

Future Plans Of Student – Teachers

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Abstract: *It is universally accepted that Teaching is not an easy job. With the increasing knowledge of child psychology and development in the science of pedagogy, teaching is now being recognized as an expert's job for which a sound programme of teaching is essential. For this very reason, the Teachers' Training Institutions must shoulder the responsibility of giving the student-teacher all those experiences which are essential so that they may face teaching-learning situations with courage, patience and confidence in their real world of work after the training is over. In the present paper an attempt has been made to know about the future plans of those candidates who were pursuing the professional degree of B.Ed.*

Keywords: *Profession of Teaching, B.Ed., Student-Teachers, Future plans.*

Socialization is a life long process. As a person is socialized in a role, he learns its cultural content (i.e., its skills, knowledge and ways of behaving towards significant others in the role set) and he also acquires self-identification with the role, which leads him to internalize certain values and goals. During childhood socialization, according to Mead (1934) and Piaget (1932), the acquisition of cultural content and self-identification with roles occurs as a sequence of orchestrated phases, each building on what has gone before. When the sequence is completed, the product is a socialized person, with both the ability and desire needed for acceptable role performance. But if the process of socialization into a particular role were to be arrested at an early stage, some aspects of the role would be relatively overdeveloped and other underdeveloped, in short, balance would be lacking.

There is at least one important difference between socialization in early childhood and socialization into an adult role. The adult is not a *tabula rasa*; he already has learned a number of roles and values which given him a perspective for evaluating his world. From this perspective he chooses an occupation and fixes expectations of his work role. This means he has at first what Hughes calls lay conceptions of the occupation based on generalized societal values. The first task of socialization into a profession is therefore to transform the person's lay conceptions about the occupation into the technical orientations of the insider. The professional school accomplishes this transformation by emphasizing the mastery of technical skills and knowledge.

This mastery of technical know how, or professional socialization in broad sense, also shapes the future plans of aspirants of a profession. In the present study an attempt has been made to know about the future plans of prospective teachers.

THE STUDY DATA

The present work is based on an empirical study of student - teachers who were pursuing B.Ed. in teachers' training institutes, affiliated to Jai Narain Vyas University, Jodhpur. Since it was an empirical study, it was essential to have an accurate number of students pursuing B.Ed. from various teachers' training colleges of Jodhpur city. The list of B.Ed. colleges was obtained from the office of the University.

As this is the study of both male and female student-teachers, multistage sampling was used for the selection of sample. In the first stage seven training colleges including both women teachers' training institutes and co-educational teachers' training institutes were selected by lottery method. The list of students were obtained from these selected colleges. In second stage, by stratified random sampling using regular interval method, our sample of 100 male and 100 female student - teachers was selected for this study.

The data were collected through interview schedule. Gender is selected as the variable for bivariate analysis. For analysis of quantitative data, besides, mean other statistical

techniques such as Chi-square, correlation and contingency coefficient were used at appropriate places and 0.05 was generally accepted as level of significance.

PLANS AFTER COMPLETION OF B.ED.

Respondents were asked with reason that after completion of B.Ed. course what they will like to do. It is interesting to note that seven out of every ten respondents (69.5 percent) will like to take a job. More male respondents (77.0 percent) than females (62.0 percent) have shown their interest in taking up a job after this B.Ed. course. Remaining 30.5 percent respondents were interest in further studies after completion of this course. The number of female respondents (38.0 percent) in this category was cognizably more than their male counterparts (23.0 percent).

STAGE FOR OPTING A JOB

It is commonly observed that completion of education, specially degree is a gateway for a job. Keeping this in mind respondents were also asked at what stage would they like to go for a job?

Data shown in Table 1 reflect that a little more than three-fifths (63.0 percent) of our respondents, would like to go for a job immediately, after completing B.Ed. these respondents said that they were waiting for their degree of B.Ed. eagerly to start their professional role as teachers. A little less than one-fourth (24.0 percent) of our respondents were not so eager for a job and said that they will go for a job when feel necessity. Remaining 13.0 percent of respondents admitted that they were not able to say when exactly they would go for a job. They have not thought in this direction.

Stage	Male	Female	Total
(a) Immediately after B.Ed.	72 (72.0)	54 (54.0)	126 (63.0)
(b) When feel necessity	18 (18.0)	30 (30.0)	48 (24.0)
(c) Can't say	10 (10.0)	16 (16.0)	26 (13.0)
Total	100 (100.0)	100 (100.0)	200 (100.0)

Table 1: Stage For Opting A Job

It is interesting to note that more male respondents were eager to opt a job immediately after completing B.Ed. than female respondents who were not very much sure about their stage for opting a job. The difference is considerable.

REASONS FOR OPTING A JOB

It is a general tendency among aspirants of a profession to opt for a job after completion of professional training, for one reason or the other. Our respondent student-teachers were also probed in this context. Data shown in Table 2 clearly reflects that 35.0 percent of respondents want to be economically independent, therefore, they want to take a job after completion of this course. Explaining their stand, these respondents admitted that they feel uncomfortable in

demanding for financial help from family to meet their needs. They also felt that economic independence will also give them power to decide about their course of life. Interestingly, a higher percentage of male (43.0 percent) than of female respondents (27.0 percent) were more clear about power of their economic independence. The difference is considerable.

It is pertinent to note here that another 16.0 percent of respondents held that by doing a job they can support their family financially. To add, 8.5 percent of our respondents felt that it is the right time to take a job and get settled in life.

Further, there was a small group of respondents, consisted of 4.0 percent males and 16.0 percent females who wanted to opt a job to utilize their time and qualification. The question was not applicable to 30.5 percent of our respondents.	Male	Female	Total
Reasons			
Economic independency	43 (43.0)	27 (27.0)	70 (35.0)
To support the family	21 (21.0)	11 (11.0)	32 (16.0)
Utilization of time and qualification	4 (4.0)	16 (16.0)	20 (10.0)
Right age to get settled in life	9 (9.0)	8 (8.0)	17 (8.5)
Not applicable	23 (23.0)	38 (38.0)	61 (30.05)
Total	100 (100.0)	100 (100.0)	200 (100.0)

Table 2: Reasons For Opting A Job

Thus, economic factor was underlying in case of a vast majority of our respondents. However, in comparison to 73.0 percent of males, only 46.0 percent of female respondent gave importance to economic reason. The difference is considerable. Further, it also indicates an attribute of patriarchal society where males are expected to be bread winners for their families while females are considered as second fiddle.

REASONS FOR OPTING FURTHER STUDIES

Our three out of every ten respondents were interested in pursuing further studies than to opt for a job for different reasons. Analysis of the reasons and plans advanced by these sixty-one respondents reflects mind-set of our student-teachers.

These respondents, in general, gave similar arguments in different words. Most of them said that they want to enhance their knowledge and acquire higher degree (44) which, further, will pave their way for better jobs (17). Explaining their stand, 28 of these respondents shared that they want to go for Masters degree in Education (M.Ed.) to get eligibility to teach in B.Ed. colleges. Some of them want to do post graduation in subject of their liking (14) while 6 of them wanted to pursue for Ph.D. A small group of respondents (19) expressed the desire to appear in competitive examination for civil services after completion of B.Ed., hence was not interested to opt for teaching job.

Data further show that there is not much difference in responses in terms of sex. Interestingly, female respondents were more inclined towards academic benefits of higher studies than male respondent who were more interested in economic benefits.

PROFESSIONAL DEGREE OF B.Ed. AND JOB OPPORTUNITIES

The social, economic, scientific and the cultural development and advancement of a country depends on the quality of the people. The quality of the people depends largely on the quality of the education system prevailing in the country. All nations attempts to impart quality education and today when there is virtual explosion of information, it is highly essential that Teacher Education is of the highest quality and standards. For the overall quality of education depends to a large extent upon the quality of the Teacher Education.

It is one of the axioms of educational planning that the quality of education depends upon the quality of teachers. No matter, even if adequate facilities are available, the education of the students becomes ineffective unless there are teachers who have imagination and competence to get the children to use them properly. The Education Commission (1964–66) has rightly mentioned, “of all the different factors that influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant”. It is felt that the reputation of an institution and its influence on the life of the community is invariably determined by the kind of teachers working in it. Therefore, the professional degree of B.Ed. has become the minimum eligibility of school teachers in government and private sector in India.

Keeping this dimension in mind, respondents were asked, to what extent, in their opinion, job opportunities are available after completion of B.Ed. Interestingly, two-third of our respondents (66.5 percent) hold the view that job opportunities are available only to some extent, while 23.0 percent of them claimed that such opportunities are there to a large extent. However, there was a small group of respondents who felt that B.Ed. degree play no role at all in availing job. Data are presented in Table 3.

Extent of job opportunities	Male	Female	Total
i) To a large extent	27 (27.0)	19 (19.0)	46 (23.0)

ii) To some extent	59 (59.0)	74 (74.0)	133 (66.5)
iii) Not at all	14 (14.0)	7 (7.0)	21 (10.5)
Total	100 (100.0)	100 (100.0)	200 (100.0)

Table 3: Availability Of Job Opportunities After B.Ed.

It is also clear that irrespective of sex, our respondents hold the same view. In other words, nine out of every ten respondents whether male or female, felt that B.Ed. degree increases the job opportunities either to a large extent or to some extent. These respondents also explained the reason of their stand. The largest group of respondents admitted that in many private schools, many non B.Ed. teachers are also giving their services. At the same time they accepted the importance of this degree in getting chance to teach in government schools and/or in reputed institutions of private sector where B.Ed. is essential qualification for teachers.

Those respondents who claimed that B.Ed. degree holders job opportunities are available to a large extent, were those who were having their eyes targeted on the vacancies in government schools. Contrary to this, there were some who were not very optimistic about having a better change in job market competition. They felt that when B.Ed. degree is essential it makes no contribution in raising the chance of getting a job by virtue of this degree.

B.Ed. DEGREE ENHANCES JOB OPPORTUNITIES IN TERMS OF TEACHING STATUS

The present teacher education programmes aim at giving teacher ‘training’ through ‘theory–practice model’ in which case the trainees after their selection are first taught the theories of teaching and learning. These trainees are taught both the micro and macro skills before sending them to schools for teaching practice. During teaching practice they take one or two classes a day and go back to their teaching institute for planning teaching for the next day. They generally work in a fully academic and professional environment during teaching practice as their supervisors, mentors, school heads and subject teachers in the school are there to help them. After completing the ‘training course’ they get employed and go to the field (schools) for teaching (Altbach, 2007). Respondents were asked that does B.Ed. degree enhance teaching status by improving teacher’s performance.

B.Ed. training improves the teaching ability of candidates which results in higher status was admitted by 13.5 percent of respondents. Seven out of every ten respondents said that teaching status get improved with the degree as it provide an opportunity to teach in renowned educational institutions where there is strict supervision on the teachers’ performance. Remaining 14.0 percent respondents did not accepted any enhancement in terms of teaching status.

	Male	Femal e	Total
i) To a great extent	16 (16.0)	11 (11.0)	27 (13.5)
ii) To some extent	66 (66.0)	79 (79.0)	145 (72.5)

iii) Not at all	18 (18.0)	10 (10.0)	28 (14.0)
Total	100 (100.0)	100 (100.0)	200 (100.0)

Table 4: B.Ed. Degree Enhances Job Opportunities In Terms Of Teaching Status

Data shown in Table 4 reveal that in comparison to male respondents, more female respondents accepted improvement in terms of teaching status to some extent with the degree of B.Ed.

B.ED. DEGREE ENHANCES JOB OPPORTUNITIES IN TERMS OF PAYMENT

Altbach observes that Teaching is a noble profession where name and fame along with academic salaries is associated. If the academic profession does not maintain adequate income levels, academic performance throughout the system inevitably suffers. Academics must receive sufficient remuneration to live an appropriate middle class lifestyle– not that they must be paid according to the highest international standards, local levels are generally adequate (2007:5).

Keeping this in mind, respondents were asked that does B.Ed. degree enhances job opportunities in terms of payment. Almost three–fourths (72.5 percent) of our respondents said that B.Ed. degree enhances job opportunities to some extent in terms of payment. Among remaining respondents, 14.5 percent feel that it enhances opportunities to a great extent, while 13.0 percent of them admitted that B.Ed. degree does not enhances opportunities of better payment. Sexwise comparison shows that our both male and female respondents hold the view that the professional degree has only limited effect on pay–package of teachers. Data are presented in Table 5.

	Male	Female	Total
i) To a great extent	10 (10.0)	19 (19.0)	29 (14.5)
ii) To some extent	78 (78.0)	67 (67.0)	145 (72.5)
iii) Not at all	12 (12.0)	14 (14.0)	26 (13.0)
Total	100 (100.0)	100 (100.0)	200 (100.0)

Table 5: B.Ed. Degree Enhances Job Opportunities In Terms Of Payment

A comparison of Table 4 and Table 5 shows that a majority of respondents envisage that B.Ed. enhances job opportunities to some extent both: in terms of teaching status and payment. They feel that with this degree they can get better status and attractive salary packages in private renowned education institutions.

RESPONDENTS' PRIORITIES IN SELECTING A JOB

An aspirant of a job chooses a job after considering various aspects of it ranging from pay–scale to work culture. Since all respondents are preparing to enter in teaching profession, we asked them that which aspects they will keep in mind while selecting a job. Following six aspects were placed before them:

- ✓ Handsome salary

- ✓ Job offers in same city
- ✓ Renowned institution
- ✓ Social recognition
- ✓ High Post
- ✓ Possibility of transfer

We asked them to rank these factors according to their priorities. We gave respective scores from six to one to these priorities and multiplied them with their respective frequencies in each category. The factor with highest score was given the first rank, factor with the second highest score as second and so on. Data are shown in Table 6.

Factors	Male	Female	Total
Handsome salary	1	1	2
Job offers in same city	2	4	1
Renowned institution	3	2	3
Social recognition	4	3	4
High Post	5	5	5
Possibility of transfer	6	6	6

$$\rho = 0.66$$

Table 6: Respondents' Priorities In Selecting A Job

Analysis of data shows that handsome salary, job in the same city, high post and renowned institution are those factors which influence respondents' choice of a job. Social recognition and possibility of transfer were such factors, considered lesser by our respondents.

A comparison of our respondents' preference in terms of sex shows interesting pattern. Where handsome salary was the first consideration for our male respondents, females considered job in the same city as first preference followed by salary as second. Male respondents' second preference was high post, followed by renowned institution and same city as third and fourth preference. On the other hand, high post and renowned institution were kept at third and fourth place by our female respondents. Social recognition and possibility of transfer were least considered factors by our respondents irrespective of sex.

In short, attractive salary, higher position in institution and social reputation of institution are the three factors playing vital role in choice of a job. It is well in accordance with the attributes of modern consumerist societies were socio–economic position matters a lot. Unwillingness in mobility is important in case of females who do not want to disturb their family, but not in case of males who are mentally prepared to move to other city to acquire a job with favourable conditions. However, Spearman's Rho ($\rho=0.66$) shows high correlation between preferences of our male and female student–teachers.

GEOGRAPHICAL MOBILITY FOR THE JOB

Though geographical mobility helps to accelerate upward social mobility, individual's liking and acceptance of geographical mobility depends on many factors. On the one hand, high position and salary associated with jobs in other cities work as a pull factors, strong family ties and

responsibilities along with settled, calm and sedentary life in their own city work as push factor and restricts their mobility.

Our respondents have given last preference to possibility of transfer in preferring various aspects while selecting a job. They were further asked that do they expect to get a job in the same city where they were residing? In response almost seven out of every ten respondents (69.0 percent) responded affirmatively. Only 31.0 percent of respondents admitted that perhaps they have to move to some other city to get a job. In other words, these respondents were ready for migration to avail job opportunities.

There is a considerable difference between our male and female respondents in the contexts. A very high percentage of our female respondents (83.0 percent) was hopeful in getting job in the same city while only 55.0 percent of male respondents were hopeful in getting a job in the same city where they are residing. On the other hand, remaining 45.0 percent of male and 17.0 percent of female respondents were mentally prepared to move to some other city if they could not get a job in the same city, where they are residing.

RESPONDENTS' EXPECTED INCOME

In present materialistic society, where money power plays an important role, it is a normal practice that any aspirant of job also considers salary–package or perks along with other factors while choosing a job. In present study also our respondents, specially males, admitted that in choosing a job, handsome salary will be their first consideration. Hence, we also asked our respondents about salary they expect while taking up teaching job.

It is not out of place here to mention that in teaching profession in India much discrepancy is found in emoluments not only in public and private sector but also in levels of schools in private sectors. In government schools teachers get pay scales approved by the Centre of State Government and there is neither bargaining nor gap between assured and given amount of salary. However, in private sector, specially in those schools which do not get government aid to meet their expenses, teachers get much less emoluments in comparison to teachers of government schools. Lack of government jobs and no risk of transfer are two important factors for which many aspirants accept jobs in private schools knowing that they will be paid much less amount in comparison to their counterparts in government schools.

When respondents were asked about the salary they expect from teaching job, they mentioned different amounts, ranging from minimum of Rs.5000.00 to a maximum of Rs.50,000.00 per month, average being Rs.19,380.00 per month only.

Sexwise difference in terms of salary is worth mentioning. Our male respondents' average expected monthly salary is Rs.24,170.00, ranging from minimum of Rs.10,000.00 to a maximum of Rs.50,000.00 per month. Our female respondents, however, expect Rs. 14,590.00, as their salary ranging from a minimum of Rs. 5,000.00 to maximum of Rs.30,000.00 per month.

It is worth indicating the difference one can observe in the responses given by our male and female student–teachers. One, who mentioned lesser emoluments were those who kept

private jobs in mind while those who mentioned higher emoluments were keeping their eye on government jobs.

RESPONDENTS' MOBILITY FOR BETTER JOB PROSPECTS

Mobility increases better job prospects and hence, ambitious job aspirants like to avail opportunity to move outside city, state or even, though occasionally, country.

Our respondents when were asked that if they get better prospects, will they like to go to other city for job, then little more than a half (56.0 percent) of our respondents expressed their willingness to go to some other city if getting better prospects. However, another 28.5 percent of the respondents were not interested in going out and argued that in private sector in school education salary prospects are almost the same and there is no benefit in going out. They will, therefore, like to remain in their own city.

A small number of respondent i.e., 15.5 percent were undecided on this matter. They said that they will take decision if and when they get some attractive offer.

Sexwise difference in this regard is significant. A much higher percentage of male respondents (67.0 percent) than of female respondents (45.0 percent) were clear in their mind to move outside when get better opportunities. On the other hand, in comparison to 19.0 percent of male respondents, 38.0 percent of female respondents were not in favour of moving to other city, mostly for domestic reason. Sexwise difference in attitude towards family and career, can be, hence, seen through this data.

Jobs in teaching in private schools is non transferable. If someone wants to move, he has to change his job, irrespective of the fact that movement is within the city or outside the city. But in government job, one should be ready for transfer as, by rule, it is a part of the job condition. Respondents' views were also taken on this aspect that whether they will like to go to other city if transferred.

Transfer was accepted by 62.0 percent of the respondents. They explained that if they are in good job and get transferred then they will like to go to other city also. Another 19.0 percent of the respondents did not want to go to some other city if transferred. Remaining 19.0 percent of respondents admitted that they cannot say whether they will like to go to some other city if transferred or not.

Sexwise distribution of data shows an interesting picture. Among our female respondents, number of those persons increased who are ready to go to other city if transferred (56.0 percent) in comparison to those females who were ready to go to other city if get a job (45.0 percent). The proportion of their male counterparts, however, has remained constant in this regard as who were ready to move if transferred (68.0 percent) or get a job in other city (67.0 percent).

Among those who refute to get mobile on transfer, 10.0 percent were male and 28.0 percent were female student–teachers. This clearly indicates that these prospective teachers are mentally prepared to accept job conditions related with government job if they get the same.

CONTINUATION OF JOB AFTER MARRIAGE

Marriage plays a very important role in one's life. It assigns a new status and associated role to the individual stepping in the wedlock. However, marriage turns the life of men and women differently. For men, it is an added responsibility, an added status of 'husband', in the same social setting. For women, in patriarchal societies, at least, it is not only an acquisition of a new status, but also acquisition of membership of a new family, in a new social environment. Comparing the roles of the two, Nayar (1988) observes that "for men occupation has continued salience, as their occupational success (or lack of it) determines their overall social standing and prestige, even within the family", whereas for women, "an occupational role added without any diminution of their domestic responsibilities can become a source of considerable strain". She further observes "women receive little approbation for performing their (ascribed) familial role well but are constantly under the threat of opprobrium— actual or imagined— if they fail in their role as wives and more so, as mothers" (1988:170). Their other status obligations, becomes 'poor thirds' (mother and wife role being the first and the second), and hence if they take up outside employment, "sub-serve their occupational role (including occupation aspirations and achievement of career mobility) to their family roles" (ibid, 171).

Though with changing scenario, many middle class families welcome working girls as wife/daughter-in-law, at the same time there are families, who welcome educated girls as new member of family but appreciate their working out only when and if required. Even many girls relate their working outside with financial requirements. Keeping this in view, we asked our unmarried female respondents whether they will like to continue their job after marriage.

There were 51 unmarried women among our respondents. Among these, 35 respondents preferred to continue their job even after marriage. These were the respondents with materialistic perception that in order to lead a comfortable life, it is better that both the spouses are working. However, some among these respondents have preferred to continue the job but in some other organization. Remaining sixteen female respondents were not affirmative. Six among these wanted to go for higher studies instead of continuing the job. Remaining ten respondents admitted that their continuing job will depend on the wishes of their in-laws family.

ROLE OF B.Ed. IN DECIDING MATRIMONIAL ALLIANCE

With the expansion of education and rising desire of middle and lower middle classes to lead a comfortable life, the proportion of entry of girls in various professions is increasing. Further, in case of matrimony, the education and employment status of prospective candidate also matters. Hence, it is not surprising that families of educated and employed boys prefer working girls and vice-versa. Keeping this in view, our respondents were asked whether B.Ed. degree play any role in deciding matrimonial alliance for boys and girls.

ROLE FOR BOYS

Generally parents of prospective brides desire for educated and economically settled bridegroom. Interestingly, there are also reports from some states of North India that value of a bridegroom in marriage market depends on his level of education and profession. In such situation whether professional degree of B.Ed. is of any help in case of boy was our next question.

Analysis of data shows that almost three-fifths of our respondents (58.5 percent) think that this degree helps in deciding matrimonial alliance in case of boys. However, 28.0 percent of our respondents felt that this degree has no effect in this matter while remaining 13.5 percent of respondents were of the view that this may hamper boy's matrimonial matter (Table 7).

Role	Male	Female	Total
Helps	49 (49.0)	68 (68.0)	117 (58.5)
Hampers	9 (9.0)	18 (18.0)	27 (13.5)
No effect	42 (42.0)	14 (14.0)	56 (28.0)
Total	100 (100.0)	100 (100.0)	200 (100.0)

Table 7: Role Of B.Ed. Degree In Deciding Matrimonial Alliance For Boys

Data also revealed that a very high proportion of females (68.0 percent) than of males (49.0 percent) felt that B.Ed. degree helps in finalizing matrimony while a much higher proportion of males (42.0 percent) than of females (14.0 percent) admitted that this degree has no effect in deciding matrimonial relationship of boys.

ROLE FOR GIRLS

In many societies, teaching is most socially accepted occupation for women. It is considered congruent and compatible. Nayar observes that teacher's role is congruent with the familial role in the sense that it is tending to get less specific and more diffuse as compared to other professions and women's family roles are diffuse already in that they have to look after all kinds of family needs of all members (1988:173). With holidays and long vacations they can easily cope up with their professional role along with domestic duties. Hence, whether a girl with B.Ed. degree has more avenues in marriage market was also discussed.

Role	Male	Female	Total
Helps	54 (54.0)	72 (72.0)	126 (63.0)
Hampers	12 (12.0)	10 (10.0)	22 (11.0)
No effect	34 (34.0)	18 (18.0)	52 (26.0)
Total	100 (100.0)	100 (100.0)	200 (100.0)

Table 8: Role Of B.Ed. Degree In Deciding Matrimonial Alliance For Girls

As is clear from Table 8, a little more than three-fifths of our respondents (63.0 percent) were affirmative that B.Ed. degree helps in getting suitable match for a girls. On the other hand, 26.0 percent of our respondents were of the opinion that this degree has no role in deciding matrimonial alliance for girls. Only remaining 11.0 percent of respondents held the view that this degree hampers the chances of deciding matrimony of girls.

Sexwise comparison shows that 54.0 percent male and 72.0 percent female respondents shown their affirmation on this question. The difference is considerable. On the other hand, a cognizably higher percentage of male (34.0 percent) than of female (18.0 percent) respondents felt that it plays no role in deciding matrimony. In short, it may be concluded that the professional degree of B.Ed. has a positive role in deciding matrimony though it is more helpful to girls than to boys.

RESPONDENTS' SUGGESTION TO SIBLINGS FOR SAME PROFESSIONAL EDUCATION

It is generally observed that if a person is satisfied with one's education, preparation or work, he prefers to suggest others to go for it. In developing societies, like ours, where along with growing information technology, primary group also play an important role in suggesting future course of life, whether our respondents will like to suggest their young siblings to opt for the same professional education, i.e., B.Ed., was also discussed with them.

Our data revealed that seven out of every ten respondents (71.0 percent) said that if their younger siblings show their interest in going to opt for teaching then they definitely suggest them to go first, for professional degree before trying for a job so they have realized its importance in both public sector and private sector.

Interestingly, Sexwise difference in this regard is notable. Against 58.0 percent of our male respondents, a very high percentage of females (85.0 percent) claimed their liking to suggest their siblings to go for this professional degree. On the other hand, remaining 42.0 percent of male and 15.0 percent of female respondents did not like the idea of suggesting this same professional education to their siblings.

It is worth mentioning here that this suggestion was conditional i.e.. of siblings want to go for teaching profession, they will suggest to go for preparatory training before joining the profession. Those fifty seven who did not like to suggest also narrated reasons for this. More than a half of them were not satisfied with socio-economic conditions of teaching. "Teaching job is more time consuming than monetary returns" (20) and "Teachers do not command much respect in society" (11) were their reactions. Our twenty five and six female teachers held this view. Management was an alternatively better choice in the eyes of nine males and three female respondents for their siblings. Remaining fourteen respondents, including eight male and six female respondents were liberal enough to let their siblings decide for themselves about their future career.

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