

Teaching Interest of High School Teachers in Tiruvannamalai District

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ABSTRACT

Teaching is a systematically and rationalized process for transformation of skills, attitude and knowledge based on principles of professionalism. Interest of teachers in teaching is playing an important role in development of school students and themselves in order to attain the goals of education and development of nation. The findings reveals that significant difference exists amid interest of high school teachers in teaching and their profile excluding education and type of institution. Interest in teaching of high school teachers is positively, significantly and highly related with their motivational teaching strategies. Therefore, high school teachers should improve their passion, ambition and efforts that will influence their interest in teaching. High school teachers must enhance their interest in teaching through adequate and appropriate trainings. Further, high school teachers should also be fully involved and committed in order to increase their interest in teaching by adopting various effective motivational teaching strategies.

Key Words: High School Teachers, Interest in Teaching, Motivational Teaching Strategies

INTRODUCTION

The development of a country is largely depending on standard of education and people and in turn it is highly relying on teachers. Quality of teachers and their teaching are very important for shaping of students and making them as responsible citizens (Aparana, 2015). The quality of teachers is mainly determining by their teacher education programmes, trainings, instructional methods and materials, effectiveness of teaching and strategies followed by them in teaching (Utpal, 2016). Resourceful, competent, commitment and personal interest of teachers leads to their effective and quality teaching. Teaching is not only transformation of knowledge to students, but it enables them to apply that knowledge in order to meet various challenges in their future life (Balbir, 2015).

Individuals choose teaching profession due to various benefits and specific features of it. Effectiveness of teaching is decided by social, personal, cultural and psychological aspects of individuals (Benjamin et al 2011). Among all the professions, teaching is described as noble profession with high degree of social value and it demands intelligence, thinking, intellectuality, enthusiasm, duty consciousness, honesty and dedication for teaching and students (Ghosh and

Bairgya, 2010). Teaching is a systematically and rationalized process for transformation of skills, attitude and knowledge based on principles of professionalism (Anupama and Pathy, 2014).

The spirit of teaching is to impact students to bring acceptable changes among their behaviour, learning and peaceful and happy living (Elina, 2016). Teaching is significantly contributing to improvement of realization, capabilities and development of personality of school students (Ibrahim and Adam, 2015). Interest of teachers in teaching is playing an important role in development of school students and themselves in order to attain the goals of education and development of nation (Lawal, 2012). Therefore, it is necessary to study interest of high school teachers in teaching.

REVIEW OF RELATED LITERATURE

Loredana Manasia et al (2020) found that professional knowledge, practice and engagement and self regulation were significantly influencing preparedness and interest of pre service teachers and they were highly interested in teaching.

Ozgul Mutluer and Sedat Yuksel (2019) concluded that teachers were interested in teaching because of status in society, autonomy, image, salary, professional development and values of teaching.

Odike and Nnaekwe (2018) revealed that teachers exhibited positive attitude for teaching because of prestige, reputation, salary and involving in social change as viewed by undergraduate students of education and significant difference existed among attitude towards teaching and gender of teachers.

Ingrid Hemmer and Michael Hemmer (2017) revealed that teachers were highly interested in teaching geography subject and significant difference existed among gender of teachers and their interest in teaching geography subject to students.

Elina Soibamcha and Nityanand Pandey (2016) indicated that teachers had positive and favourable attitude and interest on teaching and young teachers had more interest in teaching as compared to old teachers.

Sorna Lakshmi and Leonard Ashok (2015) showed that interest of teachers on teaching was very positive and significant difference existed among locality and interest on teaching of teachers.

OBJECTIVES OF THE STUDY

1. To find difference amid interest of high school teachers in teaching and their gender, age and education.
2. To find difference amid interest of high school teachers in teaching and their medium of instruction and type of institution.
3. To analyze relation amid interest in teaching of high school teachers and their motivational teaching strategies.

HYPOTHESES OF THE STUDY

1. There is no significant difference amid interest of high school teachers in teaching and their gender, age and education.
2. There is no significant difference amid interest of high school teachers in teaching and their medium of instruction and type of institution.
3. There is no significant relation amid interest in teaching of high school teachers and their motivational teaching strategies.

METHODOLOGY

The present study is conducted in Tiruvannamalai district. High school teachers are selected randomly and data are collected from 945 high school teachers by using survey method. Profile of high school teachers is studied by using percentages and difference amid interest of high school teachers in teaching and their profile are found by applying mean, standard deviation, t-test and ANOVA tests. Relation amid interest in teaching of high school teachers and their motivational teaching strategies is analyzed by employing correlation analysis.

RESULTS

PROFILE OF HIGH SCHOOL TEACHERS

The profile of high school teachers is shown in Table-1.

Table-1. Profile of High School Teachers

Profile	Number	Percentage
Gender		
Male	434	45.93
Female	511	54.07
Age		
25 – 35 Years	307	32.49
36 – 45 Years	402	42.54
46– 55 Years	236	24.97
Education		
UG with B.Ed.	359	37.99
PG with B.Ed.	382	40.42
PG with M.Ed.	204	21.59
Medium of Instruction		
English	427	45.19
Tamil	518	54.81
Type of Institution		
Government	319	33.76

Government Aided	247	26.14
Private	379	40.10

Larger than half of high school teachers are female (54.07 %) and higher than two fifth of them are belonging to 36 – 45 years of age (42.54%). Two fifth of them are holding PG with B.Ed(40.42%) and greater than half of them are teaching in Tamil medium(54.81 %) and two fifth of them are working in private schools(40.10 %).

INTEREST OF HIGH SCHOOL TEACHERS IN TEACHING AND THEIR PROFILE

The difference amid interest of high school teachers in teaching and their profile is shown as below.

Gender and Interest in Teaching

The difference amid gender of high school teachers and their interest in teaching is shown in Table-2.

Table-2. Gender and Interest in Teaching

Gender	N	Mean	Standard Deviation	t-value	Sig.
Male	434	184.24	12.44	3.848**	.000
Female	511	187.38	12.52		

** Significant in 1% level

Mean value of interest in teaching for male and female high school teachers are 184.24 and 187.38 in sequence and it explicates that female high school teachers are highly interest in teaching in comparison with male teachers.

The t-value is 3.848 and it is illustrating that significant difference exists amid gender of high school teachers and their interest in teaching in one per cent level. So, the null hypothesis is rejected.

Age and Interest in Teaching

The difference amid age of high school teachers and their interest in teaching is shown in Table-3.

Table-3. Age and Interest in Teaching

Age	N	Mean	Standard Deviation	F-value	Sig.
25 – 35 Years	307	185.31	12.42	8.381**	.000
36 – 45 Years	402	187.74	12.75		
46– 55 Years	236	183.70	12.07		

** Significant in 1% level

Mean value of interest in teaching for high school teachers in 25 – 35 years, 36 – 45 years and 46– 55 years of age are 185.31, 187.74 and 183.70 in sequence and it explicates that high school teachers in 36 – 45 years of age are highly interest in teaching in comparison with others.

The F-value is 8.381 and it is illustrating that significant difference exists amid age of high school teachers and their interest in teaching in one per cent level. So, the null hypothesis is rejected.

Education and Interest in Teaching

The difference amid education of high school teachers and their interest in teaching is shown in Table-4.

Table-4. Education and Interest in Teaching

Education	N	Mean	Standard Deviation	F-value	Sig.
UG with B.Ed.	359	186.29	12.80	2.148 ^{NS}	.117
PG with B.Ed.	382	186.47	13.05		
PG with M.Ed.	204	184.33	11.12		

^{NS} Not Significant

Mean value of interest in teaching for high school teachers hold UG with B.Ed., PG with B.Ed., and PG with M.Ed. are 186.29, 186.47 and 184.33 in sequence and it explicates that high school teachers hold PG with B.Ed. are highly interest in teaching in comparison with others.

The F-value is 2.148 and it is illustrating that no significant difference exists amid education of high school teachers and their interest in teaching. So, the null hypothesis is accepted.

Medium of Instruction and Interest in Teaching

The difference amid medium of instruction of high school teachers and their interest in teaching is shown in Table-5.

Table-5. Medium of Instruction and Interest in Teaching

Medium of Instruction	N	Mean	Standard Deviation	t-value	Sig.
English	427	183.80	12.69	4.797 ^{**}	.000
Tamil	518	187.70	12.21		

^{**} Significant in 1% level

Mean value of interest in teaching high school teachers teaching in English and Tamil mediums are 183.80 and 187.70 in sequence and it explicates that high school teachers teaching in Tamil medium are highly interest in teaching in comparison with English medium.

The t-value is 4.797 and it is illustrating that significant difference exists amid medium of instruction of high school teachers and their interest in teaching in one per cent level. So, the null hypothesis is rejected.

Type of Institution and Interest in Teaching

The difference amid type of institution of high school teachers and their interest in teaching is shown in Table-6.

Table-6. Type of Institution and Interest in Teaching

Type of Institution	N	Mean	Standard Deviation	F-value	Sig.
Government	319	185.97	11.40	0.488 ^{NS}	.614
Government Aided	247	185.31	13.31		
Private	379	186.32	13.03		

^{NS} Not Significant

Mean value of interest in teaching for high school teachers working in Government, Government aided and private schools are 185.97, 185.31 and 186.32 in sequence and it explicates that high school teachers working in private schools are highly interest in teaching in comparison with others.

The F-value is 0.488 and it is illustrating that no significant difference exists amid type of institution of high school teachers and their interest in teaching. So, the null hypothesis is accepted.

RELATION AMID INTEREST IN TEACHING OF HIGH SCHOOL TEACHERS AND THEIR MOTIVATIONAL TEACHING STRATEGIES

The correlation analysis is employed to analyze relation amid interest in teaching of high school teachers and their motivational teaching strategies and the result is shown in Table-7.

Table-7. Interest in Teaching of High School Teachers and Their Motivational Teaching Strategies

Particulars	Correlation Coefficient(r)
Interest in Teaching of High School Teachers and Their Motivational Teaching Strategies	0.64 ^{**}

^{**} Significant in 1% level

The correlation coefficient amid interest in teaching of high school teachers and their motivational teaching strategies is 0.64 and it is explaining that they are positively and highly interrelated. So, the null hypothesis is rejected.

CONCLUSION

The findings reveals that significant difference exists amid interest of high school teachers in teaching and their profile excluding education and type of institution. Interest in teaching of high school teachers is positively, significantly and highly related with their motivational teaching strategies. Therefore, high school teachers should improve their passion, ambition and efforts that will influence their interest in teaching. High school teachers must enhance their interest in teaching through adequate and appropriate trainings. Further, high school teachers should also be fully

involved and committed in order to increase their interest in teaching by adopting various effective motivational teaching strategies.

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