

Development And Validation Of Interest Scale For Student Teachers Towards Teaching Profession In Ekiti State

Olanrewaju Bulejo Olajide (Ph.D)

Institute Of Education, Faculty Of Education, Ekiti State University, Ado – Ekiti, Nigeria

Olusegun Grace Funmilayo (Ph.D)

Department Of Guidance And Counseling, Faculty Of Education, Ekiti State University, Ado – Ekiti, Nigeria

Abstract

This study developed an interest rating scale for student teachers towards teaching profession in Ekiti State. The study specifically determined whether the interest rating scale (IRS) is reliable. It also examined whether the interest rating scale (IRS) is valid. It further determined whether the interest rating scale (IRS) discriminate between student teachers based on gender. The descriptive research design of the survey type was used in this study. The population for the study consisted of 1,576 undergraduates from Faculty of Education, Ekiti State University, Ado Ekiti. A sample of 300 undergraduates were selected through simple random sampling technique. The 30 items generated were administered to student teachers on a four point continuum. Their responses were subjected to factor analysis and item total correlation which helped to reduce the items to 10. A 10-items instrument named “Interest Rating Scale” was finally produced. This was administered on the selected sample for the study. Analyses of the data were presented under descriptive and inferential statistics. Descriptive statistics were analyzed by the use mean and standard deviation while the inferential testing were done using Cronbach’s coefficient of alpha reliability, Item Total Correlation Analysis, and students t-test. The findings of this study revealed that the scale had significant reliability coefficient, the scale is valid, and there was no significant difference between rating of male and female student teachers on the interest scale. It was concluded that the 10-items on interest rating scale developed in this study is reliable and valid and can therefore be used to adequately measure teachers’ interest towards teaching profession. Based on the findings of this study, it was therefore recommended that regular seminars should be organized for teachers on the need to develop their interest towards teaching profession. Both male and female teachers should be accorded respect regardless of their sexes.

Keywords: *Development, Interest, Rating Scale, Measurement, Teaching Profession*

Date of Submission: 20-06-2024

Date of Acceptance: 30-06-2024

I. Introduction

Teacher’s professional competence as well as personal characteristics and interest regarding the profession plays an important role in their success. For the professional development of teachers, the studies of interest help in taking crucial decision. Interests not only make individuals to perform his work in a better manner but also make satisfying and rewarding to them. Lack of interest on the other hand makes individual tired, boring and unacceptable individuals. From the psychological point of view, the teachers’ interest is one of the most influential factors in teaching profession. Evans (1965) stated that “Interests are playing a major role in human life as a motive for conduct in the various aspects of this life”. This highlighted the importance of interest in connection between individuals in a society where interests help the individual in social adjustment. Interests can be regarded as the most significant indicator of success in the profession towards that one’s interest is developed. Without adoring his or her profession, one may not perform it productively (Terzi & Tezci, 2010).

Teaching is a basic social human activity which involves two or more people often called the teacher and the learner, this implies that interaction or sets of interaction between two or more people is involved. That is, teaching cannot be done in isolation except there is a kind of interaction which must bring about learning, (Omotayo, Ajayi, Fatoba, & Ogundola, 2009). Every education is based on teaching and learning, teaching and teacher are common words which one can refer to as “household” name because of their common use. Anything that is done to increase knowledge or create awareness or effect change in behavior is teaching, (Omotayo, e tal, 2009). In every sphere of inter human relationship that concerns men and women, young and old, it is the teacher that takes initiative. Therefore the saying that no nation ever rises above the quality of her teachers illustrates the

pivotal position which teachers occupy in the society today. Teacher's influence is always felt in every aspect of the society. All other professionals and workers within the society have at one time or the other passed through the pupillage of a teacher and whatever they now become is a direct outcome of what the teacher has taught them. (Majasan, 1996).

However, we often hear people say the young must grow; we might have quoted the assertion in our expression too. Of course, not all of us understand what the statement really means. If young ones are to grow, and if they are to be adequately prepared for their roles in the society, and if the national objectives of the country are to be attained, teachers have a very important role to play. In formal education, schools will have a significant impact on children only with good teachers who set out to mold the lives of young ones entrusted to their care (Olanrewaju, 2019). Nowadays, little or no effort is done to identify secondary school students' interest in teaching profession, though the task is not an easy one but it is very important if we are serious in enhancing proper optimization of student's aptitude and orientation of their attitudes towards teaching profession. The interest of a student in a profession is a reflection of what the student like doing with profound pleasure and enthusiasm (Phillips, 2003).

The quality of education that students receive depends directly upon the quality of the teachers in the schools. Effective teaching happens when teachers know their subjects, has significant skills and possesses dispositions that foster growth and learning in students, (Wascisko, 2007). Olanrewaju (2019) asserted that teachers' quality is the single most accurate indicator of students' performance in school". However, despite the growing body of research on teacher quality and effective teaching, a clear consensus on what an effective teaching is and does remains lacking (Goe, 2007). Effective teaching includes strong knowledge of the subject matter and instructional pedagogy; and many instruments have been developed to analyze these factors. According to Buddin & Zamarro, (2009), effective teaching, often referred to as "teacher characteristics," which encompass a broad range of features, from external characteristics, such as teachers' education, experience, and training, to internal characteristics, such as beliefs, interest, perceptions, and critical thinking.

A large number of studies have examined the effects of some external teacher characteristics on students' achievement to includes teaching experience, degrees earned, certification, and test scores (Buddin & Zamarro, 2009; Darling-Hammond & Youngs, 2002; Goe, 2007). Such findings indicated that most external teacher characteristics actually have little impact on students' achievement with the notable exception of mathematics at the secondary school level. These qualities continue to be the requirements for earning the designation of a "highly qualified" teacher. Furthermore, they remain the primary criteria for teacher recruitment, selection, and compensation (Goe, 2007). A research on effective teaching conducted by Goe (2007) confirmed that characteristics of effective teachers include a multitude of factors, and several studies have identified teacher interest as one of such factor (Schulte, Edick, Edwards, & Mackiel, 2007).

Olanrewaju (2019) opines that a person's interest in an occupation could motivate him develop skills to enable him become proficient in his field of specialization. A student who is well guided and to whom professional interest inventory is administered to ascertain his interest in a profession is most likely to pursue a carrier in congruence with his interest. Phillips (2003) asserts that interest exploration can stimulate counseling by suggesting occupations that had not previously considered by the client or rehabilitation professional. In the teaching profession, interest exploration is very low. Early detection of students' interest in a particular vocation can help teachers and parents guide them towards that vocation instead of allowing them to be influenced by factor that could overrun their interest and push them into careers they have no flair for.

According to Adewuyi and Ogunniyi (2002) "good schools are the fruit not only of good regulations but principally good teachers, excellently trained in the respective subjects which they are to teach and possessing the intellectual and moral qualities which their important office requires men who burn with a divine passion for youngsters entrusted to them". Clark (2006) argues that the plight of teachers in Nigeria has not changed over the years, especially since the post Nigeria civil war. The author added that teachers' welfare is usually neglected and the society looks down on them because of their dismal condition. Olanrewaju (2019) stressed the importance of quality teachers in school system as the drive of quality and functional education. He believes that money spent on provision of infrastructure aimed at mobilizing more pupils and students to school without caring about teachers' qualification and welfare may as well end up in futility. Sincerely speaking, it is necessary for one to conduct psycho-analytic dissection of our society to know the reason for vulgar disposition of our people to teaching profession. Perhaps, the reason might be the way teachers are being treated and cared for in our society. Teachers are stultified in their efforts to teach with pure passion and arouse their student's interest in their own careers. The take-home allowance of teachers at the end of the month cannot take them to bus-stop and teaching becomes indispensable like toilet. What a life! Work and no reward. It is greatly observed in recent times that there have been a great influx of people with pleasure onto non-teaching profession and this has resulted in a dearth of capable and competent hands in the teaching profession. Thus, increase desire for non-teaching profession could be traced to early senior school days of individuals.

Osuji (2009) refers to teacher education as professional education of teachers towards attainment of attitudes, skills and knowledge considered desirable so as to make them efficient and effective in their work in accordance with the need of the society. These enhance teaching quality and make teaching more dynamic and goal-oriented. According to Akomolafe, (2016), it was clearly outlined that the objectives of teacher training includes: producing highly motivated, conscientious and efficient classroom teachers for all levels of its educational system; to encourage further, the spirit of enquiry and creativity in teachers; to help teachers fit into social life of the community and the society at large.

Interest scales attempt to determine what an individual believes, perceives or feels. Interests can be measured toward self, others, and a variety of other activities, institutions, and situations. An interest scale is a crude measuring device, consisting of a number of statements to which the respondent must express his or her degree of agreement or disagreement. Depending on the respondent's endorsement of each statement, a particular score is rendered. The total score which is calculated by adding up the scores for each item, places the respondent on a continuum from least favorable to most favorable. There are many standardized interest scales towards teaching profession. Some of the items including these standardized interest scales are inconsistent with the way they were constructed. Therefore, it is imperative to construct the standardized interest scales for student teachers towards teaching profession. This study can support in examining and shaping the interest of student teachers. In addition, through the findings of this study, pre-service teacher training programmers can know the differences of student teachers' interest towards teaching profession and can support their student teachers to become strong and possess positive perception on their teaching profession.

Since teachers are regarded as nation builders and the future of a nation rests on their hands, it invariably follows that the quality they possess today will inevitably reflect in the citizens of tomorrow. In other words, good teachers would beget good students from which the system can get a replenishment of its teaching stock, while poor teachers will beget poor students and consequently poorer future teachers, (Olakulelin, 2007). The teaching learning process is known to involve the interaction of the three important components: the teacher, the subject matter and the learner. In so doing, there is need to find a means of improving these three components in order to give a sound education.

Scaling is the branch of measurement that involves the construction of an instrument that associates with qualitative metric units. Scaling involved the act of efforts in psychology and education to measure "unmeasurable" construct like self-esteem, temperament, emotion, perception, interest and so on. In many ways, scaling remains one of the most difficult research tasks to measure abstract concept. It involves a high degree of operationalization and allows researchers to measure complex issues. It also enables researchers to summate values of several variables into one score and this with a relatively high degree of reliability. In general, it offers respondents a choice of picking their answers out of given sets of alternatives which are established in a very careful way. The study is geared towards achieving the above goal by developing an instrument that can give at a glance some psychological trait in relation to teaching profession

It appears that majority of the teachers chooses teaching as a profession due to the perceived favorable financial remuneration without having keen interest in the profession. It is also noted that several researches have been carried out in the areas of selected constructs like attitude, perception and temperament. But there appears not to be an affective scale that covers interest of the teachers. It is therefore a great gap not to bring a scale that will throw more lights into better understanding of such affective issue as related to teaching profession.

Teachers' disposition could be viewed as part of the psychological well-being of the teacher which could have tremendous effects on their teaching job. Variables like mood, comportment, attitude and interest could imping on personal study of the teacher and subsequent transmission of such knowledge to the student in such a way that the students will be able to have good understanding of whatever instruction is been pass across to them. The consequence of this could be that the students are half baked in such knowledge or totally ignorant of such knowledge.

Many researchers have developed scales on mathematics anxiety and interest, most of these studies have focused on the various factors involved in anxiety such as gender, experience, parental and peer influences, self-efficacy and so on. However, majority of these scales does not take into cognizance, the interest of the respondents based on their wordings and response format. Hence, this study sought to find out the interest of students teachers teaching profession in Ekiti State by constructing and validating an interest Rating Scale (IRS) that can elicit their interest towards teaching profession.

Purpose of the Study

The purpose of this study was to construct and validate an Interest Rating Scale (IRS) of teachers' towards teaching profession in Ekiti State, Nigeria. Specifically the study:

- i. developed an interest rating scale (IRS)
- ii. determine whether the interest rating scale (IRS) is reliable
- iii. examine whether the interest rating scale (IRS) is valid

- iv. examine whether the interest rating scale (IRS) discriminate between students' teachers based on gender

Research Questions

The following research questions were raised

1. Is the Interest Rating Scale (IRS) reliable?
2. Is the Interest Rating Scale (IRS) valid?

Research Hypothesis

The following null hypothesis was formulated and tested at 0.05 level of significance.

The Interest Rating Scale will not significantly differentiate between male and female student teachers

II. Methodology

This study was conducted using a descriptive research of the survey type to gather information from a representative sample of the population under study. The population for this study comprised of 1,576 undergraduates from Faculty of Education, Ekiti State University, Ado Ekiti who were observing their compulsory teaching practice exercise as at the time of this study. A total of 300 undergraduates were selected through simple random sampling technique

The research instrument used in collecting data for this study was a self-developed interest rating scale (IRS). The instrument was divided into two sub-sections, A and B. Section A was designed to reflect personal data of the respondents in relation to his or her department and gender while section B contained the finally selected 15 items that reflects student teachers interest towards teaching profession. The respondents were asked to indicate how the concept appears to them by making a mark (✓) on the appropriate point of the scale on a 4-point continuum: Strongly Agree, Agree, Disagree, and Strongly Disagree.

Development of the IRS

The IRS was developed along the lines of the assumptions, principles and guidelines of Likert (1932) known as the summated rating scale. The 4-points response was from strongly disagree, disagree, agree and strongly agree, and were assigned numerical values from 1 to 4 accordingly.

Construction and Validation Procedure

At the construction stage, a total of sixty (60) items were generated from statements from student teachers through interview; journals, textbooks and literature review. The items were constructed to elicit interest of the student teachers. The items were reviewed and all items that look ambiguous, invalid, irrelevant and duplicated were removed. Badly worded ones were restructured to make them better. They were removed where necessary, thereby remaining 48 items. At this stage, it was expected that all inadequate items would have been eliminated significantly. The validity of the instrument was done in two phases. Phase one involved the use of experts. Forty-eight (48) statements on Interest Rating Scale towards teaching profession were assembled and presented to Educational Psychologist and Tests and Measurement experts for scrutiny with regard to face and construct validity.

The second phase involved the use of item-total correlation to eliminate inferior statements. In this case, the instrument was pre-tested on a group of 30 undergraduates who were not among the sample for this study. Only seventeen (17) of the forty-eight (48) interest statements survived this stage of analysis.

Construct validity of the items was carried out through discriminant procedure using divergent characteristics. Exploratory Factor Analysis of the items was done to select the best items that fit for the factors under consideration; only 10 items survived this phase of analysis. To ensure the reliability of the instrument, copies of the instrument were administered on a group of 30 undergraduates who were not among the sample for this study and a reliability coefficient of 0.78 was obtained using Cronbach's (coefficient) Alpha (α) reliability method. A trained research assistant assisted the researcher to administered the instrument to the three hundred participants selected as sample for this study

Data generated for the study were analyzed. The analysis was centered on the assessment and psychometric (reliability and validity) properties of the IRS. The reliability of the scale was determined by using Cronbach Alpha (for internal consistency coefficient) and Pearson Product Moment Correlation (for convergent validity). Also, inter-item correlation was conducted using item statistics on SPSS to determine the relatedness of the items. Inferential statistics such as t-test was used to test the hypothesis at 0.05 level of significance.

III. Results

Research Question 1: Is Interest Rating Scale reliable?

To achieve the internal consistency of the scale, the reliability analysis was conducted. This led to the deletion of some items, which were considered not suitable to measure the construct. Although the 17 – item version of the IRS was reliable, its reliability coefficient could be increased by looking closely at the contribution

of each item to the construct it was meant to measure. This led to the reliability analysis, the results of which were used in item removal from or retention on the IRS. The criteria set for item deletion in this study was based on Cronbach's Alpha and item-total correlation. Any item with both Cronbach's Alpha of less than .600 and item-total correlation less than 0.300 were deleted

Table 1: Preliminary Student teachers' Rating scale items

Interest					
S/N	Statement	SA	A	D	SD
1	I like to adapt to changes in the society				
2	I like using Student Centre Approach in teaching (SCA)				
3	I am proud of my profession irrespective of other peoples' feelings about it				
4	I have interest in the co-curricular activities organized in the school.				
5	I like keeping the records of my activities in the school				
6	I like teaching because it gives me an opportunity to be among the respected people in the society				
7	I like teaching because it creates a sense of co-operation among students.				
8	Teaching should be mixed up with humour to make learning more interesting				
9	I like teaching as a profession because lecturers always has a bright future				
10	I like teaching because it develops noble sentiments.				
11	I enjoy teaching because it gives students the freedom to think				
12	People never look down on good lecturers				
13	I like teaching because it is the mother of all occupations				
14	I chosos teaching because bright and talented lecturers are always creative in teaching				
15	I am proud of my profession irrespective of other people's opinions				
16	I like teaching in the morning				
17	I love to interact with students aside classroom activities				

Table 2: Reliability Analysis of IRS

Mean	Variance	Std. Deviation	N of Items	Cronbach's Alpha
51.947	33.823	5.816	17	0.499

This scale had seventeen items with mean value of 51.947 and a standard deviation of 5.816. The Cronbach's Alpha of 0.499 was positive, moderately reliable in measuring the influence of student teachers' interest on teaching profession. The item total correlation statistics was examined in Table 2 with a view to removing items with low corrected item total correlation in order to improve the reliability of the scale.

Table 2 shows that items 1, 2, 3, 4, 5, 6 and 17 will be deleted because the corrected item-total correlation for the items were less than the criteria of 0.3. The remaining ten items on the scale which are item 7, 8, 9, 10, 11, 12, 13, 14, 15 and 16 were appropriate in measuring the construct.

Research Question 2: Is the Interest Rating Scale (IRS) valid?

To answer this question, the Interest Rating Scale was subjected to item total correlation analysis. The result is presented in table 3

Table 4: Inter-item correlation of the Disposition Scale

Items	r(i) (T- i)	Items	r(i) (T- i)
1	0.231	10	0.258
2	0.284	11	0.302
3	0.282	12	0.224
4	0.255	13	0.317
5	0.298	14	0.319
6	0.274	15	0.319
7	0.292	16	0.296
8	0.301	17	0.332
9	0.352		

p<0.01 (Significant Results)

A cursory look at table 3 showed that item validity coefficient of the IRS vary from 0.224 to 0.352. As a result of the sample size used to determine the validity coefficients (n=30), they were all found to be significant

beyond $p < 0.01$ levels when all these values at 0.01 alpha level, they were all significant. This clearly indicated that the items of the scale were meaningfully related and contributed to the construct being measured.

Testing of Hypothesis

The Interest Rating Scale will not significantly differentiate between male and female student teachers

Table 5: t-test showing mean difference in the Interest Rating Scale between male and female student teachers

Gender	N	Mean	S.D	t_{cal}	p
Male	190	44.20	13.888	0.586	0.071
Female	110	45.22	15.480		

$p > 0.05$ (Result not Significant)

Table 5 shows that the t_{cal} (0.586) is less than t_{tab} (1.960) at 0.05 level of significance, this implies that the null hypothesis is accepted. Hence, there is no significant difference between rating of male and female University Lecturer on the disposition scale.

IV. Discussion

The initial items generated for the interest rating scale (IRS) was 30 items. The items generated were subjected to three criteria that gave rise to the deletion of 17 items through the reliability analysis of the scale. The constructed and validated scale in the study gave rise to 17 final items on the scale. Based on finding relatively superior psychometric qualities in the scale, there was deletion of items from initial 30 items returning a total of 10 items after the scale reliability was conducted.

This study revealed that effective teaching learning can take place when teachers has or develop interest in teaching profession. The study shows that majority of teachers are in to teaching profession due to their inborn interest. The interest of an individual in a profession is a reflection of what the individual like doing with profound pleasure and enthusiasm. This is in line with the finding of Olanrewaju (2019) who found out that a person's interest in an occupation could motivate him develops skills to enable him become proficient in his field of specialization.

The result also showed that there was no significant difference between the rating of male and female student teachers on the interest scale. The mean rating of female teachers favourably comparable to that of their female counterparts. This implies that both male and female student teachers has interest in teaching profession. This finding is agreement to the submission of Mohld (1997), who submitted that teachers' gender had no association with students' academic performance. In other words, teachers' gender is not the cause for his/her success or failure.

V. Conclusion

It can be concluded that the 10-items interest rating scale (IRS) developed in this study is reliable and valid. The scale can therefore be used to adequately measure teachers' interest towards teaching profession in Ekiti State.

VI. Recommendations

Based on the findings in this study, the following recommendations were made

1. The interest of the teachers in teaching profession should be paramount.
2. There should be no discrimination between teachers on the issue of gender.

References

- [1] Adewuyi, J.O. & Ogunwuyi A.O. (2002): Basic Text On Teacher Education. Odumatt Press And Publishers.
- [2] Akomolafe. (2003) Relationship Between Fathers Occupational Status And Their Children's, Occupational Preference. Journal Of Research In Counseling Psychology 9,127?131.
- [3] Buddin, R., & Zamarro, G. (2009). What Teacher Characteristics Affect Student Learning [Research Brief]. Rand Corporation. Retrieved From [Http://Rand.Org/Pubs/Research_Briefs/Rb9526.Html](http://Rand.Org/Pubs/Research_Briefs/Rb9526.Html)
- [4] Clark, O. (2006): Teacher Job Satisfaction Antidote For Efficiency And Poor Performance. African Journal Of Studies In Education. Vol. 2 No 1. Pp 133 – 148
- [5] Darling-Hammond, (2007). Teacher Quality And Students' Achievement In Imo State. Unpublished Ph.D. Thesis. University Of Calabar
- [6] Goe, L. (2007). The Link Between Teacher Quality And Student Outcomes: A Research Synthesis. Washington, Dc: National Comprehensive Center For Teacher Quality. Retrieved February 27, 2008, From [Http://www.Nctq.Org/Publications/Linkbetweenqandstudentoutcomes.Pdf](http://www.nctq.org/Publications/Linkbetweenqandstudentoutcomes.Pdf)
- [7] Olakulehin, F.K. (2007). Information And Communication Technologies In Teacher Training And Professional Development In Nigeria. Retrieved January12,2010from [Http://Wwww.Gesci.Org/Assets/Files/Research/Meta-Research Phase 1 F.Pd](http://Wwww.Gesci.Org/Assets/Files/Research/Meta-Research_Phase_1_F.Pd) Electronically.

- [8] Olanrewaju, B.O. (2019): Construction And Validation Of Disposition Scale Of University Lecturers Towards Teaching Profession In Southwest, Nigeria. Unpublished Ph.D. Thesis. Ekiti State University, Ado-Ekiti
- [9] Omotayo, K.A., Ajayi, P.O, Fatoba, J.O & Ogundola, I.P. (2009). Introduction To Teaching Profession. Ado Ekti Greenline Publishers, Ado Ekiti. 1-10
- [10] Osuji, S.N. (2009). Teacher Education Curriculum In Nigeria, The Perspective Of Lifelong Education. *Journal Of International Social Studies* 4,52.
- [11] Phillips, J. (2003). Powerful Learning: Creating Learning Communities In Urban School Reform. *Journal Of Curriculum And Supervision* 18(3), 240-258
- [12] Schulte, L., Edick, N., Edwards, S., & Mackiel, D. (2007). The Development And Validation Of The Teacher Dispositions Index. *Essays In Education*, 12(4), 1-16.
- [13] Tezci. E., & Terzi, A. R. (2010). An Examination On The Attitudes Towards Teaching Profession Of The Students Of Secondary Schools
- [14] Wasicsko, M. M. (2007). The Perceptual Approach To Teacher Dispositions: The Effective Teacher As An Effective Person. In M. Diez & J. Rath (Eds.), *Dispositions In Teacher Education* (Pp. 53-58). Charlotte, Nc: Information Age Publishing.