A STUDY ON THE ATTITUDE OF THE STUDENTS OF HIGHER SECONDARY LEVEL TOWARDS POLITICAL SCIENCE SUBJECTS AND THEIR ACADEMIC ACHIEVEMENT ON THE SUBJECT

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ABSTRACT

The study aims to find out the level of Students Personal Problems, Study Involvement and Academic Achievement among the higher secondary school student political science subjects. Sampling techniques that was used for the selection of the sample in this case was random sampling technique. A total of 306 higher secondary school students were selected from three different schools in Usilampatti education district. The investigator selected 102 students from government school, 102 students from Government Aided School and 102 students from Private school. Personal data sheet developed by the investigator, Students Personal Problems Questionnaire is developed by N.N.Wig & R.N.Nagapal, (1980).Study Involvement scale is developed Jayalakshmi Indiresan (1978) were used to collect data. Results were statistically analyzed through 't' test, and 'f' test. Gender has an impact on student's personal problems, study involvement and academic achievement. Students Personal Problems, Study Involvement and Academic Achievement are related to each other.

KEYWORDS: Students Personal Problems, Study Involvement, Academic Achievement, Psychological Problems, Higher Secondary Students.

INTRODUCTION

An attitude is an evaluate of the feelings an individual has towards something. The convey what we think and how we feel about an objects, target or referent. These referents may be specific and tangible or abstract and intangible .When the object of the attitude is important to the person, the evaluation of the object produces an affective or emotional reaction. Attitudes are predispositions to respond towards particular people of situation in a particular manner. They are, learned and relatively enduring. They are, therefore, there product of experience but enter into subsequent

experience as directing factors. It is not necessary that we carry the same attitude forever. We might react to a thing different in different times. Also an individual can also have multiple attitudes for any object.

Attitude is not carried from birth; rather it is a result of the growth of different faculties of an individual. It is developed through experience and contact with others.

New comb defined attitude as "learned enduring predisposition to respond consistently either in favourable or unfavourable manner with respect to a class of object." Attitude is developed through peoples experience as they live and work with others. These life experiences as affect the way an individual behave in the society.

The advances which have been made in the fields of science and technology. Within the past fifty years have had the effect of creating many social problems which almost defy solutions? Long – established patterns of communication have suddenly become in effective systems of human relationships built on centuries of experience and great tradition seem to be inadequate to cope with the problems of modern times. The child of today seems destined to live in the age of interplanetary space travel, and rapid change is the watchword of the amazingly complex world in which he finds himself. The child will learn to find his place in this world from a variety of sources, not the least of which is the public school. The school is helping children solve their day to day problems of living; it must prepare them to deal intelligently with problems they will face in the future.

The political science deal with the study of man and with his relationship with others men and with his environment. They call upon many fields of knowledge for subjects matter content. In the social science one finds elements of geography, history, sociology, political science, economics, conservation, anthropology, social psychology and other allied fields. The term "political science" is not ordinarily associated with the programme of instruction in the elementary school since it is used to designate the more advanced.

The political science draw subjects -matter from the social sciences, are a specific and important part of the elementary school curriculum, acquaint the child with his social and physical environment and have a unique responsibility to help the child learn those understanding, attitudes, and skill which are necessary for democratic citizenships .It is true that political studies make an important contributions to the social education of children. They have, in fact, a special responsibility to assist children to learn social living skills. But a distinction should be drawn between the broad term "social education"

and the specific area of the elementary school curriculum referred to as the social studies.

The main objective of the social science is the same as it for the total school programme i.e. the development of democratic citizen. The perpetuation of our way of life, its values and ideals, depends almost entirely upon the success of society to educate its members in democratic principles and democratic action. As instruments of society, school play a major role in this process of democratization of young citizen. While the development of good citizenship is generally accepted as a major objectives of the political science ,there exists a considerable difference of opinion with reference to what behaviour characterizes such a person some individual and group see the good citizen as one who engages himself in Paredes, flag-waving and other ceremonial symbolism on national holidays .other envision the ideal citizen as one whose ultimate loyalty is to world organisation they would pay little attention to building a feelings of nationalism. Since, in their judgement nationalism is a barrier to understanding and peace. Most persons would not be an extreme in their points of view, a either of the two types described, but like the seven-blind men and elephant in the fable, each of us has his own concept of the behaviour which characteristics a good citizen.

1.2.1 SOCIAL PROBLEMS

Casteism, communalism and regionalism are some of the problems in the body politic of the society which misguide the youth. Increasing delinquency, violence, terrorism and fissiparous tendencies and use of inappropriate means to get one's ends served are threats to the national integration and social cohesion. Indian society still suffers from evils like child labour, child marriage, untouchability, and discriminatory treatment to women, violation of human rights etc. The social issues greatly affect the education of the students. Strengthening national and social cohesion in a diverse and plural society, accelerating the process of economic growth, improving the life of the downtrodden and the people living below the poverty line, removing the widely prevalent ignorance, superstition and prejudices from the masses, inculcating scientific temper and developing a critical awareness about the social realities of Indian life are some of the issues which call for immediate attention.

1.2.2 POLITICAL PROBLEMS

Politicisation of education, education policy of governments, and political interference in education administration spoils the quality of education and leads the students to be a partisan of a political party. With the growing population, along with reservations, the youth today would find it difficult to

get a job.

1.2.3 ECONOMIC PROBLEMS

The quality of a nation's education is a key factor in the economic growth of nations in the labour market performance of individuals and in providing a pathway out of poverty. Over and above performance in the labour market, being literate and numerate empowers people to meaningfully participate in society. The relationship between education and socio- economic status is somewhat circular. Children born into poor families face an educational disadvantage from before birth and throughout their education, such that socio-economic status to a large extent determines educational outcomes, which in turn determine the socio-economic status of the next generation. Schools therefore are a mediating layer which influences the intergenerational transmission of socio-economic status.

1.2.4 CULTURAL PROBLEMS

Minorities, immigrants, and foreign nationals face exceptionally tough challenges at education institutions. They frequently face cultural and racial differences that can interfere with their personal, social, and academic growth. In some cases, the family identity conflicts with the emerging new identity of the young adult away from home. In other cases, family expectations based on the culture of their country of origin cause the student to feel guilt and shame during this time of self-exploration and growth. These students are especially vulnerable to the emotional tug-of-war between new opportunities and family expectations.

1.2.5 PROBLEMS RELATED TO ACADEMIC ASPECTS

Academic problems of students include, study difficulties, examination anxieties, actual or apprehended achievement, difficulty in concentration, difficulty in remembering, unable to study properly, easily distractible unable to understand the language, difficulty or affinity towards a particular subject, no interest in studies. Other problems of student academics include, ineffective study methods, despite investing a great deal of time in studies, one cannot manage to get the information to stick. Despite feeling well prepared, the questions on the actual examination are completely different from what is expected. So students are totally confused. Problems in trying to divide ones time between studying and other activities. Examination nerves and other types of fear of failure can seriously impede students' progress. There are many problems that do not fall in the ambit of purely academic problems of students are givens as follows.

1.3 PROBLEMS RELATED TO NON-ACADEMIC ASPECTS

(a) Adjustment Problems: Poor socialization, home sickness, feeling, loneliness, alienation in a changed environment, etc. are related to students adjustment problem.

(b) Emotional Problems: Frustration, upsetting, inferiority over a physical handicap or some other actual or imagined limitation and emotional instability, feelings of worthlessness of life, excessive worrying, excessive fantasies, frequent sad moods, feelings of loneliness, suicidal fantasies, idealistic thinking, excessive day-dreaming, indecision, lack of self-confidence, feelings of insecurity, poor socialization, identity crisis are related to emotional problems of students.

(c) Sexual Problems: Relating to auto-erotic practices and associated feelings of quilt and anxiety are the indications of sexual problems of students.

(d) Physical Problems: Anxiety in physical symptoms heaviness of head, strain in eyes on the study, insomnia or excessive sleep, fatigue, headache, nausea and giddiness, fits of unconsciousness, etc. are related to physical problems that students face in their life.

1.4 STUDY INVOLVEMENT

Involvement is very essential in all the activities to complete a particular work/task with success. In education, students can achieve in their studies only when they totally involve in their studies.

In view of **Morse and Wingo (1970)** study involvement implies keen interest in the task, working with persistence and imagination and sharing the responsibility for own learning. **Yan Off (1973**) defined study involvement as a degree of affect or feeling of being actively involved in one's own learning process. Involvement in studies not only makes the learning a pleasant activity but also yields enhancement in learning outcomes of higher order and develops positive attitudes towards learning and facilitates creative productivity.

Study involvement arises among students on the basis of the following factors.

(a) Interest: Interest may be referred to as the key factor and a driving force that helps in paying attention as well as remaining engaged in the attended activities.

(b) Motivation: Motivation as a process or behaviour refers to reinforced, selective and goal-directed behaviour initiated amotive which aims to maintain balance and equilibrium of the person in his/her environment by keeping his/her basic needs satisfied.

 (c) Need: When all the needs of a student are fulfilled then the student automatically shows their involvement in studies.

(d) Environment: A good and healthy environment boosts the study involvement of the students.

(e) Teacher: Teachers play a vital role in the academic activities of students. Students believe their teachers more than any other sources. So the study involvement of a student is identified with the nature of his/her teacher.

(f) Curriculum: The nature of curriculum or the subject(s) of study also determines the study involvement of students. Because some students have a liking over a particular subject and not all subjects.

(g) Parents: In every one's life parents play a major role. Parents should be a role model for their children. In this condition, education of a child is mainly in the needs of the parents when the parents are more enthusiastic to educate their children. The study involvement of the student will get charged.

(h) Peer relation: In adolescence age, students have their own group and they are very intimate with each other in their group. Such relationship in a classroom is one of the components in developing the student's study involvement.

(i) Socio-economic status: Number of students becomes drop out due to their socio-economic status. Therefore, socio- economic status has its own specific place in student involvement towards studies.

Academic achievement: Achievement is actual performance. It is what a person does, regardless of his/her capacities.

According to **Henry E.Garrett (2007), "**Achievement means actual performance often used in reference to score on educational tests or to school grades". According to **Baronand Bernard (2007),** "The concept of achievement involves the interactions of three factors namely aptitude of learning, readiness of learning and opportunity of learning. Besides these factors, the concept involves health and physical fitness, motivation and special aptitudes, emotional balance, imbalances and psychological factors like interest towards the academics".

Bloom's found the home circumstances of the child, affected the school achievement more than the school did. The factors affect the academic achievement of the children includes the class marks, time spent in going and returning from school, parental interest in education of pupils, family size, details about the other family members, leisure time activities, facilities in the school, homework, class test(s), composition work, pupils attitudes towards school life, type of punishment in the school,

attendance, co-curricular activities, sports etc. The factors that affect the academic achievement of the students are broadly classified in to student's factors, teacher factors, subject of study/curriculum factors, social factors, educational factors, organizational factors, administrative factors and so on. Mostly adolescents. Adolescence stage is a highly critical period in the life of all students to choose their own interest in the field of education. The impact of personal problems is an important one among the students', especially for higher secondary school students. The importance of the present study is to focus mainly on higher secondary student's personal problems, study involvement and academic achievement and also to know its relations.

3. METHOD OF STUDY

As the study intends to collect data pertaining to personal problems, study involvement and academic achievement among higher secondary school students, survey method was used. Survey method is to describe and interpret what exists at present. The survey method gathers data from a relatively large number of cases at a particular time. It is not concerned with characteristics of individuals as individuals. It is concerned with the statics that result when data result when data are abstracted from a number of individual cases.

4. POPULATION AND SAMPLE OF THE STUDY

The validated tools were made use of for the main study to collect the necessary data for the present study. A randomly selected 306 higher secondary (+1) students had been involved for the present study form krishnanagar district. The sample distribution of the sample included in the study has been presented.

5. OBJECTIVES OF THE STUDY

1) To find out the significant difference in the personal problems of higher secondary students based on gender with regarded to type of school and type of management.

2) To find out the significant difference in the study involvement of higher secondary students based on gender with regarded to type of school and type of management.

3) To find out the significant difference in the academic achievement of higher secondary students based on gender with regarded type of school and type of management.

6. HYPOTHESES OF THE STUDY

1. There is no significant difference in the personal problems of higher secondary students based on gender with regarded to type of school and type of management.

2. There is no significant difference in the study involvement of higher secondary students based on gender with regarded to type of school and type of management.

3. There is no significant difference in the academic achievement of higher secondary students based on gender with regarded type of school and type of management.

The following tools have been used in the present study. 1) Personal Information Schedule developed by the Investigator. 2) Personal Problems Questionnaire developed and validated by **N.N.Wig & R.N.Nagapal (1980)** was adopted by the Investigator. 3) Study Involvement Scale developed and validated by **Jayalakshmi Indiresan (1978)** was adopted by the Investigator. 4) Total marks obtained by the +1 in students Quarterly Examinations (September, 2013) is treated as Academic Achievement.

7. EDUCATIONAL IMPLICATIONS

The present study show that the girls are experiencing more personal problems, so the teachers can provide supportive measures to reduce the stress and anxiety experienced by them. Although girls, according to the present study, out-perform the boys in academics, such problems that may be physical or mental persisting in them can affect their motivation and hinder the completion of the goal directed activities The results of the present study show that the students studying in the co-education schools show significantly less study involvement than that of the other two types of schools. The teachers in such schools can encourage group involvement in the academic activities, with the group involving both the genders, thereby allowing them to share the best advantages of all the students in planning and organizing the study materials, proper management of time while involving in such academic activities etc. It is important for the teachers to have a private conversation with the students and collect information related to their personal problem. Based on it they have to direct the students either for personal counseling or academic counseling. Keeping in mind the campus resources and better understanding of the student's situation the teacher can either provide help personally or make use of the professional services on the campus to provide the required support to the students with the personal problems. It is also important for the school management and the teachers to communicate with the parents of the students it's by providing motivation for educational achievement.

8. SUGGESTION FOR FURTHER RESEARCH

This study was conducted only at higher secondary schools students of Krishnanagar nadia education

district and it can be extended to other education districts of Nadia region, west Bengal.

1) The present study is confined only to higher secondary school students to make the findings of this study more universal, a comprehensive study of this type involving higher secondary schools can be under taken.

2) A study in the similar line may be under taken by including more number of back ground variables.

3) The sample size is restricted to 306 higher secondary schools students in the present study. Further study can be done by including more number of samples.

4) Similar study can be undertaken on the higher secondary schools students of various states.

5) Other psychological variables can also be included in the future study.

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