

# Effect of Interest on Achievement In English of The Students of Secondary School

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## Abstract

The present study was conducted with a view to assess the effect of Interest on achievement in English of secondary students studying in X standard. The purpose of the study was to explore the effect the level of interest of secondary students, if any, in terms of gender and locality. A sample of 715 students who were studying in X standard of different schools were randomly selected from urban and rural areas of Chickballpur and Kolar district of Karnataka. Both boys and girls were included in the study. The result showed that the students with higher level of interest achieved better in English than the students who had less interest; and there was no significance correlation between interest and achievement scores among the boys and girls of urban and rural area.

**Keywords:** Interest, Intelligence, Creativity, Urban, Rural and Achievement in English

## Introduction

English language is the global lingua-franca which is being used globally in the present era for communication, administration, diplomacy, cultural exchange, business, education, research and advancement of science and technology. English is spoken in maximum countries of the world as their mother tongue and the maximum numbers of countries of the world have English as their national language. "It is the mother tongue of more than 200,000,000 people. Information about recent advances in sciences and technology is available to us through the medium of English. In our country English continues to be the official language at the Centre. It is now an important link-language in a multi-lingual country like ours. It is no wonder that the English language continues to occupy a prominent place in our school curriculum" (Rao, 1987).

For India, English is a foreign language which entered into this country in the seventeenth century along with the British traders who represented British East India Company. English language made an inroad into this country as language of trade, but once the British traders established their rule in India in 1857, English language became the

sole language for administration of this country. It is in the interest of their business and rule; the British rulers introduced English education and established educational institutions in the country for teaching and learning of English. Gradually English language spread lips and bounds in the country among the people. English gradually became the single-most language for educated native Indians in the vast sub-continent for communication, cultural unification and socio political movements. It was English which was, to a large measure, responsible to make the Indian struggle of independence possible. When India became independent in 1947, the constitution of India adopted English as an associate official language of the Union (Gupta, 1998).

It is believed that learning a foreign language at the earliest possible age, and learning of English for Educational reasons between 4 and 5 years old – that is at nursery and primary school – opens up a whole new dimension for children and it greatly benefits their reading and writing in their own language. It is evident that, like musical education, it contributes significantly to the development of individual's intelligence and it concretely improves overall results at school (Matussek, 2003).

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## Definition of Interest

The experts have found substantial correlation between interest and achievement and that has opened new vistas of study. Several studies have brought out several interesting results. It would virtually be impossible to cover the entire range of studies on this theme in this survey. However, a few representatives of recent studies have been covered in the present review.

In general, the interest is considered to be an observable phenomenon which could be understood to be available if the children show eagerness of higher level of learning, show eagerness to read prose, poems, drama and novel, show eagerness of pursuing hobbies like writing poems, couplets, stories, recite and act on the stage, show eagerness in visiting places and gather knowledge of those places by interacting with people, show eagerness in writing article and show eagerness to use literature as a means of recreation etc.

According to Stein (1976), interest is the capacity of reasoning, understanding and ability of gathering knowledge to draw evaluated conclusions from a set of information.

According to Seema Sharma (2005), to a large extent it is the interest which determines what kind of person a child would be.

According to Crow and Crow (2008), "Interest may refer to the motivating force that impels us to attend to person, a thing, or an activity, or it may be the affective experience that has been stimulated by the activity itself".

According to Drives (2008), "An interest is a disposition in its dynamic aspect".

According to Ismail and Thamasasseri (2008), the interest is inward feeling of happiness or satisfaction which leads to efforts or works as a stimulant for efforts. It serves as an important aspect in the process of education. It could be further explained as preoccupation, objective, likes and dislikes and motivation.

According to Russel (2008), describes interest to be an organic condition that leads to continuing stimulation of concern about particular object, person and activities.

According to Google (2017), "The interest is feeling of wanting to know or learn about something or someone."

## Review of Related Literature

Makhija (1973) undertook to inquire into the interaction among values, interests and intelligence and its impact on scholastic achievement. He found out In addition to the main effect of each variable, the effects of first order interaction between the three possible pairs and second

order interaction among the triads of variables were also examined. It was found out that Interest and Intelligence had a significantly positive influence on scholastic achievement.

Krishnamurthy (1998) found that academic achievement motivation was a vital factor while interest and attitude were negligible.

Senapati (1998) in his doctoral research on the topic 'A Study of interest and Ability of the Secondary school students in Science' found out that the interest and intelligence taken together was better predictor of achievement.

## Significance of The Study

In the globalised India, English has become ever more important. The current generation students are in need of acquiring higher level of writing, speaking and comprehension skills in English for their education, personality development and career. With the Liberalization, Privatization and Globalization (LPG) more number of present generation Indians are facing the need of going for their job with multinational companies. They are feeling the necessity of having higher level of skill in English to maintain higher level of professional efficiency, as in their workplace there is a requirement of team work with people coming from different linguistic background. English plays a vital role to provide common medium for communication and holds the pride of place as the world language today.

## Objective of Study

- To study of the effect of Interest on achievement in English of secondary level students.
- To study of the effect of Interest on achievement in English of secondary students when they are classified as boys and girls.
- To study of the effect of Interest on achievement in English of secondary students when they are classified as urban and rural area students.

## Hypotheses of Study

- $H_1$ : There is no significant difference between male and female students of secondary school with regards to Interest scores and achievement in English.
- $H_2$ : There is no significant difference between urban and rural students of secondary school with regards to Interest scores and achievement in English.

## Variables of Study

- Location of Schools (Urban and Rural)
- Gender of the Students (Boys and Girls)

## Material and Method of Study

A cross sectional study was conducted among students of

secondary schools of Chikballapur and Kolar districts in Karnataka. Randomly selected stratified sample of 715 students was taken from eight schools of two districts of Karnataka. The samples covered the students of X standard from urban and rural areas both boys and girls, which was about 40% of the total secondary students' population of the area. The details of the sample are placed at Table No. 1 below:

**Table 1. School wise sample showing location and Gender**

Sl. No.	Name of the School, Location & District	Locality	Gender		Number of samples Studied
			Boy	Girl	
1	BGS World School, Chickballapur Dt. Chickballapur	Urban	31	---	49
			---	18	
2	Sri KV English Schoool, Chickballapur Dt. Chickballapur	Urban	32	---	65
			---	33	
3	Vidyanidhi Public School, Gouribidnur Dt. Chickballapur	Rural	54	---	99
			---	45	
4	Sri Venu Central School, Srinivaspura Dt. Kolar	Rural	16	---	22
			---	6	
5	BGS English School, Chickballapur Dt. Chickballapur	Urban	67	---	152
			---	85	
6	BGS Vidyanikethana, Manchanbele Dt. Chcikballapur	Urban	29	---	47
			---	18	
7	BGS Public School, Gouribidnur, Dt. Chickballapur	Rural	83	---	146
			---	63	
8	Sri Bhairabya Vidya Nikethan Srinivaspura, Dt. Kolar	Rural	76	---	135
			---	59	
Total			388	327	<b>715</b>
<b>Boys (388) + Girls (327) = 715</b>					
<b>Urban (313) + Rural (402) = 715</b>					

## Study Tools

The following tools were used for data collection:

- Multiple Factor Interest Questionnaire (MFIQ) designed by Kapoor (Kapoor, 1988).
- Achievement Test for English Grammar (ATEG), designed by the researcher.
- Achievement Test for English Literature (ATEL), designed by the researcher.

## Selected Tools

### Multiple Factor Interest Questionnaire (MFIQ)

In this questionnaire, the questions about liking and interest of the students have been asked which the students generally face or like to face in their day to day life at home, school and society. A total of 66 questions in eight sections

were presented with three options for each question. There was no right and wrong answers for a question and there was no time-limit given for the response; but the students were instructed not to think much on any question and respond on the basis of their first response coming to their mind (Kapoor, 1988).

### Construction of Tools

The researcher designed the following two sets of English questionnaires to test skills and knowledge of the students in English. The questions were set as per the syllabus of the students of their secondary class literature section and language section. The tools have been named as the following:

- Achievement Test for English Language (ATELg)
- Achievement Test for English Literature (ATELit)

### Achievement in English Language (ATELg)

The English Language questionnaire has been prepared to check students' linguistic skills. The questionnaire comprised the questions on reading and comprehension, punctuation, grammar which include elements like tense, voice, narration, phrases and idioms, filling in the blanks using appropriate preposition and converting incorrect sentences into correct form. The test carried 50 marks. The students were given credit for expression and use of appropriate words. They were given negative marks for spelling and punctuation errors.

### Achievement in English Literature (ATELit)

The English Literature questions were set to test the achievement of students in English literature. The questions emphasized on testing the leaning outcome of literature among students based on the syllabus which was covered in the class, in the academic session of the test. It was to test as how far the students understood the central theme poems and stories; and how far they had appreciated the meanings of the selected poems and short stories including the metaphors and similes etc.

### Data Collection and Scoring of The Data

For collection of date, the researcher visited all eight schools and conducted the tests personally after explaining the students the purpose of the study and relevant instructions to fill the questionnaire. The achievement test was conducted twice keeping two months of gap between two

assessments. The scores were calculated after correction.

### Ethical Considerations

All students were informed about the purpose of the study before collecting data. Prior permission was taken from parents and school authorities. All data was used only for research purpose and confidentiality was maintained.

### Statistical Analysis

The data collected were analyzed using Epi Info software. Data was presented in mean and standard deviation for quantitative variables and in proportions for qualitative variables. Statistical association was determined by using chi-square and 't' test. P value less than 0.05 was considered statistically significant.

### Results

A total of 715 students participated in the study. Out of 715, 388 (54.3%) were males and 327 (45.7%) were females. 313 (43.8%) students were from urban area and 402 (56.2%) were from rural area.

### Null Hypothesis 1

- $H_1$ : There is no significant difference between male and female students of secondary school with regards to Interest scores.
- $H_2$ : There is no significant difference between urban and rural students of secondary school with regards to Interest scores.

**Table 2. Difference in mean scores of interest among male and female students**

	Score Mean ( $\pm$ SD)	Test Statistic value	Degree of freedom	P value	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Interest A	Mean score (male) – 27.6 ( $\pm$ 5.3) Mean score (female) –27.3 ( $\pm$ 5.3)	.598	713	.550	.24049	-.54937	1.03035
Interest B	Mean score (male) – 9.4 ( $\pm$ 6.2) Mean score (female) – 9.1 ( $\pm$ 6.6)	.851	675.963	.395	.41451	-.54145	1.37046
Interest C	Mean score (male) – 28.2 ( $\pm$ 6.4) Mean score (female) –29.1 ( $\pm$ 7.0)	-1.609	713	.108	-.81326	-1.80567	.17915

As shown in table 2, the score of interest of the boys of X standard was 27.6 (5.3) for interest A as compared to score of 27.3 (5.3) among females. This difference was not statistically significant ( $p>0.05$ ). Similarly, there was no significant difference between score of interest B and C ( $p>0.05$ ). Therefore the hypothesis is proved that there was no significant difference between male and female students of secondary school with regards to Interest scores.

### Null Hypothesis 2

- $H_2$ : There is no significant difference between urban and rural students of secondary school with regards to Interest scores.

**Table 3. Difference in mean scores of interest in urban and rural areas**

	Score Mean ( $\pm$ SD)	Test Statistic value	Degree of freedom	P value	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Interest A	Urban – 27.6 ( $\pm$ 5.5)	.501	713	.617	.20224	-.59097	.99545
	Rural – 27.4 ( $\pm$ 5.2)						
Interest B	Urban – 10.1 ( $\pm$ 6.8)	3.015	627.271	.003	1.47927	.51565	2.44290
	Rural – 8.6 ( $\pm$ 6.1)						
Interest C	Urban – 28.1 ( $\pm$ 7.1)	-1.691	713	.091	-.85835	-1.85471	.13800
	Rural – 28.9 ( $\pm$ 6.4)						

As shown in table 3, there was no significant difference between urban and rural students of secondary school with regards to Interest scores A and B. For interest score B, the score of urban and rural students were significantly higher than those of students of rural area ( $p<0.05$ ).

**Table 4. Relation between test scores among students**

Characteristics		Pre - Test Scores	Post - Test Scores
Urban (n = 313)	Mean	40.6038	45.1821
	Std. Deviation	19.32838	15.77370
Rural (n = 402)	Mean	33.4851	43.8383
	Std. Deviation	17.50457	14.54312
	P value	0.01	0.23
Total (n = 715)	Mean	36.6014	44.4266
	Std. Deviation	18.65008	15.09813
Male (n = 388)	Mean	41.3660	49.8918
	Std. Deviation	16.33848	14.82276
Female (n = 327)	Mean	30.9480	37.9419
	Std. Deviation	19.64252	12.67696
	P value	0.01	0.01
Total (n = 715)	Mean	36.6014	44.4266
	Std. Deviation	18.65008	15.09813

As shown in table 4, there was no significant effect of interest score in English among school students in urban and rural area in Post-Test ( $p>0.05$ ); but score were significantly higher among students of urban area than rural area students in Pre-Test score ( $p<0.05$ ). The scores were significantly different between male and female students with male students getting higher score than female students in both tests ( $p<0.05$ ).

Table 5. Correlation between test scores and interest, intelligence and creativity scores among students

		Pre - Test Scores	Post - Test Scores
Interest A	Correlation Coefficient	-.02	-.018
	P value	0.57	0.63
Interest B	Correlation Coefficient	-.01	0.01
	P value	0.97	0.87
Interest B	Correlation Coefficient	-.01	0.01
	P value	0.81	0.89
Intelligence	Correlation Coefficient	0.59	0.49
	P value	0.01	0.01
Creativity	Correlation Coefficient	-.06	-.18
	P value	0.11	0.01

As shown in table 5, there was no significant difference in achievement in English score among students ( $p > 0.05$ ). However there was no significant correlation between intelligence and creativity score and test score ( $p < 0.05$ ). Similar findings were found when data was analyzed separately for urban and rural areas. In both areas, there was no significant effect of interest score in achievement in English score among school students ( $p > 0.05$ ), but there was significant correlation between intelligence and creativity scores ( $p < 0.05$ ).

### Findings of The Study

The present study showed that there was no significant difference in interest score among male and female students between urban and rural students. The student those who had the higher level of interest had better level of achievement in English scores. The students of the urban locality have better achievement in English score that the rural students. It may be because of the fact that the students of urban area have better access to the facilities like news paper and recreational facilities etc. and they get better opportunities of interaction with educated and English speaking people. The urban students also get the opportunities to hear better quality of spoken English.

### Recommendation for Further Study

- The study was confined only to the students of X standard and it could have been extended to other classes.
- The study was confined to English medium students only and it could have been carried out on the students of Kannada medium students also.
- The study was confined to only variables like sex and locality of stay of students and that could have been extended to the other factors also.
- This study could be carried out to the students of residential schools also.

### Limitation of The Study

- The study was confined only to the students of X class. Other classes would have been taken.
- The study was limited to the English Medium students which may have resulted in bias. Kannada medium students would have been taken.
- The study was limited to eight schools located in the Talukas of Chickballapur and Kolar district of Karnataka. More schools of other areas would have been taken.
- Variables apart from sex and locality of stay could have been taken.
- The emotional intelligence in relationship with interest and creativity to measure achievement in English of the students and the other factors could have been studied.

### Conclusion

It could be concluded that it is the interest of a person which makes him achieve higher score in English. The study brings out that that besides interest, creativity and intelligence also contribute in higher achievement in English, and higher achievement of English in turn provides better communication skill. It is also known that the better communication skill enhances better personality of a person and leads him to succeed in life.

### Conflict of Interest: None

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