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STATUS OF SOCIAL SCIENCE TEACHING AND LEARNING IN SECONDARY SCHOOLS IN CHENNAI CITY

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ABSTRACT:

The social sciences are the fields of academic scholarship that explore aspects of human society. "Social Science" is commonly used as an umbrella term to refer to a plurality of fields outside the natural sciences.

KEYWORDS: *social sciences , academic scholarship , human society.*

I.INTRODUCTION

These include: Anthropology, Archaeology, Economics, Geography, History, Law, Linguistics, Political Science, Sociology, International Studies, Communication, and, in some contexts, Psychology. Subjects such as international relations and social work are concerned primarily with application and do not constitute social sciences per se.

II. IMPORTANCE OF TEACHING SOCIAL SCIENCES

Anthropology is a Social Science that includes Archeology, Ethnography and Anthropological Linguistics. It deals with the study of the evolution of human life. The facet of life this branch of Social Studies handles itself makes it

important for parents and teachers to teach Social Studies to their kids.

It also includes Economics, Political Science and Law. Economics intends to study the distribution and consumption of wealth by the human population around the world. Every educated individual should have a basic knowledge of the world economy and the global issues like recession, inflation, unemployment, taxation, investments and labor force. A basic know-how of the political systems, public policies and political theories is essential. It is to render this understanding to our kids, that we must teach them Social Studies. An introductory knowledge of the legal system of one's country is a vital constituent of one's knowledge. Being a citizen of a certain country, one must know about its law and order. This idea further stresses the

importance of teaching Social Studies to school children.

III. PRESENT STATUS OF SOCIAL SCIENCES

The rush for courses teaching JAVA, RDBMS, OOPS, C++, and Information Technology courses fascinating though they are, indicates a trend in our students to keep away from the Social Sciences like Sociology, History, Political Science, Psychology, Anthropology, Public Administration, Geography and Economics. Very erroneously the latter subjects are considered to be inferior to Physics, Chemistry, Computer Science and Mathematics. Unfortunately, some of the policy makers also develop an attitude that investment in Social Sciences is not profitable and thereby creating a scare among the people who wish to pursue Social Sciences as course in higher education.

Teaching history was never easy. Teachers struggle to get children interested in anything that happened before the last weekend! Perhaps as a result there is a tendency to dwell on the glories of the past, how great it all was, and to skip over the shady, unsavory bits. This weakness is not at all a monopoly of any one or group of countries. In fact, of late there have been vehement discussions on the subject, even student-demonstrations in Tokyo, on account of misrepresentations in history textbooks. There has been much anxiety in India over proposed changes in the syllabi.

Only through understanding History can one hope to understand the world better. But false or selective presentation of History makes one see History not as it was, but rather as others want one to see it.

IV. RATIONALE OF THE STUDY

Social Science has become inevitable in to-day's developing high-tech world. But the status of Social Science subject is getting degraded in the present scenario. Because of this the mankind is dragged towards destruction. Though, importance is given to Social Science subject in our system of education, practically the teaching learning process is not carried out properly. As a result of this pathetic condition, Social Science is given only a third rate position by the students, teachers and even the society and is being avoided. If this situation continues, the future generation will lose its originality, become more and more mechanical and at last will get doomed. In order to change this situation, the importance of Social Science must be made to be realized by the students as well as the teachers at the secondary level itself. As far as the studies reviewed by the research are concerned, no study has been undertaken so deeply to find out the status of teaching and learning Social Sciences. The investigator would like to understand to investigate the status of the teaching and learning of Social Science among the secondary level students in specific. The result of the study would help to pin point the limitations if any, which in turn may help to revise the attitude of Social Science teaching and learning.

V. STATEMENT OF THE PROBLEM

The study is entitled as "STATUS OF SOCIAL SCIENCE TEACHING AND LEARNING IN SECONDARY SCHOOLS IN CHENNAI CITY".

VI. DEFINITION OF THE TERM STATUS

In Sociology or Anthropology, social status is the honour or prestige attached to one's position in society (one's social position). In the present study, the status means the honour or prestige attached to the subject Social Science.

SOCIAL SCIENCE

In the present study, Social Science means the subjects – History, Geography and Civics as most of the secondary school Social Science curriculum includes only these subjects.

SECONDARY SCHOOLS

Secondary school is the stage of education following primary school. Secondary education is generally the final stage of compulsory education. In this study, secondary school means high schools which includes IX and X only.

VII. OBJECTIVES OF THE STUDY

i) A) To find out the level of the attitude of Social Science learning in terms of their independent variables.

B) To find out the level of the study organization among Secondary school students in terms of the independent variables.

- C) To find out the level of the study habits of secondary school students in terms of the independent variables.
- D) To find out the level of the attitude of Social Science teaching in Secondary schools in terms of the independent variables.
- E) To find out the level of the achievement in Social Science among the secondary school students in terms of the independent variables.

ii. A) To find out whether there is Significant mean difference in the attitude of Social Science learning in terms of variables.

B) To find out whether there is significant mean difference in the level of study organization among Secondary school students in terms of the independent variables.

C) To find out whether there is significant mean difference in the level of the study habits among the secondary school students in terms of the independent variables.

D) To find out whether there is significant mean difference in the level of attitude of Social Science teaching in Secondary school in terms of the independent variables.

E) To find out whether there is significant mean difference in the level of achievement in Social Science among secondary school students in terms of the independent variables.

iii. A) To find out whether there is significant correlation between the attitude of Social Science learning and achievement in terms of variables

B) To find out whether there is significant correlation between the study organization and achievement in Social Science in terms of the independent variables.

C) To find out whether there is significant correlation between study habits and achievement in Social Science in terms of the independent variables.

D) To find out whether there is significant correlation between attitude of Social Science teaching and achievement in terms of the independent variables.

E) To find out whether there is significant correlation between study organization and attitude of students' learning in terms of the independent variables.

F) To find out whether there is significant correlation between study habit and attitude of students' learning in terms of the independent variables.

G) To find out whether there is significant correlation between attitude of Social Science teaching and attitude of students' learning in terms of the independent variables.

H) To find out whether there is significant correlation between study habit and study organization in terms of the independent variables.

I) To find out whether there is significant correlation between attitude of Social Science teaching and study organization in terms of the independent variables.

J) To find out whether there is significant correlation between attitude of Social Science teaching and study habit in terms of the independent variables.

VIII. HYPOTHESES OF THE STUDY

i. A) The level of the attitude of Social Science learning is low in terms of variables

B) The level of the study organization is low in terms of the independent variables.

C) The level of the study habits is low in terms of the independent variables.

D) The level of the attitude of social science teaching is low in terms of the independent variables.

E) The level of the achievement in social science is low in terms of the independent variables.

ii. A) There is no significant mean difference in the attitude of Social Science learning in terms of variables.

B) There is no significant mean difference in the study organization among secondary school students in terms of the independent variable.

C) There is no significant mean difference in the study habits among secondary school students in terms of the independent variables.

D) There is no significant mean difference in the attitude of Social Science teaching in Secondary schools in terms of the independent variables.

E) There is no significant mean difference in the achievement in Social Science among the secondary school students in terms of the independent variables.

iii.A) There is no significant correlation between the attitude of Social Science learning and achievement in terms of independent variables.

B) There is no significant correlation between the study organization and the achievement in Social Science in terms of the independent variables.

C) There is no significant correlation between the study habits and the achievement in Social Science in terms of the independent variables.

D) There is no significant correlation between the attitude of Social Science teaching and achievement in terms of the independent variables.

E) There is no significant correlation between the attitude of students' learning and study organization in terms of the independent variables.

F) There is no significant correlation between the students learning and study habit in terms of the independent variables.

G) There is no significant correlation between the students' learning and attitude of Social Science teaching in terms of the independent variables.

H) There is no significant correlation between the study organization and study habit in terms of the independent variables.

I) There is no significant correlation between the study organization and attitude of Social Science teaching in terms of the independent variables.

J) There is no significant correlation between the study habit and attitude of Social Science teaching in terms of the independent variables.

IX.METHODOLOGY

Research design is a catalogue of the various phases, facts, relating to the formulation of research effort. It is an arrangement of the essential conditions for collection and analysis of data in a form that aims to combine relevance to research with economy of procedure. The present study is entitled "Status of Social Science Teaching and Learning in Secondary Schools in Chennai City". Best (1983) states that "descriptive research sometimes known as non-experimental research deals with the relationship between variables, the testing of hypotheses and development of generalization, principles or theories that have universal validity. It is concerned with functional relationship (p.106).

Hence the present study is a descriptive study of Status of Social Science Teaching and Learning in Secondary Schools in Chennai City.

X. SAMPLE FOR THE STUDY

This study was confined to the Chennai city of Tamilnadu. The students of Government schools, Government aided schools and Matriculation schools have been included for the purview of this investigation.

The investigator has adopted the random sampling method for the study. 300 students from Government schools, 400 students from Government aided schools and 400 students from Matriculation schools were included in this study. The sample was further stratified into the following categories.

XI. TOOL SELECTED FOR THE STUDY

Sl.No.	Tools used	Objectives	Standardised / Teacher made
1	Attitude scale	To measure the attitude to identify student learning towards Social Science	Teacher made tool
2	Study organization inventory	To identify and counsel the students regarding their study problems	Standardised tool constructed by Jayalakshmi Indiresan (1979).
3	To identify the study habits	To find out the types of study habits of students.	Standardised tool constructed by B.V.Patel (1975).
4	To measure Social Science teaching	To measure the attitude to identify Social Science teaching	Teacher made tool

XII. VARIABLES

- a) Sex : (i) Male (ii) Female
- b) Locality : (i) Urban (ii) Semi-Urban
- c) Caste : (i) OC (ii) BC (iii) MBC (iv) SC/ST
- d) Father's Occupation : (i) Self-employment (ii) Private (iii) Government
- e) Mother's Occupation : (i) Unemployed (ii) Private (iii) Government
- f) Father's Educational Level : (i) Upto School level (ii) Upto College level (iii) Professional
- g) Mother's Educational Level : (i) Upto School level (ii) Upto College level (iii) Professional
- h) Parent's Income : (i) Upto 10000 (ii) 10000-20000 (iii) Above 20000
- i) Type of Institution : (i) Government (ii) Aided (iii) Matriculation

XIII. STATISTICAL TECHNIQUES WERE APPLIED

The collected data was analyzed statistically both qualitatively and quantitatively.

Level - 1

The collected information under part - I was tabulated covering the relevant areas as noted in the objectives.

Level - 2

First the investigator intended to classify the data to draw out valid information. Then the data were to be subjected to the statistical analysis for testing the stated hypotheses. The statistical techniques adopted were;

- a) Percentage Analysis
- b) Critical Ratio test and 't' test
- c) ANOVA
- d) Correlation Analysis
- e) Scheffe's test

XIV. DELIMITATION OF THE STUDY

The delimitations of the study are listed below.

- The present study is conducted in Chennai only.
- In Chennai, the geographical area of study has been restricted to certain limits.
- Not all the problems related to Social Science teaching and learning are taken into consideration.
- Only the limited variables are included in the study.
- Only 1000 students are included as sample.

The investigator has constructed his own tool and adopted measures to make it valid and reliable for the purpose it has to serve.

XV. FINDINGS

Hypothesis -1.a. The Level of the Attitude of Social Science Learning is low in terms of the Following Independent Variables.

Table - 1.a. Table showing the level of the attitude of Social Science learning in terms of the independent variables.

Variables	Category	No.	Low		Medium		High	
			No.	%	No.	%	No.	%
Gender	Male	450	137	30.44	179	39.78	134	29.78
	Female	550	153	27.82	279	50.73	118	21.45
Locality	Urban	625	193	30.88	293	46.88	139	22.24
	Semi-urban	375	97	25.87	165	44.00	113	30.13
Caste	OC	74	21	28.38	43	58.11	10	13.51
	BC	460	148	32.17	201	43.70	111	24.13
	MBC	327	75	22.94	151	46.18	101	30.89
	SC/ST	139	46	33.09	63	45.32	30	21.58
Fathers' Occupation	Self Employment	441	127	28.80	197	44.67	117	26.53
	Private Job	441	142	32.20	198	44.90	101	22.90
	Government Job	118	21	17.80	63	53.39	34	28.81
Mothers' Occupation	Unemployed	285	98	34.39	135	47.37	52	18.25
	Private Job	651	181	27.80	296	45.47	174	26.73
	Government Job	64	11	17.19	27	42.19	26	40.63
Fathers' Education	School Education	123	60	48.78	41	33.33	22	17.89
	College Education	746	198	26.54	354	47.45	194	26.01
	Professional Education	131	32	24.43	63	48.09	36	27.48
Mothers' Education	School Education	414	127	30.68	186	44.93	101	24.40
	College Education	529	142	26.84	245	46.31	142	26.84
	Professional Education	57	21	36.84	27	47.37	9	15.79
Parents' Monthly Income	Below Rs.10000	54	30	55.56	20	37.04	4	7.41
	Rs.10000-20000	531	172	32.39	233	43.88	126	23.73
	Above Rs.20000	415	88	21.20	205	49.40	122	29.40
Type of School	Govt. School	300	170	56.67	114	38.00	16	5.33
	Govt. Aided School	300	73	24.33	172	57.33	55	18.33
	Matriculation School	400	47	11.75	172	43.00	181	45.25

The above table reveals that in the case of the students whose fathers' education is upto school level, whose parents' monthly income is below 10,000 and the government school students, the attitude of Social Science learning is low and in case of matriculation school students the attitude of Social Science learning is high. In the case of the rest of the categories, the attitude is medium level. Hence in the case of the students whose fathers' education is upto school level, whose parents' monthly income is

below 10,000 and government school students the hypothesis is accepted and the hypothesis is rejected in the case of the remaining categories.

Hypothesis - 1.b. The Level of the Study Organization is low in terms of the Independent Variables.

1.b. Table showing the level of the study organization in terms of the independent variables.

Variables	Category	No.	Low		Medium		High	
			No.	%	No.	%	No.	%
Gender	Male	450	128	28.44	230	51.11	92	20.44
	Female	550	131	23.82	234	42.55	185	33.64
Locality	Urban	625	176	28.16	310	49.60	139	22.24
	Semi-urban	375	83	22.13	154	41.07	138	36.80
Caste	OC	74	18	24.32	39	52.70	17	22.97
	BC	460	129	28.04	217	47.17	114	24.78
	MBC	327	76	23.24	138	42.20	113	34.56
	SC/ST	139	36	25.90	70	50.36	33	23.74
Fathers' Occupation	Self Employment	441	114	25.85	189	42.86	138	31.29
	Private Job	441	121	27.44	217	49.21	103	23.36
	Government Job	118	24	20.34	58	49.15	36	30.51
Mothers' Occupation	Unemployed	285	114	40.00	140	49.12	31	10.88
	Private Job	651	129	19.82	298	45.78	224	34.41
	Government Job	64	16	25.00	26	40.63	22	34.38
Fathers' Education	School Education	123	51	41.46	54	43.90	18	14.63
	College Education	746	170	22.79	345	46.25	231	30.97
	Professional Education	131	38	29.01	65	49.62	28	21.37
Mothers' Education	School Education	414	113	27.29	185	44.69	116	28.02
	College Education	529	130	24.57	247	46.69	152	28.73
	Professional Education	57	16	28.07	32	56.14	9	15.79
Parents' Monthly Income	Below Rs.10000	54	31	57.41	17	31.48	6	11.11
	Rs.10000-20000	531	152	28.63	257	48.40	122	22.98
	Above Rs.20000	415	76	18.31	190	45.78	149	35.90
Type of School	Govt. School	300	147	49.00	145	48.33	8	2.67
	Govt. Aided School	300	111	37.00	178	59.33	11	3.67
	Matriculation School	400	1	0.25	141	35.25	258	64.50

The above table reveals that in the case of the students whose parents' monthly income is below 10,000 and government school students, the study organization is low and in case of the matriculation school students, the study organization is high. In the case of the rest of the categories, the study organization is medium level. Hence in the case of the students whose parents' monthly income is below 10,000 and government school students the hypothesis is accepted and the hypothesis is rejected in the case of the remaining categories.

Hypothesis - 1.c. The Level of the Study Habit is low in terms of the Independent Variables.

Table 1.c. Table showing the level of the study habits in terms of the independent variables.

Variables	Category	No.	Low		Medium		High	
			No.	%	No.	%	No.	%
Gender	Male	450	106	23.56	277	61.56	67	14.89
	Female	550	106	19.27	305	55.45	139	25.27
Locality	Urban	625	143	22.88	378	60.48	104	16.64
	Semi-urban	375	69	18.40	204	54.40	102	27.20
Caste	OC	74	18	24.32	45	60.81	11	14.86
	BC	460	102	22.17	271	58.91	87	18.91
	MBC	327	53	16.21	187	57.19	87	26.61
	SC/ST	139	39	28.06	79	56.83	21	15.11
Fathers' Occupation	Self Employment	441	80	18.14	265	60.09	96	21.77
	Private Job	441	115	26.08	240	54.42	86	19.50
	Government Job	118	17	14.41	77	65.25	24	20.34
Mothers' Occupation	Unemployed	285	92	32.28	173	60.70	20	7.02
	Private Job	651	110	16.90	368	56.53	173	26.57
	Government Job	64	10	15.63	41	64.06	13	20.31
Fathers' Education	School Education	123	42	34.15	73	59.35	8	6.50
	College Education	746	139	18.63	432	57.91	175	23.46
	Professional Education	131	31	23.66	77	58.78	23	17.56
Mothers' Education	School Education	414	95	22.95	240	57.97	79	19.08
	College Education	529	101	19.09	306	57.84	122	23.06
	Professional Education	57	16	28.07	36	63.16	5	8.77
Parents' Monthly Income	Below Rs.10000	54	32	59.26	18	33.33	4	7.41
	Rs.10000-20000	531	124	23.35	316	59.51	91	17.14
	Above Rs.20000	415	56	13.49	248	59.76	111	26.75
Type of School	Govt. School	300	143	47.67	155	51.67	2	0.67
	Govt. Aided School	300	69	23.00	224	74.67	7	2.33
	Matriculation School	400	0	0.00	203	50.75	197	49.25

The above table reveals that in the case of the students whose parents' monthly income is below 10,000 the study habit is low. In the case of the rest of the categories, the study habit is medium level. Hence in the case of the students whose parents monthly income is below 10,000 the hypothesis is accepted and the hypothesis is rejected in the case of the remaining categories.

Hypothesis 1.d. The Level of the Attitude of Social Science Teaching is low in terms of the Independent Variables.

Table 1.d. Table Showing the level of the attitude of Social Science teaching in terms of the independent variables.

Variables	Category	No.	Low		Medium		High	
			No.	%	No.	%	No.	%
Gender	Male	450	129	28.67	205	45.56	116	25.78
	Female	550	128	23.27	256	46.55	166	30.18
Locality	Urban	625	170	27.20	291	46.56	164	26.24
	Semi-urban	375	87	23.20	170	45.33	118	31.47
Caste	OC	74	24	32.43	31	41.89	19	25.68
	BC	460	133	28.91	204	44.35	123	26.74
	MBC	327	60	18.35	158	48.32	109	33.33
	SC/ST	139	40	28.78	68	48.92	31	22.30
Fathers' Occupation	Self Employment	441	106	24.04	203	46.03	132	29.93
	Private Job	441	136	30.84	194	43.99	111	25.17
	Government Job	118	15	12.71	64	54.24	39	33.05
Mothers' Occupation	Unemployed	285	102	35.79	123	43.16	60	21.05
	Private Job	651	145	22.27	311	47.77	195	29.95
	Government Job	64	10	15.63	27	42.19	27	42.19
Fathers' Education	School Education	123	59	47.97	55	44.72	9	7.32
	College Education	746	163	21.85	344	46.11	239	32.04
	Professional Education	131	35	26.72	62	47.33	34	25.95
Mothers' Education	School Education	414	132	31.88	190	45.89	92	22.22
	College Education	529	108	20.42	245	46.31	176	33.27
	Professional Education	57	17	29.82	26	45.61	14	24.56
Parentss' Monthly Income	Below Rs.10000	54	38	70.37	14	25.93	2	3.70
	Rs.10000-20000	531	173	32.58	222	41.81	136	25.61
	Above Rs.20000	415	46	11.08	225	54.22	144	34.70
Type of School	Govt. School	300	223	74.33	72	24.00	5	1.67
	Govt. Aided School	300	18	6.00	190	63.33	92	30.67
	Matriculation School	400	16	4.00	199	49.75	185	46.25

The above table reveals that in the case of the students whose fathers' education is upto school level, whose parents' monthly income is below 10,000 and government school students, the attitude of Social Science teaching is low. In the case of the rest of the categories, the attitude is medium level. Hence in the case of the students whose fathers' education is upto school level, and whose parents' monthly income is below 10,000, the hypothesis is accepted and the hypothesis is rejected in the case of the remaining categories.

Hypothesis 1.e. The Level of the Achievement in Social Science is low in terms of the Independent Variables.

Table 1.e. Table showing the achievement in Social Science in terms of the independent variables.

Variables	Category	No.	Low		Medium		High	
			No.	%	No.	%	No.	%
Gender	Male	450	125	27.78	229	50.89	96	21.33
	Female	550	151	27.45	276	50.18	123	22.36
Locality	Urban	625	194	31.04	316	50.56	115	18.40
	Semi-urban	375	82	21.87	189	50.40	104	27.73
Caste	OC	74	25	33.78	35	47.30	14	18.92
	BC	460	145	31.52	225	48.91	90	19.57
	MBC	327	59	18.04	176	53.82	92	28.13
	SC/ST	139	47	33.81	69	49.64	23	16.55
Fathers' Occupation	Self Employment	441	117	26.53	220	49.89	104	23.58
	Private Job	441	139	31.52	221	50.11	81	18.37
	Government Job	118	20	16.95	64	54.24	34	28.81
Mothers' Occupation	Unemployed	285	122	42.81	134	47.02	29	10.18
	Private Job	651	145	22.27	336	51.61	170	26.11
	Government Job	64	9	14.06	35	54.69	20	31.25
Fathers' Education	School Education	123	53	43.09	53	43.09	17	13.82
	College Education	746	183	24.53	390	52.28	173	23.19
	Professional Education	131	40	30.53	62	47.33	29	22.14
Mothers' Education	School Education	414	126	30.43	210	50.72	78	18.84
	College Education	529	133	25.14	264	49.91	132	24.95
	Professional Education	57	17	29.82	31	54.39	9	15.79
Parents' Monthly Income	Below Rs.10000	54	32	59.26	19	35.19	3	5.56
	Rs.10000-20000	531	170	32.02	264	49.72	97	18.27
	Above Rs.20000	415	74	17.83	222	53.49	119	28.67
Type of School	Govt. School	300	172	57.33	121	40.33	7	2.33
	Govt. Aided School	300	99	33.00	170	56.67	31	10.33
	Matriculation School	400	5	1.25	214	53.50	181	45.25

The above table reveals that, in the case of the students whose parents' monthly income is below 10,000 and the government school students, the achievement level is low and in case of the rest of the categories, the achievement level is medium. Hence in the case of the students whose fathers' education is upto school level and whose parents' monthly income is below 10,000, the hypothesis is accepted and the hypothesis is rejected in the case of the remaining categories.

2.a. There is no significant mean difference in the dependent variables with regard to gender.**Table No. 2.a. Table showing the significant mean difference in the following dependent variables with regard to gender.**

Tool	Category	Number	Mean	Standard Deviation	CR Value	Remarks
Student Learning	Male	450	48.913	10.566	2.026	S
	Female	550	47.645	8.892		
Study Organisation	Male	450	152.789	16.422	3.388	S
	Female	550	156.445	17.639		
Study habit	Male	450	155.460	20.579	2.342	S
	Female	550	158.245	16.141		
Social Science Teaching	Male	450	46.373	12.774	1.970	S
	Female	550	47.931	12.018		
Achievement	Male	450	57.816	14.171	0.208	NS
	Female	550	57.624	14.963		

The above table reveals that, among the dependent variables - student learning, study organization, study habit and Social Science teaching, there is significant mean difference, whereas in the achievement there is no significant mean difference when gender is taken into consideration. Hence the hypothesis is rejected in the case of student learning, study organization, study habit and Social Science teaching and the hypothesis is accepted in the case of achievement with regard to gender.

XVI. DISCUSSION ON FINDINGS

The finding that the status of social science teaching and learning in secondary schools of Chennai city with regard to the variables is medium level is an encouraging one.

Though the findings related to the variables indicating the status of Social Science teaching and learning of the secondary school students of the total sample indicates that these students belong to the medium level, there are variations in the students' learning, study organization, study habit, attitude of Social Science teaching and achievement with regard to independent variables. Some interesting findings are interpreted as below.

Generally when the achievement of male and female students of Tamilnadu at all levels are compared, the female students have registered a higher level of academic achievement than the male students. But in the present study, the male students have registered better academic achievement than the female. This may be due to the differences in their academic pursuits. Though the male and the female students stand on an equal chance of benefiting from the various uplifting efforts made by schools and home, in the utilization of chance the male students seem to be dominating over the female students. Sometimes, non-academic tasks at home, cultural inhibitions and familial discouragements may be having an adverse effect on the performance of the female candidates, as far as the present study is concerned.

The students of the semi-urban areas have found to have scored better in learning, study organization, study habit, attitude of teaching and academic achievement than the students of the urban areas. This may be due to the fact that, the more socialization and urbanization and home environment of the urban students do not rise up to the occasion in meeting the pressures and friction in their study. Though the urban students who were a part of the subjects of this study spoke of familial encouragement to them in their subject, financial stringency of the family would have perhaps made it necessary for them to perform non-academic tasks, thus preventing their bestowing full attention to their studies. The necessity to help in domestic chores, the non-intellectual home atmosphere would have prevented their attention in studies. In short, students from urban areas have to compete in an achievement-oriented society in which, given their distractive background, they are bound to lag behind the semi urban students in learning, study organization, study habit, attitude of Social Science

teaching and achievement. The findings of the present study with respect to academic achievement is contradictory to the findings of Rita Goretti Lourdes (1996).

The MBC students have shown a higher level of achievement than the OC, BC and SC/ST students. This is apparently an unexpected happening but encouraging finding. The financial assistance given to them in the form of scholarship and reservations may have facilitated their educational advancement.

Another rather strange finding is the so good achievement of the students whose parents enjoy secured job (government job). The secured financial background would have helped them to be away from financial stringency and would have gained more personal support.

The students of the well educated family have been found to have scored better in academic achievement than the students of the low educational family background. This may be due to the fact that the assistance given by the parents at home helped the students to rise up to the occasion in meeting the pressure of competition and friction in their studies.

The students of the high economical background family have been found to have scored better in academic achievement than the students of the low economical family background. This may be due to the fact that, support given to them in the form of tuition, special coaching, learning equipments and other comforts may have facilitated their educational advancement. This is apparently an expected happening.

The matriculation schools students have show a higher-level achievement than the government school students and government aided school students. This is apparently an expected happening. It may be the result of their inherent mental caliber good educational environment, effective teaching and coaching prevailing, in the matriculation school. Further then efforts and ambition in achievement the goals, put their will and energy would have helper them to strive to do their best.

When he correlation between academic achievement students learning, study organization, study habit and attitude of social science teaching with regard to independent variables is studied, it is found that there exists significant correlation in the case of the gender, locality, caste, fathers' occupation, mothers' occupation, fathers' education, mothers' education and parents' monthly income. Similarly significant correlation exists in the case of students' learning vs. study organization; students' learning vs. study habit, students' learning vs. attitude of teaching; study organization vs. study habit; study organization vs. attitude of teaching and study habit vs. attitude of teaching. This implies that all the independent variables taken for study are contributing factors to each other.

Whereas in the case of type of school significant correlation is found in the case of government school students but not in the case of the government aided and matriculation school. It means that while the independent variables contribute each other in the case of government school students, in the case of government aided and matriculation school such relationship could not be found.

XVII. EDUCATIONAL IMPLICATIONS

After the completion of secondary schools students, may try to write competitive examinations to get a job. TNPSC examinations are conducted to test the general knowledge and efficiency in the particular area. So it is must to develop a positive attitude towards history. The study revealed that there was significant difference between secondary school students, male and female, rural and urban, caste and religion students. So, the institutions must arrange for programmes to develop positive attitude towards social science among the students so that they can understand the things happening around them.

The school must organize students self government, student union, student counseling centre, students co-operative society, exhibition etc. The history teachers must arrange educational tours visit to historical cultural and religious place. So, the student can understand the things already taught by the teachers. They relate the theory with practice and also bookish knowledge and reality. The subject social science can be made interesting and encouraging when the teaches is taking full efforts to plan and organize activities for developing good positive attitude.

The present study revealed that there is a significant relationship between status of secondary school students. The higher status will create interest in social science which will develop the intellectual prosperity of the students. The programmes like celebration of national festivals, drama in the history of great leaders, stamp exhibition, preparation of albums, collection of pictures and photos of national leaders viewing TV serials on national unity, programmes on communal harmony and humanism, weeks of national integration and international understanding etc. should be arranged and organized and all the institution should be made to participate in the programme.

The special care may be taken to develop positive attitude towards history among higher secondary school students.

- The programme like celebration of national festivals
- Drama in the history of great leaders
- Stamp and coins exhibitions are conducted
- Collection of pictures and photos of national leaders.

XVIII. SUGGESTIONS FOR FURTHER RESEARCH

The present study has scope for further research. Hence the investigator would like to furnish the following suggestions for further research. This study has been conducted for the secondary school students in Chennai City.

1. the study may be extended to other levels of education
2. the study may be extended to other locality
3. Teaching and learning attitude may be measured using different tools and different dimensions may be taken into account
4. Comparative studies between different school subjects on the basis of different dimensions should be taken up to find out whether Social Science subject lags behind
5. Suitable attempts should be made to incorporate multiple correlation / regression models towards prediction of the status of Social Science teaching and learning.

XIX. CONCLUSION

The design and application of effective preventive interventions depend to a large extent on empirical foundations. The investigator believes the present study and its major findings will serve as foundation materials for further research on this subject.

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