CORRELATION STUDY ON RELATIONSHIP OF INTEREST AND CLASSROOM ACTIVENESS WITH ACADEMIC ACHIEVEMENT OF NON-HINDI SPEAKING STUDENTS IN HINDI SUBJECT

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Abstract

Researcher has attempted to study relationship of interest and classroom activeness with academic achievement of Non-Hindi speaking students in Hindi subject. The research work was confined to Marathi and Semi Marathi medium schools recognized by the Maharashtra State Board of Secondary and Higher Secondary Education in Amravati district of Maharashtra State. Interest scale was developed on four factors namely liking, success, action and motivation whereas an activeness scale was developed on six factors namely Classroom Management, Listening, Speaking, Reading, Writing and Doing. The study revealed that there is no significant correlation between interest and classroom activeness with academic achievement of non-Hindi speaking students in Hindi subject.

Keywords: *Interest, Classroom Activeness and Academic Achievement.*

Introduction:

India is a multilingual country. Various languages are used here. Hindi is the official language and communication language of India. Along with Hindi being the first language of many states of India, Hindi has the status of second language in many states of the country and third language in some states. It is clear from the observation of traditional method based classroom teaching in the present trend in the classroom that this teaching is very monotonous and distasteful. The present prevailing traditional method does not contribute to increase the enthusiasm and morale of both the student and the teacher. Therefore, there is a need for a new teaching method in the teaching-learning process at the secondary level, keeping in mind the reconsideration of the nature of teaching, its organization. So that the teaching-learning process at the secondary level becomes interesting and enjoyable, as well as the teacher can also be prepared for the new role of effective use of developing technology. The interest and active participation of students are very important in the academic achievement of students particularly in Hindi subject.

Interest of the students in academic achievement:

According to Crow and Crow (1973) "Interest is the motive force that compels us to pay attention to a person, object or action or it is an affective feeling that is motivated by the action itself". It can be the cause of an action as well as the result of participating in that action. According to Guilford (1957) "Interest is the tendency to pay attention to, to be attracted by, to like, and to derive satisfaction from an action object or person."

Interest is a state of readiness to engage in any appropriate activity. The activity chosen by a person sustains his attention and has a satiating effect. An

Interest Inventory measures an individual's interest in an interest activity. It is a test of good looks and propensity of selection. Some measurements of how well and not-so-good activities are- (1) Strong's Vocational Interest Blank: This is the predictive interest blank for vocational success. The researchers are asked to note down their preferences for activities related to various occupations – musical, artistic, sports, etc. (2) Strong-Campbell Interest Inventory: This is an expanded version of Strong's Vocational Interest Inventory which consists of 23 basic interest measures and 124 vocational measures including some other personality measures. (3) Kuder's Preference Record: This is a questionnaire to identify areas of vocational interest-mechanical, calculative, scientific, musical, clerical etc. (4) Thurston Interest Schedule: This is a measure of vocational interests and it is easy to administer. These self-recording tables are highly reliable and valid measures. Interested in the present research study means interest, attraction, liking etc. towards Hindi subject. This is an inner force which will attract the students towards Hindi subject.

Activeness of students in academic achievement:

When we look at activism in the form of action, then activism refers to the active organization of working, reacting, busyness, physical energy and effective efforts in life. When we look at activism in the form of classroom activism, then activism refers to participating actively in the activities of the students and in subject-related tasks in the context of the classroom, cognitively, emotionally and functionally. Such as asking questions, answering, giving examples, collecting new information, doing homework, finding study material related to the subject, etc. In the presented research study, activeness means active participation of students in Hindi teaching-learning activities and in Hindi subject related works in a cognitive, emotional and psychodynamic way, such as asking questions, answering, giving examples,

collecting new information. Doing homework, finding study material related to the subject, etc.

Review of Related Literature:

The researcher attempted to note down some points which are relevant to the study on previous literature and a theoretical overview of the study. Some related previous literature's are discussed here.

Yusimah, Dk. and Amjaha, Pg. Hj. (2014). The purpose of the research study was to study teachers' strategies for developing students' interest in English as a second language. In this study, the researchers taught grade 4 students of two primary schools in Brunei Darussalam through some learning strategies and the English language teachers were given survey questionnaires to compile. The findings of the study found that when certain strategies such as ICT and music are used in English language teaching, students are more willing to learn through music and ICT. This shows that the teacher's strategies proved successful in increasing the interest of the students.

Singh, Rajesh Prasad (April, 2016) in his research paper on 'Study of Interests, Attitudes and Related Factors of Students towards Sanskrit Education at Secondary Level has stated the objectives of the research study as follows - (1) Sanskrit-teaching analyzing the various objectives. (2) To objectively analyze the current methods of language-teaching used in Sanskrit-teaching. (3) To study the attitude of students towards the study of Sanskrit at secondary level. (4) To analyze the factors affecting the attitude and outlook of the students towards Sanskrit education at secondary level. The findings of the study revealed that- (1) Lack of proper and balanced approach towards language-teaching (especially Sanskrit-teaching) often due to being unfamiliar with the pre-conceptions of different methods of language-teaching. (2) Lack of suitable environment for reading Sanskrit. (3) Lack of expected innovative experiments, influential elements, expected attitude and attitude towards Sanskrit

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language in Sanskrit teachers.

Sharma, Hemant Lata and Pooja (2016) conducted a study on Enhancing students' interest in English language through multimedia presentation. In his research paper, he has told that the trend of study and teaching has changed, simple subjects should be presented by making them attractive with the help of multimedia. Incorporation of audio-visual material is important to reinforce the lesson and maintain interest by focusing attention. The example of the incident can be presented directly by associating the audio-visual material with the subject matter. Animation plays an important role in multimedia presentation. With its use, students use more and more sense organs, which is helpful in learning the language. In learning English language, live depiction, visual and audio form of the object or fact attracts the student's attention and helps in putting the language into practice.

Aggarwal, Richa (2017) has done a research study on the topic 'Impact study of information communication technology based Sanskrit teaching method on the academic achievement, interest and activity of secondary level students'. The following research objectives were determined by the researcher - (1) to study the effect of information communication technology based Sanskrit teaching method on the academic achievement of girl students in Sanskrit. (2) To study the effect of information communication technology based Sanskrit teaching method on the interest of girl students in Sanskrit. (3) To study the effect of information communication technology based Sanskrit teaching method on classroom activism of girl students. As a result of this study, it was found that compared to the traditional approach, the use of information and communication technology has a positive effect on the achievement, interest and activity of girl students in Sanskrit teaching.

Research Questions: On the basis of previous related studies following research questions were raised :

- What is the interest of the targeted sample?
- How school environment influences the interest of students in Hindi subject?
- What is the classroom activities related to Hindi subject?
- Is there any correlation between achievement and interest scores of non-Hindi speaking students in Hindi subject?
- Is there any correlation between achievement and classroom activity scores of non-Hindi speaking students in Hindi subject?

Objectives:

The objectives of the research study refer to what the research specially purpose to do in the research study. The research study was conducted with following specific objectives.

1. To examine the correlation between achievement and interest scores of non-Hindi speaking students in Hindi subject.

2. To examine the correlation between achievement and classroom activity scores of non-Hindi speaking students in Hindi subject.

Hypotheses:

The following hypotheses were formulated :

H_1: There is no significant correlation between achievement and interest scores of non-Hindi speaking students in Hindi subject.

H_2: There is no significant correlation between achievement and classroom activeness scores of non-Hindi speaking students in Hindi subject.

Methodology:

Both survey and experimental methods were used. The research work was confined to Marathi and Semi Marathi medium schools recognized by the Maharashtra State Board of Secondary and Higher Secondary Education in Amravati district of Maharashtra State. Therefore, all the 9th standard, non-Hindi speaking secondary school students in Amravati

district were the population of the study. The study was conducted on a sample of 80 boys and 80 Girls of 9th standard of Rajeshwar Union High School and Junior College, Badnera, Amravati. Construction of interest scale- Control group (group designed to teach students in offline class-room) and experimental group (group designed to teach students in online class-room) on the basis of homogeneity for both the group, Hindi subject according to their classroom teaching method. The interest scale instruments were manufactured separately. Interest scale was developed on four factors namely liking, success, action and motivation. Construction of classroom activity scale- Control group (group designed to teach students in offline class-room)

and experimental group (group designed to teach students in online class-room) on the basis of homogeneity for both the group, Hindi subject according to their classroom teaching method. Classroom hyperactivity scales were constructed separately. An activeness scale was developed on six factors namely Classroom Management, Listening, Speaking, Reading, Writing and Doing.

Analysis of Data:

The analysis of present data was done by using descriptive statistical techniques and percentage. Analysis and interpretation of interest and activeness scales of boys and girls have been shown in tables.

Table No. 01

The coefficient of correlation 'r' between Academic Achievement

and Different factors of Interest

Variable	Number of students N	df	Obtained 'r'	Table r- value		Significance
				0.05	0.01	
Academic Achievement	80	78	0.086	0.217	0.283	Not Significant
Interest-Liking	80					
Academic Achievement	80	78	0.055	0.217	0.283	Not Significant
Interest-Success	80					
Academic Achievement	80	78	0.101	0.217	0.283	Not Significant
Interest-Action	80					
Academic Achievement	80	78	0.071	0.217	0.283	Not Significant
Interest-Motivation	80					

Ref: The facts and figures in the above table are based on the collected field data.

From the above table, it is found that the calculated r- values of the coefficient of correlation (r) between academic achievement and different factors of interest are 0.086; 0.055; 0.101 and 0.071. The table value of coefficient of correlation at 0.05 and 0.01 levels of significance are 0.217 and 0.283 respectively for df = 78. The obtained r - values = 0.086; 0.055; 0.101 and 0.071 are less than the table values of coefficient of correlation at 0.05 and 0.01 levels of significance. Therefore, the correlation between academic achievement and different factors of interest are not

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significant. Consequently, the null hypothesis H_1 is accepted. It means that there is no significant correlation between achievement and interest scores of Non-Hindi speaking students in Hindi subject. The correlation between academic achievement and different factors of interest is positive and negligible.

Table No. 02

The coefficient of correlation 'r' between Academic Achievement

and Different factors of Activeness

Variable	Number of students N	df	Obtained 'r'	Table r- value		Significance
				0.05	0.01	
Academic Achievement	80	78	0.175	0.217	0.283	Not Significant
Activeness-Classroom Management	80					
Academic Achievement	80	78	0.172	0.217	0.283	Not Significant
Activeness-Listening	80					
Academic Achievement	80	78	-0.060	0.217	0.283	Not Significant
Activeness-Speaking	80					
Academic Achievement	80	78	0.024	0.217	0.283	Not Significant
Activeness-Reading	80					
Academic Achievement	80	78	-0.032	0.217	0.283	Not Significant
Activeness-Writing	80					
Academic Achievement	80	78	-0.082	0.217	0.283	Not Significant
Activeness-Doing	80					

Ref: The facts and figures in the above table are based on the collected field data.

From the above table, it is found that the calculated r- values of the coefficient of correlation (r) between academic achievement and activeness are 0.175; 0.172; -0.060; 0.024; -0.032 and -0.082. The table value of coefficient of correlation at 0.05 and 0.01 levels of significance are 0.217 and 0.283 respectively for df = 78. The obtained r - values = 0.175; 0.172; -0.060; 0.024; -0.032; and -0.082 are less than the table values of coefficient of correlation at 0.05 and 0.01 levels of significance. Therefore, the correlation between academic achievement and different factors activeness are not significant. Consequently, the null hypothesis H_2 is accepted. It means that there is no significant correlation between achievement and classroom activeness scores of Non-Hindi speaking students in Hindi subject. The correlation between academic achievement and different factors activeness is positive for three factors and negative for remaining three factors and negligible.

Findings:

On the basis of analysis and interpretation of the field data, the following findings have been drawn:

- There is no significant correlation between achievement and interest scores of Non-Hindi speaking students in Hindi subject.
- The correlation between academic achievement and different factors of interest is positive and negligible.
- There is no significant correlation between academic achievement and classroom activeness scores of Non-Hindi speaking students in Hindi subject.
- The correlation between academic achievement and different factors activeness is positive for three factors and negative for remaining three factors and negligible.

Conclusion:

From the above findings it is concluded that the assessment of the educational interest and activeness of the students may be considered as the crucial methods used in the education system, as teaching of subjects help the students in the educational development. On the other hand, academic achievement is one of the areas in which relatively accurate information can be obtained with relation to individual's ability or capacity. The study has provided information which indicate that students have a clear understanding about their own interests and abilities. Hence, guidance and counselling need to be integrated into the secondary school curriculum in the state in order to help the students better understand their interests and abilities.

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