

## ANALYSIS OF THE ATTITUDE OF B. ED. STUDENTS TOWARDS THE TEACHING PROFESSION

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### Abstract

Attitude refers to a susceptibility to respond in a specific way to various stimuli, as described by Anastasi in 1957. This dynamic entity is constantly evolving. It plays a crucial role in determining the student's performance. Attitude can be described as a state of readiness about something acquired from experience that determines how people will act in response to a specific trigger. Behaviorally, it sets the stage for specific conduct, which could range from very beneficial to very detrimental, with intermediate levels of non-beneficial but non-harmful conduct. Teaching is a role within educational organizations that involves a specific set of behaviours and encompasses the responsibilities and relationships associated with this position. Studying and analyzing attitudes is valuable in understanding and evaluating an individual's behaviour. Our attitudes greatly influence our social perceptions and behaviors. Attitude is a powerful force that shapes an individual's thoughts, emotions, and actions toward a psychological object (Kagitcibasi, 1999). Attitudes are subjective, favorable, or unfavorable assessments regarding objects, individuals, or occurrences. Attitudes convey an individual's emotions and sentiments towards something (Robbins, 1994).

**Keywords:** Attitude, Male, Female, Urban, Rural, Science Stream, General Stream, B.Ed. Students and Teaching Profession

### Introduction

The power of attitude resides in its three components: emotional, overt motor, and thinking or learning domains of functioning. Altogether, these components determine how the person thought, felt, and behaved concerning a specific topic and their attitudes and reactions overall. These components are a yardstick for measuring individual behavior (Feldman, 1985). Teaching is a mighty endeavor that demands an appreciative attitude and specific skills from those who practice it. Bachelor of Education Students' proficiency is greatly influenced by their attitude towards the profession. The evolving times have brought a new dimension to this esteemed profession, demanding specialized skills and a positive mindset. Students may have varying perspectives on teaching. Undoubtedly, attitudes, particularly among B. Many factors, such as the school environment, the interactions with colleagues, the prevailing value system, and individual perspectives on life, influence Ed students. Attitudes are intricately intertwined with profound insights, nuanced interpretations, strong opinions, and impactful actions. Teaching is closely connected to learning and can significantly shift the learner's attitude. This is intricately intertwined with students' positive or negative attitudes toward their teachers, the teaching profession, classroom activities, and the administration. The study holds excellent importance for multiple reasons. First and foremost, we will strive to gain a more profound insight into the attitudes of B. Ed students towards the teaching profession within the content area. Furthermore, the findings of this study can assist a wide range of individuals involved in education in fostering favorable dispositions among students towards the teaching profession. Ultimately, the insights gleaned from this study have

the potential to assist individuals new to this field significantly.

### **Review of Literature**

Harris A. R. (2010) surveyed the attitude toward profession and academic stress by attempting to change the educator attitudes and the teaching practice strategy through professional development based on backward design curriculum and efficacy. Kulkarni U. K. (2011) analyzed teaching competence and their attitude towards the teaching profession of D. Ed. effective teachers employed in the enhanced primary schools of Karnataka. K. Firdose (2011) compared teachers' perceptions of the teaching profession and academic burnout concerning constructivism teaching methodology and academic performance in English. Shahla Shabeeh Shaheen, in his study published in 2015, investigated the attitudes of secondary school teachers of Aligarh Muslim University towards the teaching profession, as well as early adulthood and late adulthood teachers. The Research study was conducted by Debdas Sarkar in 2016 on college teachers' attitudes towards the teaching profession in the Cooch Behar District of West Bengal, any teaching experience concerning gender, stream, caste, type of school, and Sikand Kauts (2016) focused on understanding teachers' perceptions from rural or urban settings on Continuous and Comprehensive Evaluation (CCE) in the context of the Secondary level. Kumlesh Dhall (2017) saw the teaching attitude of secondary school teachers as having low and high job satisfaction compared to males and females. Extrinsic motivation attributes like salaries and welfare make insignificant contributions to positive attitudes towards the teaching profession compared to intrinsic factors like passion towards the noble teaching profession and the ability to transform students' lives. Research has also demonstrated that students motivated by vocational calling or purpose are more committed to their stay in teachers' education programs (Richardson & Watt, 2006). They also found that attitudinal variables can be influenced by extrinsic rewards like other aspects of job content and organizational rewards, which include security and remuneration. Although the points mentioned above may lead to a person joining the profession, they may not be why they stay there for long. For instance, Kyriacou and Coulthard (2000) identified that monetary motivation is inadequate for creating a solid professional commitment to teaching. The social status of the teaching profession plays a crucial role in shaping students' attitudes. Teaching is also honored in many cultures as a noble profession; hence, the students have positive attitudes toward the profession. However, negative attitudes towards teachers may stem from poor remuneration and appreciation of teachers in a given society. Hargreaves (2000) notes that societal attitudes and perceptions affect how teachers construct their identities.

Specific encounters like having effective teachers and educational backgrounds show positive attitudes towards teaching. Using the work of Darling-Hammond et al. (2002), one can conclude that positive attitudes concerning education are developed through high-quality teacher preparation programs. These programs afford actual mentorship practice teaching lessons alongside observing good practices in teaching. However, several challenges and barriers can result in negative attitudes towards teaching. Some challenges likely to be reported include workload, stress, and lack of support. In a study, Klassen and Chiu (2010) discovered that teacher burnout and dissatisfaction with their programs reduce their attitude toward starting the teaching profession. Culture and gender also influence the attitudes about teaching. In some cultures, teaching is traditionally regarded as a woman's occupation, which might affect both sexes' perceptions. Moreover, cultural beliefs and practices concerning education and work can influence people's perceptions. Tinsley and Tinsley (1987) suggest that within the cultural context, the choice of career and the resultant attitudes are determinative.

### **Objectives of the Study**

The present study aims to achieve the following objectives.

1. As for the attitudes of B. Ed. students towards the teaching profession or saying that the teaching profession can affect the students positively.
2. To investigate the perceived attitudes of males and females studying B. Ed., students regarding the teaching profession.
3. In this case, the researcher would focus on determining attitudes towards B. Ed held by the urban and rural participants. To students concerning the teaching profession.
4. In order to compare the attitude of B. Ed., the scarcity of science and general stream students towards the teaching profession.

### Hypotheses of the Study

Following the objectives, a set of hypotheses are formulated for testing. The null hypotheses for the present study will be framed to check the objectives' significance.

S. No.	Hypothesis
	Attitude of male and female B. Ed. students towards the teaching profession will have no statistically significant mean difference.
	This null hypothesis presupposes that the mean score of the attitude towards the teaching profession will not differ significantly between the urban and rural B. Ed.
	There will be no significant difference in mean scores of the attitude of Science and General stream B. Ed students toward the teaching profession.

### Methodology

The main objective of the present study is to explore the specific dimensions of attitude and how specific factors affect the attitudes of the students pursuing B. Ed. For these objectives to be attained, the study utilized the survey method through a random sampling technique. The target population for the study was selected from seven universities offering B. Ed.

### Tools

To ensure adequate information regarding the attitudes of B. Ed. students toward the teaching profession, the investigator has developed and standardized a specialized attitude scale. This custom scale was developed to sensitively measure students' thoughts and emotions towards their prospective careers in education. Nevertheless, it is necessary to note that these limitations are equally applicable to this scale and indicate the general limitations of the research. In addition, the coverage of this research was deliberately restricted to B. Ed. This geographical delimitation affords a focused and extensive study while simultaneously limiting the generalisability of the results to B. Ed. students in different regions or contexts. However, the findings and conclusions derived from this localized research are helpful and contribute to the knowledge of the attitudes of future educators in this particular urban context.

### Reliability of Teaching Attitude Scale

The researcher calculated different types of reliability of the Teaching Attitude Scale mentioned below.

#### 1. Test-retest method

The researcher gave a Teaching Attitude Scale to 200 B.Ed. Students twice at an interval of 15 days. The researcher calculated the correlation coefficient between the scores of both tests given at an interval of 15 days using the Karl Pearson formula. The reliability was found to be 0.87, which shows good

reliability on the Teaching Attitude Scale.

## 2. Split-half method

In this method, the researcher divided items of the Teaching Attitude Scale into two scale forms. In form-1, odd-numbered items (i.e., 1, 3, 5, etc.) were comprised; in form-2, even-numbered items (i.e., 2, 4, 6, etc.) were comprised. The researcher calculated correlation coefficients using different formulas, as mentioned below.

1. The reliability value was 0.79 using the Spearman-Brown formula.
2. The reliability value was found to be 0.82 using Rulon's formula.
3. The reliability value was 0.74 using Flanagan's formula.

All these values show the reliability of the Teaching Attitude Scale.

## 3. Guttman's split-half method

The result of Guttman's split-half method is given in the below table.

**Table 1: Result of Guttman's Split-half Method**

No.	Variable	Value
1	Covariance	28.56
2	Variance	149.27
3	Guttman's Coefficient	0.76

These three fundamental quantitative values provide information on likely hypotheses regarding the nature of a given data set. Fifty-six points show that two variables correlate and have a direct association, meaning they have a direct proportional relationship. The coefficient of variation of 149 is higher than that of the interest rate but still of relatively small magnitude. 27 emphasises the degree of dispersion or variability, meaning the values are diverse or widely ranged. : The coefficient alpha of 76 is significant in this context since this index reflects the reliability or internal consistency of a scale or a test, which is often dependent on in such sciences as psychometrics, quality control and the like. Combined, these figures paint a picture of a variable distribution with much volatility, the dependent variables are positively related, and the measurement strategy shows reasonable internal consistency, all of which can add valuable information for further use in research or applied contexts.

## 4. Cronbach's Alpha Method

The result obtained by Cronbach's Alpha method is mentioned in the table below.

**Table 2: Result of Cronbach's Alpha Method**

No.	Variable	Value
1	No. of items	50
2	The sum of item variance	28.63
3	The variance of the total score	141.28
4	Cronbach's Alpha	0.82

This table is quite helpful in understanding the Test Information or reliability of a 50-item test or questionnaire. Overall, item variance totals up to 28.63, implying the combined variability of each item; conversely, the total test score shows a significantly more significant variance of 141.28, meaning that the test has distinguished different respondents. Two out of the whole set of questions were returned filled; the rest were left blank or answered in ways that were not easily quantifiable. The Cronbach's

Alpha is zero. Wu found the value of Cronbach’s alpha coefficient to be 82, suggesting excellent internal consistency reliability. This value suggests that the fifty items converge to assess the same construct, a clear sign of a well-validated instrument. The enormous difference between the total item variances, on the one hand, and the total score variance, on the other hand, also affirms the possibility of this test separating the respondents beyond simple random noise. These features suggest that the psychometric tool is soundly constructed and reliable and can afford meaningful measurements and differentiation in its domain.

**5. cKuder Richardson’s Method (KR<sub>21</sub>)**

The result of Kuder Richardson’s method is given in the below table.

**Table 3:Result of Kuder Richardson’s Method**

No.	Variable	Value
1	Items (K)	50
2	Mean (X)	150.37
3	Variance (S <sup>2</sup> )	186.89
4	KR <sub>21</sub>	0.71

This table contains significant characteristics of a psychometric instrument or test. The respective test consists of 50 items (K), which defines it as a relatively comprehensive assessment tool. Thus, the mean score  $X = 150.37$  gives the mid-point of the scores, but it does not tell the level of performance of all the respondents studied; instead, it is a measure of central tendency. The variance (S<sup>2</sup>) came up to 186.89 shows a high degree of variability in testers’ scores, meaning that the instrument works to distinguish between the respondents. The KR<sub>21</sub> (Kuder-Richardson Formula 21) coefficient, estimated to be 0.71, is particularly noteworthy. This coefficient reveals a reasonable reliability for a test that measures the internal consistency based on dichotomous items. In essence, the synthetic reliability of the test items shows the extent to which the test items are relatively consistent in assessing the specific construct. This scaled KR<sub>21</sub> is recommended when the items are mixed in difficulty, and a value of 0 indicates that a KR<sub>21</sub> of the same type is used when the items are homogeneous. The 69 means that the test is quite reliable in most research studies, and 71 indicates that the test is cautiously reliable for most research uses. Combined, these statistics would provide a clear picture of a well-constructed assessment tool with an acceptable level of reliability that would allow for the detection of differences in the level of the based attribute among different subgroups of respondents. Thus, this instrument, presumably, offers valuable information within its sphere of utilization, which can include educational testing and measurement, psychological assessment, or any other performance field that needs the quantitative comparison of patient and control groups.

**Factorial Validity of Teaching Attitude Scale**

Factorial validity is a type of construct validity that assesses whether a measurement instrument, such as a questionnaire or survey, measures the underlying constructs or factors intended to be measured. It is determined by analyzing the relationships between the items on the test or questionnaire and the underlying factors or constructs they intend to measure.

**Table 4: Factorial Validity of Teaching Attitude Scale**

Factor	1	2	3	4	5	Whole
1	1	0.29	0.42	0.52	0.53	0.36
2	0.29	1	0.37	0.37	0.59	0.51

<b>3</b>	0.42	0.37	<b>1</b>	0.48	0.48	0.42
<b>4</b>	0.52	0.37	0.48	<b>1</b>	0.32	0.46
<b>5</b>	0.53	0.59	0.48	0.32	<b>1</b>	0.51
<b>Whole</b>	0.36	0.51	0.42	0.46	0.51	<b>1</b>

The table above indicates the correlation coefficients between the scores of a factor and other factors, as well as the entire scale. The correlation coefficients of factor-1 with other factors and the entire test are impressive, ranging from 0.29 to 0.53. The correlation coefficients of factor-2 with other factors and the overall test demonstrate impressive values of 0.29, 0.37, 0.37, 0.59, and 0.51, respectively. The correlation coefficients of factor 3 with other factors and the overall test are impressive, ranging from 0.37 to 0.48. These values demonstrate a strong relationship between factor 3 and the other factors and the test as a whole. The correlation coefficients of factor 4 with other factors and the overall test are impressive, ranging from 0.52 to 0.32. The correlation coefficients for factor 5 with other factors and the overall test are impressive, ranging from 0.32 to 0.59.

### Variables Selection

The study includes the following independent variables in addition to the attitude levels. Their gender is under :

- (1)**Both genders:** *Male and Female*
- (2)**Residential areas can be classified into two categories:** *Urban and Rural.*
- (3)**Education Stream:** *General and Science.*

### Data Collection and Presentation

The primary source of information used in this study included first-hand data gathered from participants involved in the particular issue under consideration. The researcher undertook a detailed survey among the B. Ed. students from some leading colleges and universities in Lucknow to gather this essential information. - Bora Institute of Management Science, Lucknow- ITM College of Education, Lucknow- Rameshwaram Institute of Education, an institute in Lucknow- There are several colleges in Lucknow, including Rajat Degree College. - IT Degree College is one of the top colleges located in Lucknow. - Mahila Degree College for Women, Lucknow- Navyoug Kanya Mahavidyalaya – A Women College of Lucknow.

Thus, gathering information from students at these multiple and various educational institutions, the researcher was confident that the obtained picture of B. Ed. the students' attitude towards the teaching profession. It enabled the acquisition of qualitatively dense and genuine information from sources as close to the core focus of the study as possible.

### Sample

A simple random sampling technique was used to determine the probability of the results obtained in the study. The study subjects were 620 B. Ed. students selected from the seven colleges of Lucknow. This approach ensured that the study included a significant representation of women, people of color, and other marginalized groups, increasing the research results' validity.

### Methods of Statistical Analysis Employed

- Means and S.D of the whole sample.
- Teaching Attitude is based on the variables of male and female, urban and rural, science stream, and general stream.

➤ t' test to test the significance of the difference between the variables.

### Data Collection

The researcher took prior approval from the principals of the colleges under supervision. Per their appointment, data was collected from the B. Ed students at the respective colleges.

### Data Analysis – Objective 1

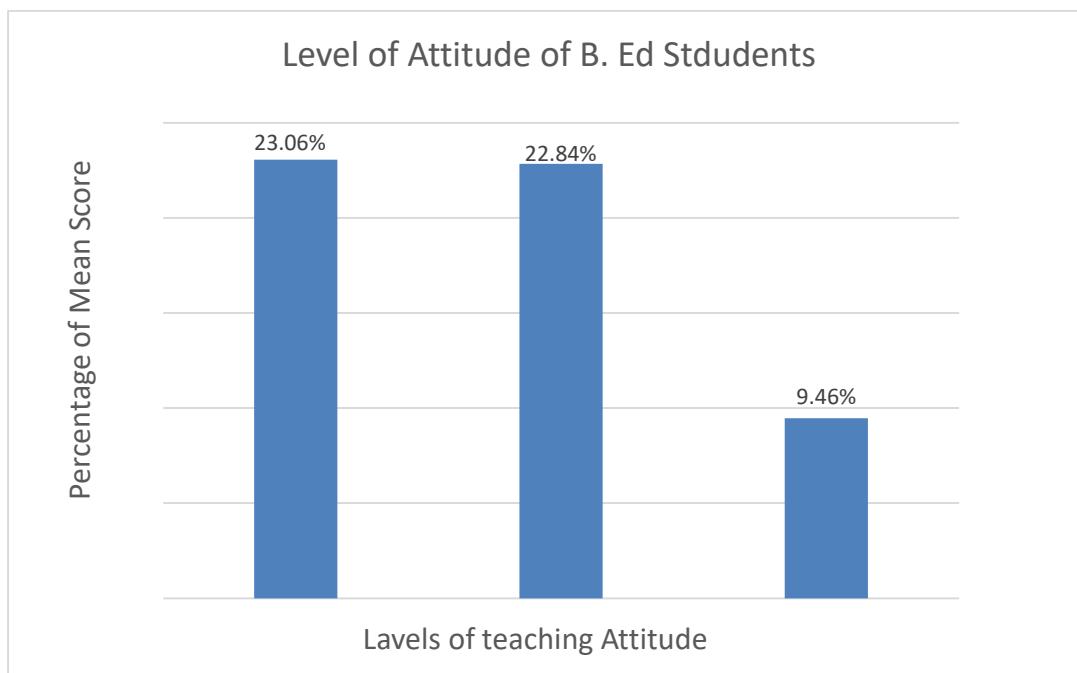
The following study will discover the factors to be addressed in B. Ed. students' perception studies with specific objectives centred on their attitude to the teaching profession, which is of immense importance and relevance.

### Table 5

The attitudes of Bachelor in Education communication associates and students toward the teaching profession were investigated using descriptive statistics such as Mean, Percentage of students (as per NPC), and percentage of Mean scores. It offers a clear overview of how the accumulations of responses are centrally located or dispersed, as in the case of B. Ed. Students will get information on the sentiment statistics and the extent of variability of the sample.

Level of teaching attitude	Scale	Percentage of students (as per NPC)	Mean	Percentage of Mean Score
<b>Low</b>	<(mean-1SD)	15.87	58.67	9.46%
<b>Average</b>	Mean±1SD	68.24	141.61	22.84%
<b>High</b>	>(mean+1SD)	15.87	143.02	23.06%

Following Table 5, the study's findings showed a significant difference regarding students' performance in B. Ed. The students had varying perceptions of the teaching profession. Namely, the percentage distribution of the mean scores revealed that 23%, of students showed an excellent teaching attitude, 22.84 percent showed a average teaching attitude, and the rest showed low teaching attitude at all. This distribution reveals the difference in the level of positivity and participation of the B. Ed. subjects comprising students concerning their attitudes toward the teaching profession.



**Levels of the Attitude of B.Ed. students towards the Teaching Profession in terms of the Percentage of Mean Scores  
Graph 1**

**Graph 1** depicts the level of attitude of B. Ed Students and the teaching attitude of these students. The first and second bars depict the mean scores of 23.06% and 22.84%. This is a clear implication that the B. Ed students in the regions mentioned above provide assertive evidence that the cross-sectional proportion of the teaching attitude of the students is 84% and 84%, respectively. The third bar, at 9.46% corresponds to a smaller portion of students with a different level of teaching attitude. This distribution implies that most B. Ed students embrace the same general attitude as the majority; however, a few are different, and this feature could be of great significance to educators when imparting their lessons.

**2. Data Analysis – Objective 2**

**Data Analysis –Hypothesis 1**

The null hypothesis 1 stated, “There will be no significant difference in mean scores of the attitude of male and female B. Ed students towards the teaching profession.” The hypotheses were analysed and presented below.

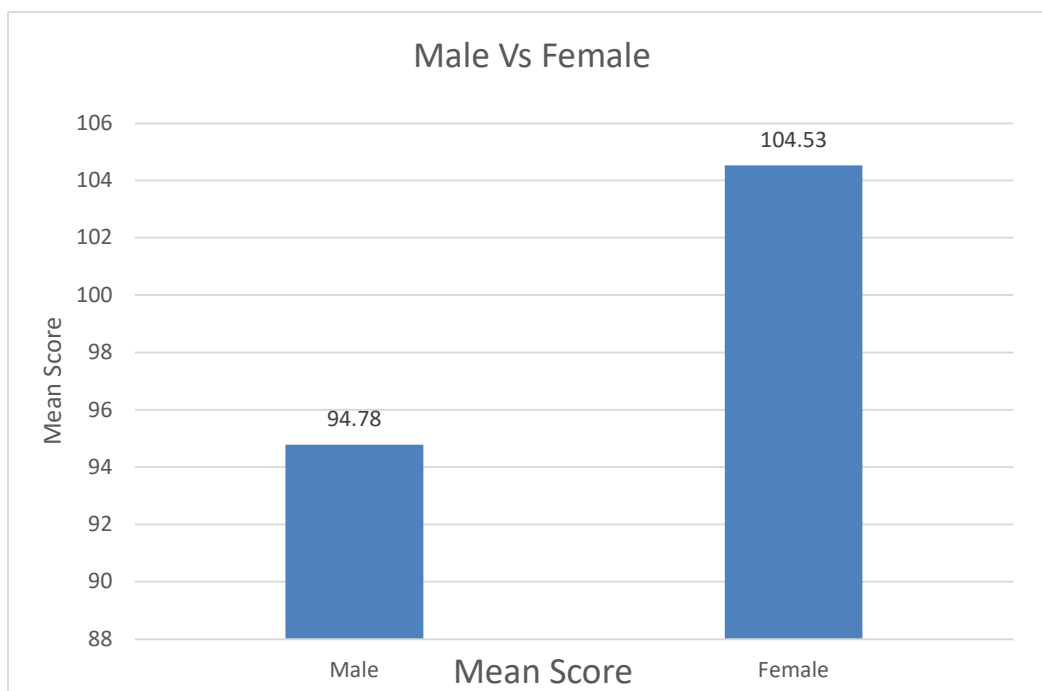
**Table 6 : Results of t-test between Mean Score of the Teaching Attitude Scale of Male and Female B.Ed. Trainees**

Gender	N	Mean	SD	SED	t-value	Significance
Male	224	94.78	24.44	2.24	4.36	Significant at 0.01 level HO is rejected
Female	396	104.53	30.46			
Total	620					
df	0.05	0.01				
3198	1.96	2.58				

As it can be deduced from the results in Table 6, the t-test value equals 4.36 is significantly higher than



the t-values in the table at 0.05 level (1.96 at 3198) and 0.01 level (2.58 at 3198). Thus, the null hypothesis  $H_0$  predicted that there would be no mean score differences between the male and the female B. Ed students on the Teaching Attitude Scale. This rejection, therefore, tells us that the mean scores of the Teaching Attitude Scale for males and females B. Ed. Moreover, the female B. Ed got lower mean scores than male candidates even after the covarying was analysed, and it was revealed that the percentage score of male students was higher than that of male B. Ed. This observation further implies that, among the students taking female B. Ed. These findings reveal that female trainees are more receptive to teaching than male trainees.



**Graph of Mean Scores of the Teaching Attitude Scale of Male and Female B. Ed students**  
**Graph 2**

Graph 2 clearly depicts the difference in the mean scores of teaching attitude of male and female B. Ed students. From the graph, it was predicted that female B. Ed student’s mean scores are higher than the male B. Ed students.

**3. Data Analysis – Objective 3**

**Data Analysis –Hypothesis 2**

The null hypothesis 2 stated, “There will be no significant difference in mean scores of the attitude of urban and rural residence B. Ed students towards the teaching profession.” The hypothesis was analysed and presented below.

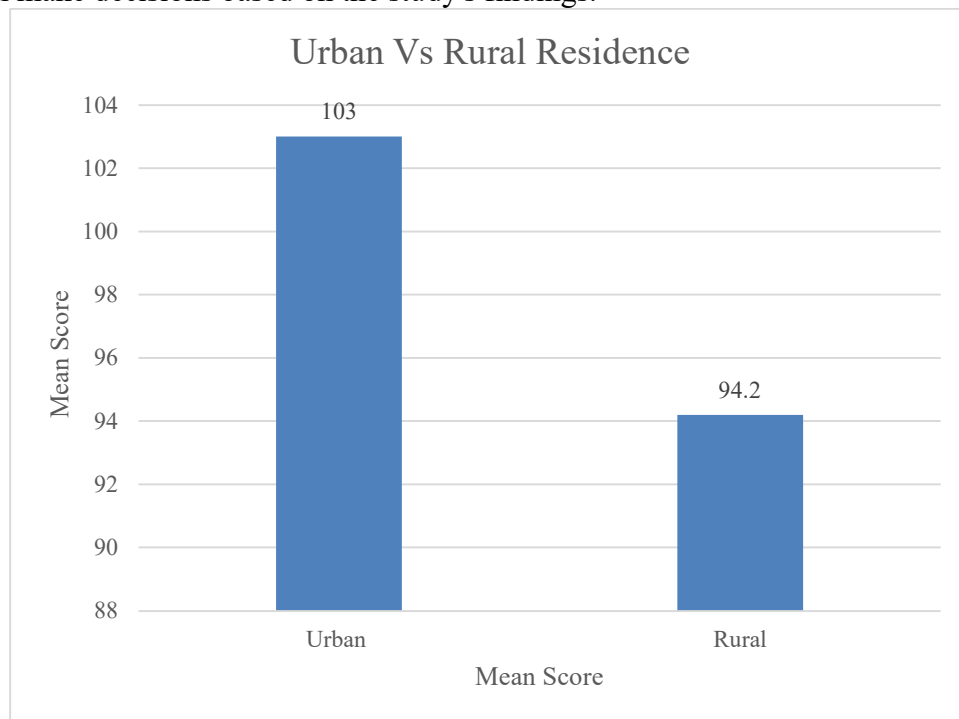
**Table 7: Comparison of Urban and Rural Residence B. Ed students' Attitudes in terms of Mean, SD, and t-value.**

Gender	N	Mean	SD	SED	t-value	Remark
Urban	444	103.0	28.35	2.56	3.42	Significant at 0.01 level HO is rejected
Rural	176	94.2	28.96			
Total	620					

df	0.05	0.01
3198	1.96	2.58

According to the results revealed in Table 7 the obtained t-value turned out to be 3.42, which is greater than the t-value from the table of 1.96 at the level of 0.05 and 2.58 at the level of 0.01 with the degrees of freedom of 3198. Therefore, the null hypothesis  $H_{02}$ , which expected no significant difference in the mean score of the Teaching Attitude Scale between the the urban and the rural B. Ed Students. This rejection shows that the null hypothesis is a significant difference between the mean scores of the teaching attitude scale of B. Ed. students from various parts of the country, from both the urban and the rural settings. This finding, therefore, provides compelling evidence for the assertion that significant differences exist in the perceptions of the teaching profession between B. Ed. Students those who study in urban and rural settings.

Furthermore, an overall mean score of B. Ed. observed that the above index of students from urban areas was higher than that of B. Ed rural students. This difference suggests that B. Ed. students living in urban areas are more likely to have a positive attitude towards the teaching profession than those from the country's rural areas. Therefore, the study argues that urban B. Ed. students are exposed to better attitudes towards the teaching profession than rural B. Ed. Students. The educational leaders, and policymakers can make decisions based on the study's findings.



**Graph of Mean Scores of the Teaching Attitude Scale of Urban and Rural Residence B.Ed. Students, Graph 3**

Graph 3 clearly depicts the difference in the mean scores of teaching attitudes of urban and rural B.Ed. students. From the graph, it was predicted that urban B.Ed. students' mean scores are higher than the rural B.Ed. students.

**4. Data Analysis-Objective 4****Data Analysis – Hypothesis 3**

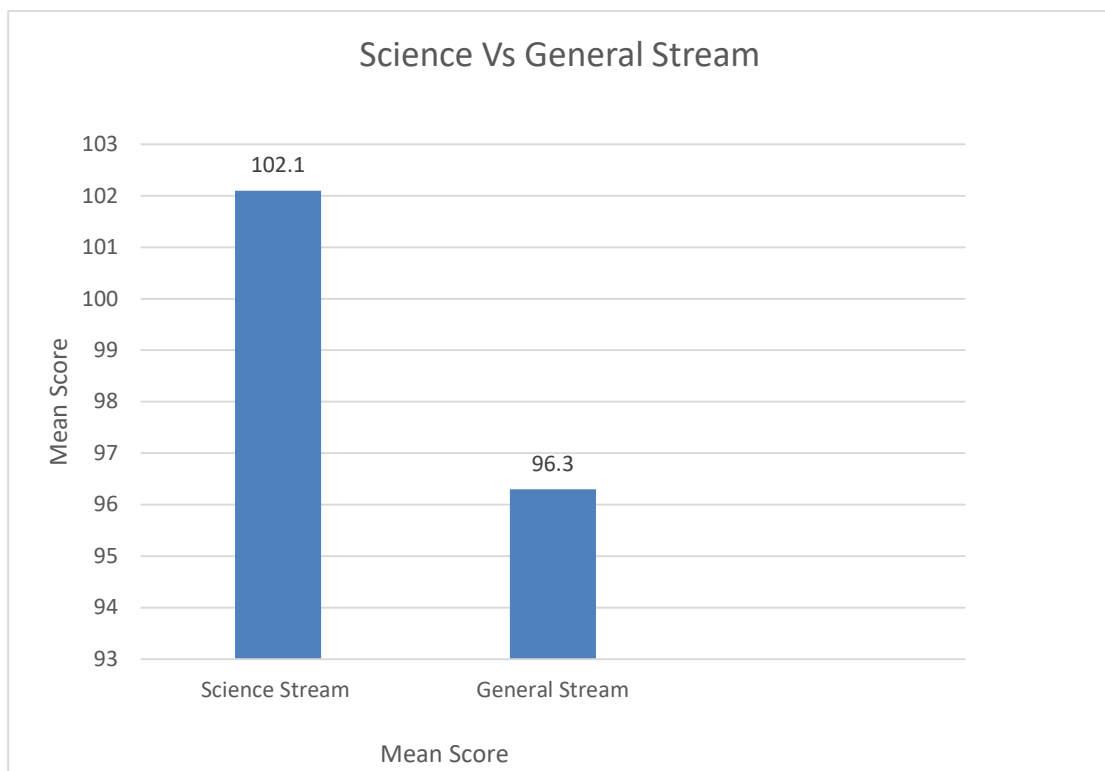
The null hypothesis 3 stated, “There will be no significant difference in mean scores of the attitude of science and general stream education B. Ed students towards teaching profession.” The hypotheses were analyzed and presented below.

**Table 8: Comparison of Science and General Stream students Attitude in terms of Mean, SD, and t-value.**

Stream	N	Mean	SD	SED	t-value	Remarks
Science Stream	444	102.1	29.53	2.44	2.39	Significant at 0.05 Level HO is rejected
General Stream	176	96.3	26.48			
Total	620					
df	0.05	0.01				
3198	1.96	2.58				

According to the results revealed in Table 8, the obtained t-value turned out to be 2.39, which is greater than the t-value from the table of 1.96 at the level of 0.05 and 2.58 at the level of 0.01 with the degrees of freedom of 3198. Thus, the null hypothesis Ho3 concerns the general and science stream B Ed. students assumed that the mean score of the Teaching Attitude Scale would remain unchanged, and students were rejected. This rejection means a significant difference exists between the mean scores of the Teaching Attitude Scale groups of B. Ed. general and science course students.

Furthermore, again, the mean score of B. Ed was discovered, and the responses received from students from the science stream were relatively higher than those of B. Ed. Mainly, this problem affects students from the general stream. This can only mean that B. Ed. Taking the study findings, students specializing in the science stream are more perceptive toward the teaching profession than those in the general stream.



**Graph of Mean Scores of the Teaching Attitude Scale of General and Science Stream B.Ed. Trainees**

#### **Graph 4**

Graph 4 clearly depicts the difference in the mean scores of teaching attitudes of general and science stream B.Ed. trainees. From the graph, it was predicted that science stream B.Ed. trainees' mean scores are higher than the general stream B.Ed. trainees.

#### **1.14 MAJOR FINDINGS**

Based on the results obtained and their thorough interpretation and discussion, the study yielded the following significant findings: Based on the results obtained and their thorough interpretation and discussion, the study yielded the following significant findings:

Thus, the view of B. Ed majoritarian of the respondents in the following manner:

1. Mostly, students have positive perceptions of the teaching profession.
2. Thus, the analysis of the data collected from both male and female B. Ed. respondents revealed a substantial variation in their attitudes. Students' attitudes towards the teaching profession are positive, more female than male students.
3. Comparatively significant differences were revealed in the attitudes of the male/female, the urban/rural B. Ed. about the teaching profession with an equal distribution between the two sexes, but a much higher inclination is observed in urban students than rural ones.
4. This study showed a difference in the attitude of the B. Ed. toward the teaching profession; in particular, the students in the science streams had a better perception than those in the general streams.

#### **1.15 Conclusion**

The attitude toward work is crucial; it determines pride in one's work and working commitment, which is relevant to any profession, including a teacher. It was apparent that optimism made proactive

contributions to making the teaching job enjoyable and less daunting, which, in effect, creates job satisfaction and professionalism. On the other hand, a negative attitude hinders the teaching process and lowers the classroom satisfaction level. In education, the role of policies that involve implementation, curriculum application, and the provision of information is among the teachers' responsibilities. In the open context of the present educational environment, it is necessary to possess specific competencies and have the appropriate attitude towards solving the newly arising tasks and challenges. In this regard, what we endeavour to achieve in this study is creating and enhancing a favorable attitude towards the teaching profession among B. Ed. students. The researcher presented potential and realistic findings, mentioning that every study has strengths and weaknesses and that future researchers can deal with the latter. Finally, the researcher herself might not have prior knowledge of some aspects, which is why understanding is pursued.

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