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B.Ed. Student Teachers' Attitudes toward the Teaching Profession in Relation to their Academic Achievement

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ABSTRACT

The objective of the study was to determine the level of academic achievement of private university social science B.Ed. pupil teachers. The survey method is used in this research. The sample size used for this study was 100 final year students of social science pedagogy subjects of private and government teacher education institutions situated in Delhi NCR region. This study's primary goal was to determine the B.Ed. pupil teacher's academic performance of social science and the correlation between their academic achievements with their teaching attitude. To test the academic achievement of B.Ed. pupil teachers, self-developed questionnaire was used. Dr. S.P. Ahluwalia's (2014) Teacher Attitude Inventory (TAI) was administered to measure the attitude towards teaching profession. Findings of this study showed statistical differences between B.Ed. pupils from private and government universities. Also, there is significance difference on gender wise concern teaching profession altitude. Finally there was positive correlation of academic achievement and altitude towards teaching profession. The study concludes that regular attitude evaluations and interventions should be carried out by institutions to aid in the professional development of student teachers

Key words: Academic Achievement, B.Ed. Pupil teachers, Social-Science, Teacher Education Institutions (TIEs), Teaching Attitude.

Introduction

The destiny of a nation rests on its children, who are the product of educational institutions. In other words, nations are created and destroyed in the classrooms (Education Commission, 1962-64). Teachers are therefore seen as the builder of a country. Students will be more inclined to perform well academically if the teacher has a good, professional approach towards them from all angles, including knowledge, communication, personality, and classroom management (Khan, 2016). A strong correlation exists between teachers' professional growth and their performance. The total academic success of the students is significantly impacted by the teacher's attitudes towards their teaching. If the teacher having positive attitude on their teaching will definitely be motivated to students to do well in academic and their academic achievement will be good, similarly if the teachers having unfavourable attitude towards their teaching, the student will take lightly and that effect their academic achievement.

Need and Significance of the Study

A number of researchers have attempted to explore different types and areas of relationship between a number of variables such as teaching ability, attitude towards teaching, pre-service and on-the-job training, Academic achievement of science pedagogy subject, academic achievement over all B.Ed. courses but no research has been done that takes attitude towards teaching profession and academic achievements of B.Ed. pupil teachers having social science pedagogy subjects in the area of Delhi NCR. Therefore, the present study is very important.

Operational Definitions of Key Terms

In the purpose of present study, the important terms have been operationally defined as below.

Academic Achievement: It is demarcated as the total score of B.Ed. pupil teachers of social science pedagogy subject in B.Ed. course (third semesters or final years students only). It includes marks obtained by the B.Ed. pupil teachers in the given social science achievement test.

Attitude towards the teaching

One's liking or dislike of teaching activities is reflected in their attitude towards the teaching profession. It describes the inclinations, sentiments, bias, preconceptions, opinions, fears and beliefs surrounding any given subject. Teachers' attitudes are developed as they progress to becoming teachers - in their schools, colleges, universities, and especially in teacher training institutions.

B.Ed. Pupil Teachers: A person who is pursuing a professional curriculum in a teacher educational institution where training is recognized by the awards of an appropriate degree in the concerned field. In the present study, pupil teachers are 2nd year students of the teacher education institution of Delhi and NCR.

Teacher Education Institutions (TEIs):

Institute offering two-year regular mode B.Ed. programme in Delhi and NCR.

Objectives

1. To compare B.Ed. student teacher's' attitudes regarding the teaching profession in government and private institutions.
2. To assess how male and female B.Ed. student teachers feel about the teaching profession.
3. To determine the relation between B.Ed. student teachers' academic achievement and their attitude toward the teaching profession.

Hypothesis

1. There is no significant difference between government and private school teachers' attitudes regarding the teaching profession among B.Ed. students.
2. There is no significant difference between male and female B.Ed. student instructors' attitudes regarding the teaching profession.
3. The academic achievement of B.Ed. student teachers is not significantly correlated with their attitude toward the teaching profession.

Delimitations

1. The study was delimited to the geographical region of Delhi and NCR only.
2. The study was delimited to four selected (2 government and 2 private) B.Ed. education institutions of Delhi and NCR only offering two-year B.Ed. programme in regular mode.
3. The study was delimited to only final year B.Ed. pupil teachers those having social science pedagogy only

Research Design

This descriptive survey study employed a correlational technique and a causal comparative analysis. The study's correlational component aimed to ascertain whether and to what extent there is a statistical relationship between B.Ed. student instructors' teaching attitudes and academic accomplishment. Comparing the teaching philosophies of B.Ed. student teachers by gender, as well as by government and private teacher education schools, was the aim of the causal comparison section.

Population

The population of the current study consisted of B.Ed. pupil teachers who were enrolled in different two-year regular mode B.Ed. institutions located in Delhi and the National Capital Region.

Sample

The sample selected for this study included 100 male and female student-teachers from different B.Ed. institutions situated in Delhi and NCR. To choose the sample for the current study, the researcher used the random sampling technique. All the final year B.Ed. pupil teachers enrolled in these institutions were selected, only on the basis of their pedagogy subject. Social science pedagogy subject's students only to be the participants of this study.

Tools used

1. Dr. S.P. Ahluwalia's (2014) Teacher Attitude Inventory (TAI) was used by the investigator to measure the attitude towards teaching profession of B.Ed. pupil teachers. This inventory has 90 items based on Likert instrument comprising six sub-scales with 43 positive and 47 negative items. The inventory's reliability was 0.88.
2. Self-constructed achievement test used to assess the achievement in Social Science pedagogy subject of 3rd Semester or final year of B.Ed. pupil teachers. In this test 30 items. The test reliability was 0.95.

Data Analysis

The data was analysed using statistical analysis by computing mean and t-test of significance.

Results

- Objective 1:** To compare B.Ed. student teacher's' attitudes regarding the teaching profession in government and private institutions.

Table 1: Independent Samples t-Test Comparing Mean Scores between Private and Government Universities

Universities	N	Mean	SD	Df	t-test	p-value	Level of significance
Private Universities	50	239.96	27.54	98	-10.77	0.001	0.05
Government Universities	50	285.78	12.11				

Data obtained from research field (2025)

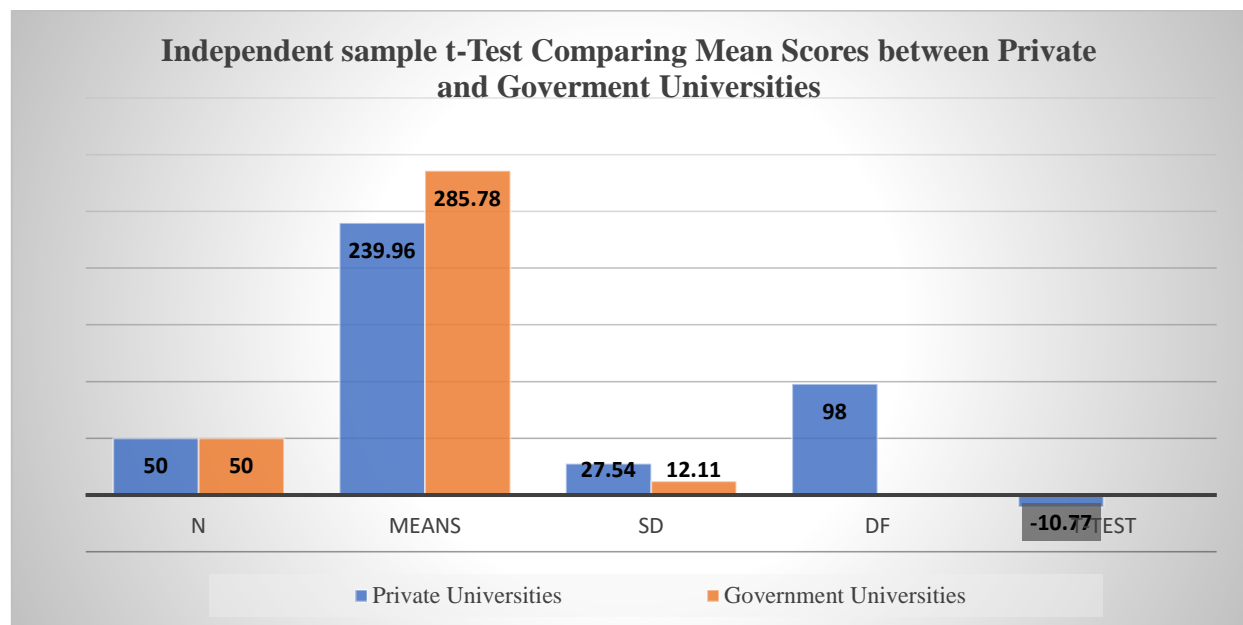


Figure 1 Illustrating mean scores between private and government universities

From **Table 1** and **Figure 1**, t-test was conducted to compare the mean scores of private university and government universities using a one-tailed hypothesis. Private university had a sample size of $N_1=50$ and a mean score of $M_1=239.96$ ($SD = 27.54$), while government university had a sample size of $N_2=50$ and a mean score of $M_2=285.78$ ($SD = 12.11$). The assumption of equal variances was tested and met.

The results indicated a significant difference between the two universities, using t-test (-10.77) with a one-tailed test. Since $p < 0.05$ we reject null hypothesis and conclude that there are significance differences between attitude towards teaching profession of B.Ed. pupil teachers of private and government universities

Despite this study based on government and private universities the results aligned with the both reports of Soibamcha and Pandey (2016) and Roy (2021) who claimed on the attitude of teachers teaching profession. According to their report more qualified teachers seemed to be more having more positive attitude than less qualified teachers. This study narrows the gap between the private and government universities.

Objective 2: To assess how male and female B.Ed. student teachers feel about the teaching profession.

Table 2 Showing mean scores between female and male pupil teachers

Gender	N	Means	SD	df	t-test	p-value	Level of significance
Female	55	274.2	16.69	98	4.35	0.001	0.05

Male	45	249.02	827.98				
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Data obtained from research field (2025)

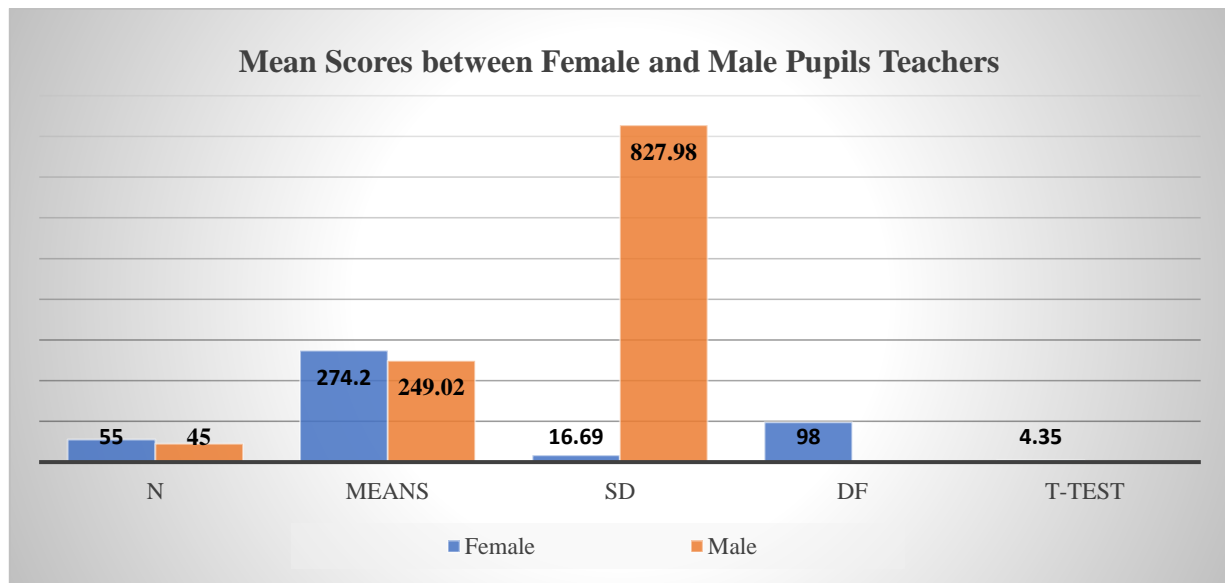


Figure 2: Comparing mean scores between female and male pupil teachers

From **Table 2** and **Figure 2**, t-test was conducted to compare the mean scores of female and male pupils using a one-tailed hypothesis. Female students had a sample size of $N_1=55$ and a mean score of $M_1=274.2$ ($SD = 16.69$), while government university had a sample size of $N_2=45$ and a mean score of $M_2=249.02$ ($SD = 827.98$). The assumption of equal variances was tested and met.

The results indicated a significant difference between female and male pupils, using t-test (4.35) with a one-tailed test. Since $p < 0.05$ we reject null hypothesis and conclude that there was significance differences between the altitude towards teaching profession of male and female of B.Ed. pupils' teachers

The results aligned with the study of Roy (2021) who provided insightful in relationship of sex towards teacher's altitude. The findings of report closely related with Roy's report which concluded there was significant correlation between the altitude of male and female B.Ed. teacher trainees towards teaching profession. The study based on government and private school in general. Further study has to be done using factorial design (4×4) model which could indicate the significance relationship between sex, government and private universities

Furthermore, the results aligned with Kumar and Sharma and Sayaharani and Stanly (2014) reports which analyzed the relation of gender between B.Ed. student belonging in Arts stream and science stream. As the report concluded no significance difference found in the altitude of B. Ed. students towards teaching profession in the ground of sex.

Objectives 3: To determine the relation between B.Ed. student teachers' academic achievement and their attitude toward the teaching profession.

Table 3 Showing r values for relationship between attitude towards the teaching profession and the academic achievement

Variable	N	r
Attitude towards teaching profession	100	0.635*
Academic Achievement	100	

Pearson's correlation was calculated to find the relationship between attitude towards the teaching profession and the academic achievement of B.Ed. pupil teachers.

Although technically a positive correlation, the relationship between the variables is slightly weak. The results aligned with the study of Pillai, R. (2011) who found a statistically significant positive correlation between attitude toward the teaching profession and academic achievement.

Furthermore, the results aligned with Yadav, R.K., & Bhardwaj, A. (2013) reports Found that a significant positive relationship between attitude towards teaching and academic performance. Pupils who viewed teaching as a noble or desirable career tended to score higher in coursework.

Findings:

- When compared to teachers from private institutions B.Ed. pupil teachers from government universities showed noticeably more positive attitudes towards the teaching profession. The statistical significance of the difference suggests that attitude is influenced by institutional type.

- When comparing male and female B.Ed. pupil teacher's attitude towards teaching profession it showed a considerably stronger attitude towards the teaching profession. The finding was significant ($t(98) = 4.35, p < 0.001$), indicating that professional attitude is influenced by gender.
- Academic achievement and attitude towards the teaching profession were shown to be positively correlated in a statistically significant way ($r = 0.635, p < 0.05$).

Educational Implications:

The findings of this study have several implications for teacher education:

- **Enhancing the quality of Private Institutions:** In order to motivate their students and help them develop stronger professional identities, private teacher education institutions should work to improve the quality of their training.
- **Gender-Inclusive Programs:** Efforts to highlight teaching as a worthwhile and esteemed career may aid in closing the gender gap and boosting male involvement.
- **Curriculum Integration of Attitude Development:** Reflective practices, career counselling, and exposure to motivating educators are all elements that should be incorporated into teacher education programs in order to foster a solid professional viewpoint.
- **Alignment of Academic and Professional Growth:** Promoting good attitudes via guidance and assistance can guarantee the growth of dedicated, successful future educators in addition to raising academic achievement.

Conclusions

Curriculum designers and policymakers ought to incorporate attitude-building modules into B.Ed. programs. Initiatives for faculty development should concentrate on enhancing the academic environment at private universities. Regular attitude evaluations and interventions should be carried out by institutions to aid in the professional development of student teachers.

Thus, this research emphasises how crucial it is for B.Ed. pupil teachers to develop positive attitudes towards the teaching profession as a means of achieving both academic and professional success.

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