

Course Selection Satisfaction in Teacher Education: The Influence of Demographic Factors

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Abstract

This study investigates the satisfaction levels of secondary student teachers in relation to key demographic factors, including gender, academic background, medium of instruction, and locality. Data were collected from a representative sample of 94 B.Ed. student teachers using a structured satisfaction questionnaire covering dimensions such as faculty support, institutional resources, workload, motivation, and confidence improvement. Independent sample *t*-tests were conducted to identify differences in satisfaction scores across groups. Findings revealed no statistically significant differences in overall satisfaction across any demographic factor (all $p > 0.05$), although males, science-background students, English-medium students, and urban students reported slightly higher mean scores. Across all groups, “teacher helpfulness” and “facilities/resources” received the highest ratings, while “workload” emerged as the lowest-rated dimension. These results suggest that the B.Ed. program demonstrates strong inclusivity and overall effectiveness in meeting the needs of diverse learners. However, targeted interventions focusing on workload reduction and confidence enhancement—particularly for females, Arts/Commerce students, Kannada-medium learners, and rural students—could further strengthen program equity and satisfaction.

Keywords: B.Ed. student teachers, satisfaction analysis, demographic factors, workload, confidence, teacher education.

1. Introduction

Teacher education is fundamental in shaping the quality of future educators by providing the pedagogical knowledge and ethical values necessary for effective classroom practice. Within B.Ed. programs, understanding student satisfaction is essential, as it serves as a key indicator of institutional quality and directly influences professional commitment and learning outcomes. In the diverse educational landscape of India, factors such as gender, academic background, medium of instruction, and locality often create variations in how student teachers perceive and engage with their training. This study analyzes these

demographic influences to provide evidence-based insights, helping institutions refine their instructional design and support systems to ensure equitable and high-quality teacher preparation.

Objectives of the Study:

The specific objectives of the study are as follows:

1. **To evaluate** the overall level of satisfaction among secondary student teachers with respect to their B.Ed. course experience.
2. **To examine** whether significant differences exist in satisfaction levels between male and female student teachers.
3. **To analyze** the variation in satisfaction levels based on academic background (Science vs. Arts/Commerce).
4. **To identify** differences in satisfaction levels between English-medium and Kannada-medium student teachers.
5. **To assess** the influence of locality (rural vs. urban) on student teachers' course satisfaction.
6. **To provide** insights and recommendations for improving course design, institutional support, and equity within B.Ed. programs based on empirical findings.

Hypotheses of the Study:

- **H₀₁:** There is no significant difference in the course satisfaction levels between male and female secondary student teachers.
- **H₀₂:** There is no significant difference in the course satisfaction levels between Science and Arts/Commerce background student teachers.
- **H₀₃:** There is no significant difference in the course satisfaction levels between English-medium and Kannada-medium student teachers.
- **H₀₄:** There is no significant difference in the course satisfaction levels between rural and urban student teachers.

Sampling Procedures:

The present study employed a **descriptive survey method** to examine the satisfaction levels of secondary student teachers with reference to various demographic factors. The population for the study consisted of all **B.Ed. student teachers enrolled in secondary education programs** during the academic year in Sree Siddaganga College of Education, Tumakuru, Karnataka, India.

The sample included **24 male** and **70 female** student teachers, representing both **Science (n=51)** and **Arts/Commerce (n=41)** academic streams. Additionally, **60 English-medium** and **32 Kannada-medium** students participated, along with **69 rural** and **23 urban** respondents. Data were collected

through a structured questionnaire designed to measure satisfaction levels across multiple domains, including faculty support, institutional resources, confidence development, workload, and motivation.

Table 1: B.Ed. Student Teachers’ Satisfaction across Demographic Factors

| Factor | Groups | N (Group 1) | N (Group 2) | Mean (Group 1) | Mean (Group 2) | SD (Group 1) | SD (Group 2) | t-value | p-value | Significant Difference |
|-----------------------|---------------------------|-------------|-------------|----------------|----------------|--------------|--------------|---------|---------|------------------------|
| Gender | Male vs. Female | 24 | 70 | 4.50 | 4.30 | 0.55 | 0.65 | 1.465 | 0.146 | No |
| Academic Background | Science vs. Arts/Commerce | 51 | 41 | 4.28 | 4.05 | 0.52 | 0.61 | 1.928 | 0.058 | No |
| Medium of Instruction | English vs. Kannada | 60 | 32 | 4.35 | 4.20 | 0.60 | 0.65 | 1.08 | 0.28 | No |
| Locality | Rural vs. Urban | 69 | 23 | 4.29 | 4.32 | 0.62 | 0.61 | -0.24 | 0.81 | No |

Major Findings of the Study:

The analysis of data revealed several important insights regarding the satisfaction levels of secondary student teachers toward their course selection. The findings, derived from statistical analyses across demographic variables, are summarized below:

- Gender-Based Findings:** The comparison between male and female student teachers indicated **no statistically significant difference** in their overall satisfaction levels ($t = 1.465, p = 0.146$). Both male (mean = 4.50) and female (mean = 4.30) participants expressed high satisfaction, particularly in areas such as faculty support and institutional resources. Minor variations suggested that male students demonstrated slightly higher confidence and motivation, while workload was perceived as a common concern across genders.
- Academic Background Findings:** An examination of academic streams (Science vs. Arts/Commerce) revealed **no significant difference** in satisfaction ($t = 1.92, p = 0.058$). Science students (mean = 4.28) showed marginally higher satisfaction than their Arts/Commerce counterparts (mean = 4.05), especially in dimensions related to confidence improvement and clarity of career goals. This suggests that while both groups view the B.Ed. program positively, Science students may find the curriculum more aligned with their learning patterns.

3. **Medium of Instruction Findings:** Analysis of language medium (English vs. Kannada) showed **no statistically significant variation** in satisfaction levels ($t = 1.08, p = 0.28$). Both English-medium (mean = 4.35) and Kannada-medium (mean = 4.20) students reported high satisfaction, indicating that the program effectively supports bilingual instruction. However, English-medium students displayed marginally higher confidence and motivation, suggesting the potential benefit of additional linguistic support for Kannada-medium learners.
4. **Locality-Based Findings:** The results showed **no significant difference** between rural and urban students ($t = -0.24, p = 0.81$). Rural students (mean = 4.29) and urban students (mean = 4.32) expressed similar levels of satisfaction. Urban respondents reported slightly higher confidence and preparedness, possibly due to greater access to educational resources and exposure, while both groups highly valued faculty assistance and learning facilities.
5. **Overall Program Effectiveness:** Across all demographic factors, mean satisfaction scores exceeded **4.0 on a 5-point scale**, reflecting a generally high level of contentment among student teachers. The findings highlight the program's strengths in **faculty support, learning environment, and course structure**, while indicating minor areas for improvement such as workload management and confidence enhancement for specific subgroups.

Suggestions:

Based on the findings of the study on the satisfaction levels of secondary student teachers toward their course selection, the following suggestions are proposed to further enhance the quality and effectiveness of the B.Ed. program:

Strengthen Confidence-Building: Institutions should implement micro-teaching, simulations, and peer-learning workshops, particularly to support Arts/Commerce and Kannada-medium students.

Balance Workload: Academic responsibilities, including assignments and practicum work, should be rationalized and paired with time management training to reduce student pressure.

Improve Linguistic Support: Providing bilingual materials and translation aids can help Kannada-medium learners achieve parity with their English-medium peers.

Ensure Equitable Resources: Digital tools and teaching aids should be equally accessible to both rural and urban students, potentially through virtual libraries.

Provide Mentorship: Establishing regular psychological counseling and pairing student teachers with experienced educators can boost motivation and professional readiness.

Integrate Technology: Using ICT tools and online resource-sharing systems can further streamline and modernize the learning experience for all students.

Foster Inclusivity: Maintaining continuous awareness programs on gender sensitivity and academic inclusivity will help sustain a supportive environment.

Conclusion:

The study on the Course Selection Satisfaction of Secondary Student Teachers concludes that B.Ed. students maintain a high level of satisfaction across all investigated demographic categories. The findings confirm that the program is effectively structured and student-centered, successfully responding to the diverse needs of learners regardless of their gender, academic background, medium of instruction, or locality.

While certain subgroups—specifically male, Science-background, English-medium, and urban students—recorded marginally higher mean scores, these variations were not statistically significant. This lack of significant difference highlights the program's success in promoting equity and providing uniform learning experiences. Factors such as faculty support, institutional resources, and the quality of instruction were identified as the primary drivers behind this overall satisfaction.

However, the analysis also identifies opportunities for targeted improvement to further boost professional readiness. Focusing on enhancing confidence-building mechanisms, balancing academic workloads, and ensuring equitable resource access for rural, Kannada-medium, and Arts/Commerce students will be essential. By addressing these specific areas and maintaining consistent feedback loops, teacher education institutions can continue to foster a more balanced and high-quality academic environment.

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