Science interest: In Secondary School Students

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Introduction:-
Science is extremely important in our life because there is not a single aspect of daily living that science has not made easier, faster and safer. Children and students are able to use this knowledge for understanding new concepts, making well informed decisions and pursue new interests. Science also helps to provide visible proof of many facts we read in books or watch on the television.

Our body is also a science, the way our organs work, the foods we eat, how it breaks down in our stomach. Science is able to explain the mechanics and reasons behind the daily functioning of complex systems.

Aims of school Science:-
1) Developing children’s ability for scientist is the main goal of science education at school level.
2) Science is a compulsory subject at the secondary school level to have quality science education, is the right of every child.
3) Children learn to enjoy science practicals.
4) Children understand the basic concept and basic diagram of science.
**Interest:-**

Interest is a feeling or emotion that causes attention to focus on an object, event or process.

**Features of interest:-**

1. Increase curiosity.
2. Motivate for new inventions.
   1. Encouraged for development.
   2. To improve learning process.

There are three ways in which interest can be distinguished -

A) Interest include both affective and cognitive components as separate but interacting systems.
B) Both the affective and cognitive components interest have biological roots.
C) Interest is outcome of an interaction between a person and particular content.

**Statement of the Problem:-**

Science interest : In Secondary School Students.

**Operational Definition:-**

**Science:-**

Science is a compulsory subject for 9th class students.

**Science Interest:-**

Science is feeling or emotion that causes attention to focus on an object, event or process.

**Secondary School:-**

Students of standard 9th and 10th class comes under secondary school.
Objective:-
To find out secondary student’s interest in science subject.

Assumption:-
The performance of the students in science is influenced by science’s interest.

Limitation:-
1. Sample taken for secondary school students from state board curriculum in Latur city.
2. The study is related with only 9th standard students in secondary school, Latur city.

Tool of Research:-
To collect data regarding this research, researcher used ‘Self-made Test’ of ‘Science Interest’.

Sample of Research:-
Researcher used Random sampling method in this research. 10 no. of students in 9th standard are used as sample of Research.

Methodology:-
Survey method is used for this research.

Statistical parameter:-
Percentage is statistical parameter used for analysis and interpretation.
Analysis and interpretation:

Table no.1

Analysis of information about science subject.

<table>
<thead>
<tr>
<th>Sr.no.</th>
<th>Component</th>
<th>No.of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Theory</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>2</td>
<td>Diagrams</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>Practical</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>Problems</td>
<td>05</td>
<td>50%</td>
</tr>
</tbody>
</table>

Observation :-

It is seen that above that 100% students are interested in diagrams and practical, 70% students are interested in theory of science and 50% students are interested in problem.

Interpretation:- Most of the students are interested in practical and diagrams of science but they need to concentrate on theory and problems solution.

Table No.2

Time spend for science study

<table>
<thead>
<tr>
<th>Sr.no.</th>
<th>Component</th>
<th>No.of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 Hour</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>2 Hour</td>
<td>07</td>
<td>70%</td>
</tr>
<tr>
<td>3</td>
<td>3 Hour</td>
<td>05</td>
<td>50%</td>
</tr>
<tr>
<td>4</td>
<td>4 Hour</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>No time for study</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Observation:

It is seen that 100% students spend 1 hour daily for science subject, 70% students spend 2 hours and 50% spend 3 hours for daily.

Interpretation:

The above result shows that each & every student study science subject for 1 hour daily.

Table 3
Nature of study

<table>
<thead>
<tr>
<th>Sr. no.</th>
<th>Component</th>
<th>No. of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading science textbook</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>solving problems from textbook</td>
<td>07</td>
<td>70%</td>
</tr>
<tr>
<td>3</td>
<td>Participate science exhibition</td>
<td>04</td>
<td>40%</td>
</tr>
<tr>
<td>4</td>
<td>Science field trip</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Observation:

It is seen that 100% students are interested in reading science textbook and science field trip. 40% students are interested in problems and participation in science exhibition.

Interpretation:

Most of the students are interested in science textbook and science field trip.

Conclusion:

1. Most of the students are interested in practical of science.
2. Most of the students are not interested in problem solving.
3. Some of the students are interested to participate in science exhibition.
4. Every student is interested for science trip.
5. Most of the students referred recommended science textbooks for knowledge; for information.

**Reference:**


**Websites:**

www.google.com

www.wikipidiya.com