



A study on interest in history as a subject among the students of tenth standard

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Abstract

Secondary education occupies a very important place in the hierarchy of education. It is that stage of education which helps students to become a full member of a society. In secondary stage of education students have to study many subjects. History is a subject under social science which is included in secondary school curriculum. History helps the students to know about the complete past of the society and it enables them to understand how society has come to its present form. History helps the students to know about the present, past and future of the society or world he lives in. Unfortunately, it has been seen that many students are not interested to learn history subject. There are some causes behind their lack of interest to learn history subject. Lack of interest, motivation, lack of teachers' effort, the use of audio visual aids and the use of the appropriate teaching method are some causes behind the students' lack of interest to learn history. This paper seeks to explore why students are not interested to learn history and also tries to provide some ways and means to motivate the students to learn history.

Keywords: student, history, interest

Introduction

Education is a process of training and instruction. It is a process which promotes intelligence, enables an individual to be industrious and ensures progress. It makes an individual civilized, refined, cultured and educated. For a civilized and socialized society education is the only means and goal to make a perfect individual. Every society gives importance to education and it is regarded a panacea for all evils. It is a key to solve the various problems of life. Education is the birth right of the children. The formal process of education starts from primary level at the age of 6 years of a child.

Secondary education is that type of education which is given after the completion of primary education and before entering into university education. Secondary education is that stage of education which helps student to become full member of a society. It develops his abilities, aptitudes, interests and qualities of character to the highest potential. In secondary education curriculum the students have to study so many subjects for their all round development. Through the various subjects like English, Assamese, Hindi, Social Science, Mathematics, Geography, History they acquire knowledge for their life. It enables the students to enter his life as a knowledgeable, active minded and social individual. In secondary educational course like other subjects social science is a very important subject for the students. The subject History is under social science which is also including in secondary school curriculum. History helps the students to know about the complete past of the society and it enables them to understand how society has come to its present form. History helps the students to know about the present, past and future of the society or world he lives in. It tells us about the worlds past, beyond our own society, the causes of unemployment or what helps economic growth to how and why people vote, or what makes people happy. It provides vital information for governments and policy makers, local authorities, nongovernmental organizations and others. But it has been seen that many students of secondary schools are not

interested to learn history subject. A student's interest in the subject matter is correlated with the knowledge they gain from that subject. Interests are linked to deep learning recall of main ideas and responses to more difficult comprehension. Gaining student's interests is important to all academics but it's especially a concern among history classes because of the lack of engagement. History classes have the lowest engagement rate than any other subject.

Description of the study areas

- 1) Jhanji Girls High School is in Sivsagar district of Assam. It was established in 1948. It is a Girls school with 102 students and there are 65 students in class X by the year of 2016. It is situated at the bank of Jhanji river. The school category is higher secondary. The classes of this school included from class VI to class X. Total number of teachers is 38.
- 2) Demow high secondary school is located at Sivsagar district of Assam. It was established in the year of 1935. School type is a co educational and the classes included from upper primary to secondary / higher secondary education is provided by this school (VI-XII). Total number of student by the year 2016 is 204 and there are 83 students in class X. Number of teacher is 45.
- 3) Konwerpur Higher Secondary School is also in Sivsagar district of Assam. It was established in 1937. Total students' enrolment is 267. In class X there are 72 students. This is a co-educational institution. Number of teacher is 43. This educational institution includes class VI to class X.

Need and significance of the study

History is one of the most important subjects in secondary school curriculum. Without knowing the past, students can't realize the present and never can assume the future. History helps the student to know about the present, past and future of the world or society he lives in. Generally it is noticed that the

students of class X prepare themselves very seriously for HSLC examination. In comparison to other subjects most of them are not interested in History subject. So there is great need of to find out why they are not interested in History.

Statement of the problem

The present study has been entitled as- “A Study on Interest in History as a Subject among the Students of Tenth Standard”

Objectives of the study

- 1) To find out why the students do not like history subjects.
- 2) To find out how history taught effectively.
- 3) To develop learning strategies that arouses interest of the students to learn history.

Delimitation of the study

The study is delimited only to the following-

- The study is delimited only to Sivsagar District of Assam.
- The study is delimited only to three Secondary schools Jhanji Girls High School, Demow High Secondary School, Konwerpur Higher Secondary School.
- The study is delimited only to the class X student.

Method used in the study

In this study descriptive survey method is followed. The descriptive method is the most popular and the most widely used research method in education. The aim of this method is to provide the description of some phenomenon set of factor. It is couriered highly important because first hand data are gathered through it in a well organized manner on a particular subject. Such studies are conducted to collect detailed description of existing phenomenon that justification can be made on correct condition. This type of research is useful in the development of data gathering instruments and tools like questionnaires, interview, schedules, checklists etc.

In the present study, the investigator surveyed three schools to know the interest of class x students in history subject. In this study this method helped the investigator in all respect while gathering necessary and sufficient data.

Tools used in collecting data

Each tool is appropriate for certain source of data, tools merely identify the presence or absence of certain aspects of a situation. Some tools are useful for collecting qualitative data and some are for quantitative data. In this study Questionnaire tool is used as tool for collecting data.

Questionnaire

Questionnaire is quite popular, particularly in case of big enquiries. It is being adopted by private individuals, research workers, private and public organizations and even by governments. Questionnaire is a form prepared and distributed to source responses to certain questions. It is a device for securing answers to questions by using a form which the respondent fills by himself. It is a systematic compilation of questions that are submitted to a sampling of population from which information is desired. It is that form of inquiry which contains a systematically compiled and organized series of questions that are to be sent to the

population samples. It is an important instrument in descriptive survey research. Questionnaire is of two types- Closed type and Open ended. In Closed type, the respondent needs to answer in ‘yes’ or ‘no’ type or in a limited number of given choices. In the Open type, the respondent needs to think and write. It consists of open questions that require free responses on the part of the respondent. Questionnaire must be prepared very carefully so that it may prove to be effective in selecting the relevant information.

In this study, close type of questions are included in the questionnaire for collecting data. A self structured questionnaire was applied for collection of data from the students.

Interview schedule

The interview is an oral questionnaire. It is a process by which the investigator gathers data directly from others in face to face contact. In interview schedule, questions are prepared for history teachers. After the objectives are properly explained face to face interview is conducted with teachers and ask them to answer the questions which are prepared for them. The replies of answer of the parents are recorded by the researchers.

Population of the study

All the items in any field of enquiry constitute a ‘Population’. By population we mean the aggregate or totality of subjects or individuals regarding which inferences are to be made in a sampling study. It means all those people or documents etc which are proposed to be covered under the scheme of study. A population is any group of individuals that have one or more characteristics in common that are of interest to the investigator. The population of this study covers all the children of class X living in Sivsagar district of Assam.

Sample used

The representative proportion of population is called a sample. In this study, total 126 samples were selected. For this purpose, 120 students and 6 teachers were randomly selected from three secondary schools of Sivsagar District of Assam.

Table 1

S. No	Name of the school	Sample
1	Jhanji Girls High School	40(Students)+2(Teachers)
2	Demow High Secondary School	40(Students)+2(Teachers)
3	Konwerpur Higher Secondary School	40(Students)+2(Teachers)

Statistical technique used

The investigators used simple percentage and graphical representation for the analysis of collected data.

Data analysis and interpretation

Analysis of data means studying the organized material in order to discover inherent fact.

The collected data are analyzed with the help of the following tables.

Table 2: Item related to students’ interest in history subject

SL. No	Item Content	Response Option	No. of students response	Percentage of responses
1	Do you like to study history subject?	Yes	47	39.16%
		No	73	60.8 %
2	Do you think History knowledge helps you to know about the past of the society, about the country as well as about the greater world?	Yes	58	48.33%
		No	62	51.66%
3	Do you understand History subject properly?	Yes	68	56.66%
		No	52	43.33%
4	Do you always study History subject at home?	Yes	40	33.33%
		No	80	66.66%
5	Do you participate in co curricular activities like role playing, watching films, collection of old coins etc?	Yes	50	41.66%
		No	70	58.33%
6	Do you know the knowledge of history will help you to pass competitive examination in future?	Yes	15	12.5%
		No	105	87.5%

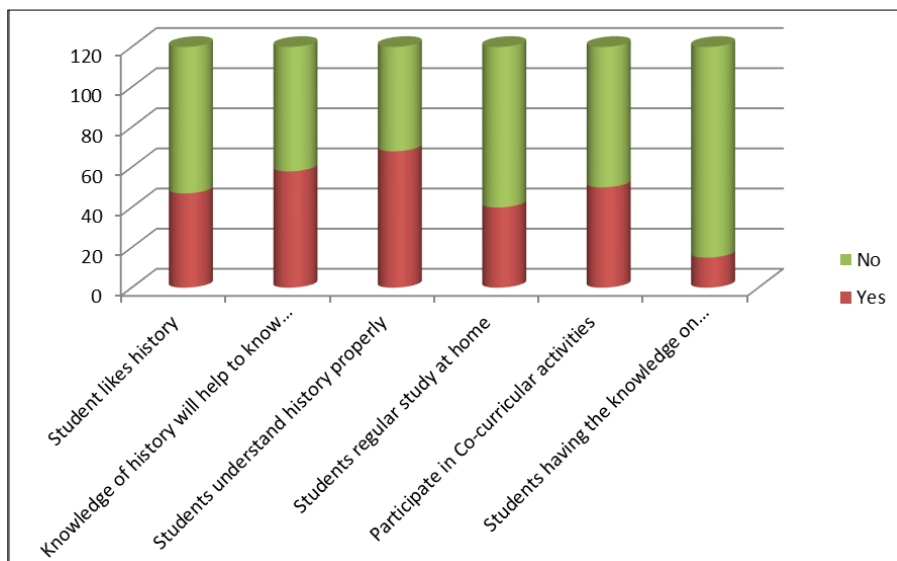


Fig 1: Graphical representation of table 2

Interpretation of Table No 2

- It is observed from the item 1 that only 39% of students like to study history subject.
- Item number 2 shows, almost 33% of students know that history help them to know the past of the society, country as well as the past of the world.
- It is found from the item no 3 that 48% of students don’t understand history properly.
- It is found from the item no 4, almost 33% of students regularly study history subject at their home.
- From the item no 5 it is found that 66% of students participate in co-curricular activities.
- From item no 6 it is found that only 12% of students have the idea that is knowledge of history will help them to pass competitive examination in future.

Table 3: Items related to teachers’ use of teaching material and method of teaching

SI No	Item Content	Response Option	No. of teachers’ response	Percentage of responses
1	Do you prepare history lesson plan?	Yes	2	33.33%
		No	4	66.66%
2	Do you use glob and timeline, table and map to teach History?	Yes	1	16%
		No	5	83.33%
3	Do you arrange brainstorming classes?	Yes	0	0%
		No	6	100%
4	Do you use dramatization method in the History classroom?	Yes	3	50%
		No	5	50%
5	Do you use story telling method?	Yes	3	50%
		No	3	50%
6	Do you use ICT (Information Communication Technology) in the classroom?	Yes	2	33.33%
		No	4	66.67%

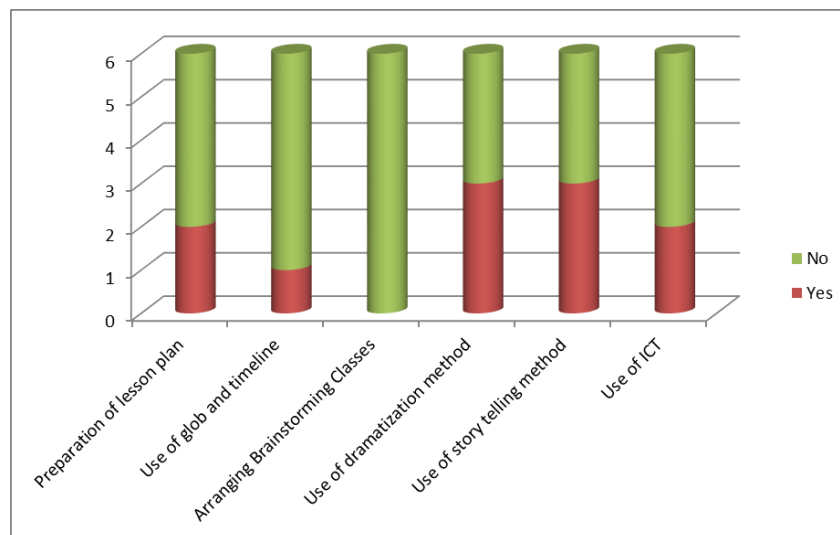


Fig 2: Graphical representation of Table No 3

Interpretation of Table No 3:

- From the item no 1 it can be interpret that 33.33% of teacher prepares history lesson plan.
- Item no 2 shows that only 16% of teachers use glob, map, table, timeline etc while they teach history subject.
- From item no 3 it is found that no teacher ever arranges brainstorming class.
- It can be interpret from item no 4 and 5 is that 50% of teachers generally use dramatization and storytelling method.
- From item no 6 it is clear that almost 33% of teachers use ICT in their history class.

Findings

1. It is found that most of the classes X students are not interested in History. "Learning history is waste of time" is the opinion of many of them.
2. Only less number of students knows that history will help them to know about the past of the society, past of the country as well as the past of the world they live in.
3. It is found that many students don't understand history properly.
4. It is found that few students regularly study history subject at their home.
5. Students participate in co-curricular activities is very poor.
6. Most of the students are not aware about the benefit of study of history. Students do not have the idea that history will help them to pass competitive examination in future.
7. It is found that few number of teachers use teaching materials in the history classroom. It is also found that the teacher does not use story telling method, dramatization method and they also not organize brainstorming class.
8. It is found the history teachers as well as the school authority often takes the student for historical tour or excursion.

Sugesstion

Followings are some suggestions to make history as an interesting subject.

1. To gain students interest teacher should make the material relevant to the students reasoning and making history lessons relevant to the students is very important

in keeping them interested because it puts them in a position where they can relate to the events that are happening to people who lived during different times and in different places.

2. The teacher can put the students in the situations of historical figures and ask them how they would feel and act. Teachers should be excited about the material and their teaching. Teachers can stay interested in the subject and keep students in a subject by bringing up interesting facts that are rarely talked about in history classes. They don't have to be major parts of the lesson plans but instead can lighten up the class with humor.
3. The teachers should regularly check homework of the students. Then only students will do their home work at their home and it will force them to regular study of history subject at home.
4. To make history an interesting subject among the students the history teacher should provide sufficient knowledge on benefits of study of history.
5. The teacher should use various teaching methods of history, like dramatization, role play, storytelling and project method etc. The teacher should use maxims of teaching such as proceed from known to unknown, proceed from near to far, proceed from simple to complex and so on.
6. Cross word puzzle, word searches, and fill in the blanks, are some strategies which are adoptable by the history teacher to make it interesting. The teacher should always encourage them to learn history by discussing that it will help them in their future life.
7. The school authority as well as the school teacher should arrange historical tour/ field trip for the students. It will arouse interest among them.
8. The teacher should always encourage the students to collect historical events through paper cutting from newspaper and magazines, and also encourage them to collect old coins, stamp etc.
9. The teacher should use ICT (Information Communication Technology) in history class room. With the help of ICT the teacher should arrange historical films show, documentary. For e.g. Documentary on Bhagat Singh, film show on Gandhiji etc. The history teacher may also

tell the significance of the day related to past events every day at the time of morning assembly, and they should organize seminar and debate competition on historical events.

10. Co Curricular activities like role playing, watching films, field trips, debates are also helpful to make history an interesting subject. Therefore the teacher should encourage the students to participate in co-curricular activities.
11. The history teacher should organize the class into small production teams and ask them to write a storyboard for a history minute. The teacher doesn't actually have to do a video although the students usually want to and it does teach them other skills in a real, worthwhile way. It is great for learning across the curriculum or integration of skill.
12. Most people enjoy reading historical fiction. In fact the sales of historical fiction novels have never been greater. So why not the teacher introduce his students to the genre and let them be creative while they still learn some real history. Teacher can also encourage the use of primary documents as the source of the information for the students' fictional creations.
13. The history teacher must arrange brainstorming classes. It is an effective way of accomplishing several teaching learning goals at the same time. Brainstorming classes will help the teacher to motivate his students and it will definitely bring interest of the student in History subject.

Conclusion

Interest is the feeling of a person whose attention, concern, or curiosity is particularly engaged by something. A student's interest in the subject matter is correlated with the knowledge they gain from that subject. Interests are linked to deep learning recall of main ideas and responses to more difficult comprehension. Gaining students' interests is important to all academics but it's especially a concern among history classes because of the lack of engagement. History classes have the lowest engagement rate than any other subject. Tardiness, absence and failing classes can create lack of interest in students. Teachers will be able to see students interest in the subject if the students are more active in class and more willing to contribute to the class discussion.

To make history as an interesting subject the history teachers must use teaching aids properly in the classroom. History teacher should use various strategy and teaching technique to make history an interesting subject among the students. As we know that our present is based on past, without knowing our past we can't move in present. Therefore it is the duty of the teachers to give their utmost efforts to make history interesting and help the students to know the past of the human civilization, past of the society(various factors related to society), past of the country and past of the greater world(which are necessary).

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