



A STUDY OF TRAINEE TEACHERS' ATTITUDE TOWARDS THE TEACHING PROFESSION IN THE CONTEXT OF EAST CHAMPARAN

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RESEARCH ARTICLE



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Abstract

Attitude towards the teaching profession is crucial as it affects a teacher's motivation, classroom behaviors, and interaction with students. A positive attitude fosters enthusiasm, dedication, and effective teaching, enhancing students' achievement. It also promotes a supportive learning environment, professional growth, and respect for the profession within society. In this context, the National Education Policy (2020) marks a transformative shift in India's educational landscape, placing teachers at the center of systemic reforms. The paradigm shift has significantly influenced the perceptions and attitudes of teacher trainees towards the teaching profession. The policy undeniably reshaped the contours of teacher education in India, instilling a renewed sense of purpose and professionalism among teacher trainees. Using the descriptive survey, the research collected data from 104 B.Ed. students from East Champaran through a self-developed questionnaire using a probability sampling technique. The researcher also used the content analysis method to know the major recommendations given by NEP-2020 to enhance the teaching profession in India. The finding related to girls and boys both having the same passion towards the teaching profession, and NEP-2020 also recommended several suggestions to improve and enhance the standard of teacher education programmes in India.

Keywords: *Trainee teachers, Attitude towards teaching profession, and NEP-2020*

Introduction

Teaching is a multifaceted art that serves as the cornerstone in shaping individuals and society. It is through education that the foundation of a bright future is laid. Just as wings give a bird the power to fly high, education gives a person the ability to rise above challenges and explore limitless possibilities. It opens doors to new opportunities, broadens the perspective, and paves the way for personal growth and social progress. A teacher plays a central role in this transformational process. A teacher is not just a dispenser of knowledge, but he is also a guide, a source of inspiration, and a person who nurtures ideas. Beyond academic knowledge, a teacher shapes the character of students, instilling values that help them become responsible, sensitive, and conscientious citizens. A great teacher goes beyond the boundaries of textbooks and creates an environment where students can grow intellectually, emotionally, and socially. Teacher education is a holistic training process that aims to equip future teachers with the necessary knowledge, skills, and competencies. It includes academic curriculum, practical teaching experiences, and continuing professional development activities. Today, there is a special focus on diverse teaching methods, the use of digital tools, and inclusive education to meet the needs of different types of learners. Modern teachers are equipped with teaching strategies that promote critical thinking, creativity, and adaptability. The University Education Commission (1948-49), popularly called the Radhakrishnan Commission, observed that training colleges were missing a solid grounding in essential principles necessary for enhancing teacher education. It suggested synchronizing theory with practice, selecting trainees who have direct teaching experience in schools, and creating adaptable courses that address social needs. Additionally, the commission called for a comprehensive overhaul of teacher training programs in India. The Secondary Education Commission (1952-53) also known as the Mudaliar Commission conducted in depth analysis of teacher training challenges it proposed three level of training institution for primary, pre-secondary and college level teachers the commission recommended establishing two types of Institution one for those with school certificate and another it emphasize training in co-curricular activities refresher courses and research especially for the M.A. degree in education to strength the professional development of teacher. Kothari Commission (1964) emphasized the importance of a robust program of professional education for teachers as a means to enhance the quality of education. It proposed several strategies to improve teacher education, such as introducing summer school and correspondence courses to address the gap caused by untrained teachers. The commission highlighted that the core of the teacher education

program should focus on quality. It is recommended to extend the time period of training courses to two years for primary teachers and one year for graduate students, acting on these recommendations.

The National Commission on Teacher Education (1983-85) proposed several measures to improve teacher training. It emphasizes selecting trainees based on qualities like physique, language skills, and global awareness. The selection process should include an objective test, group discussion, and interviews. The commission also recommended a well-rounded training program that combines the study of education practice with teaching and skill development. National Policy on Education (1986): recommended teacher education should involve continuous professional development and orientation programs, and a district-level institution similar to SCERT should be established and named the District Institution of Education and Training. The National Council for Teacher Education (1995) core focus is the professional growth of educators and the incorporation of innovative teaching methodology by promoting modern pedagogical practices and maintaining rigorous standards. its aims to elevate the quality of teacher education and consequently the overall education system in India. The NCF for Teacher Education (2009) was created to align teacher training with evolving societal and educational demands. It advocated for moving away from traditional lecture-based teaching towards interactive learner-centred approaches in cooperation with modern tools and technology. The framework stressed the importance of ongoing professional development, reflective practices, and building a solid foundation to address diverse learning needs. The National Education Policy (2020) introduces several reforms to enhance teachers' education in India. The NEP stresses a multi-disciplinary, holistic, and flexible approach to teaching with a focus on integrated knowledge across subjects and combining both pedagogical and content expertise, teachers are encouraged to develop not only subject knowledge but also strong teaching methods to engage students effectively.

Rationale of the Study

The effectiveness of any education system largely depends on the its teachers' quality and commitment. Teacher trainees, as future educators, play a vital role in shaping students' personal growth and academic. However, in developing regions like East Champaran, many trainees enter the teaching field not out of interest, but due to a lack of motivation can negatively impact the quality of education. The National Education Policy (NEP) 2020 stresses the need for passionate, skilled, and dedicated teachers and highlights the importance of transforming teachers' education. To align with this vision, it is essential to understand the perceptions, interests, and attitudes of teacher trainees. This study aims to explore how teacher trainees view the profession in East Champaran. The findings can help improve training programs by making them more engaging, interest-driven, and effective, ultimately contributing to better teaching practices and stronger educational outcomes. In East Champaran, where educational infrastructure and resources are often limited, the attitudes of teacher trainees may be shaped by various regional challenges, such as low pay, inadequate facilities, and societal views on the teaching profession. This research aims to identify the factors that influence these attitudes, which can help in designing more effective teacher training programs that are tailored to the unique needs of rural areas. Moreover, by addressing issues such as teacher shortages and high attrition rates, the study can inform policies to improve teacher retention and support, ultimately enhancing the quality of education in the region. This research is crucial as it provides valuable insights into the aspirations, challenges, and perceptions of future educators in East Champaran, contributing to the development of a more motivated, prepared, and committed teaching workforce.

Statement of the Problem

A study of trainees' teacher's attitude towards the teaching profession in the context East Champaran

Operational Definitions of Terms

The following are the definitions and explanations of terms relevant to this study:

1. **Trainee Teachers:** A trainee teacher is an individual undergoing formal education and practical training to become a certified teacher. This process involves subject-specific knowledge along with supervised teaching experiences in classroom settings.
2. **Attitude toward Teaching Profession:** Attitude toward teaching profession refers to an individual's overall evaluation and disposition towards teaching as a profession. It encompasses belief, feelings, and behavioral intentions related to the profession, influencing one's commitment, motivation, and effectiveness in teaching roles.

Research Questions

1. What are the differences in the attitudes of trainee teachers towards the teaching profession across various domains?
2. What are the major recommendations of the NEP-2020 for improvement of the teaching profession in India?

Objectives of the Study

1. A study of trainees' attitudes towards the teaching profession in the context of various domains.
 - I. Gender
 - II. Stream of Education
 - III. Academic achievement
 - IV. Background of the students

- To know the key recommendations given by the National Education Policy -2020 to enhance the quality of the Teaching profession.

Hypothesis of the Study

According to Kerlinger, N.F. (1956), a hypothesis is a conjectural statement of the relationship between two or more variables. For this study, the following hypotheses have been made:

H₀1: There is no significant difference in trainee teachers' attitudes towards the teaching profession in the context of various domains.

- I. Gender
- II. Stream of Education
- III. Academic achievement
- IV. Background of the students

Method of Research: A Descriptive survey and content method were used for this study

Population: B.Ed. 3rd and B.Ed. 4th-semester trainee teachers of East Champaran district are considered the population of the study.

Sampling Technique: A Random sampling technique has been used in this study.

Sample Size: This study involved B.Ed. trainee teachers from various institutions of East Champaran. The total sample size is 104 trainee teachers, who were selected based on their availability and consent to participate.

Tool for the Study: The self-developed Attitude scale for Trainee Teachers was used in this study.

Reliability: The reliability of the research has been established through the split-half method to be 0.88.

Validity: The researcher has established face validity & content validity of the research tool.

Objective 1: To study the trainee teachers' attitude towards the teaching profession in relation to gender differences.

H₀1: There is no significant difference in the trainee teachers' attitude towards the teaching profession in relation to gender differences.

Analysis and Interpretation

Table No. 1: Based on Gender Differences

Group	N	M	Sed	SD	Mean Difference	σD	t-value	Level of Significance
B.Ed. Students (Male)	29	165.90	8120.69	17.05	3.29	3.35	0.98	0.5 (Not significant)
B.Ed. Students (Female)	75	169.19	6647.39	9.48				

The female B.Ed. students (M=169.19) scored slightly higher than male B.Ed. students (M=165.90), with a mean difference of -3.29. Both groups exhibited a high degree of variability in their scores, with standard deviations of 17.05 for males and 9.48 for females. The calculated t-value was 0.98, and the p-value was 0.5, which is substantially above the conventional significance levels of 0.05 or 0.01. This indicates that the observed difference in mean scores is not statistically significant. In conclusion, there is no significant difference in the measured outcome between male and female B.Ed. students, suggesting that gender does not play a meaningful role in influencing scores within this sample. This finding is consistent with the results of Mondal, B. C., and Chakraborty, A. (2014), as well as Khan and Khan (2024), who also found no significant differences concerning gender.

Objective 2: To study the trainee teachers' attitude towards the teaching profession in relation to the stream of education.

H₀2: There is no significant difference in the trainee teachers' attitude towards the teaching profession in relation to the stream of education.

Analysis and Interpretation

Table No. 2: Based on Stream of Education

Source	Sum of Squares	df	Mean Square	f-value	Level of significance
In between Groups	11236.59	102	110.16	2.11	0.5 (Not significant)
Within Groups	10734.24	206	52.11		
Total	21970.83	308			

The one-way ANOVA shows that there is no statistically significant difference between the means of the groups. With an F-value of 2.11 and a p-value of 0.177, the result is not significant at the 0.05 level, meaning the differences in group averages could be due to chance. We fail to reject the null hypothesis that the group means are likely equal. This finding is consistent with

the results of Parvez, M. (2013), as well as Mondal, B. C. (2014), who also found no significant differences concerning stream of education in their research.

Objective 3: To study the trainee teachers' attitude towards the teaching profession in relation to the academic achievement difference.

H₀3: There is no significant difference in the trainee teachers' attitude towards the teaching profession in relation to High and Low academic achiever students.

Analysis and Interpretation

Table No. 3: Based on Academic Achievement

Group	N	M	Sed	SD	Mean Difference	σD	t-value	Level of Significance
High Achiever (B.Ed. Students)	40	168.72	7643.536	14	1.30	2.78	0.47	0.5 (Not significant)
Low Achiever (B.Ed. Students)	64	167.42	11328.32	13.41				

The study aimed to compare the mean scores of high-achieving and low-achieving B.Ed. students. The mean score of a high achiever in B.Ed. students were 168.72, while the mean score of low achievers in B.Ed. students were 167.42, resulting in a mean difference of 1.30. To test whether this difference was statistically significant, an independent samples t-test was conducted. The computed t-value was 0.47, which is less than the critical t-value (approximately 1.98 at a 0.05 significance level) for 102 degrees of freedom. Therefore, the difference in mean scores between the two groups was found to be statistically not significant at the 0.05 level. This indicates that there is no significant difference in the scores of high and low achievement B.Ed. students in the given sample. Hence, academic achievement levels do not appear to influence the measured variable in a meaningful way within this context.

Objective 4: To study the trainee teachers' attitude towards the teaching profession in relation to the background of the students.

H₀1: There is no significant difference in the trainee teachers' attitude towards the teaching profession in relation to the background of the students.

Analysis and Interpretation

Table No. 4: Based on the background of the students

Group	N	M	Sed	SD	Mean Difference	σD	t-value	Level of Significance
B.Ed. Students (Urban)	59	166.75	11821.1875	14.28	3.52	2.21	1.59	0.5 (Not significant)
B.Ed. Students (Rural)	45	170.27	2856.801	8.06				

The urban B.Ed. students (M=170.27) scored slightly higher than their rural counterparts (M =166.75) on the given measure, which likely pertains to a psychological or academic variable. However, the standard deviation for rural students (SD = 14.28) was notably larger than that for urban students (SD = 8.06), indicating greater variability in the rural group's responses. The mean difference between the two groups was 3.52, a relatively small value. The calculated t-value was 1.59, with a significance level of 0.5, which is considerably higher than the conventional thresholds of 0.05 or 0.01. Thus, the difference in scores between rural and urban B.Ed. students are not statistically significant, suggesting that locality (rural or urban) does not have a significant impact on the measured outcome in this sample.

Objective 2.0: To study the major recommendations given by the National Education Policy – 2020 towards the teaching professions.

Analysis and Interpretation

After the content analysis of the NEP-2020, the policy includes lots of recommendations aimed at improving the quality of education in India. It places significant emphasis on improving the teaching profession, recognizing that teachers play a critical role in shaping the future of the nation. Below are the key recommendations and aspects of the NEP 2020 that specifically focus on the teaching profession:

1. Revamping Teacher Education

- i. NEP 2020 mandates four-year integrated Bachelor of Education degrees as the minimum qualification for teaching by 2030. This program aims to provide a robust basis in subject knowledge and pedagogy.
- ii. The policy allows for one-year and two-year B.Ed. programs for candidates with prior qualifications. Additionally, shorter post B.Ed. certification courses will be available to cater to specific teaching needs.

- iii. Teacher education will be moved into multidisciplinary colleges and universities by 2030 to ensure a holistic approach to teacher training.

2. Enhanced Recruitment and Development

- i. TETs will be extended to cover all stages of school education- Foundational, Preparatory, Middle, and Secondary. For subject teachers, National Testing Agency (NTA) scores will also be considered.
- ii. Interviews during recruitment will assess candidates' proficiency in local languages to ensure effective communication with students.
- iii. Merit-based scholarships and preferential employment opportunities will be provided to encourage teachers, especially from rural areas, to serve in their local communities.

3. Continuous Professional Development

- i. Complete at least 50 hours of annual CPD covering literacy, numeracy, competency-based learning, and innovative teaching methods.
- ii. Online platforms will be developed to facilitate CPD, allowing teachers to share best practices and access resources conveniently.
- iii. Principals and school complex leaders will also undergo CPD to enhance their leadership and management skills.

4. Career Management and Progression

- i. A robust structure for tenure, promotions, and salary increments will be established, focusing on performance indicators like peer reviews, attendance, commitment, and CPD participation.
- ii. Outstanding teachers with leadership skills will be trained for academic leadership roles in schools and educational institutions.

5. Establishment of NPST

- i. By 2022, a set of professional standards will be formulated to guide all aspects of the teaching profession, including career management and performance appraisals.
- ii. The NPST will be reviewed every ten years to ensure its relevance and effectiveness.

6. Empowering Teachers

- i. Teachers will have the freedom to choose pedagogical approaches that best suit their students' needs, fostering innovation in teaching methods.
- ii. Innovative teaching methods that improve learning outcomes will be recognized and shared as best practices.

7. Improving Working Conditions

- i. Teachers will no longer be burdened with tasks unrelated to teaching, allowing them to focus on educational responsibilities.
- ii. Schools will ensure adequate and safe infrastructure, including housing facilities for teachers in rural areas, to create a conducive teaching environment.

8. Special Education and Inclusion

- i. Specialized training programs will be developed for teachers to effectively educate children with disabilities, ensuring inclusivity in classrooms.
- ii. Greater synergy will be established between the NCTE and the RCI to ensure the availability of qualified special educators.

9. School Complexes and Peer Support

- i. NEP 2020 encourages the formation of school complexes or clusters to share resources, teachers, and infrastructure. This model promotes peer collaboration and reduces teacher isolation, especially in small or rural schools.
- ii. Each school complex will include academic and administrative support centers, which will assist in mentoring, curriculum planning, and providing academic resources to teachers.

10. Use of Technology for Teacher Empowerment

- i. Teachers will have access to high quality digital resources through platforms like DIKSHA, which includes lesson plans, worksheets and teaching videos to enhance classroom practices.
- ii. Technology will be used extensively for scalable teacher training programs through online modules, allowing flexibility and self-paced learning.

11. Inclusion of Indian Knowledge Systems

- i. NEP 2020 emphasizes integrating Indian Knowledge systems, traditions, languages, and values into teacher education. Teachers will be trained to incorporate cultural elements in teaching to promote holistic and rooted learning.

12. Multilingualism and Language Training

- i. Three Language Policy Training: Teachers will receive specialized training to implement multilingual teaching practices in early grades. Emphasis is placed on mother tongue as the medium of instruction, especially in the foundational stage.

Discussion

The findings of the study clearly indicate that prospective teachers across different backgrounds share a broadly similar and positive attitude towards the teaching profession. None of the variables under study, gender, stream of education, academic achievement, or locality, showed a statistically significant influence on the attitudes of teacher trainees. This uniformity suggests that the teaching profession is viewed as a respected and valuable career option by a diverse group of future educators. It also implies that efforts to attract and retain quality teachers should focus on emphasizing intrinsic motivation, professional identity, and support systems, rather than tailoring strategies based on demographic or academic differences.

The results contribute meaningfully to the field of teacher education by providing evidence that attitudes towards teaching are consistent among prospective teachers, which is a positive indicator for the future quality and stability of the teaching workforce. This finding aligns with prior research. For instance, a meta-analysis by Arockia Pandiyan, D. (2022) found that while gender showed a medium effect size favoring females, other variables like grade level and faculty type did not significantly influence attitudes towards teaching. Similarly, Garg, H. (2023) reported no significant differences in attitudes based on gender, field, or program, although prior teaching experience did have an effect. Further supporting this, a study by Ozcan (2020) found moderate positive relationships between teacher candidates' attitudes and their readiness for the profession, indicating that positive attitudes are linked to preparedness, regardless of demographic factors. Additionally, research by Thiyagu, K. (2014) in Nigeria concluded that gender did not significantly influence teacher trainees' perceptions or attitudes towards teaching. These consistent findings suggest that efforts to attract and retain quality teachers should focus on intrinsic motivation, professional identity, and support systems, rather than tailoring strategies based on demographic or academic differences. Emphasizing these areas can help in fostering a committed and stable teaching workforce.

In conclusion, the uniform positive attitude towards the teaching profession among diverse trainees is a promising indicator for the future of education. By focusing on intrinsic factors and providing robust support systems, educational institutions can enhance teacher retention and effectiveness. In sum, the NEP 2020 envisions a robust, dynamic, and supportive system for the teaching profession. It emphasizes the importance of continuous professional development, improved working conditions, use of technology, autonomy, and inclusivity to ensure that teachers are well-equipped to nurture the next generation of learners. The recommendations aim not only to improve the status and quality of the teaching profession but also to make it more attractive and sustainable in the long term. By prioritizing holistic development, continuous learning and merit-based progression, the policy has elevated the teaching profession, making it more attractive and respected profession in India. As it unfolds, sustained efforts are required to translate its vision into tangible outcomes, ensuring that teacher trainees are well prepared to meet the evolving demands of the educational ecosystem.

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