



WHETHER B.Ed PROGRAM HAD ENHANCED THE STUDENT TEACHERS MOTIVATION FOR TEACHING

K. Sheeba, Ph.D.

Associate Professor in Education, Vels University (VISTAS), Pallavaram, Chennai - 117

Abstract

Teacher education is a systematic process of unearthing the treasure within each and every teacher and subsequently every learner in each and every learning situation. It is the continuous process, which makes the individuals to realize, the magnitude and potentialities, if nurtured and inculcated in the right perspective and can make a tremendous contribution at every part of the society. The success of training depends to a large extent on the quality trainers, their academic and professional standing, and mastery over the subject matter, level of motivation, commitment and conviction. The investigator collected data from a population of B.Ed. student teachers. In the present study, Survey Method is employed to describe and interpret. In B.Ed., course both male and female student teachers were chosen. The sample size chosen for B.Ed., student teachers are 66. The present research resulted in 91.7% of Computer Science pedagogy student teachers ranked first among the other pedagogy in expressing their view that B.Ed programme had enhanced their motivation towards teaching profession. Moreover, 71.2% of student teachers realize that teachers should be lifelong learners (to keep abreast in resent development of subjects concerned).Education implication has been discussed.



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

INTRODUCTION

Education is at the centre of all developmental efforts of any country. Teacher is the basis for this purposeful and continuous process. The progress of any state depends on the quality of its teacher. Teacher education is a systematic process of unearthing the treasure within each and every teacher and subsequently every learner in each and every learning situation. It is the continuous process, which makes the individuals to realize, the magnitude and potentialities, if nurtured and inculcated in the right perspective and can make a tremendous contribution at every part of the society. The success of training depends to a large extent on the quality trainers, their academic and professional standing, mastery over the subject matter, level of motivation, commitment and conviction that the teachers' pre-service training leads to improvement in children's performance.

MOTIVATION TOWARDS TEACHING PROFESSION

Motivation is the inspiration of a person to do any task; it can be defined as the driving force that initiates and drives an individual's behaviour. Motivation towards better

performance depends on the satisfaction of needs for responsibility, achievement, recognition and growth. Being student teachers, they must feel the desire to teach. Hence, they need to be motivated and committed to their work to bring out awareness and quality in teaching. The teacher education programmes which have been introduced in almost all countries of the world are so designed to equip teachers with knowledge, attitude, behavior, skills and motivate towards teaching profession which they should acquire to perform their task effectively in the school and classroom.

THEORETICAL FRAMEWORK AND ANALYSIS OF THE LITERATURE

Motivation is difficult to observe directly, it has been defined by the behaviour that individuals are supposed to develop (Roussel, 2000). Vallerand and Thill (1993) summarize the concept of motivation as a ‘hypothetical construct that is used to describe internal and/or external forces that generate the kick-off, the direction, the intensity, and the persistence of behaviour’. As a result, motivation can be defined as ‘a process that activates, orients, reinforces and maintains the behaviour of individuals towards the achievement of intended objectives’ (Roussel, 2000). Ryan and Deci’s (2000a) definition of motivation underlines this process-oriented concept: ‘to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated’.

Research on motivation to become a teacher has been categorized as comprising intrinsic, extrinsic, and altruistic factors. In general, love or passion for teaching, contributing to society and helping others, and having positive experience at school are reported as important intrinsic and altruistic motivations for entering the teaching profession (Brookhart & Freeman, 1992; Farka, Johnson, & Foleno, 2000; Reif & Warring, 2002; Richardson & Watt, 2006). On the other hand, wanting to work with children is particularly important to the decision for candidates in

elementary education (McCray, Sindelar, Kilgore, & Neal, 2002; Reif & Warring; 2002; Richardson & Watt, 2006).

Many factors have been examined in an attempt to find which ones promote teacher motivation. There are various studies focused on students' decision to become teachers, on the appeal of teaching to undergraduates or regarding the motivation of being trainee teachers [Lortie, 1975; Yong, 1995; Baumfield & Taverner, 1997; Heafford and Jennison, 1998; Kyriacou & Kobori, 1998; Spear, Gould, & Lee, 2000, Hammond, 2002]. Some studies show

that improvement in teacher motivation has benefits for students as well as teachers; however, there is no consensus about the precise benefits. D.C. Lortie [1975] found out that the appeal of teaching has its interpersonal nature that it allowed teachers to continue their involvement with a subject they themselves studied and enjoyed.

In my research investigation (Sheeba .K 2014) for both diploma and degree holders of teacher educators, personal and social influence have contributed more when compare to altruistic motive of student teachers for choosing teaching as their profession. This intends me to investigate the student teachers motive have been enhanced or not for who are at the stage of completing the B.Ed course.

B.Ed PROGRAMME

Bachelor of Education or B. Ed. is an undergraduate program of two year duration. The course specifically caters to the students who are interested in pursuing a career in teaching and related fields. It is a skill based training program which imparts knowledge to students regarding all aspects of classroom teaching. The 2-year program is generally divided into four semesters and structured in a way that not only involves classroom-based teaching but also practical training and internships.

B.Ed syllabus is divided into various segments namely the Core courses, Pedagogy courses, Experience for Teacher Enrichment and Experience for Social and Environmental Sensitivity. The course is structured in a way such that all students acquire knowledge about all the aspects of teaching. At the same time, it also makes them aware of the situations one might encounter while teaching in schools. The core courses provide a conceptual and contextual understanding of the topics while the pedagogy courses deal with the aspects essential for a teacher. On the other hand, the latter segments impart experience to the students which develop their teaching abilities.

The course is designed to fulfill the prerequisites of a teacher at the high school level in both public and private sector. Employment areas in both sectors for B.Ed. degree holders comprise government teachers, private teachers, content writing and educational administration and consulting.

OBJECTIVE OF THE PROGRAMME:

- On completion of the B.Ed. Programme, the teacher trainees will understand the nature, purpose and philosophy of secondary education;
- Develop sensitivity to socio-cultural issues of national concern;

- Stimulate their motive towards teaching and learning process;
- Develop an understanding of the psychology of the learners;
- Foster creative thinking among pupils for reconstruction of knowledge;
- Develop skills for providing guidance and counselling;
- Develop communication skills and use modern information technology for school teaching;
- Make pedagogical analysis of the subjects they are to teach at the secondary and higher secondary stage;
- Develop capacity to organize recreational activities; inspire their students to actively participate in physical and yogic exercises, games and sports;
- Develop positive attitude towards teaching profession and
- Develop aesthetic sensibilities.

PURPOSE OF THE STUDY

The student teacher should wholeheartedly and joyfully take part in the total learning process that is being developed in the School of Education campus (B.Ed course). Like a sapling when planted and protected from the attack of the cattle with a fence around it, a student as a youngster, requires proper guidance and protection while growing up, developing and learning. The process of protection, interest and attitude towards teaching is called motivation towards teaching. Initially it is mandatory and once it is centralized, i.e; understood, accepted and practiced by the individual it becomes his/ her second nature to be highly motivated towards teaching process and to develop the necessary skills and abilities for future teachers. He/She then becomes a mentally, spiritually balanced individual capable of facing the teaching profession with confidence, like the sapling after a few years, grows into a strong tree capable of leashing and sheltering the same cattle. Hence the researcher investigated that the 2 – Years B.Ed Programme practice in the teacher education program to make an impact of teaching profession by increasing their motive towards teaching and the characteristics that student teachers develop as future teachers.

RESEARCH QUESTION

1. List the ranking for pedagogy (Tamil, English, Mathematics, Computer Science, Physical Science, Biological Science, Commerce and History) student teachers in expressing their view about B.Ed programme had enhanced their motivation towards teaching profession?

2. Mention the item which was strongly agreed by all the student teachers and mention them in percentage of agreed?

METHODOLOGY

The data for the present study were collected from a population of B.Ed. student teachers. In the present study, Survey Method is employed to describe and interpret. The population of the present study is B.Ed., college student teachers belonging to Chennai District of Tamil Nadu, India. In B.Ed., course both male and female student teachers were chosen. The sample size chosen for B.Ed., student teachers are 66. The mean value alone is taken to express the view of B.Ed student teacher's motive.

ANSWER TO THE RESEARCH QUESTION

1. List the ranking for pedagogy (Tamil, English, Mathematics, Computer Science, Physical Science, Biological Science, Commerce and History) student teachers in expressing their view about B.Ed programme had enhanced their motivation towards teaching profession?

Table - 1

Pedagogy	N	Mean	Standard Deviation	Percentage	Rank
Tamil	8	3.62	0.518	90.5%	2
English	13	3.38	0.506	84.5%	5
Mathematics	19	3.58	0.607	89.5%	4
Computer Science	6	3.67	0.516	91.7%	1
Physical Science	7	3.29	0.488	82.25%	6
Biological Science	5	3.60	0.548	90%	3
Commerce	3	3.00	0.000	75%	7
History	5	3.00	0.707	75%	7

- 91.7% of Computer Science pedagogy student teachers ranked first among the others in expressing their view that B.Ed programme had enhanced their motivation towards teaching profession.
- 90.5% of Tamil pedagogy student teachers ranked second among the others in expressing their view about B.Ed programme that had enhanced their motivation towards teaching profession.

- 90% of Biological Science pedagogy student teachers ranked second among the others in expressing their view about B.Ed programme that had enhanced their motivation towards teaching profession.
 - 89.5% of Mathematics pedagogy student teachers ranked second among the others in expressing their view about B.Ed programme that had enhanced their motivation towards teaching profession.
 - 84.5% of English pedagogy student teachers ranked second among the others in expressing their view about B.Ed programme that had enhanced their motivation towards teaching profession.
 - 82.25% of Physical Science pedagogy student teachers ranked second among the others in expressing their view about B.Ed programme that had enhanced their motivation towards teaching profession.
 - 75% of Commerce and History pedagogy student teachers ranked second among the others in expressing their view about B.Ed programme that had enhanced their motivation towards teaching profession.
2. Mention the item which was strongly agreed by all the student teachers and mention them in percentage of agreed?

Table - 2

Content	Strongly agree %		Agree %		Neutral %		Disagree %		Strongly disagree %		Rank
	N	%	N	%	N	%	N	%	N	%	
Have enhanced my teaching skills	30	45.5	35	53	-	-	1	1.5	-	-	12
Made to realize that teaching is noble profession	46	69.7	19	28.8	1	1.5	-	-	-	-	2
It enables me to use different methodologies according to the nature of the lesson.	24	36.4	36	54.5	6	9.1	-	-	-	-	21
Have stimulated passion and love for children	39	59.1	22	33.3	3	4.5	2	3	-	-	4
To observe and understand the students behaviours	33	50	28	42.4	5	7.6	-	-	-	-	11
It realizes that teachers should be life long learners (to keep	47	71.2	18	27.3	1	1.5	-	-	-	-	1

abreast in resent development of subjects concerned)											
Enables to use appropriate teaching aids	27	40.9	31	47	6	9.1	1	1.5	1	1.5	18
It enables me to use appropriate methodologies according to the student's ability	23	34.8	40	60.6	3	4.5	-	-	-	-	23
It fulfills my desire to serve the society	36	54.5	23	34.8	7	10.6	-	-	-	-	6
It gives me high status in the society	29	43.9	30	45.5	6	9.1	1	1.5	-	-	15
It stimulates my intellectual knowledge	34	51.5	29	43.9	2	3.0	1	1.5	-	-	7
It enables me to learn different teaching skills through microteaching skills technique	30	45.5	27	40.9	6	9.1	2	3	1	1.5	12
Teaching profession suits my taste	34	51.5	26	39.4	3	4.5	3	4.5	-	-	7
It makes me to feel that teaching is a secured job	38	57.6	24	36.4	3	4.5	1	1.5	-	-	5
Give scope for self development	28	42.4	35	53	3	4.5	-	-	-	-	17
It gives opportunity to work together through co-operative learning	26	39.4	35	53	5	7.6	-	-	-	-	19
It shapes my behavior through having control over my emotions	29	43.9	31	47	4	6.1	1	1.5	1	1.5	15
I developed self esteem in me	34	51.5	29	43.9	3	4.5	-	-	-	-	7
It helped me to understand the feeling and actions of others	25	37.9	40	60.6	1	2.5	-	-	-	-	20
It developed me to realize my potential capacities in management and leadership	24	36.4	36	54.5	5	7.6	1	1.5	-	-	21
I realized that the teachers are responsible for upholding moral and ethical dimensions of students personality	30	45.5	32	48.5	4	6.1	-	-	-	-	12
It enables me to remain the fervour of youth all the time in spirits and keep up the zest of life	21	31.8	36	54.5	8	12.1	1	1.5	-	-	24

I realized the importance of punctuality and preparedness for handling classes	45	68.2	19	28.8	2	3	-	-	-	-	3
It sustains my motivation for choosing teaching	34	51.5	28	42.4	3	4.5	1	1.5	-	-	7

- ❖ 71.2% of student teachers realize that teachers should be lifelong learners (to keep abreast in recent development of subjects concerned)
- ❖ 69.7% of student teachers made to realize that teaching is noble profession
- ❖ 68.2% of student teachers realized the importance of punctuality and preparedness for handling classes
- ❖ 59.1% of student teachers have stimulated passion and love for children
- ❖ 57.6% of student teachers makes them to feel that teaching is a secured job
- ❖ 54.5% of student teachers fulfill their desire to serve the society
- ❖ 51.5% of student teachers sustains there motivation for choosing teaching, Teaching profession suits their taste, It stimulates their intellectual knowledge and developed self esteem in them
- ❖ 50% of student teachers observe and understand the student's behaviours
- ❖ 45.5% of student teachers learn different teaching skills through microteaching skills technique, Have enhanced their teaching skills and realized that the teachers are responsible for upholding moral and ethical dimensions of students personality
- ❖ 43.9% of student teachers shapes their behavior through having control over their emotions and gives them high status in the society
- ❖ 42.4% of student teachers gave scope for self development
- ❖ 40.9% of student teachers enables to use appropriate teaching aids
- ❖ 39.4% of student teachers give opportunity to work together through co-operative learning
- ❖ 37.9% of student teachers helped them to understand the feeling and actions of others
- ❖ 36.4% of student teachers It developed me to realize my potential capacities in management and leadership & It enables me to use different methodologies according to the nature of the lesson.
- ❖ 34.8% of student teachers It enables me to use appropriate methodologies according to the student's ability

- ❖ 31.8% of student teachers It enables me to remain the fervour of youth all the time in spirits and keep up the zest of life

EDUCATIONAL IMPLICATIONS

- ✓ The findings of the present investigation revealed that student teachers who displayed a positive influence towards teaching that teachers should be lifelong learners” This has implications for school and teacher education administrators, who are able to make room and provide support for the seeds of “lifelong learners” to blossom and strengthen, especially among future student teachers.
- ✓ The findings of this study show that “teaching as an noble profession” and 'love for teaching' as a personal value and virtue involves student teachers.' It is suggested/recommended that teacher educators could model the development of teacher-pupil relationship, which may in turn have an impact on future teachers learning with their own students. The more asset of love for teaching being accumulated, the better opportunities these student teachers will be able to survive unpredictable challenges ahead with a positive outlook and sustained teaching as a career with high motivation.
- ✓ Teacher educators should understand that they have not only have the responsibility of sharing knowledge and practical skills to their students, moreover their responsibility is on training able people to successfully integrate on an increasingly labor market that is directed by high motivation, competitiveness and efficiency.

CONCLUSION

Teacher education is a systematic process of unearthing the treasure within each and every teacher and subsequently every learner in each and every learning situation. It is the continuous process, which makes the individuals to realize, the magnitude and potentialities, if nurtured and inculcated in the right perspective and can make a tremendous contribution at every part of the society. The success of improving the quality of education in India and elsewhere will very much depend on the ability of the teaching profession to recruit and train the qualified and motivated student teachers.

REFERENCE

- Brookhart, S. M., Freeman, D. J. (1992). Characteristics of entering student teachers. Review of Educational Research 62(1), 37-60.*
- Deci, E.L. (1975). Intrinsic Motivation. New York: Plenum*

- Richardson, P. W. & Watt, H. M. G. (2006). *Who chooses teaching and why? Profiling characteristics and motivations across three Australian Universities*. *Asia-Pacific Journal of Teacher Education*, 34(1), 27-56.
- Roussel, P. (2000) *La Motivation au Travail—Concept et Theories*. *Notes du Laboratoire Interdisciplinaire de recherche sur les Ressources Humaines et l'Emploi (LIRHE)*, Note No. 326. Toulouse: LIRHE.
- Ryan, R.M. and Deci, E.L (2000b) *Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being*, *American Psychologist* 55:68–78
- Ryan, R.M. and Deci, E.L. (2000a) *Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions*, *Contemporary Educational Psychology* 25: 54–67. *Determination and Self-Regulation in Education*, in C. Ames and R.E. Ames (eds)
- Ryan, R.M., Connell, J.P. and Deci, E.L. (1985) *A Motivational Analysis of Self-Research on Motivation in Education: The Classroom Milieu*, pp. 13–51. New York: Academic Press.
- Sheeba .K (2014). *Motives of student teachers in relation to personal and social influence, emotion, altruism, morale and attitude*. *Ph.D thesis submitted and awarded by the Tamil Nadu Teacher Education University*.
- Vallerand, R.J. and Thill, E.E. (1993) *Introduction au Concept de Motivation*, in J. Vallernad and E.E. Thill (eds) *Introduction À La Psychologie De La Motivation*, pp. 201–38. Laval (Quebec): Editions etudes vivantes.