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## 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 extent 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 XI<sup>th</sup> and XII<sup>th</sup> 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.

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**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

S. No	Level of Interest in English language learning	Range of Score	No. of Students	% of Students
1.	Poor	Below40	2	0.50
2.	Average	40-60	26	6.55
3.	Above average	60-80	150	37.78
4.	Good	Above 80	219	55.17
Total			397	100

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

Sub variables	N	Mean	S.D	't' value	Significant at 0.05 level	
Gender	Male	257	80.92	11.10	1.58	NS
	Female	140	79.15	10.43		

The above Table-2 indicates that the calculated 't' value 1.58

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

Sub variables	N	Mean	S.D	't' value	Significant at 0.05 level	
Parental Occupation	Agriculture	333	80.35	11.24	0.24	NS
	Non Agriculture	64	80.04	8.86		

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 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

Sub variables	N	Mean	S.D	't' value	Significant at 0.05 level	
Locality of the School	Rural	209	79.75	10.54	1.05	NS
	Urban	188	80.90	11.33		

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

Sub variables	N	Mean	S.D	't' value	Significant at 0.05 Level	
Parental Education	Parents up to 10 <sup>th</sup>	162	81.24	10.13	0.65	NS
	Parents above 10 <sup>th</sup>	235	80.49	9.29		

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 10<sup>th</sup> and above 10<sup>th</sup> 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.

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.

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