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A STUDY OF EDUCATIONAL INTEREST OF UNDERGRADUATE STUDENTS IN RELATION TO THEIR GENDER

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ABSTRACT

A student's educational interest is to ascertain what they are excellent at and what kind of schooling would bring out and support their innate abilities. It is a method of exerting pressure on the learners to create a conductive learning environment, which includes selecting courses that will prepare them for the future, choosing subjects related to potential careers, and so on. Interest in education is crucial as it influences the choice of career paths. People need to know which educational paths are in demand for their future careers in order to make informed decisions about their careers. According to Hidi and Renninger, three factors contribute to the development of interest: knowledge, positive emotion, and personal value. As individuals learn more about a topic, they become more skilled and knowledgeable. The researchers aim to study the educational interest of the college going students of Jabalpur in relation to their gender. The researchers have taken samples from B.Com. and B.A. students of St. Aloysius Autonomous College and the sample comprised of 50 students (25 male & 25 female). The researchers has used Dr. S. P. Kulshrestha's test of Educational interest as a tool to collect the data. As a result we found that there is no significant difference between Male and female Students in relation to Educational Interest.

Keywords : *Educational interest, undergraduate students.*

1. INTRODUCTION

People are motivated to select the greatest and most exciting activities in life by their interests. People always choose things and activities that they find attractive because every activity has its own unique qualities. Academic success depends on interest, a potent motivating factor that drives learning and directs career and academic paths. Interest is a persistent inclination to reengage over time, as well as a psychological state of attention and affect toward a specific item or topic. According to Strong (1943) "Interest is essential as the starting point of educative process, effort is essential as its outcome." 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. A college student's educational interest is to ascertain what they are excellent at and what kind of education would bring out and support their innate abilities. It is a method of exerting pressure on the learners to create a conductive learning environment, which includes selecting courses that will prepare them for the future, choosing subjects related to potential careers, and so on. Interest in education is crucial as it influences the choice of career paths. People need to know which educational paths are in demand for their future careers in order to make informed decisions about their careers. Educational interest of a child is very important as it keep an eye on the vocational implications of subjects and the field of occupations they will lead to. (Srilakshmi, 2016)

Educational interest is a student's natural curiosity and preference for certain subjects or learning activities. It fuels a student's motivation and enjoyment for those topics, leading to better performance. These interests influence course selection and future career paths. While boys and girls may gravitate towards different subjects on average, it's important to remember these are trends, not rules. Encouraging all students to explore freely and celebrating all interests is key to creating a successful learning environment.

2. Objectives of the Study :

To study the Educational Interest of undergraduate college students in relation to their gender with seven dimensions (Technology, Science, Agriculture, Home Science, Fine Arts, Commerce and Humanities).

3. Review of Literature

- Rekha M.P., Dr. Praveena K.B (2015)- This study aims at finding the Educational Interest of Secondary School students by the influence of different variables like gender and students of Government school. The finding of this study shows that there is no significant difference between educational interest of rural and urban government school students.

- Srilakshmi (2016) studied on educational interest of higher secondary school students and it was observed that there is no significant difference in the educational interest of higher secondary school students based on gender, family type, and availability of media.
- Taneja (2017) studied the educational interest of IXth class students in relation to school environment and the result of the study revealed that there exist significant relationship between educational interest and school environment of IXth class students.
- Gandhi (2017) conducted a research on educational interest in relation to school environment, the present study was conducted to find out the relationship between educational interest and school environment. The result of the study revealed that there is significant and positive correlation between educational interest and school environment.
- P. Robert Ramesh Babu (2019) The researcher aims to study the academic interest of the college going students of Dharmapuri. He has taken samples from the students of B.Com Department, Don Bosco College, Dharmapuri. The sample size is 50. The researcher used Descriptive Research design. He has used Survey Method to collect the data and used standardized questionnaire constructed by Thara Sebastin as a tool to collect the data. The results are, among the respondents, Male were 54 percent and 46 percent were Female. The mean age of the respondents was 19.78. More than half of the respondents were belonging to MBC community. While analyzing the data 74 percent of the respondents were having low academic interest while the remaining 26 percent had high academic interest.
- Caroline Lyngdoh Tron, Brinda Bazeley Kharbirymbai (2021) - The aim of this study is to present the relationship between educational interest and academic achievement of the secondary school students in East Khasi Hills District, Meghalaya, India. The standardised tool used for the study is the Educational Interest Record by Kulshrestha (2016). The sample of the study comprised of 300 secondary school students drawn from fifteen secondary schools under Meghalaya Board of School Education. Stratified random sampling was used with equal representation to gender and locale. Analysis was done by using Pearson ‘r’ (Product Moment Correlation) and t-test The findings of the study revealed a negative relationship between educational and academic achievement. There is a significant difference in the educational interest in terms of gender, but no significant difference was found between locales of the secondary school students.

4. Hypothesis of the Study:

1. There is no significant difference between male and female undergraduate students in relation to Educational interest.
2. There is no significant difference between male and female undergraduate students in relation to Technology.
3. There is no significant difference between male and female undergraduate students in relation to Science.

4. There is no significant difference between male and female undergraduate students in relation to Home Science.
5. There is no significant difference between male and female undergraduate students in relation to Fine Arts.
6. There is no significant difference between male and female undergraduate students in relation to Agriculture.
7. There is no significant difference between male and female undergraduate students in relation to Commerce.
8. There is no significant difference between male and female undergraduate students in relation to Humanities.

5. Delimitations

Taking into consideration the time and the resources available with the investigator, the study has been limited to the following aspects:

1. The sample consists of students of graduate classes, who are studying in B.A. and B.Com.
2. The sample consists of the boys and girls aged between 19 to 23 years.
3. The study is further limited to the Jabalpur District which comprises St. Aloysius college only.
4. The study is further limited to the set-up of significance level 0.05 level.

Variable

Independent-

1. Gender: Boys / Girls
2. College

Dependent-

Students Educational Interest

6. Methodology

6.1 Research Design

6.2

Descriptive Survey Method has been used for the study of the Educational Interest of undergraduate college students in relation to their gender.

6.2 Population & Sample

The population for the study belongs to B.Com. and B.A. students of St. Aloysius Autonomous College Jabalpur MP. For sample random sampling technique has been used.

Samples selected for the present study (N=50)

College students		Gender	
B.Com.	B.A.	Boys	Girls
25	25	25	25

6.3 Tool Used

Educational Interest Record (EIR), developed by Kulshrestha (2009) was used for the present study. This test measures the educational interest in seven different areas. They are:

1. Agriculture
2. Commerce
3. Fine Arts
4. Home Science
5. Humanities
6. Science
7. Technology

6.4 Statistical Techniques

In the research presented, the researcher has used the following statistical methods for the research study: Mean, standard deviation and t-test.

7. Analysis of Data and Discussion

The collected data was put to statistical analysis by applying t-test. The results were reflected in tabular form as:

Table 1

Comparison between Male and female undergraduate students in relation to Educational Interest

Gender	No.	MEAN	S.D.	t- Value	Significance
Male	25	48.04	1.44	0.80	0.05
Female	25	48.32	1.48		

The information presented in table : 1 reveals that mean ratio for Male and Female Students is M=48.04 and M=48.32 respectively, it is clear that obtained t-ratio for Educational Interest is less than 0.05 level of significance, therefore it is not significant at 0.05 level of significance. It means that there is no significant difference between Male and Female Students. Thus the hypothesis that there is no significant difference between male and female undergraduate students in relation to educational interest has been not rejected.

Table 2
Comparison between Male and female undergraduate students in relation to Agriculture

Gender	No.	MEAN	S.D.	t- Value	Significance
Male	25	10.64	0.329		
Female	25	10.56	0.212	1.025	0.05

The information presented in table : 2 reveals that mean ratio for Male and Female Students is M=10.64 and M=10.56 respectively, it is clear that obtained t-ratio for Agricultural Interest is less than 0.05 level of significance, therefore it is not significant at 0.05 level of significance. It means that there is no significant difference between Male and Female Students. Thus, the hypothesis that there is no significant difference between male and female undergraduate students in relation to Agriculture has been not rejected.

Table 3
Comparison between male and female undergraduate students in relation to Commerce

Gender	No.	MEAN	S.D.	t- Value	Significance
Male	25	11.43	1.4089	0.178	0.05
Female	25	11.36	1.3625		

From table 3 it is clear that mean score (M=11.43) for Male students is more than mean score (M=11.36) of Female students and obtained t-ratio for Commerce Interest is less than 0.05 level of significance .Therefore it is not significant at 0.05 level of significance. It means that there exists no significant difference between male and female students in relation to Commerce interest. Thus, the hypothesis that there is no significant difference between male and female undergraduate students in relation to Commerce has been not rejected.

Table 4
Comparison between Male and female undergraduate students in relation to Fine Arts

Gender	No.	MEAN	S.D.	t- Value	Significance
Male	25	9.11	1.318	3.063	0.05
Female	25	10.32	1.478		

From table 4 it is clear that mean score (M=9.11) for Male students is less than mean score (M=10.32) of Female students and obtained t-ratio for Fine Art Interest is more than 0.05 level of significance. Therefore, it is significant at 0.05 level of significance. It means that there exists significant difference between male and female students in relation to fine art

interest. Thus, the hypothesis that there is no significant difference between male and female undergraduate students in relation to Fine Art has been rejected.

Table 5
Comparison between Male and female undergraduate students in relation to Home Science

Gender	No.	MEAN	S.D.	t- Value	Significance
Male	25	11.2	1.350	1.015	0.05
Female	25	11.6	1.448		

From table 4 it is clear that mean score (M=11.2) for Male students is less than mean score (M=11.6) of Female students and obtained t-ratio for Home Science Interest is less than 0.05 level of significance. Therefore, it is not significant at 0.05 level of significance. It means that there exists no significant difference between male and female students in relation to Home Science interest. Thus, the hypothesis that there is no significant difference between male and female undergraduate students in relation to Home Science has been not rejected.

Table 6
Comparison between Male and female undergraduate students in relation to Humanities

Gender	No.	MEAN	S.D.	t- Value	Significance
Male	25	10.63	1.394	0.277	0.05
Female	25	10.74	1.406		

From table 6 it is clear that mean score (M=10.63) for Male students is less than mean score (M=10.74) of Female students and obtained t-ratio for Humanities Interest is less than 0.05 level of significance. Therefore, it is not significant at 0.05 level of significance. It means that there exists no significant difference between male and female students in relation to Humanities interest. Thus, the hypothesis that there is no significant difference between male and female undergraduate students in relation to Humanities has been not rejected.

Table 7
Comparison between Male and female undergraduate students in relation to Science

Gender	No.	MEAN	S.D.	t- Value	Significance
Male	25	11.46	2.692	0.325	0.05
Female	25	11.32	1.943		

From table 7 it is clear that mean score (M=11.46) for Male students is more than mean score (M=11.32) of Female students and obtained t-ratio for Science Interest is less than 0.05 level of significance. Therefore, it is not significant at 0.05 level of significance. It means that there exists no significant difference between male and female students in relation to Science interest. Thus, the hypothesis that there is no significant difference between male and female undergraduate students in relation to Science has been not rejected.

Table 8
Comparison between Male and female undergraduate students in relation to Technology

Gender	No.	MEAN	S.D.	t- Value	Significance
Male	25	11.16	1.286	2.560	0.05
Female	25	10.2	1.365		

From table 8 it is clear that mean score (M=11.16) for Male students is more than mean score (M=10.2) of Female students and obtained t-ratio for Technology Interest is more than 0.05 level of significance. Therefore, it is significant at 0.05 level of significance. It means that there exists significant difference between male and female students in relation to Technology interest. Thus, the hypothesis that there is no significant difference between male and female undergraduate students in relation to Technology has been rejected.

8. CONCLUSION

The study is concluded with the following conclusions:

1. We found that there is no significant difference between Male and female Students in relation to Educational Interest.
2. We found that there is no significant difference between Male and female Students in relation to Agriculture interest.
3. We found that there exists no significant difference between male and female students in relation to Commerce interest.
4. We found that there exists significant difference between male and female students in relation to fine art interest. Female undergraduate students have more interest in Fine arts as compared to male students.
5. We found that there exists no significant difference between male and female students in relation to Home Science interest.
6. We found that there exists no significant difference between male and female students in relation to Humanities interest.
7. We found that there exists no significant difference between male and female students in relation to science interest.

8. We found that there exists significant difference between male and female students in relation to Technology interest. Male undergraduate students have more interest in Technology as compared to female students.

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