

**EDUCATIONAL INTEREST OF SENIOR SECONDARY SCHOOL STUDENTS IN
RELATION TO THEIR SEX, STREAM & ACADEMIC ACHIEVEMENT: A STUDY**

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Abstract

The present study aims to investigate the educational interest of senior secondary school students in relation to their sex, stream & academic achievement. Sample included 200 senior secondary school students of Rohtak city in Haryana. For obtaining the data, Educational Interest Record by Kulshreshtha was used. The findings of the study suggest that there exists significant difference between the Educational Interest of male and female students and also there lies significant difference between the Educational interest of Humanities and Science students but no significant difference between the Educational Interest of low achievers and high achievers group of students was found.

Key Words: Educational Interest, Senior Secondary School Students, Sex, Stream and Academic Achievement

Introduction

Interest is enormous asset in the teaching learning process, which eggs up on to spontaneous activity. Theoretically, interests are often defined as the focused interaction between an individual and an object (or class of objects, ideas, etc.) that results in an enduring affective disposition or orientation towards the object(s) (Corno et al., 2002; Eccles & Wigfield, 2002). In the minds of many, a person's interest is linked to his or her achievement with particular subject content such as ballet, mathematics, etc." (Renninger & Hidi, 2002, p. 173). Educational interest maintains an eloquent position in the sphere of educational guidance. Educational interests are defined as, "one's own pattern of preferences likes and dislikes preferred in any manner, wisely or unwisely by self or by other source, for a given educational area or subject. It

is defined as student's relatively stable or enduring predisposition, positive affective orientation, and tendency to persevere when working on certain specific academic content or task domains (Corno et al., 2002; Eccles & Wigfield, 2002; Renninger & Hidi, 2002). In the context of school learning, the development, maintenance, and enhancement of positive student-academic content domain relationships (i.e., interests) can improve the quality of learning and promote intrinsic motivation. Thus, academic interests should not only be considered important facilitators of academic outcomes, but also as valued educational outcomes in their own right (Corno et al., 2002). Academic achievement holds a cardinal position in the field of education and is considered as the outstanding inducement for personal progress. It is the student's performance determined on the basis of cognitive tests in the form of his/ her acquired abilities according to the standard set for the class. Educational interest and academic achievement both are interdependent. Sandra (2002) found a significant relationship between academic performance and interest. Interests influence academic achievement and learning in schools (Krapp, 1998a, 1998b, U. Schiefele, Krapp, Wainteler, 1992). Motivation, or interest, in certain study fields is often considered as a factor for predicting achievement (Renninger et al., 1992).

In this study the investigator has concentrated on the educational interest of adolescents. Adolescence is often a stressful period during development because it involves a pivotal transition from childhood dependency to adulthood independence and self-sufficiency (Smith, Cowie, & Blades, 1998). In the adolescent age the child learns faster because in this period his mental development is faster. Adolescence is the age of action having varied interests and tastes. In this age, children decide about which subjects they have to study, in which vocation they are interested to enter. This all depends on their educational interest as Gottfredson, (1981) reported that educational (and occupational) aspirations represent a person's orientation toward particular academic and career goals.

Rationale of the study

Educational interest is a dynamic phenomenon, which is affected by gender, age, stream and academic achievement. All does not like all the subjects. One person can be interested in studying math while other doesn't like that subject. This is interest, a sense of attachment towards a particular subject, object or person. Interest may vary according to gender. Boys may be interested in different areas than girls. Interest may also vary according to stream. Arts and commerce students have different interests than the science students. Interest depends on the Academic Achievement also. If a student gets good marks in a particular subject, his interest will arouse towards that subject. If teacher knows about the interest of different students, he can make his teaching more effective according to the interests of different student. To develop the child in his aspects i.e. physically, mentally, intellectually and socially, his educational interest should be considered. That is why the researcher has taken this study in the consideration.

Objectives

- 1) To compare the educational interest of boys and girls.
- 2) To compare the Educational Interest of students of humanities and Science.
- 3) To compare the Educational interests of high or Low achiever groups of students.

Null Hypotheses

- 1) There is no significant difference between the Educational Interest of Male and Female Students.
- 2) There is no significant difference between the Education Interest of students of Humanities and Sciences.
- 3) There is no significant difference between the Education Interest of High or Low Achiever groups of students.

Methodology: It includes the following headings:

- 1) Method of study
- 2) Sample of study
- 3) Locale of the study

Method of study:

Descriptive survey method was adopted to study the present problem.

Sample:

For the present study, the investigator selected 200 students of 12th Classes, out of which 100 were boys and 100 were girls. 50 boys were of humanities and 50 girls were of science. Out of 50 boys of humanities 25 were of high academic achievement and 25 were of low academic achievement. Out of 50 boys of science stream 25 boys were of high academic achievement and 25 boys were of low academic achievement. Out of 50 girls of humanities 25 girls were of high academic achievement and 25 girls were of low academic achievement. Out of 50 girls of science stream 25 girls were of high academic achievement and 25 girls were of low academic achievement.

Locale of the study

The present study was done in Rohtak city.

Tools used

In order to achieve the objectives of the study the investigator used the Educational Interest Record constructed and standardized by Kulshreshtha. EIR was first developed in the year 1965, which was thoroughly revised in 1970, 1975 and 1978 by the author. EIR contains 98 educational subjects or activities belonging to 7 different educational interest areas, which are:

- (1) Agriculture (Ag)
- (2) Commerce (Co)
- (3) Fine Arts (FA)
- (4) Home Science (HS)
- (5) Humanity (HU)
- (6) Science (SC)
- (7) Technology (TE)

Statistical Techniques used:

- Mean scores of different groups
- S.D. of different groups.
- t-test

Results and Discussion:

From the collected data, firstly mean was calculated. After this, standard deviation and significant difference of each group was calculated with help of t-test to study Educational Interest of Senior Secondary School students in relation to their sex, stream and academic achievement.

Table:1
Comparison of Education Interest of Male and Female Students in different subjects

Subjects	Mean Score of Male Students	Mean Score of Female Students
AG	8.54	8.67
CO	8.33	7.28
FA	6.99	7.96
HS	7.40	7.94
HU	8.15	8.40
SC	9.13	8.76
TE	8.72	7.96

Table 1 shows that mean scores of male and female students in different subjects are different, as per the study it is revealed that boys have more educational interest in Agriculture, Science and Technology than girls, while girls are more interested in Commerce, Fine Arts and Home Science.

Table: 1.1
Comparison of Education Interest of Male and Female Students in Total

Groups	N	Mean	S.D.	C.R.
Male Students	100	57.26	5.27	2.00**
Female Students	100	55.72	5.53	

**means significant at 0.05 level

Table 1.1 shows that mean scores of Total Educational Interest of male students are 57.26 while mean scores of Total Educational Interest of female students are 55.72 S.D. of Educational Interest of male are 5.27, while for female students it is 5.53. It means scores of female students deviate more from their mean scores. C.R. is 2, which is significant at 0.05 level.

Table: 2
Comparison of Education Interest of Humanities and Science students in different subjects

Subjects	Mean Score of E. I. of Humanities students	Mean Score of E. I. of Science students
AG	8.24	7.72
CO	9.82	7.18
FA	8.20	6.75
HS	7.95	7.39
HU	9.15	7.40
SC	8.36	9.53
TE	7.98	8.7

Table 2 shows that mean scores of Humanities and Science students in different subjects are different, as per the study it is revealed that students having Humanities stream more educational interest in Agriculture, Commerce, Fine Arts and Home Science and humanities, while students of Science stream are more interested in Science and Technology.

Table: 2.1
Comparison of Educational Interest of Humanities and Science Students in Total

Groups	N	Mean	S.D.	C.R.
Humanities Students	100	59.7	4.27	7.19*
Science Students	100	54.67	5.55	

* means significant at 0.01 level

Table 2 shows that mean scores of Total Education Interest of students having humanities stream are 59.7, while mean scores of Total Educational Interest of Science Students are 54.67 S.D. of Educational Interest of students of humanities is 4.27, while for science students it is 5.55. It means scores of science students deviate more from their mean scores. C.R. is 7.19, which is significant at 0.01 level.

Table: 3
Comparison of Education Interest of High Achievers and Low Achievers Group of Students in different subjects

Subjects	Mean Score of E. I. of High Achievers	Mean Score of E. I. of Low Achievers
AG	8.22	7.74
CO	8.8	8.2
FA	6.65	8.3
HS	7.86	7.48
HU	8.6	7.95
SC	9.26	8.63
TE	9.17	7.15

Table 3 shows that mean scores of High Achievers and Low Achievers in different subjects are different, as per the study it is revealed that students having High achievement have more educational interest in all subjects and students having low achievement have less educational interested.

Table 3.1
Comparison of Educational Interest of High Achievers and Low Achievers Group of Students in Total

Groups	N	Mean	S.D.	C.R.
High Achievers	100	58.56	5.43	1.39 ^{N.S.}
Low Achievers	100	55.81	5.34	

N.S. means not significant

Table 3.1 shows that mean scores of Total Educational Interest of High Achievers Group of students are 58.56, while mean scores of total Educational Interest of students having high Academic Achievement is 5.43, while for students having Low Academic Achievement it is 5.34. It means scores of high achievers deviate more from their mean scores C.R. is 1.39, which is not significant at any level of significance. It means educational interest of students having high academic achievement and student having low academic achievement do not differ significantly.

Findings

From the above study it was found that

1) There is significant difference between Educational Interest of Male and Female in total. Male Students are more interested in Science, Technology and Agriculture whereas Female Students

are more interested in Commerce, Fine Arts and Humanities. Many studies found that males are more interested in natural sciences than the females and this difference becomes greater with increased age (Gardener, 1985). It was found that gender influences behavior, girls have higher attainment in English whereas and boys have higher attainment in mathematics (Sammons et al., 2008).

2) There is significant difference between Educational interest of humanities and Science students. Humanities Students are more interested in Agriculture, Humanities and home science but Science students are more interested in Science and Technology. Wintre's and Yaffe's (2000) found significant difference between the motivational level of Humanities students and Science students. Nunn's (1994) study also indicated that the students of literature were more interested in arts and civil subjects.

3) There is no significant difference between Educational Interest of Low Achievers and High Achievers group of students in total. High Achiever group of students are interested in Science, Technology and Commerce. Low Achiever group of students are interested in Humanities, Fine Arts and Home Science. It is generally agreed that interest has positive impact upon learning-it stimulates, sustains, and give direction to an activity. Highly motivated students often require little guidance from the teacher and are capable of doing many higher degree of complicated work independently. Usually environmental conditions such as parental pressure, classrooms environment, teacher and peer approval may contribute to the interest of a child. (Siddiqui, 2004).

Educational implications

Interest is a vital aspect while imparting education. This factor should be taken care by the teachers, so that their students may choose right subjects or right streams. This study had revealed that Educational Interest areas of Male and Female Students are different. So they should be taught accordingly. Provisions should be made to make the proper resources available as per the choice of the students so that they can learn whatever they want.

Parents and teachers also can guide the child to take that subjects or that stream in which he is interested. As well as, while teaching, teachers can give examples from that area in which students are interested and can correlate the concepts so that the teaching learning process may be effective. Further Teachers can give their sincere suggestions to the children as per their abilities and previous academic records.

Suggestions for further studies

- 1) A similar study can be conducted on 10th class students with a large sample.
- 2) A comparative study can be carried out between private and Govt. School students and rural and urban school students with same class.
- 3) A study can be conducted to see the effect of Anxiety on the educational interest of B.Ed. Pupil Teachers.

Similar study can be conducted with other variables like school adjustments, personality traits and achievement motivation.

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