



Exploring selective learning in enhancing effective learning interest among grade 10 learners in schools in the Motheo district

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Abstract—Teaching and learning in South Africa has been a concern. Schools have inflexible curriculum to accommodate learning interests of the learners. This causes numerous disadvantages to learners, such as dropping out, unstable teaching and learning environments, lack of readiness for higher education, and many more. The study explores how selective learning could enhance effective learning interest among grade 10 learners at schools in the Motheo district, Free State province, South Africa. Selective learning is the learner's decision to select and learn relevant subjects within the curriculum framework, guided by one's learning interest. This study adopted a qualitative approach and used a qualitative case study research design and interpretive paradigm. Semi-structured interviews with open-ended questions were used as a data collection instrument. Eight participants were purposively selected from two high schools. Participants were teachers from rural and urban-based schools with more than two years of teaching experience. Thematic analysis was used to analyse qualitative data. The results showed that selective learning could enhance effective learning interest by creating tolerable learning, enhancing cognitive skills, engaging teaching and learning, and creating academic excellence. Thus, this study concludes that selective learning can enhance effective learning interest among grade 10 learners in schools in the Motheo district of the Free State province.

Keywords: Selective learning, Effective learning interest, Grade 10 learners, Schools

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I. INTRODUCTION

FOR decades, learning interest has been highlighted by scholars (Renninger & Hidi, 2019; Weybright et al., 2017; Khuzwayo & Mncube, 2017) as a matter of concern because learning is not easy for everyone, and learning is also explicit, guided by the learners' decision to learn with awareness and interest. According to Jansen et al. (2016), learners' learning interest plays a vital role in learners' academic achievement, and those with less interest in what they are studying/learning are more likely to perform poorly academically. Furthermore, learning interest is considered one of the motivational constructs, which is an excellent determinate factor of learners' academic success outside learners' intelligence (Schneider, Lotz & Sparfeldt, 2018, p. 23). Therefore, one's learning interests can affect one's ability to learn effectively within one's academic environment. Learning interest among learners can be triggered or easily fostered by many factors, including the learning environment, intelligence, efforts to achieve academic success, and many other factors (Jansen et al., 2016). Renninger, Bachrach, and Hidi (2019) further highlight that, unlike ones' cognitive abilities, learners' learning environments, the design of the curriculum (learning outcomes) and instructional practices can easily enhance learning interest. Hence, effective teaching and learning processes can be conceived as engaged practices, measured as combined practices between the learners' learning interests, teachers' teaching skills, learning environments, and an effective curriculum. Within the South African context, there is a great need for a more provoking,

flexible, and effective educational curriculum, including a conducive learning environment that can support learning and teaching, solve problems, bring understanding, and, more importantly, enhance learning interest (Mabulana & Mukuna, 2024). Mabulana and Mukuna (2024) further contended that the curriculum and assessment policy statement (CAPS) still has limitations when it comes to enhancing learners' learning interests despite the learning objectives outlined in the policy. The inflexibility of CAPS is still getting criticism from both special and full-service teachers, being regarded as lacking quality standards, and as well as the unstable teaching and learning environments which limit the chances to enhance learning interests among learners (Hodgson & Khumalo, 2016; Stroebel, Hay & Bloemhoff, 2017; Maddock & Maroun, 2018; Ojo & Mathabathe, 2021). Sebaeng (2022, p. 27) also demonstrated that CAPS has not drastically changed. It has replaced the former South African curriculum, Outcome-Based Education, and the National Curriculum Statement.

Moreover, its focus is more on the administrative side of the teachers, the teaching and learning experiences undertaken to meet the intended learning objectives, and the assessment of the learner about the knowledge of the curriculum instead of the learners' learning interests. It is also worth noting that there are still gaps in studies relating to the effectiveness of CAPS as a curriculum and its impact on learners' learning interests. The study available focused on an investigation into the effectiveness of the CAPS in South African schools, which addresses the poor academic performances of learners, low pass rates for university admission/access, and increasing learners' dropouts in grades 10-12 (Ojo & Mathabathe, 2021; Du Plessis & Letshwene, 2020). Another study shows that there is less/ineffective implementation of

selective learning approach within the CAPS curriculum in many schools in South Africa, for example, Environmental Education (EE), which is implemented in many schools globally, to benefit learners interested in environmental literacy (Damoah & Omodan, 2022). Additionally, literature outside South Africa reflects on grade level 4 learners' learning interests and how motivational constructs like learners' interests substantially add to the prediction of scholastic achievement above and beyond intelligence (Schneider et al., 2018:23). Lastly, other literature (Renninger, et al., 2019) highlight the triggers of learners' learning interest, how factors such as curriculum and learning environment, etc., play a vital role in enhancing learning interest among learners (when learners curriculum is supported, it quickly encourages learner engagement and thus improve academic performance) Thus, this study focused on selective learning to enhance effective learning interest among high school learners in the Motheo district, Free State Province. To allow the development of a flexible quality curriculum that supports learning and is more active and effective for learners and teachers. For illustration, developing the Science, Technology, Engineering, and Mathematics curriculum with unique learning outcomes flexible to a specific learning interest reflects Selective Learning (Mabulana & Mukuna, 2024). Selective learning triggers learning interest through new teaching and learning strategies that provide meaningful learning opportunities and experiences (Renninger et al., 2019). This study explored the use of Selective Learning to enhance learning interest among high school learners (examined the interview findings from high school teachers).

Understanding of learning interest

Learning interest drives self-efficacy and self-regulation, influencing their ability to realise their goals (Renninger & Hidi, 2019). One of the effective psychological traits that is very powerful in each individual due to our differences in psychological traits (Kpolovie et al., 2014). Learners are human beings with different sources of motivation to learn (Zajda, 2018). Hence, learning interest is "a very strong knowledge emotion, magnetic positive, captivated, invigorated feeling to cognitively process information much faster and accurately, encouraging effective learning traits like self-regulatory skills, self-discipline, working harder and smarter with persistence" (Kpolovie et al., 2014, p. 75). As Smith (2018) postulates, learning interests assist teachers in understanding the learners' needs and improves lesson planning to cater to them (Jayaseely, 2020). Learning interests in learners enhance motivation, which contributes to learners' academic success (Morosanova, Fomina & Bondarenko, 2015; Jansen et al., 2016).

Understanding of effective learning

Effective learning results from proactive educational designs to stimulate interest and increase motivation and knowledge acquisition among learners (Davies, Lorello, Downey, & Friedman, 2017). Renninger et al. (2019) posit that unlike ones' cognitive abilities, learners' learning environments, the design of the curriculum (learning outcomes), and instructional practices can easily enhance learning interest. Therefore, effective learning refers to the degree of motivation a learner has to learn (Venville & Oliver, 2015). It is how learners remember, understand, apply, analyse, evaluate, and create learned information (Pangestika & Prasetyo, 2018). Hence, effective teaching and learning processes can be conceived as engaged practices, measured as combined practices between the learners' learning interests, teachers' teaching skills, learning environments, and an effective curriculum.

II. THEORETICAL FRAMEWORK

The study utilised Multiple Intelligence (MI) as the theoretical framework. There is unique intelligence in learners, and academic performance is closely linked to their learning interests (Jones, 2016). Developed by Gardner in 1983, the purpose of MI was to create a cognitive approach that challenged the parochial traditional thinking of intelligence, which promotes a 'one size fits all' curriculum structure (Weiten, 2016; Johnson, 2016). The MI theory has diverse merits. It helps educators to identify different learning strengths and weaknesses

amongst learners and to develop an effective means of teaching practices/styles that are more diverse and favourable to suit learners' learning needs and interests (Johnson, 2016). It also enables educators to understand that the same material and a standardised, universal measure are inadequate to test learning (Jones, 2016; Smith-Woolley et al., 2018).

Moreover, as Smith (2018) emphasised, MI gives an equal opportunity for attention by allowing each learner to be assessed and catered to according to their uniqueness by teachers and the curriculum's learning outcomes. It is important to note that individuals have different intellectual profiles. Hence, an MI-based curriculum, such as the nature of Selective Learning, forms the most vital dimension of cognitive development (Delgoshai & Delavari, 2012). This theory is relevant because it acknowledges that intelligence is not a single entity, i.e., learning interest, concept in teaching and learning (Leshkovska & Spaseva, 2016).

III. OBJECTIVE OF THE STUDY

The study explored how selective learning can enhance effective learning interest among grade 10 learners in schools in the Motheo district in Free State Province.

IV. METHODS

Research approach and design

This study adopted the qualitative research approach. A qualitative research approach concerns social phenomena in natural settings, and a study is developed from fundamentally different beliefs or paradigms (Teherani et al., 2015). Due to the nature of the study, the qualitative research approach is relevant to understanding how teachers interpret their experiences within the teaching and learning environment and the meaning they attribute to those experiences (Butina, Campbell & Miller, 2015, p. 182). Furthermore, the researcher used a qualitative case study research design, which allows the researcher to zoom into the study, to reveal multiple facets of a phenomenon, by exploring a phenomenon through various data resources (Rashid, Rashid, Warraich, Sabir & Waseem, 2019). As Ridder (2017, p. 282) suggests, case study research explores a real-life phenomenon in depth and within its environmental context. Hence, this study is an exploratory case study seeking to reveal what phenomena or theories exist regarding the use of selective learning in enhancing effective learning interest (Raeburn, Schmied, Hungerford & Cleary, 2015). The relevance of the qualitative case study design in this study is that it exposes or interprets phenomena regarding teachers' everyday context, their views on teaching and learning, learners' learning interests, and how Selective Learning could potentially enhance effective learning interest and support the development of the theory (Raeburn et al., 2015). Hence, the researcher allowed participants to be interviewed individually to create a platform of freedom of expression, allowing them to disclose more personal thoughts and feelings without worrying about being judged by their peers (Kruger, Rodgers, Long & Lowy, 2019).

Research paradigm

This study employed the interpretivist paradigm, which believes that there is more than one reality and that one should understand human agency, behaviours, attitudes, and beliefs and consider different perceptions (Abdel-Fattah, 2015). It helps to explore how selective learning could enhance effective learning interest. The advantage of the interpretive paradigm is that it allows the researcher to understand that everyone is unique, with different realities, behaviours, and perceptions (Khan, 2014). Hence, the paradigm is also subjective and has multiple interpretations for human beings, as they differ from physical phenomena (Alharahsheh & Pius, 2020). The relevance of this paradigm to the study is that it allows the researcher to capture the live experiences of the study participants, in this case, the teachers (Corbett, 2021).

Data collection instruments

Semi-structured interviews

This study used semi-structured interviews as an instrument for data collection. According to Kallio, Pietilä, Johnson, and Kangasniemi (2016), semi-structured interviews are versatile and flexible for the qualitative research approach to data collection. Interviews are significant in research as they allow the researcher to deliver detailed information on participants/teachers and events in their natural settings. This instrument constituted compiled open-ended questions. The interviews were based on the understanding of learning interest and how the use of selective learning could enhance effective learning interest. Even though semi-structured interviews were time-consuming and labour-intensive during analysis, this instrument played a critical role in capturing participants' experiences and opinions, providing in-depth data and bringing focus, probing, and delving into issues of interest (Adams, 2015; Weiten, 2016). The semi-structured interviews were relevant in this study because they allowed the researcher to explore the views and experiences of all participants about the study (Maree, 2016). The interviews were conducted individually with eight participants to capture their views on using Selective Learning to enhance effective learning interest in schools in the Motheo district, Free State Province.

Participants

This study involved all teachers who worked at the rural and urban schools in Free State Province within the Motheo district. Teachers were the target population because they presented the educational curriculum to the learners and evaluated their cognitive abilities (Eloff & Swart, 2018). Teachers are also responsible for creating teaching and learning spaces of unique intelligence and applying them to the curriculum (Delgoshaei & Delavari, 2012).

This study used a random purposive sampling technique to select the participants. According to Sharma (2017), random purposive sampling is when the study selects and reflects on a group of participants with influence on the study. It is also known as judgemental or subjective sampling. Thus, the researcher allowed interested teachers with more than two years of teaching experience from different ethnicities, genders, and ages to participate in the study. These participants were thus chosen to explore the study of selective learning to enhance effective learning interest. Though one may find this sampling highly prone to researcher bias, it allows the researcher to present rich data that closely resembles the widespread of the targeted population (Sharma, 2017; Ames, Glenton & Lewin, 2019). Purposive sampling was chosen for this study because the researcher had identified and selected interested individuals, such as teachers, regardless of their age, gender, and ethnicity, since they are knowledgeable about the topic in question (Etikan, Musa, & Alkassim, 2016). Teachers are vital in this study because they are the first role-players in imparting the educational curriculum and assessing learners' learning interests.

The sample comprised eight participants (five females, and three males). Participants were constituted of two races: Black and White teachers (five Black teachers and three White teachers). Participants were selected from two schools (School A, School B): rural-based and School B urban-based. School A is a rural school in Botshabelo, and School B is an urban school in Bloemfontein/Mangaung area. All schools fall under the Motheo district. The differences in demographic areas or study sites create a space that avoids creating a biased study (Reddy & Ramasamy, 2016). The participants chosen, who were teachers, warranted inclusion in this study because the study's research question aimed at exploring how selective learning can address some of the fundamental issues learners face due to their different learning interests and the purpose/benefits of selective learning. This made the chosen participants necessary because in-depth data cannot be obtained from participants outside this field (Taherdoost, 2016). This ensures the in-depth data achieves the study's objective (Kumar, 2014). All participants were responsible for teaching grade 10 learners. Participants could give a clear perspective on learners' cognitive abilities and learners in grade 10 concerning their learning interests and

guidance for their future career paths. As Vasileiou, Barnett, Thorpe, and Young (2018) note, one may find a small sample in qualitative research to ensure that in-depth case-oriented analysis is supported. According to Sim, Saunders, Waterfield, and Kingstone (2018), with single-case design, many authors have supported working with a simple design from 4 to 30. Thus, if the sample size is necessary for the study, it strongly represents the diversity of the population of interest and the degree of homogeneity of the targeted population (Maree, 2016; Stalmeijer, McNaughton & Van Mook, 2014).

Data analysis

The thematic analysis provides the researcher a space to "compare data with data; stay close to and remain open to exploring what they interpret is happening in the data; construct and keep their codes short, simple, precise and active; and move quickly but carefully through the data" (Thornberg & Charmaz, 2014, p. 156). Hence, the researcher employed this method of analysis for this study. As Kiger and Varpio (2020) propose, this can only be achieved when the researcher gets familiar with the data to seek an understanding of the study by defining and naming themes and producing the report. Thus, during data collection, the analytical focuses of the researcher must be present during the research process, which involves openness to learning about the participants and the insight gained by bringing to light how the study was conducted thoroughly and systematically (Charmaz & Thornberg, 2020). Therefore, data themes emerged in this study in ways that involve understanding learning interests, effective learning interests, and creating selective learning to enhance effective learning interests. The mentioned views were the core themes, which were identified to capture the in-depth information on the view of the teachers regarding the study.

Trustworthiness in this study was obtained by carefully maintaining a detailed audit trail (notetaking and audio-recording during interviews), data management strategies (by initial coding and data categorisation drawn from the open-ended questions and by demonstrable procedural logic records), and detailed participants' views word-by-word and line-by-line (Chun Tie, Birks & Francis, 2019). Validity in this study was tested with theory triangulation. Theory triangulation for this study was done by using literature on Multiple Intelligence (MI) frameworks to analyse and interpret data and analysing data about the conceptualisation of Selective Learning, learning interest, and effective learning (Triangulation, 2014). During the triangulation process, the researcher uses data from various sources through various methods that allow the researcher to gain more reliable knowledge (Graue, 2015).

V. RESULTS

Creating a tolerable learning

This study revealed that selective learning enhances effective learning interest among grade 10 learners in selected schools in the Motheo district and creates tolerable learning. Participants intimated that learning would be more tolerable by allowing learners to be more comfortable with the subjects which they have chosen rather than being pressurised to study certain subjects which they do not enjoy. In addition, when learning is more tolerable, it creates a sense of interest and stimulation amongst learners even further, and learning becomes more enjoyable for learners as a result. Participants further stated that learners would be motivated to attend classes and know how to engage with the learning outcomes because they would learn according to their interests. The following responses from in-depth interviews help illustrate this point:

"... Remember, when you are comfortable, you learn better, and it becomes easier for you to pass and express yourself well when being assessed because it is something you deeply love, and you will excel in that field" (Participant 1).

"It will motivate learners to attend classes, and they will use what they are taught in the future. They will be more understanding among learners, and their marks will improve as proof that they are learning effectively. Learners will know how to engage with their learning outcomes because they will learn

according to their interests" (Participant 2).

Enhance cognitive skills

This study suggested that selective learning could enhance cognitive skills and learning interest among grade 10 learners in schools in the Motheo district. Hence, it would aid learners in furthering their learning interests and, consequently, learning effectively. The learners would be more focused, easily understand information, and better remember learning outcomes. Participants highlighted that when one is comfortable, s/he learns better; it becomes easier to pass and express oneself well when assessed. The following responses from in-depth interviews help illustrate this point:

"Teachers and learners will be more involved in teaching and learning. Thus, learners will be more focused, and they will perform better. Their different cognitive abilities will improve, and learners will understand better, remember better, and thus excel in that field of interest. Our interest improves something in each of us, and learners will always be curious to know more and research on their own to develop those interests; they will fish for more information to enhance effective learning interests" (Participant 4).

"We will get to use pictures, and some learners will be able to learn effectively. Learners will be able to remember because they will learn things they are interested in and enhance their cognitive skills" (Participant 8).

Engaged in teaching and learning

This study indicated that teachers and learners would be more involved in teaching and learning in schools in the Motheo Education District. Hence, selective learning enhances effective learning interest, improving learners' engagement with the learning material. It would also assist teachers by allowing them to focus on learners' learning interests. As a result, the learners' attitude towards learning would improve, and they would take accountability for their learning by doing their own research to develop their interests. Learners would surf more information to enhance effective learning interests because it would benefit them in the future. For instance, data revealed that when teaching learners about creative writing, they are usually not interested. Still, when one teaches them about themselves in self-reflective writing, they would be more interested to learn. This means learners find it easier to engage in learning if learning supports their interests. Hence, as the adage goes, it is best to 'do what you love and love what you do and find someone to pay you for it'. The following responses from in-depth interviews help illustrate this point:

"It will assist a great deal as teachers and afford us a space to hummer on learners' interest because our job is half done when a learner is interested in learning. So, such a curriculum will stimulate the learners' interest further; if an interest is not stimulated, we risk a learner not learning effectively. So, I understand that the Selective Learning approach helps learners further their learning interests and thus learn effectively. They will even achieve better marks. For instance, when I teach learners about creative writing, they are usually not interested. Still, when you teach the team about themselves about self-reflective writing, they are more interested in learning. So, when there is interest, there is bound to be an improvement in learners' marks, the attitude towards learning improves, and learners' engagement with the learning material will also improve" (Participant 7).

"I mean, they say, do what you love and love what you do and find someone to pay you for it. So, if you do what you love, you will do it to the best of your ability. Unless someone forces you to do it, it will not be effective. But if you are doing what you love, it will be done more effectively because it is your passion. You will be more focused and obtain more satisfying results" (Participant 5).

Academic excellence

Participants' responses have also revealed that selective learning enhances learning interest and thus creates academic excellence among grade 10 learners in schools in the Motheo district. When learners can use their ability to express themselves well and become comfortable with learning, they learn better, and it becomes easier for them to excel academically. In addition, the learners' marks improve as proof that learners are effectively learning. They would obtain more satisfying results because they would be learning to their best abilities. The following responses from in-depth interviews help illustrate this point:

"It will enhance effective learning interest by allowing learners to be more

comfortable with the subjects they have chosen rather than being pressured to study certain subjects they do not enjoy..." (Participant 1).

VI. DISCUSSION

The results have indicated that Selective Learning enhances effective learning interest among grade 10 learners in schools in the Motheo district by creating a tolerable learning experience. Hence, learning would be more tolerable by allowing learners to be more comfortable with the subjects which they have chosen rather than being pressurised to study certain subjects which they do not enjoy. This would stimulate interest among learners, thus making learning more enjoyable for the learners. According to Parkay, Anctil, and Hass (2014), learning produces change in an individual's knowledge or behaviours because of how an individual experiences learning. Hence, learning according to selective learning creates a space for a learner who selects what to learn. It ensures knowledge is acquired through the learner's learning interests and aroused interest-information-seeking behaviours (Ersoy, 2019). This is confirmed by research findings from in-depth interviews, which revealed that as learning becomes tolerable, the interest in learning gets stimulated.

The results have further revealed that learners would be motivated to attend classes and know how to engage with the learning outcomes because they would be learning according to their learning interests. This is consistent with research findings from related literature. Hence, learning interests stimulate motivation, greatly influencing the learners' academic success (Morosanova et al., 2015). The findings from in-depth interviews have also revealed that, as individuals, our interests improve something in each of us. Thus, learners would always be curious to know more through selective learning, since in-depth information would be emphasised, allowing learners to relate and be encouraged to learn more. Hence, learners channel their energies towards mastering concepts, being curious to learn more because of their learning interests, thus sustaining their attention and effort to accomplish their academic goals (Goulart & Bedi, 2011; Arikpo & Domike, 2015). Therefore, every learner must be allowed to experience tolerable and effective learning by receiving learning support and thinking that is productive, purposeful, and intentional (Venville & Oliver 2015, pp. 48-49).

The findings have also revealed that selective learning enhances effective learning interests, cognitive skills, and learners' cognitive abilities. This is supported by the theory of Multiple Intelligence (MI), which states that each learner should be guided to study that which suits them, matching their abilities to enhance effective learning interest because learners do not learn the same way and cannot learn everything (Gardner, 1983 cited in Kandeel, 2016). Thus, it is vital that when a curriculum is being designed, cognitive style is considered because it is a learning condition variable (Prayekti, 2018). Selective learning would aid learners in furthering their learning interests and, as a result, learning since learners would be more focused. The findings from in-depth interviews have also confirmed that when individuals are comfortable, they know better, and it becomes easier to express themselves well when assessed. This is consistent with Howard Gardner's MI theory, which postulates that learners are unique, and it is crucial to understand their cognitive domains, which affects their academic performance and how effectively they learn when teaching and learning occur (Joneja, 2016). Hence, the learners' behavioural learning, such as selective learning affects academic performances and cognitive skills, such as remembering, understanding, applying, analysing, evaluating, and creating learned information (Pangestika & Prasetyo, 2018). Thus, how we feel, perceive, and experience learning affects the effectiveness of our learning efforts, such as our cognitive skills (Stone, 2018).

The findings have also revealed that Selective Learning enhances effective learning interest through engagement in teaching and learning among learners. Both teachers and learners would be more involved in teaching and learning. Selective Learning would also improve learners' engagement with the learning material. It would assist teachers by

affording them space to focus on learners' learning interests because in-depth interviews have revealed that when a learner is interested in learning, the job is half done. This is consistent with findings from related literature, as Brobst and Markworth (2019) argue that Selective Learning type of schools have significant benefits for both teachers and learners since it allows them to specialise in subjects, meeting the academic needs of learners and teachers, which leads to higher quality instruction, engaged teaching and learning, that enhance effective learning interest (Fryer, 2018).

Furthermore, the results revealed that having an engaged teaching and learning environment would improve the learners' attitude towards learning. Learners would take accountability in their learning by researching to develop those interests, and they would surf more information to enhance effective learning interests as it would benefit them more in the future. Hence, stimulated learning interest has a significant role in learners' engagement and accomplishment of goals (Goulart & Bedi, 2011; Arikpo & Domike, 2015). Moreover, when learners' and teachers' preferences are met, teaching and learning become more effective (Bautista, Toh, & Wong, 2018). The findings from in-depth interviews have also revealed that it is best to do what you love and love what you do and find someone to pay you for it.

The findings have also revealed that selective learning enhances learning interests and creates academic excellence among grade 10 learners in the Motheo Education District through its ability to allow learners to express themselves well. Hence, when one is comfortable with learning, she/he experiences learning better, making it easier to excel academically. Marks will improve as proof that learners are effectively learning to the best of their ability. This is consistent with findings from related literature that suggest that selective learning schools greatly impact learners with better academic achievements than schools with standardised/traditional curricula (Erdogan & Stuessy, 2015). Hence, learners' motivation and ability to learn a specific outcome or curriculum affect their effectiveness and academic performance (Prayekti, 2018). Therefore, allowing learners to learn according to their interests creates effective learning, thus encouraging high achievement (Brobst & Markworth, 2019).

VII. CONCLUSION

The current study has explored how selective learning can enhance effective learning interest among grade 10 learners in schools in the Motheo district in Free State province. Evidence found for this study revealed how selective learning plays a significant role in learners' and teachers' teaching and learning environment. This study has revealed that Selective Learning enhances effective learning interest by creating tolerable learning, enhancing cognitive skills, engaging teaching and learning, and creating academic excellence. Furthermore, this study revealed that learning interest is significant in learning development. Thus, this study acknowledged learning interest as a driving force for one's self-efficacy and self-regulation and an influence on one's ability to realise their goals (Renninger & Hidi, 2019). Thus, for effective learning interest to occur, proactive educational designs/curriculum must stimulate interest and increase motivation and knowledge acquisition among learners (Davies et al., 2017). Lastly, this study believed that for effective learning interest, teachers and curriculum have a role to play in the teaching and learning environment.

VIII. CONFLICTS OF INTEREST

There are no conflicts of interest in this study.

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