

Study Of Educational Interests Of Xth Class Students Of Tehsil Abohar

Dr vipul Narang and Dr Susheela Narang

*Associate professor, Kenway College of Education, Abohar
Principal,
Kenway college of Education, Abohar (Pb)*

ABSTRACT

The present study was an attempt to investigate the study of educational interests of Xth class students of tehsil Abohar. For this purpose educational interest record by V.P Bansal & Prof. D.N Shrivastava was used to collect the data from different schools of Abohar. Sample of the present investigation consisted of 100 Xth class students which were drawn randomly from different schools of tehsil Abohar. Raw scores were analysed by applying t-test to see the significance differences between the groups. Results revealed that there is no significant difference in educational interest of adolescence in relation to their gender as well as locale.

INTRODUCTION

As our nation is industrially and technically developing, a variety of new educational streams have come into existence. So, the factors, which influence the adolescents for aspiring any of these educational streams need to be analyzed. There are a large number of educational streams for which an individual can go. Choosing an educational stream is choosing a life style, is a well-said opinion. Interest, in a particular educational stream is the first step for the choice of educational stream. A person's Educational interests is related to his general intelligence and special aptitudes and is determined in part by his environment, parental qualification and his opportunity to explore different kinds of activities. It is important to investigate at an early stage of one's Educational interests so as to render appropriate advice to him or her. In educational psychology, the concept of educational interest is interpreted as a content specific motivational variable that can be investigated and theoretically constructed. An important analysis lies in the manifold inter relations between educational interest, learning and human development.

There are many students who pass the examination, yet they fail to achieve as much as they could have in terms of their abilities. Many parents and teachers have the concept that the failing students lack intelligence but the fact is that failing students have sufficient intelligence but they are unable to reach the desired level of success due to certain factors.

EDUCATIONAL INTEREST

Interest means to make a difference “it describes why the organism tends to favour some situations and thus comes to react to them in very selective manners”. The intelligence and aptitudes are unable to predict educational success without considering the individual’s interests which is one of the key factors among the non-intellectual factors. An interest is a tendency to make consistent choices in a certain direction without external pressure and in the face of alternatives i.e. it selects certain activities or things in preference to certain others. It means teachers, educational administrators and guidance workers should have a close watch on the student’s interest from the very beginning of the life of the individual. Therefore educational guidance should be provided to the child from the very early stage when the child enters school and continue even a stable has been made.

Educational interest is intimately related with child’s acquisition of knowledge, understanding and skills which actually forms the basis for his educational choice. The educational interest plays very significant role in educational guidance.

A faculty or staff member has a legitimate educational interest in accessing or reviewing a student’s educational record. If the faculty or staff member is performing a task that is specified in his/her position description or contract, performing a service or benefit related to the student or student’s family.

In Educational psychology, the concept of educational interest is interpreted as a content specific motivational variable that can be investigated and theoretically constructed. An important analysis lies in the manifold interrelations between educational interest, learning and human development. There are many students who pass the examination, yet they fail to achieve as much as they could have in term of their ability. Many parents and teachers have the concept that the failing students lack intelligence but the fact is that failing students have sufficient intelligence but they are unable to reach the desired level of success due to certain non-cognitive factors as educational interest, self-concept, family climate, personality make up and adjustment.

JUSTIFICATION OF THE STUDY

From the various studies it is clear that both boys and girls develop their educational interests between 13-15 years of age i.e. their adolescent period of tentative choices.

After getting through Xth standard, tentative choices of the adolescents step on the first ring of the higher educational ladder. In modern society when the excess of occupations confuse the young minds, the need for educational guidance is keenly needed. Year by year, his choices ascends the ladder which finally reach him/her to the last ring, that being his/her ultimate goal. How far he/she will be successful is based on several factors such as his academic performance, interest, potential, educational aspiration and parental qualification. More effective of all the factors is economic condition of family whether it has the capacity or not, to meet essential needs of the educational courses.

The present study is a devoted to find out whether educational interests of adolescents have any sound base or not.

OBJECTIVES OF THE STUDY

1. To study educational interests of male and female adolescents.
2. To study educational interests of adolescents of rural and urban area.

HYPOTHESES OF THE STUDY

1. There exists no significant difference in Educational interests of male and female adolescents.
2. There exists no significant difference in Educational interests of adolescents of rural and urban area.

DELIMITATION OF THE STUDY

The study will be delimited to 100 Xth class school students of Tehsil Abohar only.

The descriptive survey method of research was employed to investigate the educational interests of Xth class students.

SAMPLE

For the present study sample of 100 students was selected randomly from senior secondary school of Tehsil Abohar

TOOL USED

Tools are meant for collection of data, for interpretation and to explore new field. Educational Interest Record by V.P. Bansal and Prof. D.N. Sriyastava was used for present investigation.

DATA COLLECTION

Sample of the present study consisted of 100 Xth class students which were drawn randomly from different schools of Tehsil Abohar. Survey method was used for collection of data.

STATISTICAL TECHNIQUES

Descriptive and inferential statistical techniques were used to analyze the data.

ANALYSIS OF DATA

The data in the present study was collected with the help of tool educational interest record. The analysis and interpretation of the data obtained with the help of the tool is given as under:

COMPARISON OF EDUCATIONAL INTERESTS OF MALE AND FEMALE ADOLESCENTS

Table 1 given below provide the summary of statistical calculation for obtaining t-ratio with regard to comparison of male and female adolescents on educational interests.

Table 1 Comparison of Educational Interests of Male and Female Adolescents

Area of Educational Interests	Male(n=50)		Female(n=50)		T value	Significance of t-value
	Mean	SD	Mean	SD		
Science	7.82	1.27	7.86	1.63	0.14	N.S.
Engineering	8.28	1.73	8.72	1.50	1.36	N.S.
Medical	8.00	1.71	7.80	1.54	0.61	N.S.
Agriculture	8.06	1.95	8.12	1.65	0.17	N.S.
Humanities and arts	7.18	1.98	7.82	1.62	1.77	N.S.
Home science	8.24	1.72	7.76	1.64	1.43	N.S.
Fine arts	7.70	2.02	7.72	1.80	0.05	N.S.
Commerce	7.48	1.75	8.22	2.03	1.95	N.S.

N.S. - Not Significant

From the above table, it is clear that there is no significant difference between educational interests of male and female in the area of science, engineering, medical, agriculture, humanities and arts, home science, fine arts and commerce. The calculated values of t are 0.14,1.36,0.61,0.17, 1.77, 1.43,0.05,1.95 respectively and the tabulated value of t is 1.96 at.05 level and

2.58 at.01 level of significance. Thus the calculated value of t is less than tabulated value both at.05 and.01 level of significance and hence fail to reach at both the levels of significance.

Hence hypothesis that there exists no significant difference in educational interests of male and female adolescents stands accepted.

COMPARISON OF EDUCATIONAL INTERESTS OF URBAN AND RURAL ADOLESCENTS

Table 2 given below provide the summary of statistical calculation for obtaining t-ratio with regard to comparison of urban and rural adolescents on educational interests.

Table 2 Comparison of Educational Interests in relation to Urban and Rural Adolescents

Area of Educational Interests	Urban(n=50)		Rural(n=50)		T value	Significance of t-value
	Mean	SD	Mean	SD		
Science	8.00	1.67	7.70	N.S.	0.95	N.S.
Engineering	8.36	1.47	8.80	N.S.	-1.44	N.S.
Medical	8.06	1.87	7.66	N.S.	1.19	N.S.
Agriculture	7.86	1.83	8.06	N.S.	-0.58	N.S.
Humanities and arts	7.70	1.82	7.70	1.59	0.05	N.S.
Home science	8.18	1.64	7.76	1.51	1.33	N.S.
Fine arts	7.60	1.91	7.48	1.85	0.32	N.S.
Commerce	7.62	2.08	8.46	2.08	-2.02	N.S.

N.S. - Not Significant

From the above table, it is clear that there is no significant difference between educational interests of urban and rural adolescents in the area of science, engineering, medical, agriculture, humanities and arts, home science, fine arts and commerce. The calculated values of t are 0.95,1.44,1.19,0.58, 0.05,1.33, 0.32,1.94 respectively and the tabulated value of t is 1.96 at.05 level and 2.58 at.01 level of significance. Thus the calculated value of t is less than tabulated value both at.05 and.01 level of significance and hence fail to reach at levels of significance.

Hence hypothesis that there exists no significant difference in educational interests of adolescents of rural and urban area stands accepted.

MAJOR FINDINGS

Finding of an investigation are the most essential and vital aspect of entire investigation process. The investigator has found some major findings which are given below :

1. Insignificant difference was found between educational interests of male and female adolescents.
2. Insignificant difference was found between educational interests of adolescents of rural and urban area.

CONCLUSION

It was concluded from the present investigation that there was no significant difference in educational interests of male and female adolescents as well as in the adolescents of rural and urban area

EDUCATIONAL IMPLICATIONS

1. Educational interests will play very significant role in educational guidance to solve their personal as well as professional problems.
2. Educational interests will help the adolescents to choose the subject of their own choice to avoid the hardship they have been dealing during the selection of the course viz-à-viz to grow professionally in the subject of their own interest.

SUGGESTIONS FOR FURTHER STUDY

1. The present study has been conducted on Xth class students. A study may be replicated on students at other levels of schooling.
2. Relatedness of vocational interest may be studied.
3. The study may be conducted on different dependent variable like mental health, social adjustment, attitudes, personality traits, emotional intelligence etc.

REFERENCES

1. Bhatheja, K. & Kaur, G. (2012). *Impact of parental involvement and family climate on educational interests and occupational aspirations among Xlth class students*. Unpublished M.Ed. Dissertation, D.A.V.College of Education, Abohar.
2. Chauhan, S.S. (1997). *Advanced educational psychology*. Vikas Publishing House Pvt. Ltd., New Delhi.
3. Garrett, S.S. (1997). *Statistics in Psychology and Education*. Kakils Feffer and Sirions Pvt. Ltd., Bombay.

4. Jindal, S. (2010). *Educational interests of Xth class students in relation to their occupational aspiration*.
5. Unpublished M.Ed. Dissertation, D.A.V.College of Education, Abohar.
6. Kaur, S. (1990). *Study of educational preferences and vocational aspirations of senior secondary school students*. Unpublished M.Ed. Dissertation, P.U. Chandigarh.
7. Kaur, S. (2009). Study of level of aspiration and educational interests of secondary school students. Retrieved from *www.eric.com* on Nov. 20, 2013.
8. Kaur, S. (2013). Educational interests of Xth class students in relation to parental involvement and occupational aspiration. *International Journal of Teacher Educational Research*, 2(6), 25-32.
9. Koul, L. (1984). *Methodology of educational research*. Vikas Publishing House Pvt. Ltd., New Delhi.
10. Mohta, S. (2013). Educational interest trend among young children. *Samwaad: e-Journal*, 2(2), 53-59.
11. Onwueme (1999). Educational aspiration and occupational aspiration of male and female. Retrieved from *www.answer.com* on Nov.18, 2013.
12. Priya (1998). *Effects of intelligence and Home Environment on educational interests of high School students*.
13. Unpublished M.Ed Dissertation, Punjab University, Chandigarh.
14. Sodhi, T.S. (1988). Vocational interests and occupational choices of adolescents girls of Chandigarh. *Indian Education Review*, 23 (4), 110-120.
15. Srivastava,D.N & Bansal,V.P(1985) *Educational interest record*. Agra psychological research cell, Agra-282004.
16. Yadav, G.L. & Yadav, M. (2012). A comparative study of educational and vocational interests of boys and girls of IX class in 'Gurukul'. *International Referred Journal*, 3(28), 38-39.

