



A STUDY ON B.Ed., STUDENT TEACHERS' INTEREST IN TEACHING

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Abstract

Teacher constitutes the real dynamic force in the school and in the educational system. There is no component of teacher education which enjoys more supports from the education community and which is evaluated so positively by beginning teachers as students teaching. A growing number of individuals inside and outside the profession are raising questions about the very nature of student teaching. The interest in teaching of prospective teacher's effects on their teaching efficiency. Hence, the present study is intended to identify interest of B.Ed trainees towards teaching. Teaching students is a daunting challenge for most teachers. In the present era of heightened technological development students look for meaning and significance in relation to their own lives in what they are taught and knowledge is at their fingertips and now the students are no longer dependent on teachers for content knowledge. This paper is an attempt to know the interest in teaching among B.Ed., students.

Key words: interest in teaching, B.Ed., students, gender, arts, science, language

Introduction

Teaching profession is beginning in the age with appearance of education as professional and vocational activities. Teaching is a distinguished profession and it is holding all kind of qualities that a profession must have Tezcan, (1996). Teaching profession is a professional occupational component of education having cultural, social, economical, ethical and technological components. Teachers are having responsibilities of educating children and youngsters that the community and society requires, occupies distinct position and significance in the scope of development of human and nation. Teachers with wide range of knowledge in their subjects make their students to actively involved in learning. Teachers are highly aware of various problems facing by their students in learning and are motivating, helping and supporting them in order to improve their learning (Erden, 2007). Teachers are taking classes efficiently and providing up to data information to their students in order to enhance their knowledge.

Interest of teachers in teaching is existing mind-set of teachers to act positively for teaching to individual or groups, activities or institutions Morris Maistro, (2005). Interest in teaching is learnt by means of experiences, attitudes and personal involvement of teachers that generate desirable actions and behaviour towards students, circumstances and problems that are associated with their interest in teaching and it is high personal and complicated in nature.

Review literature

Fitzgerald L. et.al (2020) studied perseverance and passion in the teaching profession: teachers' grit, self-efficacy, burnout, and performance. Descriptive research method was used. Random sampling method was employed to choose 461 faculty members of colleges. The results revealed that grit, efficacy and interest of teachers on teaching were very high and significant difference existed profile of faculty members and their grit towards teaching profession. Interest on teaching was negatively associated with burn out of faculty members.

Anna Roumbanis Viberg, et.al (2019) examined teacher educators' perceptions of their profession in relation to the digitalization of society. Exploratory method was employed. Random sampling method was used to choose 18 teacher educators and questionnaire was used to collect data from them. The findings elucidated that teacher educators were highly interested in teaching and they were also interested in using digital technologies for their teaching.

Siti Mina Tamah (2018) studied interest in teaching: how teacher education affects it. Descriptive method was employed. Random sampling method was applied to choose 32 teachers and questionnaire was used to collect data from them. The results disclosed that teachers were more interested in teaching and significant difference existed among interest in teaching and gender of teachers.

Runi Nakro and Imtisungba (2018) made a comparative study of the attitude of government and private teacher educators towards teaching profession in Nagaland. Survey method was employed. 162 teacher educators were chosen by using random sampling method and questionnaire was used to collect data from them. The findings indicated that they had moderate interest in teaching and significant difference existed among attitude towards teaching and subject group and gender of teachers. Science teachers had higher degree of interest in teaching as compared to Arts teachers

OBJECTIVES OF THE STUDY

- To find the level of interest in teaching among B.Ed., students
- To find out the significant difference in interest towards teaching of B.Ed. students based on sub-sample gender.
- To find out the significant difference in interest towards teaching of B.Ed. students based on the sub-sample optional subjects.
- To find out the significant relationship in interest towards teaching of B.Ed. students based on the sub-sample optional subjects.

HYPOTHESES

- The level of interest in teaching among B.Ed., students is low
- There is no significant difference in interest towards teaching of B.Ed. students based on sub-sample gender.
- There is no significant difference in interest towards teaching of B.Ed. students based on the sub-sample optional subjects.
- There is no significant relationship in interest towards teaching of B.Ed. students based on the sub-sample optional subjects.

Definitions

Interest in teaching

Interest in teaching is a powerful motivational process that energizes learning, guides academic and career trajectories, and is essential to academic success.

B.Ed., students

Students doing Bachelors in Education after finishing any degree in Arts or Science or language in any reputed colleges or Universities in a regular mode.

Tools used for the present study

The investigator has used the following tools

- Interest in Teaching Scale for B.Ed., students, constructed and validated by the investigator (2022)

Item Analysis

Interest in Teaching Scale

The investigator has constructed and standardized a test to measure the Interest in Teaching Scale among B.Ed., students. Interest in Teaching Scale is being measured by both experimental method and survey method. To develop the test in the beginning stage the investigator referred various books, journals and consulted various field experts like higher secondary and college computer science teachers.

A questionnaire for pilot study consisting of 84 statements was prepared. This was administered to a sample of 150 B.Ed., students. The respondents were requested to answer each item in terms of their agreement or disagreement by putting a tick mark in any one of the five columns, strongly agree, agree, undecided, disagree and strongly disagree. The answer sheets were then collected and scoring was done. For scoring the questionnaire, a score of 5, 4, 3, 2, and 1 was given to category SA, A, U, D, and SD for a positive statement and a score of 1, 2, 3, 4, and 5 was given to the category SA, A, U, D and SD for a negative statement. In this, 17 items were negative and the remaining 47 items were positive.

The total score obtained for each respondent was calculated and the response sheets were arranged in the order of descending order of total scores. Then the highest 27 percent and the lowest 27 percent were taken out for analysis. For the final study, through item analysis 64 items were selected.

Reliability

The test-Retest was done on a sample of 150 of B.Ed. students and coefficient of correlation was found to be 0.72 which is significant at 0.01 level of significance.

Validity

The validity of this test was found to be 0.85 by taking square root of reliability coefficient. The face value of this test was established, and the items were selected from the tool of interest in teaching, which is significant at 0.01 level of significance

METHOD

Simple random sampling techniques were used to collect data from various B.Ed., students of universities, aided colleges and affiliated colleges of Tamil Nadu Teacher Education University (TNTEU). The sample consists of 734 B.Ed., I & II year students.

Hypothesis : 1

The level of interest in teaching among B.Ed., students is low

Table : 1
MEAN AND STANDARD DEVIATION OF INTEREST IN TEACHING AMONG B.Ed., STUDENTS

Variable	N	Mean	S.D	M+1 σ	M-1 σ	Level
Interest in teaching among B.Ed., students	734	294.2	24.37	318.57	269.83	Average

It is clear from the table 1, that the interest in teaching among B.Ed., students, mean and standard deviation scores are found to be 294.2 and 24.37 respectively. The mean value lies between 269 and 318. Hence it is concluded that the interest in teaching among B.Ed., students is average.

Null Hypothesis : 2

There is no significant difference between male and female B.Ed., students in respect of the interest in teaching.

Table : 2
MEAN DIFFERENCE BETWEEN MALE AND FEMALE B.Ed., STUDENTS IN THE INTEREST IN TEACHING

Variable	Gender	N	Mean	Standard deviation	t- value	Significant at 0.05/0.01 level
The interest in teaching among B.Ed., students	Male	343	276.3	23.2	1.42	Not Significant
	Female	391	294.8	27.9		

In order to find out the significant difference between the mean scores of male and female B.Ed., students in respect of interest in teaching; mean, standard deviation and 't' scores were computed.

The obtained value of mean and standard deviation of male B.Ed., students interest in teaching are 276.3 , 23.2 and female B.Ed., students interest in teaching are 294.8 and 27.9. The obtained 't' value is 1.42 which is less than 1.64. It is not significant at both 0.05 and 0.01 level.

From the table 2, it can be concluded that there is no significant difference in the mean scores of male and female B.Ed., students in respect of interest in teaching. So, the null hypothesis No.2 is retained.

Null Hypothesis : 3

There is no significant difference among the sub-sample optional subject in respect of the interest in teaching among B.Ed., students

Hypothesis : 3(a)

There is no significant difference between arts and science (optional subject) of B.Ed., students in respect of the interest in teaching

Table : 3
MEAN DIFFERENCE BETWEEN ARTS AND SCIENCE (OPTIONAL SUBJECT) IN THE INTEREST IN TEACHING AMONG B.Ed., STUDENTS

Variable	Optional subject	N	Mean	Standard deviation	t- value	Significant at 0.05/0.01 level
Interest in teaching among B.Ed., students	Arts	224	285.3	23.7	1.32	Not Significant
	Science	227	301.4	29.3		

The obtained value of mean and standard deviation of arts B.Ed., students interest in teaching are 285.3, 23.7 and science B.Ed., students interest in teaching are 301.4 and 29.3. The obtained 't' value is 1.32 which is less than 1.64. It is not significant at both 0.05 and 0.01 level.

From the table 3, it can be concluded that there is no significant difference in the mean scores of arts and science B.Ed., students in respect of interest in teaching. So, the null hypothesis No.3(a) is retained.

Null Hypothesis :3(b)

There is no significant difference between science and language (Optional subject) of B.Ed., students in respect of the interest in teaching.

Table : 4
MEAN DIFFERENCE BETWEEN SCIENCE AND LANGUAGE (OPTIONAL SUBJECT) IN THE INTEREST IN TEACHING AMONG B.Ed., STUDENTS

Variable	Optional subject	N	Mean	Standard deviation	t-value	Significant at 0.05/0.01 level
Interest in teaching among B.Ed., students	Science	227	301.7	29.3	1.57	Not Significant
	Language	283	294.3	22.9		

The obtained value of mean and standard deviation of science B.Ed., students interest in teaching are 301.7 , 29.3 and language B.Ed., students interest in teaching are 294.3 and 22.9. The obtained 't' value is 1.57 which is less than 1.64. It is not significant at both 0.05 and 0.01 level.

From the table 4, it can be concluded that there is no significant difference in the mean scores of science and language B.Ed., students in respect of interest in teaching. So, the null hypothesis No.3(b) is retained.

Null Hypothesis : 3(c)

There is no significant difference between arts and language (Optional subject) in respect of the interest in teaching among B.Ed., students

Table : 5
MEAN DIFFERENCE BETWEEN ARTS AND LANGUAGE (OPTIONAL SUBJECT) IN THE INTEREST IN TEACHING AMONG OF B.Ed., STUDENTS

Variable	Optional subject	N	Mean	Standard deviation	t-value	Significant at 0.05/0.01 level
Interest in teaching among B.Ed., students	Arts	224	285.3	23.7	1.52	Not Significant
	Language	283	294.3	22.9		

The obtained value of mean and standard deviation of arts B.Ed., students interest in teaching are 285.3 , 23.7 and language B.Ed., students interest in teaching are 294.3 and 22.9. The obtained 't' value is 1.52 which is less than 1.64. It is not significant at both 0.05 and 0.01 level.

From the table 5, it can be concluded that there is no significant difference in the mean scores of science and language B.Ed., students in respect of interest in teaching. So, the null hypothesis No.3(c) is retained.

Null Hypothesis : 4

There is no significant relationship among the sub-sample (Optional subject) of B.Ed., students in respect of the interest in teaching

Table : 6
RELATIONSHIP AMONG THE SUB-SAMPLE (OPTIONAL SUBJECT) OF B.ED.,
STUDENTS IN RESPECT OF THE INTEREST IN TEACHING

Sub- sample		No. of students	r-value	Level of significance
OPTIONAL SUBJECT	Arts	224	0.89	Significant
	Science	227		
	Science	227	0.82	Significant
	Language	283		
	Arts	224	0.71	Significant
	Language	283		

The Pearson's product –moment correlation was computed to find the relation in respect of the interest in teaching among B.Ed., students. It is found that the obtained correlation values of the sub- sample (arts with science, science with language and arts with language) have significant relation.

Results

- The interest in teaching among B.Ed., students is average.
- there is no significant difference between male and female B.Ed., students in respect of the interest in teaching
- There is no significant difference between arts and science (optional subject) of B.Ed., students in respect of the interest in teaching.
- There is no significant difference between science and language (Optional subject) of B.Ed., students in respect of the interest in teaching.
- There is no significant difference between arts and language (Optional subject) in respect of the interest in teaching among B.Ed., students.
- The obtained correlation values of the sub- sample (arts with science, science with language and arts with language) have significant relation.

Discussion

Siti Mina Tamah (2018) studied interest in teaching: how teacher education affects it. Descriptive method was employed. Random sampling method was applied to choose 32 teachers and questionnaire was used to collect data from them. The results disclosed that teachers were more interested in teaching and significant difference existed among interest in teaching and gender of teachers.

The result obtained by the researcher is contradiction to the above finding.

Runi Nakro and Imtisungba (2018) made a comparative study of the attitude of government and private teacher educators towards teaching profession in Nagaland. Survey method was employed. 162 teacher educators were chosen by using random sampling method and questionnaire was used to collect data from them. The findings indicated that they had moderate interest in teaching and significant difference existed among attitude towards teaching and subject group and gender of teachers. Science teachers had higher degree of interest in teaching as compared to Arts teachers

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Conclusion

Teacher education is the foundation stone of nation's intellectual power which shapes the power profile of the nation. Which depends upon the quality to its teachers and for this reason teaching is the noblest

profession among all the profession. In order to improve the quality in education there is need of interest in teaching among the B.Ed., students.

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