



A STUDY OF INTEREST IN TEACHING OF SECONDARY TEACHER TRAINEES IN COVID-19 PANDEMIC IN MEDCHAL DISTRICT

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Abstract

Interest is a valuable tool that motivates us to work hard. Interest levels are a better measure of good instruction. Teacher educators must encourage lifelong learning in their students and encourage them to explore what makes them unique so that they can construct a life around their passions. The objective of the study was to measure the interest in teaching of male and female secondary teacher trainees as well as secondary teacher trainees of Arts and Science stream. The sample was chosen at random by the researcher, and 148 Secondary teacher trainees were chosen. The researcher used the Interest in Teaching Scale Test to collect data. Developed by a researcher. The study's main finding was that male secondary teacher trainees have a lower interest in teaching (20.25) than female secondary teacher trainees (21.93), and secondary teacher trainees in the arts stream have a higher interest in teaching (22.09) than secondary teacher trainees in the science stream (21.12).

Key words: Interest, Effective teaching, Lifelong learning, Motivate for their trainees, Build a life.

Introduction

Interest is a crucial factor in deciding whether or not to pursue a career as a teacher. Teacher trainees cannot give their dedication to teaching if they are not interested. Attention and interest are inextricably linked. Other persons have stronger interest in a matter of highest importance, as defined by interest as a sense of attachment or attractiveness toward a particular interest in reading books. Interest plays a unique role and has a unique location in the educational process. For teaching to be successful, interest is one of the criteria of learning that must exist in both the teacher and the trainees. Every process has some forms of interests and some likings, and each process delivers

temporary performance based on attitude and aptitude. Every person has a unique set of interests and experiences. The ancient and emphasise light and shadow, background and foreground comprehensible perspective in the world is given by interest alone.

Interest is a natural element of being human. The word 'interest' has now acquired a distinct meaning for him. According to Fryer, there are two types of interest: subjective and objective. 'Interest is the propensity by which, after becoming interested in a specific experience, we wish to continue in it, interest in a latent attention, and attention is interest in action,' according to William. 'Interest is an active form of some inclination,' according to driver.

Interest is a powerful internal state. It makes the teacher educators feel energetic and excited, fully engaged and focused on their teaching and pay more attention. Teacher trainees tend to engage with it at a deeper level critical thinking, make connections between old and new knowledge. Interest helps to get exploring and interested in new things. Interest plays the role in determining the quality of the educational experience and teaching in COVID period. Interest of teacher trainees is a major issue in national, state, and local educational policy. Strong interest can help teacher trainees in find out the academic difficulties and perceptual disabilities because interest increases attention, recall and levels of effort and interest correlates with both academic and classroom performance.

Internally, interest is a tremendous force. It makes teacher educators feel energised and enthusiastic about their work, totally involved and focused on their lessons, and more attentive. Teacher candidates are more likely to engage in critical thinking and establish connections between old and new knowledge. Exploration and interest in new things are aided by interest. In the COVID phase, interest plays a role in influencing the quality of the educational experience and teaching. Teacher education policy at the national, state, and municipal levels is dominated by the interests of teacher candidates. Because interest enhances attention, recall, and effort levels, and interest correlates with both academic and classroom performance, it can assist teacher trainees in

identifying academic issues and perceptual disorders. Interest's relevance as a motivator and the critical role it plays in education, particularly in affecting accomplishment and learning, has long been acknowledged. What people paid attention to and recalled was heavily influenced by their interests. Interest, according to John Dewey, aids learning, promotes comprehension, and stimulates effort as well as personal participation (Dewey, 1913).

Literature Reviews

According to United Nations (2020), “As of July 2020, 98.6% of learners worldwide were affected by the pandemic, representing 1.725 billion children and youth, from pre- primary to higher education, in 200 countries. Therefore, making learning possible and available from home-schooling has been the need of the hour. The shock of the COVID-19 crisis on education has been unprecedented. It has set the clock back on the attainment of international education goals, and disproportionately affected the poorer and most vulnerable. And yet, the education community has proved resilient, laying a groundwork for the rebound.” The Secretary-General of UNO, Mr Antonio Guterres (2020), said that “Education is the key to personal development and the future of societies. It unlocks opportunities and narrows inequalities. It is the bedrock of informed, tolerant societies, and a primary driver of sustainable development. The COVID-19 pandemic has led to the largest disruption of education ever.”

According to Hodges, Moore and Lockee (2020), “well- planned online learning is totally different from shifting online in response to a crisis, as the speed with which this shift is done could be shocking to faculty members and learners”. As per Petrie (2020), “As schools have been closed to cope with the global pandemic, students, parents and educators around the globe have felt the unexpected ripple effect of the COVID-19 pandemic. While governments, frontline workers and health officials are doing their best slowing down the outbreak, education systems are trying to continue imparting quality education for all during these difficult times. Many students at home/living space have undergone psychological and emotional distress and have been unable to engage productively. The best practices for online homeschooling are yet to be explored.”

The teacher should explore the interest, attitude, capacities, competencies and needs of the teacher trainees and guide them accordingly. A good teaching is not merely to impart information to the students but it is also to arouse self-learning in them. From this point of view the teaching should be natural and interesting, so that their students get motivated for self-learning and enabling them for establishing the contact with different subject of the curriculum and environment themselves.

Objective of the study

1. To compare the interest in teaching between male and female secondary teacher trainees.
2. To compare the interest in teaching of secondary teacher trainees between Arts and Science stream.

Research Hypothesis

1. There is significant difference in interest in teaching between male and female secondary teacher trainees.
2. There is significant difference in interest in teaching of secondary teacher trainees between Arts and Science stream.

Null Hypothesis

1. There is no significant difference in interest in teaching between male and female secondary teacher trainees.
2. There is no significant difference in interest in teaching of secondary teacher trainees between Arts and Science stream. Materials and methods were employed in this study to conduct a survey using the descriptive research method.

Population and Sample: The whole population of secondary teacher trainees in Medchal District was considered, and 148 secondary teacher trainees were chosen at random for this study.

Data collection tool- Interest scale in teaching was prepared by the researcher.

Results Objective 1. To compare the interest in teaching between male and female teacher trainees.

Table 1. Mean, SD and t-ratio of interest of male and female teacher trainees.

Group	N	Maen	S D	t-ratios
Male	73	20.25	3.01	
Female	75	21.93	3.09	3.349

Significant at .05 level of significance

From the table 1 At the.05 level of significance, the estimated t-ratio of 3.349 is bigger than the table value of t ratio. As a result, the null hypothesis that "There is no significant difference in interest in teaching between male and female secondary teacher trainees" is rejected at the 0.05 level of significance, and the research hypothesis that "There is a significant difference in interest in teaching between male and female secondary teacher trainees" is accepted. As a result, it is reported that male and female secondary teacher trainees have significantly different levels of enthusiasm in teaching.

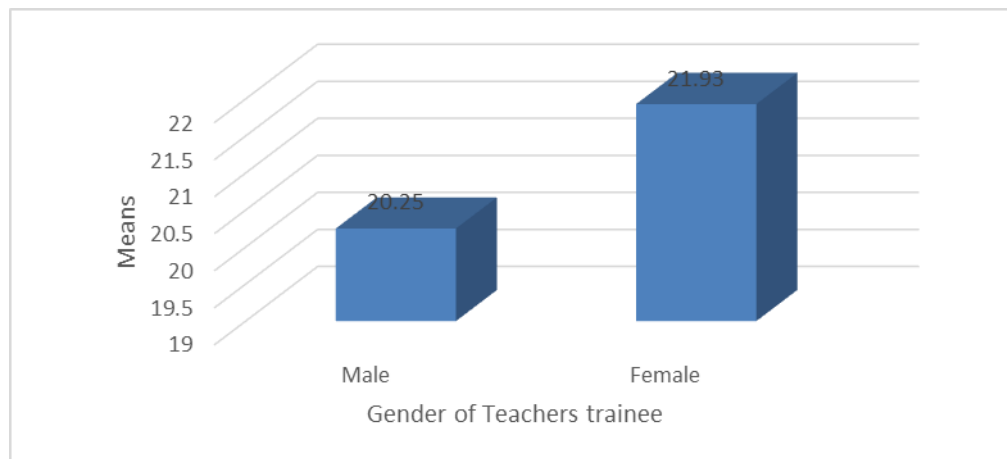


Fig 1. Mean of interest in teaching of male and female teacher trainees

Fig 1 shows that male secondary teacher trainees have a lower interest in teaching at 20.25 than female secondary teacher trainees, who have a higher interest at 21.93. At the.05 level of significance, the difference in interest in teaching between male and female secondary teacher trainees is significant. As a result, it is stated that secondary school males Objective 2. To compare the interest in teaching of secondary teacher trainees between Arts and Science stream.

Table 2. Mean, SD and t-ratio of interest in teaching of secondary teacher trainees of science and arts stream

Group	N	Maen	S D	t-ratios
Arts	76	22.09	2.98	
Science	72	21.12	2.81	2.16

Significant at .05 level of significance

From the table 02 At the.05 level of significance, the estimated value of t-ratio 2.160 is bigger than the table value of t ratio. As a result, the null hypothesis that "There is no significant difference in interest in teaching of secondary teacher trainees between Arts and Science stream" is rejected at the.05 level of significance, and the research hypothesis that "There is significant difference in interest in teaching of secondary teacher trainees between Arts and Science stream" is accepted. As a result, it is reported that there is a considerable variation in secondary teacher trainees' interest in teaching between the Arts and Science streams.

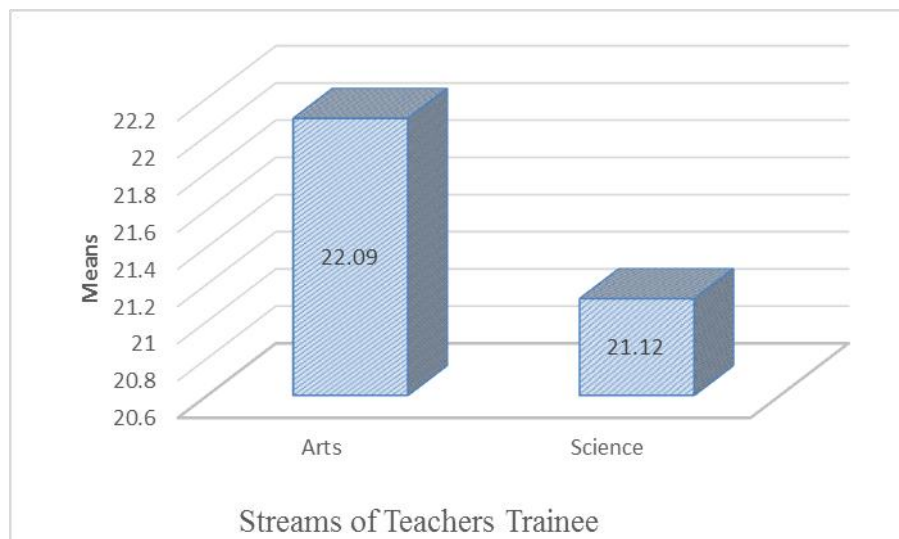


Fig. 2. Mean of interest in teaching of secondary teacher trainees of Arts and Science stream.

It is observed from Fig. 2 indicates secondary teacher trainees in the Arts stream had a higher interest in teaching at 22.09 than secondary teacher trainees in the Science stream, who have a lower interest at 21.12. There is a substantial difference in secondary teacher trainees' interest in teaching between the Arts and Science streams at the 0.05 level of significance. As a result,

secondary teacher trainees in the arts stream have a higher level of interest in teaching than secondary teacher trainees in the scientific stream. Students who receive a science education are more likely to develop scientific skills that can be applied in the workplace afterwards. Problem-solving skills and critical thinking skills were among the parents' opinions of the benefits of science education for their children. It's critical for students to be able to use their science process abilities in their daily lives. Female teacher trainees' favourable attitudes and values regarding the subject of teacher education in order to pique their children's interest in teacher education-related jobs. Sending children to teacher training classes, providing financial support for teaching activities, encouraging a culture of teaching values at home, and encouraging children to explore teaching-related careers are all examples of supportive efforts to promote and facilitate an interest in teacher education-related careers.

Conclusion

After analysing and interpreting the data, it is possible to conclude that male secondary teacher trainees have a lower interest (20.25) in teaching than female secondary teacher trainees (21.93), and secondary teacher trainees in the arts stream have a higher interest (22.09) in teaching than secondary teacher trainees in the science stream (21.12). This study found that a teacher trainee's interest in a teaching-related job can be crucial in building motivation. As a result, those in formal institutions, as well as informal and non-formal institutions, should be involved in the development of teaching curriculum through policies and programmes. One of the variables required for the successful implementation of a teacher education-friendly culture is the involvement of parents. Parents' backgrounds are thought to have an impact on how important it is to promote their children's education and teacher education. In terms of life adjustment and happiness, it is possible to regard interest to be essential. Being pleased and happy requires a high level of interest. Many colleges and universities now allow students to discover and follow their passions. Institutions are offering students a choice-based credit system depending on their interests. Teacher educators must instil a lifetime love of

learning in our students and encourage them to figure out what makes them tick so they can build a life around their passions.

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