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Study the relationship between learning interest in science and scientific attitude of secondary school students

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Abstract
The purpose of the study is to Study the Relationship between Learning interest in science and scientific attitude of secondary school students. Sampling procedure adopted for the study the investigator by using stratified random sampling technique selected 800 students studying in high schools of six districts of Kalyana Karnataka. The findings concluded that; i) Learning interest in science and Scientific attitude of secondary school male students are dependent on each other. The Learning interest in science scores are increases or decreases with increase or decrease in Scientific attitude scores of secondary school male students.; ii) Learning interest in science and Scientific attitude of secondary school female students are dependent on each other. The Learning interest in science scores are increases or decreases with increase or decrease in scientific attitude scores of secondary school female students.

Keywords: Learning interest, scientific attitude

Introduction

Importance of Achievement in Science Subject

Achievement in any subject holds a great importance for students and the schools as well. The same holds true for the subject of science. The present education system revolves around the system of examinations to seek and analyze the progress level of students in their respective studies. The achievement in science not only judges the performance level of students but also interlinks the entire education system and new discoveries prevailing in all over the countries of the world. Science achievement is judged by means of theory and practical examinations separately; theory to see how much a student has learnt and practical to see how much he has assimilated. Assessment of students in science serves the dual purpose of judging the level the students attained in subject and also help to the teachers and the school administrations to peep into the need for any kind of improvement required.

"Achievement also serves as an incentive to students to climb the academic ladder or go out into job market in search of livelihood, depending on the performance of the said examination". The arena of science is quite vast in professional market. The avenues to the contenders are categorized to be achieved by the students as per their achievement level. The value of academic achievement in science subject holds more importance at secondary stage because it serves the purpose to attain good academic position to select a suitable profession based on science and make it a career. As a result to all these factors there always comes an intense pressure on schools for its students to achieve high academic scores in science subject. These scores become the land mark to justify the educational grading of the students and quality of the school. The achievement in the science subject can be summed up as accomplishment or acquired proficiency in performance of an individual with respect to given subject matter, scientific knowledge or skill.

As compare to last two decades there has been marked increase in the avenues and career prospects in science stream and that is the reason that students see science stream as a key to a bright and meaningful future. There are multiple options available in market based on science background which students can go for, after secondary school level. Better the opportunity is tougher is the competition. For admission in any science oriented good career course after school level, marks achieved in science subject make a lot of difference. Here comes the need of higher achievement for students in science, as higher the achievement level of the students will be, wide choice of career options will be open for them. To achieve high in secondary and higher level in science, students have to have a strong base in science since beginning of their studies. They should have basic scientific concepts clear to them and an inbuilt interest to learn science.

Seeing all the factors and importance of achievement of science, it gives rise to the requirement of knowing the reasons which basically affect the achievement in science subject.

Scientific attitude can be defined as "Open mindedness a desire for accurate knowledge confidence in procedures for seeking knowledge and all the expectation that the solution of the problem will come through the use of verified knowledge".

Development of scientific attitude among its learners is one of the main objectives of science teaching. It is not through science teaching that scientific attitudes get developed in the learners but it is through the scientific method adopted for importing information of scientific facts and statements that lead to such development.

1. Development of scientific attitude among the learners is so important for science teaching that sometimes experts say that only those subjects should be taught properly and effectively. It is invariably concerned with open mindedness, concerned with desire for accurate knowledge, confidence in the procedures for seeking knowledge and has a faith in the use of verified knowledge to fetch solution of the problem, rationality, curiosity, objectivity, aversion of superstitions and so on.
2. Scientific attitude is the conceptual criteria in terms of which academic development may also be elaborated.
3. One of the major and essential aims of science education is the development of scientific attitude among its learners.

Learning interest in science subject

Interest is a psychological state of engagement, experienced in the moment, and also a predisposition to engage repeatedly with particular ideas, events, or objects over time. The necessity of interest in learning does not only mean that someone has an interest in learning about something. It also means that when someone has an interest in something it becomes easy and even enjoyable to learn about that topic. An example from a 1990s movie features a girl who is struggling to understand a math concept. When her brainy sister explains the math problems to her and substitutes nail polish into the story problem instead of construction materials she becomes interested in learning how to solve the math problems.

Objectives of the Study

1) To study the relationship between learning interest in science of scientific attitude of secondary school male students.
2) To study the relationship between learning interest in science of scientific attitude of secondary school female students.

Null hypothesis

1. **H_{01}:** There is a significant relationship between learning interest in science of scientific attitude of secondary school male students.
2. **H_{02}:** There is a significant relationship between learning interest in science of scientific attitude of secondary school female students.

Methodology: The study adopts Descriptive survey method for investigation.

Sample

The word population is different when used in research compared with the way we think about a population under normal circumstances. In research the word population has a different meaning. In sampling a population signifies the units that are interested in studying. The unit could be people, cases and pieces of data. For the present study stratified random sampling technique was adopted.

Sampling procedure adopted for the study the investigator by using stratified random sampling technique selected 800 students studying in high schools of six districts of Kalyana Karnataka.

Tools

1. Scientific Attitude Scale constructed by Dr. S. C. Gakhar and Dr. Amandeep Kaur.
2. Learning interest in science (LIIS) prepared and standardized by the Investigator.

Statistical Techniques

Mean and 'r' value

Analysis and Interpretation

Relationship between Learning interest in science and scientific attitude of secondary school students:

H_{01}: There is a significant relationship between learning interest in science of scientific attitude of secondary school male students.

Table 1: The r-value of scores of learning interest in science and scientific attitude of secondary school male students

Variable	Type of sample	N	Mean	'r' Value
Male students	Learning interest in science	400	252.79	0.880
	Scientific attitude	400	244.02	

A significant and positive relationship was observed between Learning interest in science and Scientific attitude of secondary school male students (r=0.880, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, learning interest in science and scientific attitude of secondary school male students are dependent on each other. In another words, the Learning interest in science scores are increases or decreases with increase or decrease in scientific attitude scores of secondary school male students.

H_{02}: There is a significant relationship between learning interest in science of scientific attitude of secondary school female students

Table 2: The r-value of scores of learning interest in science and scientific attitude of secondary school female students

Variable	Type of sample	N	Mean	'r' Value
Secondary school female students	Learning interest in science	400	150.90	0.882
	Scientific attitude	400	124.03	

A significant and positive relationship was observed between Learning interest in science and Scientific attitude of secondary school female students (r=0.882, p<0.05) at 5% level of significance. Hence, the null hypothesis is

rejected and alternative hypothesis is accepted. It means that, learning interest in science and scientific attitude of secondary school female students are dependent on each other. In another words, the Learning interest in science scores are increases or decreases with increase or decrease in scientific attitude scores of secondary school female students.

Discussion and Conclusion

In this study, the researcher aimed to Study the Relationship between learning interest in science and scientific attitude of secondary school students; i) Learning interest in science and scientific attitude of secondary school male students are dependent on each other. The Learning interest in science scores are increases or decreases with increase or decrease in Scientific attitude scores of secondary school male students.; ii) Learning interest in science and Scientific attitude of secondary school female students are dependent on each other. The Learning interest in science scores are increases or decreases with increase or decrease in scientific attitude scores of secondary school female students.

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