

## A STUDY ON INTEREST IN TEACHING AMONG PRIMARY SCHOOL TEACHERS

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### ABSTRACT

Nowadays, we witness the accelerated development of knowledge and technology. Therefore, it is inevitable that individuals will be encouraged to interact with such developments. Due to the importance of the teacher and the learner as two pillars of the educational system, education philosophy focuses on preparing teachers and learners in a way that raises their educational level and provides them with the expertise and interest in teaching is need for primary school teachers in the 21<sup>st</sup> century. The present study aim to find out the level of interest in teaching of primary school teachers the study sample consisted of 600 primary school teachers from the Guntur district of Andhra Pradesh. 300 of them were male, and 300 were female primary teachers. Out of 600 primary school teachers, 300 were from the urban area, and 300 were from the rural area, according to location. To determine whether there is a difference between the dependent and significant independent variables, the *t*-test and one-way "Analysis of Variance" (ANOVA) were used. Results of the study say that there is a significant positive relationship between teaching aptitude and the teaching effectiveness of primary school teachers.

**KEYWORDS:** Interest in Teaching, Primary School Teachers, Knowledge, and Technology

### INTRODUCTION

Success in teaching depends on a number of different things, but the key element is intriguing. The term "teaching interest" refers to one's prefrontal patterns of preference, likes and dislikes, expressed either wisely or foolishly by oneself or by any other source, for a certain subject or area of study. An astute educator will take advantage of this and tailor their courses to the current events affecting their pupils' life. They are interested in the present, not in what transpired in a far-off location a century ago. Keeping up with technology and current events is crucial for grabbing and holding students' attention, even though it may require a lot of work on the side of the instructor. Most universities that train teachers rely on applicants' credentials and a quick interview. Teaching experience is sometimes used to admit aspiring teachers for training a teacher who is familiar with the traits of a teenage learner. A teacher who tries to inspire and challenge a teenage class to learn with interest will always benefit from using effective teaching techniques and tools.

### REVIEW OF RELATED LITERATURE

**Gasser (2003)** Contribution of personality and interests to explaining the educational aspiration of college students This is the first study to look at how personality and interest overlap by comparing the 1994 Strong Interest Inventory and the recently updated 2003 California Psychological Inventory. In general, the researchers discovered that there was a moderate

correlation between the educational ambitions of male and female college students on personality and interest scores more pertinent to or applicable to those aspirations. Additionally, the results of hierarchical regression demonstrate that certain personality traits and areas of interest are associated with the future employment goals of female college students. According to the study, both male and female college students' personalities and interests may have something to do with their desire to pursue higher education.

**Banshibihari (2004)** studied “the interest in the teaching of Teacher educators”. The study examined the level of interest in the learning of teacher educators in relation to gender and age. In the Dhule district of Maharashtra, 200 teacher educators between the ages of 35 and 55 were chosen from various north metropolitan and rural universities. There were 125 men and 75 women among them. The findings show that roughly 98.4% of the teachers fall into the low interest category. Age has no bearing on interest in education, and there is no discernible difference between male and female enthusiasm in teaching.

**Tyagi (2004)** studied the “Teachers’ teaching interests in relation to Gender and Age”. The goal of the study was to compare male and female teacher educators' levels of interest in the classroom. The sample included 500 teacher educators from secondary schools in the urban and rural Dhule district of Maharashtra (350 men and 150 women). The mean S.D. and t-test were used to examine the data. The results show that interest in teaching is average for both gender and age.

**Shukla (2004)** investigated how teacher educators' emotional intelligence related to their interest in teaching. According to the study, an association between emotional intelligence and interest in learning was made using product moment correlations. The link between emotional intelligence and teaching interest had a value of 0.0456, which was not statistically significant. This results in certain theories being partially confirmed.

**Gupta and Kaur (2006)** studied “the Emotional Intelligence of a Prospective Teacher”. The primary aim of the present investigation was to investigate the emotional intelligence of prospective teachers. Emotional intelligence was not significantly related to empathy in non- hostellers B.Ed. Students and B.Ed. Students of nonworking mothers.

**Vishwanathan (2008)** investigated “the Relating Academic Performance to Emotional Intelligence and teaching interes”t: a Predictive Model. A methodology designed to lessen, if not completely remove, objections to the conventional measurements of study on that linkage has been used in this study to attempt to analyze the impact of E.I. on teachers' academic performance. Overall, the findings offer compelling evidence in favor of the influence of socio emotional factors on teachers.

**Suresh (2008)** studied “Teaching interest as a Correlate of Occupational Stress of Student Teachers”. In this study, the investigator finds a significant negative relationship between Teaching interest and stress for the total sample and sub-samples and concludes that individuals with high teaching interest may have low pressure, which directly contributes to the positive development of the individual and society.

**Malekar and Mohanty (2009)** studied “the factors affecting Teaching interest: An Empirical Study for Some Students and teachers in India”. Teaching interest has been a subject of research, development, and applications in the last few years. It attempted to identify critical determinants of teaching interest for student teachers representing the diversity of India. Such a study helped provide feedback about the potential and limitations of each individual to the parents, teachers, and other school authorities. Empirical analysis has been conducted to derive some meaningful conclusions for the furtherance of research.

**Mishra, S.K. (2012)** research was done on “pre-service teachers' teaching interests and self-concept”. At the secondary level, pre-service teachers had very high opinions of themselves. At the secondary level, there was medium interest in instructing future teachers. The two variables, interest in teaching and self-concept, were significantly correlated.

**Syiem (2014)** studied “the Interest in Teaching among Teacher Trainees of Shilling”. A t value of 1.98, which is critical at 0.05 levels, indicated that there was a significant difference between the mean scores of rural and urban trainees. The hypothesis is thus disproved. The most likely explanation is that those rural teacher candidates feel strongly about improving education in these challenging places. Rural schools also struggle to recruit and keep administrators and teachers. Rural teacher candidates want to make a real difference in their students' lives and leave a lasting impression on them.

**Kamlesh Dhull and Manju Jain (2017)** studied attitude towards teaching profession in relation to job satisfaction among secondary school teachers. Descriptive method was employed. Random sampling method was used to choose 60 secondary school teachers and data were gathered from by using questionnaire. The findings elucidated that female secondary teachers were highly favorable for teaching and significant difference existed among gender of secondary teachers and their attitude towards teaching. Significant and positive relation existed among attitude towards teaching and job satisfaction of secondary school teachers.

**Sivakumar (2018)** investigated teachers' attitude towards teaching profession in relation to their self-concept. Survey method was employed and random sampling method was applied for selecting 200 teachers. Questionnaire was used for collecting of data from them. The results showed that teachers were having high degree of interest and attitude on teaching and no significant relation existed among attitude towards teaching and self-concept of teachers.

## RESEARCH DESIGN

### Title of the Study

*The present study entitles “A study on Interest in teaching among Primary school teachers”*

## OBJECTIVES OF THE STUDY

1. To find out the interest in teaching of the primary school teachers and to classify them
2. To find out the influence of interest in teaching of primary school teachers with respect to the following components
  - a) Aptitude for teaching
  - b) Intellect
  - c) Attitude towards children
  - d) Interest in teaching
  - e) Sincerity
  - f) Self-acceptance
  - g) Knowledge of children

- h) Knowledge of the subject matter
  - i) Professional growth and personality
3. To find out the influence of the following demographic variables on the interest in teaching of primary school teachers
- a) Gender
  - b) Locality of the school
  - c) Type of institute
  - d) Type of school
  - e) Level of professional qualification f) Subject Dealing
  - f) Age
  - g) Experience
  - h) Marital status

#### **HYPOTHESES OF THE STUDY**

- **Hypothesis 2A:** There would be no significant difference between male and female of the primary school teachers in their interest in teaching.
- **Hypothesis 2B:** There would be no significant difference between rural and urban of the primary school teachers in their interest in teaching.
- **Hypothesis 2C:** There would be no significant between the Government and Private of the primary school teachers in their interest in teaching.
- **Hypothesis 2D:** There would be no significant difference between residential and non-residential of the primary school teachers in their interest in teaching.
- **Hypothesis 2E:** There would be no significant difference between D.Ed and B.Ed qualified primary school teachers in their interest in teaching.
- **Hypothesis 2F:** There would be no significant difference between Mathematics, science, and arts, subject of the primary school teachers in their interest in teaching.
- **Hypothesis 2G:** There would be no significant difference between ages below 40 and above 40 years of the primary school teachers in their interest in teaching.
- **Hypothesis 2H:** There would be no significant difference between the above 20 years and below 20 years of teaching experience of the primary school teachers in their interest in teaching.
- **Hypothesis 2I:** There would be no significant difference between married and unmarried of the primary school teachers in their interest in teaching.

### Whole Sample of Data Analysis in Interest in Teaching

**Hypothesis 3:** The primary schools teachers are possess a high interest in teaching

**Table 1: Whole Sample of Data Analysis in Interest in Teaching**

Whole	Mean	SD	% of mean	1/5 <sup>th</sup> of Mean
600	19.44	10.04	72.00	3.88

### Interpretation

The following observations have been made from the above table 1. The total number of primary school teachers is 600. The mean value is 19.44, the standard deviation value is 10.04, the percentage of the mean value is 72.00, and the 1/5 means value is 3.88. The Interest in the teaching of primary school teachers is above average.

### Findings

The result indicates from the whole sample in Interest in teaching, all of the primary school teachers' fall under the above average in their Interest in teaching.

**Table 2: Classification in Interest In Teaching of the Primary School Teachers**

Classification	No	% of mean
Low	97	16.16%
Moderate	379	63.16%
High	124	20.66%

### Interpretation

From the above table 2, the following aspects have been observed: In the classification table, 16.16% of the Teachers falls under the low level. 63.16% are under the moderate level. 20.66% are under a high level in interest in teaching.

### Findings

Table 2, the results reveal that most of the primary school teachers have a moderate level in their teaching aptitude. As for the table values, 63.16% of primary school teachers have a moderate level in their Interest in teaching.

### Area Wise Analysis in Interest in Teaching

**Objective 5:** To find out the interest in teaching of the primary school teachers with respect to the following components.

**Table 3: Area Wise Analysis in interest in teaching**

Area	Mean	SD	% of mean	Order
Area 1	2.11	0.78	70.33	I
Area 2	2.08	0.48	69.33	II
Area 3	2.04	0.72	68	III
Area 4	1.98	0.69	66	V
Area 5	1.97	0.80	66	V
Area 6	1.84	0.77	61.33	VII
Area 7	1.67	0.64	55.66	VIII
Area 8	1.99	0.59	66.33	IV
Area 9	1.58	0.78	52.66	IX

## Findings

From the above table 3, the result indicate from all areas of interest in teaching of primary school teachers, the highest place the area of Interest in teaching 'Aptitude for teaching' (70.33), and the lowest place is 'Interpersonal relations' (52.66) in their Interest in the teaching of primary school teachers.

## Variable Wise Analysis in Interest in Teaching of Primary School Teacher's

**Objective 3** To find out the influence of the following demographic variables on the Interest in teaching of the primary school teachers, i.e., Gender, Locality of the school, Type of institute, Type of school, Level of professional qualification, Age, Experience, Subject Dealing, Marital status.

**Hypothesis 3A:** There would be no significant difference between male and female of the primary school teachers in their interest in teaching.

**Table 4: Interest in Teaching Gender Wise Analysis**

Gender	No	Mean	% of mean	SD	S.Ed	't'
Male	300	18.11	67.07	9.24	0.71	1.28
female	300	19.02	70.44	9.46		

Not significant at 0.05 level

## Interpretation

The following observations have been made from the above table 4, the number of primary school teachers is 600; the male teachers are 300, and the female primary school teachers 300. The male primary school teachers' mean value is 18.11, the standard deviation of the male primary school teachers is 9.24, and the percentage of the mean value is 67.07. The female primary school teacher's mean value is 19.02, the standard deviation is 9.46, and the percentage of the mean value is 70.44. The S.Ed value is 0.71, and the "t" value is 1.28, which is not significant at the 0.05 level.

## Findings

From the above table 5, the result indicates that the obtained "t" value is 1.28, not significant at the 0.05 level. Therefore the hypothesis is accepted for the variable 'gender' at the 0.05 level. The result shows that 'gender' has no impact on Interest in teaching. Male and female teachers have the same levels in their Interest in teaching.

## Hypothesis 1B

There would be no significant difference between rural and urban of the primary school teachers in their Interest in teaching.

**Table 5: Interest in teaching Locality wise analysis**

Locality	N	Mean	% of mean	SD	S.Ed	't'
Rural	300	19.72	73.03	9.01	0.62	1.70
Urban	300	18.08	66.96	9.27		

Not significant at 0.05 level

### Interpretation

The following observations have been made from the above table 6, the number of primary school teachers is 600, the rural primary school teachers are 300, and the urban primary school teachers are 300. The rural teacher's mean value is 19.72, the rural primary school teacher's standard deviation is 9.01, and the percentage of the mean value is 73.03. The urban primary school teacher's mean is 18.08, the standard deviation is 9.27, and the percentage of the mean value is 66.96. The S.Ed value is 0.62, and the "t" value is 1.70, which is not significant at the 0.05 level.

### Findings

The above table 6, the result indicates that the obtained "t" value is 1.70, not significant at the 0.05 level. Therefore the hypothesis is accepted for the variable "Locality" at the 0.05 level. Rural and urban primary school teachers have the same in their interest in teaching.

**Hypothesis 1C:** There would be no significant between Government and Private of the primary school teachers in their Interest in teaching

**Table 6: Interest in Teaching Type of Institute wise Analysis**

Type of institute	N	Mean	% of mean	SD	S.Ed	't'
Government	250	19.12	70.81	9.08	0.61	3.01*
Private	350	17.28	64	9.13		

Significant at the 0.05 level.

### Interpretation

The following observations have been made from the above table 6, The number of primary school teachers is 600; the Government primary school teachers are 250; and the Private primary school teachers 350. The Government school primary teachers' mean value is 19.12, and the SD value is 9.08. The private school primary teacher's mean value is 17.28, and the SD value is 9.13. The S.Ed value is 0.61, and the 't' value is 3.01, which is significant at the 0.05 level.

### Findings

The above table 6, the result indicates that the obtained "t" value is 3.01, which is significant at the 0.05 level. There is a significant difference between Government and Private **school** primary teachers in their interest in teaching. Therefore the hypothesis is rejected for the variable "Type of institute" at 0.05 level. The result shows that Government and Private primary school teachers impact in their interest in teaching. Government school primary teachers are better when compared with private primary school teachers.

**Hypothesis 1D:** There would be no significant difference between residential and non-residential of the primary school teachers in their Interest in teaching

**Table 7: Interest in teaching Type of school wise analysis**

Type of school	N	Mean	% of mean	SD	S.Ed	't'
Residential	350	17.16	63.55	9.71	0.69	3.66*
Non-residential	250	19.69	71.36	9.20		

Significant at 0.05 levels.

### Interpretation

The following observations have been made from the above table 7, the number of primary school teachers is 600; the Non-Residential primary school teachers are 350, and the Residential primary school teachers are 250. The Non-Residential primary school teacher's mean value is 17.16, the SD value is 9.71, and the percentage of the mean value is 63.55. The residential primary school teacher's mean value is 19.69, the SD value is 9.20, and the percentage of the mean value is 71.36. The SED value is 0.78. the 't' value is 3.66, which is significant at 0.05 level.

### Findings

The above table 7, the result indicates that the obtained "t" value is 3.66, significant at the 0.05 level. There is a significant difference between residential and non-residential primary school teachers in their Interest in teaching. Therefore the hypothesis is rejected for the variable "Type of school" at 0.05 levels. The result shows that Non-Residential primary school teachers are better when compared with residential primary school teachers.

**Hypothesis 1E:** There would be no significant difference between D.Ed and B.Ed qualified of the primary school teachers in their Interest in teaching.

**Table 8: Interest in Teaching Level of Education wise Analysis**

Level of Education	N	Mean	% of mean	SD	S.Ed	't' value
B.Ed	375	18.11	67.07	9.41	0.71	1.61
D.Ed	225	19.26	71.33	9.21		

Not Significant at 0.05 level.

### Interpretation

The following observations have been made from the above table 8, the number of primary school teachers is 600, the B.Ed qualified primary school teachers are 375, and the D.Ed qualified primary school teachers are 225. The B.Ed qualified primary school teacher's mean value is 18.11, the standard deviation of the B.Ed qualified primary school teacher is 9.41, and the percentage of the mean value is 67.07. The D.Ed qualified primary school teacher's mean value is 19.26, the standard deviation is 9.21, and the percentage of the mean value is 63.58. The S.Ed value is 0.71, and the "t" value is 1.61, which is not significant at the 0.05 level.

### Findings

The above table 8, the result indicates that the obtained "t" value is 1.61, which is not significant at the 0.05 level. Interest in teaching the hypothesis is accepted for the variable "Level of Education" at 0.05. The result shows that the D.Ed and B.Ed qualification of primary school teacher's same levels in their Interest in teaching.

**Hypothesis 1G:** There would be no significant difference between Mathematics science and arts subject's primary school teachers in their Interest in teaching.

**Table 9: Interest in Teaching Subject Dealing wise Analysis**

Subject	N	Mean	Df	SSM	SSW	'F' value
Mathematics	200	18.11	597	495.405	84.375	5.87*
Science	175	16.07				
Arts	225	19.2				

Significant at 0.05 level



Subject dealing	SS	df	MS	F
Within group	753.51	2	495.40	5.87*
Between group	5587.73	597	84.37	
Total	6341.24	599		

### Interpretation

The following observations have been made from the above table 9, The number of teachers is 600; the Mathematics subject primary school teachers are 200, the science subject primary school teachers are 175, and the art subject primary school teachers are 225; the Mathematics subject primary school teacher's mean value is 18.11, the science subject primary school teacher's mean value is 16.07, the arts subject teachers mean value is 19.2, the DF value is 597. The SSM value is 495.405, the SSW value is 84.375, and the F value is 5.87, which is significant at 0.05. Within - group SS value is 753.51, and within the group df value is 2, MS value is 495.40, and between the group df value is 2, and within the group, SS value is 11970.47, df value is 597, and MS value in between group is 84.37, and the 'F' value is 2.59, not significant at 0.05 level.

### Findings

The above table 9, the result indicates that the obtained "F" value is 5.87, significant at the 0.05 level. There is a significant difference between mathematics, science, and arts subject teachers in their interest in teaching. Therefore the hypothesis is rejected for the variable "subject dealing" at a 0.05 level. The result shows that art subject primary school teachers are better in their interest in teaching than other subject teachers.

**Hypothesis 1H:** There would be no significant difference between ages below 40, and above 40 years of the primary school teachers in their Interest in teaching

**Table: 10 Interest in Teaching age wise Analysis**

Age	N	Mean	% of mean	SD	S.Ed	't'
Above 40 years.	350	18.87	69.88	9.18	0.72	1.18
Below 40 years	250	18.02	66.74	9.04		

Not significant at 0.05 level

### Interpretation

The following observations have been made from the above table 10, the number of primary school teachers is 600, the above 40 years of primary school teachers are 350, and below 40 years of age, primary school teachers are 250. The mean value from above 40 years of the age primary school teacher's is 18.87, the standard deviation is 9.18, and the percentage of the mean value is 69.88. The mean value for below 40 years age primary school teachers is 18.02, the standard deviation for the below 40 years age teachers is 9.04, and the percentage of the mean value is 66.74. The S.Ed value is 0.72, and the "t" value is 1.18, which is not significant at the 0.05 level.

### Findings

The above table 10, the result indicates that the obtained "t" value is 1.18, not significant at the 0.05 level. Therefore the hypothesis is accepted for the variable "age" at a 0.05 level. The result shows that ages below 40 and above 40 years of the primary school teachers are same in their interest in teaching.

**Hypothesis 2H:** There would be no significant difference between above 20 years and below 20 years of teaching experience, of the primary school teachers in their interest in teaching.

**Table 11: Interest in Teaching Teaching Experience wise Analysis**

Experience	N	Mean	% of mean	SD	S.Ed	't'
Above 20 years	275	16.24	60.14	9.78	0.75	3.72*
below 20 years	325	19.03	70.48	9.54		

Significant at 0.05 level.

### Interpretation

The following observations have been made from the above table 11, The number of primary school teachers is 600, the Above 20 years of teaching experience primary school teachers 275, and the below 20 years of teaching experience primary school teachers 325. The Above 20 years of teaching experience of primary school teacher's mean value is 16.24, the standard deviation of the above 20 years of teaching experience of primary school teachers is 9.78, and the percentage of the mean value is 60.14. The below 20 years of teaching experience of primary school teachers mean 19.03, the standard deviation is 9.54, and the percentage of the mean value is 70.48. The S.Ed value is 0.75, and the "t" value is 3.72, which is significant at the 0.05 level.

### Findings

The above table 11, the result indicates that the obtained "t" value is 3.72, significant at the 0.05 level. There is a significant difference between above 20 years and below 20 years of teaching experience in their Interest in teaching. Therefore the hypothesis is rejected for the variable "teaching experience" at 0.05 level. The result shows that above 20 years and below 20 years of teaching experience of the primary school teachers are different levels their Interest in teaching. Below 20 years of teaching experience of primary school teachers perform better in their Interest in teaching.

**Hypothesis 2I:** There would be no significant difference between married and un married of the primary school teachers in their interest in teaching.

**Table 12: Interest in Teaching Marital Status wise Analysis**

Marital status	N	Mean	% of mean	SD	S.Ed	't'
Married	350	17.08	63.25	9.07	0.68	2.94
Unmarried	250	19.09	70.70	9.04		

Significant at 0.05 levels.

### Interpretation

The following observations have been made from the above table 12, the number of primary school teachers is 600; the number of Married primary school teachers is 350 the Unmarried primary school teachers are 250. The mean value from Married primary school teachers is 17.08; the standard deviation is 9.07, and the percentage of the mean value is 63.25. The mean value from Unmarried primary school teachers is 19.09, the standard deviation for the below 40 years of age teachers is 9.04, and the percentage of the mean value is 70.70. The S.Ed value is 0.68, and the "t" value is 2.94, which is significant at the 0.05 level.

## Findings

The above table 12, the results indicate that the obtained “t” value is 2.94, significant at the 0.05 level. There is a significant difference between married and unmarried primary school teachers in their interest in teaching. Therefore the hypothesis is rejected for the “Marital status” variable at 0.05 level. The result shows that Unmarried primary school teachers are better performance in their interest in teaching.

## EDUCATIONAL IMPLICATIONS

The important educational implications are given below:

1. The head of the institution and the management of the private school should encourage teachers by appreciating their teaching and other activities in the school. By giving awards and a word of appreciation, the teachers become more sincere and hard-working, and active involve in teaching.
2. Schedule to be planned and followed strictly by the teachers. There should be sharing of responsibilities, and teachers' workload should be uniform. Extra work, if any, should be shared among teachers equally according to their interests and ability.
3. The management should encourage teachers to arrange invited special lectures from experts in the field to develop professional efficiency among the school teachers.
4. The teachers should be permitted to attend seminars and symposia held internally or outside the campus. This would help teachers to be more academic and fresh with new knowledge and ideas.
5. There should be a positive approach to school activities and a friendly approach among teachers, heads of institutions, and management, which would help create a knowledge-based society.
6. Modern teaching aids should be used to communicate knowledge to create interest in teaching and learning. Knowledge of information technology, remedial courses, discipline-oriented programs, and job involvement techniques can motivate teachers and students to be abreast with the latest developments in every discipline.
7. Parent- Teacher interaction, meetings of the alums, guidance and counseling programs are to be conducted regularly to initiate good rapport among teachers, students, and parents to chalk out meaningful programs for the institution's development.
8. Science exhibitions should be arranged every year, the teachers and students should participate, and students should be encouraged to represent at district and state-level exhibition competitions. This will improve the scientific attitude and develop the level of creativity among students. Through these activities, the science teacher will get a good achievement record.
9. As teachers occupy a prestigious position in students' minds, the teachers should be more responsible and act as role models. The subject knowledge, teaching ability, way of handling classes, punctuality, dress code, and discipline of a teacher would greatly influence and mold the students to become responsible citizens of the country.

10. Teachers should be conscious of their speech and not allow their first language to interfere when speaking in English. Vocabulary can be taught through various interesting games like Name game, Guess the word, etc., enabling the students to learn English with interest. Prose, Poetry, and other subjects can be taught by using techniques like teaching by Demonstration, teaching using pictures, etc.
11. The Audio-lingual method brought new insights into theory and practice and gained much popularity. As the studies prove, a positive indication is present when the learner's attention is directed to the target language form while he negotiates meaning in a text.
12. Teaching learning process promotes group activities and using Interactive Whiteboards. The Interactive Whiteboards enable students to engage in group discussions by freeing them from individual note-taking. Then the teacher can use multimedia resources like graphics and animations, pictures, films, presentation tools, etc. Using these resources helps the students learn at their own pace, increasing their cognitive, affective, and psychomotor domains.

### **Suggestions for Further Research**

No research is ever finished on its own. Every piece of study, no matter the field, has its restrictions. Creating paths for additional research is typically one of the results of conducting any research study. The current study also reopens a number of areas for more inquiry. Following are a few ideas for additional analysis based on the results of the present study:

The present study was conducted on primary school teachers only. To generalize the findings, the study could be extended to the teachers teaching at other educational levels-senior.

1. This study could be extended to college and University level teachers.
2. Studies may be taken to compare the teaching effectiveness, aptitude, and teacher effectiveness of teachers working in primary schools to fill the gap between these two levels.
3. Similar studies may be taken up in other Districts of Andhra Pradesh.
4. Similar studies may be conducted in other states of the country.
5. Teaching aptitude, interest in teaching and teaching effectiveness, of different subjects may be correlated to other variables such as emotional intelligence, self-esteem, leadership traits, etc.,
6. Teaching effectiveness could be measured through observation, pupil achievement, self-rating, peer ratings, etc.
7. Studies may be taken to identify the influence of intelligence, interest in teaching, personality, mathematical aptitude, etc., on the level of teaching effectiveness, teaching aptitude, and attitude toward teaching mathematics.
8. Studies may be taken to determine the impact of various personal and demographic variables that were not included in the present research on teaching aptitude, interest in teaching, and Teaching effectiveness.
9. Studies may be taken to identify the influence of psychological factors on teaching aptitude, interest in teaching, and teaching effectiveness.
10. A similar study involving different types of schools based on religion, medium of instruction, and nature of curriculum can be undertaken.

## CONCLUSIONS

The overall sample of interest in teaching in this current study, "A study on interest in teaching among primary school teachers," is above average. The results show that there is only significant difference in all variables, namely, type of institute, type of school, subject dealing, teaching experience, and marital status. In this present study, the researcher gave conclusions, suggestions to the teachers, and limitations. He described the problems, and further research is suggested.

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