



Attitude of B.Ed Students towards Teaching Profession in West Bengal

Amir Hossain

Guest Lecturer, Dept. of Education; Brahmananda Keshab Chandra College, Kolkata

E-mail: amirhossain.edu@gmail.com

Abstract: Teaching has been supposed to have supreme place in society. Teachers are considered as the role model to the students. Success of teaching-learning process depends on the teachers' positive attitude and harmonious interaction between teacher and students. So it is very important to know trainee-teachers' (B.Ed students) attitude, interest, motivation towards teaching profession. The objectives of this paper are to find out the attitude towards teaching profession and find out the differences of attitude towards teaching profession among different strata of B.Ed students. Researcher framed three null hypotheses. 220 Students of B.Ed in Nadia district including urban and rural area of West Bengal was considered as sample. For sample selection, purposive sampling technique has been taken in this study. Researcher developed a tool to measure attitude towards teaching profession. The validity of the questionnaire was estimated by the expert and content validity has been maintained properly in the study. Test-retest reliability method was applied. After data collection, t-test was applied for the testing hypotheses. All null hypotheses were rejected, so it could be said that there existed significant differences in stream wise, locality wise and gender-wise among the B.Ed students towards teaching profession.

Key words: B.Ed, Teaching profession, Attitude, Trainee- teacher

Introduction: It is said that teaching profession is one of the most honorable profession. Teaching profession is the mother of all profession like lawyer, engineer, doctor etc. It is also respectable profession in the society. A teacher plays a vital role to make the country develop providing his/her knowledge to the students. According to the Kothari commission (1964-66) "The destiny of India is now being shaped in her classroom". Education can construct the society as well as the country in new forms and teachers are considered as 'constructor' in this sense. Some teachers are considered as inborn teacher and others are made by proper training. It is emerged from different survey that some trainee teachers who did not get chance in other profession, admitted in teachers' training institution for being teacher. They have no interest in teaching profession (Parvez and Shakir 2013). Few people did not like teaching profession because too much workload like preparing question paper for

examination, examine the answer sheets and paid little salary compared to other profession. That type of teachers cannot teach properly and as a result qualitative education decreased. The main aim of teaching profession is to improve all the potentials of the child and make them as a good citizen as well as skilled person. But some person who accepted this teaching profession have a positive attitude and contributing to the society as they enjoyed their teaching profession (Enyi, 2014). According to Humayun Kabir, "Teachers are literally the arbiters of a nation's destiny." Teaching is not easy task. It is very difficult and complex job. In the words of Ruskin, "Teaching is a painful, continuous and difficult work to be done by kindness, by watching, by warning, by perfecting by praise but above all by exercise". It is reported that the teachers who have positive attitude given better performance and enjoyed the teaching profession than others (Litt and Turk, 1985). In recent times in West Bengal, a lots of under-graduate students including science and arts students preferred teaching profession not only for their interest and ability but also for a job. Obviously they have no positive attitude in teaching profession. So it's a important duty of teachers recruitment authority to measure the attitude in teaching profession of new teacher. Teaching profession depends on 3 important factors like selection of teaching profession, personal positive attitude beliefs and qualitative training by the institution (Sismon, 1999). In teaching profession teachers maintained their good behavior, character, morality etc in the institution as well as society than other professional person. In education system teacher is one of the important element who is taken the responsibility to reconstruction the nation. The Secondary Education Commission (1952-53) indicated that, "We are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the community."

Definition of importance terms:

- ✚ **Teaching profession:** A profession which contributes in teaching learning process. It is honorable profession in society. It also considered as the mother of all profession. The person who adopts this profession are called teacher. Professional teacher refers that person who accepts teaching professionally.
- ✚ **B.Ed Students:** B.Ed (Bachelor of Education) students refer those who take training from teachers' training institute for teaching job especially in high school. Now the duration of B.Ed course is two years with four semesters. B.Ed students are also called 'trainee teacher'.
- ✚ **Attitude:** According to Freeman-"An attitude is a dispositional readiness to respond to certain situations persons or objects in a consistent manner which has been learned and has become typical mode of response." **C.V. Good (1973)** define attitude as, "the predisposition or tendency to react specifically towards an object, situation, or value; usually accompanied by feelings and emotions."

Review of related literature:

Some review had been arranged according to the merit of importance and relevance to the present study.

Furthermore, L. (2012). in their research paper tried to find out the perception of parents, teachers and students towards teaching profession. It was revealed by analyzed the data that parents have negative attitude in teaching profession but teachers and students have positive.

Dogan and Coban (2009) in their article narrated that teaching profession is considered female profession in Turkey, because there most of females want to be professional teacher as a profession than male.

Parvez, M. & Shakir, M. (2013). In their study “Attitudes of prospective teachers towards teaching profession” tried to find out attitude of trainee teacher of private and public institutions. They collected data from both type of institutions by using Teacher Attitude Inventory of S.P Ahluwalia. After analysis the collective data, significant difference found in attitudes towards teaching profession among the trainee teachers studying in private and public teachers’ training institution. It also revealed that gender, religion, stream of studying have no influence on attitude towards teaching profession.

Annamalai, A.A.(2000). In her study “Attitude of Teachers towards Teaching” tried to find out teachers’ attitude towards teaching. After analysis the collective data no difference has been found towards teaching profession among male and female teachers. Mathai. (1992). In his article described that success of teaching profession depends on teacher’s positive attitude and interest towards teaching profession.

Yadav. (1992). In his paper showed that qualitative education depends upon the teacher’s self-concept, motivation, ability and positive attitude towards teaching profession.

Statement of the problem:

The statement of the present study is, “*Attitude of B.Ed Students towards Teaching-Profession in West Bengal.*”

Objectives: The objectives of this study are stated below:

- To find out the attitude towards teaching profession of B.Ed students.
- To find out the differences of attitude towards teaching profession among different strata.

Hypotheses: In this study the researcher framed the following hypotheses-

Ho1: There is no significant difference in the mean scores of attitude towards teaching profession between arts and science students.

Ho2: There is no significant difference in the mean scores of attitude towards teaching profession between urban and rural students.

Ho3: There is no significant difference in the mean scores of attitude towards teaching profession between male and female students.

Methodology:

Name of the Study	:	The researcher used survey research design of descriptive research method.
Variables	:	Attitude of B.Ed students towards teaching profession in West Bengal was considered as the variable in this study.
Population	:	All the students of B.Ed in West Bengal.
Sample	:	220 students of B.Ed were selected as sample.
Sampling Techniques	:	The purposive sampling technique was adopted for this study.
Tools used	:	The researcher formulated one questionnaire in Bengali version according to Likert scale with 26 different items. The questionnaire was constructed with five dimensions.
Statistical Techniques	:	Collected data was analyzed by using statistical techniques like ‘t- test’.
Validity & Reliability	:	The validity of the questionnaire was estimated by the expert and content validity has been maintained properly in the study. Test-retest reliability method was applied and the coefficient of correlation was found to be 0.86.

Analysis and Interpretation: After collecting data researcher used different descriptive and inferential statistics. At first researcher confirmed the assumptions regarding using parametric test. Then the data were analyzed by applying t-test.

Table 1: t-test: Attitude towards teaching profession between arts and science students.

Group	N	Mean	SD	SEm	df	t-value
Arts Students	120	65.39	14.25	1.30	218	2.26*
Science Students	100	61.17	13.19	1.32		

*Significant at 0.05% level

From the table 1, the t value was found 2.26 which was significant at 0.05% level. So the null hypothesis was rejected.

Therefore it could be said that there existed significant difference between the attitude of **arts and science** students towards teaching profession.

Table 2: t test: Attitude towards teaching profession between urban and rural students.

Group	N	Mean	SD	SEm	df	t-value
Urban Students	106	64.17	14.92	1.45	218	1.91*
Rural students	114	68.25	16.58	1.55		

*Significant at 0.05% level

From the table 2, the t-value was found 1.91 which was significant at 0.05% level. So the null hypothesis was rejected.

Therefore it could be said that there existed significant difference between the attitude of **urban and rural** students towards teaching profession.

Table 3: t test: Attitude towards teaching profession between male and female students.

Group	N	Mean	SD	SEm	df	t-value
Male students	118	61.44	17.12	1.58	218	1.68*
Female Students	102	57.73	15.38	1.52		

*Significant at 0.05% level

From the table 3, the t-value was found 1.68 which was significant at 0.05% level. So the null hypothesis was rejected.

Therefore it could be said that there existed significant difference between the attitude of **male and female** students towards teaching profession.

Findings: On the basis of statistical analysis and above discussion it could be concluded as below.

- There existed significant difference between the attitude of **arts and science** students towards teaching profession.
- Significant difference was found in the attitude of **urban and rural** students towards teaching profession.

- Significant difference existed in the attitude of **male and female** students towards teaching profession.

Conclusion: Favorable attitudes towards teaching profession enhance qualitative education. But today teachers recruitment authority did not focus on the attitude towards teaching profession. It is very important to measure and develop the attitude of the trainee teachers. From the analysis it was found that male students have higher and positive attitude towards teaching profession than female students. In stream wise analysis, it was found that science students have better attitude than arts students towards teaching profession. Rural students have more favorable attitude towards teaching profession than the urban students.

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