



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

**INTERNATIONAL JOURNAL
OF CURRENT RESEARCH**

International Journal of Current Research
Vol. 6, pp.073-077, July, 2010

RESEARCH ARTICLE

CONSTRUCTION AND STANDARDISATION OF TEACHING INTEREST INVENTORY

Patchaivaziamman, J* and Krishnamurthy, S.

Department of Education, Annamalai University, Annamalainagar, Tamil Nadu, India

ARTICLE INFO

Article History:

Received 17th May, 2010
Received in revised form
25th May, 2010
Accepted 24th June, 2010
Published online 23rd, July, 2010

Key words:

Interest,
Inventory,
Standardisation and
Trainee teachers.

ABSTRACT

Education is conceived as a powerful agency for any national development. Development of a nation largely depends on the adequate availability of appropriately trained teachers and Trainee teachers of Teacher Education Institutions. Interest in teaching profession is a must to achieve the best aspect of development. Only, if there is interest towards teaching profession, a Trainee teacher can execute his/her varied teaching skill effectively from simulated environment to natural setting. An Inventory measures only selected aspects of personality contributing to the total behaviour of an individual. Teaching Interest Inventory attempts to provide a score indicating feelings of pleasantness-unpleasantness or like-dislike to varied teaching environmental stimuli, makes an important contribution to counseling thereby modifying the behaviour of trainee teachers and will more frequently cause the trainee teacher to investigate how she/he can develop his aptitudes in teaching.

© Copy Right, IJCR, 2010, Academic Journals. All rights reserved.

INTRODUCTION

Interest has been described as one of the important aspects of learning situation. The tendency to have something to do with some person or to choose an activity may be viewed as interest. It describes why the organism tends to favour some situation and thus comes to react to them in a selective manner. Kulshethra (1984) defines Interest "as a tendency to make consistent choices in a certain direction without external pressure and in the face of alternatives". Therefore, Interest is a stimulating force urging an individual to involve himself in a particular deed whole heartedly. Interests vary from person to person and even within an individual it varies from one group to another. Interest change with one's experience and reconstruct his previous experience also. Interests are shaped by "both heredity and environmental factors." The end product of Interest is satisfaction. If an individual gets satisfaction in an activity, interest will arouse continuously; if satisfaction wanes interest also wanes.

Interest of the trainee teachers can be expanded and capitalized upon in the teaching-learning situation. Trainee teachers also want to build on existing interests in order to expand the interests of the future generations to include things deemed to be of great importance. The measurement of trainee teacher's interest towards teaching profession may help each trainee teacher to utilize his / her teaching Aptitude to the maximum possible extent.

Interests are designated by what a given person or groups of people like or dislike. These likes and dislikes are determined from (i) oral reports (ii) frequency in which certain activities are engaged and (iii) inferred from

*Corresponding author: E.mail: jkpasu@rediffmail.com

play and other activities. The strength and direction of an individual's interest has direct link with his/her performance.

An individual interest, are revealed by how he spends his time in the past, and how he would like to spend it. They are measured by determining directly or indirectly, the extent to which he is engaged, he engages, and would like to accomplished by obtaining data as to how he actually has spent and is spending his time, by finding out how much information he has about each one of the different activities, or by asking him to express his opinions, that is his preferences or likes and dislikes about these activities. An Interest Inventory has been developed by the investigator to find out the Trainee Teachers' Interest towards Teaching.

Administration –Pilot Study

The scale thus constructed for this purpose consists of 42 statements. It is then decided to conduct a pilot study. The main objectives of which were to find out, if there is any need for effecting any change in the form and content of the statements so as to improve the trainee teachers understanding of them and also for item selection. In Pilot-study as many as 300 trainee teachers were involved studying in various Colleges of Education located in the urban and rural areas of Pondicherry Region were selected through random sampling method.

Scoring

Each item consists of five alternatives viz., A, B, C, D, and E. Out of the five, one represents the teaching interest. And the students are asked to put a tick on the alphabet of any one of the statements for each item, according to their interest. If the trainee teacher selects the statement

pertaining to teaching interest, he will be given one score for that item. If he selects any other alternative no mark will be given. So, if a student selects all the teaching interest alternatives for each item, he can get a maximum of 42 scores. The score ranges from 0 – 42 in this scale.

Item Analysis and Selection of items

Point – biserial ‘r’ co- efficient of correlation method was used for item selection. When items are scored simply as 1, if right and ‘0’, if wrong, the assumption of normality in the distribution of right or wrong responses is unwarranted. In such cases the point- biserial ‘r’ rather than biserial ‘r’ is appropriate. (Garrett. H.E. et al. 1979). Point – biserial ‘r’ assumes that the variable has been classified into two distinct points along a graduated scale or continuum. As described earlier the subjects were asked to give responses according to their interests. The total scores for each student was calculated and the point-biserial ‘r’ value for each statement was calculated. The point-biserial values of 42 statements are given below:

Point – Biserial ‘r’ values of the statements of the Teaching Interest Inventory

Item No.	Point - Biserial 'r' value	Selected / Not Selected	Item No.	Point - Biserial 'r' value	Selected / Not Selected
1	0.478876	Selected	22	-0.032127	Not Selected
2	-0.025544	Not Selected	23	0.481214	Selected
3	0.309722	Selected	24	0.072979	Selected
4	0.008949	Selected	25	0.330263	Selected
5	-0.06251	Not Selected	26	0.256053	Selected
6	0.275443	Selected	27	0.283491	Selected
7	0.327917	Selected	28	0.086649	Selected
8	0.514902	Selected	29	-0.035327	Not Selected
9	-0.04427	Not Selected	30	0.274469	Selected
10	0.61711	Selected	31	0.580051	Selected
11	0.600671	Selected	32	0.335618	Selected
12	-0.006712	Not Selected	33	0.06425	Selected
13	0.248394	Selected	34	0.470089	Selected
14	0.09236	Selected	35	0.237413	Selected
15	0.266774	Selected	36	0.625073	Selected
16	0.044326	Selected	37	-0.049322	Not Selected
17	0.343217	Selected	38	-0.027168	Not Selected
18	0.015164	Selected	39	0.271684	Selected
19	0.171138	Selected	40	0.351023	Selected
20	0.622357	Selected	41	0.265904	Selected
21	0.619641	Selected	42	0.484701	Selected

From the above table, it is evident that item number 2, 5, 9, 12, 22, 29 37,38 are negatively correlated and the remaining items are positively correlated. According to Garret (1979) items which are substantially correlated with the criteria is passed by high scores more often than by low scores. Such of those items are considered good items, and items which correlate negatively or zero, are considered poor items (Garrett 1979). Hence all the above said 34 items are retained as such without any change, for the purpose of the final study.

Reliability

Reliability refers to the accuracy of measurement by a test. In this study, the co-efficient of internal consistency has been found to be 0.79 by the split half method and the intrinsic validity was established by taking the square root of reliability coefficient i.e., $0.79 = 0.89$.

Validity

The face validity of the Teaching Interest Inventory has been established beyond doubt that the items selected reflects the various teaching interest activities. Further, the content validity is also established, since the items selected in the tool are more or less equally covering the

1 b	10 d	19 e	28 a
2 e	11 d	20 d	29 a
3 a	12 b	21 a	30 d
4 c	13 e	22 d	31 a
5 d	14 d	23 e	32 c
6 c	15 a	24 c	33
7 d	16 b	25 b	34 b
8 b	17 a	26 e	
9 c	18 c	27 e	

various components of teaching. Thus, it may be inferred that this scale is highly reliable and valid. Thus the final version of the Interest inventory has been prepared with 34 valid items. Lower scores indicate the presence of low interest and the score above the mid value indicates the presence of high interest towards teaching. The correct answers for all the items are as follows:

1	While reading daily newspaper, to which section you would concentrate more?	a. Editorial. Young world. Business. Politics b. Cinema plus.
2	You happen to be in a periodical section in a library. You have got the following magazines to read. Which one do you prefer to read the most?	Bike world. Film fare. Sports star. Femina. Education today.
3	Among the distinguished personalities, whom would you select and accept as your role model?	Dr. Radhakrishnan Nelson Mandella. Clinton. P.T. Usha. Latha Mangashkar.
4	You are asked to attend any one of the following programs that happens to commence during the same period. To which programme would you prefer to attend first?	A Hockey match. A Puppet show A Quiz program A Karnatic musical program. A dance programme
5	How would you respond to a student caught cheating in your classroom?	Punish him immediately without questioning in front of everybody. Leave it unnoticed. Threaten to inform to his/her parents. Help him to understand the importance of moral values. Punish him by giving additional assignments

6	You would like to mainly participate in teachers' association in order to	Demand for high salary. Gain familiarity. Insist in improving the teaching - learning atmosphere Give voice in making us permanent Raise voice in getting promotion
7	Think that your friend is not able to understand a concept related to a discipline, which you have understood. In such a situation you prefer to	Give explanation at complicated level as such Avoid the situation by simply lying that I also don't understand the concept. Advice him/her to leave that particular concept in choice in examination. Add real life examples and explain the concept. Ask him to do rote memory.
8	The most satisfaction which you get is by	Discouraging others. Motivating others Mocking others. Taking vengeance. Criticizing others.
9	You like to spend your leisure time interacting with	a. Peer group. b. Pet animals. c. Children. d. Older people. e. Parents.
10	In your lunch break, after having lunch, you often like to discuss with your friends regarding which one of the following?	Actors Cricketers Politicians Learned people's Models
11	You have a lot of self confidence and involvement when it comes to	Working with tools and machines. Working with chemicals Working with arts and crafts. Working with young minds Working with musical instruments.
12	According to you, teaching is a profession that would provide you,	Financial support Self - satisfaction Authority and power Pride and prestige Freedom
13	If you are asked to enter into a classroom to teach a concept, you would feel that	You would somehow manage the situation. You get a sinking feeling that you cannot handle the situation You are uneasy and uncomfortable You are confused and would become nervous. You have got a golden opportunity.
14	Different people have different aptitude. Choose the one you would like to develop the most	Mechanical aptitude Musical aptitude Numerical aptitude Teaching aptitude Artistic aptitude
15	People would like to select their career with a prime motive behind it. Choose any one motivating factor that prompted you to select your career.	In it one can continuously learn and gain knowledge. In it one can rule others. In it one can hold good economic status In it one can enjoy less working hours In it one can do work with least stress and strain.
16	According to you working with young minds would be	Irritable and aggressive Enjoyable and stimulating. Waste of time Boring and not worthy Discouraging and lowers your prestige and dignity
17	All people like to do the work they desire. Which one do you consider, as your chief desire from the following.	To share your knowledge with others. To become a port folio To lead a luxurious life. To make more money at any cost To gain fame and familiarity.
18	India aims to attain the position of a developed country by 2020. Whom do you think can best lead to this vision?	Scientists. Political leaders Teachers. Business magnets IT Professionals.
19	When you happen to encounter a problem in your classroom, you believe that	You cannot solve it. Your intervention would worsen the situation. You would be a silent observer You would avoid facing the problem. You would challenge of solving the problem.
20	You happen to teach a topic which seems to be difficult for the students. In such a situation, you would	Adopt the same traditional lecture method again. Agree to students view that it is a difficult topic Advice them to by heart or mug it up. Design your own module of teaching. Postpone to handle the same topic latter.

21	Each person adopts and develops his own values ranging from mild preferences to firm beliefs. Which one do you consider, as the most important value in your life.	Service to mankind Trustworthiness Self sufficiency Sharing of responsibility Industriousness
22	According to you, the development of desirable students' characteristics is largely a matter of	Intelligence. Ego states. Heredity. Opportunity for learning. Aptitude.
23	Part from class-room teaching, indicate your preference to involve yourself in any one of work experience in the society.	Small –scale Business Creating AIDS awareness. Religious preaching. Working in Red Cross association. Working for dropouts.
24	Inside the school campus, you would like to spend more time with	Office staff. Senior faculty Students PTA members. Junior faculty.
25	Think for an instance, that you happen to use teaching learning materials in your classroom teaching for which your co - teachers tease you. In such a situation, how would you react?	Stop using teaching learning material from the next class. Motivate your criticizing friends also to use teaching learning materials Convincing the students by explaining the reason for not using it. Take the criticism of others seriously. Complain the matter to the Principal.
26	Suppose you are given an opportunity to deliver a spontaneous speech on a specific topic, how would you react to?	Admit that you don't know anything regarding that topic By- pass it by saying that you are very busy with many other works. Simply bluff relating to the topic Deviate from the topic concerned. Through interaction you would make it a lively one
27	As a team leader, you are assigned with an unfamiliar task. How would you react in such a situation?	You would instruct others to abide to your direction. You would force other members to follow your direction blindly You would persuade and make them follow your direction. You allow them to give their opinions, but silently never pay ears to it. You would consider others view, come out with group decision without creating friction.
28	According to you, the modern opinion regarding the sending of disciplinary cases to the principal's office is that	It should be used when all other means have failed. It should be used to show that non-sense will not be tolerated. It should be used to show sign of poor discipline to the Principals knowledge. It should be used since the principal is responsible for the disciplinary action. It should be used when the teacher is sure of the complete support of the Principal.
29	If you are asked to report about your intention to remain in the teaching profession	Will absolutely remain in the profession. Consider to remain since you may enjoy more number of holidays. Consider changing the occupation. Consider to remain since you may not get any other jobs. Consider to remain because of your parents wish.
30	If a student continues to talk in your class who has been repeatedly asked to be quiet, how would you respond?	Make him feel embarrassed in front of opposite gender. Have the whole class sit with hands folded for five minutes to impress on them the need for silence. Make the whole class stay after school. Arrange to speak to him privately. Send him out of the room so that he will not continue to disturb the class.
31	As a teacher, you would think of your work in terms of	Student's overall growth and development. Systematic drill. Hearing lessons recited. Enforced discipline. Completing the Syllabus alone.
32	Among the listed factors, which one do you consider as the most critical factor needed to make teaching a noble profession	Strict Supervision. Improved school-building. Discipline of its own members. Longer period of training. An increased salary.

33	As a teacher, you would like to establish good relationship with your students by	Impressing your students with your good looking appearance. Being a figure of authority. Playing the role of a guide. Adopting lezzy fare class room climate. Demanding the respect because of your age and status.
34	If you introduce a new subject while meeting the class for the first time, it would be best to	Divide the class into groups for projects and writing assignments. First give a broad outline of the subject. Start to teach the first lesson of the subject immediately. Concentrate on identifying potential trouble makers. Begin at once without testing the students' previous knowledge as it is mere waste of time.

REFERENCES

Downie, N.M. 1961. "Fundamentals of Measurement; Techniques and Practices, New York; Oxford University Press.

Davis, F.B. 1946. Item Analysis Data, Cambridge, Mass: Harvard University Press.

Garret, H.E. and Woodsworth R.S. 1979. Statistics in Psychology and education, Vakils, Feffer and Simons Pvt. Ltd. Bombay.

Kulshethra, S.P. 1984. "Manual for Educational Interest Record, Agra; National Psychological Corporation.

Strong, E.K. 1943. Vocational Interests of Men and Women, Stanford California; Stanford University Press, p.6.

Super, D.E. 1960. 'Interest' Encyclopedia of Educational Research Harris, (Ed). New York: Macmillan and Co.
