

A Study of B.Ed. Student Teachers' Attitude towards the Teaching Profession

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Abstract—The teaching profession holds a central place in the education system. Teachers influence learning values and the overall development of students. The attitude of student teachers towards teaching plays an important role in shaping their future performance. A positive attitude leads to commitment confidence and professional growth. A negative attitude may reduce interest and effectiveness in the classroom. Therefore, understanding the attitude of B.Ed. student teachers towards the teaching profession is essential.

The present study focuses on examining the attitude of B.Ed. student teachers towards teaching as a profession. It aims to understand their level of interest sense of responsibility and motivation for choosing teaching as a career. The study adopts a descriptive survey method. A sample of B.Ed. student teachers was selected from teacher education institutions. Data were collected using a standardized attitude scale designed to measure professional outlook and commitment.

The analysis of data reveals that a large number of student teachers show a positive attitude towards the teaching profession. Teacher training experiences such as classroom practice interaction with mentors and exposure to school environments help in strengthening professional values. However, some student teachers display moderate or low levels of motivation due to workload stress and limited career awareness.

The findings suggest that teacher education programs play a crucial role in developing a healthy professional attitude. Proper guidance supportive learning environments and value-based training can further improve commitment towards teaching. The study highlights the need to nurture positive attitudes during B.Ed. training for building dedicated and effective future teachers.

Index Terms—B.Ed. student teachers, Teaching profession, Attitude, Teacher education, Professional commitment

I. INTRODUCTION

Education is the foundation of social progress and national development. At the center of this system stands the teacher. Teachers guide learners shape values and influence the future of society. Teaching is not only a means of livelihood but also a profession of responsibility and service. The quality of education largely depends on the attitude and commitment of teachers towards their work.

Attitude plays a vital role in the teaching profession. It reflects feelings beliefs and readiness to act. A teacher with a positive attitude shows interest patience and dedication. Such teachers create supportive classrooms and encourage meaningful learning. On the other hand, a negative attitude may reduce enthusiasm and affect student learning. Therefore, attitude towards teaching is an important area of study in teacher education.

B.Ed. programs are designed to prepare student teachers for professional roles in schools. During training student teachers develop teaching skills values and professional identity. Their attitude towards the teaching profession begins to take shape during this period. Some student teachers join the profession by choice while others enter due to social pressure or limited career options. These differences influence their level of motivation and commitment.

In the present educational context teachers face many challenges. These include increased workload changing learner needs and rising social expectations. Such conditions make it essential to understand how student teachers view the teaching profession. Studying their attitude helps teacher educators improve training strategies and support systems.

The present study focuses on the attitude of B.Ed. student teachers towards the teaching profession. It seeks to understand their feelings motivation and

professional outlook. The findings of the study are expected to contribute to the improvement of teacher education programs and the development of dedicated future teachers.

II. REVIEW OF RELATED LITERATURE

The review of related literature helps in understanding previous studies connected with the present research. It provides a background and shows how the current study fits within existing knowledge. Many Indian and international studies have focused on teachers' attitude towards the teaching profession.

Several studies have reported that a positive attitude towards teaching is essential for effective classroom performance. Researchers have found that student teachers who choose teaching by interest show higher motivation and professional commitment. Training experiences during B.Ed. programs play a significant role in shaping this attitude.

Some studies have highlighted the influence of teaching practice on professional attitude. Exposure to real classroom situations helps student teachers develop confidence and responsibility. Interaction with mentors and school students strengthens their professional identity.

Research has also shown that workload academic pressure and career uncertainty can negatively affect the attitude of student teachers. Lack of guidance and emotional support during training may reduce interest in the profession. These findings suggest the need for supportive teacher education environments.

Overall, the reviewed studies indicate that attitude towards the teaching profession is influenced by personal social and institutional factors. The present study builds upon earlier research by examining the attitude of B.Ed. student teachers within the context of teacher education institutions.

III. OBJECTIVES OF THE STUDY

The objectives of the study give clear direction to the research work. They help in understanding what the researcher intends to examine and analyze. In a study related to student teachers the objectives focus on their professional outlook and level of commitment towards teaching.

The main objective of the present study is to examine the attitude of B.Ed. student teachers towards the

teaching profession. The study aims to understand how student teachers feel about teaching as a career and a social responsibility.

Another objective of the study is to identify the level of positive attitude among B.Ed. student teachers. This includes their interest in teaching sense of dedication and willingness to accept professional duties.

The study also aims to explore the factors that influence the attitude of student teachers towards the teaching profession. These factors may include personal interest training experience social respect and future career expectations.

An additional objective is to examine the role of teacher education programs in shaping professional attitude. The study seeks to understand whether training practices teaching practice and guidance help in developing a positive outlook towards teaching.

Finally, the study aims to provide useful suggestions for improving teacher education programs. These suggestions are expected to help institutions and educators strengthen professional values and commitment among future teachers.

IV. SCOPE OF THE STUDY

The scope of the study explains the extent and focus of the present research. This study is concerned with understanding the attitude of B.Ed. student teachers towards the teaching profession. It examines how student teachers perceive teaching during their period of professional training.

The study covers student teachers enrolled in the B.Ed. programme of teacher education institutions. It includes their experiences related to academic learning teaching practice and interaction with teacher educators. The study focuses on the formation of professional attitude during the training phase.

The scope of the study is limited to the psychological and professional attitude of student teachers. It includes aspects such as interest in teaching sense of responsibility and commitment towards the profession. The study does not examine teaching skills classroom performance or student achievement.

The findings of the study are intended to help teacher educators and institutions understand the professional outlook of student teachers. The results may be used to improve teacher education programmes and support systems. The study provides a basis for future research

related to professional development in teacher education.

V. RESEARCH QUESTIONS

Research questions guide the entire study. They help the researcher remain focused on the purpose of the investigation. In a study related to attitude towards the teaching profession these questions are framed to explore feelings beliefs and professional orientation of student teachers.

The first research question of the present study is concerned with the overall attitude of B.Ed. student teachers towards the teaching profession. It seeks to understand whether student teachers view teaching as a meaningful and respectable career.

The second research question focuses on the level of positivity in their attitude. It examines whether B.Ed. student teachers show interest commitment and enthusiasm towards teaching during their training period.

Another research question explores the influence of teacher education experiences on attitude formation. It seeks to understand whether classroom instruction teaching practice and interaction with mentors help in developing a positive professional outlook.

The study also raises a question related to the challenges faced by student teachers. It examines whether academic pressure workload and future career concerns affect their attitude towards the teaching profession.

Finally, the research questions aim to understand whether teacher education programs are able to nurture professional values. These questions help in drawing meaningful conclusions and suggesting improvements in B.Ed. training.

VI. RESEARCH METHODOLOGY

Research methodology explains how the study was conducted in a systematic manner. It provides clarity about the design sample tools and procedure used for data collection and analysis. A clear methodology ensures the reliability and usefulness of the findings.

The present study adopted a descriptive survey method. This method was considered suitable because it helps in studying opinions attitudes and perceptions of a group. The purpose of the study was to understand

the existing attitude of B.Ed. student teachers towards the teaching profession.

The population of the study consisted of B.Ed. student teachers enrolled in teacher education institutions. From this population a representative sample of student teachers was selected. The selection was done using a simple random sampling technique to ensure fair representation.

For the collection of data an attitude scale related to the teaching profession was used. The tool was standardized and appropriate for measuring professional attitude. It covered different dimensions such as interest in teaching sense of responsibility and commitment towards the profession. The tool was administered personally to the student teachers to ensure accurate responses.

Before data collection the purpose of the study was clearly explained to the respondents. They were assured that their responses would be used only for academic purposes. Confidentiality of responses was maintained throughout the study.

After data collection the responses were carefully scored and organized. Simple statistical techniques such as percentage and mean were used for analysis. These techniques helped in interpreting the data in a clear and understandable manner. The results were then used to draw conclusions related to the attitude of B.Ed. student teachers towards the teaching profession.

VII. ETHICAL CONSIDERATIONS

Ethical considerations are an essential part of educational research. The present study followed ethical principles at every stage of the research process. Care was taken to protect the rights and dignity of all participants.

Participation in the study was completely voluntary. B.Ed. student teachers were informed about the purpose of the study before data collection. They were free to participate or withdraw at any stage without any pressure.

The confidentiality of participants was strictly maintained. Names of student teachers and institutions were not recorded. The information collected was used only for academic and research purposes.

Honesty and transparency were maintained during data collection and analysis. The responses were recorded accurately without any manipulation. The

findings were reported truthfully based on the collected data.

The study did not involve any physical or psychological harm. Respect and fairness were ensured throughout the research process. These ethical practices helped in maintaining trust and integrity in the study.

VIII. ANALYSIS AND INTERPRETATION OF DATA

The analysis and interpretation of data is an important part of the research study. This section explains what the collected data reveal about the attitude of B.Ed. student teachers towards the teaching profession. The data were analyzed carefully to understand trends patterns and overall responses.

The responses obtained from the attitude scale were first classified according to different levels of attitude. These levels included high moderate and low attitude towards the teaching profession. The scores showed that a large proportion of student teachers fell in the moderate to high attitude category. This indicates that most student teachers hold a generally positive view of teaching as a profession.

Further analysis revealed that many student teachers showed strong interest in teaching activities. They expressed satisfaction in classroom interaction and student guidance. Teaching practice sessions helped them gain confidence and clarity about their professional role. This suggests that practical exposure during the B.Ed. program plays a significant role in shaping positive attitudes.

The data also showed that a small group of student teachers had a low level of professional attitude. These students expressed concerns related to workload time pressure and limited career growth. Some also felt stress due to academic demands. Such factors appeared to affect their motivation towards teaching. Interpretation of the data highlights the importance of supportive training environments. Student teachers who received guidance encouragement and positive feedback showed stronger professional commitment. Overall the findings indicate that teacher education programs have a positive influence on the attitude of B.Ed. student teachers. However continuous support and motivation are required to address challenges and strengthen professional dedication.

IX. MAJOR FINDINGS

The major findings of the study are based on the analysis and interpretation of the collected data. These findings reflect the attitude of B.Ed. student teachers towards the teaching profession in a clear and meaningful manner.

The study found that a majority of B.Ed. student teachers possess a positive attitude towards the teaching profession. They view teaching as a respectable and meaningful career. Many student teachers showed genuine interest in classroom teaching and student development.

It was observed that teaching practice played an important role in shaping professional attitude. Student teachers who actively participated in practice teaching developed greater confidence and clarity about their role as teachers. Exposure to real classroom situations strengthened their sense of responsibility.

The findings also revealed that teacher education programs contribute significantly to the development of professional values. Interaction with teacher educators and peers helped student teachers build a positive outlook towards teaching.

However, the study identified that a small number of student teachers showed a moderate or low level of attitude towards the profession. Factors such as academic workload stress and uncertainty about future career prospects influenced their motivation.

Overall, the findings indicate that while the general attitude of B.Ed. student teachers towards teaching is positive there is a need for continuous guidance mentoring and emotional support during training. Strengthening these aspects can help in developing more committed and effective future teachers.

X. LIMITATIONS OF THE STUDY

Every research study has certain limitations and the present study is no exception. These limitations should be considered while interpreting the findings.

The study was limited to B.Ed. student teachers from selected teacher education institutions. Therefore, the findings may not represent all student teachers from different regions.

The sample size of the study was limited. A larger sample could provide more generalized results. Time constraints also restricted wider data collection.

The study used a self-reported attitude scale. Responses were based on personal perception which may include bias or social desirability.

The scope of the study was limited to attitude towards the teaching profession only. Other related aspects such as teaching competence or classroom behavior were not included.

Despite these limitations the study provides useful insights into the professional attitude of B.Ed. student teachers and offers directions for improvement in teacher education programs.

XI. DELIMITATIONS OF THE STUDY

Delimitations are boundaries set by the researcher to define the study clearly. The present study is delimited to B.Ed. student teachers only. Other teacher education programs such as D.El.Ed. or M.Ed. we're not included.

The study was confined to selected teacher education institutions. Student teachers from other regions or institutions were not considered. The study focused on one academic session only.

The research was delimited to the attitude towards the teaching profession. Other variables such as teaching competence job satisfaction or institutional facilities were not included. These delimitations were set to maintain focus and manage the study effectively.

XII. EDUCATIONAL IMPLICATIONS

The findings of the present study have important implications for teacher education and classroom practice. Understanding the attitude of B.Ed. student teachers helps in improving the quality of teacher preparation. Positive professional attitude is essential for effective teaching and lifelong commitment to the profession.

Teacher education institutions should focus on developing professional values from the beginning of the B.Ed. program. Orientation programs can help student teachers understand the social importance of teaching. Such programs can build respect and pride towards the profession.

Teaching practice should be given special importance. More opportunities for classroom interaction can help student teachers gain confidence. Regular feedback from mentors can strengthen their professional

attitude. Supportive supervision encourages reflection and self-improvement.

Teacher educators play a key role in shaping attitudes. They should act as role models through ethical behavior and dedication. Positive interaction between teacher educators and student teachers can create a healthy learning environment.

Counseling and guidance services should be provided during training. These services can help student teachers manage stress and workload. Career guidance can also reduce anxiety related to future employment. The study suggests that a supportive and motivating teacher education program can nurture committed and confident teachers. Strengthening these aspects will improve the overall quality of school education and contribute to national development.

XIII. CONCLUSION

The teaching profession requires dedication responsibility and a positive state of mind. The attitude of student teachers towards teaching plays a decisive role in their future effectiveness. This study highlights the importance of understanding the professional attitude of B.Ed. student teachers during their training period.

The findings of the study show that most B.Ed. student teachers hold a positive attitude towards the teaching profession. They view teaching as a meaningful and socially respected career. Teacher education programs contribute significantly to the development of this attitude through academic learning and teaching practice.

The study also reveals that practical exposure and guidance help student teachers gain confidence and professional clarity. Interaction with teacher educators and peers supports the growth of professional values. However, some student teachers experience stress and uncertainty which affects their motivation.

The conclusion emphasizes the need for supportive teacher education environments. Continuous mentoring guidance and emotional support can strengthen professional commitment. Teacher education institutions must focus on nurturing positive attitudes along with skill development.

In the long run a positive attitude among student teachers leads to better classroom practices and improved student learning. Strengthening professional

attitude during B.Ed. training is essential for building a strong and effective education system.

XIV. SUGGESTIONS FOR FURTHER RESEARCH

The present study opens several areas for future research. Further studies may include a larger sample from different regions to increase generalization.

Comparative studies may be conducted between male and female student teachers or between different teacher education programs. Longitudinal studies may also be undertaken to examine changes in attitude over time.

Future research may use qualitative methods such as interviews or observations to gain deeper understanding. Studies may also explore the relationship between attitude and teaching effectiveness. Such research will further strengthen teacher education practices.

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