



STUDY OF INTEREST IN TEACHING OF B.ED TRAINEES IN CONTEXT OF THEIR TYPES OF INSTITUTION, GENDER AND MEDIUM OF INSTRUCTION

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Abstract

In the world for any type of change every nation has a great expectation from its teacher. It is true to say that teachers are the critical agents for bringing out the desirable changes in the society. Teachers have the fundamental concerns and moral responsibilities to gear all the activities of the school in the positive direction. Thus, teachers have to attain the attitude, aptitude, interest values and certain competencies of teaching profession to ensure the fulfillment of the expected assignment. In the modern era, especially, in the educational field, to teach with interest is a great challenging for B. Ed. Trainees, which demands well subject knowledge and gives emphasis on clear objectives, good questioning, management and classroom organization, effective planning, good interaction, attitude, aptitude, personality and interest etc. The present research work answers; Can teaching interest affects by the types of institution? Can teaching interest affects by the gender? Can teaching interest affects by the medium of instruction?

Keywords: *Interest in Teaching, Types of Institution, Gender, Medium of Instruction*

INTRODUCTION

Education is a lifelong process. At modern era, educational Objectives are no longer limited to three R's. Now the role of teacher has changed according to time and situation, because teacher makes his/her affect more by what he/she is than what he/she does.

Thus, a teacher should possess all the qualities of a good Teacher such as interest in teaching, learning, positive attitude, good personality and so on. In the modern era, especially, in the educational field, to teach with interest is a great challenging for B. Ed. Trainees, which demands well subject knowledge and gives emphasis on clear objectives, good questioning, management and classroom organization, effective planning, good interaction, attitude, aptitude, personality and interest etc.

Thus, interest in teaching is a continuous process; it means to say that it is the process of transferring/sharing of knowledge from one person to another. The person who transfers his/her knowledge is known as teacher(s) and the one who receives it is known as the student.

RATIONALE

Various researches have been conducted on several teaching factors, such as effectiveness in teaching, achievement in teaching, personality traits in teaching, attitude and interest in teaching regarding different faculties of B.Ed. trainees. There are very few researchers, who have conducted their research on interest in teaching. There is a big gap; therefore, there is a need to study on interest in teaching, because the interest is also one of the main factors responsible for effective teaching. Thus the researcher studied the interest in teaching of B.Ed. trainees. In teaching, the interest plays an important role. Eventually, the researcher had keen desire to know that what role does interest play in teaching of B.Ed. trainees in context of their types of institution, gender and medium of instruction.

So, the questions of the research are, Can teaching interest affects by the types of institution? Can teaching interest affects by the gender? Can teaching interest affects by the medium of instruction? Therefore, the researcher has keen desire to know/study on all above written questions. In the world for any type of change every nation has a great expectation from its teacher. It is true to say that teachers are the critical agents for bringing out the desirable changes in the society. Teachers have the fundamental concerns and moral responsibilities to gear all the activities of the school in the positive direction. Thus, teachers have to attain the attitude, aptitude, interest values and certain competencies of teaching profession to ensure the fulfillment of the expected assignment.

STATEMENT OF THE PROBLEM

The problem of the present research is worded as follows –

STUDY OF INTEREST IN TEACHING OF B.ED. TRAINEES IN CONTEXT OF THEIR TYPES OF INSTITUTION, GENDER AND MEDIUM OF INSTRUCTION

OBJECTIVES

1. To compare mean scores of interest in teaching of male and female B.Ed. trainees in Bilaspur.
2. To compare mean scores of interest in teaching of B.Ed. trainees belong to Government and Private Institution in Bilaspur.
3. To compare mean scores of interest in teaching of B.Ed. trainees belong to Hindi and English medium in Bilaspur.

HYPOTHESES

Hypothesis is presented in null form. It is hypothesized that there is no significant correlation in interest in teaching of B.Ed. trainees in between Govt. and Pvt. Institution/University, gender and medium of instruction.

Ho₁ There will be no significant difference in mean scores of interest in teaching of male and female B.Ed. trainees in Bilaspur.

Ho₂ There will be no significant difference in mean scores of interest in Teaching of B.Ed. trainees' belong to Government and Private Institution in Bilaspur.

Ho₃ There will be no significant difference in mean scores of interest in teaching of B.Ed. trainees' belong to Hindi and English medium in Bilaspur.

DELIMITATION OF THE STUDY

The researcher limited his study area and cover only Govt. and Pvt. B.Ed. trainees' institutions in Bilaspur city of Chhattisgarh state.

POPULATION

Government and Private B.Ed. Institutions of Bilaspur city.

SAMPLE

The study was Survey type research. Sample for the proposed study was consist of about 104 B.Ed. male and female trainees of different Govt. institution and Pvt. Institution and belong to Hindi and English medium in Bilaspur. The institutions were selected by purposive sampling technique, and sections of the class were selected randomly.

TOOL

For the proposed study the researcher used Kakkar's Interest in Teaching Scale KITS-KS tool made by Dr. S. B. Kakkar from Govt. College of Education Patiala, for interest in teaching of B.Ed. trainees and published by National Psychological Corporation, Agra.

DATA ANALYSIS AND INTERPRETATION

Data for all the objectives were analyzed with the help of Independent Sample t-test. In Hypothesis Ho₁, show the comparison on the basis of Gender. Here, the t-value is 2.23, which is significantly at 0.05 level of significant with df = 102. In this context, mean score of interest in teaching of male and female B.Ed. trainees do differ significantly. Hence, the null hypothesis that there is no significant difference between mean scores of interest in teaching of male and female is rejected. Eventually, it could be said that female B.Ed. trainees were found to have significantly higher interest in teaching in comparison to male B.Ed. trainees.

Hypothesis Ho₂ shows the comparison on the basis of institutions. Here, the t-value is .95, which is not significant at 0.05 levels. Thus, it can be said that mean score of interest in teaching of Government and Private Institutions do not differ significant. Hence, it could be concluded that Government and Private B.Ed. institution were found to have same interest in teaching.

In the context of hypothesis Ho₃, the t-value is 1.27, which indicates that there is no significant difference in mean score of interest in teaching of both Hindi and English medium of B.Ed. trainees. Finally, it could be said that both the Hindi and English medium B.Ed. trainees were found to have interest in teaching to same extent.

MAJOR FINDINGS OF THE STUDY

The hypothesis Ho₁ is significant, therefore; mean score of interest in teaching of male and female do differ significantly. Thus, the null hypothesis is rejected. On the other hand the hypothesis Ho₂ is not significant, therefore; the mean score of interest in teaching of Govt. and Pvt. B.Ed. institutions do not differ significantly. Hence, the null hypothesis is not rejected. In the case of hypothesis Ho₃, which is also not significant; thus the mean score of interest in teaching of Hindi and English medium of B.Ed. trainees do not differ significantly. Hence, the null hypothesis is not rejected.

- ❖ Female B.Ed. trainees were found to have significantly higher interest in teaching in comparison to male B.Ed. trainees.
- ❖ Both Govt. and Pvt. B.Ed. institutions were found to have interest in teaching to same extent.
- ❖ Both Hindi and English medium of B.Ed. trainees were found to have interest in teaching to same extent.

EDUCATIONAL IMPLICATIONS

The findings of the research indicate that there is a lot of need to be done in order to improve the interest in teaching qualities of B.Ed. trainees.

- In the teaching process, the primary concern of B.Ed. trainees is to work hard while presentation of material before the students in an interesting manner and to motivate them for better learning.
- To have the quality of interest in teaching.
- Interest in teaching can be aroused with the use of audio-visual aids. It helps B.Ed. trainees to teach well in the classroom and makes attentive to all students. The use of such aids is not to replace the teacher, as some content, but to reinforce teaching and thereby enrich it.
- The interest autobiographies emphasize the fact that interest is perhaps the most modifiable of all human traits. They are at the source of feelings – are vivid with feeling. They change, grow according as they achieve success and approval or are blighted by frustration and loss of status.

- Interest may be used to facilitate teaching in many ways. B.Ed. trainees should endeavor to present the material to be learnt in an interesting way. Thus, the presenting material should be meaningful to students and should be goal oriented.
- In the teaching – learning situation active participation should be there for both B.Ed. trainees and students. In the teaching situation, the active participation of B.Ed. trainees should be there and the environment of classroom should be friendly.
- There is the need to open more number of B.Ed. institutions both Government as well private.
- It is needed to strengthen the laboratory, books, magazines and resource facilities in all the B.Ed. institutions.
- There should be uniformity in the syllabus of B.Ed. course.
- It is needed to adopt innovative teaching techniques in order to make their classes interesting.
- It is also needed to be up-grade of knowledge, skills and competencies of B.Ed. trainees.
- On the other hand, duration of B.Ed. course should be increased from one year to two years.
- There is the need to increase the duration of practice teaching for proper training and development of competencies.
- There is the need of adaptation of practical approach of teaching, regular organization of seminar and group discussion by B.Ed. trainees to make the process of teaching more effective, innovative and interesting.
- It also is needed to run more B.Ed. course in the Government Institutions/Universities.
- The fees of B.Ed. course should be reduced especially in private institutions.

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