

# Chapter I

## Introduction of the Research Problem

### 1.1 Introduction

Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence, character and attitude of teachers are undoubtedly the most significant. In any educational institution, more than buildings, libraries and laboratories, it is competence and attitude of a teacher that plays the largest part in the ease with which the student perceives, acquires knowledge, builds up skills and develops the right attitude towards life. From ages, teachers have always been employed for building a character of their pupils. Teachers have an indispensable role in extensive social services. Until and unless, teacher develops right kind of attitude towards teaching profession, he will not be sensitive about the expectations, expected from him/her.

The teacher is the key figure in any scheme of education. The teacher's performance depends upon his personality, background, perception and attitude and the orientation he/she has received. Till a few decades ago, it was believed that teachers are born and not made. Today, however, many teacher training institutes are busy with the task of imparting teacher training.

The quality of education is a direct consequence and outcome of the quality of teachers and teacher education system. Thus, the teacher is the key factor in all educational development and needs to be professionally equipped with teaching competencies, commitment and determination to perform at his/her best. The world needs more teachers, better teachers and committed teachers and India is no exception. No nation can even marginally slacken its efforts in giving necessary professional inputs to its teachers. Since the teachers play a major role in education of children, teacher preparation must not lose sight of this basic thrust so as to empower teachers to transmit knowledge, skills and values among the students. Teacher quality is therefore crucial and has been globally accepted to be significantly associated with the quality of education in general and students' learning outcomes in particular. The Education Commission (1964-

66) of India accepted this influence of teachers in powerful words, “No system can rise above the status of its teacher...” Similar sentiments have been expressed by the Delor’s report (1996) and UNESCO report on *Teacher and Educational Quality: Monitoring Global Needs for 2015(2006)*. The European Commission Report ‘Communication on Teacher Education’ (2007) shows that quality of a teacher is significantly and positively correlated with pupil attainment and it is the most important aspect within school explaining students’ performance. Hence, teacher education becomes a matter of vital concern.

The professional preparation of teachers may be determined by their own academic achievements during teacher education course as academic achievement tells about knowledge and skills acquired that are necessary to become a proficient teacher. Moreover, achievement is a fundamental aspect of everyday life, affecting people’s work, interpersonal relationships, sense of being and leisure (Struthers, Menec, Schonwetter, & Perry, 1996). The achievement-oriented aspect in education, particularly for college students, includes high performance on tests, passing courses and completing degrees. However, academic achievement is strongly influenced by demographic and psychological factors. Academic performance is always associated with many components of learning-world of a learner. In the Bachelor of Education course, the teacher trainees have to learn to teach. “Learning to teach like teaching itself is always the process of ‘becoming’, a time of formation and transformation, of scrutiny into what one is doing and one can become” (Britzman, 1993).

According to Nemser, Feinman and Floden (1986) teachers go through three stages when they start teaching: adequacy, mastery and impact awareness of the effect of their teaching on the students. Pre-service courses should prepare the future teacher for adequacy and mastery. The teacher preparation to a large extent depends both on learners’ characteristics and learning environment during the teacher training programme. The learning environment constitutes the components of the external variables including curriculum, institutional environment, home environment, socioeconomic status and learners’ characteristics incorporating many variables such as, intelligence, aptitude, competence, maturation, attention, readiness, interest, motivation, attitude, approaches of

learning; learning styles, study habits, sensation and perception, memory and previous academic achievement.

As it is not feasible for the researcher to study all the variables (due to time constraint), one background variable- socio-economic status and two personal characteristics-perception about and attitude towards teacher training and teaching profession of B.Ed. teacher trainees as well as relation of socio-economic status on these two personal characteristics were studied in the present research.

The concept of teacher training is not new. Initially scholarliness was considered the sole criterion for becoming a teacher and the concept that teachers are born and not made was also prevalent in those days. Today, the teacher as well as teacher education has got many dimensions as given in the statement- teacher education is nothing but all formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession and to discharge his responsibilities more effectively.

Till a century ago, teaching was mastered mainly by gaining experience. No formal, theoretical or professional training was considered necessary. But, gradually, physiological and pedagogical knowledge relevant to the work of teachers developed. It was felt that, gaining of this knowledge will lead to professionalization of teacher education.

Teacher training now includes every aspect of pupil-teacher's personality. Therefore, teacher training is an institutionalized educational procedure which is aimed at purposeful organized preparation of pupil-teachers.

## **1.2 Theoretical Background of the Study**

For the present study theoretical background can be established with reference to *Carl Roger's Self Theory* for the development of Perception & Attitude of an individual as well as role of environment in their development.

- *Carl Roger's Self Theory* - Carl Rogers (1902-1987) was a humanistic psychologist who agreed with the main assumptions of Abraham Maslow\*, but added that for a person to "grow", they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive

regard) and empathy (being listened to and understood). Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water.

\*(Abraham Maslow's Theory of Self-actualization - It emphasizes the uniqueness of the person and the potential for self-direction and enhanced functioning. Maslow (1968, 1987) supported that people are motivated to search for personal goals which make their lives meaningful and rewarding.)

Rogers believed that every person can achieve their goals, wishes and desires in life. When, or rather if they did so, *self actualization* took place. This was one of Carl Roger's most important contributions to Psychology and for a person to reach their potential a number of factors must be satisfied like proper inputs to form proper perception and to develop positive attitude.

According to Rogers we behave as we do because of the way we perceive our situation.

Carl Rogers (1959) believed that humans have one basic motive, the tendency to self-actualize - i.e. to fulfill one's potential and achieve the highest level of 'human-beingness'. Like a flower that will grow to its full potential if the conditions are right but which is constrained by its environment, so people will flourish and reach their potential if their environment is good enough.

Rogers believed that the person could achieve his/her goals, wishes and desires in life subject to experiences and feelings. Therefore it is necessary to provide appropriate educational environment to B.Ed. students to develop proper perception and favourable attitude towards teacher training as well as teaching profession.

### **1.3 Rationale of the Research**

During researcher's close interactions with B.Ed. students over many years, researcher had observed that students expressed varied opinions in their decision of joining B.Ed. training course. Researcher got intrigued and interested hence decided to understand various factors that motivated the B.Ed. students to join the course. Researcher observed that B.Ed. students have different perceptions about B.Ed. training and teaching profession. These students exhibited varied attitudes towards B.Ed. training

and teaching profession; their understanding about B.Ed. training as a course also differed greatly. On the top of it, B.Ed. students expressed a variety of expectations regarding the B.Ed. training course.

These preliminary observations were certainly leading towards some kind of blurred pattern that researcher was attracted to delve into for better understanding of the phenomenon. B.Ed. students from different socio-economic status were exhibiting different pattern about their expectations and understanding of B.Ed. training and teaching profession.

Thus the researcher decided to study these blurred patterns systematically and hence undertook this research.

#### **1.4 Need of the Research**

Teachers have now come to assume new roles for which they require broadening and deepening of their knowledge and understanding the subject of teaching. Teacher must be prepared to play various roles in teaching profession like – care for students, encourage them for self learning, enable students to realize their physical and intellectual potential, develop character and desirable social and human values to function as responsible citizens, identify his/her own expectations, perceptions of self, capacities and inclinations, to be receptive and be constantly learning, etc. This becomes a very big responsibility on the shoulder of teachers, if they want to give justice to the nobility of teaching profession. The teacher thus plays an important role of a facilitator and a guide. Hence it demands for development of proper attitude towards teacher training and teaching profession.

Students from varied socio-economic background enroll themselves for the B.Ed. course. Their expectations from the teacher training course may differ. B.Ed. students may have favorable or unfavorable attitude towards teacher training and teaching profession.

## **1.5 Significance of the Present Research**

Teacher trainees with favorable attitude will certainly be sensitive towards their profession, effective in fulfilling professional expectations from them and exhibit good teaching qualities.

The present investigation has been designed to study the relation of Socio-economic background of B.Ed. students with their perception about and attitude towards teacher training and teaching profession. The purpose of the study was to make descriptions of:

- Socio-economic Status,
- Perception about teacher training and teaching profession,
- Attitude towards teacher training and teaching profession,
- Socio-economic Status, Perception and Attitude of B.Ed. students as per the type of Institution, medium of instruction and gender,
- Relation of Socio-economic Status of B.Ed. students with their perception about teacher training and teaching profession,
- Relation of Socio-economic Status of B.Ed. students with their attitude towards teacher training and teaching profession.

It was thought that these descriptions would result in getting a specific profile of the chosen population of B.Ed. students and further, the comparison between two groups of trainees on each of these variables could help to locate the similarities as well as differences/disparities among the two groups of teacher trainees, which may help for policy decisions on improvement in teacher training programme.

## **1.6 Title of the Research**

Title of the Research Problem is –

“An evaluative study of the relation between socio-economic background with perception and attitude of B.Ed. students towards teacher training and teaching profession.”

## 1.7 Statement of the Research Problem

The statement of the research problem is as follows –

“To study the relation between socio-economic background with perception and attitude of B.Ed. students towards teacher training and teaching profession in Pune city.”

## 1.8 Conceptual Definitions of Terms

### 1. *Socio-economic background* –

Socio-economic status is the ranking of an individual by the society he lives in, in terms of his material belongings and cultural possessions along with the degree of respect, power and influence he wields. (Bhardwaj, 2001)

The International Dictionary of Education (1977) explains socio-economic status as a person's position in any given group, society or culture as determined by wealth, occupation, education and social class, where social class is the grouping of the people on a scale of prestige in a society according to their social status. It is determined by many factors such as occupation, income, moral standing, family history, social grouping and organization, type of schooling and area of residence.

### 2. *Perception* –

Perception may be defined as the process by which the sensory input or information is organized and interpreted into a meaningful experience. (Dandapani, 2006)

### 3. *Attitude* –

Attitude is a disposition common to individual but possessed to different degrees which impels to react to object situations or positions in ways that can be called favourable or unfavourable. (Guilford, 1954) Attitude is used to express one's way of thinking, feeling or behaving. Attitude is a tendency to act towards or against something in the environment, which can be positive or negative, favourable or unfavourable.

## **1.9 Operational definitions of Terms**

Operational definitions of terms included in the study are -

1. *Socio-economic background* –

Socio-economic background refers to social and economic condition of B.Ed. students. It includes parameters like – social status, economic condition, educational background and cultural condition of an individual.

2. *Perception* –

Perception refers to organization of information by teacher trainees received about components of training in Education such as B.Ed. entrance examination, nature of B.Ed. course, infrastructural facilities, classroom instructions and evaluation, practical work, management of the college and teaching profession through their senses.

3. *Attitude* –

Attitude denotes inner feelings or belief of B.Ed. students towards various components of training programme and teaching profession. Attitude can be positive or negative, favourable or unfavourable.

4. *B.Ed. (Bachelor of Education)* –

Pre-service teacher training course taken up after graduation which is of one year duration.

5. *B.Ed. Students* –

Students of B.Ed. course for the academic year 2011-12.

## **1.10 Objectives of the Research**

Objectives of the study were as follows -

1. To study the socio-economic background of B.Ed. students.
2. To study the perception of B.Ed. students about teacher training and teaching profession.

3. To study the attitude of B.Ed. students towards teacher training and teaching profession.
4. To investigate into perception about and attitude of B.Ed. students towards teacher training and teaching profession as per the type of institution (Granted/Non-Granted), medium of instruction (Marathi/ English) and gender (Male/ Female).
5. To study the difference in perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.
6. To study the difference in attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.
7. To examine the relationship between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.
8. To examine the relationship between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

#### **1.11 Hypotheses for the Present Study**

Following are the research and null hypotheses for the objectives 5, 6, 7 and 8 of the present study-

##### **For objective 5 -**

*Objective 5 - To study the difference in perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.*

*Research Hypothesis-* There will be a significant difference in the perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

*Null Hypothesis-* There will be no significant difference in the perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

**For objective 6 -**

*Objective 6 - To study the difference in attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.*

*Research Hypothesis-* There will be a significant difference in the attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

*Null Hypothesis-* There will be no significant difference in the attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

**For objective 7-**

*Objective 7-To examine the relationship between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.*

*Research Hypothesis-* There will be a significant relation between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

*Null Hypothesis-* There will be no significant relation between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

**For objective 8 -**

*Objective 8 - To examine the relationship between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.*

*Research Hypothesis-* There will be a significant relation between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

*Null Hypothesis*-There will be no significant relation between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

## **1.12 Research Questions**

B.Ed. teacher-trainees with favorable attitude will certainly be sensitive towards their profession, effective in fulfilling expectations and exhibit good teaching qualities. Hence B.Ed. student who has an unfavorable attitude towards teacher training and teaching profession must change it in spite of his/her socio-economic background.

Thus, the study was intended to answer the following research questions –

- a) What is the Socio-economic background of students desirous of taking admission for the B.Ed. course?

*Objective 1: To study the socio-economic background of B.Ed. students.*

- b) What do B.Ed. students feel and think about the teacher training program?

*Objective 2: To study the perception of B.Ed. students about teacher training and teaching profession.*

*Objective 3: To study the attitude of B.Ed. students towards teacher training and teaching profession.*

- c) What are the perception about and attitude of B.Ed. students towards teacher training and teaching profession as per type of institution (Granted/Non-Granted), medium of instruction (Marathi/English) and gender (Male/Female)?

*Objective 4: To investigate into changes in perception about and attitude of B.Ed. students towards teacher training and teaching profession as per type of institution (Granted/Non-Granted), medium of instruction (Marathi/English) and gender (Male/ Female).*

*Objective 5: To study the difference in perception of Granted/Non-Granted, Marathi/ English medium and Male/Female B.Ed. students.*

*Objective 6: To study the difference in attitude of Granted/Non-Granted, Marathi/ English medium and Male/Female B.Ed. students.*

- d) What is the relation of socio-economic background of B.Ed. students with their perception about and attitude towards teacher training and teaching profession?

*Objective 7: To examine the relationship between socio-economic background and perception of B. Ed. students about teacher training and teaching profession.*

*Objective 8: To examine the relationship between socio-economic background and attitude of B. Ed. students towards teacher training and teaching profession.*

### **1.13 Research Assumptions**

1. Students from different socio-economic background take admission to the B.Ed. course. (Garg, Gakhar, 2011)
2. Perception of B.Ed. students about teacher training and teaching profession is different. (Tsayang, 2009)
3. Attitude of B.Ed. students towards teacher training and teaching profession is different. (Garg, Gakhar, 2011)
4. Socio-economic background of B.Ed. students is different and that has relation with their perception about teaching profession.
5. Socio-economic background of B.Ed. students has relation with their attitude towards teaching profession.

### **1.14 Limitations of the Research**

Aspects like social background, economic background, age, maturity, I.Q., cultural conditions, educational qualification at graduation level, etc. of B.Ed. students were beyond the control of the researcher.

### **1.15 Delimitations of the Research**

1. The research study was limited to pre-service B.Ed. students mainly from *Pune Vidyapeeth, S.N.D.T. Womens' University, Pune and Tilak Maharashtra Vidyapeeth, Pune.*
2. The research study was related to the sample from academic year 2011-12.
3. The research study was limited to study the relation of only socio-economic background of B.Ed. students with their perception and attitude towards teacher training and teaching profession.
4. The study was limited to few selected B.Ed. colleges from different parts of Pune city only.
5. The research study was applicable to all pre-service B.Ed. students from the State of Maharashtra.

### **1.16 Method of Research**

It was a status then of the study and hence *Survey method* was used for the study. Survey research studies are useful for both small and large population by selecting and studying samples, chosen from the populations to discover interrelations of sociological and psychological variables.

### **1.17 Population**

All teacher-trainees of B.Ed. course in Maharashtra State formed the population of study.

### **1.18 Sampling Method and Sample**

For the present study *Purposive Sampling Method* was used.

The sample consisted of 1054 teacher-trainees from different teacher training colleges in the Pune city. Following table shows distribution of the sample in terms of

sample from granted and non-granted B.Ed. colleges, sample from Marathi/English medium B.Ed. colleges and sample distribution in terms of male and female teacher-trainees.

Category of the Sample			Sample
Type of B.Ed. college	Granted	Male	62
		Female	340
	Non-Granted	Male	48
		Female	604
Medium of Instruction	Marathi	Male	93
		Female	703
	English	Male	17
		Female	24
Gender	Male		110
	Female		944

### 1.19 Variables

The variables included in the study were -

- Socio-economic background of B.Ed. students
- Perception of B.Ed. students about training in Education and teaching profession
- Attitude of B.Ed. students towards training in Education and teaching profession

### 1.20 Tools for Data Collection

The research was intended to study the relation between socio-economic background of B.Ed. teacher-trainees with their perception about and attitude towards teacher training program and teaching profession. The researcher used three tools to collect data from the sample.

- A standardized Socio-Economic Status Scale prepared by Rajiv Bhardwaj was used to know about teacher trainees' social and economical status. A standardized Socio-Economic Status Scale is given in *Appendix A*.
- Perception Inventory prepared by the researcher was used to collect information about teacher trainees' perception about B.Ed. training program and teaching profession. Perception Inventory is given in *Appendix B*.
- Attitude Inventory prepared by the researcher was used to get data about teacher trainees' attitude towards B.Ed. training program and teaching profession. Attitude Inventory is given in *Appendix C*.

### **1.21 Statistical Techniques used for Data Analysis**

For the fulfillment of objectives of the present study, both quantitative and qualitative techniques were employed for data analysis. Statistical techniques used for data analysis were as follows –

#### **For objectives 1,2and 3 -**

*Objective 1: To study the Socio-economic background of B.Ed. students.*

*Objective 2: To study the perception of B.Ed. Students about teacher training and teaching profession.*

*Objective 3: To study the Attitude of B.Ed. students towards teacher training and teaching profession.*

Frequency distribution tables were prepared considering SESS T-Scores/Perception Scores/Attitude Scores respectively of all 1054 samples. Frequency polygons were plotted to know and to infer about the distribution of SESS T-Scores/Perception Scores/Attitude Scores of the sample. Computation of data was done by using statistical techniques like Mean, Standard Deviation and Skewness.

The percentages of Perception/ Attitude scores were calculated and used for item-wise analysis.

**For objective4 –**

*Objective 4: To investigate into perception about and attitude towards teacher training and teaching profession as per the type of institution (Granted/ Non-Granted), Medium of Instruction (Marathi/ English) and Gender (Male/ Female).*

To investigate into perception and attitude towards teacher training and teaching profession, as per the type of institution (Granted/ Non-Granted), Medium of Instruction (Marathi/ English) and Gender (Male/ Female) considering perception scores and attitude scores, frequency polygons were plotted. Most stable measure of central tendency, i.e., a Mean and a value of Skewness were calculated for each category.

**For objectives 5 and 6 -**

*Objective 5: To study the difference in perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/ English medium and Male/Female B.Ed. students.*

*Objective 6: To study the difference in attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/ English medium and Male/Female B.Ed. students.*

Research hypothesis and Null hypothesis were formulated to study the difference between all the three categories and t-values were calculated for testing of hypothesis.

**For objectives 7 and 8 -**

*Objective 7: To examine the relationship between Socio-economic background and perception of B.Ed. students about teacher training and teaching profession.*

*Objective 8: To examine the relationship between Socio-economic background and attitude of B.Ed. students about teacher training and teaching profession.*

Research hypothesis and Null hypothesis were formulated to study the relationship between Socio-economic background and perception / attitude scores. 't-Value' was found to test the hypotheses.



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