



**ORIGINAL RESEARCH PAPER**

**Education**

**ASSESSMENT OF TEACHERS INTEREST IN TEACHING**

**KEY WORDS:** Interest in teaching, Interest pattern, Teaching behavior.

**Dr. Jakir Hussain  
Laskar**

Department of Education Aliah University, Kolkata

**ABSTRACT**

A study was conducted to assess teachers interest in teaching by using a standardized tool in Murshidabad district, where 100 upper primary school teachers participated. Teachers 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. Another finding of the study indicated that neither sex nor teaching experience nor academic stream variations were viable factors in influencing specific type of interest in teaching. Hence it was revealed that teachers have indifferent interest patterns are working in educational institutions.

**INTRODUCTION**

The socio-politico development of a nation is closely linked with the quality of schooling that goes within its educational institutions. A classroom offers a unique situation in which two sub samples, namely the teacher and the pupils interact in a manner to change each into something different from what they were earlier. The teacher steps into the class with intent to help the pupils to grow in accordance with certain pre-determined goals. The more resourceful he is, the more able he is to gulf between the nation's aspirations and their actual achievement. The role of a teacher is directed towards bridging the gap between his expectations regarding the behavioural changes he wishes his pupils to undergo. This is possible only when the teacher is highly interested in his job to attain perfect effectiveness in teaching by attaining teaching competency. Teacher competency is the skill or professional value a teacher possesses for which he becomes able to solve professional problems. Competencies are often defined in terms of process (What the teacher does). The possession of some set of communication skills necessary to effective communication is a competency. Teacher competence depends on the competencies the teacher possesses. Teacher performance is affected by the pre-existing teacher characteristics, the training experiences he has had, the situational context in which the teacher works and teacher motivation. Teacher effectiveness refers to the effect that the teacher's performance has on pupils. Teacher effectiveness is assessed in term of the changes in their behavior as teachers.

These changes relate to teachers attitude, teachers interest and teachers sportive spirit to work. Teachers interest in teaching also depends upon his academic potential, effectiveness in communication, attitude towards teaching, principles and strategies of interaction with pupils, his worthiness and personality his interest is reflected in his teaching behavior which consists of an intent, an action and a feedback potentiality. The ambit of teaching behaviour in socio-cultural and it draws heavily from the cognitive powers and scholastic achievements of the persons engaging in it. Stressed upon teaching interest and classroom behaviour as standards for reflecting good education. Teaching behaviors is a complex of skills representing the cognitive, emotive and manipulative domains with a distinctive set of human behaviour. Its critical attributes are teachers zeal, interest, in satiating thirst for gaining knowledge,

The significant factors which individually or in combinations help in producing desirable influences on the pupils are the positive attitude and interest in teaching in addition to other factors like intelligence, adjustment and personality characteristics. As satisfaction and dissatisfaction of personality needs of the teachers influences a wide variety of his behaviours, teaching interest also plays a vital role in the field of teaching effectiveness. Such type of findings obtained in the studies of Gupta (1992), Mohapatra(1988).

Various studies conducted during this century reveal that a student who is deeply interested in teaching is more receptive to and more absorbent in the profession. Therefore interest in teaching is a vital area of research in teacher education. An interest may be defined as a preference for one activity over another. This definition reflects two points. Firstly, interest involves the selection in ranking of different activities along a like-dislike dimension. For e.g. one student may select three activities like reading a novel, listening to radio broadcast and watching television and rank them 3.2 and 1 respectively. Obviously, here he prefers watching a television to listening to a radio broadcast and reading a novel. Secondly, interest involves activities or behaviors indulged in by the individuals. Interest are often expressed by action verbs are reading a novel, listening to a radio broadcast, planting, flowers, watching television educating the illiterates by opening night schools, serving wounded taking preventive measures by inoculating and vaccinating during outbreak of epidemics, trying for rehabilitation for the needy people etc.

Researches in the field of interest in teaching have been age old phenomena. Teacher's interest for the teaching job varies in accordance with differentiated climates. Many studies like Samal (1986) Mohapatra (1988) Sahoo (1997) have determined interest of teachers in relation to many variables and teaching. It was observed that teaching efficiency atmosphere have contributed a lot for development of interest in teaching. High degree of interest in teaching was observed in case of experienced and Govt School teachers. Sahoo (1997) showed a significant relationship between organizational climate and interest pattern of teachers. The research was conducted to assess interest in teaching of teachers in relation to teachers' behaviour in a task oriented situation behaviour pattern among the groups, moral and behaviour with the teachers and the principal. It was observed that difference in interest in teaching was significant in relation to age factor and management. Sex and climate did not have any impact on differentiating the teachers in their interest patterns.

**RATIONALE OF THE STUDY**

In the present era of science and technology there has been vast explosion of knowledge and as such students inspired to affluent job opportunities with higher perks. Among the profession rated, teaching profession specially in schools has been a major set back where students have opted for teaching profession not by choice but by change. Hence, their interest in teaching is less. It has been now affected need to select the teachers for recruitment having interest and attitude towards the teaching profession. Under these circumstances the investigator selected the topic for investigation.

**STATEMENT OF THE PROBLEMS:**

Hence the present study stated as **"Assessment of Teacher Interest in teaching"**.

**OBJECTIVES OF THE STUDY:**

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

1. To estimate the interest in teaching of teachers working in Dumkal and Berhampore schools block in Murshidabad District.
2. To categorize them into five different categories in terms of the level of Interest (like very high, high, average, Below average, and Low).
3. To determine difference in interest pattern of teachers due to sex, academic qualification, experience and Locale 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.

Ho<sub>1</sub>: The teachers at the Upper-Primary level do not display equal level of interest pattern towards teaching

Ho<sub>2</sub>: There does not exist significant difference in interest pattern of teachers in relation to sex variation.

Ho<sub>3</sub>: Academic qualification wise there does not exist significant difference in the interest pattern of teachers.

Ho<sub>4</sub>: There does not exist significant difference in the assessment of Interest in Teaching of Teachers due to locality of schools variation.

Ho<sub>5</sub>: Experience has no role to play in differentiating teacher's interest pattern.

**SCOPE AND DELIMITATION OF THE STUDY:**

The Scope of the study is to assess the interest pattern of the Upper Primary school teachers towards teaching profession by administering a test. The interest of the teachers has been studied in terms of the scale of Kakkar (1971). The delimitations of the study are many. The study is confined to the elementary school teachers serving in the schools of the Domkal & Berhampore Block of Murshidabad District only because of time constraints and paucity of funds. The sample for the study is limited to 100 teachers of both sexes at the elementary level.

**OPERATIONAL DEFINITIONS:**

'Interest' refers to the motivating force that implies an individual to attend to person, things, or an activity. In other words interest can be the cause of an activity and the result of participation in the activity as per Kakkar's scale of interest in teaching. The items seek to draw upon a person's reading interest, qualities, present personality and occupational interests in a bid to discover whether a person's responses are characteristic of his interest in teaching.

'Upper Primary Level' refers to the primary stage of schooling from class V to VIII. Teachers recruited for teaching at this level are concerned for the study.

**METHODOLOGY OF THE STUDY**

A descriptive method of research of ex-post-facto-type was adopted for the study. Only an assessment of teachers interest was made on as is where basis. No other method was adopted excluding this because of the nature of the study. A sample of 100 teachers of different age group qualifications, locality and sex was selected at randomly from among the upper-primary schoolteachers of Dumkal & Berhampore block of Murshidabad District. First of all the teachers was enlisted and 100 teachers was selected at randomly. Then their sex, experience, academic qualification and locality wise considered for making groups of sub-samples. Standardized tool of Kakkar on interest was used to collect the data. This scale consists of 27 items having five options. The teachers were asked to give their responses by encircling any one of the five alternatives. Questionnaire technique was adopted for collecting data and for assessment of interest pattern, descriptive measures of the scores were calculated. In order to locate the respondents along a normality scale, different categories of teachers were calculated and presented in bar-graphs. In order to calculate the intra variable analysis the 't' ratios

between the contrasts have been calculated and tested for significance.

**ANALYSIS AND DATA INTERPRETATION**

On the basis of the facial expression of data, it was revealed that maximum scores on interest in teaching clustered in the class interval 6-7, giving a very low level of interest in teaching of the elementary school teachers. The range of the scores being very large 16 to 17, indicated that maximum teachers did not display proper interest in teaching. When the scores were plotted on a graph in the form of histogram and frequency polygon, it was observed that maximum scores clustered at the lower (left) end of the curve.

Distribution of scores in relation to the sub samples of sex, locale, educational qualification and teaching experience were calculated and frequency distribution of score displayed the same trend, that means tending towards the lower end of the normal probability curve.

On the facial expression of data, it was revealed that the mean scores of interest in teaching in sub samples female, rural, graduate, and experienced teacher were more than the total mean scores where as it was less in case of sub samples male, urban, post graduate and in experienced teachers.

**CATEGORISATION OF THE TEACHERS ON INTEREST IN TEACHING SCALES:**

Categorization of the teachers on Interest in teaching scale has been made as per the norms laid down in normal distribution. For studying the normality in distribution of scores on Interest in Teaching the total sample was taken into consideration. The total sample had presented a distribution of scores slightly deviating from the principles of normality. To study the normality of the scores of Interest in Teaching the measures of central tendencies and variation were calculated.

The mean median and mode of the distribution of scores on Interest in Teaching Inventory fall within the class interval (6-7) containing 28 percent of cases which is maximum in companion to all the class intervals. Above this there are contained 47 percent of the cases and below it are 25 percent of the scores. The semi-intrquentile range (Q) being 1.79 when was added to and subtracted from the median gave the values of 8.08 and 5.5 respectively which did not coincide with the Q<sub>3</sub> and Q<sub>1</sub>, values as in case of normal curve. Measure of the skewness and Kurtosis of the curve were found to be 0.241 and 0.240 respectively giving the indications of positively skewed and platykurtic nature.

The scores were then calculated as per the conditions of normality in respect of inclusion of percentage of cases within  $\pm 16$  limits,  $\pm 26$  limits and  $\pm 36$  limits. In order to categories the teachers in different levels and Magnitude of interest. These limits were considered for this the number of teachers were categorized under five heads and their score rages were calculated along with the number of persons contained in those limits.

Maximum Teachers of average level of interest and very less of Teachers were having below average interest.

From the above discussion it was revealed that there were maximum teacher of average level of interest and very less of teachers were having below average interest.

**SUB SAMPLE ANALYSIS:**

To make differential analyses due to the impact of intra-variable in the sample.

For determining the significant difference if any, in the interest pattern of the sub sample of male and female teachers the 't' ratio was calculated.

Ho<sub>2</sub> there does not exist statistically significant difference in interest in teaching due to sex variation.

On the facial expression of data, it was revealed that the calculated value of 't' being 3.17 was much greater than the table value of 't' at 98 degrees of freedom even at 0.01 level of significance. Hence the 't' ratio was significant. Therefore, the null hypothesis that "there does not exist statistically significant difference in interest in teaching due to sex variation was rejected. This indicated that female teachers were more interested in teaching compared to the male teachers.

This is an accepted fact that females opt for teaching profession in view of security and other satisfactory elements due to this profession.

Therefore, naturally the interest of female teachers towards teaching should be better. Female teachers showing deep interest in teaching, were also confirmed in the studies of Sahoo (1997) Mohapatra (1988), Samal (1986). Taking cognizance of the above studies, the investigator was inclined to conclude that the results obtained were appropriate.

Educational qualification may also be a threat for assessment of interest in teaching of teachers at the elementary level because present day trend indicates higher qualified teachers working with a low amount of salary because of non-employment.

Ho3 Academic qualification wise there does not exist significant difference in the interest pattern of teachers.

The 't' ratio calculated was found to be much higher than to table value ( $t + 0.05$  df 98 = 1.98). Hence 't' was significant. As such the hypothesis that "There does not exist significant difference in interest teaching of teachers due to academic qualification variation" was rejected.

Conclusion was made therefore, that the teachers having minimum qualification for entry into the teaching profession (Trained Graduates) were more interested compared to trained post graduate teachers. Of course, it is a matter of fact that post graduate teachers entered into teaching by chance but not by choice. They would have been highly frustrated because of non-availability of job according to their level of aspiration and education. The result was indicative of the normal conditions. Studies pertaining to this were corroborated and the results were established. Samal (2004) conducted a doctoral study to find out relationship between teaching efficiency and scholastic competence of teachers and found out that the teachers having obtained higher academic qualification to be highly frustrated and lacked interest in teaching.

For testing the significance of difference between the mean scores of rural and urban teachers the 't' ratio was calculated.

Ho4 "There does not exist significant difference in the assessment of Interest in Teaching of Teachers due to locality of schools variation.

From the facial expression of data revealed that the calculated value of 't' was much higher (3.897) to the table value of 't' (2.56). Therefore 't' ratio was considered significant at 0.01 level of significance. Hence the null hypothesis was rejected. This indicated that rural and urban teachers displayed differential levels of interest in teaching, the rural teachers showing superiority over the urban teachers. The result seemed to be contradictory in the context of private tuition practice adopted by the urban teachers. This was realized that teachers doing private tuition or were much after money rather than interest in teaching.

Studies pertaining to this finding were cited to corroborate that rural teachers were really interested in teaching job. In this context it may be cited that studies of Mohapatras (1988) and Sahoo (1997) indicated rural teachers interest in teaching as higher than their urban counterparts.

Teaching experience contributes much to interest in teaching. The experienced teachers solve the problems and the institutions

depend very much upon the experienced members of the staff. Interest in teaching as a variation was also studied to find out the same. Therefore the 't' ratio was calculated.

Ho5 Experience has no role to play in differentiating teacher's interest pattern.

The study is in conformity with the earlier studies conducted by Mohapatra (1988) and Sahoo (1997). From the facial expression of data, it was revealed that the 't' ratio was highly significant. Therefore, the null hypothesis that there does not exist significant difference in interest in teaching due to experience variation was rejected. The result was in favour of the inexperienced teachers over the experienced ones. This had happened due to the fact that in West Bengal every year SSC recruits teachers on entrance test basis and also the salary for them is highly lucrative. As the sample has been drawn from the district of Murshidabad in West Bengal, many fresh candidates have been recruited who of unemployment. Out of joy and enthusiasm, therefore, they have displayed interest in teaching.

### MAJOR FINDINGS

The following hypotheses have been formulated to realize the objective.

- The teachers at the upper-primary level do not display equal level of interest pattern towards teaching.
- There exist significant difference in interest pattern of teachers in relation to sex variation.
- Experience has no role to play in differentiating teacher's interest pattern.
- Academic qualification wise exist significant difference in the interest pattern of teachers.
- There exist significant difference in the interest pattern of teachers in relation to locale variation.
- Implications of the study
- The study gives light in screening out the teachers and more profitably the prospective teacher who are possessed of interest in teaching.
- It may be used in vocational guidance and teacher selection process.
- 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.

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