

ACADEMIC ACHIEVEMENT OF 10TH CLASS STUDENTS IN RELATION TO THEIR ATTITUDE TOWARDS SCHOOLING

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ABSTRACT

The current study investigated the relationship between academic achievement and attitude towards schooling in 10th class students. To achieve the objective of the study 100 students using Stratified random sampling technique were taken from 10th Class students of Ludhiana district of Punjab. For Academic achievements the percentages (%) of previous class Marks of 9th class examination were taken as Academic Achievement and Attitudes towards Schooling for adolescents developed by Chopra (2014). To analyze the results, statistical techniques Co-efficient of Correlation were used. The result showed that there exists no significant relationship between Academic Achievement and Attitude towards Schooling of adolescents and there exists significant relationship between Academic Achievements of adolescents with respect to type of school. Also there exists significant relationship between Academic Achievements of adolescents with respect to type of school.

Keywords: Academic achievement, attitude towards schooling, adolescents.

Introduction

India has 1.4 million schools and 227 million students who are enrolled and India has more than 36000 higher education institutions. India has one of the largest higher education system countries in the world. Still there are many flaws in the education system, mainly infrastructural requirements, lack of proper study habits and attitude among students in the way of imparting teaching by the teacher. Despite all the flaws, India has an important place globally in education sector. For students regularly updates in syllabus are made by various state and central level education governing bodies. This helps in keeping the students attitude focused for new learning abilities. Attitude aspect is closely linked with the emotional level of students which do shape the mindset of the students. More focused the emotional aspect of attitude level enhances the interest towards studies in students. Emotional aspect is dependent on strong parental support, stable home environment, school environment and teaching abilities of the various teachers.

Academic achievement

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional

environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. All criteria have in common that they represent intellectual endeavors and thus, more or less, mirror the intellectual capacity of a person. In developed societies, academic achievement plays an important role in every person's life. Academic achievement as measured by the GPA (grade point average) or by standardized assessments designed for selection purpose

such as the SAT (Scholastic Assessment Test) determines whether a student will have the opportunity to continue his or her education (e.g., to attend a university). Therefore, academic achievement defines whether one can take part in higher education, and based on the educational degrees one attains, influences one's vocational career after education.

Attitudes towards schooling

The term attitude refers to a hypothetical construct, namely a predisposition to evaluate some object in a favorable or unfavorable manner. This predisposition cannot be directly observed, but it can be inferred from individuals' responses to the attitude object, which can run from overt behavior, such as approaching or avoiding the object and explicit verbal statements to covert responses, which may be outside of the individual's awareness, such as minute facial expressions. Attitude was hailed quite early as the most distinctive and indispensable concept in social psychology, and despite some ups and downs, it has retained this status ever since. Although the term attitude is one of all the ubiquitous terms used in the literature, precise definitions are less common.

Attitude is an underlying disposition, which enters along with other influences, into the determination of a variety of behavior toward an object or class of objects, including statements of beliefs and feelings about the object and approach-avoidance actions with respect to it. There is general agreement that attitude represents a summary evaluation of a psychological object captured in such attribute dimensions as good-bad, harmful-beneficial, pleasant-unpleasant, and likeable-dislikeable. The readiness to behave is one of the qualities that are characteristic of the attitude. A second area of substantial agreement is that attitude which is relatively persistent over time. The persistence of attitude contributes greatly to the relative consistency of behavior, which introduces a third area of agreement. Attitude produces consistency in behavioral outcroppings. Fourth and finally, attitude has a directional quality.

1.1 Need and Significance

The need of the research is to enhance society by advancing knowledge through developing scientific theories, concept and ideas. The main purposes of research are to inform action, gather evidence for theories and contribute to developing knowledge in the field of study. The significance of the study also known as the rational of the study is important to convey to the reader why the research work is important. Academic writing should make clear to the reader what the significance of the research.

1.2 Statement of the problem

The present study has been entitled as- **Academic achievement of 10th class students in relation to their attitude towards schooling**

1.3 Objectives of the study

- i. To study the relationship between Academic Achievement and Attitudes towards Schooling of adolescents.
- ii. To study the relationship between Academic Achievement of adolescents with respect to type of school.
- iii. To study the relationship between Attitudes towards Schooling of adolescents with respect to type of school.

1.4 Hypothesis of the study

- i. There exists no significant relationship between Academic Achievement and Attitude towards Schooling of adolescents.
- ii. There exists no significant relationship between Academic Achievement of adolescents with respect to type of school.
- iii. There exists no significant relationship between Attitudes towards Schooling of adolescents with respect to type of school.

1.5 Delimitation of the study

- i. The study is delimited to 100 adolescents.
- ii. Only Ludhiana district is considered.

2. Review of related literature

Kpolovie (2014) numerous predictions were applied to observe the relationship and prediction that the interest of students in learning and attitude to school individually and

collectively have on their academic achievement. The study was conducted on 518 senior secondary school students selected through random sampling from bayelsa state. Multiple regression statistical technique was used for analysis with correlation and multiple predictions of students. The tools were used as per krejcie and morgan's (1970) graph for determination of suitable minimum sample size as documented in Kpolovie (2011). The statistical multiple regression statistical technique was used to analyze SPSS to test tenability of each postulated null hypothesis. The finding shows that students interest in learning and attitude towards school jointly and separately predict academic performance. Particularly, their performance in English language, mathematics, Biology and economics has significant correlation. The study also showed the students' interest in learning and attitude to school for possible amelioration of the students' academic performance.

Veresova and Malia (2016) studied the attitude towards school and learning (ATSL) in relation to academic achievement that shows as a significant predictor of academic achievement. The study was conducted on 269 adolescents (146 girls, 123 boys) secondary school students. Academic achievement was measured by GPA, questionnaire of attitude toward school and learning developed by the researcher. The finding depicted that attitude toward school and learning is significantly related to academic achievement. The study showed that girls have positive attitude towards school and learning as compared to the adolescent boys.

Degnew (2017) studied the academic relationship between students' attitude, school values of education, achievement motivation and academic achievement. The study was conducted on 1202 students through systematic sampling technique from 9th grade students of fasiledes, angreb and azezo secondary school in north gonad, Ethiopia. T-test was employed to access the data correlation. To be free from personal bias the researcher had used multistage sampling techniques. Four measuring tools were used to find the average academic achievement scores, value of

education questionnaire and attitude towards school questionnaire. The score obtained by the students in the school self-report questionnaire were taken from the school record office. The findings depicted that student's attitude towards school values of education and achievement motivations were positive and significant in secondary school students. Teachers and school practitioners should pay attention to the students.

Das, Halder, Mishra, Debnath (2014), studied the academic achievement in relation to positive attitude may influence their academic career. In the present study, the researchers find that there are some main factors like anxiety, socio-economic status etc. are affected to academic achievement. The study was conducted on 57 students (127 Boys, 130 girls) of secondary level students of class 10th. Students were selected through random sampling. Tools were used for this study attitude scale towards education (ASTE-cs) constructed and standardized by S.L. Chopra and the score obtained by the students in the school annual examination were taken from the school records to access the academic achievement. The finding shows that there is no significant difference between boys and girl students in attitude towards education and academic achievement scores. Study was found that attitude towards education and academic achievement has very low negative relation (0.10) which is not statistically significant.

Bayturn and Kesan (2012) conducted a study on "The effect of computer assisted instruction on the achievement and attitude towards mathematics education". The study was a comparison of computer based instruction methods and traditional methods. In this present-day phenomenon, everybody should have great scientific skills to cope with the rapidly changing technology. Science and technology are changing rapidly these days. The main idea behind conducting this study was to investigate the impact of computer-assisted instruction method on student's achievement and attitudes towards mathematics in secondary mathematics education. The research was designed based on an experimental pre-test post-test model. Computer-assisted instruction and traditional

instruction methods were used in the experiment group and the control group respectively. The study confirmed that use of computer based instruction in the study of mathematics increased ability in mathematics and that in turn ensure success in mathematics lesson. However, the experimental and control groups did not differ between students' attitudes towards mathematics.

Johnson Adlyn O. (2013) sets out a study to find out whether girl students have a positive attitude towards education as the Sierrian government has embarked on a series of affirmative policies to encourage the participation of girl students. The study found that girl student had a positive attitude to education despite many problems like poverty and school environment. Many parents have negative attitude towards the education of girls. This is one of the main reasons of low enrolment and the high dropout. Statistics also infers that there was a positive correlation between the good attitude to education and performance in the school. Many girls come from the homes which are poor and their schools and communities could not adequately support them academically. The study discovered that such girls were performing averagely in the school because of the positive attitude they have towards the school and education. The study suggests that schools must have continuous programs to encourage the girl students to perform better in school and perform better.

1. Methodology

The research methodology is very important for doing research in any field. It includes the research design preparing blue print necessary for doing the research.

Table-4.1 Showing relationship between Academic Achievement and Attitude towards Schooling of adolescents

Sr. no.	Variables	No.	Mean	Correlation	Result
1	Academic Achievement	100	450.98	0.066	Correlation not significant
2	Attitude towards Schooling	100	19.95		

3.1 Method of the study

In the present study, the investigator employed descriptive survey method.

3.2 Sample, sampling technique

Stratified random sampling technique employed for this study. A representative sample of 100 (49 male & 51 female) adolescents selected from Ludhiana district.

3.3 Tools used

- Academic achievements the percentages (%) of previous class. Marks of 9th class examination were taken as Academic Achievement.
- Attitudes towards Schooling for adolescents developed by Chopra (2014).

3.4 Statistical techniques used

The investigator used mean and coefficient of correlation as the statistical techniques for analyzing the data.

4. Data analysis and results

The Academic Achievement percentage and Attitudes towards Schooling scale was achieved on selected sample of adolescents and coefficient of correlation computed to measure Academic Achievements of secondary school teachers in relation to Attitudes towards Schooling of adolescents. The analysis of information is offered as per the hypothesis.

4.1 Hypothesis 1

There exists no significant relationship between Academic Achievement and Attitude towards Schooling of adolescents.

Table 4.1 shows that mean score of Academic Achievement is 450.98 and Attitude towards Schooling is 19.95 and the correlation value is found to be 0.066, which is not significant at 0.05 and 0.01 level of significance. Hence the Hypothesis, “There exists no significant relationship between Academic Achievement

and Attitude towards Schooling of adolescents is accepted”.

Hypothesis 4.2

There exists no significant relationship between Academic Achievement of adolescents with respect to type of school.

Table-4.2 Showing relationship between Academic Achievement and Attitude towards Schooling of adolescents

Sr. no.	Type of school	No.	Mean	Correlation	Result
1	P.S.E.B	49	441.7	0.30	Correlation significant
2	C.B.S.E	51	460.07		

Table 4.2 shows that mean score of P.S.E.B 441.7 is and C.B.S.E is 460.07 and the correlation value is found to be 0.30, which is significant at 0.05 and 0.01 level of significance. Hence the Hypothesis, “There exist no significant relationship between

Academic Achievement of adolescents with respect to type of school is rejected”.

Hypothesis 4.3

There exists no significant relationship between Attitudes towards Schooling of adolescents with respect to type of school.

Table-4.3 Showing relationship between Attitudes towards Schooling of adolescents with respect to type of school

Sr. no.	Type of school	No.	Mean	Correlation	Result
1	P.S.E.B	49	20.3	-0.114	Correlation significant
2	C.B.S.E	51	19.6		

Table 4.3 shows that mean score of P.S.E.B is 20.3 and C.B.S.E is 19.6 and the correlation value is found to be -0.114, which is significant at 0.05 and 0.01 level of significance. Hence the Hypothesis, “There exists no significant relationship between Academic Achievement of adolescents with respect to type of school is rejected”.

5. Conclusion

In the present study it is found that there exists no significant relationship between Academic Achievement and Attitude towards Schooling of adolescents and there exists significant relationship between Academic Achievements of adolescents with respect to type of school. Also there exists significant relationship between Academic Achievements of adolescents with respect to type of school.

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