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The Influence of Study Attitude on the Academic Achievement of Selected Secondary Schools Students of Five Districts of Andhra Pradesh with Reference to the Locality of the School

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Abstract:

In this modern era urbanization is growing very fast and the villagers are migrating to the cities and settling down. However in India, particularly in Andhra Pradesh more than 75% of the population is residing in the rural areas. Students studying in the village schools are different from the students studying in the urban environment. Achievement has been defined as, "A task oriented behavior that allows the individual's performance to be evaluated according to some internally or externally imposed criterion, that involves the individual in competing with others, or that otherwise involves some standard of excellence" (Sabir, 1999). The sample consists of 1407 students from secondary schools located in Andhra Pradesh, India. The descriptive statistics such as frequency, percentages, mean and standard deviation were used to analyze the results. Other than that, inferential statistic such as t-test was used to analyze the difference between the study attitude and academic achievement of rural and urban students. Meanwhile, Pearson correlations were used at significant level 0.05 to analyze the relationship between study attitude and academic achievement of the project sample.

The overall analysis of study attitude of Secondary School Students, maximum percentage of them (75.05%) exhibited average level of study attitude. In this background comparative study was carried out among urban and rural students. The research findings showed that all three percentage levels of study attitude of rural students in terms of their academic achievement, they remain lower than urban students. When relationship between study attitude and academic achievement were statistically analyzed, rural students recorded non significant relationship with the aforementioned variables in contrast to urban that showed significant relationship. Pearson correlations analysis showed that there were significant relation between dimension of study attitude and the academic achievement of urban and rural students. Therefore, suggestions were offered to improve the rural student's study attitude and their academic achievement.

Keywords: Study attitude, Home Environment, Academic Achievement, rural, urban, secondary school students

1. Introduction

In this modern era urbanization is growing very fast and the villagers are migrating to the cities and settling down. However in India, particularly in Andhra Pradesh more than 75% of the population is residing in the rural areas. Students studying in the village schools are different from the students studying in the urban environment. Achievement has been defined as, "A task oriented behavior that allows the individual's performance to be evaluated according to some internally or externally imposed criterion, that involves the individual in competing with others, or that otherwise involves some standard of excellence" (Sabir, 1999). Maher M. Abu-Hilal [2000] carried out a study on learners' attitudes towards subjects, academic aspiration and achievement and concluded that attitudes to school subjects influence achievement, but only indirectly. Level of aspiration had significant direct effect on achievement and mediated between attitudes and achievement. Loh, Wai Fun (2010) studied the relationship between students' attitude towards social Studies and academic achievement and opined that there was a significant and low but positive correlation between attitude towards Social Studies and academic achievement.

2. Statement of the Problem

A study of the influence of study attitude of the secondary school urban and rural students on their academic achievement in five districts of Andhra Pradesh, India with reference to the locality of their schools.

The aim of this paper is to understand the impact of the locality of the schools on their study attitude, home environment and consequently their academic achievement. In the light of which the following hypotheses were formulated and the study was carried out.

3. Hypotheses of the Study

The following hypotheses have been formulated based on the objectives of the present problem of investigation.

- The total population of secondary school children does not differ in their levels of study attitude.
- The total population of secondary school children does not differ in their academic achievement.
- Urban and rural secondary school students do not differ in their levels of study attitude.
- Urban and rural secondary school students do not differ in their levels of academic achievement.
- There is no significant difference between urban and rural Secondary school students in their study attitude and academic achievement.

4. Significance of the Study

Particularly a sound secondary school education is fundamental to the academic achievement of the urban and rural students. Therefore it is an urgent need to evaluate the academic achievement of the secondary school urban students which depends on the study attitude of the students, their good home environment and their effective study habit. A positive study attitude is in general expected to lead to good academic achievement.

5. Delimitations

The study was limited to

- Only selected Government and Private, Aided and unaided Secondary Schools in five Districts, namely Krishna, Guntur, Khammam, Warangal, Karimnagar of Andhra Pradesh
- Only Students both boys and girls of VIII & IX classes
- English and Telugu medium of instruction
- Rural and Urban schools selected at random

District	Number	%
Krishna	360	26
Guntur	275	19
Khammam	223	16
Warangal	226	16
Karimnagar	323	23
TOTAL	1407	100

Table 1: District Wise Distribution Of The Sample

6. Methodology

Study attitude Scale by Mohammad Sarwar (2004) was used to measure the study attitude of secondary school students as the tool has high reliability and validity. Home Environment Inventory by Dr. Karuna Shankar Misra was used to measure the Home environment of the secondary school students.

The questionnaire on study attitude consisted of student's attitude towards self, regularity examination, teachers, parental authority, perseverance, subject taken, and the institution. The scale items were scored, a positive system of scoring was used for 30 items. The items were scored by rating the responses on the basis of following scoring procedure. Always -5, Often -4, Sometime -3, Rarely-2, Never -1. A negative system of scoring was used for 10 items. In this way the items number were reversed. Always -1, Often -2, Sometime -3, Rarely- 4, Never -5. Correlation co-efficient between the two sets of scores was found. It was 0.79. Thus the reliability of the study habit inventory was found.

- **Hypothesis 1: The total population of secondary school children do not differ in their levels of study attitude.**

Different levels in the study attitude of secondary school children: Mean and standard deviation of the whole group on the scores pertaining to Study Attitude by the Secondary School Students have been computed. The statistical analysis of mean and standard deviation of Study Attitude of the Secondary School Students are 161.19 and 19.02 respectively. The total sample was further classified high (above $M + 1SD$), moderate (between $M - 1SD$ and $M + 1SD$) and low levels of (below $M - 1SD$) Study Attitude groups. These calculations were tabulated in Table 1.

S.No	Score	No. of respondents	%	levels of Study attitude
1	Below 142.17	263	16.19	Low
2	Between 142.17 and 180.21	893	63.49	Average
3	Above 180.21	251	20.32	High
	Total	1,407	100	

Table 1: Levels of study attitude – Secondary school students

In the overall analysis the total sample (1,407) exhibits three levels in terms of percentage of the scores obtained. There are 263 respondents who have scored less than 142.17 (16.19%) and hence they are treated as having low level of Study Attitude. The respondents whose scores are above 180.21 (20.32%) [Mean +1 SD= 180.21], are considered to be in high Study Attitude group and their number is 251. i.e., 20.32 %. The rest of the population consisting of 893 Secondary School Students (63.49%) showed only. This shows that secondary school students differ in their levels of study attitude.

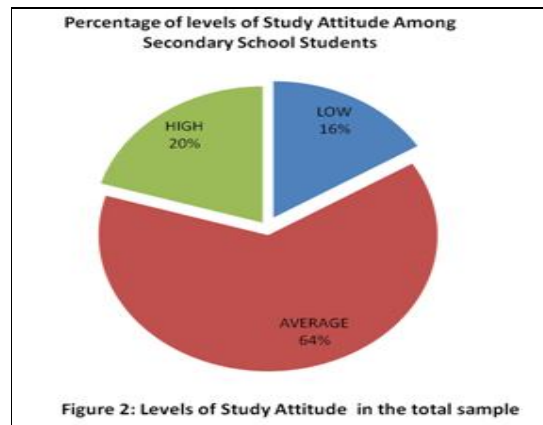


Figure 2

- Hypothesis 2: The total population of secondary school children do not differ in their academic achievement

S.No	Score	No. of respondents	%	levels of Academic Achievement
1	Below 44.75	267	18.98	Low
2	Between 44.75 and 82.87	895	63.61	Average
3	Above 82.87	245	17.41	High
	Total	1,407	100	

Table 2: Academic Achievement – Secondary School Students

There are 267 (18.98%) students whose academic achievement score is less than 44.75 [Mean -1 SD = 44.75] and hence they fall under the group with low level of academic achievement. There are 245 (17.41%) whose scores are above 82.87 [Mean +1 SD = 82.87] and belong to the group with high Academic Achievement. The rest of the population of 895 (63.61%) students seems to possess only moderated levels of academic achievement. This shows that secondary school students differ in their levels of Academic Achievement. The data presented in Table 2 is presented in figure 2.

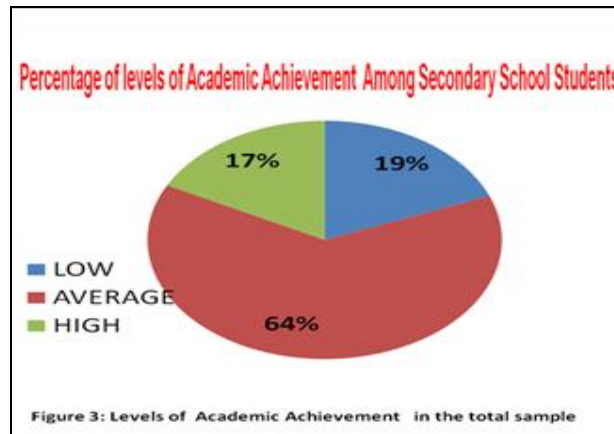


Figure 3

• **Hypothesis 3: Locality of Secondary School Students does not make significant difference in their Study Attitude**

For the sample of 1,407 secondary school students, Mean and S.D. for the two sub groups with Rural and Urban back ground are calculated. From this standard error of difference between Mean and C.R. are calculated. The data is presented in Table-3.

Locality	Count	Mean	SD	D	σ_D	C.R
Rural	709	160.9	17.46	-0.58	1.01	0.57 *
Urban	752	161.48	20.49			
Total	1,407					

Table 3: Study Attitude – Locality – Mean, S.D and C.R. value
* Not Significant at 5% level

From Table 3, it is observed that the obtained C.R. value 0.57 of Rural and urban secondary school Students is lesser than the Table value 1.96. Therefore, it is not significant at 5% level. Hence, the null hypothesis is retained. The locality of secondary school students do not make significant difference in their study attitude', is retained. It can be inferred that the locality rural or urban of secondary school students does not make significant difference on their levels of study attitude.

• **Hypothesis 4: Locality of Secondary School Students does not make significant difference in their Academic Achievement**

For the sample of 1,407 secondary school students, Mean and S.D. for the two sub groups with Rural and Urban back ground are calculated. From this standard error of difference between Mean and C.R. are calculated. The data is presented in Table-4.

Locality	Count	Mean	SD	D	σ_D	C.R
Rural	709	63.98	19.53	0.42	1.01	0.415 *
Urban	698	63.56	18.53			
Total	1,407					

Table 4: Academic Achievement – Locality – Mean, S.D and C.R. value
* Not Significant at 5% level

From Table 4, it is observed that the obtained C.R. value 0.41 of Rural and urban secondary school students for their academic achievement is less than the Table value 1.96. Therefore, it is not significant at 5% level. Hence the null hypothesis locality of secondary school students does not make significant difference in their academic achievement is retained. It can be inferred that the locality (Rural or Urban) of secondary school students does not make significant difference in their levels of academic achievement.

• **Hypothesis 5: Locality of Secondary School Students does not make significant difference on their relationship between Academic Achievement and Study Attitude**

For the sample of 1,407 secondary school students, 'r' and Z values for the two sub groups with Rural and Urban back ground are calculated. From this D_{z1-z2} , σ_{Dz} , C.R are calculated. The data is presented in Table-5.

Type of School	Count	'r' value	Z	D _{Z1-Z2}	σ_{DZ}	C.R
Rural	709	0.895	1.447	0.68	0.0534	12.734*
Urban	698	0.972	2.127			

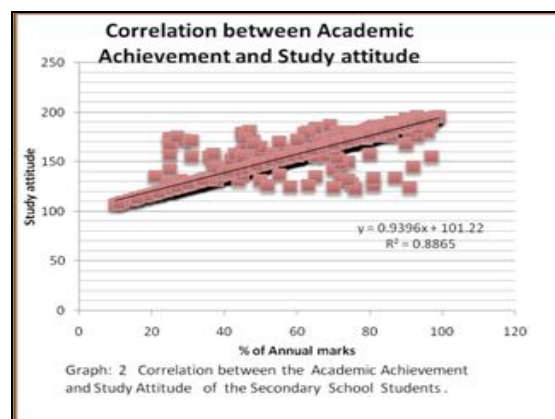
Table 5: Study Attitude - Academic Achievement – Locality

* Significant at 5% level

Correlation analysis of the relationship between study attitude and academic achievement of Secondary School Students revealed that the calculated value 12.734 of rural and urban locality is greater than the table value 1.96 at 5% level and the difference is considered to be significant. Hence the given hypothesis locality of secondary school students which does not make significant difference on their relationship between academic achievement and study attitude is rejected. Therefore the rural or urban background of secondary school students has impact on the relationship between study attitude and academic Achievement.

7. Correlation between Academic Achievement and Study Attitude

When the Academic Achievement was correlated with Study Attitude, the 'r' value was found to be 0.942 and R^2 was 0.886. According to the trend line and scatter plot (Graph: 2) it can be interpreted that the academic achievement of secondary school students is strongly and positively correlated in a linear fashion with that of study attitude.



Graph 2

However there are few outliers expressing the deviation of some data. Therefore it can be recommended that by improving one's study attitude, progress in the academic performance of the secondary school students can be expected.

Graph: 2 When the academic achievement was correlated with study attitude, the 'r' value was found to be 0.942 and r^2 was 0.886. according to the trend line and scatter plot it can be interpreted that the academic achievement of secondary school students is strongly and positively correlated in a linear fashion with that of study attitude. However there are few outliers expressing the deviation of some data. Therefore it can be recommended that by improving one's study attitude, progress in the academic performance of the secondary school students can be expected.

When the mean scores of both the groups were compared, they are almost equal suggesting that the Study Attitude of these students is not significantly different by their residential background variables. Similarly, based on his research, *Thakkar* (2003) reported that there was no significant correlation between Academic Achievement and adjustment among rural and urban locality.

As far as the relationship and the influence of study attitude and academic achievement are concerned, urban and rural variables showed significance. This is in agreement with *Sarwar* (2002) who reported that rural students have better study habits and more positive study attitude than urban students have and their academic performance is also better than urban students.

There is also significant relationship exists between study attitude and academic achievement of both rural and urban group of students. This is in disagreement with *Bandhanal* and *Sharma Darshana* (2012) who has demonstrated that the urban students have better Study Attitude than the rural students. Three kinds of contextual factors merit special attention namely i) sense of belonging and caring, ii) clear, high, and consistent expectations, iii) meaningful and challenging educational environments. Although learning involves individual cognitive and emotional processes, student motivation is also significantly influenced by a supportive network of relationships. The likelihood that students will be motivated and engaged in school is increased to the extent that they perceive their teachers, family, and friends as supportive. Schools that engage students promote a sense of belonging by personalizing instruction and creating a supportive, caring social environment where adults show an interest in students' lives in and out of school. Nevertheless, many correlation and non-experimental studies have shown that students who report caring and supportive interpersonal relationships in school have more positive academic attitudes and values and are more satisfied with school. (*Baker* (1999). Such students also are more likely to attend school, learn more (*Bryk and Driscoll* (1988); *Bryk, Lee, and Holland* (1993) and report that they are more engaged in academic work.

8. Conclusion

Positive study attitude will surely enhance the academic achievement of urban and non urban students. Motivational classes may help the urban and non urban students to improve their study attitude. Students may become aware of their true study attitude which will have bearing on their life as well as their academic achievement. The relationship between extraneous variables of study attitude will surely throw light on the academic performance of the students. Such an understanding of students may prove to be of great assistance in predicting their future performance in the school as well in actual life situation.

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