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A STUDY ON THE ATTITUDES OF SECONDARY SCHOOL STUDENTS TOWARDS LEARNING OF HISTORY AND ITS AFFECT ON SCHOLASTIC ACHIEVEMENT OF THEM

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ABSTRACT: -

The purpose of this study was to investigate attitudes of 9th standard students of High schools of Hassan District of Karnataka State. The researcher developed two different scales for assessing attitude of students towards learning of History and scholastic achievement of these



students in History subject. The attitude measurement then was subjected to comparisons between groups of students. The researcher has examined attitude of students as per gender, type of Schools and locale of schools. The study has also investigated the relationship between the students' attitude and its influence on students' scholastic

achievement.

KEYWORDS: Learning, History, Attitudes and Scholastic achievement etc.

1. INTRODUCTION :

History is the study of change and development in society over time. The study of history enables us to understand how past human action affects the present and influences our future, and it allows us to evaluate these effects. So, history is about learning how to think about the past, which affects the present, in a disciplined way. History is a process of enquiry. Therefore, it is about asking questions of the past: What happened? When did it happen? Why did it happen then? What were the short-term and long-term results? It involves thinking critically about the stories people tell us about the past, as well as the stories that we tell ourselves.

The students learning is affected by many factors like, attitude, Intelligence, Personality, Scholastic achievement, Memory etc. In this study I tried to study of attitude of students towards learning of History and its affect on their scholastic achievement in History Subject.

Mwangi, (1990) in a survey on the relationship between achievement and attitudes towards mathematics among standard seven pupils in Kabazi location of Nakuru District revealed that attitudes of students towards the subject are affected generally by the class teacher's methods and challenges in the handling and operation of the subject.

Agiro, (1990) in his study on the factors affecting teaching History in senior secondary schools in Addis Ababa, Ethiopia, found that teachers overemphasize the lecture method. He said that it should be discouraged and students should be given an opportunity to participate in classroom discussions, presenting reports and visiting historical sites.

Alkan, (1970) in his study on students' attitudes towards mathematics, established that attitudes can

start early when the child enters lower primary. They either form a positive or negative attitude depending on the environment they have been exposed to.

Magiri, (1997) in a study on the relationship between attitude and achievement in top quartile and lower quartile in physics reveals that a subject can be performed well but students have different attitudes towards it. He found out that achievement in lower quartile did not depend on attitude whereas achievement and attitude in the upper quartile was positively correlated.

Ormerod and Duckworth (1975) quote Duckworth (1974 b) who points out that the attitudes of learners towards their subjects of study, their schools and the teaching they receive in them cannot be ignored in any worthwhile study of reasons why pupils behave as they do. Were, (1982) in a study on the examination of the problems relating to the teaching of History in secondary schools in Kenya, found that majority of head teachers feel that their students are not interested in history meaning that they have already developed attitudes. She found that 58.1% considered History a dull subject. The study revealed that History is unpopular because more emphasis is laid on science subjects.

2. OBJECTIVES:

1. To analyze the attitude of high school students towards the Learning of history.
2. To analyze the scholastic achievement of high school students in history subject.
3. To compare the attitudes of students towards learning of History and scholastic achievement of high school students in history subject.

3. HYPOTHESIS:

1. There is no significant difference in the attitudes of Male and female High School students towards the Learning of history.
2. There is no significant difference in the attitude of teachers working in high schools with reference to experience.
3. There is no significant difference in the attitude of students' studying in Rural and Urban high schools towards learning of History.
4. There is no significant difference in the mean score of male and female students' scholastic achievement in History Subject.
5. There is no significant difference in the mean score of rural and urban school students' scholastic achievement in History Subject.
6. There is no significant difference in the mean score of Govt., aided and private school students' scholastic achievement in History Subject.
7. There is no significant difference in the mean score of high school students' scholastic achievement in History Subject and Attitudes of Student towards History learning.
8. There is no significant relation in the mean score of high school students' scholastic achievement in History Subject and Attitudes of Student towards History learning.

4. METHODOLOGY

The main purpose of this study was to investigate the attitudes of students towards learning History in the selected secondary schools in Hassan District. This study was a descriptive survey. The qualitative design was used because it is naturalistic and allows participants to express the feeling more freely to collecting and analyzing data. The human phenomena that cannot be investigated by direct observation such as attitudes and other emotions are best studied using the qualitative method.

4.1. Sample:

The respondents of this study comprised a total of 500 from different high schools of Hassan District studying in 9th standard. While selecting sample investigator chosen male and female students, urban and rural high school students and Govt., aided and private school students randomly.

4.2. Research Instruments

For the purpose of this study, data was collected using the five point attitude scale. While preparing tool investigator used appropriate procedure. There are 60 statements in the tool. Among those 30 positive and 30 negative statements were there.

Along with above tool investigator used Scholastic test Question Paper on History subject. The questions in the test are represented different aspects of History subject.

4.3. Data Collection procedure:

Investigator has been visited selected school and administered attitude scale and scholastic test to the selected students. After collecting data, the data had been tabulated in appropriate table and analyzed.

4.4. Data analysis Techniques :

Through the use of the Statistical Package for Social Sciences (SPSS) program the data were analyzed using descriptive statistics such as percentage, mean standard deviation, t- test, f-test and r-test.

5. DATA ANALYSIS:

1. HYPOTHESIS TESTING:

I. Comparison of attitude of high school students towards the Learning of history:

1. Hypothesis H10: There is no significant difference in the attitudes of Male and female High School students towards the Learning of history.

Table - 1
The attitudes of Male and Female Teachers towards the teaching of history

Category Gender	(N)	Mean	SD	SE	Difference	df	t-value	Sign. at 0.05 level
Male	250	245.2	17.96	1.13	60	498	230	Sign.
Female	250	185.2	17.07	1.08				

Statistical data of table -1 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (230) is less than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis has been accepted.

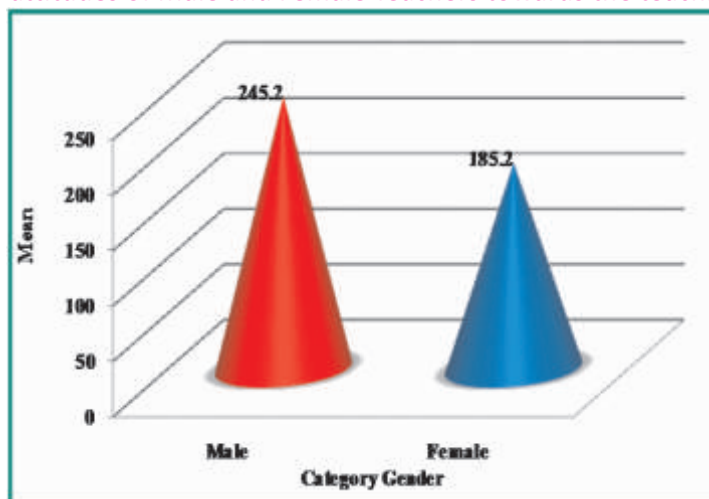
Findings:

It is found that there exists significant difference in the High School students' attitude towards Learning of History on the basis of gender.

Conclusion:

There is difference in the attitude of teachers in the High School students' attitude towards Learning of History on the basis of gender.

Graph-1: The attitudes of Male and Female Teachers towards the teaching of history



2. Testing Hypothesis 2: There is no significant difference in the attitude of teachers working in high schools with reference to experience.

The technique used for testing the hypothesis is t test. The following table gives the relevant statistics for difference in attitude of Govt., aided and unaided school students towards learning of History.

Table - 2
Inferential statistics for difference in attitude of High school students' towards learning of History with Reference to experience

Type of School	Mean		Sum of Squares	df	Mean Square	F
Govt. (164)	225.26	Between Groups	33599.7	2	16799.87	14.64
Aided (168)	215.57	Within Groups	570023.9	497	1146.93	
Private (168)	205.14	Total	603623.7	499		

Statistical data of table 2 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated f value (14.64) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis has been rejected.

Findings:

It is observed that there exists significant difference in the teachers' attitude towards teaching History between teachers' having less than 10 years experience and teachers having more than 10 years in aided and unaided schools. Hence the hypothesis that there is significant difference in the attitude of teachers working in aided and unaided schools with reference to experience has been accepted.

CONCLUSION:

There is difference in the attitude of teachers in aided and unaided school teachers with reference to experience.

3. Testing Hypothesis 3: There is no significant difference in the attitude of students' studying in Rural and Urban high schools towards learning of History.

The technique used for testing the hypothesis is t test. The following table gives the relevant statistics for difference in attitude of Rural and Urban high school students towards learning of History.

Table - 3
Inferential statistics for difference in the attitude of students' studying in Rural and Urban high schools towards learning of History

Category	(N)	Mean	SD	SE	Difference	df	t-value	Sign. at 0.05 level
Urban high school students	250	230.4	31.89	2.01	30.4	498	109.9	Not-significant
Rural high school students	250	200.0	30.72	1.94				

Statistical data of table 3 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (1.62) is less than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis has been rejected.

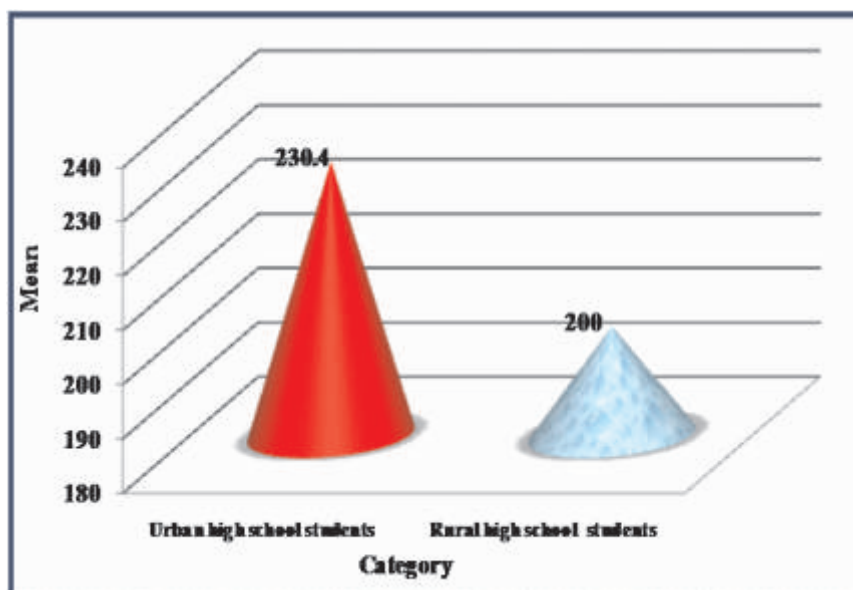
Findings:

It is observed that there exists no significant difference in the male and female students' attitude towards learning History. Hence the hypothesis that there is no significant difference in the attitude of male and female Students towards learning of History.

Conclusion:

There is significant difference in the attitude of teachers in the attitude of male and female Students towards learning of History.

Graph- 3: Inferential statistics for difference in the attitude of students' studying in Rural and Urban high schools towards learning of History



II. Comparison of mean scholastic achievement of high school students in history Subject:

4. Testing Hypothesis 4: There is no significant difference in the mean score of male and female students' scholastic achievement in History Subject.

Table-4

Inferential statistics for difference in the mean score of male and female students' scholastic achievement in History Subject

Variable	N	Mean	SD	SE	Difference	Df	t-value	Significance at 0.05 level
Male	250	84.1	10.42	0.65	27.8	498	63.53	Significant
Female	250	56.3	3.89	0.24				

statistical data of table 4 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (63.53) is less than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis has been rejected.

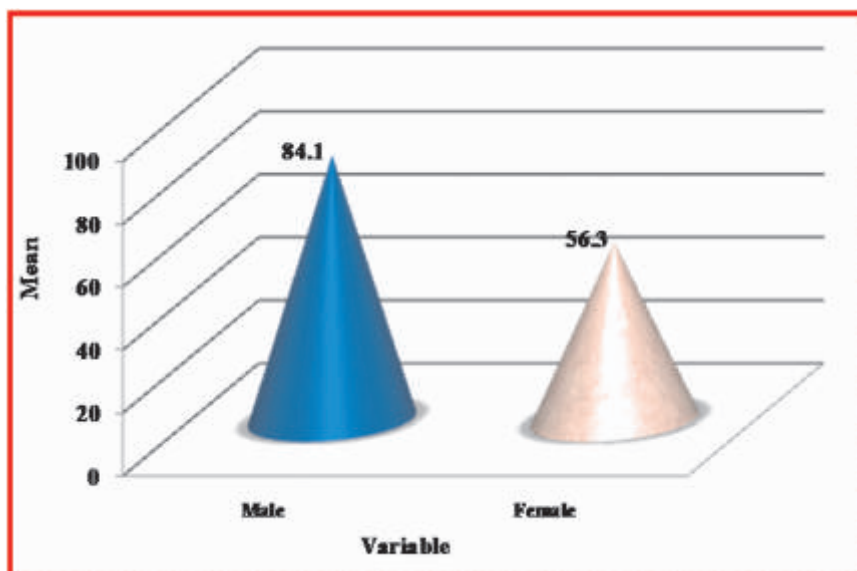
Findings:

It is observed that there exists no significant difference in the male and female students' mean Test score in History subject. Hence alternative the hypothesis that there is significant difference in the male and female students' mean Test score in History subject has been accepted.

Conclusion:

There is significant difference in the male and female students' mean Test score in History subject

Graph-4: Inferential statistics for difference in the mean score of male and female students' scholastic achievement in History Subject



5. Testing Hypothesis5: There is no significant difference in the mean score of rural and urban school students' scholastic achievement in History Subject.

Table-5
Inferential statistics for difference in the mean score of rural and urban high school students’ scholastic achievement in History Subject

Variable	N	Mean	SD	SE	Difference	Df	t-value	Sign. at 0.05 level
Rural high school students	250	84.1	15.59	0.98	19.9	498	32.14	Sign.
Urban high school students	250	64.2	12.17	0.77				

Statistical data of table 5 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (32.14) is less than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis has been rejected.

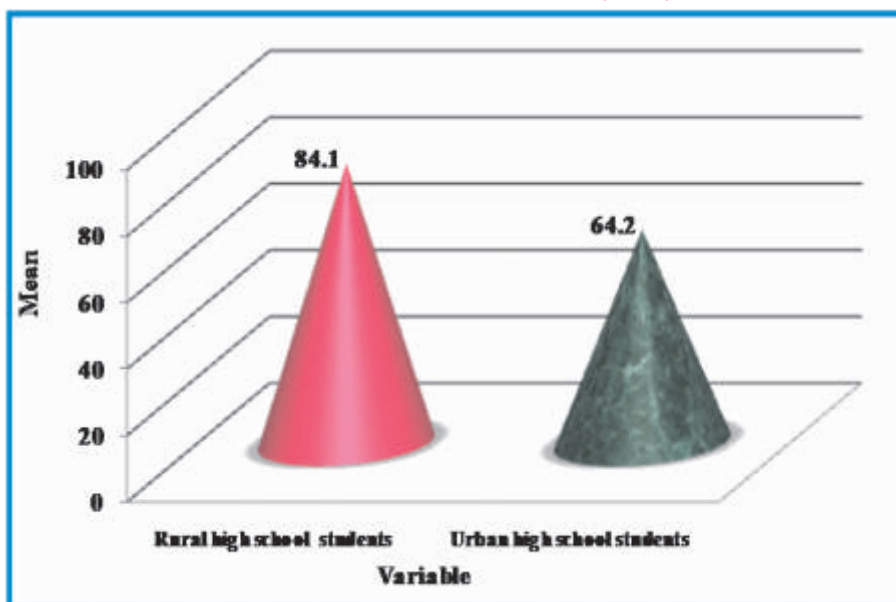
Findings:

It is observed that there exists no significant difference in the rural and urban school students’ mean Test score in History subject. Hence alternative the hypothesis that there is significant difference in the rural and urban school students’ mean Test score in History subject has been accepted.

CONCLUSION:

There is significant difference in the rural and urban school students’ mean Test score in History subject.

Graph-5: Inferential statistics for difference in the mean score of rural and urban high school students’ scholastic achievement in History Subject



6. Testing Hypothesis 6: There is no significant difference in the mean score of Govt., aided and private school students’ scholastic achievement in History Subject.

Table-6
Inferential statistics for difference in the mean score of Govt., Aided and private high school students' scholastic achievement in History Subject

Type of School	Mean		Sum of Squares	Df	Mean Square	F
Govt. (164)	74.62	Between Groups	6177.74	2	3088.87	12.62
Aided (168)	70.28	Within Groups	121647.4	497	244.76	
Private (168)	65.99	Total	127825.2	499		

Statistical data of table 6 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated F value (12.62) is less than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis has been rejected.

Findings:

It is observed that there exists no significant difference in the Govt., aided and private school students' mean Test score in History subject. Hence alternative the hypothesis that there is significant difference in the Govt., aided and private school students' mean Test score in History subject has been accepted.

CONCLUSION:

There is significant difference in the Govt., aided and private school students' mean Test score in History subject.

7. Testing Hypothesis 7: There is no significant difference in the mean score of high school students' scholastic achievement in History Subject and Attitudes of Student towards History learning.

Testing Hypothesis 8: There is no significant relation in the mean score of high school students' scholastic achievement in History Subject and Attitudes of Student towards History learning.

Table-7
Scholastic Test

Variable	N	Mean	SD	SE	Df	t-value	Correlation
Scholastic achievement of the students	500	70.2	16.00	0.71	499	165.4	0.972
Attitudes of Student towards History learning	500	215.2	34.78	1.55			

Statistical data of table 7 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (12.62) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis 7 has been rejected. And calculated r-value (0.972) is more than the table value of t (1.97) at 0.05 level of significance there fore the null hypothesis 8 has been

rejected

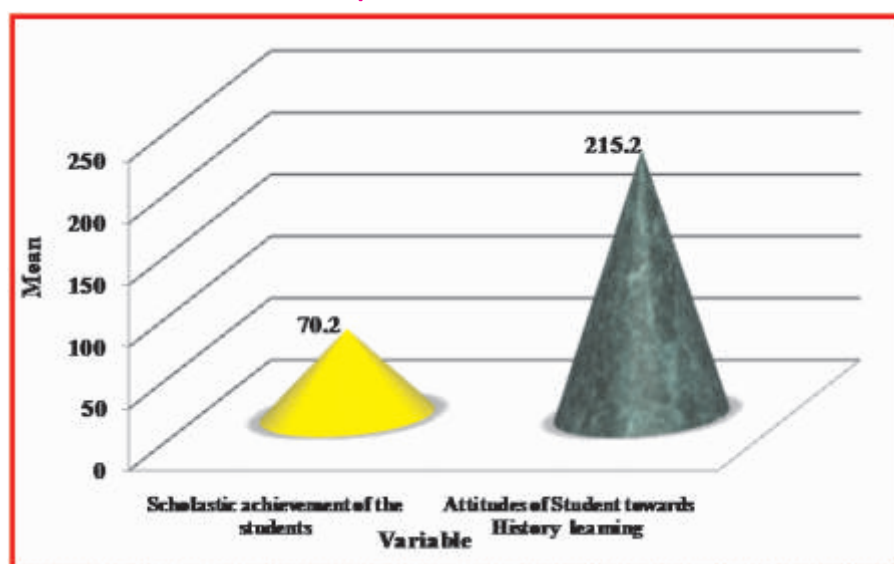
Findings:

It is observed that there is significant difference in the mean score of high school students' scholastic achievement in History Subject and Attitudes of Student towards History learning and also observed that there is significant relation in the mean score of high school students' scholastic achievement in History Subject and Attitudes of Student towards History learning.

Conclusion:

There is significant difference in the mean score of high school students' scholastic achievement in History Subject and attitudes of Student towards History learning. And also observed that there is significant relation in the mean score of high school students' scholastic achievement in History Subject and Attitudes of Student towards History learning.

Graph-7: Scholastic Test



6. CONCLUSION OF THE STUDY:

Based on the findings, the following were the conclusions of the study: First, the students' attitude towards the subject is positive and there is positive correlation between attitudes of students towards History subject and scholastic achievement in the same subject.

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