



Attitude Towards Responsibility Among B.Ed. College Students

Kavitha.P¹, Kannan. B²

¹Research Scholar, Centre for Educational Research, Madurai Kamaraj University, Madurai,

²Assistant Professor, Centre for Educational Research, Madurai Kamaraj University, Madurai

Abstract

This study explores the attitude towards responsibility among B.Ed. (Bachelor of Education) college students, examining how factors like gender, family background, and subject area influence their sense of responsibility. As future educators, B.Ed. students play a vital role in shaping future generations, and their attitudes towards responsibility are essential in determining their effectiveness as teachers. This study draws insights from various variables and provides implications for educational institutions to cultivate a sense of responsibility among student teachers.

Keywords: Attitude, Responsibility, B.Ed. Students, Professional Preparedness

Introduction

Responsibility is a key trait for teachers, as it reflects their ability to manage students, deliver quality education, and contribute to a positive learning environment. For B.Ed. students, developing a strong attitude toward responsibility is vital for their future professional lives. This research aims to assess the attitudes of B.Ed. college students towards responsibility and explore the impact of demographic variables such as gender, family structure, and subject specialization on their perceptions.

The teacher's role extends beyond the classroom; they act as role models, guides, and facilitators of moral and intellectual growth. Therefore, understanding how B.Ed. students perceive and internalize responsibility is key to ensuring they develop into effective educators.

By assessing the attitudes of student teachers towards responsibility, institutions can identify gaps in current teacher training programs. Additionally, such studies can inform educators and policymakers about the areas in which students may need additional guidance and support to cultivate professional accountability and a commitment to student welfare.

Responsibility refers to the duty or obligation to perform tasks, make decisions, and be accountable for one's actions. It embodies the understanding that one is answerable for their choices and the consequences that arise from them. Responsibility can manifest in various aspects of life, including personal, social, academic, and professional realms.

Types of Responsibility

Personal Responsibility: This involves one's own actions, decisions, and behaviors. It includes taking care of one's health, managing finances, and fulfilling personal commitments.

Social Responsibility: This is obligation of individuals or organizations to act for the benefit of society at large. It encompasses ethical practices, community service, and environmental stewardship.

Professional Responsibility: In a work or educational setting, this involves being accountable for one's job performance, meeting deadlines, and adhering to ethical standards. Educators, for example, have the responsibility to provide quality education and support to their students.

Civic Responsibility: This encompasses the duties of citizens to participate in their community and country, including voting, volunteering, and obeying laws.



Importance of Responsibility

Trust and Credibility: Being responsible builds trust with others, whether in personal relationships, professional settings, or community involvement. It enhances credibility and fosters a positive reputation.

Personal Growth: Accepting responsibility encourages individuals to reflect on their actions, learn from mistakes, and develop a growth mindset. It promotes self-discipline and accountability.

Positive Relationships: Responsibility strengthens relationships by ensuring individuals honor commitments and are reliable. This fosters mutual respect and understanding in both personal and professional interactions.

Effective Leadership: Responsible leaders inspire others to act ethically and make sound decisions, fostering a culture of accountability and integrity within their teams or organizations.

Factors Influencing Responsibility

Upbringing and Environment: Family values, cultural norms, and societal expectations can significantly influence an individual's sense of responsibility. Positive role models can instill a strong sense of accountability.

Education: Educational institutions play a crucial role in teaching responsibility through curricula, character education, and by providing opportunities for students to engage in responsible behaviors.

Peer Influence: The behavior and attitudes of peers can affect one's sense of responsibility. Supportive peer groups often encourage responsible actions and accountability.

Life Experiences: Personal experiences, including successes and failures, shape how individuals perceive and embrace responsibility. Lessons from previous experiences can enhance one's sense of accountability.

Practical Examples of Responsibility

In Personal Life: Managing time effectively to balance work, family, and self-care demonstrates personal responsibility. For instance, committing to a regular exercise routine and adhering to it shows accountability for one's health.

In Education: Learners are responsible for their learning by completing assignments on time, seeking help when needed, and actively participating in class discussions exemplifies academic responsibility.

In the Workplace: An employee who takes the initiative to complete a project ahead of deadline, communicates effectively with team members, and follows up on tasks showcases professional responsibility.

In Community Engagement: Volunteering at local charities or participating in community clean-up events illustrates social responsibility. It reflects a commitment to improving the community and supporting those in need.

In Family Life: Parents demonstrating responsibility by setting boundaries, nurturing their children, and actively participating in their education contribute to a positive family environment.

Importance Of Understanding Attitudes Towards Responsibility In B.Ed. Students

Professional Preparedness: A strong sense of responsibility among B.Ed. students ensures they are better prepared to handle the complexities and challenges of teaching. Teachers must be accountable for student learning outcomes, classroom management, and adherence to ethical standards. Cultivating responsibility ensures future educators understand their professional duties.

Moral and Ethical Development: Teachers are responsible for the moral and ethical development of students. An educator's attitude toward responsibility influences their decisions, behaviors, and interactions in the classroom. Understanding how B.Ed. students perceive their responsibilities can ensure they are trained to be both educators and ethical leaders.

Classroom Management: Responsibility is closely linked to classroom management skills. Teachers those who are taking the role seriously are more likely to establish a positive learning environment, manage student behavior effectively, and ensure that all students are engaged and progressing.



Educational Reforms: By examining attitudes towards responsibility, institutions can align teacher education programs with contemporary educational reforms that emphasize accountability, ethical practices, and student-centered learning.

Influence on Student Outcomes: The teacher's attitude toward responsibility directly influences student learning outcomes.

Related Studies

Teacher Responsibility and Student Achievement: A study by Pressley et al. (2006) found that teachers with a strong sense of professional responsibility had a significant impact on student achievement. These educators were more likely to reflect on their teaching methods, seek continuous improvement, and demonstrate a commitment to their students' success.

Development of Responsibility in Teacher Education: Shulman (1987) asserted that fostering professional responsibility should be a fundamental aspect of teacher education programs. His research suggested that incorporating discussions about ethical and professional responsibility within both coursework and practical experiences helps future educators grasp the broader implications of their roles.

Impact of Responsibility on Teacher Burnout: Farber (2000) linked high levels of responsibility to both positive and negative outcomes. While a strong sense of responsibility can enhance dedication and effectiveness, if not managed appropriately, it may lead to teacher burnout. This research points to the necessity of a balanced approach in teaching responsibility within teacher education programs.

Responsibility and Reflective Practice: According to Zeichner and Liston (1996), responsibility is an essential component of reflective practice in teaching. Educators who regard themselves as accountable for student outcomes are more likely to engage in self-reflection, which fosters continuous improvement and professional growth.

Objectives Of The Study

- To assess the overall attitude towards responsibility among B.Ed. college students.
- To investigate whether independent variables such as gender, family structure, and subject specialization influence students' attitudes towards responsibility.

Hypotheses Of The Study

- The attitude towards responsibility among B.Ed. college students is above average.
- Gender exerts a significant control on the attitude towards responsibility among B.Ed. students.
- Family Type exerts a significant control on the attitude towards responsibility among B.Ed. students.
- Family Size a significant control on the attitude towards responsibility among B.Ed. students.
- College kind exerts a significant control on the attitude towards responsibility among B.Ed. students.
- College type exerts a significant control on the attitude towards responsibility among B.Ed. students.
- Native place exerts a significant control on the attitude towards responsibility among B.Ed. students.
- Residence exerts a significant control on the attitude towards responsibility among B.Ed. students.
- Subject exerts a significant control on the attitude towards responsibility among B.Ed. students.
- Family income exerts a significant control on the attitude towards responsibility among B.Ed. students.

Methodology

The study surveyed among 430 B.Ed. college students, using a standardized instrument (standardized by Micheal Leo, 2020) to measure their attitudes toward responsibility. Independent variables including their

family structure, subject area (Arts or Science), and residence. Statistical analyses were conducted to judge against the mean scores of responsibility across different independent variables using t-tests and other relevant statistical tools.

Attitude Towards Responsibility

The empirical average score of attitude towards Responsibility among B.Ed. college students was 38.73, exceeding the empirical average of 25. This indicates the Attitude towards Responsibility among B.Ed. college students is above the average. In other words, Attitude towards Responsibility among B.Ed. college students is having above the average level of responsibility in all aspects of Responsibility.

Attitude Towards Responsibility And Independent Variables

Table 1 : Statistical Measures And Results Of Test Of Significance Of Difference Between The Means Of Attitude Towards Responsibility: Independent Variables– Wise

VARIABLE	SUB-VARIABLES	N	MEAN	SD	't' VALUE	SIGNIFICANCE AT 0.05 LEVEL
Gender	Male	154	38.266	7.306	1.031	Not Significant
	Female	276	39.003	6.739		
Family type	Joint	92	38.713	7.098	0.161	Not Significant
	Nuclear	338	38.837	6.399		
Family size	Upto four	309	38.657	7.101	0.407	Not Significant
	Five and above	121	38.950	6.564		
College kind	Unisex	128	39.375	6.364	0.129	Not Significant
	Mixed	302	38.470	7.174		
College type	Govt/Aided	338	38.846	7.011	0.624	Not Significant
	Private	92	38.347	6.732		
Native place	Rural	330	38.612	7.128	0.736	Not Significant
	Urban	100	39.160	6.330		
Residence	Hosteller	295	38.461	7.191	1.286	Not Significant
	Dayscholar	135	39.348	6.367		
Subject	Arts	213	37.779	7.403	2.859	Significant
	Science	217	39.682	6.346		



Family income	Adequate	340	38.846	7.011	0.624	Not Significant
	Inadequate	90	38.347	6.732		

Detailed Analysis By Variable

Gender:

- Mean Scores: Males had a mean score of 38.266, while females scored 39.003.
- t-Value: The t-value of 1.031 indicates no significant difference between genders regarding their attitude towards responsibility, as evidenced by the significance level.

Family Type:

- Mean Scores: Students from joint families had a mean score of 38.713, while those from nuclear families scored 38.837.
- t-Value: With a t-value of 0.161, this difference is not statistically significant.

Family Size:

- Mean Scores: Students from families with four members or fewer had a mean of 38.657, whereas those from larger families (five or more) had a mean of 38.950.
- t-Value: A t-value of 0.407 indicates that family size does not significantly affect attitudes towards responsibility.

College Kind:

- Mean Scores: Unisex colleges had a mean score of 39.375, compared to 38.470 for mixed colleges.
- t-Value: The t-value of 0.129 suggests no significant differences between the types of colleges.

College Type:

- Mean Scores: Students in government/aided colleges had a mean score of 38.846, while those in private colleges scored 38.347.
- t-Value: A t-value of 0.624 indicates no significant difference based on college type.

Native Place:

- Mean Scores: Rural students scored an average of 38.612, while urban students had a mean of 39.160.
- t-Value: The t-value of 0.736 shows no significant difference based on the native place.

Residence:

- Mean Scores: Hostellers had a mean score of 38.461 compared to 39.348 for day scholars.
- t-Value: With a t-value of 1.286, this indicates that residence type does not significantly impact responsibility attitudes.

Subject:

- Mean Scores: Students studying Arts had a mean score of 37.779, while those studying Science scored 39.682.
- t-Value: The t-value of 2.859 is significant, suggesting that the subject area has a meaningful impact on attitudes towards responsibility.



Family Income:

- Mean Scores: Students from families with adequate income had a mean score of 38.846, compared to 38.347 for those with inadequate income.
- t-Value: The t-value of 0.624 indicates that family income does not significantly affect attitudes towards responsibility.

The analysis indicates that the overall attitude towards responsibility among B.Ed. college students is generally positive, with the empirical average score being above the theoretical average. Among the independent variables examined, only the subject specialization showed a significant impact on students' attitudes, with Science students demonstrating a stronger sense of responsibility compared to their Arts counterparts. Other variables, including gender, family type, family size, college kind, college type, native place, residence, and family income, did not exhibit significant differences in attitudes towards responsibility.

Verification Of Hypotheses

- The attitude towards responsibility among B.Ed. college students is above average. **Accepted**
- Gender exerts a significant control on the attitude towards responsibility among B.Ed. students- **Not Accepted.**
- Family Type exerts a significant control on the attitude towards responsibility among B.Ed. students- **Not Accepted.**
- Family Size a significant control on the attitude towards responsibility among B.Ed. students- **Not Accepted.**
- College kind exerts a significant control on the attitude towards responsibility among B.Ed. students- **Not Accepted.**
- College type exerts a significant control on the attitude towards responsibility among B.Ed. students- **Not Accepted.**
- Native place exerts a significant control on the attitude towards responsibility among B.Ed. students- **Not Accepted.**
- Residence exerts a significant control on the attitude towards responsibility among B.Ed. students- **Not Accepted.**
- Subject exerts a significant control on the attitude towards responsibility among B.Ed. students- **Accepted.**
- Family income exerts a significant control on the attitude towards responsibility among B.Ed. students- **Not Accepted.**

Educational Implications Of The Study Results

The results of the hypotheses verification regarding the attitude towards responsibility among B.Ed. college students provide critical insights for teacher education programs and institutional practices. Below are the educational implications for each finding:

1. The attitude towards responsibility among B.Ed. college students is above average. (Accepted)

Implication: The overall positive attitude towards responsibility among B.Ed. students highlights the effectiveness of existing teacher education programs in fostering a sense of accountability. Institutions should continue to emphasize the importance of responsibility through practical training, ethical discussions, and reflective practices to maintain and further enhance this attitude. Curriculum design should integrate opportunities for students to engage with real-world responsibilities, such as internships, peer teaching, and community projects, reinforcing the importance of accountability in their future teaching careers.

2. Gender does not exert a significant control on the attitude towards responsibility among B.Ed. students. (Not Accepted)



Implication: There is no significant differences between male and female students in terms of responsibility, teacher education programs should continue promoting equality in responsibility-related training. There is no need for gender-specific interventions, allowing educators to focus on universally applicable approaches to fostering responsibility across all students, regardless of gender.

3. Family type does not exert a significant control on the attitude towards responsibility among B.Ed. students. (Not Accepted)

Implication: The lack of significant impact from family type (joint vs. nuclear) suggests that responsibility can be cultivated independently of family structure. Teacher training institutions should focus on fostering responsibility within the educational environment itself, providing equal support to students from all family backgrounds. Schools should prioritize classroom and extracurricular experiences that emphasize the importance of responsibility rather than relying on familial influences.

4. Size of the Family do not exert a significant control on the attitude towards responsibility among B.Ed. students. (Not Accepted)

Implication: Family size does not influence responsibility attitudes, indicating that responsibility development is largely independent of family dynamics. Institutions should continue creating individualized learning environments that foster responsibility, without considering family size as a determinant. Educational practices should focus on personal growth and responsibility in both small and large group settings, offering experiences that help students understand their personal and professional obligations.

5. College kind does not exert a significant control on the attitude towards responsibility among B.Ed. students. (Not Accepted)

Implication: Whether a college is unisex or mixed does not significantly influence students' attitudes towards responsibility. This suggests that responsibility training can be implemented uniformly across all types of institutions. Colleges should ensure that responsibility is embedded as a core value within their culture and curriculum, regardless of the institution's gender composition. Programs can focus on creating collaborative activities that promote shared responsibility among all students.

6. College type does not exert a significant control on the attitude towards responsibility among B.Ed. students. (Not Accepted)

Implication: The lack of significant influence from the type of college (government/aided vs. private) means that both types of institutions can successfully cultivate responsible attitudes in students. Educational strategies promoting responsibility should be shared across institutions, with government/aided and private colleges collaborating on best practices and standardized approaches to teaching responsibility.

7. Native place does not exert a significant control on the attitude towards responsibility among B.Ed. students. (Not Accepted)

Implication: The finding that rural and urban backgrounds do not significantly affect responsibility attitudes highlights the ability of educational programs to instill responsibility regardless of a student's native place. Educational institutions should continue providing inclusive programs that address the needs of students from diverse geographical backgrounds, ensuring that all students, regardless of where they come from, are given equal opportunities to develop a strong sense of responsibility.

8. Subject specialization exerts a significant control on the attitude towards responsibility among B.Ed. students. (Accepted)

Implication: The significant impact of subject specialization (Arts vs. Science) on attitudes towards responsibility suggests that students in different fields may require tailored interventions. Science students, who demonstrated a stronger sense of responsibility, may benefit from structured, content-specific approaches that reinforce their natural inclination toward responsibility. For Arts students, additional focus on the practical applications of responsibility within their field can help improve their sense of accountability. Teacher education programs should design differentiated instructional methods that address the unique needs of students based on



their subject specializations, ensuring that all students understand the importance of responsibility in their future roles as educators.

10. Family income does not exert a significant control on the attitude towards responsibility among B.Ed. students. (Not Accepted)

Implication: The lack of significant influence from family income suggests that socioeconomic background does not affect responsibility attitudes among B.Ed. students. Therefore, teacher education programs should continue to provide equitable learning opportunities for students from all income levels. Institutions should focus on fostering a culture of responsibility that is inclusive and accessible to all students, irrespective of their financial background.

Conclusion

The findings suggest that responsibility among B.Ed. students is generally well-developed, with subject specialization being the only significant factor influencing attitudes. This indicates that teacher education programs are largely effective in instilling responsibility, but they may need to tailor their approaches to address the specific needs of students in different subject areas. Additionally, the results highlight the importance of maintaining an inclusive and equal approach to responsibility training, as demographic factors like gender, family background, and socioeconomic status do not significantly influence students' attitudes. By continuing to focus on fostering responsibility through practical, reflective, and inclusive educational strategies, institutions can better prepare future educators for the demands of the teaching profession.

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