

## Qualitative Analysis on Student Learning Interest: Is It Piqued by The Subject or The Educator

M.S. Pandeewari<sup>1\*</sup>, K.S. Amritha<sup>2</sup>

### ABSTRACT

Student learning interest is due to subject or the educator. The purpose of this study is to identify which reasons have greatest power in student learning interest because of the subject or the educator. Educator strategies and student curiousness create impact towards learning. The phenomenological research design was used. Collect interview data from 54 participants were participate in this study. The 9 courses were selected based on physical education, language, management, science and humanities. The responses of the participants from the interview to that question were analyzed the method of content analysis and the themes and codes. The result revealed that student greater level of learning interest – both (subject & teacher). Subject interest and teacher is very important for student because it increased the learning interest. Student and teacher used strategies for enhancing learning interest.

**Keywords:** *Student, educator, learning, interest, strategies, Subject.*

Student learning interest is very important in learning. Attention comes from more interesting topics for the student. During that time student pay attention and listen to the content. Student engagement in learning deepens as they eagerly spend time thinking, creating new things or ideas. During class students have a chance to ask questions, discussions, note making, clarification of doubt, share a new-ideas, answer to the question that create interest on that subject. Student interest that drives learns that subject quickly and make more knowledge person. Student want to get good marks in academics the key factor is interest. Learning is improved when students have an interest have an interest in that topic. Student learning take place in consciously and unconsciously.

Interest differs from student to student and is unique to every student. Interest is not a permanent in nature and some changes will be occurring for every student or person. Interest would be portrayed as a result of motivated habits as long as it deepens and develops within developmentally. Interest is furthermore coordinator ahead of engagement. (Hidi & Renninger, 2006)

<sup>1</sup>I M.Sc Applied Psychology, The American college, Madurai

<sup>2</sup>Assistant Professor, Department of Psychology, The American College, Madurai

\*Corresponding Author

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Teacher teaches real world experience it gives more interesting towards a topic. Teacher behavior also plays a keen role in student learning. Teacher remarks also influence in student learning interest on that topic. Teacher behavior like support, kindness, caring, honesty, responsibility influences student learning. Learning focuses on the topics how student learn and communicate with their environment. Student trouble to study a subject that time teacher helps to student learn easily that makes interest towards subject. Knowledge, experience, situation modifies our behaviour, thinking pattern, learning and way of approaching to another person. Some of the studies help to understand about interest and learning.

The significance based on interest at the time that motivational variable in addition to the pivotal role interest apply in education, especially impact on learning and achievement, would be acknowledged for occasionally. Interest formed an important benefaction to whatever common people adhere to remembered and attention. John Dewey sustained such interest make easy learning enhance information and provocation effort beside personal involvement (Dewey, 1913).

Though learning is a continuous manner, academic repeatedly investigate learning over the alteration of affective, behavioral, and cognitive result. Perfectly educator formation of classroom such as seminar, educational activity, and evaluation through a chain of purpose in this way assist learners accomplish top level of coaching. Learners cognitively advancement about a chain of phases add the control, analysis, and high priority assessment of content (blooms, 1956).

A student wants to acknowledge in what way to execute an especial character and possess the essential psychomotor skills; whether the learner has insufficient a positive attitude about each and every activity, they will unlikely to include in the actions. Affective learning helps as a powerful antecedent that support students predict certain advantages from continued learning in a specific field of study (Bandura, 1977).

Educators commonly spend long time talking than students (Armbruster, 2000), an observation that has meaningful significant for that both enact their roles. For example, educators necessary guide a host of behavior to build productive learning conditions for learners. Especially, educators necessary master the topic productive in their framework a session in a clear manner; organize instances to demonstrate course topics, discipline, arrange discussions questions to challenge learners to significant think, and guide the debriefing and implementation of educational activities. On the same subject learners must learn to manage effective manners in the classroom. They must choose whatever information is creditable of decide in what way to record especially information for retrieval, devoted attention, and whether to asking information for clarification that poses bafflement (Mayer, 1977).

Cognitive learning highlights learners' capacity to create sense of course topic and eventually expert course topics. Significantly, learners can expert course topic about the retention of information, by synthesizing and examining information, and over critical assessment (Bloom, 1956).

### *Definition of Learning*

1. **Gardner Murphy (1968)** defined learning as “The term learning covers every modification in behavior to meet environmental requirements”.
2. **Gates (1946)** defined learning as “Learning is the modification of behavior through experience”.

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3. **Woodworth (1945)** defined learning as “Any event can be called learning as for it grow up the individual and construct his later behavior and wisdom distinct through what they would has been differently”.
4. **Kingsley and Garry (1957)** defined learning as “Learning is the process by which behavior changed through practice or training”.

### *Definition of Interest*

1. **Jones** states interest that “Interest is a feeling of likening associated with a reaction, either actual or imagined to a specific thing or situation”.
2. **Bingham** defines interest as “Interest is a tendency to become absorbed in an experience and to continue it, while an aversion is a tendency to turn away from it to something else”.
3. **Krapp, Hidi and Renninger** defined interest as “a unique motivational variable, additionally a psychological state that happen during interaction between persons and their objects of interest, and is characterized by increased affect, attention, and concentration”.
4. “A relatively enduring predisposition to re-engage with specific content such as events, tasks, objects, and ideas”. (**Hidi, 2006**)

### *Theoretical Perspective*

#### **LEARNING THEORIES:**

##### **1. Piaget theory of cognitive development:**

Jean Piaget was a Swiss psychologist. Jean Piaget concentrates on cognitive development about children. Schema, assimilation, accommodation, equilibrium are the four concept of this theory. Schema is already present in knowledge; Assimilation is existing information or knowledge to cope- with a situation or new thing. Accommodation concept defied as the schema is modified, the new information or knowledge possibly advanced. Equilibrium happens during a child scheme can cope with so far as possible new knowledge or information through assimilation. Jean Piaget theory of cognitive development is dissipated into four stages:

- **Sensorimotor stage (0-2 years old)**

Everything learned in accordance with occurrence. Children experience the earth with movements and senses. For example –thumb sucking, object performances, reflexes and mobility.

- **Pre- operational stage (2-7 years old)**

Symbolically children can think. In pre-operational stage child curious to ask questions about environment and things. Egocentric signifies think about them, in preoperational stage children think approximately themselves and didn't understand another point of view.

- **Concrete operational stage (7-11 years old)**

The children initiate to think reasonably about concrete events or activity. For instance, a child can able to differentiate between note and book. Conservation is developed at this stage. In concrete operational stage a child have an ability to understand another point of view.

- **Formal operational stage (from age 12 and beyond)**

The children have an ability to understand the logical and abstract reasoning. Abstract thinking is capability to understand abstract ideas that are real including freedom or being vulnerable but everywhere are not directly attached to physical or concrete objects or wisdom. Children also become more of a scientific genius. They are capable to take their logic and apply it to problem solving conditions. During formal operational stage children initiate to improve their common sense of recognize they initiate to think who they are what

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their place in this world is. Finally children involved in social issues and social causes of justice. They initiate to check over their own morals.

### 2. Vygotsky theory of learning:

Vygotsky theory of social development disputes that language and community play an essential division in learning. Jean Piaget concluded that children cognitive development occur in stages. Vygotsky rejected Piaget ideas. Vygotsky trusted that children develop independently of particular stages as the result of social interactions.

Vygotsky professed especially we are born with four elementary mental functions:

- Attention
- Sensation
- Perception
- Memory

It is our social and cultural environment specifically permits us to utilize these elementary skills to grow. At last gain greater mental functions. This development admirably occurs in the **zone of proximal development**. Everything we can do our own. Again there is the **zone of proximal development**, whatever illustrated what we can do with the assist of a technology, an adult, the friend. Vygotsky called as the **more knowledgeable other**. Vygotsky “more knowledgeable than” is a person who owns higher skills and knowledge than learner or student.

Final, there is whatever above our reach. To elucidate this let’s think of twins who were to elevate in a population anywhere boys are awaited to achievement and learn at the same time girls only awaited to be beautiful. At the time of 40 weeks boys and girls have the capability to crawl or creep along with are in **the zone of proximal development** for learning in what way stand as for their feet.

The **more knowledge other**, in this instance the dad, grants the boy with multiple chances to practice in a recreation room that he is fitted with **scaffolding** and different objects. The boy is provoked to probe the materials and after a while he utilizes it to drag himself up. He’s floating along the structures. Next few days he’s stand up on his feet. The girl likewise has the capability to stand. But she does not get any help in learning the skill or talent. While we analyze the two we look that when the girl up to now makes an effort to stand, the boy has moved in the direction of a new place. He stands without grasping. He learns to walk because he has ability. Both of them learn to walk however as stated in vygotsky the boy will be more ability.

Vygotsky accordingly trusted that internal the **zone of proximal development** learning can predate development meaning that the child is capable to learn skills or capability that go above their natural maturity. He also entrenched an explicit connection between mental concepts and speech, asserting that inner speech improves from external speech across a step-by-step process of internalization. This intends that thought it improves as an outcome of conversation. The process is over spoken language and inner speech comes to be independent.

### 3. Bloom's domains of learning:

Benjamin Bloom was American educational psychologist in 1956 proposed that three domains of learning

- **Cognitive,**
- **Affective, and**
- **Psycho-motor.**

(1950-1970) Bloom engaged in teamwork with David Krathwohl and Anne Harrows three domains:

#### **Cognitive domains (Blooms taxonomy):**

It includes the development of our gain of knowledge and mental skills. In 1956 first domain was prepared and cognitive domain is focal point on the idea that objectives that are associated to cognition perhaps divided within subdivisions and graded in order of cognitive difficulty. The real subdivisions are as follows:

1. **Knowledge**
2. **Understanding**
3. **Application**
4. **Analysis**
5. **Synthesis**
6. **Evaluation**

Even so there are the major revision of the subdivisions by Bloom's in (2000-2001), David Krathwohl and his colleague, Lorin Anderson (Anderson was a student of Blooms).

#### **1. Remember**

Recollect experience or facts and remember things in our life time. For example of remember (knowledge) - **Knowledge**: identify, define, describe, recognize, explain, tell, memorize, recite, illustrate and quote.

#### **2. Understand**

Describe concepts or ideas to them. For example of **Understand**: interpret, relate, classify, summarize, cite, compare, contrast, extract, infer, and paraphrase.

#### **3. Apply**

Utilize information in unknown situations or circumstances. For example of **Apply**: utilize, operate, implement, applicable, solve, change, relate, complete, use, sketch, teach, articulate, discover, and transfer.

#### **4. Analyze**

Build connection between concepts or ideas. For example of **Analyze**: investigate, examine, evaluate, search, contrast, connect, relate, device, correlate, illustrate, distill, conclude, categorize and take apart.

#### **5. Evaluate**

Justify a viewpoint of other person and yourself. For example of **Evaluate**: censure, criticize, reframe, judge, defend, reprehend, appraise, value, prioritize, plan, grade, reframe.

#### **6. Create**

Build new things and produce new or original work. For example of **Create**: build, construct, make up, design, modify, role-play, develop, rewrite, pivot, modify, collaborate, invent, and write.

#### **The Affective domain:**

Our emotions, feelings, values, motivations, and attitudes are related with affective domain.

- **Receiving**- being conscious of external stimulus that sense, experience and feel.

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- **Responding**- want to respond to your external stimulus like contribute, satisfaction, and enjoyment.
- **Valuing**- valuing or referring to the student's faith that respect or showing preference.
- **Organizing**- the conceptualizing or develop a thought and arrange the values like integrate, examine, and clarify.
- **Internalizing values**- the capability of rehearsal or practice and follow upon their values like judge, Review, and conclude.

### **The psycho- motor domain:**

It refers to these goals that are particular to reflex behavior of explanatory action and attentive physical functions. A usual misunderstanding is that physical goal that helps cognitive learning apt the psycho-motor. Whereas those are (kinesthetic) physical actions or movements, they are a transmitter as long as cognitive learning. It doesn't psycho-motor learning. We utilize our senses and bodies to coordinate with the universe any which way us, including learning in what way to rotate our bodies in dance so this psychomotor learning,

- **Reflex movements**

The actions are those which we acquire from birth as long as we go via puberty. They are automatic. They do not need us to think actively as far as them. For example inhalation, exhalation, close your pupils and open your pupils.

- **Fundamental movements**

These are the actions of primary movements or actions like walking, running, and jumping these are things part of the complicated actions. Example was playing a sport.

- **Perceptual abilities**

This set of capabilities allow us to sense the universe any which way us and correlate our movements or actions in order to collaborate with our environment. They involve tactile, visual, audio and actions.

- **Physical abilities**

Flexibility, strength, endurance, and dexterity and refer as capabilities.

- **Skilled movements**

Goal set in this filed are those that involve actions or movements educated for sport, playing or dance a musical instrument.

- **Non- discursive communication**

Denotes communication without writing, non discursive communication appertains to physical actions such as gestures, facial expressions, and posture.

### **4. Dreikur's classroom management theory:**

Rudolph Dreikur's profound the theory that common respect have to be the base for discipline and especially this common respect arouse learners or students to exhibit positive behaviors or actions. He trusted students or learners hold an inherent desire to sense like they hold confidence and value to give to especially group. Rudolph Dreikur's called especially desire to possess, the honest goal or objective of social behavior.

Assuming that students or learners are incapable to accomplish this goal, they initiate a series about goals of misdoing or misbehavior. The concluding misbehavior or misdoing is a misinformed try at acquiring the sense of belonging or closeness they are missing or lost.

### **Dreikur's 4 goals of misbehavior:**

#### **1. Gain attention**

Neglect the attention- asking as well as utilize positive reinforcement while positive behavior is displayed. Distract the student or learner by contribution substitute choices or choices.

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### 2. Gain power and control

Focal point on all the pleasant behavior in the classroom, at the same time neglect the attempt to acquire power; as for no account must you participate in a conflict for power.

### 3. Gain revenge

Recollect or remember significantly the student or learners is make an effort to acquire a sense of intimacy or belonging and this revenge- asking is a disguised try to acquire or gain it. Get out off other students or learners; allow the student or learners know especially you care as for them along with their education, that regardless their actions you wish the best and good for them.

### 4. A display feeling of inadequacy

A display feeling of inadequacy stage will demonstrate in the form of not doing anything like homework, not participating. At this stage students or learners must be displayed how to identify little achievements and successes. Displaying an interest by them and their work will continually support a student or learner slowly bring out of this stage.

## INTEREST THEORIES:

### 1. Interest theory:

Interest as an affective state show to reflect an important component of the relationship between the knowledge system and value system of the environment and the individual suggest by Eckblad. Krapp, Hidi, and Renninger have proposed about interest. There are three common perspectives on interest in 1992:

- **Characteristic of the person-** Individual or Personal interest as a disposition are character and personality.
- **Characteristics of the context and situation** – Interest of content task, activity in school, college any other places, classroom, materials, text.
- **Psychological state of an individual-** Individual situational interest; actualized or realized individual interest.

Research on interest has contained Quantitative method and descriptive method. Findings or result from these studies signify that there are four phases of interest development (Hidi & Renninger) in 2006:

1. **A triggered situational interest,**
2. **A maintained situational interest,**
3. **An emerging individual interest, and**
4. **A well-developed individual interest.**

### Phase 1: Triggered situational interest:

It can be defined as temporary changes in affective for example emotional. Cognitive processing triggered by content for example information; tasking significantly is inappropriate, relevant surprising, changed and so forward. This phase is externally supported by the environment but not ever. For example, group work and puzzles have been begun to trigger situational interest (Hidi & Renninger, 2006).

### Phase 2: Maintained situational interest:

It is a psychological state following to triggered situational interest that comprehend concentrated attention and persistence beyond an prolonged period of time for content and tasks that an individual or person look expressive or applicable. As the first phase, the second phase is externally supported however not in every case and can be advanced by

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understanding. Conducive environments including project based learning, and collaborative group work (Hidi & Renninger, 2006).

### **Phase-3: Emerging individual interest:**

The third phase is emerging individual interest point the initiating of an almost continuing predisposition are character and personality for an individual or person to ask frequent engagement with specific content or tasks extra time. The third phase is described by positive feeling, gathered knowledge and gathered value or worth as the individual or personal values to chances to reengage tasks or activity associated to their arising interest and will pick to do these in case that given a option (Hidi & Renninger, 2006).

### **Phase-4: Well – Developed Individual interest:**

The last phase, named well-developed individual interest, is mainly elaboration of the third phase. It contains a continuing predisposition are character and personality to rejoin with specific content or tasks extra time and is described by positive feelings, more gathered value for the content. An individual or person have a well developed individual interest for specific content or topic extra other activity or task assisted by lesser phases of interest, and the individual or person is certain to be enough less dependent on external factors including the environment or circumstances to keep up their interest (Hidi & Renninger, 2006).

## **2. IDC Theory:**

The motive is to co-build a integrated developmental and design structure to guide or coach the students or learners in encouraging their learning interest, ability in creation, and learning habits. The three fixed concepts of **IDC (Interest driven creator)** theory. The paper aim on define a three-component “**interest loop**” to guide or coach the plan of a learning process that enclose a array of learning tasks.

The three components are

- 1. Triggering interest,**
- 2. Immersing interest, and**
- 3. Extending interest**

### **Triggering interest- it is “curiosity”**

First component is triggering interest in the interest loop, which helps an activity that brings out earliest interest in learning a particular or specific object.

### **Immersing interest – it is “flow”**

The Second component is Immersing interest in the interest loop, concern to conception of learning activities or tasks that engage or join the complete attention of the students. While students experience flow, they ask out expanding higher challenges or conflict when dedicating more attention to enlarge their skills to encounter such challenges or conflict, bringing in personal development along with feeling of efficacy (ability to do one thing). While flow activities are combined, engaging or joining in such as tasks with immersing interest let students to construct positive social relations by caring for and advantaging others. Situational interest among students being continued over the “flow”, they are per chance one step distant from growing individual interest on the purpose area through “extending interest”.

### **Extending interest- it is “meaningfulness”**

The final component of the interest loop is extending interest, associate to creating activities for students to extend interest in the area later immersion in the learning activity. Extending



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interest also predisposes students to rejoin in same activities should the opportunities or chances arise or emerge.

### STATEMENT OF THE PROBLEM:

- Educator behavior such as supportive, encouraging, caring how influences the student learning interest.
- The student curiousness, personal interest may be creating an interest in learning.
- To identify which reason, have greatest power in student learning interest because of educator or subject.
- How students develop learning interest through subject or educator in the time of distractions.

### SIGNIFICANCE OF THE STUDY:

- The study will design to identify student learning interest due to the subject or educator.
- The study will specifically address the student learning interest because of subject.
- The study wants to discuss the learning interest of student due to this educator.
- The study wish highlights the impact of student learning interest.
- The study will help researchers/student who can use the same model in different context in coming days.

## REVIEW OF LITERATURE

**Hidi, S. (1990)** titled as “Interest and its contribution, as a mental resource for learning”. It was proclaim that interest is middle in decide how choose and continue in clarifying certain types of data in wish to others. Components that come up with to text based interest were debate, and it was put forward that interest were debate, and it was put forward that interest obtain voluntary. Alternately conscious was selective designation of attention. At last it was significant to explicate the relationship between interest and arousal. Whereas arousal level impact attentional ability this relationship should be look into previous to the connection between attention and interest could be totally acknowledge. If the quarrels hands over on that paper achieve additionally empirical support, they must influence to a big appreciation of the distinctive role interest plays in regulate the course and result of result of mental abilities.

**Hidi, S. (2001)** titled as “Interest, reading and learning, the theoretical perspectives and considerations”. Historical general outlook of how interest and it parts in learning had been develop a thought the center of attention of the paper shifts to the particular relationship between interest and reading. The points at issue examined are the impact of interest readers’ comprehension and learning. It is put forward that to allow researchers better mastery of mediating variables, dynamic measures of interest are require in inclusion to more self reports and questionnaires.

**Weber, K., Martin, M., & Patterson, B. (2001)** titled “Teacher behavior, student interest and affective learning: Putting theory to practice”. This study inquiry to analyze PA (project adapt) the students’ affective responses. Pre and post- test experimental design were used. Results were students felt PA teacher use various behaviors than their anterior teachers. Moreover student affect and interest increased obviously.

**Ainley, M., Hidi, S., & Berndorff, D. (2002)** titled “Interest, learning, and the psychological process that mediate their relationship”. The researcher probe how individual and situational

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factors provide to topic interest and text learning. Interfusing self rating scales with dynamic measures of student activities on condition that new insight into how interest impact in learning interest. The first of those examined the endowment of individual and situational factors to level of topic interest; second probed process mediating the effects of topic interest on learning. Using connected computer demonstration of short explicatory texts, we seemed able to examine some of the complex way whereby individual interest variables unite with the content of text tiles to effort levels of topic interest activate by those text tiles. At the same time we have recognized how these factors affect the processes that interfere between the initial activate of interest in the text topics and marks on a test of text content.

**Hendrawijaya, A.T. (2002)** titled “Effects of mediating of learning interest in Improving Student learning Achievement”. The study purpose to investigate and explore the impact of educational level, work motivation, work discipline and work discipline on learning interest creates indirect impact on learning achievement. This research was explanatory study. 200 respondents for their study used as sample. Online questionnaires were used for this study. The conclusion of this study had a significant positive impact or effect on learning interest and learning achievement.

**Herpratiwi, H., & Tohir, A. (2002)** titled as “Learning interest, discipline on learning motivation”. This research study purpose to decide the effect of learning interest and discipline create influence learning motivation. University students was population select a students as (2019-2020) in this year of 38 students. SPSS software used their analysis. The result of this study was interest in learning and discipline obviously influenced learning motivation. It was limited to interest and discipline whatever influence students learning motivation.

**Renninger, K.A., & Hidi, S. (2002)** titled as “Student interest and achievement - Developmental issues raised by a case study in development of achievement motivation”. This section talks about the developmental issues of student interest and achievement. Students could be assisting to improve interest and work with subject content or topic for whatever they to begin with have a less developed interest. This section come to an end that deep analysis of one student center of attention on the range of interest and achievement relations that distinguish lives of student.

**Chesbro (2003)** tilted “Effect of teacher clarity and non verbal immediacy on student learning, receiver apprehension and affect”. This study focuses on teacher immediacy and clarity on student cognitive learning. The mixture of clear and immediate testing would to importance more cognitive learning than a mixture of clear and non immediate teaching. Analysis disclosed a significant main effect for clarity on cognitive learning, while the result go wrong to brief the important main impact for immediacy and a significant cooperation impact being clarity and immediacy as for student cognitive learning.

**Hastings, R.P., & Bham, M.S. (2003)** titled “the relationship between student behavior patterns and teacher burnout”. Sample was 100 British primary school students. Pupil behavior pattern scale (PBP) used for this study. To investigate the properties of assessed student behavior in the classroom. Study on the hypothesis of burnout feature of student behavior measured by the PBP. A describing component analysis established the PBP area of disrespectful behavior, sociability and attentiveness. Disrespect anticipates emotional and depersonalization burnout and lack of socially forecast depersonalization and personal

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accomplishment and burnout. Psychological variables as a teacher self efficacy and coping skills in elaborating teacher wellbeing was influence for student behavior on the classroom.

**Abrantes, J.L., Seabra, C., & Lages, L.F. (2007)** titled “Pedagogical effect, student interest and learning performance”. Students were sample. Students perceived learning directly depend upon their student interest and behavioral and indirectly depend on student and instructor interactions, organization, responsiveness, liking/concern and leaning performance. Survey method was used. Nine hypothesis- they are student teacher interaction lead higher level of pedagogical effect; instructor liking/concern lead higher level of learning performance; responsiveness of instructor leads a higher level of student interest; organization lead a higher level of learning interest; student learning performance lead a student interest; student learning performance higher level of pedagogical effect; learning performance lead a perceived learning; student pedagogical effect lead a perceived. Instructional method is very used. Perceived learning strongly influenced by instructors personal qualities and teaching characteristics such as responsiveness, liking/concern and instructional methods. Course organization had a significant beneficial effect of perceived learning.

**(Joseph P. Mazer, 2010)** titled as “student learning interest and the conceptualizing a teaching a process model of teacher communication, student emotional and cognitive interest”. Undergraduate students were sample. Pre-operational one group design took for that study. Quantitative measures applied. Interest and engagement scale was used. Objective was identifying the student learning. Four hypothesis – they are teacher immediacy will positively foretell student emotions; teacher clarity positively project students cognitive interest; students emotional and cognitive interest predict their engagement. The result was teacher communication like smiling, moving eye contact can arouse student interest, teacher clarity also strong predictor of student cognitive interest. Student emotional and cognitive interests are positive experience of both significance benefits of students.

**Rotgans, J. I., & Schmidt, H.G. (2011)** titled “The role of teacher in facilitating situational interest in an active- learning classroom”. The research study desired to examine in case interactional teacher attribute including social and cognitive congruence, subject or content matter expertise develop situational interest in students. 498 polytechnic students were used as a sample. Conclusion disclosed significantly students helped by teachers or educators who get high marks on those characteristic announced noticeably higher levels of situational interest. All over the conclusion indicate that teachers play an effective role in increasing students’ situational interest in the classroom.

**Rotgans, J. I., & Schmidt, H.G. (2012)** titled as “Problem based learning and student motivation, the role of interest in leaning and achievement”. The problem based learning that motives to study. The study investigated in what way interest developed through problem based learning. Another study examined how deep facilitators create impact student interest in problem based learning. There are three facilitators that subject matter expertise, social & cognitive congruence. The results of this research study gave more understanding in the complicate mechanisms account to motivate students to study or learn in problem based learning.

**Mazer, J. P. (2013)** titled as “Validity of the student interest and engagement sales and Associations with student learning outcomes”. The research study constructs sound proof for the student engagement scale and student interest scale. The outcome designates a positive

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relation between student emotional and student cognitive interest and student engagement, on condition that first proof for construct validity. Outcome discloses positive relation between student interest, student or learner empowerment, motivation and affective learning, contributing the proof of convergent validity.

**Gablinske, P.B. (2014)** titled as “The case study of student interest relationships: the effect on student learning”. This research study used single case study design and intuitive student teacher relationship. These studies of instruction that convey a classroom teacher in the development and maintenance of their relationship with their student. The resulting investigation and elucidation on condition that narration of major themes that developed as regards strong student teacher relationship, furthermore specific component of interactions considered important for the student learning environment. The result conveyed development and supporting of relationship between a teacher and her students. The qualitative method in this study extract from the constructivist view point comes up with the assist elements that were evaluative components of each category. The result of this study is a description of experience and procedures that guide that betterment and of relationship in the middle of a teacher and her students.

**Rotgans, J.I., & Schmidt, H.G. (2014)** titled “Situational interest and learning: thirst for knowledge”. It was stimulus in condition where that knowledge deficit becomes obvious that in the confrontation with a problem. Secondary students used as sample. Students who absence knowledge showed awareness that they absence knowledge to understand a problem was presented. This research study denoted that situational interest decreased with the increasing knowledge of the problem at hand. This result provides empirical evidence in support of knowledge- deprivation account. Only if participants have knowledge deficit about the problem, they show a significant increase in situational interest. The participants’ who already had knowledge need to understand the issues did not view an exchange in situational interest.

**Arini, F.D., Chorini, A.S., & Sunardi, S. (2016)** titled as “The use of comic as a learning help to improve learning interest of slow learner student”. The research aims to explore the applying of comic in learning to enhance learning interest of low learner students. Five students participated in that study. Experimental design was used. The result supports that the applying of comic in learning of slow learner students can improve the learning interest.

**Lazarides, R., Gaspard, H., & Dicke, A. L. (2019)** titled as “Dynamics of classroom motivation and teacher enthusiasm of the development of math interest and teacher support”. Interest is significant for flourishing student learning, however tiny is acknowledge approximately the developmental dynamics through interest and social support via classroom. The research study analyzed the association of developmental alteration in student class level interest along with look at teacher help in math’s classes through one school year later the student transferred to high school. They additionally explored how teacher announced eagerness was associated to those changes. 1000 students used as sample. This result showed a significant decline in class- level mathematics interest. While carried bidirectional relationships through perceived teacher help and the student interest perceived class level teacher or educator help positively anticipated the change in student interest and in such a way cushioned the deterioration.

**Gultom, S., Hutauruk, A.F., & Ginting, A.M. (2020)** titled as “Teaching skills of the teacher in increasing student learning interest”. The teachers have to work hard to found new

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improvements accordingly students were interested in learning. The qualitative research method was used. The research study result represents teachers should have teaching skills like questioning skills, reinforcement skills, individual teaching skills, variations skills, explaining skills, opening and closing learning skills, small group discussions managing skills, and classroom management skills.

**Sutarto, S., Sari, D.P., & Fathurrochman, I. (2020)** titled as “Teacher strategies in online leaning to increase the student interest in the learning During COVID-19 pandemic”. Interest has significant role play on learning. Interest leads to promote in learning and it can enhance learning outcomes. Study concentrated on strategies and exploring strategies. The qualitative method used for study. The result proclaims that the strategies used by teacher to improve interest in leaning. During COVID-19 student online learning obtain something fun. However, they lack engagement with their friends. So the learning process in lockdown carried out at house. Something missing in lockdown period likes lack of connection with their friends, lack of playing.

### **METHODOLOGY**

#### *Aim*

- To find out the student learning interest: Is it piqued by the subject or the educator.

#### *Objectives*

- To study the demographic variables of the students.
- To understand the student learning interest.
- To discover the student leaning interest due to teacher.
- To identify the student learning interest because of the subject.
- To find out the relationship between subject and educator in student learning.

#### *Sampling*

Non probability method used for present study. Non probability refers to sampling techniques that use non-random ways to select samples. There were 5 types sampling in that purposive sampling was used. The study participants are chosen based on the study purpose.

The sample of current study is college students. College students are selected based on course. The courses are B.A. English, B.A. French, B.Sc. Food science and nutrition, B.Sc Physical education, B.com, BBA, B.Sc Chemistry, B.Sc Microbiology, and B.Sc Computer science. The selection of these 9 courses is based on physical education, language, management, science and humanities because majority of courses fall under this category.

The sample size was 54. The 6 participants were selected based on volunteering in each course. Male and female divided equally in all courses. Met a person in face to face and conduct an interview for data collection.

#### *Research Design*

The study used a qualitative research method. Qualitative method is seeking participants like experience and opinion that take place in their lives. The research format used in this study is phenomenological research design. Phenomenology tries to acknowledge ideas, situations and problems of the participant experience and understanding. As the study aims to understand student real or genuine lived experience of learning interest is it piqued by the subject or educator.

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### *Procedure*

The interview questions were administered by self framed with help of guide. The 3 Focus group discussions (FGD) have done with classmates and faculties for check a quality of a question. The questions are divided into 4 parts opening question, subject based 4 questions, and teacher based 5 questions and ending question. There are 11 questions seek of the participants' from the interview. The participants were selected based on courses. The selection of those 9 courses is based on physical education, language, management, science and humanities because majority of courses fall under this category.

The method of data collection was interview. There were 7 types of interview in that semi structure interview was used for current study. Semi structure interview can seek both open and closed ended question so it was useful and fulfill the research objectives for current study. Got permission from principal head of department and then proceed an interview.

Interviews were note by written and record the conversation with the consent of the participants. Without consent of the participants didn't record the conversation. The data collected through face to face interaction in semi structure interview for the period of 30 minutes to 45 minutes for each participant. The responses of the participants were typed in the word document following to divide the themes and codes and complete the analysis.

### *Inclusion*

- Inclusion of the undergraduate college students.
- 17-21 years of aged college students were included.
- Male and female college students.
- Language used for interview in Tamil and English.
- Volunteering participants were participating in this present study.
- The college students were participate from these the courses like B.A. English, B.A. French, B.Sc. Food science and nutrition, B.Sc Physical education, B.com, BBA, B.Sc Chemistry, B.Sc Microbiology, and B.Sc Computer science.

### *Exclusion*

- Other students.
- Below 17 and above 22 years of aged students were excluded.
- Other gender.
- Other languages.
- The students were not willing to participate in this present study.

### *Analysis*

The content analysis used for current study. The study purpose is to look for frequency of words, patterns and sequence of occurrence of those words. Data analyzed based on themes and codes. The responses of the participants from the interview to that questions were analyzed the method of content analysis and the themes and codes. Hence the qualitative data was examined, elucidate, and conclude the participants' responses.

## **ANALYSIS AND DISCUSSIONS**

### **SUBJECT-1: ENGLISH:**

- **Demographic details:**

The demographic details of the participant disclosed specifically age, gender, and locality. The first participant age is 20; second participant age is 21 moreover 4 participants age come

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under 18. Six participants divided equally male and female. 4 participants were come under semi urban category furthermore 2 participants were come under urban category. They are all studying B.A. English in same place.

- **Method of teaching:**

The strategies of teacher are one of the crucial parts of student concentrate towards the class. Asking questions, environmental setting, and board lecture, amusement way take a class related to the topic, practical examples, avoid negative remarks, stories related to topic, conduct activities elaborate a topic in understanding way these are the responses from the interview. 2 participants said that same kind of strategies make an interactive (fun) during their class. While interview 3 participants said that Practical examples strategy of instructor make a listening mindset for students. Instructor asking question strategy is same way for these 2 participants.

The behavior of teacher influences a student learning interest. The teacher behavior plays a vital role in student listen towards a class. The responses of the participant from the interviews disclosed that the teacher behavior like listening and understanding the student point of view, interaction with students, friendly, caring, encouraging a student, clarification of doubt about topic, don't blame a student in front of class. These are teacher behavior impact on student learning process. 2 participants told that supportive behavior of teacher make an interest towards learning.

Inspirational teacher shared by all participant while interview. First participant replied that "I can share everything with my teacher like personal things and she believes me". Second participant mentioned that the teacher treats like a family and she take effort for student learning. Third participant told that teacher interaction with students make a learning interest. Fourth participant commented that the teacher treat all student equally. Further participant assured that the teacher caring; share their thoughts freely with teacher. Final participant agreed that the educator friendly behavior and she took interactive class (fun) during their class. 2 participants shared that literally same kind of experience about the educator.

- **Comments from teacher:**

Remarks from teacher are notable thing for every student. The responses of the participants in interview disclosed that encouragement, discouragement is both take places in their life. First participant told that "teacher didn't tell any remarks for me". Other participant commented that teacher do not discourage any students. Teacher advised that further participant that you want to involve in any other extracurricular activities and their teacher encourage to that work. Moreover another 3 participants told that take significantly remarks is good way but sometimes negative remarks also teacher told to us that time we take that thing as positive and then develop their skill.

Comparison about participant opinion it gave negative feeling. First participant replied that they didn't face any comparison. The responses of the second participant that comparison creates negative feeling like anger but level of comparison is literally good. The 2 participants said that comparison is not good and do not compare with anyone. One more thing said next participant comparison made don't like that teacher. Finally 2 participants revealed that comparison not affect very much. Another participant said that not hearing that comparison. Final participant said that sometimes comparison motive a person to do a task.

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- **Student strategies:**

Selection of this course response of the participants from the interview disclosed that interesting subject, home decision. 3 participants told that it is interesting subject so they are choose this course. Furthermore 2 participants replied that home decisions hence both choose this course. Final participant told that degree are required therefore choose this course.

Students used strategies for enhancing a learning they are search content related to a topic in social media, sharing information with others, and reading. 2 participants replied that search some videos related to our topic that it make knowledge able person. Next participant said that sharing information with friends, any other person that it helps to enhance the knowledge. Moreover 2 participants replied that reading a book that it helps to improve their learning interest. Finally 2 participants told that imagine the topic that it makes understanding the subject easily remembering through their life.

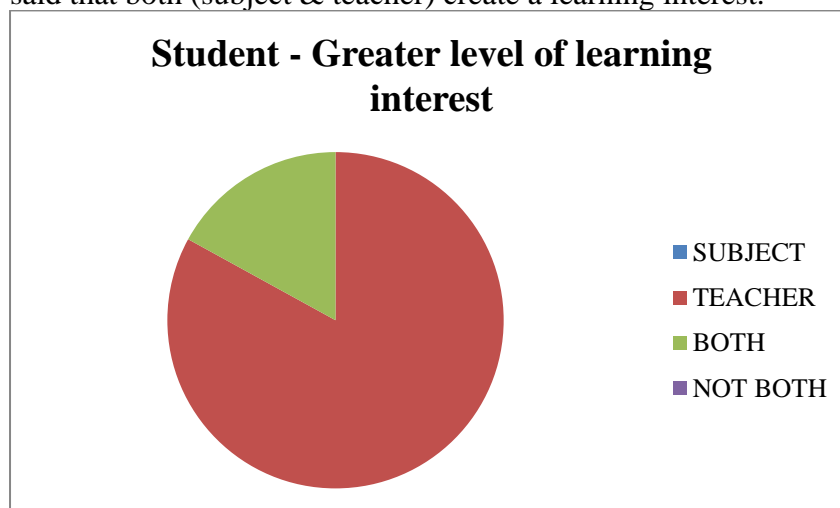
- **Student learning experience:**

Student connects with subject like day to day activities but sometimes they didn't create any connection between subjects. 2 participants commented that no connection between subject. Another 2 participants said that translating a language, conversation with any another person through both of them connected with subject. Moreover next participant told that connect that subject with story. Final participant said that learning process through connect with the subject.

Struggles, difficulties and distractions of the learning process the responses of the participants from the interview revealed that family, situation, environment, social media, and sleeping. 2 participants said that sleeping is major distractions. Another participant said add a one point that is phone is major distractions for studying. Next participant said that no difficulties for studying. Furthermore 2 participant faced vocabulary and understanding the subject difficulties. Final participant faced difficulties like family situation, fear of future and atmosphere.

- **Greater level of learning:**

**DIAGRAM-4.1** show that 5 participants replied that teacher was their greater influence for learning. Teacher behavior like kindness, care influences a learning process. Final participant said that both (subject & teacher) create a learning interest.



**DIAGRAM- 4.1-** shows the greater level of learning interest of college students (English) is because of the subject or educator.



## **SUBJECT-2: FRENCH:**

- **Demographic details:**

The demographic details of the participants disclosed specifically age, gender, and locality. The 3 participants' age is 18 moreover 2 participant ages is 21. Final participant age is 19. The 4 participants are female and 2 participants are male. 5 participants were come under semi urban category and another one participant come under urban category. They are all studying B.A French in same place.

- **Method of teaching:**

The strategies of teacher are important of the student concentrate over the class. Asking questions, activity, interactive class (fun), amusement way take a class related to the topic, gestures of teacher these are responses from the interview. Instructor asking question strategy is same for 3 participants. Teachers conduct some activities for students that create a learning interest these strategies same for 2 participants. Another participant said that teacher action usage strategy create listening mindset for students.

The behavior of teacher plays an important role in student academic performance. The responses of the participants from the interview disclosed that caring, calm speaking, friendly, ready to explain a topic many times; advice about future, career opportunities. While 3 participants told that teacher gave advice about future, career opportunities for their life. 2 participants said that teacher treat a student like friend, caring about students these are the behaviors of teacher create a greatest impact in student learning process. Final participant said that no deeper connection with educator.

Inspirational teacher shared by all participants while interview. 3 participant replied that the teacher care their students that motivates to learning. Another participant mentioned that teacher motivate and encourage their student that was most influence for their learning. Next participant told that teacher share any things in assertive way and way of speaking these things create a good impression about his teacher. Final participant said that teacher perfection and friendliness create an interest toward the subject.

- **Comments from teacher:**

Teacher gave remarks for students that influence in student learning. The responses of the participants from the interview disclosed that teacher gave both positive and negative remarks for students. While interview 2 participants told that teacher gave negative and positive remarks create impact on learning interest for their students. Next 2 participants said that their teacher gave remarks like improve your skills and teach about what are ways for developing that skill. Another participant replied that their teacher scold in front of class, they felt bad. Educator gave negative remarks for their students as personnel that time students ready change their mistakes. Final participant answered that their teacher had an expectation on their students that time student thought as want to improve their knowledge.

They are all faced comparison in their life that may be creating a positive or negative outcome. The responses of the participants disclosed that comparison created anger, hurting, not concentration, discouraging, disappointment. While interview 4 participants said that they didn't like comparison and it's hurting, concentration decreased that impact on studies. Next participant told that comparison is both positive and negative influence a person. Final participant replied that comparison creates bad feeling but motivates to learn a more things in their life.

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- **Student strategies:**

The responses of the participants from the interview disclosed that about this course like interesting subject, home decision, without interest, many opportunities have this course. While interview 2 participants told that about this course were interesting, easy and huge opportunities. Furthermore 2 participants said that take this course without interest.

Students used strategies for enhancing learning. They are search content related to the topic in social media, watch movies and series for developing a speaking in French, reading, coaching centres and listening. While interview 5 participants told their strategies for enhancing learning that watch movies, series, go to coaching centers', reading, speaking and listening. They spend minimum time for studies. They discuss the topics with friends. Final participant didn't use any strategies for studying.

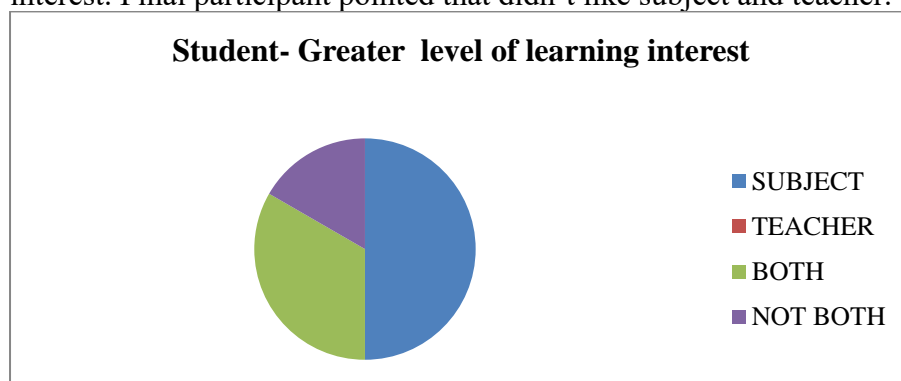
- **Student learning interest:**

Students connect with this course through speaking. First participant said that didn't connection with subject. Furthermore 5 participants answered that connect this course through speaking. If they want speak a secret this language was helpful for them. They speak with family.

Struggles, difficulties and distractions of the learning process the responses of the participants from the interview revealed that pronunciation was very difficult; writing was difficult, phone distractions and friends distraction. While interview 3 participants faced difficulties that writing, pronunciation and listening. Moreover 3 participants pointed distractions that phone and friends. They said one more point was careless mistake.

- **Greater level of learning:**

**DIAGRAM- 4.2-** shows that 3 participants said that subject were their greater influence for learning. Furthermore 2 participants replied that both (subject & teacher) create a learning interest. Final participant pointed that didn't like subject and teacher.



**DIAGRAM-4.2-** show the greater level of learning interest of college students (French) is because of the subject or educator.

### SUBJECT-3: FOODSCIENCE:

- **Demographic details:**

The demographic details of the participants disclosed specifically age, gender and locality. The 3 participants age is 19 moreover 2 participants age is 20. Final participant age is 18. Six participants divided equally males and females. The 4 participants were come under semi urban category. Furthermore 2 participants were come under rural category. They are all studying B.Sc food science and nutrition in same place.

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- **Method of teaching:**

The strategies of teacher are vital part of the student concentrate in regard to the class. Conduct activities, asking question, interactive class (fun), environmental setting, and examples related to their topic, smart class, amusement related to the topic, seminar, and stories tell related to the topic these are strategies used by the educator in the classroom. 3 participants said that asking question strategy of instructor make a listening mindset for students. 2 participants told that educator gave work like seminar, assignments to make a class more interesting while a student participate in that class.

The behavior of teacher was significant thing for student learning. The responses from the interview disclosed that way of speaking, calm, friendly, clear doubt in any time, care, supporting a student. While interview 2 participants told that teacher assertive communication, advice about future, career advice these things create a good impression about their teacher. Next 2 participants replied that care, friendliness, patience of teacher behavior create a good relationship with their students. Another 2 participants replied that teacher humanity, knowledge that is most inspiration for their learning.

- **Comments from teacher:**

Remarks are very important thing for their improvement. While interview 3 participants disclosed that teacher encourages a student that motivates to learn otherwise teacher discourages a student that impact on studies. Next participant said that teacher always encourage other students. Final 2 participants revealed that teacher gave negative remarks. Students felt bad but a negative remark motivates to learn.

Comparison faced everyone in their life. The responses of the participants from the interview revealed that comparison creates anger, discouragement, and guilt. While interview 3 participants said that comparison creates a negative emotion like anger, discouragement and guilt. Another participant told that take a comparison as an easy and move on that situation. Final 2 participants disclosed that they didn't like comparison but teacher compare with past and present activities and marks of themselves.

- **Student strategies:**

The responses of the participants from the interview disclosed that about this course like self interest, without interest, home decision, and teacher suggested this course. While interview 3 participants told that this course select by family members. So they select this course. Furthermore 2 participants replied that this course were interesting. So they choose this course. They inspired by movie. Final participant said that didn't have an interest towards this course.

Students used strategies for improving knowledge. Listening, reading, asking advice from experts, take key points for that topic and discuss with friends. Listening, reading, seek advice from experts, note key points these are strategies useful for 4 participants. Discuss with their friends about this topic, asking questions from teacher and understand the topic and then study these are strategies effective for these 2 participants.

- **Student learning experience:**

Students connect with course through day to day activities. This course based on food. So they connect with subject through foods. 4 participants said that food is necessary in our life. Without food we can't do anything. So they connect subject with food. Another 2 participants

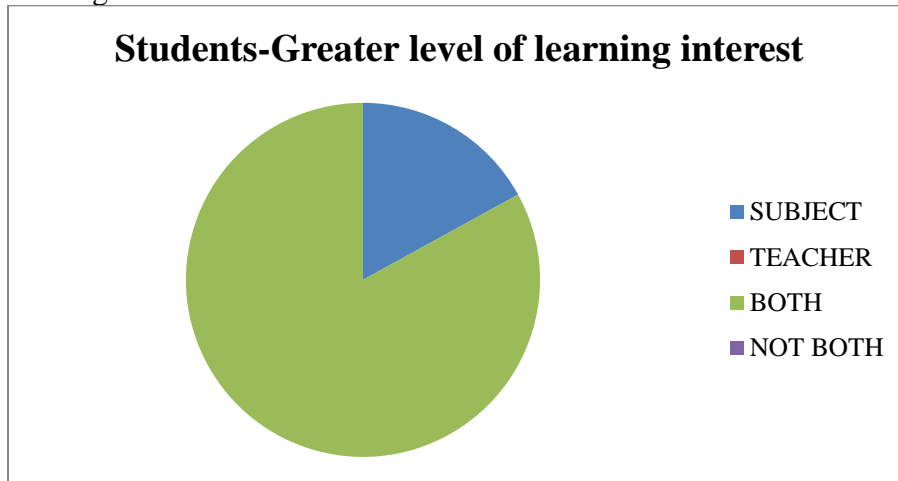
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replied that this course useful to health. They used this course for fat reduce and increase face glow. These ways connect the subject with them.

The responses from the interview disclosed that struggles. While interview 2 participants said that family problems that was difficult for learning. Furthermore 4 participants told difficulties that those friends, vocabulary, phone distractions and thought process.

- **Greater level of learning:**

**DIAGRAM-4.3-** shows that 1 participant said that subject was their greater influence for their learning. Furthermore 5 participants replied that both (subject & teacher) create a learning interest.



**DIAGRAM-4.3-** Show the greater level of learning interest of college students (Food science & Nutrition) is because of the subject or educator.

### **SUBJECT-4: PHYSICAL EDUCATION:**

- **Demographic details:**

The demographic details of the participants disclosed specifically age, gender and locality. The 2 participants' age is 19 moreover 2 participants' age is 20. Furthermore, participant age is 18. Final participant age is 21. Six participants divided equally males and females. 4 participants were come under semi urban category furthermore 2 participants were come under rural category. They are all studying B.Sc. physical education in same place.

- **Method of teaching:**

The strategies of teacher make a class more interesting for student learning. The responses of the participants from the interview that motivate, encourage, give advice about body fitness and health, teach about the target, give suggestion about their playing. While interview 2 participants disclosed that coach strategy was advice about body fitness and health. Another 3 participants told that coach strategy was encouragement and tell corrections for playing a game. Final participant replied that teach strategies about playing like how to play a game.

The behavior of teacher plays a key role in student learning interest. The responses of the participants from the interview disclosed that caring, money support, and advice about practice a game, yoga; encouraging, kind, assertive, faith towards students, encouraging. 3 participants told that coach caring, advice, support their players that create good relationship with them. Another 3 participants replied that coach encouragement create a positive mindset.

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Inspirational teacher shared by participants while interview. 2 participants told that coach share his life experience to their students that is most inspires for them. 2 participants said especially coach encourage their students that influence in performance. Next participant told specifically coach simplicity that made a good impression in the student mindset. Final participant told that “I didn’t have any inspirational teacher”.

- **Comments from teacher:**

Remarks help to improve their knowledge and skill. While interview 2 participants told that remarks help to motivate to develop a skill and knowledge. Next 2 participants said that students didn’t hear the remarks from coach. Final 2 participants disclosed that positive remarks like encouragement helps to improve their studies. Whether coach gave negative remarks it creates pressure on student mindset. Remarks were useful to correct their mistakes. Comparison is key factor of one’s success and failure. The responses of the participants from the interview revealed that it creates negative feelings like anger, guilt, and jealousy. While interview 3 participants disclosed that if a coach compares them that time they felt anger, guilt and jealousy. Another 3 participants answered that comparison motivates to do a task successfully.

- **Student strategies:**

The responses of the 6 participants from the interview disclosed that about this course like self-interest. They like sports. They had an attention from another people this thing was influence to play. They desire to study about sports and exercise. So, they select this course.

Students used strategies for improving their performance. The responses of the 6 participants from the interview that Regular practice, watching other matches, get remarks from coach and then correct their mistake, exercise and money these are strategies followed to improve their performance.

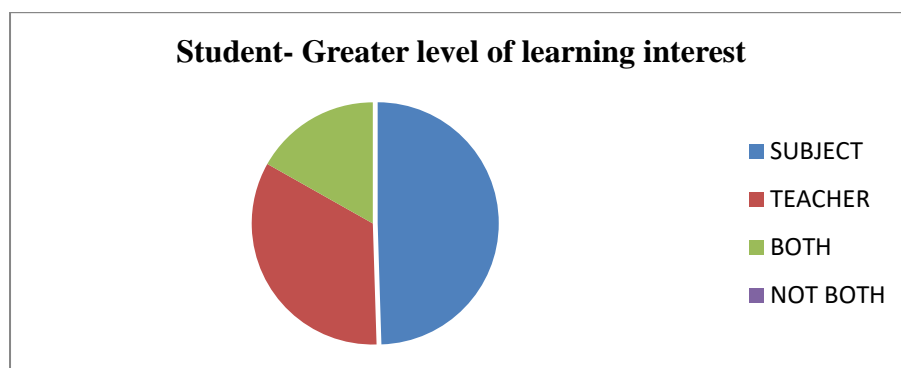
- **Student learning experience:**

Students connect the subject with sports. Game was life for them. The responses of the 6 participants from the interview disclosed that game was everything for them. They spend more amount of time in ground for playing; Put effort to improve their performance. Exercise and play through they connect with this course.

The responses from the interview revealed that struggles and distractions for playing a game. While interview 6 participants share their difficulties that injuries during play, give priority to senior, climate condition, body condition, stress, physiological and psychological stress during playing, financial and political pressure and torture for playing.

- **Greater level of learning interest:**

**DIAGRAM-4.4-** shows that while interview 3 participants said that game was their greater influence for their performance. Furthermore 2 participants said that coach. They believe coach was important. Final 1 participant replied that both (subject & teacher) create a game interest.



*DIAGRAM-4.4- show the greater level of learning interest of college students (Physical education) is because of the subject or educator.*

#### **SUBJECT-5: COMMERCE:**

- **Demographic details:**

The demographic details of the participants disclosed specifically age, gender and locality. The 2 participants age is 18 moreover 2 participants age is 19. Final 2 participants' age is 20. Six participants were divided equally males and females. The 3 participants were come under semi urban category furthermore participants were come under rural category. They are all studying B.Com. in same place.

- **Method of teaching:**

Teacher strategy is creating a learning interest for students. The responses of the participants from the interview that group discussions, seminar, practical examples, current affairs, question asking, smart class, amusement way teaching related to the topic, time management, explain the concept in a easy way. 2 participants told that the educator group discussion strategy is develop new ideas for students. While interview 3 participants replied that the teacher gave practical examples for that topic which made more interesting towards the subject. Next 2 participants told that the teacher teach a difficult topic in easiest way that made learning interest over the topic.

Teacher behavior is key factor for student development. The responses of the participants from the interview that teacher advices, treat a student's equally, care, encourage, friendly, supporting, dedication, knowledge. While interview 2 participants told that teacher treat a student's equally that thing create good impression for them. 3 participants replied that teacher encourages a student that time they felt as a confident person. Furthermore, participants said that teacher friendliness, caring, supportive, and helping, dedication, and communication these behaviors of teacher was create a good relationship with their students.

Inspirational teacher shared by participants. First participant replied that teacher scolding her very much later she realize that her teacher scold for their future development. Second participant told that teacher hardworking to convey a topic in easy way that creates a good impression for them. Third participant said that teacher believe a student that motivate a students for learning. Next 2 participants replied that teacher friendliness, courage, encourage a student these behavior are inspiration for them. Final participant said that teacher treat a student equally, helping behavior of teacher these create impact on their learning.

- **Comments from teacher:**

Teacher gave remarks for student welfare. 2 participants told that their teacher gave remarks like you want to get good marks concentrate on your studies, encourage, developing skill and

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tips for future development. Another participant answered that teacher share own experience and ideas for their students. Teacher advised students that develop your skills and knowledge for future betterment. Final 2 participants commented that their teacher encourages learning. Teacher discovers their students' talents and motivates them to develop that skill.

Everyone have a unique talent. So comparisons lead a negative impact on students. Sometimes it motivates to learn. 3 participants told that don't take a comparison as personnel. Comparison may be reason for the development. 2 participants replied that comparison create a bad feeling. However take it as a positive and then improve their skill. Teacher wants to share the reason of comparison with their students. This was desire for their students. Another 2 participants answered that comparison is good at one level. Comparison motivates to improve their knowledge.

- **Student strategies:**

The responses of the participants from the interview revealed that about selected this course like self interest, teacher suggested this course. While interview 4 participants told about select of this course that self interest. They felt subject was easy. So they choose this course. Learn more about business so they took this course. Furthermore 2 participants told that this course suggested by teacher.

Students apply strategies for enhancement of learning this subject. The responses of the participants from the interview disclosed strategies that search content related to the topic in social media, activities, takes revision for that subject, discuss with friends, imagine the concept and self teaching. While interview 2 participants told that attend internship, competition, involve in activities these things were better for their studies. Another 2 participants replied that discuss with friends this strategies was very helpful for them. Final 2 participants answered that self teaching and understand and clear about the topic these strategies used for their study.

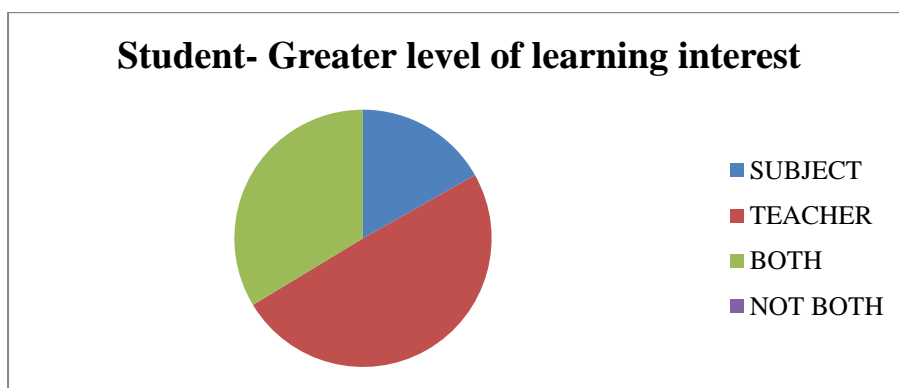
- **Student learning experience:**

Students connect with course in the way of day to day activities. While interview 6 participants replied that marketing, think about customer point of view, financial, products, day to day life activities, and management of company these were the ways connected to their subject.

The responses of the participants about struggles while studying that time management, mobile distraction, friends' distraction, didn't studying daily basis, fear about future, not listening in class and difficult problems. 3 participants had a same problem of phone distractions and time management. Furthermore 3 participants replied that hard to understand theories, sums, thought process and daily didn't study.

- **Greater level of learning:**

**DIAGRAM-4.5-** shows that while interview 3 participants said that teacher was their greater influence for their learning. Furthermore 2 participants replied that both (subject & teacher) create a subject interest. Final participant said that subject create a learning interest.



**DIAGRAM-4.5-** show the greater level of learning interest of college students (Commerce) is because of the subject or educator.

### **SUBJECT- 6: BUSINESS ADMINISTRATION:**

- **Demographic details:**

The demographic details of the participants disclosed specifically age, gender and locality. The 2 participants age is 18 moreover 2 participants age is 19. Final 2 participants' age is 20. Six participants divided equally males and females. 6 participants are come under semi urban category. They are all studying BBA in same place.

- **Method of teaching:**

Teacher strategy will develop a student make more knowledgeable person. The responses of the participants from the interview that day to day activities examples related to the content, own experience of teacher, interactive class (fun), and teacher understand the student mindset while taking class, environmental setting. 3 participants told that teacher gave practical examples that create a subject more interesting and understanding. Another 3 participants replied those educator interaction strategies that create listening mindset for their students.

The teacher behavior is one of the most significant things for students learning interest. The responses of the participants form the interview that their teacher easy approachable, cheerful, caring, teach a simple way, patience, communication, friendliness. While interview 3 participants told that their educator was easy approachable that was that subject more interesting and understanding because their teacher clarify doubts in many times. Another 3 participants told that their teacher was cheerful, caring, friendliness, patience, communication these behaviors made a good impression for them.

Inspirational teacher shared by participants. First participant said that teacher believing their student that motivates to learn. 3 participants told that teacher friendliness, caring, supportive, patience these behaviors inspire them. Another 2 participant disclosed that their teacher teaching method creates a learning interest in that topic.

- **Comments from teacher:**

Remarks from teacher are essential for students learning. While interview 2 participants said that their teacher gave remarks like encouragement. Second participant told that their teacher most of time gave negative remarks. Negative remarks create negative feelings like anger, hurting. Rarely their teacher gave positive remarks. Next 3 participants said that their educator gave remarks for a student that was useful for correct mistakes.



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Comparison was faced in everyone life. The responses of the participants from the interview disclosed that discouraging and anger. While interview 4 participants told that they didn't like comparison. If a teacher compare that time student didn't listen teacher words. Some of them told comparison was wrong. 2 participants replied that comparison motivates to learn and it's discouraging few times.

- **Student strategies:**

The responses of the participants from the interview disclosed about selection of this course that family choose this course, self interest, teacher suggested this course and easy subject. While interview 2 participants told that their family members suggested this course. So they are chosen this course. 3 participants select this course of self interest. Moreover participant told that their teacher suggested this course.

Students develop strategies for improve their learning. The responses of the participants from the interview disclosed strategies that search content related to the topic in social media, note key words, discuss with friends about the topic, self studying and listening in class. While interview 2 participants said that discuss the topic with friends this strategy was useful for them. Moreover 3 participants told that search contents related to the topic in social media this strategies was useful for them. Final participant told about their strategy was self studying.

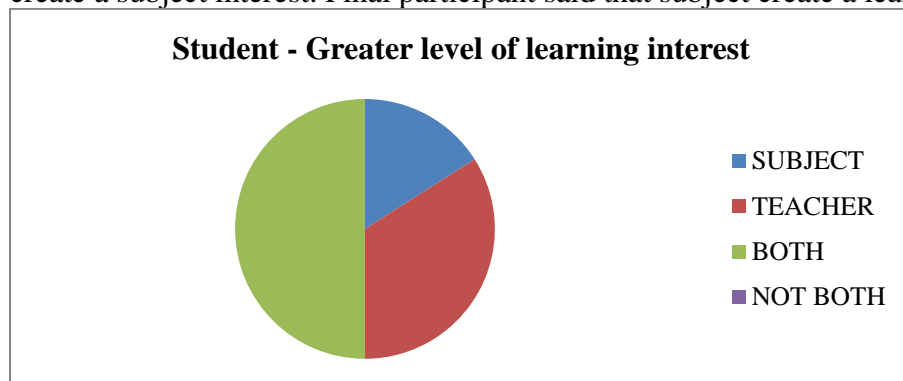
- **Student learning experience:**

Students connect with course. The 6 participants connect the subject with advertisements, products, discounts, stocks and shops. These are the ways students connect with subject. They were studied different business strategies and techniques. If they watch advertisements, discounts from shop these things more connected with their subject.

They share struggles and distractions while learning. The responses of the participants from the interview disclosed that phone distractions, friends' distraction, some words are difficult to understand, phone call from friends, loneliness, household work, song distraction and mindset. The loneliness was one of the difficult for those students. These factors also affect their learning.

- **Greater level of learning:**

**DIAGRAM-4.6-** shows that while interview 2 participants said that teacher was their greater influence for their learning. Furthermore 3 participants replied that both (subject & teacher) create a subject interest. Final participant said that subject create a learning interest.



**DIAGRAM- 4.6-** shows the greater level of learning interest of college students (*Business administration*) is because of the subject or educator.

**SUBJECT- 7: CHEMISTRY:**

- **Demographic details:**

The demographic details of the participants disclosed specifically age, gender and locality. The 2 participants age is 18 moreover 2 participants age is 20. Final 2 participants' age is 17 and 18. Six participants divided equally males and females. The 2 participants were come under semi urban category furthermore participants were come under rural category. Final participant come under urban category. They are all B.Sc. Chemistry in same place.

- **Method of teaching:**

Teacher strategy is playing a vital role in student academic performance. The responses of the participants from the interview that teacher gave practical examples, educator interaction with student, teacher gave work like seminar and assignment, asking question, give some hints, notes to students, live model through explain the content, not taking a class continuously take a gap in between that avoid a boring mindset for their students. 2 participants told that teacher strategy of asking question, gave practical examples that create an interest towards the subject. While interview 3 participants told that educator interactions strategy during class that create listening mindset also avoid boring mindset.

Teacher behavior is most important for student academic achievement. The responses of the participants from the interview disclosed that teacher behavior like friendliness, encouragement, cheerful, teaching style, communication, empathy, dedication. While interview 3 participants replied that their teacher teaching method, friendliness, and encouragement these behavior are create a respect on teacher among students. Next 2 participants told that their teacher empathy behavior build a good impression for their students. Final participant replied that teacher dedication, effort that influence on student learning interest.

Inspirational teacher shared by participants. 4 participants told that their teacher cheerful, communication, teaching method, caring these behaviors is inspire for them. Moreover participants inspired by educator life experience, hard working of teacher had a health issues.

- **Comments from teacher:**

Remarks play a vital role in student learning. First participant said that teacher gave a remark that was helpful for them. Teacher told their mistakes in group that is hurting for them. Another participant felt that discouragement mindset for negative remarks. Next participant said that their teacher gave remarks like manage your time because it was useful for studies. Further 2 participants replied that their teacher provide remarks like concentrate on your studies. Final participant said that remark were helpful so she took remarks as a positive.

Comparison influences a person in both positive and negative way. While interview 5 participants answered that they didn't like comparison. Comparison influences a person to do a task. Each person has unique skill so don't compare with anyone. Comparison creates anger, jealousy. Comparison creates impact on their studies. Final participant said that take comparison in positive way and do their work.

- **Student strategies:**

The responses of the participants from the interview disclosed about selection of this course that self interest and teacher suggested this course. 4 participants told that selection of this

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course based on self interest. Another participant said that teacher suggested this course. Final participant replied that they got this course. So they select this course.

Students used strategies for enrich of learning this course. The responses of the participants from the interview disclosed strategies that teaching others, asking questions, group study, discuss with friends search content in social media, listening, note taking, refer previous questions, daily learn and self study. While interview 4 participants told that teaching others, group study, discuss with friends, and search content in social media, asking question, listening, note taking and refer previous year question these strategies were useful for their studying. Moreover 2 participants said that studying daily basis, search content in social media, note taking these strategies were useful for their learning.

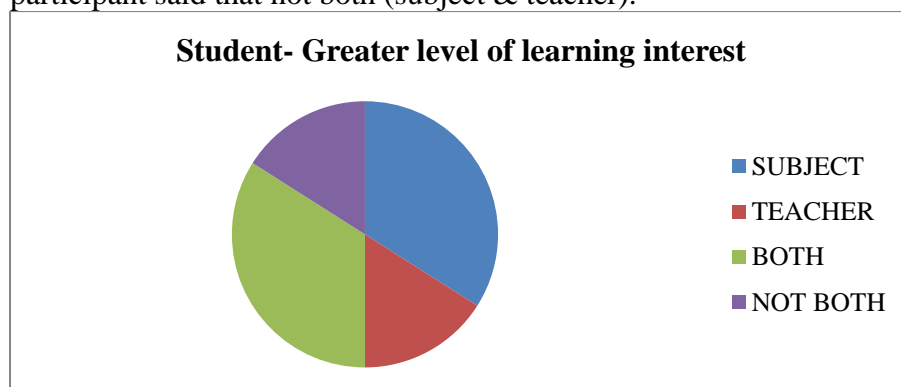
- **Student learning experience:**

Students connect with course. While interview 6 participants replied reaction were studied this course. Shampoo, soap these are things connected with this course. This way they are connected with this course. Day to day life used products was studied in this course. Chemical reaction also connected with this course.

The responses of the participants about struggles while learning that phone, friends, individual mindset, family, financial, fear about future, sound disturbance, fear to asking doubts and stress. While 4 participants told that family and phone are the major distractions for studying. Another 2 participants replied that sound distractions are the major distractions for them. They have fear to asking questions to their teachers.

- **Greater level of learning:**

**DIAGRAM-4.7-** shows that while interview 2 participants said that subject was their greater influence for their learning. Furthermore 2 participants replied that both (subject & teacher) create a subject interest. Next participant said that teacher create a learning interest. Final participant said that not both (subject & teacher).



**DIAGRAM-4.7-** show the greater level of learning interest of college students (Chemistry) is because of the subject or educator.

### **SUBJECT -8: MICROBIOLOGY:**

- **Demographic details:**

The demographic details of the participants disclosed specifically age, gender and locality. The 2 participants age is 18 moreover 2 participants age is 19. Final participants' age is 20 and 21. Six participants divided equally males and females. The 4 participants were come under semi urban category furthermore 2 participants are come under rural category. They are all studying B.Sc. Microbiology in same place.

## Qualitative Analysis on Student Learning Interest: Is It Piqued by The Subject or The Educator

- **Method of teaching:**

Educator strategy influences a student learning interest. The responses of the participants from the interview that action usage of educator, teacher tells stories, facts, morals, practical examples related to the topic, question asking, use demo class, interactive class (fun), conduct activities. 2 participants told that teacher gave practical examples that strategy was useful for their understanding the topic. 3 participants said that teacher interaction with students during class that create that topic more interesting.

Teacher behavior is most significant thing for student learning interest. The responses of the participants from the interview disclosed that teacher behavior like responsibility, teaching method, friendly communication, caring, kindness, and usage of words, encouragement. 3 participants told that their teacher encouragement create learning interest. Another 2 participants said that their teacher friendliness, caring, kindness these behaviors create a good impression on teacher among their students. Final participant adore that their teacher responsible behavior.

Inspirational teacher shared by participants. 3 participants inspired by teacher life experience. 2 participants adore that their teacher dressing sense and humor sense. Final participant share one thing about her teacher that their teacher tests her confidence many times that behavior she adore very much.

- **Student interest:**

Remarks from teacher are great change to improve their skill. First participant said that teacher complaint their student to parents. Second participant told that remarks motivate to learn. Next 2 participants felt that negative remarks create a bad opinion about themselves. But encouragement helps to learn for them. Final 2 participants answered that while teacher gave remarks for their students that time educator doesn't look partiality among students.

Students' thought process about comparison. While interview 3 participants replied that comparison help to improve their skill. It creates negative feeling but it motivates to learn. Furthermore 3 participants answered that didn't like comparison but they said that compare their past and present life is helps to avoid mistakes and improve their studies.

- **Student strategies:**

The responses of the participants from the interview disclosed that about selected this course like home decision, self interest, without interest. 3 participants told about select of this course that self interest. Furthermore 2 participants told that told that this course suggested by family members. Final participant select this course without interest.

Students used strategies for improvement of learning. The responses of the participants from the interview disclosed strategies that search contents in social media, note taking, reading, mind map and self study. 3 participants replied that search contents in social media this strategy was helpful to learn. 2 participants told that self study and note taking this strategy was useful to learn.

- **Student learning experience:**

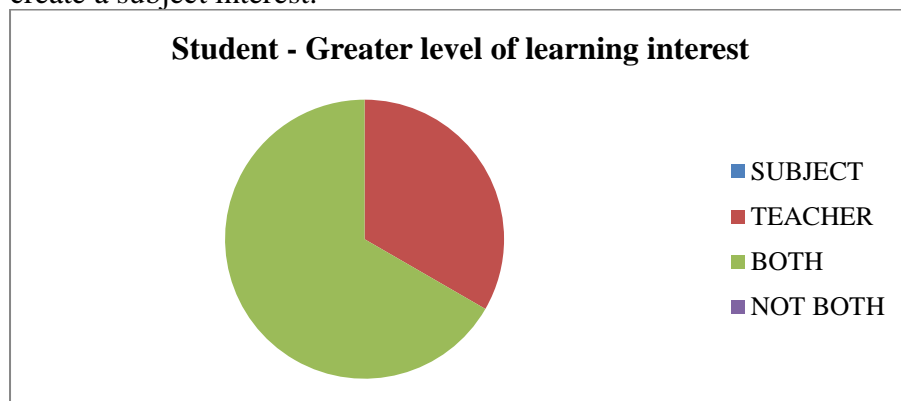
Students connect with course through lab, medical report, and check expiry dates, movies, social media and blood sample. While interview 6 participants replied that lab, social media and medical report these are ways connected to their course.

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The responses of the participants about struggles while studying that mindset, family, friends, atmosphere, personal reason, sleep physical stress and phone distractions. 2 participants had a same kind of problem of phone distractions, friends and family. Next 2 participants had a mindset was a problem for studying. Physical stress and personal reason are the major problem for these 2 participants.

- **Greater level of learning:**

**DIAGRAM-4.8-** shows that while interview 2 participants said that teacher was their greater influence for their learning. Furthermore 4 participants replied that both (subject & teacher) create a subject interest.



**DIAGRAM-4.8-** show the greater level of learning interest of college students (Microbiology) is because of the subject or educator.

### SUBJECT-9: COMPUTER SCIENCE:

- **Demographic details:**

The demographic details of the participants disclosed specifically age, gender and locality. The 3 participants age is 19 moreover 2 participants' age is 20. Final participant age is 18. Six participants divided equally males and females. The 4 participants are come under semi urban category furthermore 2 participants are come under rural category. They are all studying B.Sc. Computer science in same place.

- **Method of teaching:**

Teacher strategy is useful for student learning. The responses of the participants from the interview that question asking, life related examples, ready to teach many times for their students, time management, diagram usage, share new information related to that topic, sharing notes for that topic, motivate. 4 participants told that educator question asking strategy was very useful and it create eagerness towards the topic. While interview 2 participants said that teacher gave practical examples that strategy help for understanding a topic in easy way.

Teacher behavior influences their student academic performance. The responses of the participants from the interview disclosed that their teacher behavior like advice, caring, don't partiality, empathy, don't compare a student with others, cheerful, easy approachable. 4 participants told that their caring, encouragement, advice, and empathy these behaviors of teacher create an impact on student learning interest. Another 2 participants said that their teacher cheerfully talk with students, easy approachable, treat a student's equally these behaviors are motivate a person to listen towards the class.

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Inspirational teacher shared by participants. First participant replied that their teacher didn't had selfish thought that is most inspire for him. 2 participants said that their teacher teaching method create interesting on that topic. Next participant inspires that their teacher didn't scolding a students got low marks but their teacher told that "I didn't teach well, so you are all got lowest marks". This character of teacher inspires to learn for their students next time all students got good marks. Another 2 participants told that their teacher behavior like kindness, gave suggestion for developing a skill these behavior create a learning interest on that topic.

- **Comments from teacher:**

Remarks help to improve their skill. First participant said that teacher gave suggestion for future betterment. A teacher remark helps to learn. 3 participants answered that negative feedback from teacher that time they put effort and got good marks. Furthermore 2 participants felt that positive remarks were helpful. Negative remarks create impact on learning.

Comparison faced in their life. While interview 3 participants said that comparison was helpful to improve their skill and knowledge. They want comparison. Moreover 3 participants replied that they didn't like comparison but it motivates to learn. Teacher wants to know the students unique ability. Teachers don't compare them. Comparison beyond the limit is not fair. Comparison was sometimes hurting, mental torture, anger.

- **Student strategies:**

The responses of the 6 participants from the interview disclosed that selected this course like self interest. They are interested in this course. They felt subject was easy. They can get more in marks on this course. So, they choose this course.

Students use strategies for improve their knowledge and skill. The responses of the participants from the interview disclosed strategies that studying through social media, self study, teaching others and reading. While interview 3 participants told that discuss with friends and teaching others these strategies was useful for them. Furthermore 3 participants replied that search contents in social media, self study and reading these strategies was helpful for their students.

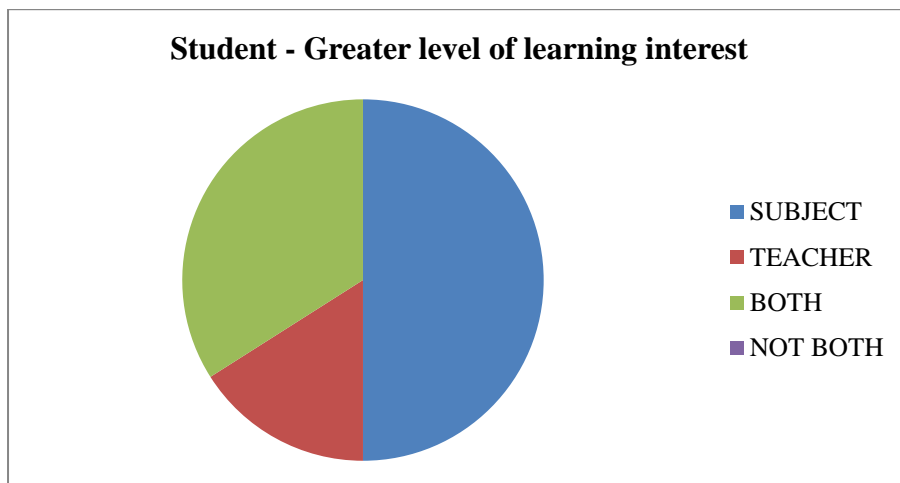
- **Student learning experience:**

Daily life related to this course. While interview 6 participants replied that hacking, creating apps, ATM, IT field these are ways connected to this course. We are using computer, mobile phones daily these are things connected to this subject.

The responses of the participants about struggles while studying that mobile distraction, friends' distraction, didn't studying daily basis, fear about future, not listening in class, house hold work, financial issues, and relationship problems. 4 participants had a same problem of phone distractions, house hold work and friends' distractions. Furthermore 2 participants replied that relationship problems, attend functions and financial issues these are the struggles faced while learning.

- **Greater level of learning:**

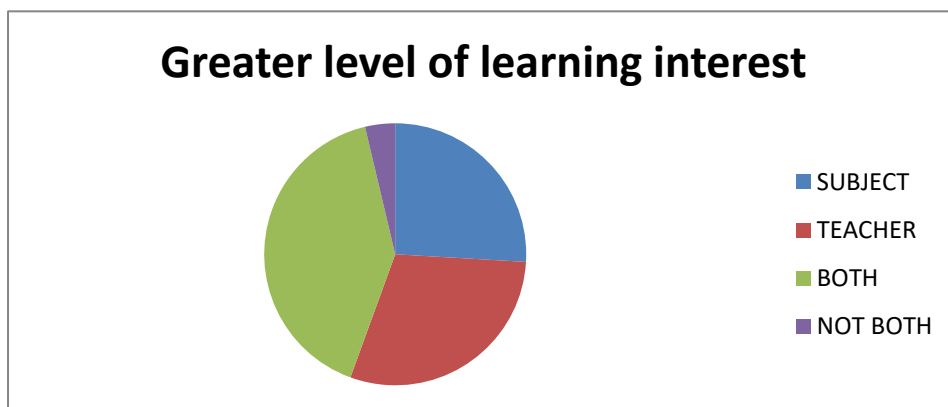
**DIAGRAM-4.9-** Shows While interview 3 participants said that subject was their greater influence for their learning. Furthermore 2 participants replied that both (subject & teacher) create a subject interest. Final participant said that teacher create a learning interest.



**DIAGRAM-4.9-** show the greater level of learning interest of college students (computer science) is because of the subject or educator.

**CONCLUSION**

The current research study brings about try to understand and examine student learning interest because of the subject or the educator. The responses and analysis disclosed that students’ greater level of learning interest created both (subject & teacher). Students learning interest is increased by subject as well as educator. Teacher strategies positively influence students learning interest.



**DIAGRAM-5.1-** show students’ predominant learning interest

Teacher used strategies in classroom that develops a learning interest for students. While interview participants told teacher strategies especially (1) Asking question, (2) Communication (verbal and non verbal in a confident way), (3) Activities (games related to topic, discuss among students to that topic, seminar and assignment), (4) Examples (day to day life activities and practical examples related to topic), (5) Interactive (fun or comic), (6) Encouragement, (7) Environmental setting, and (8) Clarify doubts (many times in positively). These are the 8 educator strategies increased a student learning interest.

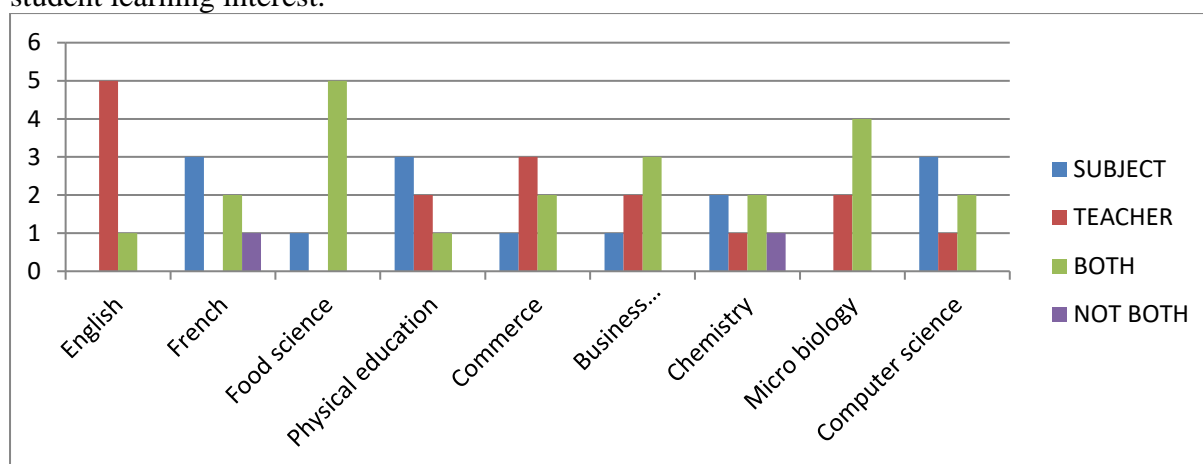
Educator behavior also plays a vital part in student learning interest. Educator behaviors especially (1) Listening, (2) Understanding, (3) Friendly, (4) Caring, (5) Trust, (6) Dedication. These are 6 characteristics of teacher create a positive impact in student learning interest. Educator gave remarks to their students’ significantly positive remarks like encouragement motives to learn. Students ready to hear negative remarks but their desire was teacher wants to tell mistakes privately and not in group. Comparison creates a higher

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motivation to win a task for students. Comparison decreased a learning interest for few students and it also creates a negative feeling.

Students select their course is based on self-interest, home and teacher suggestion and without interest. Students used strategies for enhancing a learning interest significantly (1) social media (search a content with related to their topic), (2) Discuss with friends (sharing information with others and teach others), (3) Visualize contents, (4) Readings, (5) Listening, (6) Notes taking (mind map), (7) studying daily, (8) Revision. These are the strategies are increased a learning interest and useful for score high marks in exam.

Students connect a subject with them this method was useful to understanding a course in deep way. Students faced difficulties while learning like sleeping, mindset, family situation, phone, friends' distraction, environmental pressure, money problem, loneliness. Student have a subject interest that is increased a learning performance as well as teacher also positively influence a student learning interest. **Both** (subject & teacher) is **greater level** of student learning interest.



**DIAGRAM-5.2-** Represents each department – student learning interest: is it piqued by the subject or the educator

### Limitations

- Exclusion of college students from other courses (included the college students were participate from these the courses only like B.A. English, B.A. French, B.Sc. Food science and nutrition, B.Sc Physical education, B.com, BBA, B.Sc Chemistry, B.Sc Microbiology, and B.Sc Computer science).
- Smaller sample size of 54 participants.
- Exclusion of students from post graduate and school.
- Exclusion of college students from other districts.
- Exclusion other languages (included only Tamil and English)

### Implications

Upcoming research studies may analyze students on the above specified limitations to examine the experiences of college students in different courses. The study might further improvement to the existing literature since the research studies on exploring the college students' greater level of learning interest. Investigating and understanding the greater level of learning interest might help in to improve student learning.



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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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