Interest in English Language Learning of Higher Secondary School Students

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Abstract
Interest as a form of selected awareness or attention that produces a feeling which accompanies special attention to some content attitude characteristics by focusing upon certain log negative data. Individual develops different interests according to their disposition, attention, economics, social status etc. acquired interest depends to a large extend on ones experience. In the present study the researcher made an attempt to explore interest in English language learning among the higher secondary school students.

Keywords: Interest, Higher Secondary School Students

Introduction
Education as a tool for social change determines the all round development of a nation. Kothari Commission reports (1964-66) states, every society that values social justice and is anxious to improve the lot of common man cultivate all available talent and must ensure progressive equality of opportunity to all sections of the population. Interest may be conceptualized as a variable which effects both motivational and cognitive activity.

Definitions of the Terms Used
Interest
“A tendency to seek out an activity or object or a tendency to choose it rather than some alternatives” Cronbach (1949). Healthy interests are called Hobbies.

Higher Secondary Students
Students who are studying classes XIth and XIIth are called Higher Secondary School Students.

Significance of the Study
No system of education is of any use unless it aims to develop proper interest in English and involvement in the students. The interest in English is not dependent on the teacher alone, but also on the student’s interest. Efficient learning not only depends on good teaching but also on interest. In the present study an attempt has been made to analyze the interest in English language learning among the higher secondary students.

Objectives of the Study
The main objectives of the present study are:
1. To find out the level of Interest in English language learning among the higher secondary students.
2. To find out if there is any significant difference in the Interest in English language learning among the higher secondary students with respect to gender.
3. To find out if there is any significant difference in the Interest in English language learning among the higher secondary students with respect to locality of the school.
4. To find out if there is any significant difference in the Interest in English language learning among the higher secondary students with respect to their parental education.
5. To find out if there is any significant difference in the Interest in English language learning among the higher secondary students with respect to their parental occupation.
Method Used In the Study
Normative survey method is used in the present study.

Sample Used In the Study
397 Higher Secondary School Students of Thanjavur district were selected as sample for the study.

Tool Used In the Study
Interest in English Language Learning Scale (IELLS) prepared by Dr. V. Ambedkar (2014) was used [4].

Statistical Techniques Used In the Study
The investigator used descriptive and differential analysis in this investigation.

Analysis and Interpretation

Hypothesis: 1
The level of Interest in English language learning among the higher secondary students is poor.

Table 1: Level of interest in English language learning among the Higher Secondary School Students

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Level of Interest in English language learning</th>
<th>Range of Score</th>
<th>No. of Students</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Poor</td>
<td>Below 40</td>
<td>2</td>
<td>0.50</td>
</tr>
<tr>
<td>2.</td>
<td>Average</td>
<td>40-60</td>
<td>26</td>
<td>6.55</td>
</tr>
<tr>
<td>3.</td>
<td>Above average</td>
<td>60-80</td>
<td>150</td>
<td>37.78</td>
</tr>
<tr>
<td>4.</td>
<td>Good</td>
<td>Above 80</td>
<td>219</td>
<td>55.17</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>397</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table-1 the level of Interest in English language learning among the higher secondary students 2 (0.50%) have secured poor, 26 (6.55%) have secured average, 150 (37.78%) have secured above average, 219 (55.17%) have secured good Interest in English language learning. Hence the respective null hypothesis is rejected, it is concluded that the overall level of Interest in English language learning among the higher secondary students are good.

Hypothesis: 2
There is no significant difference in the Interest in English language learning among the higher secondary students with respect to gender.

Table 2: Significance difference of Interest in English language learning among the higher secondary students with respect to gender

<table>
<thead>
<tr>
<th>Sub variables</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>‘t’ value</th>
<th>Significant at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>257</td>
<td>80.92</td>
<td>11.10</td>
<td>1.58</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>140</td>
<td>79.15</td>
<td>10.43</td>
<td></td>
</tr>
</tbody>
</table>

The above Table-2 indicates that the calculated ‘t’ value 1.58 is not significant at 0.05 level. Hence the respective null hypothesis is accepted. It is concluded that male and female higher secondary school students do not differ significantly in their Interest in English language learning.

Hypothesis: 3
There is no significant difference in the Interest in English language learning among the higher secondary students with respect to locality of the school.

Table 3: Significance difference of Interest in English language learning among the higher secondary students with respect to locality of the school

<table>
<thead>
<tr>
<th>Sub variables</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>‘t’ value</th>
<th>Significant at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locality of the School</td>
<td>Rural</td>
<td>209</td>
<td>79.75</td>
<td>10.54</td>
<td>1.05</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>188</td>
<td>80.90</td>
<td>11.33</td>
<td></td>
</tr>
</tbody>
</table>

The above Table-3 indicates that the calculated ‘t’ value 1.05 is not significant at 0.05 level. Hence the respective null hypothesis is accepted. It is concluded that rural and urban higher secondary students do not differ significantly in their Interest in English language learning.

Hypothesis: 4
There is no significant difference in the Interest in English language learning among the higher secondary students with respect to their Parental Education.

Table 4: Significance difference of Interest in English language learning among the higher secondary students with respect to their Parental education

<table>
<thead>
<tr>
<th>Sub variables</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>‘t’ value</th>
<th>Significant at 0.05 Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental Education</td>
<td>Parents up to 10th</td>
<td>162</td>
<td>81.24</td>
<td>10.13</td>
<td>0.65</td>
</tr>
<tr>
<td></td>
<td>Parents above 10th</td>
<td>235</td>
<td>80.49</td>
<td>9.29</td>
<td></td>
</tr>
</tbody>
</table>

The above Table-4 indicates that the calculated ‘t’ value 0.65 is not significant at 0.05 level. Hence the respective null hypothesis is accepted. It is concluded that while comparing the parental education of the higher secondary students with respect to their Parental education up to 10th and above 10th standard do not differ significantly.

Hypothesis: 5
There is no significant difference in the Interest in English language learning among the higher secondary students with respect to their Parental Occupation.

Table 5: Significance difference of Interest in English language learning among the higher secondary students with respect to their Parental Occupation

<table>
<thead>
<tr>
<th>Sub variables</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>‘t’ value</th>
<th>Significant at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental Occupation</td>
<td>Agriculture</td>
<td>333</td>
<td>80.35</td>
<td>11.24</td>
<td>0.24</td>
</tr>
<tr>
<td></td>
<td>Non Agriculture</td>
<td>64</td>
<td>80.04</td>
<td>8.86</td>
<td></td>
</tr>
</tbody>
</table>

The above Table-5 indicates that the calculated ‘t’ value 0.24 is not significant at 0.05 level. Hence the respective null hypothesis is accepted. It is concluded that while comparing the Parental Occupation of the higher secondary students
with respect to their Parental Occupation agriculture and non agriculture do not differ significantly.

**Conclusion**

The study reveals that the higher secondary students have got good Interest in English language learning. But they do not significantly differ in respect to the following sub variables gender, locality of the school, parental education and parental occupation.

**References**