



A STUDY OF THE TEACHING INTEREST AMONG THE SECONDARY TEACHERS' OF SEPAHIJALA DISTRICT OF TRIPURA

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ABSTRACT :

The present study has been conducted to investigate the levels of teaching interest among the teachers' of Sepahijala District of Tripura. It also examine the significant difference between the teaching interest of teachers' with regard to Gender , Locality and Teaching experience. The study was conducted on a random sample of 96 teachers of the three schools of Sepahijala district of Tripura. The tools used in the study were teaching interest scale developed by Dr. S.B. Kakkar,(Patiala). The study reveals the fact that the level of teaching interest is average among most of the teachers' selected for study followed by high and low level in teaching interest among teachers'. Further, it is noted that there is no significant difference in the teaching interest among the teachers' with regard to gender and locality and there is significant difference in teaching interest among teachers' with regard to teaching experience.



KEYWORDS : Teaching Interest, Secondary School Teachers.

INTRODUCTION:

Teachers are an essential and influential part of students learning. A good teacher with his proper behavior and personality traits can motivate, inspire and make the students almost loss in his teaching. Effective teachers' strive to motivate and engage all their students in learning rather than simply accepting that some students cannot be engaged and are destined to do poorly. teachers are considered the light in the classroom , it is very necessary that teachers need to understand the need to be motivated in doing their work well, so as to motivated learners in the classroom. "Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place. To improve the quality of education is through the improvement in teachers performance therefore it is needed to identify the factors influencing teachers performance.

A number of factors are necessary for being successful person in teaching profession. Since interest can be looked upon as the gravitation of education, teacher must have interest in his or her teaching with competence and knowledgeable in order to impart the knowledge they could give to their students'. Its psychological components and sustenance are the major problems of teachers in the classroom. interest has been defined by J.P Guilford " when an organism discovers that certain objects and responses lead to the satisfaction of motives it shows interest in those objects or responses....interest are inclinations to attend to or to seek certain stimuli or to indulge in certain activities. Interest is the central force that derives the whole machinery of the teaching-learning process. Teachers' interest in teaching is one of the most important

factors to insist interest among children. Teachers' interest in teaching has been found as one of the major determinants of teacher effectiveness (Grewal1975). Educational interest is defined as one's own patterns of preferences likes and dislikes, preferential in any manner wisely and unwisely by self or by any other source for a give education area or subject in the past many research studies were undertaken. According to Dewey (1933/1986), there is a strong connection between interest and effort, i.e, the more a person becomes interested in a subject the more efforts he will put in it. Interest gives rise to certain activities. The attitude towards these activities is part of the affective domain. It is developed from personal experiences as well as from the attitudes of other .especially parents, teachers and the peers towards the particular activities. Hence, the idea about the interest is nothing but the cause of an activity and the result of participation in the activity relating to derives, motives and emotional responses. Teaching interest is acquired during the process of development of an individual and it can be increased or decreased and even changed with the change of line. Interest is derived also from various influences of one person to the other. Interest in teaching is very important component for effectiveness of a teacher and also might be a contributing factors for the betterment in teaching learning process. Secondary education is the foundation of the entire super structure of the nation, which we intend to build. The strength and progress of a nation rest upon the educational foundation of her people secondary education is crucial for economic development and modernization of social structure. It also represents an indispensable first step towards the provision of equality of opportunity to all its citizen. Therefore, the present study was taken up to find out the status of teaching interest of secondary school teachers' of Sepahijal District of Tripura.

OBJECTIVES OF THE STUDY:

1. To find out the level of Teaching interest in teachers' of Sepahijala District of Tripura.
2. To find out the significant difference in Teaching interest between the male and female teachers' of Sepahijala District of Tripura.
3. To find out the significant difference in Teaching interest between the rural and urban teachers' of Sepahijala District of Tripura.
4. To find out the significant difference in Teaching interest between the teachers' having five (5) years of teaching experience and above five (5) years of teaching experience of Sepahijala District of Tripura.

HYPOTHESES OF THE STUDY:

1. Level of Teaching interest is low among the teachers' of Sepahijal District of Tripura.
2. There is no significant difference in teaching interest between the male and female teachers' of Sepahijala District of Tripura.
3. There is no significant difference in teaching interest between the rural and urban teachers' of Sepahijala District of Tripura.
4. There is no significant difference in teaching interest between the teachers' having Five (5) years and above five (5) years of teaching experience of teachers' of Sepahijala District of Tripura.

METHODOLOGY:

In the present study, the investigator adopted the normative survey method. The investigator collected data from three schools of Sepahijala District of Tripura state, consisting of 96 sample. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population.

Tools Used:

In the present study the standardized tools designed by Dr.S.B. Kakkar,(Patiala) has been used to measure teaching interest of the teachers'. Descriptive and inferential analysis were conducted using statistical package. Based on frequency and percentage result has been drawn out. Obtained data were

analyzed in terms of number and percentage to find out the level of teaching interest in teachers and 't' test were adopted to find out the significant difference between the variables.

Interpretations and Discussion:

Table 1: Show The Level of Teaching Interest among the Teachers of Sepahijala District of Tripura.

Levels	Low	Average	High
N	12	50	34
%	12.5%	52.08%	35.41%

Table 1 reveals that out of 96 teachers of Sepahijala District of Tripura 12.5 % (N=12) have low level of teaching interest while 52.08% (N=50) shows average level of teaching interest and remaining 35.41% (N=34) shows teachers have high teaching interest. From the table it is clear that majority of the teachers have average level of interest in teaching followed by high and low level. Thus, the formulated hypothesis is rejected and it may be concluded that majority of teachers in Sepahijala district of Tripura state have satisfactory level of interest in teaching.

Table 2: Summary of Teaching interest, mean, standard deviation and 't' value of male and female teachers' of Sepahijala District of Tripura.

Variable	N	M	SD	D	SED	df	't' value
Female	38	12.36	5.36	0.22	0.94	1.99	0.22
Male	58	12.14	3.49				

Table 2 shows that mean score obtained for female teacher is 12.36 and for male teacher is 12.14, SD comes out as 3.49 for male and 5.36 for female, D value comes out as 0.22 and SED comes out as 0.94. Table also reveals that the calculated 't' value comes out as 0.22 which is less than table values 1.99 at 0.05 level of significance for the degree of freedom 94. This indicates that there is no significant difference in teaching interest between male and female teachers of Sepahijala District of Tripura.

Further, when the means were compared, it was found that mean of the female teacher is slightly higher than the male teachers. Thus, the formulated hypothesis gets accepted. Hence, it can be concluded that the female teacher of Sepahijala District of Tripura has more interest in teaching than that of the male teachers'.

Table 3: Summary of Teaching interest , mean, standard deviation and 't' value of rural and urban teachers' of Sepahijala District of Tripura.

Variable	N	M	SD	D	SED	df	't' value
Rural	76	12.18	4.24	0.32	17.97	1.99	0.01
Urban	20	12.50	3.20				

Table 3 shows that mean score obtained for rural teacher is 12.18 and for urban teacher is 12.50, SD comes out as 4.24 for rural teachers 3.20 for urban teachers, D value comes out as 0.32 and SED comes out as 17.97. Table also reveals that the calculated 't' value comes out as 0.01 which is less than table values 1.99 at 0.05 level of significance for the degree of freedom 94. This indicates that there is no significant difference in teaching interest between rural and urban teachers of Sepahijala District of Tripura.

Further, when the means were compared, it was found that mean of the urban teacher is slightly higher than the rural teachers. Thus, the formulated hypothesis gets accepted.

Hence, it is concluded that urban teachers of the Sepahijala district of Tripura have more interest in teaching than that of rural teachers.

Table 4: Summary of Teaching interest, mean, standard deviation and 't' value of teachers having five (5) and above five (5) years of teaching experience of Sepahijala District of Tripura.

Variable	N	M	SD	D	SED	df	't' value
5(five) of TE	44	11.05	3.90	2.29	0.79	1.99	2.64
Above5yearsof TE	52	13.34	3.89				

Table 4. shows that mean score obtained for teachers' having five (5) years of teaching experience is 11.05 and for teachers' having above five (5) years of teaching experience is 13.34, SD comes out as 3.90 for teachers having five years of teaching experience and 3.89 for teachers having above five years of teaching experience, D value comes out as 2.29 and SED comes out as 0.79. Table also reveals that the calculated 't' value comes out as 2.64 which is greater than table values 1.99 at 0.05 level of significance for the degree of freedom 94. This indicates that there is significant difference in teaching interest between teachers having five years and above five years of teaching experience of Sepahijala District of Tripura.

Further, when the means were compared, it was found that mean of teachers having above five years teaching experience is higher than the teachers having five years of teaching experience. Thus, the formulated hypothesis gets rejected.

Hence, it is concluded that the teachers having above five years of teaching experience have more teaching interest than that of the teachers having five and less years of teaching experience in the Sepahijala District of Tripura.

CONCLUSION:

From the above discussions of the result, we can conclude that most of the teachers feel interested in teaching as they falls under the average level of teaching interest, though they have moderate interest towards teaching, their interest must be developed through various training related to modern teaching strategies, skill improvement programmes, creating feasible infrastructure and instructional facilities.

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