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## RELATIONSHIP BETWEEN ATTITUDE TOWARDS SOCIAL SCIENCE AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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### ABSTRACT:

*The present study is aimed to find out the impact of attitude towards Social science on the academic achievement of students belonging to secondary school stage. For this purpose, a sample consisting of 205 students from different schools by using stratified random sampling technique. Attitude towards Social Science Scale developed by V. Sridevi (2006) was used for data collection purpose. The scores obtained by the students in the previous class were used as an*

*indicator of their academic achievement. t-test and Karl Pearson Product Moment Correlation Coefficient was used to analyze the data. The findings of the study revealed the fact that there exists a positive relationship between attitude towards Social science and Academic Achievement of students at Secondary stage. Also, the study showed that academic achievement varies according to the variation in attitude towards Social science students.*

**KEYWORDS:** Attitude towards Social Science, Academic Achievement.

### INTRODUCTION:-

Education is the process of modifying the behaviour of the child to suit the needs of self and society. Education starts from the home which is considered a school and the mother is the teacher. Each child is unique. There are individual differences among children in their (1) sex (2) physical features (3) level of intelligence (4) motor skills (5) personality (6) attitude (7) interest (8) achievement and so on. A class is very heterogeneous in nature. But the teacher cannot neglect

the gifted and the backward. He has to devise special programmes for them. Therefore, it is important that the teachers must understand the individual differences like attitude and achievement.

Among the students, formation of attitude starts right from the very beginning in the immediate environment provided by the parents, friends, neighbourhood, school, and society at large. Attitude is a condition of readiness for a certain type of activity. Attitude held by individuals may be simple or complex, stable or unstable, temporary or permanent and superficial or fundamental attitudes are learned.

Attitudes are predispositions to respond overtly to social objects.

Attitudes are not directly observable but are inferred from a person's overt behaviour, both verbal and nonverbal. Thus, on the basis of observations of a person's consistent behaviour pattern to a stimulus, we would conclude that he displays this or that attitude.

### ACHIEVEMENT

Achievement is the end product of all educational endeavours. The main concern of all educational efforts is to see that the learner achieves. Quality control, quality assurance and of late total quality management of achievement have highly gained the attention of researchers in education. After exploring the concept of achievement in the cognitive,

affective and psychomotor aspects of human behaviour, researchers have probed further and have attempted to understand the 'BlackBox' of achievement. The studies on 'how' of achievement have brought to light the correlates of achievement and paved the way for control and manipulation of variables for quality management of achievement.

### NEED FOR THE STUDY

It is generally felt that the affective outcomes of learning viz., development of proper attitude and achievement are neglected in our educational system which is knowledge-oriented. Our examinations too, test only rote-memory and teaching is directed to achieve this end. In the present day, our children should not only know the fundamentals of social science essential for day-to-day living but also, they should acquire a favourable attitude towards the study of social science, develop interest and attain proper achievement in social science. Therefore, the present study has been undertaken with a view to find out how far these desirable affective outcomes of learning are developed in our children.

### OBJECTIVES

- To compare the attitude towards social science of male and female students of secondary school.
- To compare the attitude towards social science of secondary students in respect of locality variation.
- To compare the attitude towards Social Science of secondary students in respect of type of school variation.
- To find out the relationship between attitude towards social science and academic achievement of secondary school students.

### HYPOTHESES

1. There exists no significant difference in attitude towards social science of secondary school students in terms of gender, type of school, and locality.
2. There exists no significant relationship between attitude towards social science and academic achievement of secondary school students.

### METHODOLOGY

The present study is descriptive in nature, which investigates the attitude of secondary school students towards social science and their achievement in the subject. A sample of 205 students was selected from different schools of Bangalore District by using stratified random sampling technique. Attitude towards Science Scale developed by V. Sridevi (2006) was used for data collection, while the total mark obtained by the students in the previous class is used as an academic achievement. The data were analyzed using t-test and co-efficient of correlation.

### Analysis and Interpretation of Data

**Table 1: Difference in The Mean Score Between Different Variable in Respect of Attitude Towards Social Science**

Variables	Sub-samples	N	Mean	SD	Df	t-value	Remark
Gender	Male	100	89.56	17.74	63	3.44*	Significant
	Female	105	103.20	14.12			
Type of School	Private Aided	95	108.05	10.37	63	0.298	Not Significant
	Government	110	105.13	12.46			
Locality	Urban	98	80.42	11.45	68	7.408**	Significant
	Rural	107	103.20	14.12			

Table- shows that the mean score of attitudes towards social science of female students (103.20) were higher than male student (89.56). The 't' value of 3.44 is greater than table value of 1.97 at 0.05 level and 2.60 at 0.01 level. Hence the 't' value is significant, as a result significant difference was established. Hence, the null hypothesis was rejected.

Table-1 depicts that the mean score of attitudes towards Social Science of Private Aided students (108.05) were higher than Government school student (105.13). The 't' value of 0.298 is less than table value of 1.97 at 0.05 level and 2.60 at 0.01 level. As a result, significant difference was not established. Hence, the null hypothesis was not rejected.

Table-1 indicates that the mean score of attitudes towards Social Science of Rural students (103.20) were higher than Rural student (80.42). The 't' value of 7.408 is greater than table value of 1.97 at 0.05 level and 2.60 at 0.01 level. Hence the 't' value is significant; as a result, significant difference was established. Hence, the null hypothesis was rejected.

**Table 2: Correlation**

Variables	N	df	'r' value
Attitude towards Social Science	205	203	0.362
Academic Achievement			

From Table-2, the obtained 'r' value of 0.362 is greater than table value of 0.087 at 0.05 level and 0.114 at 0.01 level. It is significant; therefore, we reject the above stated null hypothesis and it is concluded that there is a significant positive relationship between the Attitude scores of secondary school students and their achievement in social science.

### FINDINGS OF THE STUDY

- ❖ There exists a significant relationship between attitude towards social science and academic achievement of secondary school students.
- ❖ There exists a significant difference between male and female students in relation to their attitude towards social science of secondary school students.
- ❖ There is exists no significant difference between government and private school students in relation to their attitude towards social science of secondary school students.
- ❖ There exists a significant difference between rural and urban students in relation to their attitude towards social science of secondary school students.

### EDUCATIONAL IMPLICATIONS

Many scholars believe that teachers can play a vital role in developing attitude towards social science in their students. To develop high favourable attitude towards social science, teachers can help to improve their students' attitude by approaching the teaching of social science from its practical side to the real-life situation. Different types of aid materials that can be used by teachers are briefly mentioned below:

- **Audio-visual aids:** helps in clarifying the various concept of social science. The class no longer will be boring, dull and unreal. It will satisfy students' interests and their innate tendencies which help in the process of learning. The use of audio-visual aids facilitates the teachers to follow the important maxims of teaching like, 'simple to complex', 'concrete to abstract', 'known to unknown', and 'learning by doing' etc.
- **Social science Club:** Social science club in school can be organised in the same way as in other subjects. This club will provide a forum to those students who are interested in social science who likes various activities. They will get opportunities to develop their hobbies; they can participate in projects, games, discussions and debates. This club can be a medium of exchanging of information, experiences, experiments and innovations.

- **Testing Students' Attitude through Attitude test:** Evaluation of social science achievement may include some items to test students' attitude towards social science for ascertaining the students' level of interest. This may help the teachers to guide students in proper channel in social science.
- **Study Habits:** Some of the essences of good study habits are time management, concentration, note-taking, reviewing, organizational skill, and motivation. Students should develop a habit of studying regularly even if there is no homework/assignment or test on the next day. This habit will make them prepared. Setting goal can also be a good strategy of study.
- **Techniques for Enhancing Social science Achievement:** Some of the effective techniques that may be used in studying and practicing social science are mentioned below:
  1. **Oral work:** This is the method in which one has to work mentally which helps in development of mental faculty. It quickens wit and sharpens intelligence.
  2. **Drill work:** One can achieve speed and accuracy only through drill work. In social science, there is a least chance of cramming, therefore, historical notes of social science have to be memorized through enough number of drills. To motivate a drill work, a spirit of play may be introduced. This makes the process of memorization less tiresome.

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