

Attitude of B.Ed. Student-Teachers towards Teaching Profession

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Abstract

Teachers play an important role in the development of society, and the attitude of future teachers towards the teaching profession greatly influences their commitment and effectiveness. The present study was conducted to examine the attitude of B.Ed. student-teachers towards the teaching profession. It also aimed to find out whether there were any differences in their attitudes based on gender and pedagogy. A descriptive survey method was used for the study. Data were collected from B.Ed. student-teachers using a standardized Attitude towards Teaching Profession Scale and analyzed with appropriate statistical techniques. The findings showed that B.Ed. student-teachers generally had a positive attitude towards the teaching profession. The study also found that there was no significant difference in their attitudes with regard to gender and pedagogy. This indicates that male and female student-teachers, as well as students from different pedagogical specializations, have similar views towards the teaching profession. The study concludes that B.Ed. programmes are helping to develop a positive attitude towards teaching among future educators, regardless of their background or specialization. These findings may be useful for teacher educators and institutions in strengthening teacher education programmes and encouraging greater professional commitment among prospective teachers.

Keywords: Attitude, Teaching Profession, B.Ed. Student-Teachers, Gender, Pedagogy, Teacher Education.

Introduction

Teaching has long been regarded as one of the most important professions in the world because it contributes directly to the intellectual, social, and moral development of individuals and the society. The quality of education offered in any country depends largely on the competence, commitment, and professional outlook of its teachers. For this reason, teacher education programmes are expected not only to equip future teachers with pedagogical knowledge and classroom skills but also to develop positive attitudes toward teaching as a profession. A favourable attitude encourages prospective teachers to view teaching as a meaningful and rewarding career, which can ultimately influence the quality of education they provide (UNESCO, 2024).

Attitude towards the teaching profession can be understood as an individual's beliefs, feelings, and willingness to engage in teaching as a lifelong career. It reflects how prospective teachers perceive the value, responsibilities, challenges, and opportunities associated with the profession. Student-teachers who possess positive attitudes are generally more enthusiastic about learning, more committed to their professional responsibilities, and more willing to adopt innovative teaching practices. On the other hand, those with less favourable attitudes may experience lower motivation and reduced professional

commitment, which can eventually affect their classroom performance and students' learning experiences (Bhargava & Pathy, 2014). Research also suggests that the attitude of teachers influences their instructional practices, relationships with learners, and overall effectiveness in the classroom (OECD, 2020).

The Bachelor of Education (B.Ed.) programme serves as a crucial stage in preparing future teachers for professional practice. During this period, student-teachers gain theoretical knowledge, develop teaching skills, and participate in school-based practicum experiences that shape their professional identity. Their attitudes toward teaching are influenced by several factors, including personal interest in the profession, quality of teacher education, teaching practice experiences, family expectations, employment prospects, and the social status associated with teaching. Since these attitudes often influence future professional behaviour, it provides valuable insights into the effectiveness of teacher education programmes and the preparedness of prospective teachers (Bhargava & Pathy, 2014).

In India, teacher education has received renewed attention following the introduction of the National Education Policy (NEP) 2020, which emphasizes the preparation of professionally competent, reflective, and ethically responsible teachers. The policy recognizes that improving educational quality requires teachers who are not only knowledgeable but also genuinely committed to the profession. As such, developing positive professional attitudes during pre-service teacher education has become an important objective of B.Ed. programmes. However, previous studies have shown that student-teachers' attitudes may differ according to factors such as gender, academic background, institutional environment, socio-economic conditions, and teaching experiences, indicating that these attitudes are shaped by a combination of personal and contextual influences (Manju, 2016; Singh et al., 2024).

Several researchers have explored student-teachers' attitudes toward the teaching profession. Bhargava and Pathy (2014) observed that prospective teachers generally demonstrate positive attitudes toward teaching, although differences may exist across demographic groups. Similarly, Manju (2016) reported that most B.Ed. student-teachers viewed teaching positively, while highlighting the influence of institutional and personal characteristics on these attitudes. More recently, Singh et al. (2024) found that although student-teachers generally appreciate the value of teaching, their attitudes are shaped by career aspirations, practical teaching experiences, and society's perception of the profession. These findings suggest that regular assessment of student-teachers' attitudes can help teacher education institutions identify areas that require greater attention and support.

Against this backdrop, the present study examines the attitudes of B.Ed. student-teachers in Kohima district of Nagaland toward the teaching profession since understanding how prospective teachers perceive their future profession is important for strengthening teacher education programmes and developing strategies that encourage greater professional commitment, motivation, and teaching effectiveness. The findings of this study are expected to contribute to the growing body of literature on teacher education and provide useful insights for teacher educators, educational institutions, and policymakers working to improve the quality of teacher education in the state as well as the country.

Objectives:

1. To study the attitude of B.Ed. student-teachers towards teaching profession
2. To study the attitude of B.Ed. student-teachers towards teaching profession with regard to gender.
3. To study the attitude of B.Ed. student-teachers towards teaching profession with regard to pedagogy.

Hypotheses:

1. There is no significant difference in the attitude of B.Ed. student-teachers towards teaching profession with regard to gender.
2. There is no significant difference in the attitude of B.Ed. student-teachers towards teaching profession with regard to pedagogy.

Delimitation:

1. The study is delimited to B.Ed. student-teachers.
2. The study is delimited to gender and pedagogy.

Methodology: The present study employed a descriptive survey method.

Population: The population of the study comprised of all the B.Ed. student-teachers of 3 (three) B.Ed. Colleges of Kohima district.

Sample: A sample of 50 B.Ed. student-teachers have been selected using Purposive Sampling technique.

Tool: To study the attitude of B.Ed. Student-Teachers towards Teaching Profession, the investigators used “Teacher Attitude Scale” developed and standardized by Dr. J.C. Goyal (2012).

Data Collection: For data collection, the investigators took the permission from the principals and Teacher Educators and personally administered the scale on the student-teachers.

Statistical technique: For data analysis, the researcher used Excel sheet and the statistical technique used were percentage (%), t-test and Anova to analysed the data collected.

Data Analysis and Interpretation

1. To find out the attitude of B.Ed. student-teachers towards teaching profession

Table-1: Frequency distribution of the attitude of B.Ed. student-teachers towards Teaching Profession

Sl. No	Frequency	Percentage (%)	Score Range	Category
1	14	28%	0-2.9	Most Favourable
2	33	66%	3-4.9	Favourable
3	2	4%	5-5.9	Neutral
4	0	0%	6-6.9	Unfavourable
5	1	2%	7.8.9	Most Unfavourable
Total	50	100%		

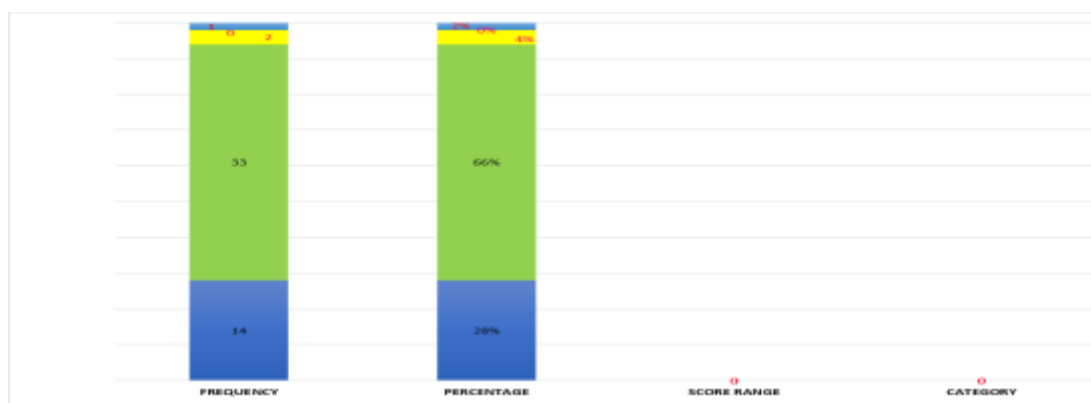


Figure: (a)

Of the total respondents (50), 28% (14) of B.Ed. student-teachers were found to have most favourable attitude towards teaching profession, 66% (33) of them were found to have favourable attitude towards teaching profession, 4% were found to have neutral attitude and a negligible percent (2%) had most unfavourable attitude towards teaching profession. Therefore, it can be concluded that majority of the B.Ed. student-teachers have favourable attitude towards teaching profession.

2. To study the attitude of B.Ed. student-teachers towards teaching profession with regard to gender

Table-2: t-test for the attitude of B.Ed. student-teachers towards teaching profession with regard to gender

Gender	N	Mean	SD	df	t-value	Sig
Male	18	3.994	1.36	48	1.748	Not Sig
Female	32	3.498	0.65			

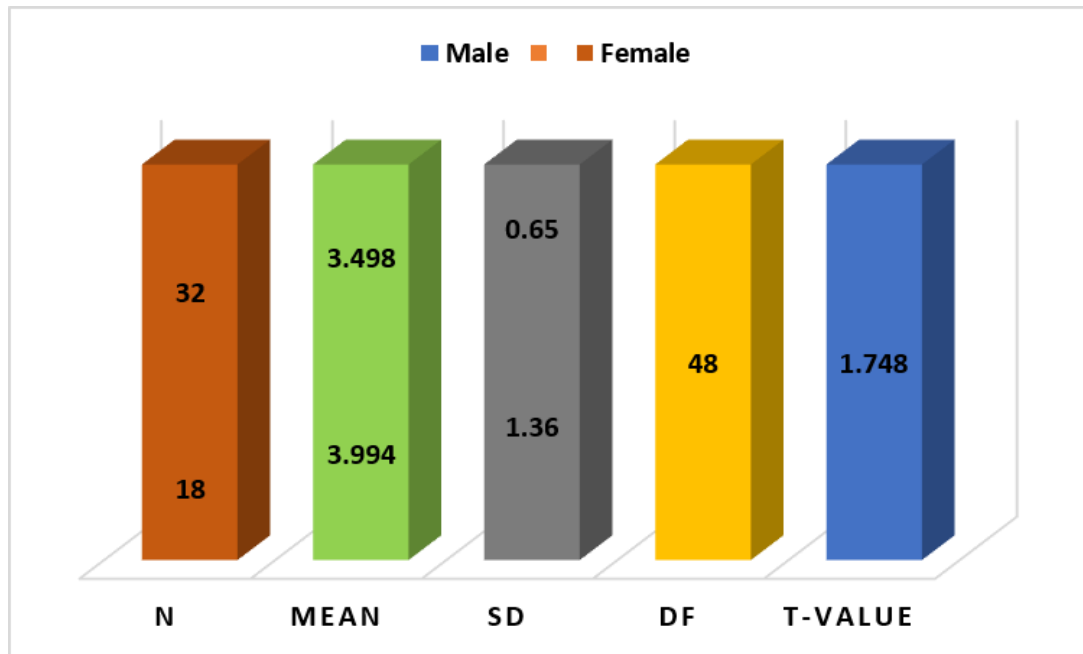


Figure: (b)

From table-2, it is evident that the calculated value of “t” is 1.748 for df=48 which is less than the critical value of “t” (2.01) and thus it is statistically not significant at 0.05 level of significance. Therefore, the null hypotheses stated as, “there is no significant difference in the attitude of B.Ed. student-teachers towards teaching profession with regard to gender” is accepted. It may be concluded that male and female B.Ed. student-teachers do not differ significantly in their attitude towards teaching profession.

3. To study the attitude of B.Ed. student-teachers towards teaching profession with regard to pedagogy.

Table-2: Result of Anova on the attitude of B.Ed. student-teachers towards teaching profession with regard to pedagogy

Source of Variation	Sum of Squares	df	Mean Square	F	Sig
Between Groups	2.163347641	3			Not Sig

			0.72111588	0.7348	
Within Groups	45.14337436	46	0.981377703		
Total	47.306722	49			

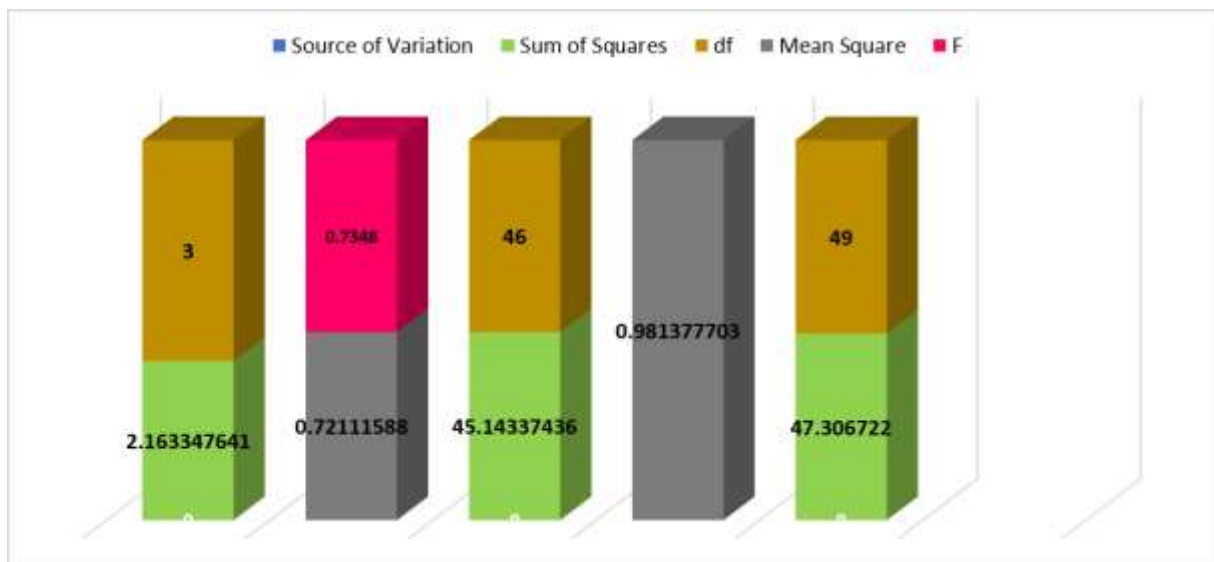


Figure: (c)

From table-3, it is observed that the calculated value of F (0.7348) for $df=3/46$ is less than the critical value of F (2.79) and thus it is statistically not significant at 0.05 level of significance. Therefore, the null hypotheses stated as, “there is no significant difference in the attitude of B.Ed. student-teachers towards teaching profession with regard to pedagogy” is accepted. This suggests that B.Ed. student-teachers with different pedagogy do not differ significantly in the attitude towards teaching profession.

Majors findings of the study:

1. The study found that the majority of the student-teachers has favourable attitude towards the teaching profession.
2. It was also found that there is no significant difference in the attitude of [B.Ed](#) student-teachers towards teaching profession with regard to gender.
3. The study also found that there is no significant difference in the attitude of [B.Ed](#) student-teachers towards the profession of teaching with regard to their pedagogy.

Discussion of Findings

The present study was conducted among 50 B.Ed. student-teachers to examine their attitude towards the teaching profession and to determine whether their attitudes differed according to gender and pedagogy. The findings indicated that the majority of the student-teachers had a favourable attitude towards the teaching profession. Further, no significant difference was found in their attitude with regard to gender or pedagogy.

Favourable Attitude towards the Teaching Profession

The first finding of the study revealed that the majority of the 50 B.Ed. student-teachers had a favourable attitude towards the teaching profession. This indicates that most of the student-teachers in the present study have a positive perception of teaching and appear to recognise teaching as a meaningful and worthwhile profession.

This finding is consistent with the study reported in the Asian Journal of Development Matters, which found that 62.66% of student-teachers possessed a highly favourable attitude towards the teaching profession. The same study suggests that a positive professional attitude is relatively common among student-teachers undergoing teacher preparation.

The favourable attitude observed in the present study may be related to the experiences student-teachers receive during their B.Ed. programme. Teacher education provides opportunities to acquire theoretical knowledge, develop pedagogical skills, observe classroom teaching and participate in teaching practice. These experiences can help student-teachers develop a clearer understanding of the responsibilities and significance of teaching. Timoštšuk and Ugaste (2010), in their qualitative study of 45 student-teachers, found that student-teachers' experiences of teaching and their interactions within the teaching environment were important in the development of their professional identity. They emphasised the need to support professional identity formation during initial teacher education.

More recent research also highlights the importance of attitudes towards the teaching profession. A 2025 study involving 506 pre-service teachers from five Egyptian universities found that attitudes towards the teaching profession were associated with professional identity, engagement and knowledge-sharing behaviour. The authors conceptualised attitude towards teaching in terms of dimensions including affection, value and harmony.

Thus, the favourable attitude found among the majority of the student-teachers in the present study may be viewed as a positive indication of their professional orientation. Such an attitude can provide a useful foundation for developing professional commitment and a stronger sense of identity as future teachers.

Attitude towards the Teaching Profession with Regard to Gender

The second finding showed that there was no significant difference in the attitude of B.Ed. student-teachers towards the teaching profession with regard to gender. This means that the male and female student-teachers included in the present sample of 50 did not differ significantly in their overall attitude towards teaching.

This finding is supported by Panda (2025), who studied 100 pre-service student-teachers from B.Ed. colleges in North 24 Parganas district, West Bengal. The study examined differences in attitude according to several variables, including gender and subject stream, using the Teacher Attitude Inventory. Panda reported that gender did not have a significant effect on student-teachers' attitude towards the teaching profession.

Similarly, Mondal and Panda (2025), in a study of 160 B.Ed. student-teachers from four teacher-training colleges in North 24 Parganas, found no significant gender-based difference in attitudes towards the teaching profession.

The present finding is also consistent with the earlier study reported in the Asian Journal of Development Matters, which found no significant difference between male and female student-teachers in their attitude towards the teaching profession.

One possible explanation for this similarity is that male and female student-teachers in a B.Ed. programme generally receive similar professional preparation. They are exposed to common courses, teaching practice, internship experiences, assessment procedures and guidance from teacher educators. These shared experiences may contribute to the development of similar attitudes towards teaching.

Therefore, the finding suggests that gender may not be a significant factor determining the overall attitude towards the teaching profession among the B.Ed. student-teachers included in the present study. However, this interpretation should be restricted to the sample studied and should not be taken to mean that gender can never influence specific dimensions of teachers' attitudes.

Attitude towards the Teaching Profession with Regard to Pedagogy

The third finding revealed that there was no significant difference in the attitude of B.Ed. student-teachers towards the teaching profession with regard to their pedagogy. This indicates that student-teachers belonging to different pedagogy groups in the present study had broadly similar attitudes towards teaching as a profession.

This finding is supported by Panda (2025), who examined differences in attitude across subject streams. The study found no significant difference between Science and Mathematics and Social Science student-teachers in their attitude towards the teaching profession. However, Panda did find significant differences involving the Language group when compared with Science and Mathematics and Social Science. Therefore, the present study's finding is supported specifically by the non-significant subject-stream comparison reported by Panda, rather than by a general conclusion that all subject streams necessarily have identical attitudes.

Further support comes from the study reported in the Asian Journal of Development Matters, which found no significant difference between Arts and Science student-teachers with respect to their attitude towards the teaching profession.

The absence of a significant difference according to pedagogy may be explained by the common professional foundation of the B.Ed. programme. Although student-teachers specialise in different pedagogy subjects, they are exposed to many common components of teacher education, including educational psychology, philosophy and sociology of education, curriculum and assessment, inclusive education, educational technology and teaching practice. These common experiences may contribute to the development of a shared professional outlook.

Moreover, attitude towards the teaching profession is broader than attitude towards an individual school subject. A student-teacher may have a stronger preference for one subject than another, but this does not necessarily affect their overall perception of teaching as a profession. Professional attitude may involve commitment to learners, perceived social importance of teaching, professional responsibility, motivation and willingness to undertake the responsibilities associated with teaching.

Overall Discussion

Taken together, the findings of the present study indicate that B.Ed. student-teachers generally have a favourable attitude towards the teaching profession, and that this attitude does not differ significantly according to gender or pedagogy. The findings are broadly supported by previous studies reporting favourable attitudes among student-teachers and non-significant differences based on gender and, in some cases, subject stream.

The findings may also indicate that the common experiences provided through teacher education can

contribute to the development of a relatively similar professional outlook among prospective teachers. This is consistent with the argument of Timoštšuk and Ugaste (2010) that professional identity develops through student-teachers' experiences, relationships and participation in teacher education.

The favourable attitude found in the present study is encouraging because positive attitudes towards teaching can form an important foundation for professional identity and engagement. Recent evidence also suggests that attitudes towards the teaching profession are related to professional identity and engagement among pre-service teachers.

Conclusion:

The findings of the study show that most B.Ed. student-teachers have a favourable attitude towards the teaching profession, which indicates that they view teaching positively and are likely to be committed to it as a career. The study also found that gender and pedagogy do not significantly influence the attitudes of the student trainees, suggesting that they share similar perceptions of the profession regardless of these factors. Overall, the results reflect a generally positive outlook towards teaching among future educators. This is an encouraging sign for teacher education institutions, as a positive attitude towards the profession is essential for effective teaching and long-term professional commitment.

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