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A Study of Interest in Teaching of Secondary Teacher Trainees in COVID Pandemic

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Key words:Interest in Teaching,
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Interest is a useful tool which helps us work hard. Levels of interest are a better indicator of effective teaching. Teacher educators must cultivate a lifelong learning, motivate for their trainees to discover what really makes them perfect, to be able to build a life based around their personal interests. The objective of the study was to measure the interest in teaching of male and female secondary teacher trainees as well as secondary teacher trainees of Arts and Science stream. The researcher selected the sample through random sampling 148 teacher trainees were selected from Secondary teacher trainees. To collect the data researcher has used Interest in teaching scale test Prepared by researcher. The salient finding of the study was the male of secondary teacher trainees takes comparatively low interest (20.25) in teaching than interest in teaching of female secondary teacher trainees (21.93) and secondary teacher trainees of arts stream take comparatively high (22.09) interest in teaching than interest in teaching of secondary teacher trainees (21.12) of science stream.

Introduction

Interest is very important dimension to adopt teaching profession. Without interest teacher trainees cannot deliver their dedication toward teaching. Interest is intimately related to attention. By interest as meant a sense of attachment or attractive toward a particular interest in reading books, other individuals have greater interest in a matter of highest importance. Interest has a very special role and place in the process of teaching. Interest is one of those conditions of learning, which must exist in both the teacher and trainees for teaching to be successful. Every one process some types of interest have some liking always gives performance to temporary, depending the attitude and aptitude. Every individual is selective interest and experiences. Interest alone gives the ancient and emphasis light and shade, background and foreground intelligible perspective in the world.

Interest is an internal part of human being. The word 'interest' has now come to have a specific meaning of his own. According to Fryer interest has two category i. subjective and ii. is objective. According to William 'interest is the tendency by mean of which and being involved in a particular experience we wish to continue in it, interest in a latent attention and attention is interest in action.' according to driver 'interest is an active form of some tendency.'

Interest is a powerful internal state. It makes the teacher educators feel energetic and excited, fully engaged and focused on their teaching and pay more attention. Teacher trainees tend to engage with it at a deeper level critical thinking, make connections between old and new knowledge. Interest helps to get exploring and interested in new things. Interest plays the role in determining the quality of the educational experience and teaching in COVID period. Interest of teacher trainees is a major issue in national, state, and local educational policy. Strong interest can help teacher trainees in find out the academic difficulties and perceptual disabilities because interest increases attention, recall and levels of effort and interest correlates with both academic and classroom performance. The importance of interest as a motivational variable and the vital role interest plays in education, particularly influencing achievement and learning, has been recognized for some time. Interest made a significant contribution to what people paid attention to and remembered. John Dewey maintained that interest facilitates learning, improves understanding and stimulates effort as well as personal involvement (Dewey, 1913).

The teacher should explore the interest, attitude, capacities, competencies and needs of the teacher trainees and guide them accordingly. A good teaching is not merely to impact information to the students but it is also to arouse self-learning in them. From this point of view the teaching should be natural and interesting, so that their students get motivated for self-learning and enabling them for establishing the contact with different subject of the curriculum and environment themselves.

Objective of the study

1. To compare the interest in teaching between male and female secondary teacher trainees.
2. To compare the interest in teaching of secondary teacher trainees between Arts and Science stream.

Research Hypothesis

1. There is significant difference in interest in teaching between male and female secondary teacher trainees.
2. There is significant difference in interest in teaching of secondary teacher trainees between Arts and Science stream.

Null Hypothesis

1. There is no significant difference in interest in teaching between male and female secondary teacher trainees.
2. There is no significant difference in interest in teaching of secondary teacher trainees between Arts and Science stream.

Materials and methods

In this study survey method under the descriptive research has been used.

Population and Sample

The entire secondary teacher trainees of Prayagraj city considered as the population and 148 secondary teacher trainees has been randomly selected for this study.

Data collection tool- Interest scale in teaching was prepared by the researcher.

Results

Objective 1. To compare the interest in teaching between male and female teacher trainees.

Table 1. Mean, SD and t-ratio of interest of male and female teacher trainees.

Group	N	Mean	S D	t-ratio
Male	73	20.25	3.01	
Female	75	21.93	3.09	3.349*

*Significant at .05 level of significance

From the table 01 the calculated value of t-ratio 3.349 is greater than the table value of t ratio at .05 level of significance. Therefore, the null hypothesis is rejected at 0.05 level of significance that *'There is no significant difference in interest in teaching between male and female secondary teacher trainees'* and the research hypothesis is accepted that there is significant difference in interest in teaching between male and female secondary teacher trainees. Hence it is stated that there is significant difference in interest in teaching between male and female secondary teacher trainees.

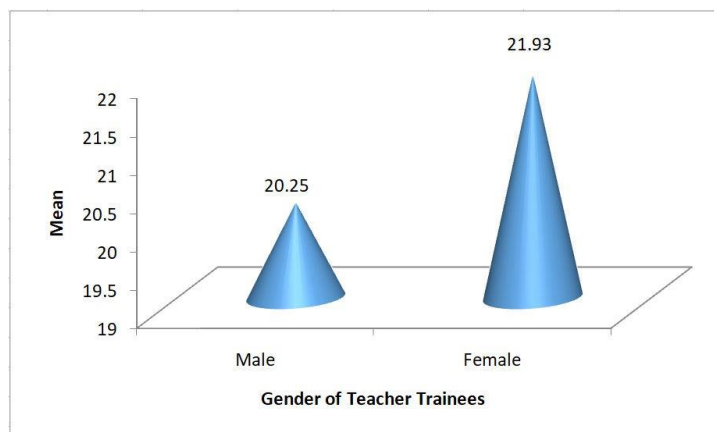


Fig 1. Mean of interest in teaching of male and female teacher trainees

It is observed from Table 01 that the interest in teaching of male secondary teacher trainees is 20.25 which less than the mean of interest in teaching of female secondary teacher trainees is 21.93. The exist difference in interest in teaching between male and female secondary teacher trainees is significant at .05 level of significance. So, it is stated that male of secondary

Objective 2. To compare the interest in teaching of secondary teacher trainees between Arts and Science stream.

Table 2. Mean, SD and t-ratio of interest in teaching of secondary teacher trainees of science and arts stream

Group	N	Mean	S D	t-ratio
Arts	76	22.09	2.98	2.160*
Science	72	21.12	2.81	

*Significant at .05 level of significance

From the table 02 the calculated value of t-ratio 2.160 is greater than the table value of t ratio at .05 level of significance. Therefore, the null hypothesis is rejected at .05 level of significance that 'There is no significant difference in interest in teaching of interest in teaching of secondary teacher trainees between Arts and Science stream' and the research hypothesis is accepted that there is significant difference in interest in teaching of interest in teaching of secondary teacher trainees between Arts and Science stream. Hence it is stated that there is significant difference in interest in teaching of interest in teaching of secondary teacher trainees between Arts and Science stream.

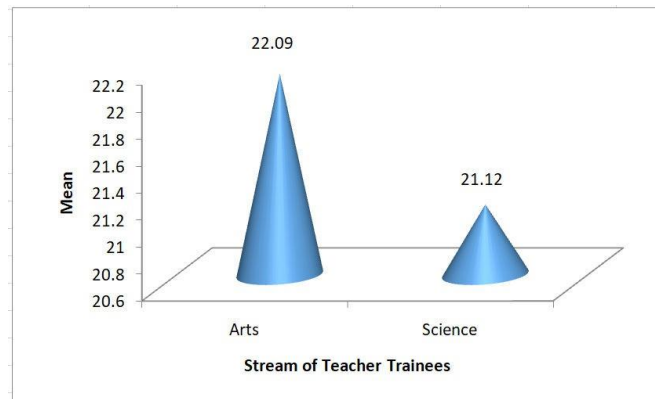


Fig. 2. Mean of interest in teaching of secondary teacher trainees of Arts and Science stream.

It is observed from Table 02 that the interest in teaching of secondary teacher trainees of Arts stream is 22.09 which greater than the mean of interest in teaching of secondary teacher trainees of science stream is 21.12. There exists difference in interest in teaching of secondary teacher trainees between Arts and Science stream is significant at 0.05 level of significance. So, it is stated that secondary teacher trainees of arts stream take comparatively high interest in teaching than interest in teaching of secondary teacher trainees of science stream.

Science education can produce students who possess scientific skills that can be applied in the work field later. Among the perceptions of the parents regarding the values of science education that can be obtained by their children were problem solving skills and thinking skills. It is important to enable students to master the science process skills in their daily life activities. The positive perceptions and values of female teacher trainees towards the subject of teacher education to cultivate their children's interest in teacher education-related careers. The supportive efforts to promote and facilitate an interest in teacher education-related career are shown by actions such as sending children to be training classes, providing financial support for teaching activities, encouraging a culture of teaching values at home, and encouraging children to explore teaching-related careers.

Conclusion

After the analysis and interpretation of the data may conclude that the male of secondary teacher trainees takes comparatively low interest (20.25) in teaching than interest in teaching of female secondary teacher trainees (21.93) and secondary teacher trainees of arts stream take comparatively high (22.09) interest in teaching than interest in teaching of secondary teacher trainees (21.12) of science stream. This study demonstrated that interest could play a vital role in cultivating a motivation in teaching-related career among teacher trainees. So, the development of teaching curriculum through policies and programs should not only involve those in formal institutions but also informal and non-formal institutions. Parents are one of the factors necessary for the successful adoption of a teacher education-friendly culture. It is assumed that the background of the parents also influences the value in promoting their children's education and teacher education. Interest may be considered as essential with respect to adjustment and happiness in life. Interest is a critical element in being satisfied and happy. Today many institutions are enabling their students to explore and follow where their interests. Institutions are providing Choice based credit system according to the interest to their students. Teacher educators must cultivate a lifelong love of learning, motivate for our children to discover what really makes them tick, to be able to build a life based around their personal interests.

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