



A STUDY ON INTEREST IN SCIENCE AMONG PRIMARY STUDENTS IN PALAKKAD DISTRICT

T. Bindu¹ and Dr. K. Rajagopalan²

¹Research Scholar in Education , Bharathiar University, Coimbatore.

²Supervising Teacher.

ABSTRACT :

Science is perceived generally as being of utmost significance globally both for financial prosperity of countries and on account of the requirement for deductively proficient community. The information of science and innovation is accordingly a prerequisite in all nations and all individuals. Science as an instrument of improvement assumes a prevailing part in achieving progressions by progressing innovative advancement, advancing national riches, enhancing wellbeing and industrialization.



KEYWORDS : information of science and innovation , progressing innovative advancement, advancing national riches.

INTRODUCTION

Emerging from all these essential increases of science, there is in this manner the requirement for compelling science instructing and learning in our schools as beyond any doubt methods for accomplishing the truly necessary mechanical leap forward. This must be accomplished by important methods for imparting of learning through great instructing system. It is just when information is granted through great system and one ensures that the student has picked up something helpful which can make his or her experience generally perpetual that one can state that learning has occurred. Science is viewed as a body of scientific information. The term science is related to knowledge. But all knowledge is not science. Science is information obtained in a particular way. Science is truth and search for truth. Science is both a process and product. Sharma (1996) defines "science as a body of knowledge and a process of acquiring and refining knowledge". Data or thoughts we obtain through different procedures of science frame the result of science. The ways of gathering information are called process of science. According to Kothari "to learn science is to do science, there is no other way of learning science". Systematic process of learning is science. If science is to flourish, the whole community must understand to some degree its aims, its methods and its consequences.

Science is an on-going process of refining knowledge and the scientific knowledge is tentative affected by the process used in its construction. Science always plays a tremendous role in human life. It changes the entire existence of human beings in such important aspects as health, communication, transportation, power and over all welling.

Acquiring the knowledge of science concept is important for children. They have to understand concepts and underlying principles which provide a sound base to explore the unknown and build knowledge which cannot be passed to children directly. Understanding cannot be developed by just memorizing or rote

learning. To understand the concepts in science students should be given enough opportunities to perform experiments and develop interest in science.

Interest is an important non- intellectual aspect of an individual's personality. In its simplest form, interest is defined as likes and dislikes for a group of activities, specific activities or situations. It could also be defined as an emotional liking towards a stimulus which produces a desire for a continuation of attention towards that stimulus. Although attention may be induced when interest is absent, interest plays a dominant role in the selection of stimulus to which attention is given. Greater the interest, less the effort necessary for directing attention, the stimuli which shall enter the focus of consciousness and the duration of focalization is determined by interest.

Interest in Science can be defined as interest for science and allied areas of work. It may be defined as a positive feeling attached to the abstract and concrete aspects of scientific activity, which manifests in the form of acceptance and a satisfaction in all activities and movement connected with science.

NEED AND SIGNIFICANCE OF THE STUDY

Now-a-days we find that students' achievement in science in primary is comparatively less than what they are aspiring to achieve. One of the main reasons can be attributed to the lack of attitude towards learning science and interest in science. This can also be due to the lack of proper implementation of suitable instructional strategies in the classroom. Since the teachers are not adopting student friendly learning methods, the students find it difficult to understand the concepts in science. The need of the hour is to develop interest in science among primary students who are the future nation builders. The progress of a nation depends on the developments in science and technology. This is possible only if education promotes the development of scientific and technological knowledge which will help in producing good quality scientists and technologists who can contribute to the progress of the nation. So there is a need to develop interest in science among primary students which can be retained in the secondary level too. Developing interest in science will ultimately lead to the improvement in achievement in science. This can be addressed by adopting an effective instructional strategy in the class room for teaching science.

OBJECTIVES OF THE STUDY

1. To find out the level of interest in science among primary students in Palakkad district.
2. To find out the association of level of interest in science and the gender of the students
3. To find out the significant difference in interest in science based on the gender and the locale of the students

HYPOTHESIS OF THE STUDY

1. There is no significant association between the gender and interest in science of primary school students
2. There is no significant difference in the interest in science based on the gender and the locale of the students

METHODOLOGY USED FOR THE STUDY

Investigator used normative survey method for collecting the information about interest in science of primary school students. So collected data from 125 students using science interest inventory .

Tool used for the study: Science interest inventory prepared by the investigator in consultation with the experts in the field and supervising teacher.

RESULTS AND DISCUSSION

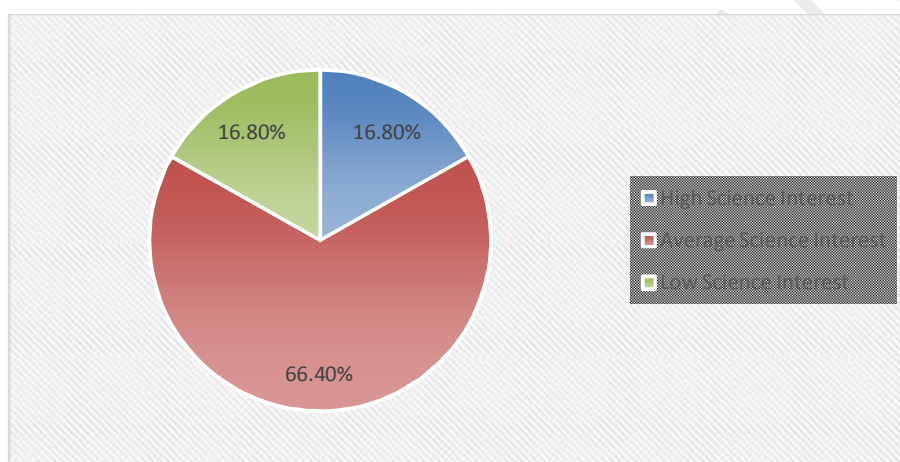
The main purpose of this study was to find out the level of interest in science among the primary school children. The investigator found out the mean and standard deviation of the total score and used the

conventional procedure of the normal curve for the classification of high, average and low level science interest. Following table shows the results:

Table 1: Data and results of level of interest in science

	Frequency	Percent
High Science Interest	21	16.8%
Average Science Interest	83	66.4%
Low Science Interest	21	16.8%
Total	125	100.0

The above table shows that the 16.8% of the primary school students have high level of science interest, 66.4 % have average level of science interest and 16.8% of students have low interest in science. So it can be concluded that most of the primary school students have average level of science interest.



Level of interest in science based on gender

Investigator found out the number of students and percentages based on the level of interest of the students according to their gender and calculated the significance using Chi-square test. Results are consolidated in table no 2

Table 2: Number of students, percentages and association of the level of science interest based on the gender of the students

Level of Interest In science		Gender		Total
		Male	Female	
High Science Interest	Count	10	11	21
	%	47.6%	52.4%	100.0%
Average Science Interest	Count	45	38	83
	%	54.2%	45.8%	100.0%
Low Science Interest	Count	12	9	21
	%	57.1%	42.9%	100.0%
Total	Count	67	58	125
	%	53.6%	46.4%	100.0%

$$\chi^2 = 0.421 p > 0.05$$

Above table shows that the obtained $\chi^2 = 0.421$; $p > 0.05$ which is less than table value. That means there is no association between the gender and level of science interest among the primary school students. It can be concluded that there is no significant association between the gender and science interest of primary school students. So gender is a significant factor for determining the level of science interest.

Mean difference in the interest in science based on gender

Investigator found out the mean and standard deviation of interest in science based on gender and calculated the significant difference using independent t test. Results are tabulated in table no 3

Table 3: Data and results of the significant difference in the interest in science based on the gender of the students

	Gender	N	Mean	Std. Deviation	t	Level of significance
Interest in Science	Male	67	120.6269	11.56253	.106	$p > 0.05$
	Female	58	120.3966	12.76500		

Above table shows that the obtained t value .106 is less than the table value 1.96 which means that there is no significant difference in the science interest based on the gender of the students. So it can be concluded that male and female students have same level of interest in science.

Mean difference in the interest in science based on locale

Investigator found out the mean and standard deviation of interest in science based on locale and found out the significant difference using independent t test. Results are shown in table no 4

Table 4: Data and results of the significant difference in the interest in science based on the locale of the students

	Locale	N	Mean	Std. Deviation	T	Level of significance
Interest in Science	Rural	64	120.3906	12.24436	.122	$p > 0.05$
	urban	61	120.6557	12.01788		

Above table shows that the obtained t value .122 is less than the table value 1.96 that means there is no significant difference in the science interest based on the locale of the students. So it can be concluded that rural and urban students have same level of interest in science

FINDINGS OF THE STUDY

1. Most of the primary school students have average level of interest in science.
2. There is no significant association between the gender and science interest of primary school students
3. Male and female students have same level of interest in science
4. Rural and urban students have same level of interest in science

SCOPE OF THE STUDY

The study throws light on the interest in science among the primary school students. The comparison of interest in science among the gender, locale and level of interest is carried out in this study. The findings of the study indicate that there is no significant difference in the interest in science among the

rural and urban students. The male and the female students have the same level of interest in science. Most of the primary school students have average level of interest in science.

EDUCATIONAL IMPLICATION

The study implies that though there is no significant difference in the interest in science among rural and urban as well as male and female primary students, but the primary students have average interest in science. It is the need of the hour to enhance the interest in science among the primary students. Otherwise it will have adverse effect on the science learning in high school. More and more students will opt out from learning science at senior secondary level if this situation continues. Hence it is important to increase the interest in science among primary students by giving appropriate learning experiences and also by using effective instructional strategies. Thereby the percentage of students pursuing science as their career will definitely increase. This will ultimately ensure the progress of a nation because if education promotes the development of scientific and technological knowledge, it will help in producing good quality scientists and technologists who can contribute to the progress of the nation.

REFERENCE

- Arjun. N (2015) *Science interest of high school students in kerala and factors contributing to the development of these interest*. Unpublished Ph, D thesis, University of Kerala.
- Baltaci.S(2016) the relationship between metacognitive awareness levels, learning styles, gender and mathematics grades of fifth graders, *Journal of Education and Learning*,5(4), 78-90
- Best, J.W., &Khan, J.V. (2005). *Research in education* (9thed.).New Delhi: Prentice –hall of India
- Garret, H .E. (2008). *Statistics in Psychology and Education*. New Delhi: Surjeet Publication
- Kumar (2013) Interaction effect of intelligence, cognitive style and approaches to studying on achievement in biology of secondary school students.Unpublished Masters Dissertation. University of calicut
- Manoj Praveen, G. (2006). Effect of mastery learning strategy on problem solving ability in physics of secondary school students. Doctoral Thesis. University of Calicut.
- Pooja.R.N (2011) Effectiveness of mnemonics on achievement in chemistry among secondary school students of Kerala, Unpublished M,Ed Dissertation, University of Calicut.
- Rani.K.V (2016) relationship of perceptual learning styles and academic achievement among high school students, *Journal of School Educational Technology*,11(3), 10-19
- Sabandar.J (2015) the impact of problem based learning approach among high school students mathematics critical thinking ability, *International Journal on Education*, 14(2), 549-568
- Sabitha, C. K. (2008) .Effectiveness of process approach on successful intelligence and process skill in science of standard IX Pupils.Unpublished M, Ed dissertation, University of Calicut, Kerala
- Smitha.N&Gafoor.K.A(2015) out of school experience categories influencing interest in science of upper primary students by gender and locale, *Science Education Journal*, 23(3), 191-204



T. Bindu

Research Scholar in Education , Bharathiar University, Coimbatore.