this area.

Same as other disciplines the educators also show great interest towards the attitude due to its great impact on learning. The concept of the attitude is difficult to define in satisfactorily ways but it has been define by different psychologist, philosophers, and educationist. The earliest definition was proposed by Thomas and Znaniecki (1918). They stated that it is state of readiness (mental and neural) which is organized with the help of experience which in turn have a strong effect on one's reaction to the situations and objects one's deal (Thomas and Znaniecki, 1918).

### **Attitude Formation**

Behavior and formation of attitudes are directly influenced by the situational stimuli or events in the environment. Strict behaviorists argued that internal events are very important in attitude formation. Reinforces have direct influence on attitude change. This assumption is supported by social learning theorist. According to them, behaviors are not only learned through reinforcement as it is supported by traditional psychologist. Most of the learning occurs by observation and verbal instruction which have strong influence on attitude and attitude formation (Zimbardo and Leippe, 1991).

### **Theories of Attitude Change**

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 8 August 2012

Misbah Muzaffar, M.S. Research Scholar and Samina Yasmin Malik, Ph.D.

Attitude of Teachers towards Professional Development Trainings

Literature showed many types of attitude change (Eagly and Chaiken, 1993; O'Keefe, 1990). There are four categories of attitude theories:

- Consistency theories
- Learning theories
- Social judgment theories
- Functional theories

### **Consistency Theories**

These theories are based on the assumption that there is the need of consistency for individuals. It says that there must be consistency among attitudes and behaviors. It is assumed that lack of the consistency between attitude and behavior is one of the reason of discomfort for the individual, one try to ease his/her tension through maintenance of the balance between attitude and behavior. In begging, consistency theory was termed as balance theory (Himmelfarb and Eagly, 1974; Kiesler, Collins and Miller, 1969; O'Keefe, 1990). Balance theory mainly focuses on relationships. Another theory “Affective Cognitive consistency theory”, presented by Rosenberg (1956), investigates and examines the relationship between attitude and beliefs.

### **Learning Theories**

Learning theories can be called the behavioral theories of attitude change, developed during 1950 and 1960. Bem (1967), quoted in Himmelfarb and Eagly (1974), used Skinnerian approach to the study of attitude change. He assumed those attitudes occur due to prior environmental. He also assumed that attitude change occurs when a person has not direct knowledge of internal stimuli available to learner.

### **Social Judgment Theory**

Social judgment theory involves the application of judgmental principles to the study of attitude change.

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 8 August 2012

Misbah Muzaffar, M.S. Research Scholar and Samina Yasmin Malik, Ph.D.

Attitude of Teachers towards Professional Development Trainings

## **Functional Theories**

Functional theories of attitude emerged in 1950s. The main theme of these theories is that change in attitude needs to have the motivational bases as well as the functions for individuals. Having information regarding function as well as attitude performers helps a lot person for persuasive information wishing attitude change. (Himmelfarb and Eagly, 1974).

## **Teachers Training and Attitude Change**

Basic concern of teachers training is to bring changing in the attitude of the teachers. Lortie (1975), as quoted by Hogben & Petty (1979), stated that in the area of attitude change or to modify the attitude, the basic concern of the teachers' training programs is to have the desirable changes in the teachers attitude towards their students as well to their profession( teaching). Teachers training contribute towards not only to shape and modify teacher's attitude but also develop certain teaching skills which are necessary for teaching profession. Several studies are conducted on teachers training and their professional development and these studies reported that teacher's trainings shows positive change in attitude of the teachers and prove fruitful for the professional development of the teachers. One study was conducted on the same topic which shows the significant positive changes, as reported with regard to expansion, and reorganization of curriculum, formal discipline, recognition of individual differences and personality development. Teachers those who do not avail teachers training programs, they cannot show their performance up to the mark.

Researches showed that teachers who have great deal of training are much concerned about their pupil's social relation, their growth and development in respect to social, mental, physical, emotional, and these trained teachers are less concerned with control and restraint. As the number of training programs increased, these teachers become more logical, rational, and their attitude of warmth increased. Hogben and Petty (1979) also

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 8 August 2012

Misbah Muzaffar, M.S. Research Scholar and Samina Yasmin Malik, Ph.D.

Attitude of Teachers towards Professional Development Trainings

remarked in his study which was conducted on teachers training. His study showed that professional development courses have positive impact on teacher's attitudes.

### **Professional Development of Teachers**

Professional development and professional attitude is very essential for every employee. Professional development is very important for every professional member to develop in their profession. They must struggle to improve their performance quality. A professional development program gives chances for the growth of individual's career through workshop, seminar, research, travel and through working with other person and colleagues those who are more experienced. Different professional development courses are offered for the teachers all over the world. If training programs enhance the quality of teaching, then they can serve more enthusiastically the growing population. In Pakistani teacher's training institutes, activities like seminars, conferences, training practices and surveys etc., are used and teachers' performance is evaluated through reflective journals, portfolio, group work, class room observation, discussion and presentation.

Many societies try to change their educational system. Teacher's professional development is the essential aspect of these reforms. Societies agreed that only through teacher's professional development, they can have positive change in their societies. It is only possible through if we generate trained and fully equipped teacher who prop the existing education system and bring positive change for the improvement of this educational system.

In Pakistan, there are many teachers training institutes, but unfortunately these institutes are not functioning effectively. Reimers (2003) found some reasons due to which educational standards are not fully met. He reported factors for low quality performance which include unmotivated faculty and students, lack of supervision and inactive Deans.

In Pakistani institution, there is dire need to pay full attention to acquire knowledge through textbooks, lectures, seminars, workshops, conferences and also to acquire

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 8 August 2012

Misbah Muzaffar, M.S. Research Scholar and Samina Yasmin Malik, Ph.D.

Attitude of Teachers towards Professional Development Trainings

expertise in the relevant field. Professional development gives great care towards the skills, knowledge, and attitude.

Professional development has great deal of importance for the teachers as it is directly connected with students' learning. Professional development not only updates the knowledge and skills of the teachers but also increase the productivity and potential of the teachers as well as students' achievements. Ostern and Kenp (1933) recommended that teachers need professional development opportunities and team work which improves professional growth and development.

Professional development is offered to bring changes on different areas like teacher's practices, attitudes and beliefs. Teacher development programs have very distinct role in teacher's careers but, if teachers are not taking interest in these programs or the programs are ineffective, fruitful results will not be obtained. Majority of the programs did not achieve their aims and objectives as teachers do not take much interest in these programs to enhance their professional skills. They just attend these programs for the sake of certificates (Makrani, 2010).

### **Impact of professional development trainings on teachers**

It is obvious from many researches that when teachers spend plenty of the time on their professional work or in attending the professional programs professional competencies are developed which bring positive change in their professional attitude and skills.

Desimon et, al. (2002) concluded that professional development programs have positive impact on teachers for enhancing their working capabilities and teaching practices. Broko and Putnam (1955) provide evidence to support the fact that professional development programs plays an essential role in teacher's career and it changes teacher's methodologies. Gibbs and Coffey (2004), reported that professional development training courses and programs bring positive changes for increasing the knowledge and skills of university teachers.

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 8 August 2012

Misbah Muzaffar, M.S. Research Scholar and Samina Yasmin Malik, Ph.D.

Attitude of Teachers towards Professional Development Trainings

## **Nature of Professional Development Trainings**

Leithwood (1992) remarked in his study that Professional development trainings are very crucial in teacher's career as Professional development courses and programs develop the survival skills of teachers. It also aids to develop competency in basic skills of teaching, expanding instructional flexibility and in increasing instructional expertise. It contributes towards professional growth and increase participation in decision making. Nature of professional development trainings determines the effectiveness of these trainings. Factors that determines the effectiveness of these programs include content of training program, duration of training, time span daily spent, collective participation, collaboration, active learning, teachers interest, motivation elements, use of modern technologies and practical implications.

Desimon et, al. (2002) and Baker and Smith (1999) identified some characteristics of professional development as being the most effective in sustaining change in teachers. These are given as under:

- A great emphasis on providing concrete, realistic and challenging goals
- Include those activities that take support from both technical and conceptual aspects of instructions
- Get support and guide from colleagues and other fellows

## **Lack of Motivation and Enthusiasm**

According to Remez and Sasson (2011), motivation and enthusiasm are important factors which push anyone to take actions. Lack of motivation and enthusiasm can be important factors of failure. Usually people with low motivation are passive and blame everything around them. Conversely, people with high level of motivation are more energetic and positive. They argued that reasons for lack of motivation and enthusiasm in professional

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 8 August 2012

Misbah Muzaffar, M.S. Research Scholar and Samina Yasmin Malik, Ph.D.

Attitude of Teachers towards Professional Development Trainings

development training can be lacking confidence on abilities, fear of failure, low self esteem, lack of enough interest, laziness, no awareness of the importance of goal, stressed or nervous, absence of enough stimuli or incentives, teachers conservativeness, conflict with work schedule, family responsibilities and not having pre requisites. According to Teaching and Learning International Survey (2010), the reasons faced by German teachers for lacking interest in professional development trainings were no suitable professional development and conflict with work schedule.

### **Methodology**

This research is descriptive by nature as it is measuring the current beliefs attitudes of the teachers regarding their professional development training. The researchers used quantitative approach to achieve the objective of the present study.

The basic purpose or the aim of the study was to explore the teacher's attitude towards professional development trainings.

The objectives of the study were:

- To examine teachers attitude towards professional development trainings
- To explore the reasons for not taking interest in the professional development trainings
- To investigate the impact of teachers training on professional development of teachers

Study was delimited to the six public sector universities (National University of Modern Languages, Islamic International University, Urdu University, Arid University, Fatima Jinnah University and Air University). All the teachers from these universities were the population of the study. Purposive sampling technique was used to select the sample for the study. 10 teachers from each university were selected to explore their attitude towards

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 8 August 2012

Misbah Muzaffar, M.S. Research Scholar and Samina Yasmin Malik, Ph.D.

Attitude of Teachers towards Professional Development Trainings



professional development training. Questionnaire was used to explore teacher's attitude towards professional development trainings. Both close and open ended questions were included in the tool to explore teacher's attitude towards professional development trainings. Validity of the tool was determined through expert opinion.

### Result analysis

Questionnaire was used for data collection purpose. There were both open and closed ended item in the tool. Percentages were calculated for the close ended items. Open ended items were analyzed qualitatively. The whole data was tabulated and analyzed the percentages of each statement. Description and discussion of each statement given as under:

Table: 1. *Professional development trainings are essential for teachers.*

<i>Responses</i>	<i>SA</i>	<i>A</i>	<i>UD</i>	<i>DA</i>	<i>SD</i>
No of responses	42	18	0	0	0
%	70	30	0	0	0

It is obvious that professional development trainings are essential for successful survival in any profession. In this question, majority said that professional development trainings are necessary for teachers.

Table: 2. *Professional development trainings boost the individual career.*

<i>Responses</i>	<i>SA</i>	<i>A</i>	<i>UD</i>	<i>DA</i>	<i>SD</i>
No of responses	30	28	2	0	0

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 8 August 2012

Misbah Muzaffar, M.S. Research Scholar and Samina Yasmin Malik, Ph.D.

Attitude of Teachers towards Professional Development Trainings

%	50	46	4	0	0
---	----	----	---	---	---

Majority of the teachers were strongly agreed with this statement. They considered professional development important for boosting their carrier.

Table: 3. *Professional training is the process of enhancing teacher's status through imparting awareness and knowledge.*

<i>Responses</i>	<i>SA</i>	<i>A</i>	<i>UD</i>	<i>DA</i>	<i>SD</i>
No of responses	20	35	5	0	0
%	33	58	9	0	0

When teachers were asked that professional training is the process of enhancing their status through imparting awareness and knowledge, majority of the teachers showed willingness on this statement.

Table: 4. *Professional development trainings are efforts to bring changes in the teaching methodologies, attitudes and in teaching beliefs.*

<i>Responses</i>	<i>SA</i>	<i>A</i>	<i>UD</i>	<i>DA</i>	<i>SD</i>
No of responses	24	30	4	2	0
%	40	50	6	4	0

Teacher's trainings influence teacher's philosophies of teaching, their attitudes and their teaching practices. When they were investigated about this aspect, majority was agreeing.

Table: 5. *Teachers are motivated to participate in professional development trainings.*

<i>Responses</i>	<i>SA</i>	<i>A</i>	<i>UD</i>	<i>DA</i>	<i>SD</i>
No of responses	25	19	7	9	0
%	41	31	13	15	0

Researches indicated a lot of factors for not taking interest in the professional development trainings. When teacher were inquired about it, 41% said that teachers are motivated to participate in professional development trainings. While, 9% teachers were disagree with this statement.

Table: 6. *In Pakistan, professional development is concerned with knowledge but professional development means acquiring expertise in the relevant filed.*

<i>Responses</i>	<i>SA</i>	<i>A</i>	<i>UD</i>	<i>DA</i>	<i>SD</i>
No of responses	18	24	9	9	0
%	30	40	15	15	0

Basically, trainings are not the theoretical aspects but they enable trainees to learn such tips and techniques which are essential for their career. Professional development involves acquiring expertise. Majority of the teachers agreed that in Pakistan, trainings

are concerned with knowledge. 15% were neutral while 15% disagreed with the statement.

Table: 7. Reason of low quality education in Pakistan is lack of teacher's professional development.

<i>Responses</i>	<i>SA</i>	<i>A</i>	<i>UD</i>	<i>DA</i>	<i>SD</i>
No of responses	18	24	4	14	0
%	30	40	7	23	0

Researches indicate that one reason for low quality of education in Pakistan is lack of teacher's professional development. As indicated above, it is one reason for low quality of education in Pakistan.

Table: 8. Research indicates that majority of professional development programs fails because teachers are not too much interested in professional development trainings.

<i>Responses</i>	<i>SA</i>	<i>A</i>	<i>UD</i>	<i>DA</i>	<i>SD</i>
No of responses	14	23	15	5	3
%	23	38	25	9	5

One reason for the failure of professional development trainings can be lack of teacher's enthusiasm and interest in the trainings. 23% teachers were strongly agreed, 38% were agreed, 25% were undecided, and 8% were disagreed while 5% were strongly disagreeing.

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 8 August 2012

Misbah Muzaffar, M.S. Research Scholar and Samina Yasmin Malik, Ph.D.

Attitude of Teachers towards Professional Development Trainings

Table: 9. *Teachers may take part in the professional development trainings just for getting certificates.*

<b>Responses</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>DA</b>	<b>SD</b>
No of responses	18	22	9	11	0
%	30	36	15	19	0

Majority of the teachers were agreed that mostly teachers participate in the professional development trainings just for the sake of getting certificates.

Table: 10. *Teachers lack interest in professional development trainings due to fear of failure.*

<b>Responses</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>DA</b>	<b>SD</b>
No of responses	8	7	14	23	8
%	13	11	23	38	15

In response to this statement, 13% were strongly agreed, 11% agreed, 23% undecided, 38% disagreed and 13% were strongly disagreed.

Table: 11. *Teachers lack enthusiasm in Professional development trainings because they are not aware of importance and usefulness of the professional development training.*

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 8 August 2012

Misbah Muzaffar, M.S. Research Scholar and Samina Yasmin Malik, Ph.D.

Attitude of Teachers towards Professional Development Trainings

<i>Responses</i>	<i>SA</i>	<i>A</i>	<i>UD</i>	<i>DA</i>	<i>SD</i>
No of responses	15	19	7	14	5
%	25	31	13	23	8

Teacher's lack of awareness regarding importance of professional development trainings can also be a reason for teacher's lack of enthusiasm in professional development trainings. Majority of the teachers agreed with this statement.

Table: 12. *One reason for the lack of interest in professional development trainings can be much emphasis on the theoretical aspects than practical.*

<i>Responses</i>	<i>SA</i>	<i>A</i>	<i>UD</i>	<i>DA</i>	<i>SD</i>
No of responses	23	21	6	5	5
%	38	35	10	9	8

Mostly it is said that professional development trainings have big theoretical portion than practice. It is obvious from teacher's responses that this is also one aspect of teacher's lack of interest in the professional development trainings. While 16% showed disagreement with this statement.

Table: 13. *Teachers lack motivation and enthusiasm due to absence of enough stimuli and incentive.*

<i>Responses</i>	<i>SA</i>	<i>A</i>	<i>UD</i>	<i>DA</i>	<i>SD</i>
------------------	-----------	----------	-----------	-----------	-----------

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 8 August 2012

Misbah Muzaffar, M.S. Research Scholar and Samina Yasmin Malik, Ph.D.

Attitude of Teachers towards Professional Development Trainings

No of responses	16	30	6	5	3
%	26	50	10	8	6

Researches indicate that there is absence of incentive or stimuli in the professional development trainings, there is lack of teacher's motivation and enthusiasm in the teachers. Majority was agreeing with this statement. While some teachers showed disagreement on this statement.

**14: Barriers for not taking interest in professional development trainings.**

Teachers were asked regarding barriers for not taking interest in the professional development trainings. They gave different responses. Several reasons and factors were identified by teachers which hinder their active participation and interest in professional development trainings. Identified elements were extra workload, insufficient time, absence of incentives in professional development trainings, much emphasis on theoretical aspects than practice, family responsibilities, teacher's conservativeness, lack of awareness regarding usefulness of training and conflict with teachers working schedule. These were some barriers or reasons which were identified by teachers.

**15: Suggest some ways through which they can be motivated for taking interest in professional development trainings.**

Different ways were suggested by the teachers through which teachers can be motivated to take interest in the professional development trainings. They suggested that first of all teacher should be aware that how important professional development training is, for their successful carrier. Much emphasis should be given on practical aspects than theoretical aspects. Teachers should be rewarded for good jobs. Incentives or stimuli should be offered during professional development trainings. There should be proper

monitoring of teachers teaching practices after trainings. Traveling and accommodation funds should be given to the teachers if trainings centers are far away from their accommodations. Teachers should be encouraged and motivated during trainings. These were some suggestions which can be used for motivating teachers to take interest in the professional development trainings.

## **Results & Discussion**

Data was collected through questionnaire. Data indicated that there are many reasons due to which teachers do not take interest in the professional development trainings. Reasons or barriers were absence of incentive of enough stimuli, teachers' workload, and work stress, much theoretical aspect then practical aspect, family responsibilities, lack of opportunities and not having awareness regarding usefulness of professional development training. Data indicated that majority of the teachers attend professional development trainings just for the sake of getting certificates. Some ways were suggested by the teachers through which they can be motivated to take interest in the professional development trainings. By using these ways teacher's positive attitude towards professional development trainings can be developed. As awareness regarding usefulness of professional development trainings can be given to the teachers. Presence of incentive, reward for good jobs, monitoring of the teachers work after trainings, provision of traveling funds and encouragement of teachers during training are some ways through which teachers positive attitude towards professional development trainings can be developed.

Reimers (2003) reported that successful professional development experiences have a powerful impact on teacher's work both in and out of classroom, especially considering that a number of teachers throughout the world are underprepared for their profession. In Pakistani context, teachers have negative attitude towards professional development trainings due to many reasons which were mentioned above. Teachers are mostly reluctant to participate in the professional development trainings. Data has indicated barriers due to which teachers are reluctant to participate in professional development trainings. Efforts can be made by concerned authorities to remove these barriers so that positive outcome of the

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 8 August 2012

Misbah Muzaffar, M.S. Research Scholar and Samina Yasmin Malik, Ph.D.

Attitude of Teachers towards Professional Development Trainings



professional development trainings can be obtained and positive attitude of teachers can be developed regarding professional development trainings.

### **Recommendations**

Professional development is very essential for teachers as it inculcates curiosity, motivation, and new ways of thinking. It becomes most influential when it is adopted on continuous bases with well planned trainings. It is recommended that proper planning may be done for professional development trainings. Teachers may be motivated and encouraged to participate in the professional development trainings. Incentives and rewards can be offered during trainings for good jobs. Proper framework may also be designed for monitoring of teachers performance after training.

=====

### **References**

Baker, S., Smith, S. (1999). *“Starting off on the right foot: the influenced of four principles of professional development in improving literacy instruction in two kindergarten programmes”*. In: learning disabilities research and practice, 14(4), 239-253.

Broko, H., Putnam. R. T. (1995). *Expanding a teacher knowledge base: a cognitive psychological perspective on professional development*. New York: Teachers college press.

Desimon, L. M., Porter, A. C., Garet, M. S., & Birman, B. F. (2002). *Effects of professional development on teachers instruction: results from a three year longitudinal study*. Educational evaluation and policy analysis. Vol, 24, no.2. pp. 81-112

Eagly, A. & Chaiken, S. (1993). *The Psychology of attitudes*. Fort Worth, TX: Harcourt, Brace.

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 8 August 2012

Misbah Muzaffar, M.S. Research Scholar and Samina Yasmin Malik, Ph.D.

Attitude of Teachers towards Professional Development Trainings

Gibbs, G. & Coffey, M. (2004). *Impact of training of university teachers on their teaching skills, their approach to teaching & approach to learning of their students*. Oxford university. Retrieved from <http://alh.sagepub.com/content/15/1/87>. Retrieved on 22/6/2011.

Himmelfarb, S. & Eagly, A. H. (1974). *Readings in attitude change*. New York: Wilkey.

Hogben, D., and Petty, M. (1979). *Early changes in teacher attitude*. *Educational Research*, 212-219.

Kiesler, C. A., Collins, B. E. & Miller, N. (1969). *Attitude change*. New York: Wiley.

Leithwood, K. A. (1992). "The principle's role in teacher development". In: Fullen, M.: Hargreaves, A. (Eds.) *Teacher development and educational change*. London: Falmer Press.

Makrani, A. (2010). Professional development of teachers retrieved from <http://paknet.net/professional-development-of-teachers/> on 23/6/2011.

O' Keefe, D. (1990). *Persuasion*. Newbury Park, CA: Sage.

Reimers (2003). *Teacher professional development: an international review of the literature*. International institute for educational planning.

Ramaz & Sasson (2011). Reasons of lack of motivation and enthusiasm in professional development trainings. Retrieved from: <http://www.successconsciousness.com/lack-motivation-enthusiasm.htm> on 23/6/2011

TALIS (2010), *Teacher's professional development*. Belgium: Luxembourg: Office for official publication.

Thomas, W. I. & Znaniecki, F. (1918). *The polish peasant in Europe and America*. Boston, MA: Badger.

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 8 August 2012

Misbah Muzaffar, M.S. Research Scholar and Samina Yasmin Malik, Ph.D.

Attitude of Teachers towards Professional Development Trainings

Zimbardo, P. & leippe, M. (1991). *The psychology of attitude change and social influence*. Philadelphia, PA: Temple university press.

=====

**Misbah Muzaffar' M.S. Research Scholar**  
**Education Department**  
**International Islamic University, Islamabad**  
[misbah.muzaffar9@gmail.com](mailto:misbah.muzaffar9@gmail.com)

**Samina Yasmin Malik, Ph.D.**  
**Acting Chairperson / Assistant Professor**  
**Education Department**  
**International Islamic University, Islamabad**  
[samina.mailk@iiu.edu.pk](mailto:samina.mailk@iiu.edu.pk)

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 8 August 2012

Misbah Muzaffar, M.S. Research Scholar and Samina Yasmin Malik, Ph.D.  
Attitude of Teachers towards Professional Development Trainings