Biology interest among asasipintar students

Students have to take biology as one of the subjects graded in their CGPA. But not all students want to be adoctoror have much interest in biology. Quizzes and tests are frequently used to measure the level of understanding of students towards the specific topics of a subject Biology quizzes are common, and their marks or scores in these quizzes can be used to measure either their effort in the quizzes or their interest in biology or maybe both. This research paper discussed the relationship between the interest in biology and their total score, gender, and their study style and lastlythe relationship between scores:

1. INTRODUCTION
2. Overview Biology is one of the compulsory courses that have to be taken by ASASIpintar students. This course aims to enhance the students' understanding and knowledge in biological sciences. Teaching methods include small group lectures, tutorials, laboratory experiments, independent learning, and problem-based learning. Students will be assessed by weekly quizzes, lab reports, and mid-semester and final semester examinations.
3. However, the interest level of students in Biology differs from one another. Other than that, their style of studying Biology or doing their revision on this particular subject is also different between students. This project aims to study the relationship between these two factors, which are the level of interest in Biology and their style of learning and studying the subject with the scores that these students gained in their topical quizzes.
4. Objectives

5. To investigate the relationship between interest and total score

6. To investigate the distribution of interest in biology among student

7. To investigate the relationship between gender and study style 2. 3. Research Question

8. Does interest has any relationship with the total scores gain by the student in their quizzes?

9. What is the distribution of interest in biology among students? 2. 4. 6. Is there any relationship between gender and their style of study biology?

10. Research Hypothesis A statistical hypothesis is a conjecture about the population parameter. This conjecture may or may not be true. Null hypothesis (Ho) is a statistical hypothesis states that there is no difference between a parameter and a specific value, or that there is no difference between the two parameters while alternative hypothesis (H1) is a statistical hypothesis that states the existence of a difference between a parameter and a specific value, or states that there is a difference between two parameters.

11. Hypothesis 1 Ho: There is no relationship between interest and total score H1: There is a relationship between interest and total score.

12. Hypothesis 2 Ho: The students' interest in biology is distributed as follows; 17. % are not interested, 20% are moderate and 62. 5% are interested in biology. H1: The distribution is not the same as stated in Ho.

13. Hypothesis 3 Ho: There is no relationship between gender and study style H1: There is a relationship between gender and study style.

14.   Hypothesis 4 Ho: There is no relationship between interest and study style H1: There is a relationship between interest and study style.

15.   METHODOLOGY Herein, the chosen respondents were randomly selected from ASASIpintar students. The survey methods are the research instruments used for the data collection. 0 students of ASASIpintar were chosen in this study accomplished a questionnaire to assess their biology quizzes' marks. The computed values are compared to the Likert scale for data interpretation. The collected data were analyzed using SPSS software.

16.   Descriptive statistics The descriptive method is used to collect the necessary data. In the descriptive statistic, the measures of tendency (mean, mode, median, and variance) will be calculated. Measures of tendency are numerical values that locate, in some sense, the center of a data set.

17.   The data will be presented in a bar chart or pie chart for qualitative data and histograms for quantitative data.

18.   Inferential statistics The inferential statistics using sample data to draw conclusions about ASASIpintar students. The sampled randomly is selected and the information gained from it is used to make generalizations about the ASASIpintar students.

19.   Correlation

20.   Pearson's correlation coefficient test was used to determine the relationship of non-parametric data. One of the tests is to check the relationship between gender and the study style. The linear correlation

coefficient (r) is used to measure the strength and direction of a linear relationship between two variables

21.   Spearman's correlation coefficient test was used to determine the relationship between parametric and non-parametric data. One of the tests is to check the relationship between the interest of the students towards biology and their total score. The linear correlation coefficient (r) is used to measure the strength and direction of a linear relationship between two variables

22.   Comparison Test

23.   Chi-square

24.   The Chi-square goodness-of-fit test is used to how well a particular statistical distribution, such as a binomial or a normal. The null hypothesis Ho is that the particular distribution does provide a model for the data; the alternative hypothesis H1 is that it does not.

25.   ANALYSIS AND RESULTS

26.   Descriptive statistics

27.   Inferential statistics

28.   There is sufficient evidence to show that there is a relationship between the interest and the total score. It is proven that interest does affect the total score. Since the P-value is 0. 19 and it is more than? -value, the null hypothesis is failed to be rejected. There is sufficient evidence to show that the students' interest in Biology is distributed as follows; 17. 5% are not interested, 20% are moderate and 62. 5% are interested in biology There is sufficient evidence to show that there is no relationship between the study style and gender. It is proven that

gender is independent of the study style. The study style may be affected by theenvironmentand the students' self.