



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2015; 1(10): 389-392
www.allresearchjournal.com
Received: 16-07-2015
Accepted: 17-08-2015

Y N Prasadappa
Research Scholar,
Department of Education,
Bangalore University,
Bengaluru.560056.

M S Talawar
Professor and Dean,
Faculty of Education,
Bangalore University,
Bengaluru.560056.

A Study of Motives of Student-Teachers for Joining the B.Ed Course

Y N Prasadappa, M S Talawar

Abstract

Every individual has commitment and dedication to his profession. This is further determined by his motives for accepting the professional work and its working place. There is need to know the reasons and situations which lead to join B.Ed course. The present study aims at finding out the motives of the student- teachers for joining the B.Ed course. This research article is an outcome of an intensive survey. A questionnaire comprised of seven multiple choice questions was used for collecting the response of 100 student-teachers of B.Ed colleges located in Bangalore urban. The data was analysed and interpreted by calculating the percentage of responses to each question.

Keywords: Motives, B.Ed Student-Teachers, B.Ed course

Introduction

The term 'motivation' has been derived from the word 'motive' which means anything that initiates or sustains activity. Motivation in simple terms may be understood as the set of forces that cause people to behave in certain ways. It is an inner state that energizes, activates or moves and that directs or channelize behaviour towards goals. Motives are important to highlight the reasons, intentions and forces responsible for human actions. The nature of a person's dedication and devotion towards his profession is determined by his motives of accepting that profession. In general the motives are two types viz. extrinsic and intrinsic. Extrinsic motives such as remuneration and other financial benefits while intrinsic motives included love for teaching or kids or school environment.

The society recognizes teaching as one of the noblest of all professions. The teachers are the intellectual and spiritual father of students. He leads the students from the darkness of ignorance to the light of knowledge and helps to keep the lamp of civilization burning. No system of education can make progress unless the teachers discharge their responsibilities sincerely and honestly. Hence, the students-teachers will be better here to understand the role of teaching profession and teacher education before entering the B.Ed course. It is required to become teacher.

To improve the quality of teacher education, it is needed that only those individuals who are greatly interested and committed for the teaching profession must be selected while giving admissions. In the present context observed that so many teachers joined teaching profession very easily but those are not ready to learn more about teaching. They never add some books to their libraries, never add new method in their teaching or never take any extra efforts to make their teaching experience interesting. The self-centred teachers are not ready to learn new things through professional development course. It means they have negative stance towards further education or more knowledge seeking. On these backgrounds, it is very exceptional that so many student teachers take admissions for B.Ed course. By observing these facts the researcher wanted to study the motives of the student teachers for joining B.Ed course significance.

Objectives of the Study

The present study was designed with the following objectives

1. To study the motives of B.Ed students for joining B.Ed course.
2. To find out the reasons of joining B.Ed course by Student-teachers.

Correspondence
Y N Prasadappa
Research Scholar,
Department of Education,
Bangalore University,
Bengaluru.560056.

Research Questions

1. Why do the student-teachers join B.Ed course?
2. What are the reasons behind joining B.Ed course by student teachers?
3. What are their motives of joining B.Ed course?

Methodology

A descriptive survey approach was adopted for the present research.

Sample

The simple random sample of 100 student teachers from one aided and one un-aided B.Ed colleges were selected. All the colleges are situated in Bangalore urban. The sample consists of both male and female

Tool

The self prepared questionnaire with seven multiple choice questions from following area: reasons, personal and professional development, influence of friends and relatives, financial growth, teaching profession, service to society and future prospects through teaching field was used for the purpose of collecting data.

Statistics Used

The data gathered from the students was of descriptive type therefore the percentage analysis was used to interpret the data.

Analysis and Interpretation of Data

The collected data was analyzed by using percentage of responses considering the majority of responses to each question. The question-wise analysis and interpretation has been given below.

Table 1: Show the response of B.Ed student-teachers about what is your specific reason for joining B.Ed course ?

Sl.no	Reasons	No. of response	Percentage
1	I am interested in teaching	47	47.00
2	To seek a government job	28	28.00
3	I like children; if I became a teacher, I can spend much time with them in teaching field	10	10.00
4	I didn't want to waste one academic year as I did not get admission in P.G.	7	7.00
5	Lack of guidance	5	5.00
6	For the sake of understanding the school administration as I want to start a new school in my own.	3	3.00

Table-1. Shows that 47% of the trainees joined because of their interest in the teaching profession.28% of the trainees joined to seek a government job and 10% of the students joined because they like children. Only 7% of the trainees joined because they didn't want to waste one academic year,

as they did not get admission in a postgraduate course. While 5% of the trainees joined for awareness of school administration another 3% of the students joined due to lack of guidance.

Table 2: Show the response of B.Ed student-teachers about did you join B.Ed for the sake of personnel and professional development?

Sl. no	Reasons	Responses	Percentage
1	I want to work as a lecturer; B.Ed helps me as an additional qualification in my career	49	49.00
2	To study M.Ed	21	21.00
3	I am working as a private school teacher ; B.Ed helps me to enhance the teaching skills	12	12.00
4	To gain doctorate degree in education (Ph.D)	8	8.00
5	I am a T.T.C. holder teacher; B.Ed helps me to acquire promotions	6	6.00
6	As per the government's new rule, every private school teacher should be trained	4	4.00

Table-2 shows that 49% of the trainees felt B.Ed would help them as an additional qualification in their career. 21% of the students joined to study M.Ed 12% of the students felt B.Ed helps them to enhance the teaching skills as they are already working as teachers in private school. 8% of the trainees

joined with the intention of doing Ph.D in education. Only 6% of the trainees joined for the promotion because they are T.T.C. teachers and 4% joined as private schools demand trained teachers.

Table 3: Show the response of B.Ed student-teachers about did you join B.Ed due to the influence of relatives, friends and other etc?

Sl. no	Reasons	Responses	Percentage
1	Because of the influence of eminent teaching personalities like Dr.Sarvepally Radhakrishnan	52	52.00
2	Because of encouragement of family	22	22.00
3	Most of my family members and relatives are working as teachers so I too joined B.Ed	10	10.00
4	Due to the financial conditions of my family	9	9.00
5	As all my friends are doing B.Ed, I too joined B.Ed	7	7.00

Table-3 shows that 52% of the trainees joined B.Ed being influenced by eminent teaching personalities like Dr.Sarvepally Radhakrishna. 22% of students joined B.Ed because of the encouragement of their family. 10% of

students joined B.Ed because of the influence of their relatives working as teachers. 9% of the students joined B.Ed due to financial hardships of their families and only 7% of the students joined B.Ed because of their friends influence.

Table 4: Show the response of B.Ed student-teachers about did you join B.Ed because of the following reasons related to financial growth?

Sl. no	Reasons	Responses	Percentage
1.	For male trainees (only males have to answer)		
	a) Can earn more money through tuitions, coaching after school	40	40.00
	b) Can demand higher dowry	7	7.00
2.	For female trainees (only females have to answer)		
	a) Can help in household expenses	29	29.00
	b) Can get bridegroom at lower dowry	10	10.00
3.	Can demand higher salary in the private sector	11	11.00
4.	Can earn higher profits by establishing B.Ed colleges in future	3	3.00

Table-4 shows that 40% of male trainees felt that they could earn more money through tuitions, and coaching after school timings. 7% of trainees felt that they can demand higher salary in the private sector. 29% of female trainees joined to meet household expenses. 10% of the trainees joined with the intention of getting a bridegroom at a lower dowry. 11% of the trainees joined with the intention of demanding higher salary in the private schools and 3% of trainees joined with the intention of earning higher profits by establishing B.Ed colleges in future.

Table 5: Show the response of B.Ed student-teachers about Did you join B.Ed because of the following reasons related to service to society and social recognition ?

Sl. no	Reasons	responses	Percentage
1.	Can prepare students to the needs of the country and its development	53	53.00
2.	Can get identity in the society	24	24.00
3.	Can serve the society through teaching profession	15	15.00
4.	Teachers play an important role in the society	8	8.00

Table-5 shows that 53% of the trainees joined because they can prepare the students to the needs of the country and its development. 24% of the trainees felt they could get identity in the society. 15% of the trainees joined to serve the society through teaching profession, and 8% of the trainees joined because they felt that teachers play an important role in the society.

Table 6: Show the response of B.Ed student-teachers about Did you join B.Ed because of the following reasons related to teaching profession?

Sl. no	Reasons	Responses	Percentage
	It is a noble profession compared to other	57	57.00
	Opportunities are there for getting higher rank in the profession	20	20.00
	At present the government is filling teacher vacancies	9	9.00
	Tensionless profession	7	7.00
	Fewer working days than other professions	4	4.00
	Less working hours	3	3.00

Table-6 Shows that 57% of the trainees joined as they felt teaching profession is a noble profession. 20% of the trainees joined as they felt teaching profession provides opportunities for getting higher rank in the profession. 9% of trainees joined because at present government is filling teacher vacancies. 7% of the trainees felt teaching profession is a tensionless job. 4% of the trainees joined because teaching profession has fewer working days than other professions. Only 3% of the trainees joined as they felt teaching profession has less working days.

Table 7: Show the response of B.Ed student-teachers about did you join B.Ed because of future prospects through teaching field ?

Sl. no	Reasons	responses	Percentage
1	Hope to play an active role in the society	60	60.00
2	Hope to seek higher satisfaction in the profession	22	22.00
3	Hope to acquire life security	12	12.00
4	Not expecting to get appropriate honor in the profession	4	4.00
5	Depressed for not getting highest earning job	2	2.00

Table-7 shows that 60% of the trainees hope to play an active role in the society. 22% of the trainees seek higher job satisfaction. 12% of the trainees are for security in their life. 4% of the trainees are hoping to achieve prestige in the profession. Only 2% of trainees are not expecting to get appropriate honour in the profession.

Major Findings of the Study

1. The results reveal that majority of the students have joined the B.Ed course because of their interest in teaching profession and some of the students have joined for getting a government job.
2. The study reveals that majority of the trainees felt that B.Ed help them as an additional qualification in their career and some of the trainees joined to study M.Ed.
3. The results of the study reveal that about, half of the students have joined being influenced by eminent personalities like Dr. Sarvally Radhakrishna and some of the trainees joined because of the encouragement of their families and relatives.
4. The study reveals that, majority of the trainees feel that they can earn more money through tuitions, coaching after school hours, and some of the trainees felt that after completion of B.Ed they could demand higher salary in private schools.
5. The study reveals that half of the trainees feel that they can prepare the students to the needs of the country and they can get identity in the society.
6. The study found out that about half of the students have joined B.Ed as they felt teaching profession is a noble profession and it provides opportunities for getting higher rank in the profession.
7. The study reveals that majority of the students feel that teaching profession is the best way to play an active role in the society and they hope to higher job satisfaction in this profession.

The results revealed that sixty percent student- teachers have joined the B.Ed course as they want to play an active role in the society (60%); teaching profession is a noble profession

(57%); it can help prepare students to the needs of the country and its development (53%); are influenced by the eminent teaching personalities like Radhakrishna (52%).

Some of them have joined in B.Ed for the sake of personal and professional development such as additional qualification to become a lecturer(49%); have interest in teaching field (47%); can get identity in the society(24%); it provides better job satisfaction(22%); and to study M.Ed (21%).

A few student teachers joined B.Ed with an intension of getting remunerative and other benefits such as government job easily through B.Ed (28%) can demand higher salary in the private sector(11%). Some joined B.Ed with the encouragement of their family members (22%). Specific observations between male and female teachers in motives were also analyzed. The male teacher trainees joined B.Ed because they can earn more money through tuitions, coaching etc. after school hours (40%); can demand higher dowry (7%). Female teacher trainees felt that it can help in household expenses (29%) and can get bridegroom at a lower dowry (10%).

Educational Implications

From the findings of the study, the following educational implications have been drawn:

1. The results revealed that majority of the student-teachers joined B.Ed. course with the positive and healthy motives which will help to make sustained efforts to achieve the goal of being effective and successful teachers in action and practice.
2. The 40% male teacher trainees joined B.Ed. course because they can earn more money through tuitions, coaching etc. after school hours and 29% female teacher trainees felt that it can help in household expenses. 7% male teacher trainees think that they can demand dowry whereas 10% female teacher trainees felt that they can get bridegroom at a lower dowry. Therefore, it suggests that there is a need to conduct an entrance test for male and female candidates to test their interest, attitude and aptitude towards teaching profession for admission in B.Ed. course.

Suggestions for Further Research

The present study has some limitations as already indicated, in light of that the following suggestions were offered for further study.

1. A comparative study may be undertaken for the rural and urban students.
2. The size of the sample can be increased so that the obtained results can be used for inferential purpose.
3. A comparative study may be undertaken between South and North region.
4. It may deal with the socio-economic status of the students.

Reference

1. Anand S P. Student teaching profession, Reasons for Joining and Job Satisfaction; Quest in Education, 1980.
2. Bhaskar Rao.Digmurthy Teacher Education in India: New Delhi, Discovery Publishing House, 2001.
3. DevegowdaAC. Teacher Education in India: Bangalore, Printer all (p) ltd., 1973.
4. FurlongJ, Maynard T. Mentoring student Teachers: The Growth of professional knowledge: UK,

RoutledgePublication, 2012.

5. Kashinath HN, Nagraj P. Trends and Innovations in India Education: Gadag Vidyanidhi Prakashana, 1998.
6. Kumar Yogesh, SinghRuchik Nath. Teachers Education: New Delhi, A.P.H Publishing Corporation, 2005.
7. Mangal KS. General Psychology: New Delhi, Sterling Publishers Pvt, 2012.
8. Bhawana M. Problems and Methods of Teacher Training: New Delhi, Mohit Publications, 2003.
9. Mohanthy Jaggannath. Modern trends in Indian Education: Deep and Deep P:ublication, 2005.
10. Dr. Mohanthy, Behari Sunil. Student Teaching: A.P.H.Publication, 2009.
11. Nateshan AK, Jahitha Begum. Quality concerns in teacher education: New Delhi, A.P.H Publishing Corporation, 2010.
12. Rao VK, Teacher Education, New Delhi, A.P.H. Publishing Corporation, 2001.
13. Dr. Shripad Bolashetty S, Chanrashekhar Nandihalli H. Teacher Education in Karnataka: Bang Alore, Sathyasri Printers Pvt. Ltd, 2005.
14. Toates, Fredrick Motivational Systems: Cambridge University Press, 1986.
15. Vernon MD. Human Motivation: Cambridge University Press, 1969.

Journals

1. Singh PR. Teacher Education in search of an identity, Edutracks, 2008.
2. Hassan HD. Rao Appa VA. Innovations in Teacher Education, Edutracks, 2012.
3. Kaur MD, Kaur PS. The Role of Education in Making Knowledge Society, Edutracks,2011
4. Mangal S, Rout S. Course – Related Motivation and Job – Related Attitude of Student – Teachers, Edutracks, 2008.
5. Saral Kumar, RoutAP. Behera Quality of Teacher Education Programme, A few problems and strategies, Edutracks, 2008.

Websites

1. <http://www.eric.ed.gov/>
2. <http://ncert.nic.in/index.html>
3. <http://www.ugc.ac.in/page/State-Higher-Education-Councils.aspx>