

Dignity and Professional Interest of B.Ed. Teacher Trainees

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Abstract- This paper emphasizes on the dignity and importance of teaching profession. It also conveys the moral note that each teacher has to perform the role according to certain rules and norms concerning with imparting knowledge, values,, balanced emotions ,competencies, skills, discipline guidance etc. for betterment of pupils and also for attaining goals of education.

The study was examined on 40 teacher trainees of College of Education in Chennai to evaluate the effect of interest of teacher trainees towards their teaching profession. The result reveals that respondents developed a favorable interest towards their teaching profession after the completion of their B.Ed. course. However, qualification and marital status had no significant relationship with the change in interest in teaching profession.

I. INTRODUCTION

Education helps in development of overall personality of the individual in all fields and aspects. Teaching is a profession, which lays the foundation for preparing the individuals for all other professions. It is a well-established dictum that no nation can rise above the level of its teachers. It is the teacher who plays pivot role in the educational system and is a catalytic agent of change in the society .Various factors influence teacher's qualities the most. A teacher should not only be competent in the subject, teaching methods and understanding the learner but also have favorable interest towards their teaching profession. During the teacher training course teacher trainees have various types of experiences which are responsible for shaping their behavior as a teacher.

The teacher's role is a dynamic aspect of an individual status. The documents circulated at the forty-fifth session of the international conference on Education, organized by UNESCO / IBE, held at Geneva in 1996,i included in general the following roles that teachers are expected to follow in the work of globalization which is affecting all walks of life including education.

1. Promoting skills and competency in literacy and numeracy, sensitivity to the environment and harmony between the school and its community.
2. Helping the growth of basic skills and attitude for proper and continued development of cognitive, social, moral and emotional development.
3. Transmitting culture and knowledge help students become aware of the world community.

4. Nourishing creative and critical abilities.
5. Encouraging adaptability in a dynamic and ever changing society.
6. Helping each individual achieve full self-actualization to become a fully functional member of society.
7. Providing the students and the community with an admirable role model as a professional teacher.
8. Ensuring student's physical well-being.
9. Becoming accountable to the community and student's parents.

The role of modern teacher is not confined to teaching alone. Teacher is expected to participate in the development programme of the community life.

Mudaliar Report (1952) stated rightly "We are convinced that most important factor in the contemplated education reconstruction is the teacher –his personal qualities, his educational qualifications, his professional training and the place that the teacher occupies in the school as well as in the community".

On similar lines Kothari Commission stated that " nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession ,providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective .

It is, therefore, pertinent to collect data about the interest of teacher trainees towards the existing teacher education programme so as to get a better picture of the situation and to identify the means to improve the teacher education further which help to train quality teacher's .So the present study is an effort in this direction.

II. STATEMENT OF THE PROBLEM

The title of the problem is precisely as follow:
Dignity and importance of interest towards teaching profession of B.Ed. teacher trainees.

III. OBJECTIVES OF THE STUDY

The present study was conducted with the following objectives.

1. To study the interest of teacher trainees towards teaching profession.

2. To identify the differences in the interest of teacher trainees depending upon their personal and demographic variables.

IV. HYPOTHESIS

To realize the above objectives the following descriptive and statistical hypotheses were formulated for the purpose of testing .The hypotheses formulated were in 'null-form as it is akin to statistical testing. The interest of teacher trainees towards the existing teacher training programme is favourable.

V. DEPENDENT VARIABLES

The interest of teacher trainees towards the existing teaching profession.

VI. INDEPENDENT VARIABLES

The independent variables considered in the investigation are teacher trainee's personal and demographic variables ie: sex, educational qualifications of B.Ed.teacher trainees.

VII. SELECTION OF SAMPLE

The present investigation is essentially a survey type of research aimed at evaluating the existing teacher training programme - B.Ed. The research was conducted for B.Ed.teacher trainees in Chennai district.

VIII. CONSTRUCTION OF TOOLS

Interest in teaching profession: Dr.B.S.Kakkar (1967) inventory a standardized tool is to be validated and used for the study.

The influence of sex on professional interest of the B.Ed.teacher trainees.

S.No	Variable	Sex	N	Mean	SD	't'
1.	Interest in teaching profession	Male	18	174.82	42.40	0.08
2.		Female	22	176.07	47.96	

The above table reveals that the Interest in teaching profession scores obtained by the male and female teacher trainees reveal that the female teacher trainees have scored a better mean when compared to male teacher trainees and the 't' value obtained to the test the significance of difference is found to be not significant at 0.08 level .Hence ,the null hypothesis that the male and female teacher trainees do not differ significantly with regard to their Interest in teaching profession is accepted .

DESCRIPTION- B.S.Kakkar's (1967) inventory a standardized tool is to be validated and used for the study. Interest in teaching scale (1967) consists of 27 items of multiple choice types. Five alternatives are given for each item, out of which the subject is required to choose the one in which he/she is most interested. If the subject chose the alternative related to teaching, a score of 1 is given. If the subject has chosen any other alternative, a score of 0 is given. According to B.S.Kakkar one who gets a score of 18 and above has very high interest in teaching profession.

IX. SCORING PROCEDURE

Five alternatives are given for each item, out of which the subject is required to choose the one in which he is most interested. If the subject chooses the alternative related to teaching, for an item, he is given a score of '1'. If he has chosen any other alternative he is given a '0'. Thus a maximum for a subject, most interested in teaching can get is 27. The score ranges from 0.27 in the direction of the lowest level of interest to the highest level of it.

According to B.S.Kakkar one who gets a score of 18 and above has very high interest in teaching and he is likely to become an excellent teacher and one who gets less 5 may become an inefficient teacher. One who gets a score of 13 and above can be set to have a fairly high level of interest in teaching and one who gets less than 13 can be set to have a low level of interest in teaching.

X. DIGINITY AND PROFESSIONAL INTEREST OF B.ED. TEACHER TRAINEES

SEX: The influence of sex on professional interest of the B.Ed. teacher trainees is tested by the 't' test and the results are presented below in the table:

XI. EDUCATIONAL QUALIFICATION

The influence of educational qualification on professional interest of the B.Ed. teacher trainees is tested by the 't' test and the results are presented below in the table:

The influence of educational qualification on professional interest of the B.Ed. teacher trainees

S. No.	Variable	Educational qualification	N	Mean	SD	't'
1.	Interest in teaching profession	U.G	18	179.56	42.32	0.27
2.		P.G	22	182.18	38.84	

The above table reveals that the Interest in teaching profession scores obtained by the U.G and P.G teacher trainees reveal that the P.G teacher trainees have scored a better mean when compared to U.G teacher trainees and the 't' value obtained to the test the significance of difference is found to be not significant at 0.27 level .Hence ,the null hypothesis that the U.G and P.G teacher trainees do not differ significantly with regard to their Interest in teaching profession is accepted .

XII. CONCULUSION

On the basis of the result derived from the analysis of the data it is clear that interest in teaching profession of male and female teacher trainees are equally positive towards their teaching profession.

The major finding is that professional interest of teacher trainees had significantly better personality adjustment and more favorable interest towards their teaching profession is approved.

It is concluded from the present study that teacher education B.Ed. course helps to develop favorable interest towards teaching profession. Therefore, all the teachers irrespective of level i.e. schools, colleges should undergo some sort of teacher education.

The Teacher Education Programmes should be modernized by providing latest infrastructure facilities in the present day context. Teaching is a profession which lays foundation for preparing the individuals for all other profession.

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