

Educational Interest of CBSE and ICSE Board Students at Secondary Level-A Comparative Study

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Abstract

The investigator has undertaken the present study to assess the attitude of educational interest among CBSE and ICSE students at secondary level. The sample comprised 90 Students (45 CBSE & 45 ICSE) The study was carried out with an attempt to find out how a particular board with a fiber of high interest is differentiable from the ones who possess low level of interest on certain area of Educational Interest. CBSE and ICSE students were my population of my study at Secondary Schools of Ghaziabad City. S. P. Kulshreshtha's Test of Educational Interest Record was used to collect the data. T-Test had been used to find out the differences between two categories. The findings revealed that the two groups have been seen to differ significantly on variables under investigation.

Keywords: CBSE and ICSE Students and Educational Interest.

1. Introduction

Identifying the every role of Educational Interests is the academic career of students. This small research study has been undertaken to identify the Educational Interest of secondary school students. This study has identified several Educational Interests of students that play a deciding role in getting the desired education. A large number of students study different educational courses according to their interests. Interest means to make a difference; Interests are important in their own right and they represent a trait distinctly different from other traits. Their role in the performance and achievement of any kind is no less significant than that of other relevant traits. The identification and assessment of interest in the field of education a study on Educational Interest has been taken. Therefore the identification and measurement of interests, is very essential for the educational and vocational guidance. it helps the students to

develop and accept an integrated and adequate picture of himself and a clear undertaking of his problems and of his role in the world of education, with satisfaction to himself and society therefore educational guidance is needed at all stages of education.

The result of this study will help the students in selecting a right course of his interest, the parents in admitting their children in desired course, the planners in starting he courses of student's interest and the administration in managing the courses as per the student's needs. Interest has been taken by the investigators. Educational Interest is the way to realize student's latent powers. It brings out his inner potentialities. It will help student to develop from within besides modifying his behavior in a desired direction. Educational Interest contributes to the training and development of three aspects of student the citizen, the worker and human person. It is only media, through which everything will be changed to suit to the needs of the students, students changes their pattern of life, way of thinking and acting. The development of country solely depends up on the education. Interest may refer to the motivating force that implies us to attend to a person, a thing or an activity or it may be effective experience that has been stimulated by the activity itself.

Since the Educational Interest provide not only intellectual development but also the development of personality and broaden the pupils mind in all walks of life, namely educational, physical, biological, mental, moral, social, emotional and cultural. The pupil may fulfill their inner ambitions and quench their inner thirst of their various interests by choosing and selecting the interested educational subjects. There are very essential to the pupils to grow as perfect and responsible as well as respectable

citizen of a nation. The present study is an attempt in this direction.

2. Objectives of the Study:

1. To study and compare between the Students of CBSE and ICSE Board in relation to their Educational Interest with seven dimensions (Technology, Science, Fine Art, Home Science, Agriculture, Commerce and Humanities) at Secondary level in Ghaziabad City.

3. Hypothesis of the Study:

1. There is no significant difference between students of CBSE & ICSE Board in relation to Educational Interest.
2. There is no significant difference between students of CBSE & ICSE Board in relation to Agriculture.
3. There is no significant difference between students of CBSE & ICSE Board in relation to Commerce.
4. There is no significant difference between students of CBSE & ICSE Board in relation to Fine Art.
5. There is no significant difference between students of CBSE & ICSE Board in relation to Home Science.
6. There is no significant difference between students of CBSE & ICSE Board in relation to Humanities.
7. There is no significant difference between students of CBSE & ICSE Board in relation to Science.
8. There is no significant difference between students of CBSE & ICSE Board in relation to Technology.

4. Design of the Study

4.1 Sample

A sample of 90 CBSE and ICSE students was drawn randomly from Secondary Schools situated in the Ghaziabad City.

4.2 Tool Used

The investigator administered the tools to collect the required information by S.P. Kulshreshtha.

4.3 Sample Technique

I have selected 90 students of secondary level of different schools of CBSE & ICSE Boards for the study. I had used Stratified Technique for data collection.

4.4 Statistical Techniques

I have used Appropriate Statistical Techniques Mean, Median, SD and t-Test for the study.

5. Analysis of Data and Discussion:

The collected data was put to statistical analysis by applying t-test. The results were reflected in tabular form as:

Table 1:

Comparison between students of CBSE and ICSE Board in relation to Educational Interest

BOARD	NO.	MEAN	SD	t VALUE	SIGNIFICANT
CBSE	45	45.0	13.8	5.03**	Significant at 0.05 & 0.01
ICSE	45	27.7	18.6		

** Significant at 0.05 & 0.01 level

A perusal of the above table reveals that the mean value (M=45.0) for Students of CBSE Board is more than the mean value (M=27.7) of ICSE Board. The obtained t-ratio (t=5.03) for Educational Interest is more than 0.01 & 0.05 level of significance .therefore it is significant at 0.01 & 0.05 level of significance . It means that there exists significant difference between CBSE and ICSE Board in relation to Educational Interest Thus, the null hypothesis which states that there is no significant difference between the students of CBSE and ICSE Board in relation to Educational Interest has been rejected. It reveals that CBSE Board Students have more Educational Interest than ICSE Board Students.

Table 2: Comparison between students of CBSE and ICSE Board in relation to Agriculture

BOARD	NO.	MEAN	SD	t-Value	SIGNIFICANT
CBSE	45	5.42	3.44	5.01**	Significant at 0.01 & 0.05
ICSE	45	2.11	2.80		

** Significant at 0.05 & 0.01 level

The information presented in table : 2 reveals that mean ratio for Students of CBSE and ICSE Board is M=5.42 and M=2.11 it is clear that obtained t-ratio for Agricultural Interest is more than 0.01 & 0.05 level of significance .therefore it is significant at 0.01 & 0.05 level of significance. It means that there is significant

difference between Students of CBSE and ICSE Board. Hence the hypothesis that there is no significant difference between the student of CBSE and ICSE Board in relation to Agriculture has been rejected .It means that CBSE Board Students have more Agriculture Interest than ICSE Board Students.

Table 3: Comparison between students of CBSE and ICSE Board in relation to Commerce

BOARD	NO.	MEAN	SD	t VALUE	SIGNIFICANT
CBSE	45	6.58	2.45	5.6**	Significant at 0.01 & 0.05
ICSE	45	3.31	3.05		

** Significant at 0.05 & 0.01 level

From table 3 it is clear that mean score (M=6.58) for students of CBSE Board is more than mean score (M=3.31)of ICSE Board and obtained t-ratio for Commerce Interest is more than 0.01 & 0.05 level of significance .therefore it is significant at 0.01 & 0.05 level of significance. It means that there exists significant difference

between CBSE and ICSE Board in relation to Commerce interest. Thus, the null hypothesis which states that there is no significant difference between the student of CBSE and ICSE Board in relation to commerce is rejected. Hence CBSE Board Students have more interest in Commerce than ICSE Board Students.

Table 4: Comparison between students of CBSE and ICSE Board in relation to Fine Art

BOARD	NO.	MEAN	SD	t VALUE	SIGNIFICANT
CBSE	45	3.60	3.47	3.37**	Significant at 0.01 & 0.05
ICSE	45	5.89	2.96		

** Significant at 0.05 & 0.01 level

Table : 4 reveals that mean ratio for Students of CBSE and ICSE Board is M=3.60 and M=5.89 it is clear that obtained t-ratio (t=3.37) for Fine Art is more than 0.01 & 0.05 level of significance .therefore it is significant at 0.01 & 0.05 level of significance. It means that there is significant difference between Students of CBSE

and ICSE Board. Hence the hypothesis that there is no significant difference between the student of CBSE and ICSE Board in relation to Fine Art has been rejected .It means that ICSE Board Students have more Fine Art Interest than CBSE Board Students.

Table 5: Comparison between students of CBSE and ICSE Board in relation to Home Science

BOARD	NO.	MEAN	SD	t VALUE	SIGNIFICANT
CBSE	45	5.27	2.47	4.00**	Significant at 0.01 & 0.05
ICSE	45	2.98	2.93		

** Significant at 0.05 & 0.01 level

The result reported in table 5 reveals that mean score (M=5.27) for students of CBSE Board is more than mean score (M=3.31) of ICSE Board and obtained t-ratio (t=4.00) for Home Science Interest is more than 0.01 & 0.05 level of significance. Therefore it is significant at 0.01 & 0.05 level of significance. It means that there exists significant difference between CBSE and

ICSE Board in relation to Commerce interest. Thus, the null hypothesis which states that there is no significant difference between the student of CBSE and ICSE Board in relation to commerce is rejected. It means that CBSE Board Students have more Home Science Interest than ICSE Board Students.

Table 6: Comparison between students of CBSE and ICSE Board in relation to Humanities

BOARD	NO.	MEAN	SD	t VALUE	SIGNIFICANT
CBSE	45	7.31	2.66	3.81**	Significant at 0.01 & 0.05
ICSE	45	4.78	3.57		

** Significant at 0.05 & 0.01 level

Table 6 gives information that obtained t-ratio is 3.81 and Mean value (M=7.31) for CBSE Board is more than Mean value (M=4.78) of ICSE Board and t-ratio for Humanities is more than 0.01 & 0.05 level of significance. Therefore it is significant at 0.01 & 0.05 level of significance. It means that there exists significant difference between CBSE and ICSE Board in

relation to Humanities. Hence, the hypothesis which states that there is no significant difference between the student of CBSE and ICSE Board in relation to Humanities has been rejected. Thus, it is clear that the Students of CBSE Board have much more Interest in Humanities than ICSE Board Students.

Table 7: Comparison between students of CBSE and ICSE Board in relation to Science

BOARD	NO.	MEAN	SD	t VALUE	SIGNIFICANT
CBSE	45	7.20	2.50	2.85**	Significant at 0.01 & 0.05
ICSE	45	5.42	3.35		

** Significant at 0.05 & 0.01 level

On the basis of table 7 it is clear that obtained t-ratio for Science is 2.85 and mean score of CBSE and ICSE is M=7.20 and M=5.42. The mean of CBSE Board Students is more than ICSE Board Students and the t-value is more than 0.01 & 0.05 level of significance. Therefore it is significant at 0.01 & 0.05 level of significance. It means that there is significant difference

between CBSE and ICSE Board Students in relation to Science. Thus, the null hypothesis that there is no significant difference between the student of CBSE and ICSE Board in relation to Science is rejected. Hence The Students of CBSE Board have much more Interest in Science than ICSE Board Students.

Table 8: Comparison between students of CBSE and ICSE Board in relation to Technology

BOARD	NO.	MEAN	SD	t VALUE	SIGNIFICANT
CBSE	45	7.38	2.80	2.89**	Significant at 0.01 & 0.05
ICSE	45	5.42	3.45		

** Significant at 0.05 & 0.01 level

The above table 8 shows that it is clear the mean score (M=7.38) for the students of CBSE Board is more than the mean score (M=5.42) of ICSE Board students. The obtained t-ratio for Technology is more than 0.01 & 0.05 level of

significance. Therefore it is significant at 0.01 & 0.05 level of significance; it means that there exists significant difference between CBSE and ICSE Board in relation to Technology. So, we can say that the hypothesis which states that

there is no significant difference between the student of CBSE and ICSE Board in relation to Technology has been rejected. It means that the Students of CBSE Board have more Interest in Technology than ICSE Board Students.

6. Conclusion

The study is concluded with the following conclusions:

- (i) There exists significance between the Students of CBSE and ICSE Board in relation to Educational Interest. The mean score for CBSE Board Students is more than ICSE Board Students. So, the hypothesis is rejected it means CBSE Board Students have more Educational Interest than ICSE Board Students. To improve Educational Interest should give them good environment.
- (ii) In hypothesis No.4 we find that CBSE Students are more interested in Agriculture than ICSE Board Students. It should be increased in ICSE Board Students. On the basis of result of Hypothesis No. 3 it can be said that students of CBSE Board have much more interest in Commerce than ICSE Board Students. Because the t-value of CBSE Board students is more than ICSE Board.
- (iii) The result reported in hypothesis No.4 That ICSE Students have more interested in Fine Art than CBSE Board Students. The report of hypothesis No.5 shows that ICSE Students have less interest than CBSE Board Students. It can be increased by the motivation.
- (iv) There exists significance difference between CBSE and ICSE Board Students in relation to Humanities. In hypothesis No.6, the Students of CBSE Board have much more interest than ICSE Board .It can be increased in ICSE Students by giving the moral education.
- (v) In hypothesis No. 7, The CBSE Board Students have more Scientific Interest than ICSE Board Students. For increasing the interest in Science of ICSE Students, more and more scientific knowledge should be given.
- (vi) There is more difference between CBSE and ICSE Students in relation to Technology. The Students of CBSE Board have more

Interest than ICSE Board. It can be increased by giving the more and more technological knowledge and teacher should leave the students for doing the experiments and give to do some work On-Line.

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