



A STUDY ON ATTITUDE TOWARDS HISTORY AND ACHIEVEMENT IN HISTORY AMONG X STANDARD STUDENTS IN THIRUVALLUR DISTRICT.

K. ANANDAN ¹ | R. SUMATHI ²

¹ M.Ed., Scholar, GRT College of Education.

² Asst. Professor, GRT College of Education.

ABSTRACT

This study examined the relation between Attitude towards History and Achievement of history of X standard students in Thiruvallur district. This study adopted survey method of research participants were 300 X standard students in Thiruvallur district randomly selected from six high schools in Thiruvallur district. The research instrument used for data collection was Attitude towards History inventory developed by Dr. Mathur tested at 0.05 and 0.01 level of significance. The finding indicated that there is a positive relationship between Attitude towards History and Achievement of X standard students. There is exist significant impact with respect to Type of management, Location and Medium of Instruction on the Attitude towards History and Achievement of history of X standard students and there is no significant impact on Gender, Type of family, Parental monthly income and Parental occupation, on the Attitude towards History and Achievement of history of X standard students in Thiruvallur district.

Keywords: Attitude, Achievement, Survey, Hypothesis, Gender, Parental Occupation.

Introduction:

History is the study of the past, with special attention to the written record of the activities of human beings over time. Scholars who write about history are called historians. It is a field of research which uses a narrative to examine and analyze the sequence of events, and it often attempts to investigate objectively the patterns of cause and effect that determine events. Historians debate the nature of history and the lessons history teaches. A famous quote by George Santayana has it that "Those who cannot remember the past are condemned to repeat it." The stories common to a particular culture, but not supported by external sources (such as the legends surrounding King Arthur) are usually classified as cultural heritage rather than the "disinterested investigation" needed by the discipline of history.

Attitude towards history

Attitude is such a complex affair that it cannot be completely described. Allport, J.W. defined an attitude as mental and natural state of readiness organized through the experience exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. An attitude is an enduring system that includes a cognitive component, a feeling component and an action tendency. Attitudes involve an emotional component.

Attitude formation begins primarily as a learning process during childhood, and adolescence. The role of the attitude studies in education is more essential and meaningful, keeping in view of the effective learning in the educational system. Today, we find strikes in schools and we find dissatisfaction among students towards their education. In

case, if their curriculum is not suited, we may try to change the curriculum. If the curriculum is alright we may try to change the attitude of students, that is, they may have misconception regarding their educational system. When we remove the misconceptions, learning will be effective.

Achievement in history

There is a serious need felt by the academic community for restructuring the history syllabus to suit the requirements of modern times. In the revision of syllabi and curriculum planning, thrust areas should be identified and given due importance. The outcome of the present study will provide a picture of the attitudinal variations of the X standard students in history. The result will be a valuable guide for the curriculum planning and imparting the required motivation for the subject teacher concerned. This will provide a suitable academic environment to develop positive attitudinal changes towards history among the future generations of students and ultimately for their positive achievement in history.

Statement of the problem:

The problem selected for the study is stated as "A study on Attitude towards History and Achievement of History among X Standard Students in Thiruvallur District.

Objectives of the study

- To find out significant difference between X standard students with respect to Attitude based on their Gender.
- To find out significant difference between X standard students with respect to Achievement based on their Gender.
- To find out significant difference among the X

- standard Students with respect to Attitude based on their Type of Management.
- d) To find out significant difference among the X standard Students with respect to Achievement based on their Type of Management.
- e) To find out significant difference between the X standard students with respect to Attitude based on their Locality.
- f) To find out significant difference between X standard students with respect to Achievement of history based on their Locality.
- g) To find out significant difference between X standard students with respect to Attitude based on their medium of instruction.
- h) To find out significant difference between X standard students with respect to Achievement of history based on their medium of instruction.
- i) To find out significant difference between X standard students with respect to Attitude towards history based on Types of family.
- j) To find out significant difference between X standard students with respect to Achievement of history based on their types of family.
- k) To find out significant difference between X standard students with respect to Attitude towards history based on their Parental Income.
- l) To find out significant difference between X standard students with respect to Achievement of history based on their Parental Income.
- m) To find out significant difference between X standard students Attitude towards history based on Parental Occupation.
- n) To find out significant difference between X standard students with respect to Academic Achievement based on Parental Occupation.
- o) To find out significant relationship between Attitude and Achievement of history among X standard students.

Hypothesis of the study:

- a) There is no significant difference between X standard students with respect to Attitude towards history based on their Gender.
- b) There is no significant difference between X standard students with respect to Achievement of history based on their Gender.
- c) There is no significant difference among the X standard Students with respect to Attitude towards history based on their Type of Management.
- d) There is no significant difference among the X standard Students with respect to Achievement of history based on their Type of Management.

- e) There is no significant difference between the X standard students with respect to Attitude towards history based on Locality.
- f) There is no significant difference between X standard students with respect to Achievement of history based on Locality.
- g) There is no significant difference between X standard students with respect to Attitude towards history based on medium of instruction.
- h) There is no significant difference between X standard students with respect to Achievement of history based on medium of instruction.
- i) There is no significant difference between X standard students with respect to Attitude towards history based on Types of family.
- j) There is no significant difference between X standard students with respect to Achievement of history based on types of family.
- k) There is no significant difference between X standard students with respect to Attitude towards history based on Parental Income.
- l) There is no significant difference between X standard students Achievement of history based on Parental Income.
- m) There is no significant difference between X standard students with respect to Attitude towards history based on Parental Occupation.
- n) There is no significant difference between X standard students with respect to Academic Achievement based on Parental Occupation.
- o) There is no significant relationship between Attitude towards history and Achievement of history among X standard students.

Research design

• **Methodology**

The investigator has adopted survey method of research to study the attitude towards learning history and achievement in history of X standard students

• **Sample**

The investigator adopted stratified random sampling technique to select students for the present study. The investigator has selected 300 students from 6 different X standard students constituting the various strata viz., rural and urban, government and aided, and girls, boys and co-educational.

Table-1

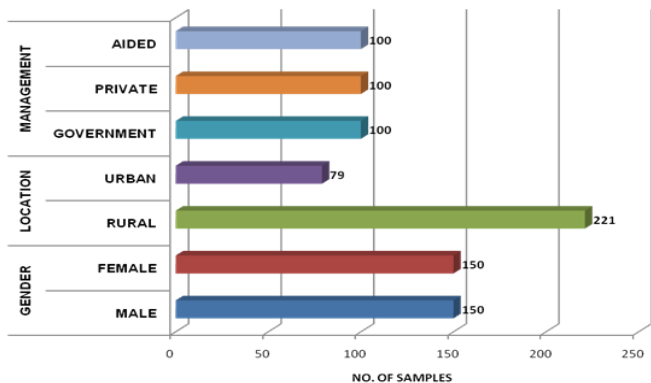
Shows the sampling distribution of students

VARIABLES		SAMPLE	
GENDER	MALE	150	300
	FEMALE	150	

LOCATION	RURAL	221	3000
	URBAN	79	
management	Govt.	100	300
	Aided	100	
	Private	100	

Graph-1

Graph showing the sampling distribution of students



Research tools

As the study aims to study the job burnout tendency of teacher educators, the investigator has chosen the following tools:

1. The research instrument used for data collection was attitude towards history inventory developed by **DR. Mathur**
2. The Achievement inventory developed by the researcher.

Statistical techniques

For the present study, the investigator has decided to use the following statistical values and techniques:

- MEAN
- STANDARD DEVIATION
- STANDARD ERROR DEVIATION
- 'T' TEST
- KARL PEARSON'S PRODUCT MOMENT CORRELATION

Major Findings

1. It is found that there exists no significance difference between the Male and Female X Standard Students on their Attitude towards history mean scores.
2. It is found that there exists no significance difference between the Male and Female X Standard Students on their Achievement of History mean scores.

3. It is found that there exists significant difference between Government vs. Private school and Aided vs. Private school based on their Attitude towards history.
4. It is found that there exists significant difference in the Achievement of History of X Standard Students with respect to Government, Aided and Private X Standard Students.
5. It is found that there exists significance difference between the rural and urban area X Standard Students on their Attitude towards history mean scores.
6. It is found that there exists significance difference between the rural and urban area X Standard Students on their Achievement of History mean scores.
7. It is found that there exists significance difference between the Tamil and English medium X Standard Students on their Attitude towards history mean scores.
8. It is found that there exists significance difference between the Tamil and English medium X Standard Students on their Achievement of History mean scores.
9. It is found that there exists no significance difference between the Joint family and Nuclear family X Standard Students on their Attitude towards history mean scores.
10. It is found that there exists no significance difference between the Joint family and Nuclear family X Standard Students on their Achievement of History mean scores.
11. It is found that there exists no significance difference in Parental monthly Income of X Standard Students on their Attitude towards history mean scores.
12. It is found that there exists no significance difference in Parental monthly Income of X Standard Students on their Achievement of History mean scores.
13. It is found that there exists no significance difference between the Employed and Self-Employed parents of X Standard Students on their Attitude towards history mean scores.
14. It is found that there exists significance difference between the Employed and Self-Employed prances of X Standard Students on their Achievement of History mean scores.
15. It is found that there exists a positive relationship between Attitude towards history and Achievement of History of X Standard Students.

Table2

Showing the significance difference of Type of Management of x standard students for Attitude towards history.

Variable	TYPE OF MANAGEMENT	N	Mean	S.D.	t-value	L.S
Attitude towards history	Govt.	100	52.24	9.582	1.378	NS
	Aided	100	54.20	10.512		
	Govt.	100	52.24	9.582	11.767	0.01
	Private	100	69.80	11.441		
	Aided	100	54.20	10.512	10.041	0.01
	Private	100	69.80	11.441		

Graph2

Showing the significance difference of Type of Management of x standard students for Attitude towards history.

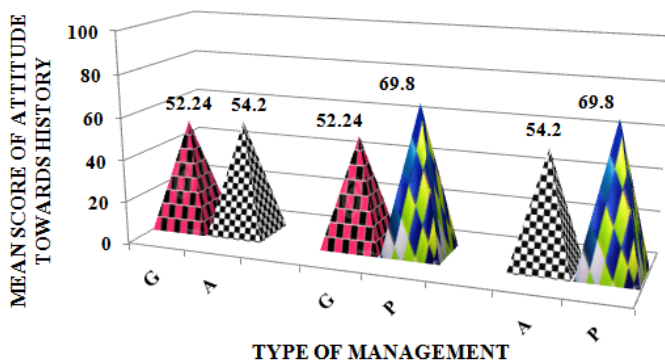


Table -3

Showing the significance difference of Type of Management of x standard students for Achievement of History.

Variable	TYPE OF MANAGEMENT	N	Mean	S.D.	t-value	L.S
Attitude towards history	Rural	221	56.91	11.081	4.164	0.01
	Urban	79	63.89	16.665		

Achievement of History	Govt.	100	40.15	11.092	2.197	0.05
	Aided	100	43.53	10.660		
	Govt.	100	40.15	11.092	12.238	0.01
	Private	100	59.20	10.921		
	Aided	100	43.53	10.660	10.268	0.01
	Private	100	59.20	10.921		

Graph -3

Graph showing the significance difference of type of management of x standard students for achievement of history.

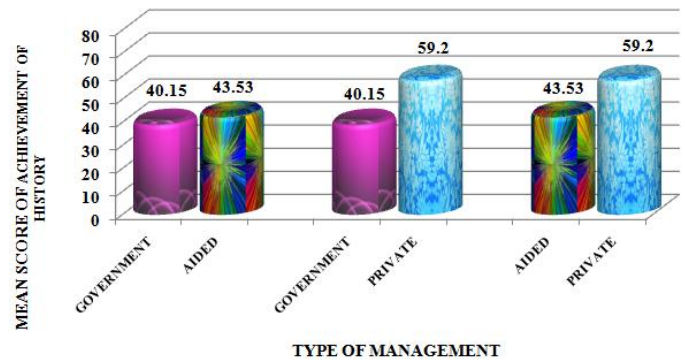


Table- 4

Table shows the significant difference between the x standard students attitude towards history based on students location using mean scores.

VARIABLE	STUDENTS LOCATION	N	MEAN	SD	t-value	L.S
Attitude towards history	Rural	221	56.91	11.081	4.164	0.01
	Urban	79	63.89	16.665		

Graph 4

Graph shows the significant difference between the x standard students attitude towards history based on students location using mean scores

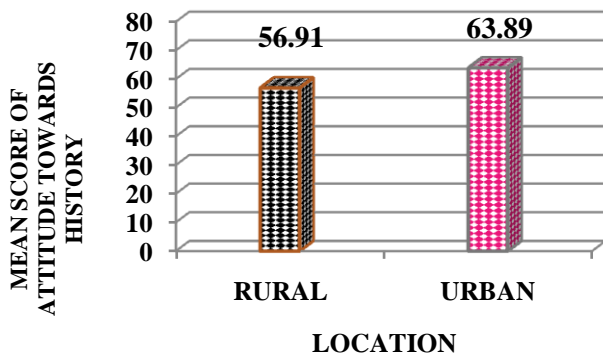


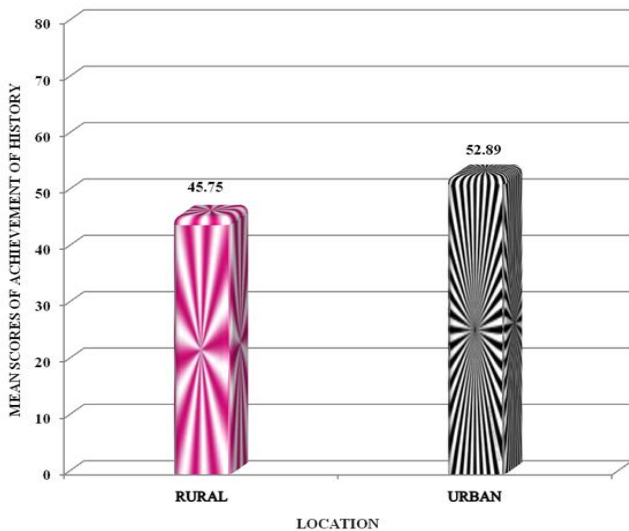
Table -5

Table shows the significant difference between x standard student's achievement of history based on student's location using mean scores.

VARIABLE	STUDENTS LOCATION	N	MEAN	SD	t value	L.S
Achievement of History	Rural	22	45.75	12.221	4.087	0.01
	Urban	79	52.89	16.042		

Graph- 5

Graph shows the significant difference among the higher secondary school students personal adjustment based on type of medium.



Discussions

From the findings of the present study, the investigator would like to recommend the following for enhancing the attitude towards learning history and achievement in history:

- ✓ The subject teacher should handle the classes in an interesting manner, so that the students may develop interest over the subject. In order to make the class interesting, the teachers should use slide shows which explore the historical perspectives of the country.
- ✓ The history teacher should not be a mere reader of the subject content. He should express the subject matter in a novel way. For this, he can use charts, pictures etc., because using of these educational aids will develop positive attitude towards learning history. The history teacher should arrange field trips for the students to historical places like forts, museums etc. During the trips, the teacher should be able to answer for the questions raised by the students. This sort of outing will motivate the students towards learning history.
- ✓ The management should organize seminar with the help of historical researchers in the school itself. The subject experts may have a discussion after the seminar time with the students. The students should interact the scholars to clarify their doubts in history.
- ✓ The wall of classrooms should be pasted with colourful pictures which explain the historical places, events, leaders etc. This should be done by the students under the supervision of the history teacher. Every day, the students are able to remember such things remain in the wall.

Conclusion

The progress, welfare and prosperity of a nation depends on rapid, planned and sustained growth in the quality and extent of education and this can be achieved only with peace and stability in the country in which informative subject like history can play a pivotal role. Thus, history as a subject becomes a priority area in education. History is a store house of information, knowledge and culture. This knowledge, information and culture can preserve the unity in diversity. It has the power to check the fissiparous tendencies by enriching the cultural life of the nation by developing the culture of the various groups as part of a single nation. History forms a part of the curriculum in general education for the first ten years of schooling. The course up to this stage is aimed at acquainting the pupil with important trends and developments in history of India and the world. The subject has been incorporated in the curriculum with varied aims and objectives, some of which are: teach tolerance, cultivate a forward look, foster nationalism, develop international understanding, give training to handle controversial issues, help resolve

our contemporary social and individual problems etc. The purpose is to fight the tendencies of parochialism, linguism, communalism, egoism, etc. In order to retain our hard won freedom, national emotional integration has to be our natural tune. For this, a right attitude towards history is the greatest need of the hour. History learning should help to preserve the unity in diversity, ensure rapid social, economic and educational progress, enrich the cultural life of the nation and ensure security from internal and external dangers. The children should be exposed to this store house of information through the right methods of teaching and the right kind of teachers.

Assessment of the Attitudes of Students towards History and Government in Selected Secondary Schools in Bomet County in Kenya. Journal of Education and Practice, v7 n19 p90-94 2016.

REFERENCES

1. Cousins, Jack E., Ed. (2003) *History and the Social Sciences in Colorado. Newsletter of the Colorado Council For The Social Studies. Volume 3, Number 1.*
2. Brehony, Kevin J. (2004) *Education as a "Social Function": Sociology, and Social Theory in the Histories of Brian Simon . History of Education, v33 n5 p545-558 Sep 2004*
3. Walsh, Mark (2005) *Living History. Education Week, v24 n34 p34-37 May 2005.*
4. Wheeler, Schaun (2007) *History Is Written by the Learners: How Student Views Trump United States HistoryCurricula. History Teacher, v41 n1 p9-24 Nov 2007.*
5. MacKinlay, L.; Langdon, P. E. (2009) *Staff Attributions towards Men with Intellectual Disability Who Have a History of Sexual Offending and Challenging Behaviour. Journal of Intellectual Disability Research, v53 n9 p807-815 Sep 2009.*
6. Andrews, Rhys; McGlynn, Catherine; Mycock, Andrew (2010) *National Pride and Students' Attitudes towards History: An Exploratory Study. Educational Studies, v36 n3 p299-309 Jul 2010.*
7. Harris, Richard; Clarke, Gill (2011) *Embracing Diversity in the History Curriculum: A Study of the Challenges Facing Trainee Teachers. Cambridge Journal of Education, v41 n2 p159-175 2011.*
8. Cener, Emin; Acun, Ismail; Demirhan, Gokhan (2015) *The Impact of ICT on Pupils' Achievement and Attitudes in Social Studies. Journal of Social Studies Education Research, v6 n1 p190-207 2015.*
9. Demircioglu, Ebru (2016) *Teacher Candidates' Attitudes to Using Oral History in History Education. Journal of Education and Training Studies, v4 n6 p184-191 Jun 2016.*
10. Angela, Rono; Cheruiyot, Rono Obadiah (2016) *An*