



TEACHING INTREST OF STUDENT TEACHERS

D. Ponmozhi, Ph.D.

Principal, O.P.R. Memorial College of Education, Vadalur, Tamilnadu, India.

Abstract

The current inquiry has been undertaken in order to study the Teaching interest of student teacher in Tamil Nadu state. 622 student teachers were selected from various Education Colleges in Tamil Nadu state through random sampling technique. Normative survey method was used. This study is proposed to find out the levels of teaching interest of student teachers and significant difference between the selected pairs of sub-samples. Teaching interest scale constructed and validated by the researcher (2014) was used to collect the data. This study reveals that the majority of student teachers teaching interest were average. There exists significant difference between sub samples related to Email holders, Gender, locality of living, Type of College and Main subject studied.

Key words: *Computer Literacy, E-Mail Holder, locality of living, Type of College and Teaching interest.*



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

Introduction:

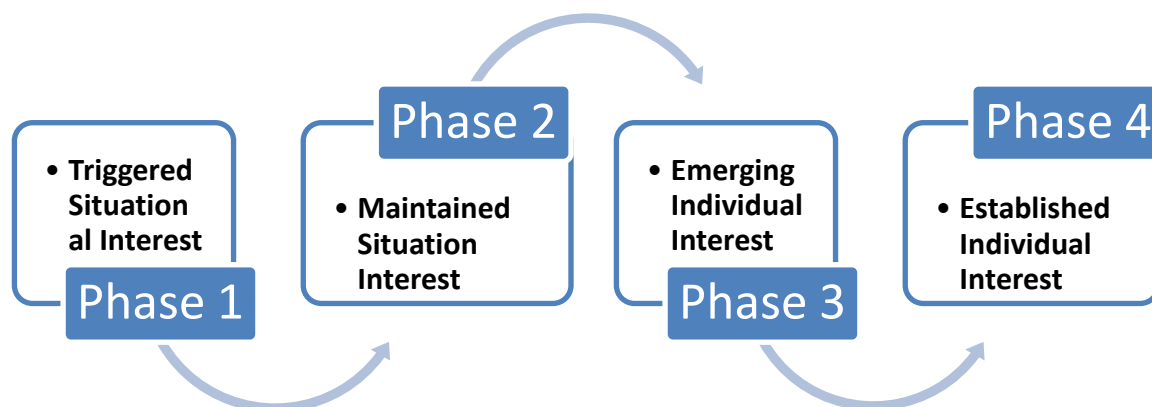
Teachers hold a very important place in the educational system and an influential figure in the lives of students. There are many factors which contribute towards effective and good teacher. Besides, knowledge of subject matter, professionalism etc interest of the teacher in teaching is the most important. Interest is the vital force that stirs the entire process of teaching and learning. All attempts are aimed to make students interested in learning. If teachers are found wasting in interest, then students' lives and learning experiences will be jeopardized.

Teaching interest:

Interest in teaching is defined as liking or activities to teaching and learning selected by the student teachers (Kadar). "Interest may be referred to the motivating force that impels us to attend to a person, a thing or an activity" (Crow and Crow). Interesting objects and experience are those which have satisfied or which promise to satisfy motives (sawyer and Telford). A thing that interests us is just something that concerns us or matters to us (Ross. J.S). Thus, interest can be understood as a mechanism for growth and challenge, which are

important in meeting people's psychological needs. The process of development of interest in a human being is clearly explained by Hidi and Renninger in Four-Phase model. They broadly classified the development of interest into two categories. They are situational interest and individual interest. **Situational Interest:** The interest that is stimulated by the environment is called situational interest. If it changes the affective and cognitive process of a person for a short duration it is known as **triggered situational interest**. This type of interest last for a short duration. This triggered situational interest when gained attention and persist for a long period of time, it becomes **maintained situational interest**. Both are supported and maintained by the external environment. **Individual Interest:** The individual interest can be developed by the continuous engagement and providing opportunity to re-engage the particular content or task over a period of time. This individual interest can be classified into **emerging individual interest** and **established individual interest**. If the situation is provided with positive feelings, stored knowledge and values to re-engage a particular content or task the individual interest emerges. If above environment persists for a long duration the interest in the content or task is established gradually. Likewise, individual interest is established in human being.

Figure 1 DEVELOPMENT OF INTEREST



Need for the study:

Teaching interest is a motivating factor which makes the student teachers to develop teaching competencies and acquire new skills in recent trends. Only student teacher with teaching interest develop competencies related to teaching profession. Many graduates are attracted towards teaching profession. The researcher wants to know whether the student teachers chose their profession by choice or chance.

Objectives of The Study: This study has been conducted in order to find out the following:

1. To assess the level of Teaching interest of student teachers.

2. To find the significant difference between the selected pairs of sub-samples in respect of their Teaching interest

Hypotheses:

1. The level of Teaching interest of Student teachers is high.
2. There is no significant difference between the selected pairs of sub-samples of student teachers in respect of their Teaching interest.

Materials and Methods:

Normative Survey Method has been used. By using Random Sampling Technique 622 student teachers are selected from Tamil Nadu and used as subjects of this study. The Teaching Interest Scale Constructed and Standardized by the researcher (2014) has been utilized to collect the data from the above mentioned sample of the study. In the present study the word Teaching interest mean the scores gained by sample subject on Teaching Interest Scale. The Teaching interests scale comprises of ten factors viz: Job nature, Financial factors, Career opportunity, Family improvement, Social responsibility, Welfare facility, Inspiration and Job outcome. The **maximum score** indicates **high Teaching interest** and **minimum score** indicates **low Teaching interest**.

Analysis and Interpretation

The collected data were analyzed with SPSS IBM19 and results were interpreted as below.

Table-1 Percentage analysis of Teaching Interest score of the total sample

	Teaching Interest	Score	Percentage
1	Low	Below 92	25.24
2	Average	93-183	50.64
3	Good	Above 184	24.11

The above table shows that 51% of student teachers teaching interest are average.

Table 2. Mean and Standard Deviation of Teaching Interest Score for Total Sample

Variable	Mean	N	Std. Deviation
Teaching Interest	187.06	622	17.95

The above table shows the mean score and standard deviation of Teaching interest of student teachers, which are found to be 187.06 and 17.96 respectively. It is concluded that the student teachers teaching Interest is high. This was supported by **Chilambarasan, D. (2011)**. He found high level of teaching interest among B.Ed teacher trainees. In contrast to that

Sood,V. & Anand, A. (2011). found professional commitment level of B. Ed. teacher educators is moderate.

Table 3.t-test Results comparing sub samples means of student teachers in Teaching Interest

Variable	Sub samples	N	Mean	S.D	't'/ F Value	Decision
Locality	Rural	265	152.93	31.99	4.68	S
	Urban	357	166.00	36.17		
Gender	Male	146	184.73	22.23	13.03	S
	Female	476	152.98	34.87		
Medium	Tamil	402	160.87	36.21	0.42	N S
	English	220	159.64	32.82		
E-Mail	Holders	276	165.57	32.66	3.29	S
	Non Holders	346	156.34	36.34		
Computer Literacy	With	381	161.67	36.21	1.12	N S
	With out	241	158.47	33.05		
Parental Occupation	Salaried	265	158.85	36.74	0.97	N S
	Self Employed	356	161.61	33.69		
Parental income	Below forty	540	161.05	35.35	1.12	N S
	Above forty	80	156.35	32.94		
College type	Government	102	190.41	19.97	45.0	S
	Government Aided	96	186.68	18.04		
	Self-Financing	424	186.35	17.36		
Main subject	Arts	143	185.77	20.59	3.15	S
	Science	345	187.56	17.13		
	Language	134	187.18	17.01		

An independent sample t test showed that the difference in score between urban and rural student teacher is statistically significant. Urban and rural student teachers are differing in their teaching interest. Urban student teachers have more teaching interest. In support to that **Mattoo,M.I.,& Bichoo,T.A.(2014)**, **Syiem,I.(2014)** showed difference in teaching interest of urban and rural students.

The difference in score between male and female student teacher is statistically significant. Male and female student teachers are differing in their teaching interest. Male student teachers have more teaching interest. In contrast to that **Mangieri, J. N.,& Kemper, R.E. (1984)** showed high teaching interest in female. **Wong,R.W.(1994)** showed less teaching interest in male.

The difference in score between Tamil and English medium student teachers is not statistically significant. Student teachers studying in Tamil and English medium are equally interested in teaching.

The difference in score between E-Mail holder and non-E-Mail holder student teacher is statistically significant. E-Mail holders are more interested in teaching than non-email holder student teachers.

The difference in score between computer literate and computer illiterate is not statistically significant. Computer literate and computer illiterate are equally interested in teaching.

The difference in score between salaried and self-employed parent's children are not statistically significant. Salaried and Self Employed parent's children are equally interested in teaching.

The difference in Teaching interest scores between the student teachers parent income of below forty thousand and above forty thousand were statistically not significant. Student teacher's parental income does not show any influence on teaching interest

A one-way ANOVA showed that the difference in Teaching interest scores among the Government college, Government Aided college, Self-financing college students were statistically significant. Government college students are more interested in teaching than the others.

The difference in Teaching interest scores among the Arts, Science and Language student teachers were statistically significant. Science student teachers are more interested in teaching than the others. **Gupta, S. & Jan, A. (2013), Prasad babu, B., & Raju, T.J.M.S. (2013)** observed significant differences in gender and subjects of study regarding teaching interest.

Conclusion:

The student teachers Teaching interest is high. The Urban, Male, Email Holders, studying in government college and Science student teachers are more interested in teaching than their counter parts. The teaching profession itself indoctrinate certain attracting features to bring new talented young minds to the teaching profession. Professionalization of teacher education does not mean only increasing the duration of the course rather the Knowledge, Skill, attitude and values of teacher education must be improved and standardized. Then only we can pool lot of talented young ones to this profession. The future nation is in the hands of teachers. **So it is essential to develop teachers with professional interest.**

Reference

- Bhalerao,R.P., Roy ,S.,& Varad,G.R., (2011) .A study of the correlation between Career Preference Profile and Interest in Teaching of B.Ed. Students.Indian Streams Research Journal, 1(9),1-4.
- Eren, A. (2012). "Prospective teachers' interest in teaching, professional plans about teaching and career choice satisfaction: a relevant framework?," Australian Journal of Education, 56(3). Retrieved from: <http://research.acer.edu.au/aje/vol56/iss3/7>.
- Greenberg,R.B., Ziegler,C.H., Borges,N.J., Elam,C.L., Stratton,T.D.,& Woods,S.(2013). Medical student interest in academic medical careers' multi-institutional study, *Perspective Medical Education*, 2:298–316.DOI 10.1007/s40037-013-0051-6.
- Gupta,S. & Jan,A. (2013).Attitude of B.Ed Pupil-teachers of science and arts streams towards creative teaching: a study, *International Journal of Advancement in Education and Social Sciences*, 1(1), 36-41.
- Ige, J.O.,Toyobo,E.A.,&Oyegoke,D.A.(2011). An Analysis of Urban Secondary School Students' Interest in Teaching Profession in South-Western Nigeria, *Global journal of human social science*,11(9).
- Krishnaveni,R., & Anitha,J. (2007) "Educators' professional characteristics", *Quality Assurance in Education*, 15 (2), 149 – 161.
- Mangieri, J. N.,& Kemper, R.E. (1984)Factors Related to High School Students' Interest in Teaching as a Profession. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Texas Christian Univ., Fort Worth.
- Mattoo,M.I.,& Bichoo,T,A.(2014). Attitude of Secondary School Teachers Towards Teaching With Special Reference to Rural and Urban Background,*Indian Journal Of Research*, 3(2).
- Ornstein, A.C.(1977). Characteristics of the Teaching Profession,*Illinois Schools Journal*, 56(4).
- Pandey,R.(2011).Teaching interest in B.Ed. Trainee teachers of different faculties *International Referred Reseach Journal*,2(19).
- Prasad babu,B.,& Raju, T.J.M.S. (2013). Attitude of student teachers towards their profession, *International Journal of Social Science & Interdisciplinary Research*, 2 (1).
- Rekha P. Bhalerao,R.P., Roy,S.,& , Varad,G.R.(2011).A study of the correlation between Career Preference Profile and Interest in Teaching of B.Ed. Students, *Indian Streams Research Journal*, I(8). DOI : 10.9780/22307850,
- Sasikala,V.(2012).Dignity and Professional Interest of B.Ed. Teacher Trainees, *International Journal of Scientific and Research Publications*,2(11).
- Syiem,I.(2014). A Study of the Interest in Teaching among Teacher Trainees of Shilling, *IOSR Journal Of Humanities And Social Science*,9(5),78-79.
- Tartuce,G.,Nuneso,M.,& Patrícia,A.A.(2010) Secondary school students and the attractiveness of the teaching career in Brazil,*Cadernos de Pesquisa* , 4(14).Retrieved from : <http://dx.doi.org/10.1590/S0100-15742010000200008>
- Wong,R.W.(1994).The Relationship between Interest in Teaching as a Career Choice and Perceptions of School/Classroom Environment of 7th and 8th Grade Students Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April 7, 1994.