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A STUDY OF RELATIONSHIP BETWEEN LEARNING DIFFICULTY AND INTEREST IN GEOGRAPHY FOR SENIOR SECONDARY SCHOOL STUDENTS OF BILASPUR

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ABSTRACT

This study examines the relationship between students' interest and learning difficulties in Geography among senior secondary school students. Geography, as an interdisciplinary subject, requires conceptual understanding, spatial awareness, and analytical thinking. However, many learners experience difficulties in understanding geographical concepts. The present study uses a descriptive survey method to explore the relationship between interest and learning difficulties. A sample of 100 students was selected from government and private schools. Self-developed tools were used to assess interest and learning difficulties. Statistical techniques such as mean, standard deviation, and Pearson's correlation were applied. The findings revealed a moderate positive correlation between interest and learning difficulties, suggesting that interest alone does not eliminate learning challenges. The study emphasizes the need for innovative teaching strategies and student-centered approaches to enhance learning in Geography.

Keywords: Interest, Learning Difficulty, Geography Education, Secondary Students, Correlation

INTRODUCTION

Geography is one of the subjects which emerge or start during ancient time that is during 11th century B.C by the Greek scholar. According to F.Ratzel he defines geography as "the study of relationship between man and environment".

According to Richard Hartshorne"Geography is concerned with the description and explanation of the areal differentiation of the earth's surface".

Geography is a unique subject that cannot be taught as superficially as other subjects. It demands specialized teaching methods rather than general approaches, especially for students at the secondary level. Geography enables students to appreciate diversity and explore the reasons behind variations across time and space. Learners acquire the ability to interpret maps and gain a visual understanding of the earth's surface. Singh and Pandey (2025). The knowledge and skills gained through modern scientific techniques like GIS and computer cartography prepare them to contribute effectively to national development efforts. During adolescence, reasoning becomes crucial, and at this stage, geography should aid students in developing logical thinking and synthesis processes. Meralis (2013).

Learning difficulties in geography may manifest themselves in terms of different geographic concepts and topics. Existing literature identified different aspects of geographic learning difficulties and suggested potential interventions for students with learning difficulties. Difficulties in learning geography are common, with students struggling with spatial relationships, maps, and identifying relationships between geographical phenomena. Alam and Alam (2021).

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Geography interest among senior secondary school students is characterized by their level of attention, enthusiasm, curiosity, and readiness to engage in various Geography-related learning activities.

OBJECTIVE

1) To study the relationship between interest and Learning Difficulty in Geography subject students of senior secondary schools at Bilaspur.
2) To study the relationship between interest and Learning Difficulty in Geography subject students of government senior secondary schools at Bilaspur.
3) To study the relationship between interest and Learning Difficulty in Geography subject students of private senior secondary schools at Bilaspur.
4) To study the relationship between interest and Learning Difficulty in Geography subject girl students at senior secondary schools at Bilaspur.
5) To study the relationship between interest and Learning Difficulty in Geography subject boy students at senior secondary schools at Bilaspur.

NEED OF THE STUDY

At the senior secondary level, geography plays a crucial role in fostering students' awareness of the environment, spatial reasoning, analytical skills, and comprehension of their surroundings. Nevertheless, many students struggle with understanding geographical content, interpreting maps, analyzing data, and grasping geographical concepts and processes, which can hinder their learning.

On the other hand, a strong interest in geography significantly influences students' learning, concentration, class involvement, and positive attitude toward the subject. Literature Review Overview (n.d.). A decline in interest can exacerbate learning challenges. Therefore, it is important to explore the link between learning difficulties and interest in geography. Singh (2024)

Examining this relationship holds significant value as geography at the senior secondary level involves more in-depth analysis and detail. This research, focusing on students from senior secondary schools in Bilaspur, aims to shed light on their true educational circumstances. The results could assist teachers in pinpointing students' learning challenges and enhancing their engagement with geography by employing suitable teaching strategies. Consequently, this study plays a crucial role in the effective teaching and learning of geography. Shukla and Shroff (2024)

METHODOLOGY

RESEARCH DESIGN

The present investigation utilized a descriptive survey method. Specifically, a co-relational research design was employed, as the study attempted to discover the relationship between two existing variables: the level of interest and the level of learning difficulty in the Geography subject.

POPULATION

All students of the government and private senior secondary schools of class 11th.

SAMPLE

Random sampling technique was used researchers 4 senior secondary schools, 2 government, and 2 privates. The sample of the study consisted of 50 male and 50 female students of those conveniently selected schools.

TOOL

Researchers have been use two self-made test one is interest-based questionnaire and second is learning difficulty-based questionnaire.

STATISTICAL TECHNIQUE USED

The analysis of data was done on computer through a software package named Jamovi 2.3.5. For the purpose of analysis of data, the following statistical techniques were employed.

MAJOR FINDINGS

Objective 1: To study the relationship between interest and Learning Difficulty in Geography subject students of senior secondary schools at Bilaspur.

Hypothesis (Ho 1): There is no significant the relationship between Interest and learning difficulty in Geography subject students of senior secondary schools at Bilaspur.

Table 1

Variable	Mean	S.d.	Df	R	Remark
Learning Difficulty	68.6	7.96	98		**.01**
Interest	69.8	**10.6**	**98**	0.452	**.01**

It is evident that the correlation coefficient between Learning Difficulty and Interest in Geography is 0.452 which is positive and significant at 0.01 level with df 98. It shows Learning Difficulty and Interest in Geography were positively and significantly correlated. Thus, null hypothesis that there no significant correlation between Learning Difficulty and Interest in Geography of students is not accepted.

Objective 2: To study the relationship between interest and Learning Difficulty in Geography subject students of government senior secondary schools at Bilaspur.

Hypothesis (Ho 2): There is no significant the relationship between interest and Learning Difficulty in Geography subject students of government senior secondary schools at Bilaspur.

Table 2

Variable	Mean	S.D.	Df	Pearson's (r)	Remark
Learning Difficulty	68.6	7.96	48		
Interest	69.8	10.6	48	.445	.01

It is evident that the correlation coefficient between Learning Difficulty and Interest in Geography subject government students is 0.445 which is positive and significant at 0.01 level with df 48. It shows Learning Difficulty and Interest in Geography were positively and significantly correlated. Thus, null hypothesis that there no significant correlation between Learning Difficulty and Interest in Geography subject government students of students is not accepted.

Objective 3: To study the relationship between interest and Learning Difficulty in Geography subject students of private senior secondary schools at Bilaspur.

Hypothesis (Ho 3): There is no significant the relationship between interest and Learning Difficulty in Geography subject students of private senior secondary schools at Bilaspur.

Table 3

Variable	Mean	S.D.	Df	Pearson's(r)	Remark
Learning Difficulty	68.6	7.96	48		
Interest	69.8	10.6	48	.362	.01

It is evident that the correlation coefficient between Learning Difficulty and Interest in Geography subject private students is 0.362 which is positive and significant at 0.01 level with df 48. It shows Learning Difficulty and Interest in Geography were positively and significantly correlated. Thus, null hypothesis that there no significant correlation between Learning Difficulty and Interest in Geography subject private students is not accepted.

Objective 4: To study the relationship between interest and Learning Difficulty in Geography subject girl students at senior secondary schools at Bilaspur.

Hypothesis (Ho 4): There is no significant the relationship between interest and Learning Difficulty in Geography subject girl students at senior secondary school at Bilaspur.

Table 4

Variable	Mean	S.D.	Df	Pearson's(r)	Remark
Learning Difficulty	68.6	7.96			
Interest	69.8	10.6	48	.428	.01

It is evident that the correlation coefficient between Learning Difficulty and Interest in Geography subject Girl students is 0.428 which is positive and significant at 0.01 level with df 48. It shows Learning Difficulty and Interest in Geography were positively and significantly correlated. Thus, null hypothesis that there no significant correlation between Learning Difficulty and Interest in Geography subject Girl students is not accepted.

Objective 5: To study the relationship between interest and Learning Difficulty in Geography subject boy students at senior secondary schools at Bilaspur.

Hypothesis (Ho 5): There is no significant the relationship between interest and Learning Difficulty in Geography subject boy students at senior secondary schools at Bilaspur.

Table 5

Variable	Mean	S.D.	Df	Pearson's(r)	Remark
Learning Difficulty	68.6	7.96			
Interest	69.8	10.6	48	.422	.01

It is evident that the correlation coefficient between Learning Difficulty and Interest in Geography subject Boy students is 0.422 which is positive and significant at 0.01 level with df 48. It shows Learning Difficulty and Interest in Geography were positively and significantly correlated. Thus, null hypothesis that there no significant correlation between Learning Difficulty and Interest in Geography subject Boy students is not accepted.

DISCUSSION ON THE CORRELATION ANALYSIS RESULTS

There is significant relationship between learning difficulties and interest in geography subject students of senior secondary schools at Bilaspur with reference to background variables such as gender, government and private senior secondary school. It has been found in the present study that correlation Interest and Learning Difficulty of senior secondary students is moderate positive and significant. This finding is closely related to the study conducted by Sarvanan (2022) and Murali (2016)

If along with children's interest in Geography subject, they are also facing learning difficulties, then the reason for this could be that new teaching methods are not used while teaching Geography in private schools and the schools may not have been provided with good arrangements for practical rooms and less learning resources may have been used while teaching. trends teachers are not appointed in many private schools because they are paid low salaries, which affects the studies of children. Brooks (2009)

Similarly, if children in government schools are interested in the subject and despite that they face learning difficulties, then the reason for this could be that the teachers there do not use new teaching methods while teaching the children and there may be practical classes in the schools but children are not made to do practical and it could also be that the teacher has less interest in teaching, the teachers do not use map model learning resources while teaching in the class, they teach only through lecture method, due to which children start facing learning difficulties in their subject despite being interested. Karmakar and Ghosh (2019)

CONCLUSION

On the basis of major finding it is clear that the Interest and Learning Difficulty positive relationship. This shows that the more difficulty children face in the subject of Geography, the greater will be the student's interest in the work. The more interest children take in the subject of Geography, the better they will be able to understand all the topics related to the subject and their results in this subject will be good.

EDUCATION IMPLICATION OF STUDY

1) This study helpful for policy maker they can make policies to enhance the interest of student.
2) This study helpful for teacher. Teachers are able to understand the student interest.
3) This study help improving average and high level learning difficulty.

4) Government should motivate the students to improve their learning interest level by giving scholarships. This will help the students to enrich their knowledge.
5) Both government and the management of senior secondary schools have to provide sufficient welfare measures to create a positive attitude in learn geography subject.

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