

---

## A Study on Teaching Interest among IASE Student-Teachers, Aizawl; Mizoram

Dr. Donna Lalnunfeli\* & H.T.Malsawmtluanga\*\*

\*Assistant Professor, IASE, Mizoram

\*\*M.Sc (Zoology), M.A (Education), M.Ed

### ABSTRACT

*The study is conducted to find out the level of interest in teaching among B.Ed student-teachers of IASE, Aizawl. Simple random sampling method is adopted by selecting 93 students from IASE, Aizawl as a sample of the study. A standardized questionnaire called Kakkar's Teaching Interest Scale is used to find out the level of interest in teaching. The study finds out that most of the student-teachers have low level of teaching interest. Further analysis is done by testing the hypotheses of significant differences among students of B.Ed according to their gender, age group, educational qualification, subjects and locality. Only Gender based analysis shows significant differences among them. The result of the study also reveals the nature of B.Ed student-teachers of IASE, Aizawl that, different variables like - Educational qualification, Age, subject studied and locality do not have any influence on the level of interest in teaching.*

**Keywords:** Teaching, Interest, B.Ed student-teachers

### INTRODUCTION:

Teaching is referred to as either an occupation or profession of a group known as teachers or an activity or activities of a group undertaken to help an individual to learn or acquire some knowledge, skills, attitudes or interests. H.C. Morrison (1934) defined teaching as "An intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter. Clarke (1970) also defined as "An activities that are designed and performed to produce change in students (pupil) behaviour.

A man's day-to-day life is shaped by his interest and attitudes. His day-to-day relations with other members of the society, his educational and vocational adjustment, his attitudes and values depend upon his interest. There are various objects in this universe. Those which are pleasant and appealing to our instincts and senses become the centre of our interest. Interest is a feeling or emotion that causes attention to focus on an object, event, or process. They are the major factors in educational and vocational success. Interest differs from individual to individual and, as such, they are quite subjective. Interest is explained as pre-occupations, objectives, likes and dislikes, and motives. William James (1890) discussed Interest as a form of selective awareness or attention that produces meaning out of the mass of one's experiences

Since teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things, interest as a motive might be kept in mind. Interest is a powerful incentive and, as such, should be used for all it is worth, but not with a disregard of other possible factors in the situation. The inclusion of facts and principles in a course should depend upon what value they have, not upon their momentary

appeal. In short, teachers should teach worthwhile material in a way that will interest students, but they should not try to teach only what is interesting.

### **RATIONALE OF THE STUDY:**

As we know that teaching is considered a highly profession, there is a need for creating innovative attitudes and abilities among the teachers. Teaching is unique and complex activity because it requires considerable knowledge, a wide variety of interest and skill and a very positive part of the teacher. A teacher plays an important role towards development of a nation because it is the teacher who takes the crucial role of transacting new knowledge to the students in the formal setting of the classroom. The personality, character, devotion to the profession of the teacher will determine the production of the educational system of a country. A teacher has to understand her subject as well as the pupils, she has to be motivated, to instruct, evaluate etc. It means that teacher has to play many roles and, that too, very efficiently. To attain efficiency in every aspects of teaching it is essential that a teacher should have interest in teaching. For that, professional development course for both In-service and Pre-service Teacher Education Programme like DI.Ed, B.Ed, and M.Ed are properly organized in the state of Mizoram. The teaching interest among student-teachers of Pre-service Teacher Education is likely to shape the future qualities of education. There are several graduates and post graduates degree holder who pursue their career towards the teaching profession through Pre-Service Teacher Education Programme. Therefore, interest in teaching for pre-service teacher will play a vital role to become an effective teacher. It is necessary to measure and built up the interest of teaching among those students for the better outcome of education in the future.

### **OBJECTIVES:**

1. To find out the level of teaching interest among B.Ed student-teachers of IASE, Aizawl
2. To compare the level of teaching interest of B.Ed student-teachers with reference to their gender.
3. To compare the level of teaching interest of B.Ed student-teachers with reference to their age group.
4. To compare the level of teaching interest of B.Ed student-teachers with reference to their educational qualification.
5. To compare the level of teaching interest of B.Ed student-teachers with reference to their subjects studied.
6. To compare the level of teaching interest of B.Ed student-teachers with reference to their locale.

### **HYPOTHESES:**

There are no significant differences in the level of teaching interest among the B.Ed student-teachers with reference to their gender, age group, educational qualification, subjects studied and locale.

**SAMPLE OF THE STUDY:**

The sample for the present study consists of 93 B.Ed student-teachers studied in the academic session 2014-2015.

*Table 1*  
*Distribution of sample of the study: (N= 93)*

VARIABLES		No. OF STUDENTS	PERCENTAGE
SEX	MALE	39	41.94
	FEMALE	54	58.06
AGE	29 YEARS & ABOVE	40	43.01
	28 YEARS & BELOW	53	56.99
EDUCATIONAL QUALIFICATION	MASTER DEGREE	68	73.12
	BACHELOR DEGREE	25	26.88
SUBJECT (STREAM)	ARTS	73	78.49
	SCIENCE	20	21.51
LOCALITY	URBAN	64	68.82
	RURAL	29	31.18

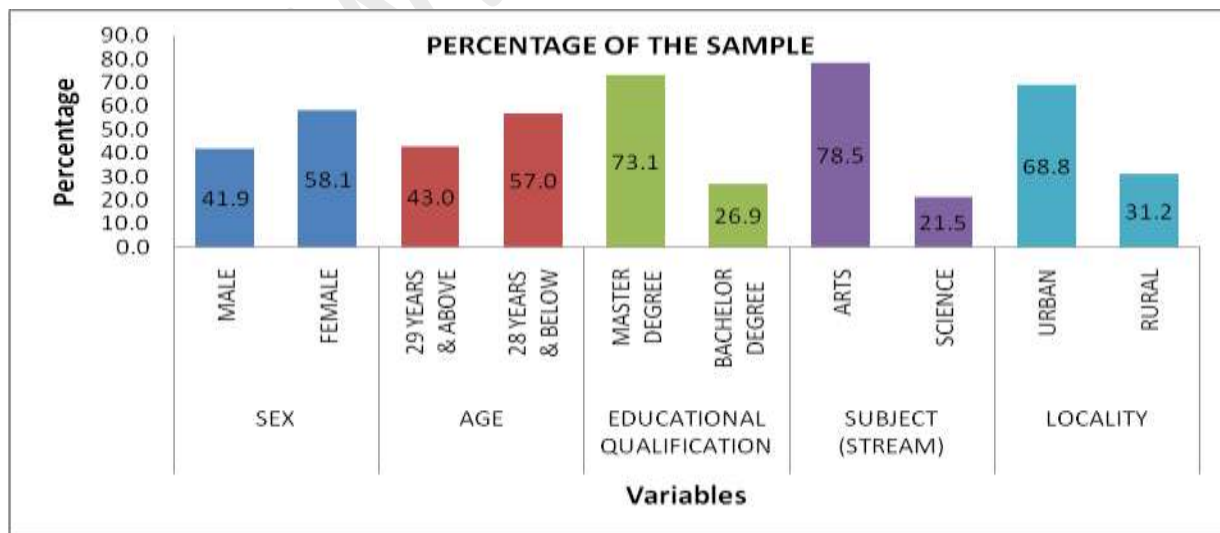


Fig 1: Bar graph showing the percentage of the distribution of the sample.

---

### TOOL USED:

For collection of data, Kakkar's Interest in Teaching Scale (KITS) developed by Dr S.B.Kakkar was used. The KITS consists of 27 items—multiple choice type having five choices for answer for each item. The items seek to draw upon a person's reading interests, hobbies, school subjects, recreational interests, liking for different types of people, loves, present personality, qualities, goals, present abilities, general interests and occupational interests, all in a bid to find out if the person's responses are characteristic of his interest in teaching.

The reliability test was done on a sample of 200 elementary school teacher - trainees and the coefficient of correlation was found to be 0.72 which is significant at .01 level of significance. The predictive validity of the test score was found against an external criterion, the total score obtained by the trainees in their last college examination. It was found to be  $r = 0.69$  which is significant at .01 level of significance.

### STATISTICAL TOOLS:

For analyzing the data, statistical techniques like Mean and 't' test are used. Mean is used for describing the central tendency. 't'-test is used as the test of significance of the mean difference among different variables.

### PROCEDURE:

KITS are administered among the students of B.Ed, IASE; Aizawl. The scores were noted and calculated by following the norms of scoring given in the Manual of the standardized Scale. The analysis of the data was carried out with the help of appropriate statistical techniques – percentage and statistical techniques, keeping in view the objectives of the study, the findings were meaningfully interpreted.

### ANAYSIS AND INTERPRETATION OF THE STUDY:

**Analysis and interpretation is done in accordance with the objectives of the study as follows:**

*Objective No.1: To find out the level of teaching interest among B.Ed student-teachers of IASE, Aizawl*

In order to find out the teaching interest among B.Ed student-teachers of IASE, Aizawl the scores obtained from the scale are analysed and interpreted in accordance with the norms provided in the manual of the scale and the findings are presented in the following table - 2

Table 2

Level of teaching interest of B.Ed student-teachers

S/No	Level of interest	No. of persons	Percentage
1	Very High	0	0.00
2	High	2	2.15
3	Above Average	3	3.23
4	Average	22	23.66
5	Below Average	30	32.26
6	Low	20	21.51
7	Very Low	16	17.20

Analysis of the above Table 2 shows that B.Ed student-teachers of IASE have low teaching interest. There are no students who fall under very high level of teaching interest. Among 93 students, 2.15% have high interest in teaching, 3.23% are under above average and 23.66% fall in the category of Average interest. The remaining students are on the side of low level interest. The largest group of students i.e. 32.26% fall under Below average level. 21.51% students have Low level of teaching interest and the rest 17.20% have Very Low level of interest in Teaching.

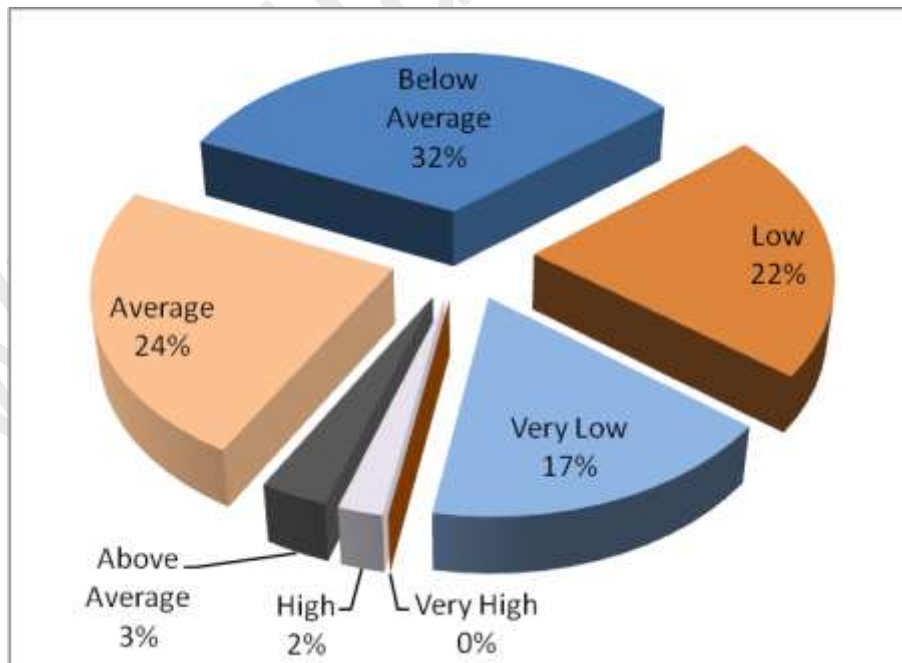


Fig 2 : Pie chart showing percentage of different level of teaching interest



**Objective No.2: To compare the level of teaching interest of B.Ed student-teachers with reference to their gender.**

The difference in the level of teaching interest between male and female B.Ed student-teachers was compared. For this, mean and standard deviation of the two scores were calculated. The mean differences were tested by applying ‘t’ test and the details are presented in the following table no.3

**Table 3**

**Difference in the level of teaching interest between male and female B.Ed student-teachers**

Group	Number	Mean	SD	t-value	Significant level
Male	39	11.79	4.37	2.78	0.01
Female	54	14.28	4.15		

Table – 3 proves that significant difference in the level of teaching interest is found between male and female B.Ed student-teachers at .01 level. Female B.Ed student-teachers have higher mean score than the male students indicating that female have higher level of teaching interest than the male B.Ed student-teachers. Therefore the hypothesis that says ‘There is no significant difference in the level of teaching interest among the B.Ed student-teachers with reference to their gender’ is rejected.

**Objective No.3: To compare the level of teaching interest of B.Ed student-teachers with reference to their age group.**

The difference in the level of teaching interest regarding their age group among the B.Ed student-teachers was also compared. For this, mean and standard deviation of the two scores were calculated. The mean differences were tested by applying ‘t’ test and the details are presented in the following table no.4

**Table 4**

**Difference in the level of teaching interest regarding age group among B.Ed student-teachers**

Group	Number	Mean	SD	t-value	Significant level
29 years and above	40	13.5	3.92	0.5	NS
28 years and below	53	13.04	4.75		

Table – 4 indicates that no significant difference is found in the level of teaching interest with reference to the age group of the B.Ed student-teachers. Therefore the hypothesis that says ‘There is no significant difference in the level of teaching interest among the B.Ed student-teachers with reference to their age group’ is accepted.

**Objective No.4: To compare the level of teaching interest of B.Ed student-teachers with reference to their educational qualification.**

B.Ed student-teachers were divided into two groups according to their educational qualification viz. Post graduate and graduate. The difference in the level of teaching interest was also compared between these groups. For this, mean and standard deviation of the two scores were calculated. The mean differences were tested by applying ‘t’ test and the details are presented in the following table no.5

**Table 5**

***Difference in the level of teaching interest between post graduate and graduate B.Ed student-teachers***

Group	Number	Mean	SD	t-value	Significant level
Post Graduate	68	12.9	4.45	1.28	NS
Graduate	25	14.2	4.21		

Table – 5 demonstrates that no significant difference is found in the level of teaching interest between post graduate and graduate B.Ed student-teachers. Therefore the hypothesis that says ‘There is no significant difference in the level of teaching interest among the B.Ed student-teachers with reference to their educational qualification’ is accepted.

**Objective No.5: To compare the level of teaching interest of B.Ed student-teachers with reference to their subjects studied.**

The difference in the level of teaching interest between B.Ed student-teachers who studied arts and science subjects was also compared. For this, mean and standard deviation of the two scores were calculated. The mean differences were tested by applying ‘t’ test and the details are presented in the following table no.6

**Table 6**

***Difference in the level of teaching interest between arts and science B.Ed student-teachers***

Group	Number	Mean	SD	t-value	Significant level
Arts	73	13.48	4.55	1.01	NS
Science	20	12.35	3.76		

Table – 6 shows that no significant difference is found in the level of teaching interest between B.Ed student-teachers who studied arts and science in their previous education. Therefore the hypothesis that says ‘There is no significant difference in the level of teaching interest among the B.Ed student-teachers with reference to their subjects studied’ is accepted.

**Objective No.6: To compare the level of teaching interest of B.Ed student-teachers with reference to their locale.**

B.Ed student-teachers were divided into two groups according to their locality viz rural and urban. The difference in the level of teaching interest was also compared between these groups. For this, mean and standard deviation of the two scores were calculated. The mean differences were tested by applying ‘t’ test and the details are presented in the following table no.7

**Table 7**

**Difference in the level of teaching interest between rural and urban B.Ed student-teachers**

Group	Number	Mean	SD	t-value	Significant level
Urban	64	13.48	4.72	0.8	NS
Rural	29	12.69	3.59		

Table – 7 shows that no significant difference is found in the level of teaching interest between rural and urban B.Ed student-teachers. Therefore the hypothesis that says ‘There is no significant difference in the level of teaching interest among the B.Ed student-teachers with reference to their locale’ is accepted.

**DISCUSSION:**

The study reveals that the level of teaching interest is low among B.Ed students of IASE. There can be many reasons and factors which influence this result. This could be because of job pressure toward their career building rather than their interest in the field of teaching. Many educated and talented youth hunting for a career mostly place teaching job as their last resort for a career. Most enter this profession only when they could not find any other job.

Individual difference can be seen in the teaching performance as well as the interest in teaching. Here, the result also provides us different interest level in teaching exists between male and female teachers. Female B.Ed student-teachers have a higher mean score than the male students indicating that female have a higher level of teaching interest than the male B.Ed student-teachers. Male and female have different trait and abilities in every aspects of life. Generally it can be said that females are more dedicated, hard working, sincere and diligent in performing any job. Males are thought to be more efficient and collaborative. Since teaching is a profession which requires dedication, hard working and sincerity, most of male teacher failed to take up those qualities which make them less interest in their profession.



From the result, it is also found that no significance difference is found between young and old, graduate and post graduate, arts and science and rural and urban B.Ed student-teachers which reveal that interest in teaching is not determined by the age, educational qualification, subject studied and locality of the student-teachers.

### CONCLUSION:

It is necessary to provide more awareness towards the teaching profession and the role of teachers in maintaining the quality of teachers among students of Pre-service teacher education programme. Teacher training programme/activities related to the development of social, emotional, physical, cognitive, aesthetic, job related self concept, classroom teaching, child centered practices, educational process, etc. should be included as one of the core elements. This is extremely important in the creation of a population of teachers with healthy positive interest in teaching. It has been said that no students can rise above the standards of their teachers. This indicates the important role teachers play in the lives of their students. As teachers' interest in teaching is found to have predictive power of students' educational outcomes, it is very essential to develop favorable interest in teaching among pre-service teachers because teachers in turn facilitate their students and develop positive behavior among them.

### REFERENCES

- i. Best, J. W. & Kahn, J. V. (1996) *Research in Education*. Prentice Hall of India, New Delhi.
- ii. Goswami, M. (2011) *Measurement and Evaluation in Psychology and Education*. Neelkamal Publications Pvt.Ltd. New Delhi – 110063.
- iii. Mangal, S.K. & Mangal, U. (2013). *Essentials of Educational Technology (Fifth Edition)*. PHI Learning Private Limited. Patparganj Industrial Estate, Delhi – 1100092.
- iv. Kakkar, S.B. (1971). *Kakkar's Interest in Teaching Scale (KITS-KS)*. National Psychological Corporation. 4/230 Kacheri Ghat, Agra-282 004.
- v. Sasika, V. (2012). Dignity and Interest of B.Ed Teacher Trainees in Chennai District. *International Journal of Scientific and Research Publication*, 2(11).