
EXAMINE THE INTEREST IN MATHEMATICS AMONG HIGH SCHOOL STUDENTS

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ABSTRACT

Interests give clues regarding adjustment and personality. The knowledge and understanding of a students interests are major factors in educational and vocational guidance. Interest refers to the motivating force of an individual which impels him to attend a person, a thing, an object or an activity. In distinguishing among the phases of interest development, content knowledge is an important indicator without knowledge, a learner is not in a Position to develop the types a curiosity questions that lead to reengagement, as well as the value that comes from asking these questions. Interest inventories are useful for helping a student to make a systematic approach to his problem of choice, (choice of curriculum courses, Vocations, recreational activities) and life for providing teachers and counsellors with information regarding the student's preferences and aversions, and for helping them to acquire a better understanding of the students problems of choice and his need for further information and exploring experiences.

Keywords: Interest, Knowledge And Students.

I. INTRODUCTION

Interest means 'it concerns' or 'it matters' Interest is the feeling that prompts us to spontaneous activity once interest is aroused in studies, games, literature and good conduct, the students will consider no sacrifice and effort too great to attain proficiency. Interests are something with in the students. It is to be aroused and promoted by different means.

II. INTERESTS

Interests give clues regarding adjustment and personality. The knowledge and understanding of a students interests are major factors in educational and vocational guidance. Interest refers to the motivating force of an individual which imples him to attend a person, a thing, an object, or and activity, Interest and attention are inseparable and interest is treated as latent attention is considered as interest in action. Interest is considered, a powerful 'dictator', 'inspirer' and 'motivator, in the learning process.

Knowledge and Interest:

In its Earliest phases, interest may be considered an emotion, or measured based on affect, or emotional response, and have minimal knowledge, requirements[Ainley, 2007; Hidi, 2006 reeve, Jang, Hardve & omura, 2002]. As interest develops, knowledge and value, in addition, to effect, need to be present [Renninger, 1990,2000] more specifically, Hidi and Renninger (2006) argue that as interest develops and deepens, the desire of knowledge and value develops concurrently, while effect continues to be an important aspect of interest. In distinguishing among the phases of interest development, content knowledge is also an important indicator without knowledge, a learner is not in a position to develop the types of curiosity questions that lead to reengagement, as well as the value that comes from asking these questions.

Nature and, characteristics of interests:

1. Interest are closely linked with our, instincts, basic needs, drives, and motives.
2. Interest is a precondition to attention.
3. Interest are innate as well a acquired, dispositions.
4. Pursuit of one's interest provides strength to an individual to resist fatigue.
5. Pursuit of one's interest provides energy and driving force.
6. Interests are sharpened by heredity and environment.
7. Interests are not fix and permanent .
8. Interest of individuals tends to become less varied with increasing age.

9. Interest of individuals differ
10. Interest can be measured.
11. There is some relationship between vocational and non vocational interest.
12. Learning becomes effective and efficient when the interest of the students are satisfied.

III. FACTORS AFFECTING INTEREST

Interest are innate as well as acquired. They are influenced by several factors like physical and health development, age and sex and above all the environmental factors including opportunities for the development of interest. Interests depend upon our wants, attitude and ideals.

Personal factors:

These indeed

1. Student's physical health and physical development.
2. Students's mental health and development.
3. Student's age
4. Student's pattern of instinctive behaviour.
5. Student's aptitude
6. Student's ideas, motives and interests.
7. Student's emotions, sentiments and complexes.

SOCIO- ECONOMIC OR ENVIRONMENTAL FACTORS:

1. Socio- Economic Status of the family.
2. Rearing practices in the family.
3. Cultural Status
4. Education and training
5. Opportunities to the child for exploring interest.

FOLLOWING POINTS SHOULD BE KEPT IN VIEW IN THE DEVELOPMENT OF INTERESTS OF STUDENTS:

1. Accept and appreciate individual differences of students.
2. Provide students with a variety of materials and experiences to explore and observe.
3. Encourage students to be spontaneous in their expression of ideas and feelings.
4. Appreciate every students effort even if there is a lot of, scope for improvement.
5. Incorporate stories in teaching learning programs because interests in various subjects are awakened through story telling .

IV. CONCLUSION

Interest inventories have been designed to measure the interest of school students, college students and other adults. About the usefulness of interest inventories, Jane Warters has observed " interest inventories are useful for helping a student to make systematic approach to his problem of choice for providing teachers and counselors with information regarding the students's preferences and aversions, and for helping them to acquire better understanding of the student's problems of choice and his need for further information and exploring experiences.

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