

Vol 5 Issue 7 April 2016

ISSN No : 2249-894X

*Monthly Multidisciplinary
Research Journal*

*Review Of
Research Journal*

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Review Of Research



CONSTRUCTION AND STANDARDIZATION OF THE HIGHER SECONDARY SCHOOL STUDENTS' LEARNING INTEREST SCALE



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ABSTRACT

An attempt has been made to construct and standardize the learning interest scale among the higher secondary school students. A well structured scale was administered among them. The sample consists of 100 higher secondary school students randomly selected from the schools situated in Cuddalore District. Initially it was constructed with 67 statements posing questions which are related to Learning Interest generally. After item analysis, 50 statements were retained for the final study. The present research discusses about the development of the scale to measure the level of learning interest among the higher secondary school students.

KEYWORDS: Learning Interest, higher secondary school students.

INTRODUCTION:

Interest is at once a cognitive state and an affective state, what Silvia calls a “knowledge emotion.” The feelings that characterize interest are overwhelmingly positive: a sense of being energized and invigorated, captivated and enthralled. As for its effects on



cognition: interest effectively turbochargers our thinking. When we're interested in what we're learning, we pay closer attention; we process the information more efficiently; we employ more effective learning strategies, such as engaging in critical thinking, making connections between old and new knowledge, and attending to deep structure instead of surface features. When we're interested in a task, we work harder and persist longer, bringing more of our self-regulatory skills into play.

Interests powerfully influence our academic and professional choices. A seven-year-long study by Judith Harackiewicz of the University of Wisconsin and her colleagues found that college students'

interest in an introductory psychology course taken their freshman year predicted how likely they were to enroll in additional psychology classes and to major in the subject. Interest predicted such outcomes even more accurately than students' grades in that initial course. In general, writes Harackiewicz, "research has found that interest is a more powerful predictor of future choices than prior achievement or demographic variables."

OPERATIONAL DEFINITION

Learning interest

Learning is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviours, skills, values, or preferences and may involve synthesizing different types of information. Interest is the feeling of wanting to know or learn about something or someone. Here learning interest refers to factors related to language interest, knowing the reasons for maths puzzles and science inventions, leadership, self-esteem, inter personal relationship, music, natural places, body functions, knowing about natural resources, computer technology, games, machines and related functions, dance and entertainment, health and food.

OBJECTIVE

The main objective of the study is to develop a research tool which measures the level of learning interest among the higher secondary school students.

METHODOLOGY

Tool preparation

To construct the learning interest scale the investigator at the initial stage, referred to the books, journals and discussed with experts regarding students' learning style, learning attitude, learning skill as well as their interests in academic and several area. Initially the investigator wrote down 88 statements with a five point scale and the alternatives given were 'strongly agree', 'agree', 'undecided', 'disagree' and 'strongly disagree'.

The initial draft containing 88 statements was given to experts. On the basis of the opinions expressed by the experts, the tool was reduced to 67 items. For all the statements, the 'strongly agree', response was given a weightage of (5), 'agree', (4), 'undecided', (3), 'disagree' (2), and 'strongly disagree' (1). The scale was used for the preliminary study. The items of the scale consist of factors related to language interest, knowing the reasons for maths puzzles and science inventions, leadership, self-esteem, inter personal relationship, music, natural places, body functions, knowing about natural resources, computer technology, games, machines and related functions, dance and entertainment, health and food. In order to validate the tool the investigator conducted the preliminary study on a random sample of 100 students.

Item analysis

Item analysis was done for the final selection of learning interest statements. The total scores for learning interest statements were calculated separately and they were arranged in the descending order. The top 25 percent and the bottom 25 percent of scores alone were taken into account. According to Edwards (1957), the students who secured top 25 percent constituted the high group and the bottom 25 percent constituted the low group. The difference in means of the high and low groups for each item was tested for significance by computing the 't' ratios. Items with 't' value of 1.75 and above were selected for the final tool. In this way, sixty seven learning interest statements were finally

selected. Thus the final tool contains 67 items, of which all are positive statements. The list of items with the 't' value are presented in Table -1

Table-1
Independent sample t-test for the Item Selection

Q.NO	ANALYSIS	ITEM SELECTED
1.	17.54	SELECTED
2.	3.21	SELECTED
3.	0.93	NOT SELECTED
4.	3.56	SELECTED
5.	5.40	SELECTED
6.	1.99	SELECTED
7.	1.69	NOT SELECTED
8.	2.94	SELECTED
9.	2.39	SELECTED
10.	2.57	SELECTED
11.	3.49	SELECTED
12.	2.93	SELECTED
13.	6.02	SELECTED
14.	3.27	SELECTED
15.	2.56	SELECTED
16.	2.90	SELECTED
17.	1.86	NOT SELECTED
18.	4.55	SELECTED
19.	3.19	SELECTED
20.	4.88	SELECTED
21.	2.38	SELECTED
22.	0.12	NOT SELECTED
23.	3.69	SELECTED
24.	3.02	SELECTED
25.	1.49	NOT SELECTED
26.	0.83	NOT SELECTED
27.	2.88	SELECTED
28.	3.15	SELECTED
29.	4.59	SELECTED
30.	4.55	SELECTED
31.	1.55	NOT SELECTED
32.	3.38	SELECTED
33.	2.34	SELECTED
34.	3.53	SELECTED
35.	2.36	SELECTED
36.	2.03	SELECTED

37.	2.19	SELECTED
38.	2.24	SELECTED
39.	3.90	SELECTED
40.	3.89	SELECTED
41.	4.06	SELECTED
42.	4.07	SELECTED
43.	2.26	SELECTED
44.	2.81	SELECTED
45.	2.65	SELECTED
46.	2.42	SELECTED
47.	3.09	SELECTED
48.	3.48	SELECTED
49.	1.95	NOT SELECTED
50.	1.62	NOT SELECTED
51.	2.94	SELECTED
52.	0.93	NOT SELECTED
53.	2.36	SELECTED
54.	2.67	SELECTED
55.	3.11	SELECTED
56.	2.07	SELECTED
57.	5.99	SELECTED
58.	5.04	SELECTED
59.	4.32	SELECTED
60.	4.40	SELECTED
61.	1.99	SELECTED
62.	2.07	SELECTED
63.	0.53	NOT SELECTED
64.	0.82	NOT SELECTED
65.	1.81	NOT SELECTED
66.	0.92	NOT SELECTED
67.	1.07	NOT SELECTED

Description of the Final Learning Interest Scale

The final tool consists of 67 statements. There is no time limit but 30 minutes have been found sufficient for responding it. The learning interest scale for the final study is given in Appendix – V.

Scoring procedure

Each statement has a range of five responses. They are ‘strongly agree’, ‘agree’, ‘undecided’, ‘disagree’ and ‘strongly disagree’. Each response denotes a different position. The respondent is required to put a tick mark in the relevant column against each statement according to his/ her reaction to that statement. The scale points on the intervals are subsequently scored as 5, 4, 3, 2, 1 for all the items. The score range is 67-335. High score indicates good learning interest.

Reliability:

The reliability co-efficient of the learning interest scale were computed by split-half method

and it is found to be 0.84.

Validity:

The first essential quality of valid test is that it should be highly reliable. Besides the content or face validity, the investigator indented to arrive intrinsic validity. Guilford (1950) defined intrinsic validity as the degree to which a test measures what it measures". The square root of reliability gives the intrinsic validity. Therefore the intrinsic validity of the learning interest is 0.91.

Norms

Percentile norm is a system of norms based on the percentiles within a specific reference group. The calculated percentiles are presented in Table – 2.

Table-2
The Percentile Norms for the learning interest among the higher secondary school students

S. No	Percentile	Scores
1.	P ₇₅	283
2.	P ₅₀	257
3.	P ₂₅	228

The level of the students based on percentile scores has been calculated and are given in the following Table-3.

Table-3
The level of learning interest among the higher secondary school students

S. No	Scores	Level
1.	Above 283	Good
2.	Between 257 – 282	Average
4.	Below 228	Poor

Mean = 256.56

S.D = 33.19

CONCLUSION

The scale will be very useful to measure the level of learning interest among the higher secondary school students.

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