

Prospective Teacher's Interest in Teaching in relation with Educational Qualification & Academic Stream Variations

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Abstract: *Education is the 'third eye' of a person. It gives him insight into all affairs. It teaches him how to act justly and rightly. It leads him to realize the true significance of life. It removes darkness and shatters illusion. Teachers are the most important input of any educational system. The goal of every member of the teaching profession is good teaching. Today teaching means the understanding and guiding of children as individuals and as groups. (1970, William C. Morse & G. Maxwingo). A good teacher is someone who is considered as warm, understanding, friendly, responsible, business like, systematic, stimulating, imaginative and surgent. Thus, for Teacher Education Colleges it becomes imperative to know if the candidates will become good teachers in the future. Apart from the characteristics given above of a good teacher, there are two more factors which play an important role in determining if the candidate will become a good teacher i.e. aptitude and interest. The objectives of the study to assess B.Ed. teacher trainees in the teaching in relation to educational qualification and academic stream variations. The findings of the study are the trainee teachers do not display equal level of interest pattern towards teaching, there does not exist significant difference in interest pattern of teacher trainees in relation to educational qualification and academic stream variations.*

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Introduction: The interest of teachers towards teaching profession is as important as teaching knowledge. It is estimated that teachers who have positive attitudes and interest towards teaching profession may show humanistic attitudes and behaviors to students. Therefore, this study examines interest towards teaching profession. An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers.

As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, —The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The importance of competent teachers to the nation 's school system can in no way be overemphasized. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education.

The quality of education has important effects on the development of a country. This vital service is provided by teachers who are the key person on quality of education. The success of Education System depends on a teacher's professional qualifications which form the basis of the system (Çeliköz & Çetin, 2004). Teacher's Professional competence as well as personal characteristics attitude and interest regarding the profession plays an important role in this success. A considerable part of cognitive and affective competencies of teachers is known to have acquired during their training.

Meaning of Interest: The word 'interest' is a term used very often in our day-to-day life. It may appear to be a very simple term, but it is quite difficult to define and interpret it.

Some definitions of Interest:

Bingham defines interest as 'a tendency to become absorbed in an experience and to continue it.'

Crow and Crow define interest as the motivating factor that impels us to attend to a person, thing or an activity or it 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 the participation in the activity.

Review of related Literature

Studies conducted in India

JAIN (1977) conducted a study on estimated of proficiency in teaching as a function of creativity, intelligence and interest in teaching. Interest was considered as sets of attention and preference behind choice behaviors. the study revealed in addition to intelligence and creativity interest in teaching was characteristically inter related in promotion of proficiency in teaching.

SAHOO (2008) in a study on organizational climate of the school as a factor for developing interest in teaching found high degree of different in it due to sex and locale variation. Here also it was observed that female teachers had better interest in teaching compared to the male teachers.

KHERA (2020) conducted a study to investigate into the behavioral variables of attitude, interest patterns and personality of teachers working in sainik schools by developing a school characteristics index. It was observed that there existed significant difference in behavioral characteristics in the principals and others teachers because of the school climate.

BUJJI BABU (2024) The study has been taken to identify the very role of teaching aptitude, interest in teaching profession, this study has been undertaken to identify the teaching aptitude and interest of primary school teachers. He found that the gender of the teachers, locality of the school, management of the school, experience of the teacher and teachers and the age of the teachers have no influence on the teaching aptitude and interest of the primary school teachers, though they have high teaching aptitude.

Studies conducted in Abroad

SAMAL (2000) developed a scale for interest in different profession in which social service was a vocation. The scale was administered over a sample of elementary teacher trainees in Odisha. It was observed that the teacher trainers did not have proper interest in social service. The female teacher trainees had better interest compared to the male trainees. Educational qualification had no role to play in displaying interest in teaching.

MASON, LIND, AND MARCHAL (2018) conducted a study using quantitative and qualitative process for successful instructional practices for knowledge. The research study was action research. It was observed

that teacher had interest in educating research, performed very well compared to their counterparts who did not display proper interest in teaching.

PYRCZAK (2024) conducted a study on improving learning in teaching through action research. One very important finding of the study was that the teacher's interest deep interest in teaching succeeded in in improving learning of students in different content areas.

Rationale of the study: Most of the teacher training colleges depend on qualifications and a short interview, plus in some cases teaching experience for admitting prospective teachers for training. No aptitude test or a test to determine interest in teaching is used. Consequently, it may happen that many or almost all the trainees may be the ones who are devoid of the bent of mind or aptitude necessary for teaching. Hence the imperative need to ensure that the trainees admitted are those who have some teaching aptitude or interest, as otherwise the training programme would neither be fruitful nor effective and economical. A number of factors necessary, for being successful in teaching, constitute as a whole the aptitude for teaching. Intellect, attitude towards children, interest in teaching, sincerity, and self-acceptance, knowledge of subject matter, knowledge of children, professional growth and personality may be some such factors. Though quite a few of these are important and are required to be assessed in the case of trainees seeking admission interest, in teaching seems to be a relatively more significant and essential factor. Various studies also reveal that a student who is deeply interested in teaching is more receptive to and more absorbent of the training given. The current B.Ed. admission procedure requires candidates to clear an aptitude test in the form of the Common Entrance Test or CET in many places. However, the candidate's interest in teaching is not directly considered. So, the researchers decided to study the interest of the B.Ed. students in teaching. The aim of this paper is to identify the teaching interest of B. Ed, trainee teachers. Most of the people join B.Ed. not by choice but by chance. So, the rationale of the study is to find the teaching interest of teacher trainee. An aptitude is a special potential in a certain field of performance. It indicates a special ability, acquired or innate, to learn or develop knowledge of a skill in some specific area. It involves prediction of the probability of success of a person with training in a certain type of work/job. Interest may be defined as a tendency to choose one activity in preference to another, or to seek out an activity or object. It implies preference or likes and dislikes for specific activity or a group of specific activities such as lawyer, physician, engineer etc. A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation.

Research questions: The following research questions are put in this respect.

1. Are the teachers' trainees really interested for the teaching profession or have just entered by chance?
2. Is there any difference in the interest in teaching of the B. Ed Teacher Trainees in relation to educational qualification & academic stream variations?
3. To answer these, the present investigation was conducted which give a strong rationale for the study.

Statement of the problem: Therefore, the problem is stated as “**Prospective teacher's interest in teaching in relation with educational qualification & academic stream variation.**”

Objectives of the study: The following have been framed as the objectives of the study-

- To assess B.Ed. teacher trainees in the teaching in relation to educational qualification & academic stream variation.
- To categorize them into 3 different categories in terms of the level of interest (like High, average, and low).

- To find out significant difference if any in interest pattern of teachers due to educational qualification, & academic stream variation.

Hypotheses of the study: The following hypotheses have been formulated to realize the objectives. All of them have been expressed in terms of null hypotheses for ease of interpretation.

HO₁. There is no significant difference in the interest in teaching of the B.Ed. Teacher Trainees in relation to educational qualification variation.

HO₂. There is no significant difference in the interest in teaching of the B.Ed. Teacher Trainees in relation to academic stream variation.

Operational definitions of the terms used

Teaching interest: refers to interest of the teachers in terms of subject matter, attitude towards children, intelligence, adoptability, sincerity, diligence and will to work which predicts success in teaching and reflects aptitude for teaching (Kakkar 2002). The items seek to drawn upon a person's reading interest, qualities, present personality and occupational interests in a bid to discover whether a person's responses are characteristics of his interest in teaching.

Prospective teachers: here refers to teacher trainees of B.Ed. program in Nagpur.

Scope and delimitation of the study: The scope of the study is to asses interest of prospective teachers. The study was confined to students of B. Ed teacher trainees of Nagpur. The study was delimited to 100 teacher trainees of the teacher trainee college of Nagpur.

Methodology of the study: The description of this proposed to be made under the following.

1. The design
2. The sample
3. Tools used
4. Techniques adopted
5. Procedure

The Design: In this study the descriptive type of survey method was used to find out prospective teachers' interest in teaching.

The Population: All B.Ed. teacher trainees of teacher training colleges of Nagpur was population of this study.

The Sample: The sample for the study was drawn from 6 B.Ed. teacher training colleges of Nagpur. A total number of 100 B.Ed. trainee teachers was chosen as sample through random sampling from the teacher training institute of Nagpur.

The Tools: To assess the interest in teaching of the prospective teachers, interest in teaching scale by Kakkar (2002) was used for the present study.

The Techniques: Questionnaire technique was adopted for collecting data and for determining the nature and degree of teaching interest of prospective teachers due to different variations, descriptive measures like mean, median, standard deviation, and quartile deviation were calculate and categorization was made.

The Procedure: The procedure of the study was as follows-

1. Selection of the area of study
2. Selection of sample
3. Selection of the tool
4. Administration of the tool
5. Scoring and preparation of data sheet
6. Result analysis & interpretation
7. Giving summary and conclusion
8. Report submission as per APA guideline.

Results and discussions

Differential analysis on sub samples on prospective teacher's interest in teaching of Kakkar's

Under this subsection attempts were made by the investigator to interpret the data items of the objectives and the hypotheses formulated earlier. For this the sample was split into two sub sample namely

- Graduate V/S Post graduate
- Science V/S Non- science

In order to study, the significant difference in the teaching interest scores, the test of significance between means, between two contrasting sample as mentioned above were calculated and tested for significance for verification of hypothesis. The details of this are presented in tables in the following pages.

Difference in teaching interest with regards to educational qualification variation

In order to find out the significant difference due to educational qualification, the sample was split into graduate and post-graduate. Summary of the test of significance of difference between the means in assessment of interest in teaching of teachers due to the educational qualification variations is given in table 1.

Table 1: Test of significant of difference between the means of contrasting sample of educational qualification in the scale of teaching interest

Educational Qualification Variation	Sub sample	N	Mean	SD	SE_D	't'	Remark
	Graduate	50	11.9	2.4	0.41	1.36	Not significant
	Post graduate	50	12.46	2.84			

CRITICAL VALUE of 't' for df = 148 at 0.01= 2.61 and at 0.05 =1.98

From the above table it was quite clear that the obtained value of 't' ratio being 1.36 is not significant because the critical value is less than the table value. So, the null hypothesis that "There is no significant difference in the interest in teaching of the B. Ed Teacher Trainees in relation to educational qualification variation" could not be rejected. The result was in conformity with the research findings of *Samal (1978)*. However, *Mandal (2010)* found significant difference in the interest in teaching of the B.Ed. teacher trainees in relation to educational qualifications.

Difference in teaching interest with regards to academic stream variation

In order to find out the significant difference due to academic stream, the sample was split into science and non-science.

Table 2: Test of significance of difference between the means of contrasting samples of academic stream in the scale of teaching interest

Academic stream Variation	Sub sample	N	Mean	SD	SE _D	't'	Result
	Science	50	11.94	1.64	0.38	0.73	Not significant
	Non-science	50	12.22	2.72			

CRITICAL VALUE of 't' for df = 148 at 0.01= 2.61 and at 0.05 =1.98

It was quite evident from the above table that the obtained of 't' ratio being 0.73 is not significant because it is quite less than the table value. So, the null hypothesis that "there is no significant difference in the interest in teaching of the B. Ed Teacher Trainees in relation to academic stream variation" could not be rejected. The result is in conformity with the research findings of *Mandal (2010)*. In the present study it was found that the non-science trainee teachers have more interest than the science teachers. This might be due to the fact that science students mostly prefer the medical, technical field rather to go in a teaching field.

Major findings of the study

- The trainee teachers do not display equal level of interest pattern towards teaching.
- Educational qualification wise there does not exist significant difference in interest Patterns of teacher trainees.
- There does not exist significant difference in the interest patterns of teachers in relation to academic stream variation.

Conclusion: The study had the major findings in respect of prospective teacher's interest in teaching. Therefore, a study of the conclusions drawn in respect of the interest pattern of teachers brings to light the following major facts. Finding of the study indicated that neither academic stream nor educational qualification variations were viable factors in influence specific type of interest in teaching. Teacher differing in the magnitude or their interest pattern hailed from differential level of educational background and academic qualification. This is indicative of the fact that the higher the cognitive style of preference, the better is the interest pattern displayed by them. The teachers also displayed different patterns of influence in

respect of their personality traits, teaching attitude and level of adjustment by showing differential levels of interest patterns.

Implication of the study

- The study gives light in screening out the teachers and more profitably the prospective teachers who are possessed of interest in teaching.
- Based on the teachers' interest, the test may be used to supplement information on teachers' knowledge of subject matter, attitude towards children, intelligence adaptability, sincerity, diligence, will to work and the like.
- Interest in teaching may be used as a contributing factor to success in teaching.
- The test may also be used to an extent of reflecting aptitude for teaching.
- It can be used as a tool towards making the selection of teacher's trainees more objective and fruitful so as to avoid wastage of trainee and of trained potentials for our country.

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