

## **B.Ed Students Attitude And Interest Towards Teaching**

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### **Abstract**

Teacher constitutes the real dynamic force in the school and in the educational system. The energy and forceful personality of the teacher have a direct and indirect impact on the coming generations and it is a teacher who broadens the outlook of the youth under his charge. It is said that the progress of the nation and of mankind depends substantially on the teacher in a system of education. The present study is intended to identify the attitude and interest of trainees in teaching.

**Keywords:** teaching attitude, interest, teacher trainees

### **Introduction**

Teachers have a key role in the improvement of education. Therefore, it is important that their best efforts be devoted to it. Since there is so much flexibility in the work they are required to do, and the manner in which they can do it, the contribution they make to the field will depend on their involvement in their work and the satisfactions they derive from it. There is no component of teacher education which enjoys more supports from the education community and which is evaluated so positively by beginning teachers as students teaching. A growing number of individuals inside and outside the profession are raising questions about the very nature of student teaching. The Interest in teaching of prospective teacher's effects on their teaching efficiency.

In the present era of heightened technological development students look for meaning and significance in relation to their own lives in what they are taught and knowledge is at their fingertips and now the students are no longer dependent on teachers for content knowledge. A clever teacher will capitalize on this and

personalize their efforts with regard to what is going on in the lives of their students at the moment. Students want to know about now and not what happened a hundred years ago in some remote part of the world. Unfortunately, it may take a lot of effort on the part of the teacher but keeping up to date with technology and the events that may interest students is vital to getting and holding their attention. A creative teacher may organize activities like sharing journal entries or writing newspaper articles for newspaper students have created themselves. This allows students to express themselves freely and talk endlessly about a topic they are interested in their own ideas. Everyone prefers interesting lessons but it is impossible to make all lessons fun as some subject matter is just boring by nature. Students are aware of this and even though they are generally in favor of fun they realize that good learning takes an effort. There is a need to check the interest in teaching as it may happen that many or almost all the trainees may be the ones who are devoid of the bent of mind or aptitude necessary for teaching.

Attitude is a complex mental state involving beliefs and feelings and values and dispositions to act in certain ways. It is a hypothetical construct that represents an individual's degree of like or dislike for something. Attitudes are generally positive or negative views of a person about any place, thing, or event. An attitude is a dispositional readiness to respond to certain institutions, persons or objects in a consistent manner which has been learned and has become one's typical mode of response" according to Frank Freeman. As per an study "An attitude has a well-de object of reference. For example, one's views regarding class of food or drink etc. Attitude includes our ideas with emotional content, our important beliefs, prejudices, biases, appreciations, predispositions, and our state of readiness to act and react. An individual has an array of attitudes towards diverse objects such as music and art, games and sports, religions, caste, ethnic groups, political parties, governments etc. These attitudes are in individual's experiences both planned and random. Shaping healthy attitudes in students is one of the most important functions of the educational process in the school. An attitude is a variable which is directly observed, but it is inferred from overt behaviour both verbal and nonverbal responses. An attitude is a variable which is directly observed, but it is inferred from overt behaviour both verbal and nonverbal responses.

### **Need for The Study**

Since teachers' personality and attitudes are significant contributors to teaching and learning, many researchers have set off to determine teachers' attitudes towards their profession. A training is a process to get the required skills for a particular subject. The training is a valuable practice for the teachers to enhanced their teaching skills. A trained teacher has more skills and techniques to be applied for the better academic achievements of learners. Teachers styles and mainly their attitudes, are strong context outcomes, rooted in experience and do not become automatic routine

conducts, in the sense that they are developed via very slow interactions (action/reaction) and become well established constructs for each individual only after some time. In that sense attitudes can be modified only by each individual, when he / she becomes aware, via elements and evidence, that postures would be better to deal with the world around. Professional change and educational change are two strongly related problems.

So one could argue about the possibility of modify teaching attitudes by means of teaching programs, as we believe to be true when we teach specific competencies in the pre-service courses. On the other hand, we need to worry about teachers' negative attitudes since they affect a large number of the student population. Hence the researcher is interested pursuing a study on B.Ed students attitude and interest towards teaching.

### **Statement of Problem**

Teachers hold a very important place in the educational system and an influential figure in the lives of students. There are many factors which contribute towards effective and good teachers. Besides, knowledge of subject matter, professionalism Interest of the teacher in teaching is the most important. Interest is the vital force that stirs the entire process of teaching and learning. All attempts are aimed to make students interested in learning. If teachers are found wanting in Interest, then students' lives and learning experiences will be jeopardised. The Interest in teaching of prospective teacher's effects on their teaching efficiency. Hence, the present study is intended to identify Interest of B.Ed trainees towards teaching. Teaching students is a daunting challenge for most teachers. A creative teacher may organize activities like sharing journal entries or writing newspaper articles for newspaper students have created themselves. This allows students to express themselves freely and talk endlessly about a topic they are interested in their own There is no component of teacher education which enjoys more supports from the education community and which is evaluated so positively by beginning teachers as students teaching. A growing number of individuals inside and outside the profession are raising questions about the very nature of student teaching. The Interest in teaching of prospective teacher's effects on their teaching efficiency. Hence, the present study is intended to identify Interest of B.Ed trainees towards teaching. The problem chosen by the researcher for the study may be stated as follows "B.Ed Students Attitude and Interest towards Teaching".

### **Objectives**

1. To find out the attitude of the B.Ed students towards teaching.
2. To find out the attitude of B.Ed students towards teaching on the basis of Gender.

3. To find out the attitude of B.Ed students towards teaching in relation to their age.
4. To find out the attitude of B.Ed students towards teaching in relation to their educational qualification.
5. To find out the Interest of the B.Ed students towards teaching.
6. To find out the Interest of B.Ed students towards teaching on the basis of Gender.
7. To find out the Interest of B.Ed Students towards teaching in relation to their age.
8. To find out the Interest of B.Ed Students towards teaching in relation to their educational qualification.

### **Hypotheses**

1. The attitude of B.Ed Students towards teaching is low.
2. There is no significant difference between the attitude of B.Ed Students towards teaching and their Gender.
3. Age of the B.Ed Students do not differ in their attitude towards teaching
4. Educational Qualification of the B.Ed Students do not differ in their attitude towards teaching .
5. The Interest of B.Ed Students towards teaching is low.
6. There is no significant difference between the Interest of B.Ed Students towards teaching and their Gender.
7. Age of the B.Ed Students do not differ in their Interest towards teaching
8. Educational Qualification of the B.Ed Students do not differ in their Interest towards teaching .

### **Methodology and Sample**

Survey method was used to collect the research data. Purposive sampling technique was used in the selection of the colleges and for the selection of the B.Ed Students random sampling method was used.

### **Tools Used**

- Teacher Attitude Scale' developed and standardized by J. C. Goyal was used to collect data
- Verbal and non-verbal tests of Interest constructed by Baquer Mehdi

### **Result and Discussion**

The mean and standard deviation for the entire samples and different sub groups is shown in the Table.

**Table – 1 The mean and standard deviation of attitude towards teaching score**

Variables	N	Mean	SD
Attitude Towards Teaching	300	12.72	2.25

The mean and standard deviation of the entire sample of the B.Ed Students of attitude towards teaching score are 12.72 and 2.25 respectively. The mean scores of the total group indicate that teachers have favourable attitude towards teaching.

**Table – 2 Attitude towards teaching on the basis of gender**

Sample	Sub-sample	N	Mean	S.D	't' value	Level of significance
Gender	Male	100	13.42	2.38	3.85	Significant
	Female	200	12.38	2.11		

The details of the calculation are given in the table. The 't' value is found to be 3.85 which is significant at 0.05 level. Therefore, the null hypothesis is rejected and it is concluded that there is a significant difference between the male and the female trainees in respect of their attitude towards teaching.

Thus there is evidence in this study to show that the gender of the trainees can cause significant difference in respect of their attitude towards teaching.

**Table – 3 Test of significance between the means of attitude towards teaching on the basis of age group 20-24 years and 25 – 28 years**

Sample	Sub-sample	N	Mean	S.D	't' value	Level of significance
Age	20-24 years	94	12.37	2.00	1.72	Not Significant
	25-28 years	155	12.87	2.36		

The details of the calculation are given in the Table. The 't' value is found to be 1.72 which is not significant at 0.05 level. Therefore, the null hypothesis is retained and it is concluded that there is no significant difference between the trainees belong to the age group 20 years to 24 years and 25 years to 28 years in respect of their attitude towards teaching.

Thus there is no evidence in this study to show that the trainees belong to the age 20 years and 24 years and 25 years to 28 years can cause significant difference in respect of their attitude towards teaching.

**Table – 4 Test of significance between the means of attitude towards teaching on the basis of age group 20-24 years and 29-32 years**

Sample	Sub-sample	N	Mean	S.D	't' value	Level of significance
Age	20-24 years	94	12.37	2.00	1.48	Not Significant
	29-32 years	51	12.92	2.33		

The details of the calculation are given in the table. The 't' value is found to be 1.48 which is not significant at 0.05 level. Therefore, the null hypothesis is retained and it is concluded that there is no significant difference between the trainees belong to the age group 20 years to 24 years and 29 years to 32 years in respect of their attitude towards teaching.

Thus there is no evidence in this study to show that the trainees belong to the age group 20 years to 24 year and 29 years to 32 years can cause significant difference in respect of them towards teaching.

**Table – 5 Test of significance between the means of attitude towards teaching on the basis of age group 25-28 years and 29 –32 years**

Sample	Sub-sample	N	Mean	S.D	't' value	Level of significance
Age	25-28 years	155	12.87	2.36	0.11	Not Significant
	29-32 years	51	12.92	2.33		

The details of the calculation are given in the table. The 't' value is found to be 0.11 which is not significant at 0.05 level. Therefore, the null hypothesis is retained and it is concluded that there is no significant difference between the trainees belong to the age group 25 years to 28years and 29 years to 32 years in respect of their attitude towards teaching.

Thus there is no evidence in this study to show that the trainees belong to the age group 25 years to 28 year and 29 years to 32 years can cause significant difference respect of their attitude towards teaching.

**Table – 6 Test of significance between the means of attitude towards teaching on the basis of educational qualification**

Sample	Sub-sample	N	Mean	S.D	't' value	Level of significance
Educational Qualification	Under Graduate	83	12.81	2.51	0.26	Not Significant

	Post Graduate	53	12.83	2.21		
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The details of the calculation are given in the table. The ‘t’ value is found to be 0.26 which is significant at 0.05 level. Therefore, the null hypothesis is accepted and it is concluded that there is no significant difference between the undergraduate trainees and the post graduate trainees in respect of their attitude towards teaching.

Thus there is no evidence in this study to show that the undergraduate trainees and the post graduate can cause significant difference in respect of their attitude towards teaching.

### Interest towards Teaching

The mean and standard deviation for the entire samples and different sub groups is shown in the Table.

**Table – 7 The mean and standard deviation of interest towards teaching score**

Variables	N	Mean	SD
Interest Towards	300	22.72	12.25

The mean and standard deviation of the entire sample of the B.Ed Students of Interest towards teaching score are 22.72 and 12.25 respectively. The mean scores of Interest towards teaching for the total group indicate that teachers have favourable Interest towards teaching.

**Table – 8 Interest towards teaching on the basis of gender**

Sample	Sub-sample	N	Mean	S.D	‘t’ value	Level of significance
Gender	Male	100	23.42	12.38	1.76	Not Significant
	Female	200	22.38	12.11		

The details of the calculation are given in the table 4.10. The ‘t’ value is found to be 1.76 which is significant at 0.05 level. Therefore, the null hypothesis is rejected and it is concluded that there is a significant difference between the male and the female trainees in respect of their Interest towards teaching.

Thus there is evidence in this study to show that the gender of the trainees can cause significant difference in respect of their Interest towards teaching.

**Table – 9 Test of significance between the means of interest towards teaching on the basis of age group 20-24 years and 25 – 28 years**

Sample	Sub-sample	N	Mean	S.D	't' value	Level of significance
Age	20-24 years	94	22.37	2.00	1.48	Not Significant
	25-28 years	155	22.87	2.36		

The details of the calculation are given in the table The 't' value is found to be 1.48 which is not significant at 0.05 level. Therefore, the null hypothesis is retained and it is concluded that there is no significant difference between the trainees belong to the age group 20 years to 24 years and 29 years to 32 years in respect of their Interest towards teaching.

Thus there is no evidence in this study to show that the trainees belong to the age group 20 years to 24 year and 29 years to 32 years can cause significant difference in respect of them towards teaching.

**Table – 10 Test of significance between the means of interest towards teaching on the basis of age group 25-28 years and 29 –32 years**

Sample	Sub-sample	N	Mean	S.D	't' value	Level of significance
Age	25-28 years	155	22.87	12.36	0.11	Not Significant
	29-32 years	51	22.92	12.33		

The details of the calculation are given in the table. The 't' value is found to be 0.11 which is not significant at 0.05 level. Therefore, the null hypothesis is retained and it is concluded that there is no significant difference between the trainees belong to the age group 25 years to 28 years and 29 years to 32 years in respect of their Interest towards teaching.

Thus there is no evidence in this study to show that the trainees belong to the age group 25 years to 28 year and 29 years to 32 years can cause significant difference respect of their Interest towards teaching.

**Table – 11 Test of significance between the means of interest towards teaching on the basis of educational qualification**

Sample	Sub-sample	N	Mean	S.D	't' value	Level of significance
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Educational Qualification	Under Graduate	83	22.81	12.51	0.26	Not Significant
	Post Graduate	53	22.83	12.21		

The details of the calculation are given in the table. The 't' value is found to be 0.26 which is significant at 0.05 level. Therefore, the null hypothesis is accepted and it is concluded that there is no significant difference between the undergraduate trainees and the post graduate trainees in respect of their Interest towards teaching.

Thus there is no evidence in this study to show that the educational qualification of the trainees can cause significant difference in respect of their Interest towards teaching.

### Findings

The mean scores of attitude towards teaching for the total group indicate that teachers have favorable attitude towards teaching.

Thus trainees of each different sub samples are also having favorable attitude towards teaching.

Gender of the trainees can cause significant difference in respect of their attitude towards teaching.

There is no significant difference between the trainees belong to the age group 20 years to 24 years and 25 years to 28 years in respect of their attitude towards teaching.

There is no significant difference between the trainees belong to the age group 20 years to 24 years and 29 years to 32 years in respect of their attitude towards teaching.

There is no significant difference between the trainees belong to the age group 25 years to 28 years and 29 years to 32 years in respect of their attitude towards teaching.

There is no significant difference between the educational qualification of the trainees in respect to their attitude towards teaching.

The mean scores of Interest towards teaching for the total group indicate that teachers have favourable Interest towards teaching.

The gender of the trainees can cause significant difference in respect of their Interest towards teaching.

The trainees belong to the age group 20 years to 24 year and 29 years to 32 years can cause significant difference in respect of them towards teaching.

The trainees belong to the age group 25 years to 28 year and 29 years to 32 years can cause significant difference respect of their Interest towards teaching.

The educational qualification of the trainees can cause significant difference in respect of their Interest towards teaching.

### **Conclusion**

The contributions or findings of the study revealed that classrooms with a more positive “climate” foster trainees’ engagement and learning much more than classrooms with negative climates. Trainees who are in a good mood and emotionally involved are more likely to pay attention to information, remember it, rehearse it meaningfully, and apply it. As trainees tend to be more resistant to changing attitudes or values that are based on a lifetime of experience and philosophical orientation than changing instructional methods or the content of schooling, assessment reform may be difficult and time-consuming work.

### **Suggestions**

it is necessary that teacher training programs need to provide teacher candidates with knowledge and experiences with cultural diversity, and teacher trainers should aim to help trainees be independent individuals, demonstrate positive attitudes, and encourage them to be creative and take responsibility for their development. If all different role players in the assessment were positive about assessment reform and changes, they would react positively to classroom situations or their actions, which would lead to effective teaching and learning. The responsible bodies especially the stakeholders in the area need to give due attention to such aspects and try to boom the moral of the teacher so as to attract potential people to the teaching. Teachers, should not calculate everything in terms of money as earning much money does not necessarily boom teachers’ moral as the teaching profession to be guided by its own ethics since teachers are dealing with human resources. The responsible bodies should try to create ways to booming teachers’ moral by giving them the opportunity of taking part in educational symposiums, workshops and professional development training.

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