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Teaching interest of pre-service teachers in reference to faculty

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A B S T R A C T

Teaching interest inhabits an important role in teaching profession. A teacher with interest in his subject can inculcate interest for the same in students also because the final result of interest is contentment and pleasure. This paper investigates the Teaching Interest of Pre service Teachers in Secondary Teacher education institutions. For this purpose the sample was selected from the B.Ed. colleges of Hisar district of Haryana state. The sample consisted of 600 pre service teachers. Out of 600 pre service teachers, 300 pre service teachers of Arts faculty and 300 pre service teachers of Commerce faculty were taken. Kakkar's Interest in Teaching Scale developed by Dr. S.B. Kakkar was used for the study. The study revealed no significant difference between the teaching interest of Arts and Commerce faculty pre service teachers.

Introduction

A man's routine life is formed by his interest and outlooks. His day-to-day relations with other members of the society, his scholastic and professional adjustment, attitudes and values depend upon his interest. Out of various objects in this universe, the pleasing and interesting ones become our natures and developed as the center of our interest. Actually, interest varies from person to person and as such they are quite subjective. Crow and Crow (1973) "interest may refer to the motivating force that impels us to attend to a person, a thing or an activity, or may be the effective experience that has

been stimulated by the activity itself. In other words, interest can be the cause of an activity and the result of participation in that activity." Our desires, drives and basic needs are very much associated with our interests.

Teaching interest inhabits an important role in teaching profession. A teacher with interest in his subject and other activities can inculcate interest for the same in students also because the final result of interest is contentment and pleasure. If one acquires pleasure in doing an activity, interest will stimulate endlessly. Similarly, interest of the

pre service teachers can be prolonged in the teaching-learning situation.

Interest, an important factor in teaching learning process: Interest has subjective aspect because it emphasizes the feeling component and objective aspect as well because the mechanical behavior is emphasized. Interest gives rise to certain activities and the approach. It is developed from one's own experiences which may be called inborn. The development of interest is closely associated with the holistic development of a child. The confined physical and mental abilities or experience bound the interest also because interest develops through dealings with comprehensive range of activities comparable of capacities. Interest describes the reason of behavior of an individual in different activities of life.

As per the demand of present scenario for result oriented educational system, a teacher must have interest in his work and he must be satisfied by teaching. It is only possible when he introduces some innovative techniques. So the importance of study lies is to make pre service teacher training course effective as it is necessary to examine the teaching interest in teachers before entering in the course. Kadjevich(2006) examined pre service teacher's interest in attaining educational technology standards. Long (2006) investigated the co-relation of teacher effectiveness and individual differences. Findings showed that the teaching interest is a multifaceted idea consist of cognitive, affective and motivational dimensions and Tanner (2008) documented the unfortunate status of social studies and a lack of teacher interest, and poor instructional methods. The unnoticed and most disadvantageous factor is that most of the elementary teachers have not been taught the purpose and nature of social studies and nobody has studied yet that how

much is teaching interest important for pre service teacher trainees.

In order to develop the interests of the forthcoming generations, pre service teachers also want to build on prevailing interests so as to include things considered to be of utmost importance. Measuring pre service teacher's interest towards teaching profession may help him to utilize his teaching capacity to the full potential. For the success in teaching, the interest of the concerned person (Teacher) in teaching is of utmost importance.

A question arose in the mind of researcher: Is there difference in the teaching interest of pre service teachers in reference to faculty i.e. Arts and Commerce? The researcher felt that answer to this question is required to be found in relation to pre service teachers because today's pre service teachers are the constructors of future generations and ultimately the future of the nation. Therefore, the purpose of this study is that teacher should be professionally equipped and result oriented and almost perfect in his job in the system or outside the system.

Statement of the Problem

The presented research deals the teaching interest of arts and commerce faculty pre service teachers. Therefore, the study undertaken by the researcher can be stated as under: "Teaching interest of pre service teachers in reference to faculty".

Objectives of Study

Objectives are the stages or steps to achieve the targets or required results by an individual within the expected timeframe and available resources. Researcher determined the following objectives of this study are formed:

To find the teaching interest of pre service teachers of Arts & Commerce faculty.

To compare the teaching interest of pre service teachers of Arts & Commerce faculty.

Hypotheses

Hypotheses are the tentative statements about the solution of the problem and give the solution based on some logic and required to be verify empirically. In the context of the objectives, the following declarative research hypotheses were proposed:

There is significant difference in the teaching interest pre service teachers of Arts & Commerce faculty.

Research Method

Research method helps the researcher in investigating the problem in a systematic way and valid manner. The quality of research also depends upon the appropriateness of the method adopted. Therefore, Descriptive Survey Method of research is used in the present study.

Population

The population for the present study consisted of pre service teachers or B.Ed. students, studying in all teachers training colleges of Hisar district of Haryana state.

Sampling and Sample

Sampling is the basis of any scientific investigation. Sampling is the process by which a relatively small number of individuals or measures of individual objects or events are selected known as sample. In the present study, sample consisted of 600

pre service teachers or B.Ed. students are taken. Out of 600 pre service teachers, 300 pre service teachers from arts faculty and 300 pre service teachers from commerce faculty were taken by stratified random sampling technique.

Tool used in the Study

Tools are means of collecting the data and the quality of the data depends upon the characteristics of the tools. Kakkar's Interest in Teaching Scale (KITS) developed by Dr. S.B. Kakkar published by National Psychological Corporation, Agra, has been used in the present study.

Statistical Techniques used in the Study

To analyze the data inferential statistical techniques like mean, Standard deviation and t-test to testing the hypothesis related to teaching interest of arts and commerce faculty pre service teachers or B.Ed. students.

Presentation, Analysis and Interpretation of Data

The data is collected from the subjects related to the variables and presented in the tables according to the hypothesis. After that using the statistical techniques the data has been analyzed and interpreted so as to establish the generalization and find out the results.

To examine statistically, the Research hypothesis 1.4.1: There is significant difference in the teaching interest of arts and commerce faculty pre service teachers, a null hypothesis has been framed i.e. There is no significant difference in the teaching interest of arts and commerce faculty pre service teachers.

Table.1 Teaching Interest of Arts and Commerce faculty Pre Service Teachers

S.No.	Faculty	N	M	SD	SED	t- value
1.	Arts	300	9.50	2.94	0.17	1.58
2.	Commerce	300	9.10	3.25	0.19	

If degree of freedom is 598, the required value for t-test to be significant at .05 level of confidence is 1.98.

By observing the above table the values of mean, standard deviation and standard error of deviation of teaching interest of pre service teachers of Arts faculty calculated as 9.50, 2.94 & 0.17 and the value of mean, standard deviation and standard error of deviation of teaching interest of pre service teachers of Commerce faculty calculated as 9.10, 3.25 & 0.19. The calculated t-value 1.58, is found statistically insignificant because it is less than the table value 1.98 at 0.05 level of confidence.

Therefore, the research hypothesis “There is a significant difference in the teaching interest of pre service teachers in reference to Arts and Commerce faculty” has been rejected while null hypothesis, “There is no significant difference in the teaching interest of pre service teachers in reference to Arts and Commerce faculty” has been accepted. As a result, the generalization has been established as there is no significant difference in the teaching interest of pre service teachers in reference to Arts and Commerce faculty.

Conclusion, Discussion and Suggestion

On the basis of analysis and interpretation, the following findings regarding the teaching interest of arts and commerce faculty pre service teachers have emerged out. After the statistical analysis of the obtained scores on KITS, it has been found that there is no significant difference

between the teaching interest of Art and Commerce faculty pre service teachers. The increasing competition and no. of educated unemployed youth impel them to adopt teaching profession. Also, with the increase of population and competition, more teachers are required; therefore, there is no difference between two groups. In researcher’s view, it might be due to the increasing opportunities of government job in the sector of teaching and thousands of seats are vacant in the government educational institutions. Also, teaching profession can be adapted by anyone as a part time job also, with meager resources.

The present study is of great importance in the context of admitting the pre service teachers in the teacher training courses. Teaching interest of a teacher is important when going to admit in the teacher training course. Therefore, it must be of vital importance for colleges/universities to incorporate tests in order to evaluate the interest of pre service teachers in teaching profession. This study can be repeated by increasing its sample size for confirming the present study results. We suggest that the research study should be conducted on the teaching interest of M.Ed., B.Ed., S.T.C and Shikshashastri students in reference to faculty.

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