

IMPACT OF ATTITUDE TOWARDS SOCIAL SCIENCE AND ACADEMIC ACHIEVEMENT OF UPPER PRIMARY SCHOOL STUDENTS IN SALEM CITY, TAMIL NADU

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Abstract:

The present study was to examine the Impact of attitude towards Social Science students and academic achievement of Upper Primary School Students in Salem City, Tamil Nadu. The present study is aimed to find out the impact of attitude towards Social Science on the academic achievement of students belonging to upper primary stage. For this purpose a sample consisting of 150 students from class VIII were taken from Royal Park Matriculation Schools by using Simple Random Sampling Technique. Attitude towards Social Science Scale developed by Dr. Anuradha Agnihotri (2009) was used for data collection purpose. Marks obtained by the students in the previous class were used as an indicator of their academic achievement. Data was analyzed by using Karl Pearson Product Moment Correlation Coefficient and t-test. The findings of the study revealed the fact that there exists a moderate and positive relationship between attitude towards Social Science and academic achievement of students at Upper Primary stage. Also the study showed that academic achievement varies according to the variation in attitude towards Social Science students.

Keywords: Attitude towards Social Science, Academic Achievement, Rationality, Self-confidence, Self-reliance.

INTRODUCTION:

Education is an important parameter with which we rank a nation. The world considers those nations developed who made remarkable achievement in Social Science and technological field. Education is a powerful instrument with which desirable change can be made in a society (Education Commission 1964-66). The education in India is imparted in the classrooms. The classrooms are nothing but a place where the future of a nation gets furnished. The most important asset of a nation is her child. Children are considered as a nation builder. They are foundation of a nation. To dream of a strong and well-developed nation, it is mandatory to make its foundation i.e. children stronger enough.

The strength can only be acquired through a well-balanced educational system. A balanced educational system is a system, which has all its subjects' weightage in a right proportion. It is observable that developed nations made so by laying more stress on scientific education. We can also gain the same status by motivating our children to positively pay respect towards Social Science subject.

Attitude towards Social Science:

1960s, Anthropology, Area Studies, Strategic Studies, International Relations in the 1970s, Peace and Conflict Studies and Women's Studies in the 1990s. That significant development of the late 1970s had been the decline of the discipline of History and the introduction of the subject of Pakistan Studies become a compulsory subject up to the undergraduate level (Alam, 2007).

In literature, researchers interchangeably use the word attitude, interest, and motivation (Ramsden, 1998). An attitude is the tendency to think, feel or act positively or negatively towards objects in our environment. Attitude is learned from society; affected by group norms, positive or negative attitude with reference to the object and the strength of the effect are co-related to the content of the associated cognitive structure, determine the behavior, affect perception, education and teacher education bring the change in attitude (Salta and Tzougraki, 2004).

Attitude towards Social Science is linked to the views and images that the individual develops about Social Science as a result of interaction with different situations, while the term scientific attitude is linked to the ways of thinking

or scientific method, which covers the skills and is related to the undertaking of practical work (Bennett, 2003). Attitude towards Social Science denotes interest or feeling towards studying Social Science. It is the student's disposition towards liking or disliking Social Science (Yara, 2009). It also observed that attitude towards natural Social Science and technology of girls of primary level was more positive than boys. Attitude of students toward natural Social Sciences is more in rural areas of Pakistan than in urban areas (Akpinar et al, 2009). While the urban respondents scored significantly higher on the subscale of the Adoption of Scientific Attitudes than the rural respondents (Anwer and Muhammad, 2012). The interest was more related to performance than students' beliefs about the importance of effort or natural abilities and when students are interested in something, they tend to pursue it and excel at it. One of the greatest gifts that parents can give their children is the freedom to explore interests. It can set young people on a lifelong path of discovery and learning that culminates in a creative, productive life. Parents, teachers, peer groups and relatives attitude should be positive for better outcome but unfortunately, they have no awareness of subject as well as their financial and psychological support (Siegle, 2009). The majority of people are not aware about social Sciences subject, their importance and their scope. Dourish defined awareness as "Awareness is an understanding of the activities of others, which provides a context for your own activity" and it can be in the form of activity awareness, cultural awareness, social awareness, work place awareness, location awareness and knowledge awareness (Reinhardt et al, 2012).

No doubt hard Social Sciences are essential for the development of our country and to be a part of the list of developed countries, which have been made in the fields of Social Science within the past sixty-six years have had the effect of creating many social problems like cultural lag and adult deviant behavior, alienation, health problems by extra use of mobile and internet and etc. The social studies draw subject matter from the social Sciences, are a specific and important part of the elementary school curriculum, acquaint the child with his social and physical environments, and have a unique responsibility to help the child learn those understandings, attitudes, and skills which are necessary for democratic citizenship. social studies as a part of the elementary school curriculum draw subject-matter content from the social Sciences- geography, history, sociology, political Science, economics, anthropology, social psychology. It is true that the social studies make an important contribution to the social education of children.

ACADEMIC ACHIEVEMENT:

It requires continuous assessment of any task for its proper functioning. The same is true for students' academic performance. It is only the marks and grades, which determines an academic achievement of students. It is a tool with which a teacher and an institute assigned rank to its students.

Academic achievement is an essential parameter, which guarantees how pupils perform in their academics. Academic achievement is not a single entity rather it is the grouping of multiple activities, which is manifested by students in number of activities. Academic performance is a combination of scholastic and co-scholastic activities. The co-curricular activities are as important for students as the curricular and examinations.

Dictionary of Education (2003) defines "Academic achievement means the knowledge attained or skills developed in school subjects, usually determined by test score or by marks assigned by teacher or both".

According to Oxford Advanced Learner's Dictionary (2000) "Achievement is a thing that somebody has done successfully, especially using his/her own effort and skill. Academic achievement in this sense will mean in learning the contents of books taught in the school".

Gardener (1993) agreed that there are number of ways to judge and assess the academic performance of students.

He further concluded, "Assessment, then, becomes a central feature of an educational system. We believe that it is essential to depart from standardized testing. We also believe pencil-and-paper; short-answer tests sample only a small proportion of intellectual facility. The means of assessment we favor should ultimately search for genuine problem-solving or product-fashioning skills in individuals across a range of materials."

Academic achievement is the most important tool to assess the performance of students. Academic achievement has its dependence on so many factors such as quality of teachers, classroom environment, peer relationship and so on. All these factors constitute the academic performance of students.

REVIEW OF RELATED LITERATURE:

The work undertaken by Shah et al. (2013) showed how positive attitude towards learning Social Science influence the academic achievement of students. Taking a sample of 1233 students taken from 37 government schools carried out the study. Result of the study showed that higher academic achievement of students is highly influenced by the positive attitude they possess towards learning Social Science. Moreover girls had better attitude towards learning

Social Science and thus had better academic performance.

Also Narmadha and Chamundeswari (2013) studied to find out the relationship between attitude towards learning Social Science and the achievement in Social Science subject. Taking a sample 422 students from secondary level did the study. The study revealed the fact that there exists a positive impact of learning Social Science on academic achievement.

Khan and Ali (2013) enquired about the relationship between attitudes of students towards Social Science with their academic achievement and found that both the variables are interlinked and correlated. The higher the positive attitude of students towards Social Science, the more likely to get better results in their academics.

Apart from all the above studies, a large number of studies (Ali & Awan, 2013; Tiwari & Anwar, 2015; Hacıeminoghu, 2016; Kyode John, 2014; Ahmad & Hassan, 2003) have also proclaimed that those students who possess positive attitude towards Social Science also do better in their academic achievement.

OBJECTIVES:

1. To study the relationship between attitude towards Social Science and academic achievement of upper primary school students.
2. To study the relationship between attitude towards Social Science and academic achievement of male students at upper primary stage.
3. To study the relationship between attitude towards Social Science and academic achievement of female students at upper primary stage.
4. To find out the difference in attitude towards Social Science of male and female students of upper primary stage.
5. To find out the difference in academic achievement of male and female students of upper primary stage.

Significance of the Study

The Social Sciences deal with the study of man, his relationship with other men and also with his environment. The basic purpose of the social Sciences is the development of demographic and good citizen (person likely to hold a number of positive attitudes which have to be the basis of the spiritual, moral, and ethical values). The continuing importance of the Social Science in increasing responsibility of citizenship, increasing industrialization of society, readjustment in family life; suburbanization, rapid growth in communication and transportation, increasing personal responsibility for democratic living and etc.

Hypothesis:

1. There exists no significant relationship between attitude towards Social Science and academic achievement of upper primary school students.
2. There exists no relationship between attitude towards Social Science and academic achievement of male students at upper primary stage.
3. There exists no significant relationship between attitude towards Social Science and academic achievement of female students at upper primary stage.
4. There exists no significant difference between male and female students in relation to their attitude towards Social Science at upper primary stage.
5. There exists no significant difference between male and female students in relation to their academic achievement at upper primary stage.

Methodology:

The study demonstrates the relationship between attitude towards Social Science and academic achievement of upper primary school students. The present study is descriptive in nature, which investigates the present mindset of upper primary school students towards Social Science as a subject. The sample consists of 150 students of Royal Park Matriculation School, Salem City, Tamil Nadu.

Data Analysis:

Table 1: Relationship between Attitude towards Social Social Science and Academic achievement of upper Primary

Variable	N	r-value	Sig.(2 tailed)
Attitude Towards Social Social Science	150	0.78	.000*

Academic Achievement

*Significant at 0.05 Level

From the above Table shows that the correlation coefficient „r“ between attitude towards Social Science and academic achievement is found to be 0.78 ($p=.000<.05$) which indicates a positive and high correlation and hence null hypothesis 1 is rejected.

This shows that students having a good and positive attitude towards Social Science as a subject do better in their academics.

Table 2: Relationship between Attitude towards Social Social Science and Academic achievement of Male students at upper Primary Stage

Variable	N	r-value	Sig.(2 tailed)
Attitude Towards Social Science	75	0.89	.000
Academic Achievement			

Table 2 shows that the correlation coefficient „r“ between attitude towards Social Science and academic achievement is found to be 0.89 ($p=.000<.05$) which indicates a positive and high correlation between the attitude and academic achievement of male students and hence null hypothesis 2 is rejected.

Table 3: Relationship between Attitude towards Social Social Science and Academic achievement of Female students at upper Primary Stage

Variable	N	r-value	Sig.(2 tailed)
Attitude Towards Social Social Science	75	0.72	.000
Academic Achievement			

Table 3 shows that the correlation coefficient „r“ between attitude towards Social Science and academic achievement is found to be 0.72 ($p=.000<.05$) which indicates a positive and high correlation between the academic achievement and attitude towards Social Science of female students and hence null hypothesis 3 is rejected.

Table 4- Significant difference of male and female students in relation to their Attitude towards Social Social Science.

Variables	N	Mean	S.D	df	Sig.(2 Tailed)
Male	75	83.4	17.54	118	0.185
Female	75	79.38	15.40		

Table 4 shows that the ($p\text{-value} > 0.05$) which indicates that there exists no significant difference between attitude towards Social Science of male and female students and hence null hypothesis is accepted.

Table 5- Significant difference of male and female students in relation to their Academic achievement

Variables	N	Mean	S.D	df	Sig.(2 Tailed)
Male	75	7.29	1.34	118	0.375
Female	75	7.09	1.18		

Table 5 shows that the ($p\text{-value} > 0.05$) which indicates that there exists no significant difference between academic achievement of male and female students and hence null hypothesis is accepted.

Findings of the Study:

1. A significant positive correlation was found between attitude towards Social Science and academic achievement of upper primary school students.

2. A significant and positive correlation was found between academic achievement and attitude towards Social Science of male students.
3. A significant and positive correlation was found between academic achievement and attitude towards Social Science of female students.
4. No significant difference was found between the attitude towards Social Science of male and female students.
5. No significant difference was found between academic achievement of male and female students.

Conclusions:

It is concluded from the study that Social Science plays an important role in acquiring good marks in academics. The subject proves to be a backbone in scholastic and co-scholastic achievement. It is essential for students to obtain good marks in order to pass the examination. Getting good marks is dependent on so many factors. One of the most important factors is attitude towards Social Science. Social Science is a very popular, valuable and dynamic subject. The subject believes in understanding rather than rote learning. To achieve better in academics, it is pre-requisite for the students to make positive attitude towards Social Science.

Social Science is a very valuable subject as it is considered as one of the core subject in academics. It is the responsibility of school teachers as well as parents to develop good attitude towards this valuable subject as it plays a significant contribution to the academic performance of students. We have to encourage our students to study Social Science up to higher secondary level and also to our teachers to produce Social Science as an interesting subject inside the classroom with the help of demonstration and experimentation method. The present study would be helpful for teachers and parents to understand the importance of Social Science and also to motivate their students and children towards learning Social Science.

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13. MOHAMMAD FAAZ & ZEBUN NISA KHAN , Education Department, Aligarh Muslim University, Aligarh, India (Corresponding author A STUDY OF THE RELATIONSHIP BETWEEN ATTITUDE TOWARDS SOCIAL SCIENCE AND ACADEMIC ACHIEVEMENT OF UPPER PRIMARY SCHOOL STUDENTS