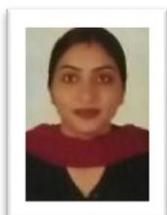


# A Study of Attitude of Senior Secondary School Students of Punjab Towards Education



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## Abstract

The aim of this research paper is to explore the changing attitude of students towards education. At present, students are living in vibrant and world their needs, perception and the way they interpret their life are totally changed. Today students do not want to go to school because their demands and requirements have changed which are not matching with the present education scenario. They feel boredom and show lack of interest in their studies. They confront many educational problems which have become the topic of debate for teachers, parents and educationists. The study was conducted on the sample of 500 senior secondary school students of Punjab, using stratified random sampling technique. Results indicated that there is significant difference in the attitude of male and female senior secondary school students towards education. It is found that female students have a positive attitude towards education than male students. Further, no significant differences in the attitude of rural and urban senior secondary school students towards education were found. The findings are analyzed and explained. Educational implications are also mentioned which suggested that parents, teachers and society play very important role in developing positive attitude of students towards education.

**Keywords:** Attitude towards Education, Senior Secondary School Students.

## Introduction

Attitude is an important variable in human behaviour which shows individual's likes or dislikes. The word 'Attitude' means a comparatively stable, emotionalized and learned pattern of behaviour which inclines the individual to act in some consistent way towards an object, person or situation. A deeper analysis of attitude will lead to some psychological variables, for example, the needs, interests, attitudes, feelings, beliefs, intrinsic motives in general. Therefore, its expression, positive or negative, is pending on such physical variables that have for the attitude, the role of supports and triggers. The selectivity of the individual towards the surrounding world determined by the attitude is largely influenced by these variables. There are three conditions to look at attitude towards any object: (i) When an individual has a preplanned, systematic, well designed and well organised ideas in his mind for a particular work, it can be said that the individual has a positive or favorable attitude towards that particular work; (ii) When an individual does not have any preplanned, well organised, systematised and, well designed ideas in his mind for a particular work. It can be said that the individual has a negative or poor attitude towards that particular work. He does not have any ideology before starting the work. Then we can forecast about him that he would not be successful in his work because of his poor or negative attitude; and (iii) It is more complex situation or condition of mind than the above two situations of mind. In this condition or in such attitude the individual have neither positive nor negative approach towards a particular thing. He executes his activity according to the prevailing situation.

## Attitude towards Education

Attitudes are most important in the field of education. Attitude towards education means the tendency to favour or not to favour towards academic situation. It is something which is partly inherent and partly acquired. It is something which includes one's likes and dislikes towards education. Students with poor academic performance have a more negative attitude towards education and believe that school and learning

will not help them being successful in the future (Candeias, Rebelo & Oliveira, 2010). The construct 'attitude toward school' was first defined by

Lewy (1986) as being the subject's behaviours, their feelings expression regarding to affection and judgments, favourable or unfavourable, for the school and school experiences. From healthy attitudes, come the beautiful melody and harmony of life and diseased attitudes issue the grating, disgusting discords of life. So the right attitude of the students can be developed in the healthy environment of the school (Linnehan, 2001). Student's attitudes toward education are deeply influenced by their cultural background, the kind and quality of family relationships, family and peers support, previous school performance, that means, pupils' positive attitudes and behaviours play an important role in their academic success (Akey, 2006).

#### **Review of Literature**

Sarwar (2004) conducted a study on relationship of study attitude and academic performance of students at secondary level in Punjab. The main purpose of the study was to investigate the relationship of study attitude of the students with their academic performance at secondary level. Study attitude is student's viewpoint about study and academic performance. It was found that study attitude was positively related to the academic performance. The study attitude scores of females were more closely related with academic performance as compared to males. Similarly, study attitude scores of rural students are more closely related with academic performance as compared to urban students. Furthermore, the mean scores of low and high academic-achievers were compared and it was found that high achievers and low achievers differ in their study attitudes.

Chou (2005) explored the relationship among the learning attitude, learning behaviour and academic achievement of junior high school student. The results of analysis revealed that the learning attitude, learning behaviour and academic achievement of girls were better than those of boys. A positive significant correlation occurred between the learning attitude, learning behavior and academic achievement. The findings suggested that schools needed to pay much attention to male students and school teachers and parents should help students in cultivating good study methods and good reading habits.

Candeias (2009) conducted his study on student's attitudes and motivation toward learning and school and results revealed that the importance of understanding attitudes toward school, toward learning, toward competence and toward motivation as being affected from different combinations of factors. Attitudes should be understood as based on the natures of the subject. Thus the improvement of attitudes and motivation toward school should involve pupils, teachers, parents and community.

Watkins (2009) studied long-term stability of students' attitudes toward reading. A non significant grade differences were observed on long-term stability of children's attitudes towards reading in

respect of boys but girls consistently expressed more positive attitudes toward recreational reading than did boys. Similarly, girls also demonstrated greater stability in reading attitudes than boys.

Bas (2012) investigated the correlation between reading attitudes and academic success of elementary students. The correlative investigation model was adopted in the research. The sample of the research consisted of 196 students from five public elementary schools, chosen according to random sampling method. In order to answer the research question, "The reading attitude scale" was used in the study. As a result it can be said that a positive linear correlation was determined between academic success and reading attitudes in the model. In other words, it was found that academic success in Turkish course increased in parallel to the increase in positive attitudes towards reading. Hence, it might be recommended that teachers should motivate their students to read more and have more positive attitudes towards reading.

Maheshwari and Haridas (2013) studied determinants of student's attitude towards higher education. The purpose of survey was to explore attitudes of students and their untouched problems in colleges. The survey investigated final year under graduate students and ascertain the level of attitudes among the students in various factors. Further, the researcher investigated the 625 student's attitudes towards higher education programs. Likert attitude scale questionnaire was used. The researcher conducted interviews and obtained quantitative as well as qualitative data. The results revealed that the majority of the students determined the personal and employment attitude to continue their higher studies.

Valerica (2013) conducted his study on Determinant factors of students' attitudes toward learning and concluded that students who have positive attitude towards education and get involved in activities achieve higher academic performance than those who make minimal efforts in this regard. Thus, students with good results believe that learning provides satisfaction, and just being a student is not enough to feel fulfilled. They are willing to take on additional tasks and condemn superficiality in school tasks. They set specific goals for learning, aiming at acquiring new knowledge and not just at completing a routine activity, and strive for excellent school performance. In addition to this, students with high school performance consider learning a way towards personal development. This ensures their personal achievement and success in life.

Das, Halder and Mishra (2014) explored the relationship between attitude towards education and academic achievement in secondary level minority students. A sample of 257 (127 boys and 130 girls) of secondary level minority students of class-X were selected randomly. The results showed that there is no significant difference between boys and girls students in their attitude towards education and academic achievement scores. It was also found that attitude towards education and academic achievement have very low negative relation yet statistically not significant.

Musheer, Govil and Gupta (2016) aimed to explore the level of attitude of secondary school students towards their school climate with reference to certain demographic variables viz. gender, medium of instruction in the school and educational level of parents. 358 students studying at various secondary level schools of India constituted the sample. A significant difference was found in the attitude of secondary school students with reference to their gender and medium of instruction whereas no significant difference was found in the attitude of secondary school students towards school climate in relation to their parental education.

Verešová and Malá (2016) conducted a study to find out the significance of adolescents' attitude towards school and learning (ATSL) as a significant predictor of their academic achievement. The study also explored gender differences in attitude toward school and learning in adolescents. 269 adolescents (146 girls, 123 boys) studying at secondary schools participated in the study. Results indicated that adolescent girls showed a positive attitude towards school and learning as compared to boys. A significant positive relationship between ATSL and academic achievement was found. Findings also revealed that the attitude toward school and learning is an important predictor of academic achievement.

Popa and Ciascai (2017) studied the opinion of students from universities of Romania by taking into account their experience in STEM fields during high school studies; the engineer's profession and the engineer's skills and the factors that influenced their choice to study one of the STEM subjects. The sample consisted of 110 university students. The results revealed that the participants were interested in Science, Technology, Engineering, and Mathematics disciplines since secondary and high school and this interest motivated them to continue their studies in STEM discipline. In addition, the majority of respondents agreed that the choice of their specialisation in university was largely influenced by the teachers who taught them the subjects that they studied at the university during their school years. It was also observed that the students were aware of the importance of the engineering as a profession as well as of the knowledge and skills involved.

From the above discussion we can conclude that attitude has a dynamic – propulsive character, when being positive, or is obstructing-inhibitor, when being negative. Student attitude towards education is changing day by day. Studies explored that teaching methodology, educational level of parents, society, instructions given by parents and teachers and school environment had significant effect on student's attitude.

#### **Rationale of the Study**

The present study was aimed to study the attitude of senior secondary school students towards education. It was anticipated that the present study would reveal the reasons of changing attitude of senior secondary school students towards education in present setup. The investigator is aware of present problems being faced by the senior secondary school students in the educational set-up. Today, students

are facing new challenges in education calling for greater effort from them. In addition, there are heavy demands made by the society on students to perform various roles, many of which are undefined, inconsistent and unachievable in the present socio-cultural, economic and bureaucratic contexts of our society, causing heavy academic stress on students mainly high school students. Now, individuals have changed their perceptions and the way they interpret their life and their attitude towards education. Today, students do not want to go to school because their demands and requirements have changed which are not matching with the present education scenario. They feel boredom and show lack of interest in their studies. They confront many educational problems which have become the topic of debate for teachers, parents and educationists. Academic failure, exam anxiety, poor peer relationships, absenteeism, behavioural problems, conflicts with parents, dissatisfaction on teachers part, lack of appropriate strategies to deal with academic problems, substance abuse and other authority figures are some of the consequences faced by adolescents. Moreover, there is a paucity of literature concerning the attitude of students towards education and also there exists lack of research in Indian context as little studies have been done in this part of country with the present variable.

#### **Objectives of the Study**

1. To study the attitude of male and female senior secondary school students of Punjab towards education.
2. To study the attitude of urban and rural senior secondary school students of Punjab towards education.

#### **Hypotheses of the Study**

1. There will be no significant difference in attitude of male and female senior secondary school students of Punjab towards education.
2. There will be no significant difference in attitude of urban and rural senior secondary school students of Punjab towards education.

#### **Delimitations of the Study**

The study was delimited as follows:

1. The present study was confined to a sample of 500 students studying in XII class in schools situated both in rural and urban areas.
2. The study was delimited to those schools affiliated to P.S.E.B situated in S.A.S Nagar district of Punjab only.

#### **Operational Definitions of the Terms Used**

##### **Attitude towards Education**

Attitude towards Education denotes the subject's behaviour, their feelings expression regarding to affection and judgment, favorable or unfavorable for the learning.

##### **Senior Secondary School Students**

This refers to students studying in class XII of schools affiliated to P.S.E.B situated in urban and rural areas of S.A.S Nagar district of Punjab.

##### **Design of the Study**

Descriptive survey method was employed in the present study.

**Sample of the Study**

The sample of the study constituted senior secondary school students studying in class XII. The four schools i.e. two from rural area (government and non-government) and two from urban area (government and non-government) of district S.A.S Nagar of Punjab were selected for the purpose of data collection. A final sample of 500 senior secondary school students was selected by giving due representation to gender and location.

**Tool Used**

Attitude Scale towards Education (Developed and Standardized by Dr. S.L. Chopra, 2014) was used to study attitude of senior secondary school students towards education in the present study.

**Statistical Techniques Used**

In the present study, Mean, SD, and t-test was used to find out gender wise and location wise mean differences in attitude of senior secondary school students of Punjab towards education.

**Results**

The attitude of senior secondary school students of Punjab towards education was studied by its comparison on gender and location. The results are given as under:

**Comparison based on Gender**

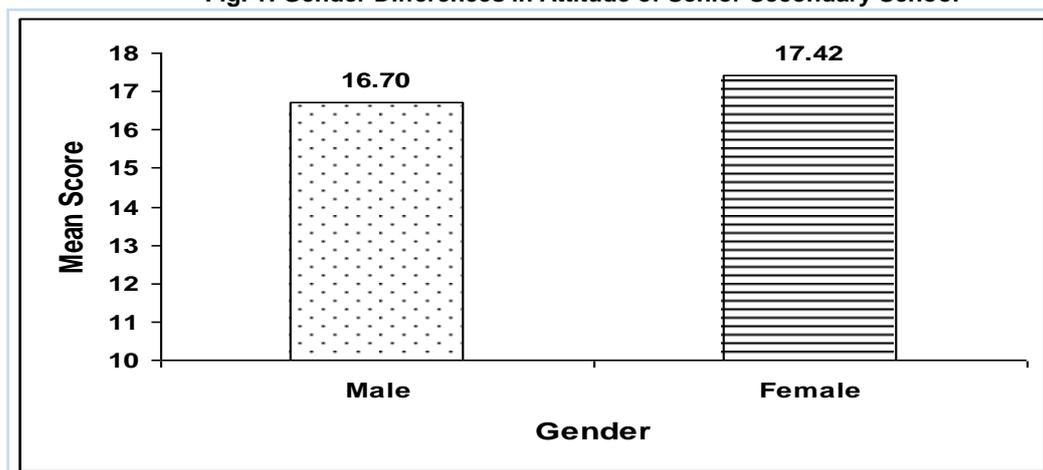
The mean difference among senior secondary school students in terms of gender on the variable under study were tested by applying t-test. The results are given in table-1.

**Table-1**  
**Gender wise Mean Differences in Attitude of Senior Secondary School Students of Punjab towards Education**

S. No.	Variable	Group	N	Mean	SD	t-value
1.	Gender	Male	250	16.70	3.24	2.68**
		Female	250	17.42	2.75	

\*\*p < 0.01

**Fig. 1: Gender Differences in Attitude of Senior Secondary School**



The mean score of attitude towards education for male and female senior secondary students as given in table-1 are 16.70 and 17.42 respectively. The t-value for significance of difference between mean scores of attitude towards education of male and female senior secondary school students was computed as 2.68 which is significant at 0.01 level of confidence. This depicts that male and female senior secondary school students have significant

difference in their attitude towards education. Thus, 'Hypothesis 1: There will be no significant difference in attitude of male and female senior secondary school students towards education' is rejected.

**Comparison based on Location**

The mean difference among senior secondary school students in terms of location on the variable under study were tested by applying t-test. The results are given in table-2.

**Table-2**  
**Location wise Mean Differences in Attitude of Senior Secondary School Students of Punjab towards Education**

S. No.	Variable	Group	N	Mean	SD	t-value
2.	Location	Urban	250	16.88	3.55	1.36 <sup>NS</sup>
		Rural	250	17.25	2.38	

NS: not significant at .05 level

**Fig. 2: Location Differences in Attitude of Senior Secondary School**

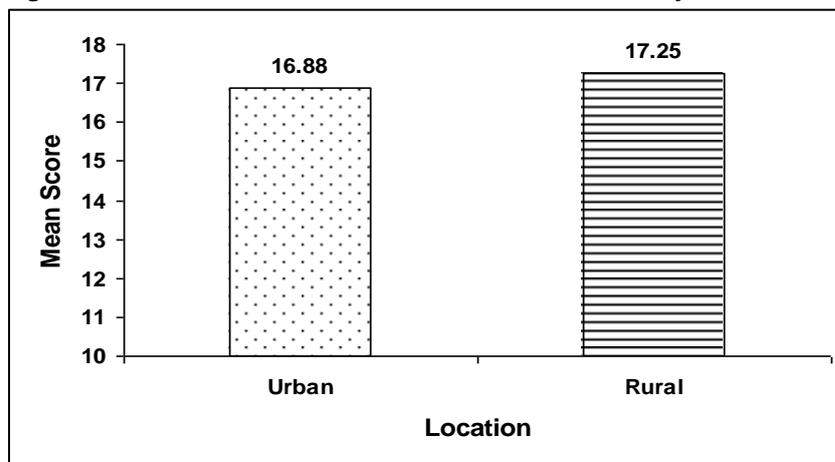


Table-2 depicts that the mean score of attitude towards education for urban students was 16.88 with SD= 3.55 while the mean score for rural senior secondary school students was 17.25 with SD= 2.38. The t-value for significance of difference between mean scores of attitude towards education of urban and rural senior secondary school students was found to be 1.36 which is not significant at 0.05 level. This depicts that urban and rural senior secondary school students do not have significant difference in their attitude towards education. Thus, 'Hypothesis 2: There will be no significant difference in attitude of urban and rural senior secondary school students towards education' is accepted.

**Conclusions & Discussion**

It may be concluded that female students scored higher on attitude scale, thus showing a favorable attitude towards education than male students as shown in figure 1. The results were supported by the findings of Saracaloglu (2000); Sarwar (2004); Chou (2005); & Akpinar & Yildiz (2009) in which female students had a more positive attitude than their male counterparts. The findings of the study suggested that society and schools needed to pay much attention to male students and school teachers and parents should help students in cultivating good study methods and good reading habits. Loh (2001) found that student's attitude was influenced by the degree of interest or boredom in the subject, the ability level of the students in dealing with the subject and specific teaching methods. In this regard, Assefa (2002) suggested that teachers and educational practitioners should give due attention to attitude and motivation during instruction besides the cognitive factors. The present study also revealed that male and female senior secondary school students differ remarkably in their attitude towards education. It is attributed to the difference in the basic tendencies of male and female senior secondary school students. It is also due to difference in societal expectations to perform in academics.

It may be concluded that urban and rural senior secondary school students possess a similar attitude towards education as shown in figure 2.

Findings of some studies are supported to the present result. Study conducted by Ezeudu & Theresa (2013) found that availability of technology, resources and quality of teachers, the geographic location plays a very important role in the grooming, motivation and academic performance of the students. A significant difference was found between the academic performance of rural and urban students. But now with the advancement of the technology this difference seems to be vanishing. Xitao & Micheal (1999) and his colleagues conducted a study in order to investigate the differences between the academic performance of rural and urban students. They found no significant difference academically when the results of the two groups were compared. Sinha (2001) concluded in her study that the higher attitude towards school subject resulted in higher achievement in the subject. Bosede (2010) showed that there is no difference in performance of students because of location. Location here is in terms of whether the place of study or school is sited in rural or urban community. Ibitoye (2003) asserted that understanding and performance of students is independent of location, cultural affiliation and family background. He further stated that anyone can understand basic concept when provided with the right opportunity in terms of quality of teachers, instructional materials and strategies. But some studies contradict from the present result. Yara (2009) asserted that urban students do better than the rural students. Young (2006) conducted study on rural/urban differences in achievement and success in higher education. This study demonstrated that the location of the school had a significant effect upon student achievement, with students attending rural schools not performing as well as students from urban schools. The results of present study indicated of similar attitude towards education among rural and urban senior secondary school students. This may be attributed to similar expectations of teachers and parents in rural as well as urban areas. Media exposure and internet have made the world a small place, which further leads to the similar attitudes of rural and urban senior secondary school students.

**Educational Implications of the Study**

In the light of the findings of the study the following educational implications are recommended:

1. The findings of the present study will help parents, teachers, social-reformer, administrators and guidance workers to prepare themselves to meet the education needs of adolescents.
2. It will help the teachers in adopting suitable teaching methods in order to improve teaching learning process.
3. The school authority should provide their learning programs based on adolescents' maturity level. This study may have important implications for psychologists, social workers organizations working with stressful and angry adolescents.
4. Government should provide adequate facilities to the schools that located in rural areas same as the urban schools. Besides that, government also must provide a financial support to the students living in rural areas where most of them come from low income families and cannot afford a better education and other services. Facilities that are to be provided must be fair and equal treatment should be given to rural schools as given to urban schools.
5. Education department also should visit all schools to establish and verify their needs to ensure that resources are allocated in line with their needs and status.
6. To attract more number of students and creating enthusiasm in them for learning, visual aids like projectors, television etc. can be used to show some educational movies.
7. To motivate the teachers they should be made to feel proud that by teaching in the rural or remote area they are acting as a helping hand in the development of economy.
8. Some special sessions or classes can be conducted for the parents to make them realize the significance of education for their children.

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P: ISSN NO.: 2394-0344

RNI No.UPBIL/2016/67980

VOL-3\* ISSUE-4\* July- 2018

E: ISSN NO.: 2455-0817

*Remarking An Analisation*