

## **INFLUENCE OF SOCIO – ECONOMIC FACTORS ON TEACHER TRAINEES TO CHOOSE TEACHING CAREER – A STUDY**

**Dr. M. Gopala Krishna,**

Assistant Professor

UNIVERSITY COLLEGE OF EDUCATION

ADIKAVI NANNAYA UNIVERSITY

RAJAMAHENDRAVARAM

ANDHRA PRADESH, INDIA.

[mgopalakrishnaji@gmail.com](mailto:mgopalakrishnaji@gmail.com)

**Dr. Rachumallu Sambasivarao**

Assistant Professor

UNIVERSITY COLLEGE OF EDUCATION

ADIKAVI NANNAYA UNIVERSITY

RAJAMAHENDRAVARAM

ANDHRA PRADESH, INDIA.

[rssrao2010@gmail.com](mailto:rssrao2010@gmail.com)

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**INTRODUCTION:** Education is an important social activity. Education is a process of learning to live the life of a community. Education has been defined different ways by different people. In recent years many valuable changes have taken place in our country's educational system and curriculum. There is a growing tendency and awareness among the politicians, educationists, academicians and administrators that the system of education needs to be socially reformed and reconstructed to suit the needs of the society. Teachers, the nucleus of such an educational system, are the instruments of social change and key – in society and community. The job of the teacher, in many ways is more complex than that of a person in any other profession. But it is no wonder that very few students come forward to accept teaching as a profession on their first choice. It is a well known fact that the students of well-to-do parents always aspire for medical and engineering professions whereas those students, whom their family depends upon and who are economically poor and who have reference to middle and lower classes take up teaching profession to support and supplement their families and family income.

**STATEMENT OF THE PROBLEM:** “Influence of Socio – Economic factors on teacher trainers to choose teaching career – a study” This study aimed to investigate the influences of choose teaching career to teacher trainees. This study is carried out on the graduate teacher trainees studying in the Rajamahendravaram area.

## REVIEW OF RELATED LETERATURE

Pillai.J.K. & Mohan.S., Department of Education M.K.U. (1985): “Why Graduates choose to teach, a survey”. The item linking to work with young people moved from third position to the first position in 1985. Neither sex not level of education had any significant impact on factors, which influenced people in choosing to teach. Former teachers did not inspire their students to take up teaching: Training did not have much impact on the trainees in instilling values of dignity and nobility of profession.

Normala Ismail, Ad. Rahim Bakar, Ramlah Hamzah (2006): The expectation of tve student teachers to choose teaching as a career” Teacher in considering teaching as a career. The expectations perceived by Technical and Vocational Education (TVE) student teachers became the factor that influenced them to enter the Teaching profession. To identify the expectations of TVE student teachers about teaching as a career expect teaching will enable me to contribute more effectively to the economic wellbeing of my family.

Suppiah Nachippan, Hari Krishnan Andi, Sunder Subbramania (2012): “Factors that Motivates the Teacher Trainees of Teacher Training” Motivation plays an important role in determining one’s achievement level. Therefore, future teachers who are responsible in leading their pupils’ need to be motivated so that they will be well prepared to face all the upcoming challenges in the education field. For this study, respondents were asked to write essays to identify the factors that motivate excellence trainee teachers in the institute.

## OBJECTIVES OF THE STUDY:

- To study the Gender of the trainees for option teaching career.
- To know about the Socio – Economic factors influence on married and unmarried teacher trainees.
- To study the Socio Economic factors influence on Rural and Urban teacher trainees.
- To study the Socio Economic factors influence on Educational qualification of Graduate and Post Graduate teacher trainees.

## HYPOTHESIS OF THE STUDY:

- There is significant difference between the Socio – Economic factors of male and female teacher trainees that lead them to choose the teaching career.
- There is no significant difference between the Socio – Economic factors of Marital status of Married and Un-married teacher trainees that lead them to choose the teaching career.
- There is no significant difference between the Socio – Economic factors of Area of Rural and Urban teacher trainees that lead them to choose the teaching career.

- There is no significant difference between the Socio – Economic factors of Educational qualification of Graduate and Post Graduate teacher trainees that lead them to choose the teaching career.

## RESEARCH METHODOLOGY

The investigator prepared the questionnaire personally with the help of his research guide. The investigator used a brief letter addressed to the respondents in which they are humbly requested to answer the items of inquiry mentioned in the questionnaire.

### A) SAMPLE OF THE STUDY

The investigator overall selected a sample of 200 trainees, who were on the roll and were actually undergoing B.Ed., Course in different colleges of Education for the investigation of the problem. Only those members who are in the process of education and receiving education have been selected. While selecting a sample the technique of random sampling and stratified sampling were employed.

### B) STATISTICAL TECHNIQUES USED

The investigator used the statistical techniques like t – test and ANOVA test for analysis the data, which were very much suitable for the present study.

## DATA ANALYSIS AND DISCUSSION

The investigator went around the colleges of education functioning under different managements namely University, Government and private located in the Rajamahendravaram and administered the questionnaire personally among 200 teacher – trainees who were actually undergoing teacher education course. Totally 200 questionnaires consisting of Male and Female were selected.

Table – I: T-test between Male and Female teacher trainees in their Socio – Economic status to choose teaching career:

| Gender | N   | Mean   | S.D  | t.Value | Significance |
|--------|-----|--------|------|---------|--------------|
| Male   | 74  | 106.25 | 8.74 | 8.76    | Significant  |
| Female | 126 | 105.53 | 9.90 |         |              |

@ Significant at 0.01 and 0.05 levels

As Seen from the above table the obtained mean values of male and female teacher trainees are 106.25, 105.53 and S.D Values are 8.71 and 9.90 respectively. The T.Value obtained as 8.76, which is significant. Hence the hypothesis is accepted.

Table – II: T-test between Marital status of teacher trainees in their Socio – Economic factor influence to choose teaching career:

| Marital Status | N   | Mean   | S.D   | t.Value | Significance    |
|----------------|-----|--------|-------|---------|-----------------|
| Married        | 64  | 104.96 | 11.10 | 1.00    | Not Significant |
| Un Married     | 136 | 104.42 | 11.13 |         |                 |

@ Not Significant at t-Value 1.00 level.

As seen from the above table the obtained mean values of married & unmarried teacher trainees are 104.96, 104.42 and S.D values are 11.10 and 11.13 respectively. The T-Value obtained as 1.00 which is not significant Hence the null hypothesis is accepted hence it is concluded that there is no significant difference between the married & unmarried teacher trainees.

Table – III: T-test between Rural & Urban of teacher trainees in their Socio – Economic factor influence to choose teaching career:

| Gender | N   | Mean   | S.D   | t.Value | Significance    |
|--------|-----|--------|-------|---------|-----------------|
| Rural  | 95  | 105.76 | 9.22  | 0.72    | Not Significant |
| Urban  | 105 | 104.69 | 11.25 |         |                 |

@ Not Significant at t-Value 0.72 level.

As seen from the above table the obtained mean values of Rural & Urban teacher trainees are 105.76, 104.69 and S.D values are 9.22 and 11.25 respectively. The T.Value obtained as 0.72 which is not significant Hence the null hypothesis is accepted hence it is concluded that there is no significant difference between the Rural & Urban teacher trainees.

As seen from the above table the obtained mean values of graduate and post graduate teachers are 104.94, 106.31 and S.D values are 9.23 and 9.11 respectively. That t-Value obtained as 0.78, which is not significant. Hence the null hypothesis is accepted, Hence it is concluded that there is no significant difference between Graduate & Post Graduate teacher trainees.

Table – IV: T-test between Graduate and Post Graduate teacher trainees in their Socio – Economic factor influence to teaching career:

| Educational Qualification | N   | Mean   | S.D  | t.Value | Significance    |
|---------------------------|-----|--------|------|---------|-----------------|
| Graduate                  | 134 | 104.94 | 9.23 | 0.78    | Not Significant |
| Post Graduate             | 66  | 106.31 | 9.11 |         |                 |

@ Not Significant at t-Value 0.78 level.

### MAJOR FINDINGS OF THE STUDY:

The investigator concluded that the following findings after complete the analysis and give his interpretation based on the findings.

- a) There is significant difference between male and female teacher trainees in their Socio – Economic status for opting teaching career. But by comparing the mean values of above variable we can find out that the female teacher trainees are little more attracted to the teacher training than male trainees.
- b) There is no significant difference among the marital status (Married/Unmarried) of the teacher trainees in their Socio – Economic factor for opting teaching career.
- c) There is no significant difference among the area (rural/urban) of the teacher trainees in their Socio – Economic factor for opting teaching career. Hence we observe the rural candidates also equally attracted to the teaching profession as urban candidates.
- d) There is no significant difference between the Socio – Economic factors of Educational qualification of Graduate and Post Graduate teacher trainees that lead them to choose the teaching career. Hence we observe the mean of the above variable Graduates are more attracted to the teacher trainees than Post Graduate trainees.

#### **LIMITATIONS OF THE STUDY**

- a) The study does not have in its preview any analysis of psychological factors influencing teaching career. Nor does it try to probe in depth the causative factors that penetrate in economic and social perspective.
- b) The study area of research is also limited to the colleges of education located in Rajamahendravaram affiliated to Adikavi Nannaya University.
- c) The population to which study is relevant is the teacher trainees of all colleges of education located in Rajamahendravaram.

#### **EDUCATIONAL IMPLEMENTATIONS**

- a) The role of teacher educator is of prime importance for effective implementation of teacher education curriculum.
- b) Education and training of teacher educators is a pre-requisite for effective changes in the training and orientation of teachers.
- c) To sensitize teachers and teacher educators about emerging issues, such as Environment, Ecology, Population, Gender Equality, Legal literacy, etc.

#### **SUGGESTIONS**

- a) The area of the present research was limited to the colleges of education located in the area. But it is open for further investigation on a broader sample covering all the colleges of Education in the state of Andhra Pradesh.

- b) When a sufficient number of candidates available, they seldom possess high teaching aptitude. So the difficulties that would arise in judging the right type of candidate may be undertaken.
- c) Since majority of the trainees come from low income group families. Some sort economic incentive may be given to them to grow professionally. Whether stipends or other economic incentives enable the trainees to grow professionally is a problem for investigation.
- d) Today, a majority of the trainees join the colleges of Education with a view to getting immediate employment and job guarantee soon after finishing their training. Whether existing educational institutions are able to absorb all the trained candidates in teaching job is a problem for study.

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