



ORIGINAL ARTICLE



INTEREST TOWARDS TEACHING OF B.Ed. TRAINEES

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ABSTRACT

The present study was explored to find out the interest towards teaching of B.Ed. trainees. Survey method was used. The sample comprised of 400 B.Ed. trainees. Data was analyzed by t-test. Results revealed that there is significant difference in interest towards teaching of B.Ed. trainees in terms of gender, residence, marital status and locality of college.

KEYWORDS: Interest towards Teaching, B.Ed. Trainees.

INTRODUCTION

The teacher brings desired changes in the behavior of the pupils by the influence of his own personality and the pupil is influenced by following him. This process goes on between teacher and the pupil and in this process the efforts of the teacher are called teaching, and the task performed by the pupil is termed as learning. Like education, there are narrow and broader meanings of teaching too. In its narrow meanings, the teaching means to impart knowledge and counseling to the pupils in the class-room. But in broader sense in teaching process, every person or an object goes on teaching one or the other things to the pupil right from birth till death. The teaching is a relationship with the pupil develops all the powers. Thus interest in teaching plays a vital role in any educational systems.

NEED AND IMPORTANCE OF THE STUDY

Interest is intimately related to attention. By interest as meant a sense of attachment or attraction towards a particular interest in watching movies, other individuals have greater interest is 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 students for teaching to be successful.

Every one possesses some types of interest to which he has some liking. He always gives preference to that particular object. These being may be permanent or temporary, depending the attitudes and aptitudes. Every individual is selective in his interest. As William James stated

without selective interest, experience is an utter chaos. Interest alone gives the ancient and emphasis light and shade, background and foreground intelligible perspective in a world.

A good teaching is not merely to impart information to the students but it is also to arouse self learning in them. The teacher should explore the interests, attitudes, capacities, competencies, and needs of the pupils and guide them accordingly. From this point of view the teaching should be natural and interesting, so that the pupils get motivated for self-learning. Thus the good teaching is to provide assistance in developing the pupils by motivating them for self learning and enabling them for establishing the contact with the different subjects of the curriculum and environment themselves.

OBJECTIVES OF THE STUDY

- To find out the difference in interest towards teaching of B.Ed. trainees based on gender, residence, marital status and locality of college.

HYPOTHESES

1. There is no significant difference in interest towards teaching of B.Ed. trainees with regard to gender.
2. There is no significant difference in interest towards teaching of B.Ed. trainees with regard to residence.
3. There is no significant difference in interest towards teaching of B.Ed. trainees with regard to marital status.
4. There is no significant difference in interest towards teaching of B.Ed. trainees with regard to locality of college.

METHOD & SAMPLE

Survey method was used for the present study. A sample of 400 B.Ed. trainees was chosen. Out of them 79 were male and 31 were female.

TOOL

- Interest in Teaching Scale by Dr. S.B. Kakkar (1984).

ANALYSIS OF DATA

Table 1: Interest towards Teaching of B.Ed. Trainees based on Gender

Gender	N	M	SD	MD	t-value	Inference	Level of Significance
Male	79	8.33	1.04	4.12	4.33	Significant	0.01
Female	321	12.45	0.90				

From Table-1, the calculated t-value is found to be 4.33 which is significant at 0.01 level. Hence the hypothesis-1 is rejected. It is concluded that there is significant difference in interest

towards teaching of B.Ed. trainees based on their gender. The female trainees have more interest towards teaching than their counterparts.

Table 2: Interest towards Teaching of B.Ed. Trainees based on Residence

Residence	N	M	SD	MD	t-value	Inference	Level of Significance
Day Scholar	308	13.21	0.95	0.56	5.09	Significant	0.01
Hosteller	92	12.65	0.92				

Table-2 shows that the calculated t-value is found to be 5.09 which is significant at 0.01 level. Hence the hypothesis-2 is rejected. It is concluded that there is significant difference in interest towards teaching of B.Ed. trainees based on their residence. The day scholar prospective teachers have more interest towards teaching than hostellers.

Table 3: Interest towards Teaching of B.Ed. Trainees based on Marital Status

Marital Status	N	M	SD	MD	t-value	Inference	Level of Significance
Married	317	14.42	0.90	1.18	9.07	Significant	0.01
Unmarried	83	13.24	1.14				

Table-3 depicts that the calculated t-value is found to be 9.07 which is significant at 0.01 level. Hence the hypothesis-3 is rejected. It is concluded that there is significant difference in interest towards teaching of B.Ed. trainees with respect to marital status. The married trainees have more interest towards teaching than their counterparts.

Table 4: Interest towards Teaching of B.Ed. Trainees based on Locality of College

Marital Status	N	M	SD	MD	t-value	Inference	Level of Significance
Urban	200	15.13	0.07	2.87	4.10	Significant	0.01
Rural	200	12.26	1.00				

From Table-4, the calculated t-value is found to be 4.10 which is significant at 0.01 level. Hence the hypothesis-4 is rejected. It is concluded that there is significant difference in interest towards teaching of B.Ed. trainees in respect of locality of college. The urban trainees have more interest towards teaching than their counterparts.

FINDINGS

- Male and female B.Ed. trainees differ significantly at 0.01 level with respect to their interest in teaching.
- Day scholar and hosteller B.Ed. trainees differ significantly at 0.01 level with respect to their interest in teaching.
- Married and unmarried B.Ed. trainees differ significantly at 0.01 level with respect to their interest in teaching.
- Rural and urban B.Ed. trainees differ significantly at 0.01 level with respect to their interest in teaching.

RECOMMENDATIONS

- The innovative methods and techniques in the teaching of B.Ed. trainees must be adopted to create better interest in teaching.
- The B.Ed. trainees must be motivated to attend the courses run by professional bodies to improve their interest in teaching competencies.
- Good reference materials should be made available in order to promote increase in interest in teaching of B.Ed. trainees.

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