



A study of education interest of higher secondary student of tribal dominated areas of Chhattisgarh: with reference to gender

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Abstract

The aim of the present study was to comparative assess educational interest of higher secondary students of Gariaband district, a tribal dominated area of Chhattisgarh in relation to gender. To conduct the study 500 male and 500 female higher secondary students of class XI and XII were selected. The educational interest of selected subjects was assessed by Education Interest Record prepared by Kulshrestha (2007). The seven different educational areas namely agriculture, commerce, fine arts, home science, humanities, science and lastly technology were assessed by EIR. The results reveal significant impact of gender on educational area of interest i.e. fine arts, home science, humanities and science respectively. In contrary to these no significant difference was observed in educational interest in agriculture, commerce and technology respectively. On the basis of results, it may be concluded that educational interest of female higher secondary students in areas such as fine arts, home science, humanities and science are higher as compared to male higher secondary students and at par in areas such as agriculture, commerce and technology respectively.

Keywords: educational, higher secondary students, Gariaband district

Introduction

An interest is a subjective approach which motivates a person to perform a certain task. It gives person pleasure and satisfaction by doing that particular task in which he/she is interested. Jones defined it as a feeling of likening associated with a reaction, either actual or imagined to a specific thing or situation while Bingham definition of interest deals with tendency to become absorbed in an experience and to continue it, while an aversion is a tendency to turn away from it to something else. In this connection educational interest is key for educational guidance. Educational interests add to the training and development of three aspects of student. They are citizen, worker and human person. It is very well know fact that the development of country is dependent upon educational outcomes. Hence it is essential to analyse educational interest of students. It is imperative for a student to pursue a career in which his/her interest lies. In urban areas students are more aware about their likings towards a particular subject and they try to pursue their career in same stream. In tribal areas situation is somewhat different because the students are not aware about their potential in a particular field. In addition to this it is essential for policy makers to have a general view of educational interest of students from tribal areas on the basis of gender. Although researchers like Britner (2008) [2], Sarika Mohta (2013) [4], Rai and Meenakshi Sharma (2014) [3], Srilakshmi (2016) [5] so far educational interest of higher secondary male and female students of tribal dominated areas of Chhattisgarh has not been assessed so far. The chosen area for the present study was Gariaband district of Chhattisgarh and the outcome of the results will also be

useful for policymakers and educationist to guide students from other tribal areas of Chhattisgarh.

Hypothesis

The educational interest between male and female higher secondary students will differ significantly in agriculture, commerce, fine arts, home science, humanities, science and technology.

Methodology

The following methodological steps were taken in order to conduct the present study.

Sample

To conduct the study 500 male and 500 female higher secondary students of class XI and XII were selected. The selection of subjects was done from higher secondary schools operational in tribal dominated Gariaband district of Chhattisgarh.

Tools

Educational Interest Record: Educational interest record prepared by Kulshrestha (2007) was used to assess educational interest of higher secondary students. The EIR assess educational interest in the areas namely agriculture, commerce, fine arts, home science, humanities, science and technology respectively. The test-retest reliability coefficient of this EIR was found to be 0.76 which denotes high degree of reliability. The coefficient of validity was also satisfactory for this Educational Interest Record.

Procedure

500 male and 500 female higher secondary students from various schools operational in Gariyaband district of Chhattisgarh were selected as sample. Written consent to participate voluntarily was obtained from each student. Education Interest Record prepared by Kulshrestha (2007) was administered to each subjects as per directions provided in manual. The scoring of responses was conducted with the help of instructions provided in authors manual. To compare areas of educational interest between male and female higher secondary students, independent sample 't' test was used. Result shown in table 1.

Result & Discussion

Table 1: Comparison of Areas of Educational Interest between Male and Female Higher Secondary Students

Areas of Educational Interest	Higher Secondary Students				t	Level of Significance
	Male (N=500)		Female (N=500)			
	M	S.D.	M	S.D.		
Agriculture	7.84	3.46	7.70	3.14	0.70	NS
Commerce	6.19	3.13	6.13	2.95	0.32	NS
Fine Arts	6.93	3.43	8.17	3.13	5.97	.01
Home Science	6.71	3.28	8.85	3.19	10.44	.01
Humanities	6.99	3.26	7.56	3.08	2.85	.01
Science	6.93	3.60	7.98	3.33	4.76	.01
Technology	6.29	3.75	5.92	3.75	1.62	NS

* Significant at.05 level

** Significant at.01 level

NS Not Significant ($p > .05$)

A perusal of table 1 gives following inferences:

- No significant difference was observed in educational interest of male and female higher secondary students in the area of agriculture. ($t=0.70$, $p > .05$)
- No significant difference was observed in educational interest of male and female higher secondary students in the area of commerce. ($t=0.32$, $p > .05$)
- Educational interest of female higher secondary students towards fine arts was found to be significantly higher as compared to their counterpart i.e. male higher secondary students at.01 level of statistical significance. [$t=5.97$, $p < .01$]
- Educational interest of female higher secondary students towards home science was found to be significantly higher as compared to their counterpart i.e. male higher secondary students at.01 level of statistical significance. [$t=10.44$, $p < .01$]
- Educational interest of female higher secondary students towards humanities was found to be significantly higher as compared to their counterpart i.e. male higher secondary students at.01 level of statistical significance. [$t=2.85$, $p < .01$]
- Educational interest of female higher secondary students towards science was found to be significantly higher as compared to their counterpart i.e. male higher secondary students at.01 level of statistical significance. [$t=4.76$, $p < .01$]

- No significant difference was observed in educational interest of male and female higher secondary students in the area of technology. ($t=1.62$, $p > .05$)

Results are surprising in some areas of educational interest such as science, commerce and technology whereas predictable in the areas of fine arts, home science and humanities respectively when analysed between male and female higher secondary students. Hence the results once again proves that gender expectations in terms of educational interest are much more rigid for boys as compared to girls, and that is why girls are showing educational interest in those areas which once considered for males only.

Conclusion

On the basis of results, it may be concluded that educational interest of female higher secondary students in areas such as fine arts, home science, humanities and science are higher as compared to male higher secondary students and at par in areas such as agriculture, commerce and technology respectively.

Recommendations

On the basis of results it was recommended that female higher secondary student should be encouraged counseled about their potential to pursue career in agriculture, science, commerce and technology.

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