



## INFLUENTIAL FACTORS AFFECTING THE ATTITUDE TOWARDS EDUCATION SUBJECT IN HIGHER SECONDARY LEVEL STUDENTS

**Prashanta Mondal**

**Research Scholar, Department of Education,  
University of Kalyani, Kalyani, Nadia, West Bengal.**

### ABSTRACT

*Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield. Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of learners influence their perspectives and their attitudes towards the target subject.*

*In this study focused on the attitude towards Education subject of the students in high secondary level and the search for factors which influence these attitudes. The subject of the present study were selected purposefully 4 coed high secondary schools from Kalyani in Nadia (W.B). The total 306 students were randomly selected for this purpose. The criteria measured in this study were influential factors affecting subject and the attitude towards Education subject parameter. The investigator try to construct a names of total (Questioner) and applying the selected total number of students. All this check list data were analyzed by Mean, SD (Standard Deviation), t-test, graphical representation and percentile ranking to find out significant. The result of findings, following suitable discussion to draw conclusive remarks.*



**KEY WORDS:** *Students attitude ,attitude towards Education subject.*

### INTRODUCTION:

Attitude towards Education subject is an important factor affecting students' social achievement as well as students' alternative conceptions or misconceptions. Attitude is a hypothetical construct that indicates an individual like and dislike towards an item. It may be positive, negative or neutral. Attitude is an approach, temperament, sensation, situation, etc. with regard to a person or thing: inclination or course, especially of the mind. Attitude is a way of looking at things . An attitude may be defined as a predisposition to respond in a favorable or unfavorable manner with respect to a given attitude object. Every Education subject teacher considered the development of positive attitude towards Education subjects as his center responsibility . Unluckily, what is going on in our subject classrooms is not particular to the students across all ages, research has revealed. Attitude and teaching method can greatly influenced the students' attitude. The higher secondary students who had developed a lower constructive attitude towards Education almost always got low grade in examination. A number of factors have been identified as related to students attitude towards Education subject , such factors include teaching methods, teacher attitude, influence of parents, gender, age, cognitive style of pupils, career interest, and social implication of Education subject and achievement concluded. students attitude towards Education subject have significant direct effect on students' achievement in the subject. Understanding of students' attitude is important in supporting their

achievement and interest towards a particular discipline. This has greatly affected the attitude and in particular, the learning of Education and hence their poor performance in the subject. Many have no mastery of the curriculum content and the organization is highly detestable. Teachers' effective reactions to work are not as good as they should be in many of our schools yet, teachers are looked upon as instrument of social Education , progress and change. This declining outlook calls for immediate diagnosis and treatment. The present study investigates influential factors affecting the attitude towards education subject with a view to confirming or annulling the above several claims.

### STATEMENT OF THE PROBLEM:

The investigator had taken up the present oriented study entitled "Influential Factors Affecting the Attitude towards Education Subject in Higher Secondary Level Students".

### OBJECTIVES OF THE STUDY:

The principal objectives of the study are as follows:

- To find out students attitudes towards Education subject.
- To acquire knowledge and explore what attitudes twelve -grade students have towards Education subject .
- To investigate the influential factors that affects the attitude towards Education subject in higher secondary students .
- To investigate which of the background variables best explain and interpret the differences in students' attitudes towards Education Subject .
- To describe, explain and interpret the students' attitudes and their behavior.
- To study gender-wise difference in students attitude towards Education subject.
- To investigate the students attitude in a better and progressive way in future.

### QUESTIONS & HYPOTHESES OF THE STUDY :

Based on the above objectives of the study the following the major two questions and three hypotheses have been formulated.

**Q<sub>1</sub>** Which of the factors had an influential role on students' attitudes toward Education subject?

**Q<sub>2</sub>** What are the levels of different factors influenced on students attitude in the study of Education subjects?

**OH<sub>1</sub>** There is no significant gender difference between Boys and Girls students attitudes toward Education Subject.

**OH<sub>2</sub>** There is no significant difference between Rural and Urban students' attitudes toward Education Subject.

**OH<sub>3</sub>** There is no statistically significant difference with respect to attitudes toward Education subject between teachers' characteristics, students' characteristics and the classroom environment.

### DETERMINERS OF THE STUDY:

Determiners of the study means the items which are responsible of choosing the preferred subject. The determiners which are found depending on the subject are as follows:

- Curriculum
- Atmosphere/ Classroom Environment
- Self-perception/ interest
- Teacher
- Parents socio-economic status
- Facilities/ Guidance counselor
- Other(Achievers)/ Evaluation system

**SIGNIFICANCE OF THE STUDY:**

- The investigation like this will be relevant to the field of higher education.
- This investigation will grow more interest among the students in Education subjects.
- This investigation will have a way for the students who are choosing Education subjects.

**RELATED STUDIES:**

- Gajalakshmi( International Journal of S& R Publications September 2013)  
This study represents on investigation of High School Students’ Attitude towards Learning English Language
- SabitaMahanta&Mofidul Islam (Int.J.Computer Technology &Applications,Vol 3 (2), 713-715) Attitude of Secondary Students towards Mathematics and its Relationship to Achievement in Mathematics.
- Grace E. Figley (journal of teaching in physical education, 1985 )  
Determinants of Attitudes Toward Physical Education
- Dr. Erin Goodykoontz ( October,1990 )  
Factors that Affect College Students’ Attitudes toward Mathematics
- Ozioma C. Azubuike (Journal of Educational and Social Research September 2011)  
Influential Factors Affecting the Attitude of Students Towards Vocational/Technical Subjects in Secondary Schools

**METHODOLOGY:**

Nature of the study	Descriptive study (Present oriented study) one kind of school survey studies.
Variables	The Attitude towards Education subjects in high secondary level. The factor affecting Attitude towards Education subjects . <div style="display: flex; align-items: center; margin-left: 200px;"> <div style="border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="margin-left: 5px;">Depended variables</div> </div> <div style="display: flex; align-items: center; margin-left: 100px;"> <div style="font-size: 2em; margin-right: 5px;">}</div> <div>Classificatory</div> </div> <p>Students (Boy and Girls) Geographical area of studies (Urban and Rural)</p>
Population	The students of Four coed Schools in Nadia district (West Bengal). Two schools from rural area & Two school from urban area. All the Four schools are government aided recognized high schools.
Sample	306 students (Boys & Girls) of four schools (Urban & Rural) studying in class XII were selected randomly. (Random sampling method)
Sampling techniques	Purposive sample technique has been used in this study.
Tools used	<b>Formulate one Bengali version questioner.</b> (Quantitive & Qualitative both) <b>One kind of Likert type of attitude scale.</b> <b>Questions/Item number-28 .</b> ( 14 favorable & 14 unfavorable statements) <b>Measure options –The five point scale.</b> ("strongly agree" (SA) "Agree" (A) Undecided (UD), Disagree (DA) and "Strongly Disagree" (SD). <b>Time – 30 Minutes</b>
Collection of Data (Tools)	The investigator visited the randomly selected schools and the scale was administered to selected students for data collection.
Scoring Procedure	A score of '4', '3', '2', '1', and '0' are given to the responses of the sample in the given order for the favorable statements and they are reversed for the unfavorable statements. The grant score was used to interpret the overall attitude of the students.
Statistical Techniques	Collection of Data ( Score ) was analysis by using statistical techniques like Mean, SD (Standard Deviation), t-test, Percentage Ranking, Graphical representation – Histogram, Pie-chart, Percentage Histogram.

Validity & Reliability	The check list score has a high content and constructed validity as expressed by three experts of psychology and then the scale has been applied to students. The 't' value for the scale was found to be significant at 0.01 level. Test retest reliability method apply Result = +0.94 (Very highly positive correlation)
------------------------	--

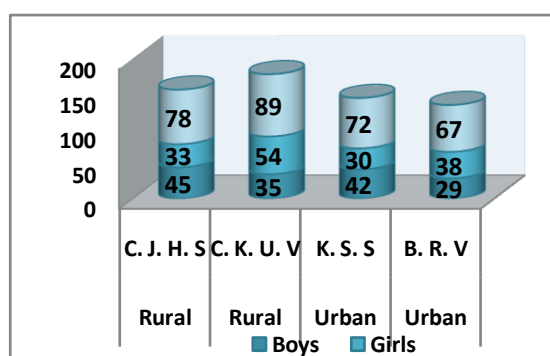
**PRESENTATION OF THE STUDY:**

**❖ Organization of Data:**

In this study the investigator has been selected 306 students (Boys and Girls) in class XII from four high secondary level schools at Kalyani in Nadia (W.B.). The above total has also been used for collecting information and then collected data have been organized and some common Graphical Statistics have been calculated, The results have been presented in the following:

**Table: 1**

Area	Name of the School	Boys	Girls	Total	
Rural	ChandamariJanakalyan High School	45	33	78	167
	CharsaratiKendriaUchooVidyapith	35	54	89	
Urban	KalyaniShikshayatan School	42	30	72	139
	BedivabanRabitirthaVidyalya	29	38	67	
<b>Total</b>		<b>151</b>	<b>155</b>	<b>306</b>	

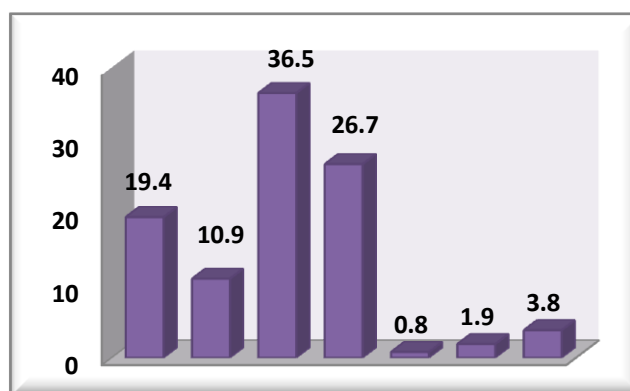


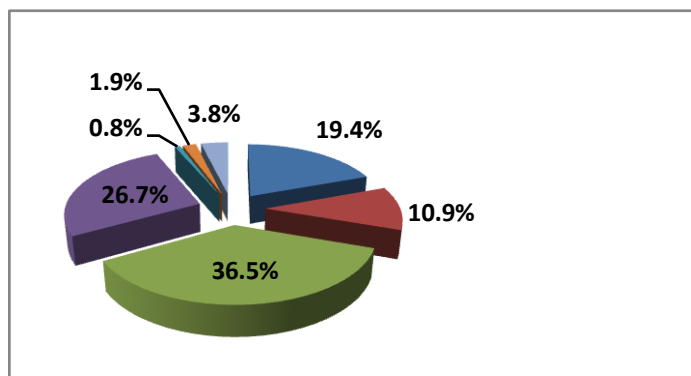
**❖ Testing of question and hypothesis**

$Q_1 + Q_2$  After observing the total number of checklist (306 samples), a descriptive table was made and a Bar graph, a Pie-chart were prepared to make the conception clear in respect of percentile.

**Table: 2**

Determiners	Percentage (%)
1. Curriculum	19.4
2. Atmosphere/ Classroom Environment	10.9
3. Self-perception/ interest	36.5
4. Teacher	26.7
5. Parents socio-economic status	0.8
6. Facilities/ Guidance counselor	1.9
7. Other(Achievers)/Evaluation system	3.8
<b>Total</b>	<b>100</b>





**OH<sub>1</sub>** After observing the checklists of the total number of sample (306 samples of them 151 Boys and 155 Girls) then a descriptive table was prepared to make the conception clear in respect of t- Value.

**Table: 3**

Variable	Sub Variables	Total Number	Mean	S.D	t- Value	Significance at the 0.05 Levels
Gender	Boys	151	52.76	30.67	2.62	Significance
	Girls	155	54.11	27.96		

**OH<sub>2</sub>** After observing then total number of checklist (213 samples of them 167 Rural students and 139 Urban students) a descriptive table was prepared to make the conception clear in respect of t- Value.

**Table: 4**

Variable	Sub Variables	Total Number	Mean	S.D	t- Value	Significance at the 0.05 Levels
Locality or Area	Rural	167	57.65	26.11	2.103	Significance
	Urban	139	55.03	29.27		

**Q3** To find out the significant difference with respect to attitudes toward Education subject between teachers’ characteristics, students’ characteristics and the classroom environment, The total number of checklists( 306 sample ) were observe and then a descriptive table was made depending upon to make the conception clear in respect of Mean.

**Table: 5**

Students’ characteristics Mean Value	Teachers’ characteristics Mean Value	Classroom environment Mean Value
63.72	57.05	49.91

**INTERPRETATION OF RESULTS:**

**Q<sub>1</sub> + Q<sub>2</sub>** (From Table-2) It was found that the Determiners were Curriculum, Atmosphere/ Classroom Environment, Self-perception/ interest, Teacher, Parents socio-economic status, Facilities/ Guidance counselor and Other(Achievers)/ Evaluation system. And the most influential factors were Self-perception/

interest ( 36.5% ), Teacher ( 26.7% ), Curriculum ( 19.4% ), Classroom Environment (10.9% ) among the students attitudes toward Education subject of high secondary level.

**OH<sub>1</sub>** (From Table-3) It was observed that there is significant difference between Boys and Girls students attitudes toward Education Subject in high secondary level. Girls have high attitude towards Education subject than Boys. (Mean value Girls:54.11,Boys: 52.76).

**OH<sub>2</sub>** (From Table-4) It was found that there is significant difference between Rural and Urban students' attitudes toward Education Subject in high secondary level. Rural area students have high attitude towards Education subject than Urban area students. (Mean value Urban:55.03, Rural:57.65).

**OH<sub>3</sub>** (From Table-5) It was observed that the determiners that play a vital role according to the students attitude towards Education subject was the individuality of the student, teacher, classroom environment. These determiners are not equally acceptable to all the students. There is variance in relation of determiners among students.

### CONCLUSION:

Find out the study this investigation is considered as an integral portion of Education. It has been conducted in four high secondary schools under Kalyani Subdivision at Nadia district. In future interference can be enhanced and study area can be elaborate rather than limited scope of the present study. According to the investigator as Education subject is the development of skills, knowledge, abilities and behavior necessary for entry into or advancement in a specific occupation, students should be properly integrated into it to enable the students acquire the basic\ knowledge of Education subjects. The issue now is in the direction of self reliance and national development which, incidentally are twins in womb of Education subjects. Therefore this study will help, increase the level of attitude in Education subject of the learners in future.

### REFERENCES:

- Adams, V. (eds.) Affect and Mathematical Problem Solving, 149-161.
- B. Moore, "Predictors of high school students attitudes towards involvement with mathematics", Mathematics teacher, 42(1993), pp.46-90.
- Choy, S. C. & Troudi, S. (2006) An investigation into the changes in perceptions of and attitudes towards learning English in college. International Journal of Teaching and Learning in Higher Education.
- Gardner, R. & Lambert, W. (1972) Attitudes and motivation in second language learning. Rowley, MA: Newbury House.
- Schofield, M. and Start, K.B. (2007), "Attitudes towards English reading and the teaching of reading in a group of student teachers.
- Rosaly, "The relationship between attitude of students towards mathematics and achievement", M.Phil., Edu. Madurai Kamraj Univ.
- Halladyna, T. & Shanghnessy, J. (1982). Attitudes towards science: A qualitative synthesis. Journal of Research in Science Teaching, 66 (4), 547-563.
- Naki E. (2009). Determining students' attitude towards physics through problem solving strategy. Asia-pacific forum on science learning and teaching, 10 (2), 1-3.
- Campbell, D.E. (1968). Student attitudes toward physical education. Research Quarterly, 39,456462.