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ARTICLE

A Study of Attitudes of the B.Ed. Trainees towards Teaching Profession

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Abstract

Teacher profession is a divine responsibility entrusted by god. The attitudes of teachers are formed on the bases of same psychological aspects like their love to teach, professional interest in teaching, command over subject & language, beliefs, feelings and behaviour related to teachers' profession. Now a days education has become a profession. As a result of population explosion, the educational institutes are increased. So more and more students try to get admission in B.Ed. after completing their graduation degrees. But it is necessary to examine their attitudes and aptitudes towards teaching profession before giving them admission.

The present study aims at findings out the attitudes of the B.Ed. trainees towards teaching profession with respect to certain variables. Attitudes scale which was self-made was administered on a random sample of 450 B.Ed. trainees in different college of Ahmedabad city. This study clearly indicates about the attitudes of student-tears toward teaching profession. Attitudes of girls and boys are common. Granted and Non-Granted B.Ed. trainees' attitudes are more or less common.

1. Introduction

In the ancient age, the education system was in the hands of Gurukuls. The learners had to stay in Ashrams and participate in all the activities there. Then communication, discussions, experience and activities followed. Most teachers were Brahmins. Takshashila, Nalanda and Vallabhipur were main centers for such education. The learner could return home only after completely his education. The learner must obey the Guru strictly without any restrictions. It was teacher-centered education.

Teaching profession is a divine responsibility entrusted by God. It is a holy profession. The attitudes of any teacher are formed on the bases of some psychological aspects like his love to teaching profession, interest in teaching, command over subjects & language, beliefs, feelings and behavior related to teaching profession. Now a days, education has become a profession. As a result of population explosion, the educational institutes are increased so many and more students try to get admission in B.Ed. after completing their graduation degrees. So it is necessary to examine their attitude and aptitude towards teaching profession. It is necessary to see whether the teacher has virtues like thinking power, good character, innovative nature, industriousness, simplicity, kindness, loving nature etc. or no? Whether he really likes and loves this profession or not? During the last ten years, many problems have raised on the part of teachers like physical punishment to students, perverse behaviour, immorality in exams, low results of students, spoiled student, etc. In future such teachers probably harm the development of society and our country. So the researcher intended to study the attitudes of the B.Ed. trainees towards teaching profession.

2. Statement of the Problem

A study of attitudes of the B.Ed. Trainees towards Teaching Profession

3. Objectives of the Study

Main objectives of the study are as follows:

1. To study comparatively the attitudes of B.Ed. trainees towards teaching profession in relation to gender.
2. To study comparative attitudes of B.Ed. trainees towards teaching profession in relation to type of college.

4. Hypothesis of the Study

Main hypothesis of the study are as follows:

Ho₁ There will be no significant difference between average attitude scores of girls and boys B.Ed. trainees.

Ho₂ There will be no significant difference between average attitude scores of Granted and Non-Granted institutions of B.Ed. trainees.

5. Limitation of the Study

Limitation of the study were as follows:

1. This study is restricted to B.Ed. trainees of Ahmedabad City.
2. This study is done on Gujarati Medium students.

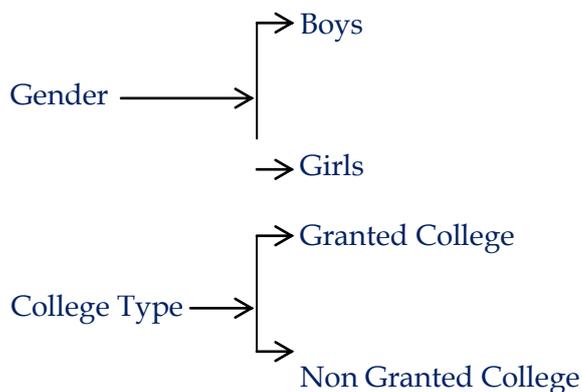
6. Method of Research

In the present study, survey method was used because it is proper and feasible too.

7. Variables of the Study

Variables of the study are as follows:

Independent Variable



Dependent Variable: Attitude teaching profession.

8. Sample

In the present study the researcher has selected B.Ed. trainees of Granted and Non-Granted B.Ed. Colleges for the purposive sampling. There were 450 students in total of 3 colleges of Ahmedabad city as a sample.

9. Tool

Researcher made a self-made attitude scale.

10. Data Analysis and Interpretation

Table No.1

Effect of Gender on attitude towards teaching profession

G e n d e r	N	M	S . D .	T - v a l u e	S / N S
B o y s	2 1 6	9 3 . 3 3	1 1 . 6 1	0 . 1 2	N S
G i r l s	2 3 4	9 3 . 4 7	1 2 . 1 8		

Hence, there is no significant difference between average attitude score of girls and boys B.Ed. trainees. It is acceptable.

Above table no.1 mention that t-value of girls and boys of B.Ed. trainees’ score is 0.12 which is less than 1.96. This proves that there is no significant difference in the attitude of girls and boys towards teaching profession. Attitude of girls and boys are common.

Table No.2

Effect of college type on attitude towards teaching profession

G e n d e r	N	M	S . D .	T - v a l u e	S / N S
G r a n t e d	2 2 5	9 3 . 4 8	1 2 . 2 0	0 . 1 4	N S
Non-Granted	2 2 5	9 3 . 5 2	1 1 . 6 5		

On the basis of the results contained in the above table, there no significant difference between average attitude score of Granted and Non-Granted B.Ed. trainees.

Above table No.2 unfolds that t-value of Granted and Non-Granted B.Ed. trainees’ score is 0.14 which is less than 1.96. This proves that there is no significant difference in the attitude of Granted and Non-Granted institutions students towards teaching profession. Attitude of Granted and Non-Granted institutions’ students’ are common.

11. Findings

The researcher has presented the above findings after interpreting data, getting through the information according to the collected data, which were as under:

1. Most of the B.Ed. trainee have positive attitude toward teaching profession.
2. There is no significant difference in the mean score of girls and boys B.Ed. trainees as far as teaching profession is concerned. It proves that gender is not an effective variable towards the teaching profession.

3. There is no significant difference in the mean score of Granted and Non-Granted B.Ed. college trainees teaching profession. It proves that the type of college is not an effective variable relating attitudes toward teaching profession.

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