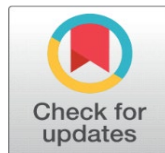
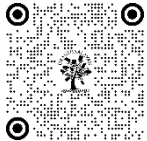


TEACHER INTEREST IN TEACHING AMONG SCHOOL TEACHER'S IN THE CONTEXT OF AREA, TYPE OF SCHOOL AND GENDER

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DOI

[10.29121/shodhkosh.v5.i6.2024.1777](https://doi.org/10.29121/shodhkosh.v5.i6.2024.1777)

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

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ABSTRACT

A teacher's teaching interest in student learning is the basic pillar of education. Hence, the present research has been undertaken. The purpose of this study is to examine teachers' interest in teaching in the context of area, type of school, and gender. This research was an ex-post-factor type of research. A purposive sampling method was used to select 80 teachers in Dahod district. The collection of data was carried out with the help of Kakkar's Interest in Teaching Value Scale. The data was analyzed using the 't' test. The findings of the present study show that there is no significant difference in the terms of teachers' interest in teaching by area, gender, and type of school.

Keywords: Interest in Teaching, Area, Type of School and Gender

1. INTRODUCTION

Education can be defined as one that brings out the latent powers. I think as far as any student comes to school with the purpose of studying, hence, it is the teacher's responsibility to see that this purpose is realized. In this matter, it is also very important that the teacher have a full interest in teaching. If this is the case, the classroom becomes a paradise for both the teacher and the student. Hence, the present study has been undertaken with such a noble purpose. The study of the teacher's teaching style has been conducted with respect to the type of school, caste, and area of the learner. In this regard "Banchi and Bell (2008) identify four levels of inquiry-based learning: confirmation inquiry, structured inquiry, guided inquiry

and open inquiry. Structured inquiry involves the teacher providing the topic, catalyst questions, and scaffolding the approach students are expected to take. Students analyse and interpret the data collected and collate and synthesise their findings”.

“Tamah’s (2018) study is a report of a study on the interest in teaching knowledgeable by student teachers in Indonesia. The study, as part of a larger research project that was associated to perspectives on teaching practice, reveals that to a certain extent, teaching interest is influenced by an on-campus teaching demonstration and real teaching in schools. It somewhat reveals that most student teachers are encouraged by the practical components of a teacher education program. Actions should then be taken to advance the teaching interests of the 'minority', especially after teaching practice. Otherwise, their interest may be destructively influential in spite of the training efforts provided by the teacher education programme”.

“Gultom, S., Hutaaruk, A. F. & Ginting, A. M. (2020) study results show that a teacher must have numerous teaching skills, namely: (I) questioning skills, (II) reinforcement skills, (III) variation skills, (IV) explaining skills, (V) learning skills opening and closing, (VI) small group discussion guiding skills, (VII) small classroom management skills, and (VIII) small group and individual teaching skills”.

“Kavitha, S. & Venkateswaran, R. (2015) studies results demonstrate that significant relationship was found between the Teaching Attitude and Job Satisfaction among the Secondary School Teachers.”

“Alnahdi, G.H. & Schwab, S. (2023). Studies results showed that teachers’ teaching practices were positively associated with students’ scores in math and science. In addition, teachers’ attitudes toward teaching were positively associated with students’ scores. Female teachers held more positive attitudes toward teaching and were rated more positively in terms of practices by their students.”

“Bam M. (2019) study Findings revealed that the level of teaching interest and teaching aptitude for secondary school teachers” is average. Study also revealed that there is no significant difference between teaching interest of teachers in terms of gender, locality and teaching experience and there is no significant difference between teaching aptitude of teachers in terms of gender and teaching experience except locality. Result also revealed that there is positive and significant relationship between teaching interest and teaching aptitude of secondary school teachers of Sepahijala District of Tripura”. Therefore, the methodology of the study of interest in school teacher education with respect to region, school type, and caste is as follows:

2. OBJECTIVES

- 1) To measure the interest in teaching of teachers with respect to male and female teachers.
- 2) To measure the interest in teaching of teachers with respect to government school and private school teachers.
- 3) To measure the interest in teaching of teachers with respect to urban and rural area teachers.

3. HYPOTHESIS

- 1) There will be no significant difference between gender on interest in teaching among Male and Female teachers.

- 2) There will be no significant difference between type of school on interest in teaching among Private and government school teachers.
- 3) There will be no significant difference between area on interest in teaching among urban and rural are teachers.

4. VARIABLES

Table 1

Table 1 Variable of the Study				
NO.	VARIABLES	NATURE OF	LEVEL	NAME OF LEVEL
1	Gender	Independent Variable	2	1) Male teacher 2) Female teacher
2	Type of school	Independent Variable	2	1) Private School 2) Grant in Aid School
3	Area	Independent Variable	2	1) Urban 2) Rural
4	Interest in teaching	Dependent Variable	1	Interest in teaching

5. SAMPLE

The sample of the study will comprise of 80 teachers residing in various schools of Dahod district. The sample will be selected from both the gender, private and government schools and urban and rural area. The sample was selected through the purposive sampling method.

6. TOOL

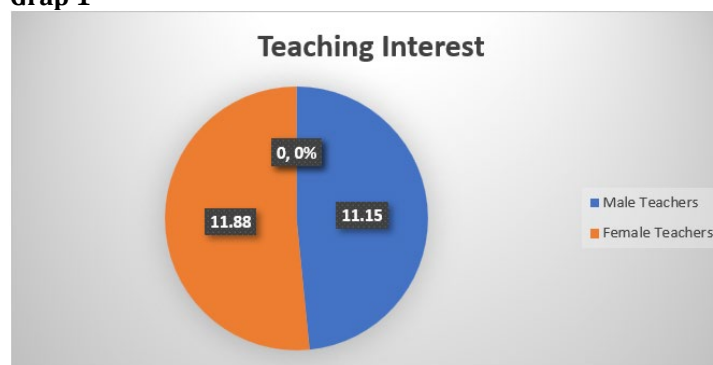
- 1) **Personal Data Sheet:** A personal Data Sheet Develop by researcher who used to collect information about gender, type of school, area, etc.
- 2) **Kakkar's Interest in Teaching Scale:** The scale was developed by S B kakkar and it's published by National Psychological Corporation Agra. It consists of 27 items of multiple-choice types. It measures interest in teaching. The test-retest reliability of this test was found to be 0.72. Also, the validity is seen to be high.

7. RESULT

Table 2

Table 2 Result of Mean Scores Regarding Teachers with Respect to Gender on Interest in Teaching						
Sr No.	Particular	N	M	SD	t	Sig.
1	Male Teachers	40	11.15	2.78	1.02	NS
2	Female Teachers	40	11.88	3.5		
				0.05 level = 1.99 significant		
				0.01 level = 2.64 significant		

Grap 1

**Graph 1** Pie Chart of Mean Scores on Teachers Interest in Teaching in Relation to Gender

It is observed that the mean scores in Table No. 02 and Graph No. 1 show that female teachers acquired a slightly higher score ($M = 11.88$) on interest in teaching than the male teachers ($M = 11.15$). To test the hypothesis, a t test has been calculated. The value of the t ratio between the mean score of interest in teaching of male and female teachers is 1.02, which is not significance. It means that the hypothesis has not been rejected.

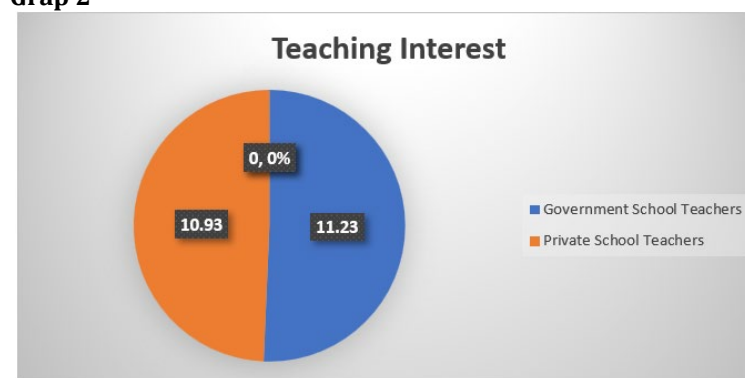
Table 3

Table 3 Result of Mean Scores of Regarding Teachers with Respect to Type of School on Teaching Interest

Sr No.	Particular	N	M	SD	t	Sig.
1	Government school teachers	40	11.23	2.96	0.47	NS
2	Private school teachers	40	10.93	2.89		

0.05 level = 1.99 significant
0.01 level = 2.64 significant

Grap 2

**Graph 2** Pie Chart of Mean Scores on Teaching Interest in Relation to Type of School

It is observed that the mean scores in Table No. 03 and Graph No. 2 show that government schoolteachers acquired a slightly higher score ($M = 11.23$) on interest in teaching than the private school teachers ($M = 10.93$). To test the hypothesis, a t test has been calculated. The value of the t ratio between the mean score of interest in teaching of government and private school teachers is 0.47, which is not significance. It means that the hypothesis has not been rejected.

Table 4

Table 4 Result of Mean Scores of Regarding Teachers with Respect to Area on Teaching Interest						
Sr No.	Particular	N	M	SD	t	Sig.
1	Urban	40	11.05	3.27	0.43	NS
2	Rural	40	11.38	3.97		
				0.05 level = 1.99 significant		
				0.01 level = 2.64 significant		

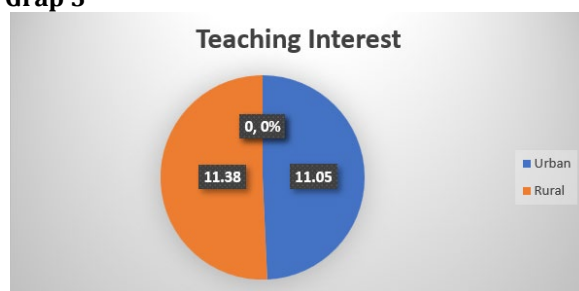
Graph 3**Graph 3** Pie Chart of Mean Scores on Teaching Interest in Relation to Area

Table No. 4 and Graph No. 3 indicate that the teachers of rural area have a slightly higher score ($M = 11.38$) on teaching interest than teachers of urban area ($M = 11.05$). To test the hypothesis, a t test has been calculated. The value of the t ratio between the mean score of teaching interest of teachers in urban and rural area is 0.43, which is not significant. It means that the hypothesis has not been rejected.

8. CONCLUSION

No significant difference was found between teachers of male and female teaching interest. In this research, it was concluded that teacher of male and female have no impact on teaching interest. Therefore, pre-formed hypothesis (There will be no significant main effect of gender on interest in teaching among Male and Female teachers) is not rejected.

No significant difference was found between teachers of government and private school teaching interest. In this research, it was concluded that teacher of government and private school have no impact on teaching interest. Therefore, pre-formed hypothesis (There will be no significant main effect of type of school on interest in teaching among Private and Grant in Aid school teachers.) is not rejected.

No significant difference was found between teachers of urban and rural area teaching interest. In this research, it was concluded that teacher of urban and rural have no impact on teaching interest. Therefore, pre-formed hypothesis (There will be no significant interaction effect of Gender and Type of school on interest in teaching of teachers.) is not rejected.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

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