

Investigating the association between attitude towards learning and scholastic performance of students at the Secondary level in Vellore district

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Abstract

The purpose of this research is to study, observe and analyze the academic performance of secondary students' attitude towards learning. Normative survey method is used for this study. The tool on Attitude towards learning (constructed by the investigator, 2012) consists of 32 items was used to measure the students' attitude towards learning. Total marks obtained by the students in all the subjects were considered as scholastic performance which was taken from School Mark Register. Research findings indicated no association between students' attitude towards learning and achieving academic success in the classroom.

I. INRODUCTION

Academic achievement has become an index of child's future in this highly competitive world. Student academic achievement evidenced by their performance is one of the most important outcomes by which attitude towards learning is judged examining the role of school in improving students' achievement. The purpose of this research is to investigate whether the attitude towards learning of students is related with identified impacts of their academic performance. Good (1945) defined Scholastic Performance as the

knowledge attained or skills developed in all the school subjects, usually assessed by their total test scores or by marks assigned by teachers.

Attitude is a hypothetical construct that indicates an individual like and dislike towards an item. It may be positive, or negative. Attitude is an approach, temperament, sensation, situation, etc. With regard to a person or thing: inclination or course, especially of the mind.

Attitudes are learned throughout life and are embodied within our socialisation process. All of us observe others and assess attitude on the basis of communication style and behaviour. This is an example of an informal approach, which is spontaneous and based on our understanding of social cues. There may be wrong in our judgement of learners who turn up late for classes and do not ask questions, but they may still hold very positive attitude towards the subject that was being presented at that time. The negative attitude towards learning could result in learners' poor performance preventing them from obtaining required results.

Attitude is a way of perceiving things in our point of view (Muellerleile,2005). The important outcome of secondary school students' learning is nothing but scholastic performance of students.

II. SIGNIFICANCE OF THE STUDY

Students who have the impression that nothing they do will alter the results of the learning process, or who attribute success to good luck and failure to bad luck, or who see the pedagogy and didactic practice of the sole determinant of success or failure will make little effort to contribute to their own learning. Hence, attitude towards learning plays a significant role in students' performance. This study throws light on the importance of attitude towards learning.

III. OBJECTIVES OF THE STUDY

1. To find out whether there is any significant difference in Attitude towards learning of secondary school students based on their gender, medium of instruction, type of school and type of management.
2. To find out whether there is any significant difference in Scholastic Performance of secondary school students based on their gender, medium of instruction, type of school and type of management.
3. To find out whether there is any significant association between Attitude towards Learning and Scholastic Performance of Secondary School students.

IV. HYPOTHESES OF THE STUDY

1. There will be no significant difference in the Attitude towards learning of secondary school students based on their gender, medium of instruction, type of school and type of management.

2. There will be no significant difference in the Scholastic Performance of secondary school students based on their gender, medium of instruction, types of school and types of management.
3. There will be no significant association between Attitude towards Learning and Scholastic Performance of Secondary School students.

V. METHODOLOGY

The present investigation was basically designed as a descriptive method as the techniques of research employed was normative survey method. Students' attitude towards learning and total marks secured by the secondary school students were collected by the investigator. A stratified random sample of 300 students from six schools were used for the present study with due representative was given to the variables viz. Gender (Boys and Girls), Types of School (Boys, Girls and Co-Education), Types of management (Govt, Govt-Aided and Private), Medium of Instruction (Tamil and English). The general information of the respondents was codified. The codified details and achievement scores of all the subjects were tabulated and consolidated on data sheets in such a way as to facilitate computer processing.

The tool on Attitude towards learning consists of 32 items. Items of the scale are in statement from demanding information for each statement in any of the five options namely, Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. Reliability for attitude towards learning scale was found to be 0.7681. Intrinsic validity was found to be 0.8764. Scholastic Performance was taken in terms of marks obtained in all the subjects from the SchoolMark Register.

VI. ANALYSIS OF THE DATA

The collected data was analysed using statistical techniques like Mean, Standard Deviation, Critical Ratio and Chi-square.

Table 1: Showing the Mean difference in Attitude towards Learning of secondary school students based on gender, medium of instruction, type of school and type of management

Variable	Demographic variables	N	Mean	Std. deviation	t- value	LS	
Attitude towards Learning	Gender	Boys	150	129.69	12.750	4.946	0.01**
		Girls	150	135.99	8.991		
	Medium of Instruction	Tamil	200	131.89	12.157	2.049	0.05*
		English	100	134.75	9.686		
	Type of School	Boys	100	128.84	14.528	4.475	0.01**
		Girls	100	136.46	8.881		
		Boys	100	128.84	14.528	2.587	0.01**
		Co-Education	100	133.23	8.770		
	Type of	Girls	100	136.46	8.881	2.588	0.01**
		Co-Education	100	133.23	8.770		
Type of	Government	100	128.15	13.290	4.562	0.01**	

	Management	Aided	100	135.63	9.601	4.013	0.01**
		Government	100	128.15	13.290		
		Private	100	134.75	9.686		
		Aided	100	135.63	9.601	0.645	NS
		Private	100	134.75	9.686		

**** Significant at 0.01 level**

***Significant at 0.05 level**

NS- Not Significant

From the above table, it is inferred that there exists significant difference between boys and girls in Attitude towards learning at 0.01 level. From the mean scores, it is evident that girls are having favourable attitude towards learning than boys. This may be because girls tend to work hard in achieving good scores and they concentrate more in the class when compared to boys. Hence, they understand the concepts very well and their attitude naturally will be more than boys.

As far as medium of instruction is concerned, it is inferred that there exists significant difference between the students studying in English Medium and Tamil Medium at 0.05 level. It is evident from the mean scores that the students studying in English Medium has favourable attitude towards learning. Since the students studying in English medium schools will be able to cope up with the teaching in both English and Tamil language. But the Tamil medium students cannot understand when they are taught in English and they find it difficult to study while pursuing their higher studies. Hence, the language will be the demotivating factor for the Tamil medium students.

On comparing the type of schools, it is evident that there exists significant difference among girls, boys and co-education schools at 0.01 level. It is seen that girls' schools have high mean scores in the attitude towards learning. Since girls are more dedicated and hard working, their attitude towards learning is more than boys and co-education schools.

In case of type of management, it is inferred that there exists significant difference between Government and Aided and Government and Private schools at 0.01 level. But, there is no significant difference between Aided and Private schools in their attitude towards learning. From the mean scores, it is evident that the students studying in Government Aided schools are having favourable attitude towards learning when compared to Government and Private school students. This is because most of the students studying in Government Aided schools belong to middle socio-economic status and they are motivated by their parents to get better marks in the examination so as to get better status in their future.

From the above discussion, the formulated hypotheses that there will be no significant difference in the Attitude towards learning of secondary school students based on their gender, medium of instruction and type of school is rejected. But, with regard to type of management the formulated hypothesis that there will be no significant difference in the Attitude towards learning of secondary school students is accepted.

Table 2: Showing the Mean difference of Scholastic Performance of Secondary School students based on gender, area, medium of instruction, type of school and type of management

Variable	Demographic variables		N	Mean	Std. deviation	t-value	LS	
Scholastic Performance	Gender	Boys	150	262.95	64.855	0.252	NS	
		Girls	150	264.84	65.049			
	Medium of Instruction	Tamil	200	248.21	57.964	6.295	0.01	
		English	100	295.26	66.765			
	Type of School	Boys	Boys	100	262.63	62.073	1.085	NS
			Girls	100	253.24	60.354		
		Co-Education	Boys	100	262.63	62.073	1.405	NS
			Girls	100	275.81	70.330		
		Co-Education	Girls	100	253.24	60.354	2.435	0.05
			Co-Education	100	275.81	70.330		
	Type of Management	Government	Government	100	254.39	60.769	1.513	NS
			Aided	100	242.03	54.622		
		Private	Government	100	254.39	60.769	4.527	0.01
			Private	100	295.26	66.765		
		Aided	Aided	100	242.03	54.622	6.171	0.01
			Private	100	295.26	66.765		

Table 2 shows that there exists significant difference between Tamil and English medium students at 0.01 level. Based on the mean scores, it is evident that students studying in English medium have higher scores in their scholastic performance. Since English medium students have better understanding and more ideas regarding the subjects by using technology, they will be able to perform better than Tamil medium students.

Also, it is observed that there exists significant difference between the students studying in Girls and Co-education schools at the secondary level at 0.05 level. When comparing the mean scores, it is inferred that students studying in co-education schools have better scholastic performance than boys' and girls' schools. Due to peer group and healthy competition between boys and girls, students studying in co-education schools perform better than their counterparts.

It is noted that that there exists significant difference among the students studying in Government, Government Aided and Private secondary schools in the Scholastic performance at 0.01 level. From the mean scores, it is revealed that students studying in private schools have better scholastic performance when compared to students those who are studying in Government and Government Aided schools. This is because, private schools put more effort in getting the results very high by conducting special coaching classes for their students in order to get familiarity about their schools.

But, it is also observed that there exists no significant difference between boys and girls, boys' and girls' schools, boys' and co-education schools and Government and Government aided schools. They are similar in their scholastic performance.

Hence, the formulated hypothesis that there will be no significant difference in the Scholastic Performance of secondary school students based on their medium of instruction, types of school and types of management is rejected. But the formulated hypothesis that there will be no significant difference in the Scholastic Performance of secondary school students based on their gender is accepted.

Table 3: Showing the association between Attitude towards Learning and Scholastic Performance of students at the secondary level

Variable	Levels	Count	Academic Achievement			Total	df	χ^2	LS
			Low	Moderate	High				
Attitude towards Learning	Low	Count	20	44	14	78	4	7.025	NS
		Expected Count	19.5	38.7	19.8	78.0			
	Moderate	Count	41	62	41	144			
		Expected Count	36.0	71.5	36.5	144.0			
	High	Count	14	43	21	78			
		Expected Count	19.5	38.7	19.8	78.0			
	Total	Count	75	149	76	300			
		Expected Count	75.0	149.0	76.0	300.0			

It is revealed from the above table that there is no significant association between Attitude towards learning and scholastic performance among secondary school students. Therefore, the stated hypothesis that there will be no significant association between Attitude towards Learning and Academic Achievement of Secondary School students is accepted.

VII. FINDINGS OF THE STUDY

1. There is a significant difference among secondary students based on their gender, type of school and type of management (govt and aided, private and aided) with respect to their Attitude towards learning.
2. There is significant difference among secondary level students based on medium of instruction, type of management (govt and private, aided and private) with respect to their Scholastic Performance.

3. There is no significant association between Attitude towards learning and scholastic performance among secondary school students.

VIII. CONCLUSION

From the findings of the study, it is concluded that attitude towards learning plays a significant role in achieving better scores in the subjects. Hence, it is in the hands of the teachers to inculcate favourable attitude among their students by making the teaching interesting and motivating. Enhancing interest towards the subject is the major goal of teaching profession.

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