

A Study on the Attitude Towards Teaching among B.Ed. Teacher Trainees with Reference to Class and Gender

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Abstract

The study intends to find out whether any difference in the attitude towards teaching of I Year and II Year and male and female B.Ed teacher trainees. The study used a survey design. The study was conducted during 2024-25 academic year from 93 B.Ed teacher trainees. Attitude Towards Teaching Questionnaire developed and standardized by Parasurama D. was used in the study for data collection. The collected data were analysed using an independent sample t-test, and the data were also presented in the form of graphical representation. The study found that, there is significant influence of class and gender on attitude towards teaching of B.Ed teacher trainees.

Key Words: Teaching, Attitude, B.Ed, Teacher Trainees, Attitude, Attitude Towards Teaching

Introduction:

Teaching is considered the noblest profession, and the qualities of teaching and professionalism are developed during teacher training. Teacher training institutions, also known as teacher education institutions, are special professional institutions established to prepare teachers for the teaching profession. During the training period, trainees are trained in various aspects related to teaching, teaching skills, pedagogical skills, and the foundations of education. As a result, they develop a positive attitude towards teaching as well as towards their profession. The attitude toward teaching refers to the mindset, outlook, and approach that a teacher has within them while performing their role in the classroom (Halam and Mahato, 2025). So, if this attitude is properly cultivated, it strongly influences their future career. Therefore, it is always important to study teacher trainees' attitudes towards teaching during the training period. Beside as Panda rightly said that pre-service teachers exhibit diverse attitude towards the profession depending on their backgrounds, experiences and the nature of their training (Mondal and Panda, 2025). To name few several variables such as gender, class, locality, pedagogical background, and medium of instruction

influence trainees' attitudes towards teaching. In this context, teacher education institutions need to examine the attitudes of teacher trainees towards the teaching profession. In the light of this, the present study attempts to explore the attitude towards teaching among B.Ed. teacher trainees with reference to class and gender.

Review of Related Literature:

Borase, (2014) conducted a study on Teaching attitude of B.Ed teacher trainees and secondary school teachers. The study found that there was no significant difference in the teaching attitude of male and female B. Ed teacher trainees. Sethi, (2015) conducted descriptive research to study the attitudes of prospective teachers towards teaching profession. The study found that there was no significant difference in the attitudes of female and male prospective teachers towards teaching profession. Babita and Jaiswal, (2020) examined the B.Ed trainees attitude towards teaching profession in relation to their gender, locality and type of educational institutions. The study found that only significant difference between urban and rural B.Ed trainees on administration dimension of attitudes towards teaching profession and significant difference among various types of B.Ed college trainees. Deepa and Vasudevan, (2022) applied descriptive survey design to study teaching competency and attitude towards teaching among

B.Ed., trainees. The study found that the B.Ed trainees having positive Attitude towards teaching profession and relation with teaching competency.

Based on the review of related literature, it was found that several studies have focused on attitudes towards the teaching profession, whereas comparatively fewer studies have examined attitudes towards teaching as a whole. In this context, the present study is an attempt to investigate the attitude towards teaching among B.Ed. teacher trainees with reference to class and gender variables.

Statement of Problem:

A Study on the Attitude Towards Teaching among B.Ed. Teacher Trainees with Reference to Gender and Class. The study intends to find out whether any difference in the attitude towards teaching of I Year and II Year and male and female B.Ed teacher trainees.

Objectives of the Study:

- To find out the class wise difference in the attitude towards teaching of B.Ed teacher trainees.
- To find out the wise difference in the attitude towards teaching of B.Ed teacher trainees.

Hypothesis of the Study:

- Hypothesis-1: There is no significant difference in attitude towards teaching of I Year and II Year B. Ed teacher trainees
- Hypothesis-2: There is no significant difference in attitude towards teaching of male and female B. Ed teacher trainees

Research Design:

The study used a survey design. The study seeks to find out whether the attitude towards teaching differs among I Year and II Year B.Ed. teacher trainees and between male and female B.Ed teacher trainees.

Sample of the Study:

The study was conducted during 2024-25 academic year. The data was collected from the B.Ed college where researcher work. The sample comprised of 93 B.Ed teacher trainees, of which 45 were I Year and 48 where II Year B.Ed. With respect to gender, the sample consisted of 28 male and 65 female teacher trainees.

Tool Used in the Study:

Attitude Towards Teaching Questionnaire developed and standardized by Parasurama D. (2021) was used in the study for data collection. The questionnaire is a Kannada version questionnaire to assess the Attitude Towards Teaching of B.Ed. teacher trainees at the secondary school level. The tool consists of 30 items on a Likert scale with responses ranging from Strongly Agree to Strongly Disagree. It measures attitude on three dimensions, namely Attitude towards Profession, Attitude towards Students, and Attitude towards School Works, with 30 items on each dimension.

Statistical Techniques Used in the Study:

The collected data were analysed using an independent sample t-test, and the data were also presented in the form of graphical representation.

Analysis and Interpretation of Data:

Hypothesis-1: There is no significant difference in attitude towards teaching of I Year and II Year B.Ed teacher trainees

Table-1: Comparison of difference in attitude towards teaching of I Year and II Year B.Ed teacher trainees

Attitude Towards Teaching	B.Ed Students	N	Mean	SD	t-value	p-value	S/NS
Total Attitude	I Year	45	72.6667	6.9052	5.307	.001	S (p<.05)
	II Year	48	79.1667	4.7773			
Attitude towards Profession	I Year	45	24.2667	3.1145	2.687	.009	S (p<.05)
	II Year	48	25.8958	2.7308			
Attitude Towards Students	I Year	45	24.6444	3.2204	4.032	.001	S (p<.05)
	II Year	48	26.9583	2.2593			
Attitude Towards School Works	I Year	45	23.7556	3.3989	4.134	.001	S (p<.05)
	II Year	48	26.3125	2.5278			

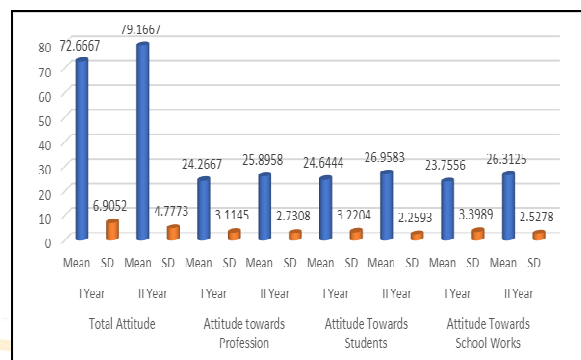
The mean score of total attitude towards teaching for I Year B.Ed. teacher trainees is 72.6667 and the SD is 6.9052, whereas the mean score for II Year B.Ed. teacher trainees is 79.1667 and the SD is 4.7773. The obtained t-value is 5.307 with a corresponding p-value of .001. Since the p-value is less than the .05 level of significance, the null hypothesis is rejected and the research hypothesis is accepted. This indicates that there is a significant difference in the overall attitude towards teaching between I Year and II Year B.Ed. teacher trainees at the .05 level of significance, $t = 5.307$, $p < .05$. Furthermore, the mean difference, which favours the II Year B.Ed. teacher trainees. Therefore, II Year B.Ed. teacher trainees exhibit a higher overall attitude towards teaching than I Year B.Ed. teacher trainees.

With regard to attitude towards profession, the mean score of I Year B.Ed. teacher trainees is 24.2667 with an SD of 3.1145, whereas the mean score of II Year B.Ed. teacher trainees is 25.8958 with an SD of 2.7308. The obtained t-value is 2.687 with a corresponding p-value of .009. Since the p-value is less than the .05 level of significance, the null hypothesis is rejected and the research hypothesis is accepted. This shows that there is a significant difference in attitude towards the teaching profession between I Year and II Year B.Ed. teacher trainees at the .05 level of significance, $t = 2.687$, $p < .05$. Furthermore, the mean difference, which favours the II Year B.Ed. teacher trainees. Therefore, II Year B.Ed. teacher trainees exhibit a higher attitude towards teaching profession than I Year B.Ed. teacher trainees.

In relation to attitude towards students, the mean score of I Year B.Ed. teacher trainees is 24.6444 with an SD of 3.2204, whereas the mean score of II Year B.Ed. teacher trainees is 26.9583 with an SD of 2.2593. The obtained t-value is 4.032 with a corresponding p-value of .001. Since the p-value is less than the .05 level of significance, the null hypothesis is rejected and the research hypothesis is accepted. This indicates that there is a significant difference in attitude towards students between I Year and II Year B.Ed. teacher trainees at the .05 level of significance, $t = 4.032$, $p < .05$. Furthermore, the mean difference, which favours the II Year B.Ed. teacher trainees. Therefore, II Year B.Ed. teacher trainees exhibit a higher attitude towards students than I Year B.Ed. teacher trainees.

Similarly, with respect to attitude towards school works, the mean score of I Year B.Ed. teacher trainees is 23.7556 and the SD is 3.3989, whereas the mean score of II Year B.Ed. teacher trainees is 26.3125 and the SD is 2.5278. The obtained t-value is 4.134 with a corresponding p-value of .001. Since the p-value is less than the .05 level of significance, the null hypothesis is rejected and the research hypothesis is accepted. This reveals that there is a significant difference in attitude towards school works between I Year and II Year B.Ed. teacher trainees at the .05 level of significance, $t = 4.134$, $p < .05$. Furthermore, the mean difference, which favours the II Year B.Ed. teacher trainees. Therefore, II Year B.Ed. teacher trainees exhibit a higher attitude

towards school works than I Year B.Ed. teacher trainees.



Graph-1: Comparison of difference in attitude towards teaching of I Year and II Year B.Ed teacher trainees

Hypothesis-2: There is no significant difference in attitude towards teaching of male and female B.Ed teacher trainees

Table-2: Comparison of difference in attitude towards teaching of male and female B.Ed teacher trainees

Attitude Towards Teaching	Gender	N	Mean	SD	t-value	p-value	S/NS
Total Attitude	Male	28	69.3929	6.0451	8.814	.001	S ($p < .05$)
	Female	65	78.8769	4.6854			
Attitude towards Profession	Male	28	23.25	3.1225	4.237	.001	S ($p < .05$)
	Female	65	25.9077	2.6144			
Attitude Towards Students	Male	28	23.5714	2.9618	5.522	.001	S ($p < .05$)
	Female	65	26.8154	2.4296			
Attitude Towards School Works	Male	28	22.5714	2.9618	5.676	.001	S ($p < .05$)
	Female	65	26.1538	2.717			

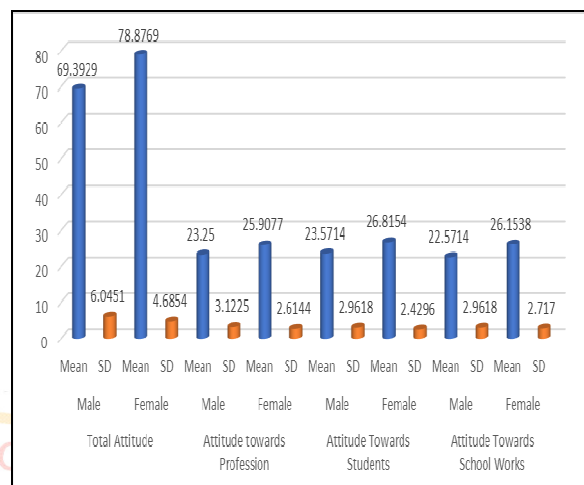
The mean score of total attitude towards teaching for male B.Ed. teacher trainees is 69.3929 and the SD is 6.0451, whereas the mean score for female B.Ed. teacher trainees is 78.8769 and the SD is 4.6854. The obtained t-value is 8.814 with a corresponding p-value of .001. Since the p-value is less than the .05 level of significance, the null hypothesis is rejected and the research hypothesis is accepted. This indicates that there is a significant difference in the overall attitude towards teaching between male and female B.Ed. teacher trainees at the .05 level of significance, $t = 8.814$, $p < .05$. Furthermore, the mean difference, which favours the female B.Ed. teacher trainees. Therefore, female B.Ed. teacher trainees exhibit a higher overall attitude towards teaching than their male counterparts.

With regard to attitude towards profession, the mean score of male B.Ed. teacher trainees is

23.2500 with an SD of 3.1225, whereas the mean score of female B.Ed. teacher trainees is 25.9077 with an SD of 2.6144. The obtained t-value is 4.237 with a corresponding p-value of .001. Since the p-value is less than the .05 level of significance, the null hypothesis is rejected and the research hypothesis is accepted. This shows that there is a significant difference in attitude towards the teaching profession between male and female B.Ed. teacher trainees at the .05 level of significance, $t = 4.237$, $p < .05$. Furthermore, the mean difference, which favours the female B.Ed teacher trainees. Therefore, female B.Ed. teacher trainees exhibit a higher overall attitude towards profession than their male counterparts.

In relation to attitude towards students, the mean score of male B.Ed. teacher trainees is 23.5714 with an SD of 2.9618, whereas the mean score of female B.Ed. teacher trainees is 26.8154 with an SD of 2.4296. The obtained t-value is 5.522 with a corresponding p-value of .001. Since the p-value is less than the .05 level of significance, the null hypothesis is rejected and the research hypothesis is accepted. This indicates that there is a significant difference in attitude towards students between male and female B.Ed. teacher trainees at the .05 level of significance, $t = 5.522$, $p < .05$. Furthermore, the mean difference, which favours the female B.Ed teacher trainees. Therefore, female B.Ed. teacher trainees exhibit a higher attitude towards students than their male counterparts.

Similarly, with respect to attitude towards school works, the mean score of male B.Ed. teacher trainees is 22.5714 and the SD is 2.9618, whereas the mean score of female B.Ed. teacher trainees is 26.1538 and the SD is 2.7170. The obtained t-value is 5.676 with a corresponding p-value of .001. Since the p-value is less than the .05 level of significance, the null hypothesis is rejected and the research hypothesis is accepted. This reveals that there is a significant difference in attitude towards school works between male and female B.Ed. teacher trainees at the .05 level of significance, $t = 5.676$, $p < .05$. Furthermore, the mean difference, which favours the female B.Ed teacher trainees. Therefore, female B.Ed. teacher trainees exhibit a higher attitude towards school works than their male counterparts.



Graph: -2: Comparison of difference in attitude towards teaching of male and female B.Ed teacher trainees

Major Finding of the study:

There is a significant difference in the overall attitude towards teaching between I Year and II Year B.Ed. teacher trainees at the .05 level of significance ($t = 5.307$, $p < .05$). Whereas, the dimension-wise analysis revealed that there is a significant difference between I Year and II Year B.Ed. teacher trainees with respect to attitude towards the teaching profession ($t = 2.687$, $p < .05$), attitude towards students ($t = 4.032$, $p < .05$), and attitude towards school works ($t = 4.134$, $p < .05$) at the .05 level of significance. Related to gender wise analysis, there is a significant difference in the overall attitude towards teaching between male and female B.Ed. teacher trainees at the .05 level of significance ($t = 8.814$, $p < .05$). Whereas, the dimension-wise analysis revealed that there is a significant difference between male and female B.Ed. teacher trainees with respect to attitude towards the teaching profession ($t = 4.237$, $p < .05$), attitude towards students ($t = 5.522$, $p < .05$), and attitude towards school works ($t = 5.676$, $p < .05$) at the .05 level of significance.

Discussion and Conclusion:

The primary objective of the present study was to examine the difference in attitude towards teaching among B.Ed. teacher trainees with respect to class (I Year and II Year) and gender (Male and Female). The findings of the study revealed that there exists a significant difference between I Year and II Year B.Ed. teacher trainees, as well as between male and female B.Ed. teacher trainees, in their overall attitude

towards teaching. Further, significant differences were also observed across all the dimensions of attitude towards teaching, namely attitude towards the teaching profession, attitude towards students, and attitude towards school works. These results clearly indicate that class and gender have a significant influence on the attitude towards teaching among B.Ed. teacher trainees

The mean difference analysis further revealed that II Year B.Ed. teacher trainees possess higher attitude towards teaching compared to I Year trainees. This may be attributed to greater exposure to pedagogical training, teaching practice, classroom experience, and professional socialization during the second year of the programme. Similarly, the findings showed that female B.Ed. teacher trainees exhibit a higher attitude towards teaching than male trainees, which may be due to stronger professional commitment, greater interest in nurturing roles, or positive perceptions towards the teaching profession. The findings suggest that teacher education institutions should design supportive and experience-based training activities, particularly for I Year and male teacher trainees, to enhance their attitude towards teaching and strengthen professional readiness.

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